

THE EFFECT OF *ESTAFET* WRITING METHOD ON STUDENTS' ABILITY IN WRITING NARRATIVE TEXT**Aprilia Khairani¹, Harry Sambayu²**^{1,2}Pendidikan Bahasa Inggris, Universitas Asahan*e-mail:* apriliakhairani72@gmail.com**Abstract**

The aim of this research is to assess whether the *estafet* writing method has an impact on ability of students to write narrative texts in tenth grade at SMA Swasta Islam Terpadu Al Izzah in 2024/2025 academic year. This research employs quasi experimental design, which includes two groups: a control group and an experimental group. The population consists of all tenth-grade students, divided into three classes. The sample for this research includes two classes (X-1 and X-2), selected through simple random sampling. X-1 serves as the experimental group, that is taught using *estafet* writing method, while X-2 is the control group, taught using Lecturing model. After completing the learning process, a post-test is administered, revealing an average score of 76,7 for the experimental group and 59 for the control group. The t-test result shows $T = 3.19$, which is greater than the critical value of $T\text{-table} = 2.02$, thus confirming that H_a is accepted. Consequently, it is concluded that the *estafet* writing method has a significant effect on students' ability to write narrative texts in tenth grade at SMA Swasta Islam Terpadu Al Izzah

Key word: Estafet Writing Method, Narrative Text, Effect.**INTRODUCTION**

English could be a communication device of within the period of globalization which is the most key to a person's victory in achieving a future career and English moreover acts as a proficient communication instrument within the areas of science, innovation trade, computers, and transportation. Learning English is exceptionally vital within the time of globalization for our future careers. One of the abilities that must be ached is composing. In this case the instructors must be able to select a strategy or methodology or strategy that can move forward the students' composing capacity not as it were within the classroom, but exterior the classroom.

The research focuses on writing ability. written frame whereas paying close attention to utilizing the dialect in the foremost fitting way conceivable. (Lindsay, 2020) characterizes, writing is a thinking process; after going through the method, creators create writing work that's based on their contemplations. In other terms, writing can be characterized as a strategy of communication that includes putting considering, perception, or thought into writing shape so that it can be shared. In

writing, there are many types of genres, such as descriptive, expository, argumentative, persuasive and narrative. The reality is that many people have difficulty writing texts in English, especially due to a lack of vocabulary in understanding English, a lack of understanding of linguistic rules.

According to Delista and Eliawati (2013) narrative text is a story containing events that produce problems from one or more characters that are driven to face and resolve the problem, claim Delista & Eliawati (2013). This kind of writing is suggested to amuse and to address real and imagined experiences in many ways; narrative also addresses troublesome occurrences that result in crises or other turning points that eventually find a solution. It serves as entertainment, historical preservation, and an explanation of occurrences in daily life.

The students of SMA Swasta Islam Terpadu Al - Izzah N do not like writing activity because they were lack of vocabularies and sometimes, they confused by the grammar they should use, such as they still confused using simple past tense. Besides that, there are some internal and external factors, such as low motivation, use of less attractive models or methods. These issues are important to resolve to help students develop a deeper understanding of writing.

To solve the problems above, the learning method can be applied. One of the learning Method that can be applied to teach writing narrative text is by using this learning method. *Estafet* Writing Method is a learning Method that focuses on students, aimed at encouraging greater independence in them. This model offers students the chance to organize learning activities independently within Group Work.

Based on the elaboration above, this research is inspired to conduct research entitled "The Effect of *Estafet* Writing Method on Students Ability in Writing Narrative Text in Tenth Grade at SMA Swasta Islam Terpadu Al-Izzah in 2024/2025 Academic Year ".

METHOD

This research applied quantitative research. (Kasiram, 2008: 149) in (Arifin, 2018). (Creswell, 2012) in (Suryadi & Taufik, 2023) The quantitative method is a research approach that involves statistical analysis of data, usually in numerical form.

In experimental quantitative research, there is a sequence that includes a pre-test and a post- test. The participants were categorized into two separate groups: the experimental group and the control group. The experimental group received instruction through the *estafet* writing approach, whereas the control group was educated using a traditional lecturing method. The impact of this instructional method was evaluated by examining the notable differences in students' performance before and after the implementation of the *estafet* writing method.

