

**TEACHING NARRATIVE TEXT BY USING ESTAFET WRITING
IN DEVELOPING WRITING SKILL AT THE ELEVENTH
GRADE OF SMAN 3 LANGSA**

THESIS

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ABSTRACT

This research is aimed to identify the effectiveness of estafet writing to developing student's writing skill and knowing the implementation of estafet writing in teaching learning process. The design of this study is quasi-experimental or Nonrandom Control Group, Pretest – Posttest Design. The object of this study were student of SMA Negeri 3 Langsa. The research was conducted at march 2015. It was conducted in two use field notes, photographs, interviews, and documents. To collect quantitative data, the researcher conducted test before and after the research implementation. To analyze the quantitative data, the researcher used the mean scores of the test.

The research findings are described in line with the problem statements as follows: estafet writing developing the students' writing skill in narrative text, especially on the aspects of content, organization of ideas, and language features. This is proved by the significant increase of the mean score of the post-test class control and post-test class experiment. As the result, there is no missing stage from pre-writing to post-writing. moreover, during the teaching learning process using estafet writing techniques, the students showed their better attitudes towards the implementation of those techniques. They were also actively involved in the teaching-learning process. Based on the explanation above, it is concluded that the use of estafet writing developing the students' writing skill in narrative text.

Therefore, it is recommended that teachers use estafet writing as the techniques in teaching writing.

Keywords: estafet writing technique, writing narrative text.

CHAPTER I

INTRODUCTION

A. The Background of the Study

English has now become the world language. It means that most people in the world have already known English. Furthermore, English has become a subject at school, especially in Indonesia. English has been included in the curriculum and being taught at the elementary, junior and senior high school. English subject has four skills, namely speaking, writing, reading and listening. Those skills have to be mastered by the students who learn this subject, especially writing which is absolutely not easy to be mastered. Therefore, in this thesis the writer will only discuss about writing skill.

Basic knowledge in writing has three phases namely, sentence, paragraph and essay.¹ A sentence is a series connected word consisting of a subject and verb and within those sentences there will be groups of words that are called phrases and clauses. If in sentence may be regarded as being a sequence of sentences expressing a number of thoughts that relate to the same idea, theme or topic. Most paragraphs have a three-part structure: topic sentence, supporting sentence, and concluding sentence. Each part of the paragraph plays an important role in communicating meaning to reader. Further, essay is a short piece of

¹ Aragon Yeh, 16 July 2010, *Basic Writing in English Slideshare*, <http://www.slideshare.net/aragornyeh/basic-writing-in-english>, accessed on 28 November 2014

writing on a subject. In an essay, there are three structures, namely introduction, body and conclusion which the role is similar to writing.

In the implementation of teaching and learning process of English, the improvement of basic skills of language is still problem and one of them is writing. In general, writing is one of skills which is most difficult to learn. So, it needs to be developed further. In the process of learning writing some students have difficulties to write correctly. The students are not able to develop their idea. So that they have difficulties in writing a text. This fact encouraged the researcher to focus on developing students' writing skill especially in narrative text.

Narrative text is a story being told to the reader. It is like a recount but is usually a made up story. It usually has a number of events that take place and a problem that needs to be solved by the characters. It usually has a crisis in it and then is resolved at the end. Simon and Schuster state that narrative essay tells about fiction and non-fiction, it gives an account of one or more experiences. It tells about ideas or experiences of the author.²

There are many techniques to learn narrative text. Here the writer will implement Estafet writing to develop students' writing skill in making narrative text. Estafet writing is one of the active learning techniques and also an innovative learning model for students who starts writing a short story which is continued by

² Simon and Schuster, *Essay Writing Step-by-Step : a Newsweek Education Program Guide for Teens*. (New York: Newsweek, Inc, 2003), p.138

student after another student. Estafet writing technique is considered an effective technique to teach writing narrative text. So, Estafet writing can help the students to write and identify the narrative text easily.

Based on the writer's experience when conducting a teaching training at SMA Negeri 3 Langsa, the writer found that the students have difficulties in developing their writing when their teacher asks them to make a text. This happens because of many factors. The first factor is the students do not know the structure of text, even though they have studied it before. The second the students can not develop their idea. The third the students' mistakes in grammatical, spelling, and punctuation. So, Based on the factors above the writer is interested in conducting a research to teach narrative text by using Estafet writing to develop students narrative text under the title." TEACHING TO MAKE NARRATIVE TEXT BY USING ESTAFET WRITING IN DEVELOPING WRITING SKILL AT THE ELEVENTH GRADE OF SMAN 3 LANGSA".

B. Research Question

The main problem of this research is:

1. Does estafet writing develop the students' ability in writing narrative text at SMA Negeri 3 langsa?

C. Purpose of the Study

Based on the problem above, the purpose of this study is :

1. To find out whether estafet writing develop students' ability in writing narrative text at eleventh grade students of SMA Negeri 3 Langsa or not.

D. Significance of the Study

a. For teacher

The writer hopes that this research will increase the teachers' strategy in teaching writing narrative text and it is hoped that this study will give a contribution to education to the development of language teaching and learning about writing through estafet writing.

b. For students

The students can improve their writing ability and develop their writing ability. And this study will overcome the difficulties of learning in writing narrative text.

c. For researcher.

The result of the research paper can be a useful input for English teaching and learning process especially for teaching writing by using estafet writing.

E. Hypothesis

Based on the research question and the purpose of the study, there are two forms of hypotheses in the research, they are; Null Hypotheses (Ho) and Alternative Hypotheses (Ha) as follows:

Ho: Estafet writing can not develop students' ability in writing narrative text at the eleventh grade students of SMA Negeri 3 Langsa.

Ha: Estafet writing can develop students' ability in writing narrative text at the eleventh grade students of SMA Negeri 3 Langsa.

C. Terminology

1. Writing

Writing is a series of related text-making activities generating, arranging and developing ideas in sentences, drafting, shaping and reading the text we make and editing and revising them.³ Drafting is the process whereby writers simply get something written on paper so that they can begin to craft their writing and revising the text which the writer returns to it draft, rereads and rethinks it, and decide to change in order to improve it.

2. Narrative text

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A

³ Eric Gould dkk, *Act of Writing*, (New York, Schaum Outline Series, 1989), p. 18

straight forward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.⁴

3. Estafet writing

One of solution to increase positive respon from students is by imparting teaching model “ Estafet Writing”. It is a teaching method which implement or active learning that involve students activeness in narrative writing together or cycle. Alternatively first student writes a paragraph in her book, then the next paragraph will be continued by the other students one by one. So the students will create several paragraphs based on the total students in the class together. Finally, they create a text based on several paragraphs wich has been written by previous students.

⁴ Kane, Thomas, S, *The Oxford Essential Guide to Writing*, (New York: Barkley Books, 2000)