Table 1 Two Groups Pre-test Post-test

Group	Pre-Test	Treatment	Post-Test
E	Y1	X	Y2
C	Y1		Y2

E : Experimental

C : Control

Y1 : Pre-Test

Y2 : Post-Test

X : Treatment

The data collection process for this research will take place in a series of organized and methodical steps. Initially, it is necessary to complete a range of significant formal administrative obligations prior to starting data collection. A crucial part of this process is securing formal consent from the school principal, which acts as authorization to conduct research tasks within the school setting.

This approval is crucial to guarantee that the data gathering procedure follows applicable laws and receives complete backing from the school. Once the approval is obtained, the following step is to carry out direct observations within the classroom. The purpose of this observation is to analyze different elements associated with the learning experience and student participation, making sure that the data gathered is pertinent and aligns with the research goals. Hence, this phase is vital for acquiring precise and thorough data pre-test.

The pre-test, carried out prior to the intervention, was intended to evaluate the students' existing skills in forming narrative text. The investigator utilized a written examination for this initial assessment, which involved a composition task focused on narrative writing provided to the learners.

1. Treatment

In order to empower students to become problem solvers and historians, the research used the *estafet* writing method to offer a pre-test and deliver therapy. There were no instructional resources available when the teaching-learning process started.

- a. The researcher encouraged the students to take a problem-solving approach by asking them questions at the beginning of the session.
- b. The researcher then gave the students instructions to find as many pertinent problem agendas related to the topic as they could.
- c. The researcher to gather as much data as possible, the researcher gave the students adjustments.
- d. After processing the data, the information gathered from the students through observations and interviews was examined.

- e. All students then carried out in-depth research to determine the hypothesis's validity, which was established by conflicting results.
 - f. The students were told to make inferences by the researcher.
2. Post-test (Y2)

Students were asked to compose narrative texts for the post-test. the post-test that was used following the *Estafet* Writing method. The test in this study was administered as an essay. Every cycle, the test was conducted on the second action. The purpose of the test was to determine how well the student wrote narratives using the *Estafet* writing method.

In scoring the test, it is determined that the cumulative score ranging from 0- 100 by counting the correct answer and by applying the formula as follows:

$$S = \frac{F}{N} \times 100$$

Where:

S= Individual Score

F= Number of Correct Answer

N= Number of Items

(Nurul Hidayah, Pahrudin, & Anjar, 2024)

RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

Table 2. The Sore of Pre-test and Post-test in Experiment Group

No	Name	Score of pre – test(X)	Score of post-test(Y)	X ²	Y ²	XY
1	ALS	81	86	6561	7396	6966
2	AF	83	88	6889	7744	7304
3	AR	67	73	4489	5329	4891
4	AS	80	84	6400	7056	6720
5	ASR	74	84	5476	7056	6216
6	AUS	83	87	6889	7569	7221
7	AL	84	89	7056	7921	7476
8	AA	75	79	5625	6241	5925
9	AAG	81	89	6561	7921	7209
10	BA	69	82	4761	6724	5658
11	DZS	72	77	5184	5929	5544
12	HNZ	75	82	5625	6724	6150
13	ISH	78	81	6084	6561	6318
14	IS	78	87	6084	7569	6786
15	KSK	76	77	5776	5929	5852
16	KUR	75	84	5625	7056	6300

17	KM	74	83	5476	6889	6142
18	KUD	79	84	6241	7056	6636
19	MAF	80	82	6400	6724	6560
20	NA	82	88	6724	7744	7216
21	NNF	78	87	6084	7569	6786
22	RN	80	79	6400	6241	6320
23	SA	66	85	4356	7225	5610
24	SAF	75	85	5625	7225	6375
25	SI	83	86	6889	7396	7138
26	VA	69	74	4761	5476	5106
27	VD	75	78	5625	6084	5850
TOTAL	$\sum X =$		$\sum X =$	$\sum X^2 =$	$\sum Y^2 =$	$\sum XY =$
	2072		2240	159666	186354	172275

From the data above, it showed that the highest and the lowest score in pre-test was:

1. Score 84 is 1 student.
2. Score 83 are 3 students.
3. Score 82 is 1 student.
4. Score 81 are 2 students.
5. Score 80 are 3 students.
6. Score 79 is 1 student.
7. Score 78 are 3 students.
8. Score 76 is 1 student.
9. Score 75 are 5 students.
10. Score 74 are 2 students.
11. Score 72 is 1 student.
12. Score 69 are 2 students.
13. Score 67 is 1 student.
14. Score 66 is 1 student.

From the data above, it shown that the highest and the lowest score in Post test was:

1. Score 89 are 2 students.
2. Score 88 are 2 students.
3. Score 87 are 3 students.
4. Score 86 are 2 students.
5. Score 85 are 2 students.
6. Score 84 are 4 students.
7. Score 83 is 1 student.
8. Score 82 are 3 students.
9. Score 81 is 1 student.
10. Score 79 are 2 students.
11. Score 78 is 1 student.
12. Score 77 are 2 students.
13. Score 74 is 1 student.
14. Score 73 is 1 student.

From the data above, it showed that student's score in pre-test was lower than post-test in the control class. The mean of student's score in pre-test was 76,74 and after giving the material by conventional learning the mean of student's score in post-test was being 82,96, it increased ...

Table 3. The Sore of Pre-test and Post-test in Control Group

No	Name	Score of pre – test(X)	Score of post- test (Y)	X^2	Y^2	XY
1	ANS	77	81	5929	6561	6237
2	AR	49	70	2401	4900	3430
3	AA	50	54	2500	2916	2700
4	AFM	59	62	3481	3844	3658
5	DH	50	62	2500	3844	3100
6	DS	52	56	2704	3136	2912
7	DA	55	63	3025	3969	3465
8	HEI	57	62	3249	3844	3534
9	HTH	49	57	2401	3249	2793
10	KBZ	52	56	2704	3136	2912
11	MDU	48	53	2304	2809	2544
12	NIS	52	56	2704	3136	2912
13	NUF	53	58	2809	3364	3074
14	NAW	58	62	3364	3844	3596
15	NF	80	84	6400	7056	6720
16	PN	77	82	5929	6724	6314
17	RWS	73	75	5329	5625	5475
18	SS	78	83	6084	6889	6474
19	SRS	71	76	5041	5776	5396
20	TDI	48	53	2304	2809	2544
21	ZS	58	63	3364	3969	3654
22	ZM	52	85	2704	7225	4420
TOTAL	$\sum X =$	$\sum Y =$	$\sum X^2 =$	$\sum Y^2 =$	$\sum xy =$	
1298	1453	79230	98625	98625	87864	

From the data above, it showed that the highest and the lowest score in pre-test was:

1. Score 80 is 1 student.
2. Score 78 is 1 student.
3. Score 77 are 2 students.
4. Score 73 is 1 student.
5. Score 71 is 1 student.
6. Score 59 is 1 student.
7. Score 58 are 2 students.
8. Score 57 is 1 student.
9. Score 55 is 1 student.

10. Score 53 is 1 student.
11. Score 52 are 4 students.
12. Score 50 are 2 students.
13. Score 49 are 2 students.
14. Score 48 are 2 students.

From the data above, it showed that the highest and the lowest score in pre-test was:

1. Score 85 is 1 student.
2. Score 84 is 1 student.
3. Score 83 is 1 student.
4. Score 82 is 1 student.
5. Score 81 is 1 student.
6. Score 76 is 1 student.
7. Score 75 is 1 student.
8. Score 70 is 1 student.
9. Score 63 are 2 students.
10. Score 62 are 4 students.
11. Score 58 is 1 student.
12. Score 57 is 1 student.
13. Score 56 are 3 students.
14. Score 54 is 1 student.
15. Score 53 are 2 students.

From the data above, it showed that student's score in pre-test was lower than post-test in the control class. The mean of student's score in pre-test was 59 and after giving the material by conventional learning the mean of student's score in post-test was being 66,04 it increased.

CONCLUSION

This research uses quantitative methods with random sampling strategies to pinpoint the sample group, specifically class X students of SMA Swasta Islam Terpadu Al-Izzah in 2024/2025 Academic Year. Data acquisition for this research across three distinct phases: pre-test, treatment, post-test. The tool employed centers on gauging proficiency in crafting narrative text, meticulously structured to evaluate the degree of comprehension students exhibit concerning narrative text. The *estafet* writing method served as an aid to cultivate students' skill in writing narrative text, and a primary reason behind this was this instructional framework exposes pupils to absorbing fresh information before tackling it, consequently fostering heightened engagement and participation in the learning endeavor.

Based on the data analysis presented in the previous chapter, the results show that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This proves that the application of the *estafet* writing method has a significant influence in improving students' abilities in writing narrative texts. Thus, students' background knowledge becomes an important factor that supports the development of their writing skills.

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