THE EFFECT OF ESTAFET WRITING TECHNIQUE ON WRITING RECOUNT TEXT AT GRADE X STUDENTS OF SMA SWASTA HARAPAN PADANGSIDIMPUAN

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Abstract

This research aimed to know the effect of using Estafet Writing Technique on writing Recount Text at grade X Students of SMA Swasta Harapan Padangsidimpuan. In this research, the researcher used one-group pretest-posttestdesign, there was not control group. The researcher gave pre-test to student, then, researcher gave the students' treatment about writing Recount Text with Estafet Writing Technique. After treatment is given, researcher gives the student post-test. The population in this research were the students of SMA Swasta Harapan Padangsidimpuan. The researcher used purposive sampling were takes class of X IPA 1 as the sample of this research. The total of students in this class was 23 students. The score of students' before using Estafet Writing Technique was 56.04 and it was categorized "fair". While the meanscore of student's after using Estafet Writing Technique was 78.91 and it was categorized "good". The result of both t-test was 14.350 and t-table was 1.717, it means that there is an effect of using Estafet Writing Technique on Writing Recount Text at Grade X Students of SMA Swasta Harapan Padangsidimpuan.

Keywords: *Recount Text, Writing, Estafet Writing Technique*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Teknik Relay Writing dalam menulis Recount Text pada siswa kelas X di SMA Swasta Harapan Padangsidimpuan. Dalam penelitian ini peneliti menggunakan one group pretest-posttest design, tidak ada kelompok kontrol. Peneliti memberikan pre-test kepada siswa, kemudian peneliti memberikan perlakuan kepada siswa tentang menulis Recount Text dengan menggunakan Teknik Relay Writing. Setelah diberikan treatment, peneliti memberikan post-test kepada siswa. Populasi dalam penelitian ini adalah siswa SMA Swasta Harapan Padangsidimpuan. Peneliti menggunakan purposive sampling dengan mengambil kelas X IPA 1 sebagai sampel penelitian ini. Jumlah siswa pada kelas ini adalah 23 siswa. Nilai siswa sebelum menggunakan Teknik Relay Writing adalah 56,04 dan termasuk dalam kategori "cukup". Sedangkan nilai

rata-rata siswa setelah menggunakan Teknik Relay Writing adalah 78,91 dan termasuk dalam kategori "baik". Hasil uji t sebesar 14,350 dan t tabel sebesar 1,717 yang berarti terdapat pengaruh penggunaan Teknik Relay Writing dalam Menulis Teks Recount pada Siswa Kelas X SMA Swasta Harapan Padangsidimpuan.

Kata Kunci: Teks Recount, Menulis, Teknik Menulis Relay

INTRODUCTION

Estafet Writing Technique is one of the active technique and also an innovative learning model in which one the students starts writing which is continued again one after another. According to Syatariah said in Srimaharani (2020) estafet writing is a learning method where students are required to be active and aims to make students think learning is fun. It means that estafet writing is a kind of teaching technique used by teachers to help students actively participate and fun by continuously voicing one's ideas after another, based on the subject matter. Implementing estafet writing will be more beneficial for learning how to write as students are more likely to learn in groups than individuals. (Cahyono, 2011) argues, estafet writing is one of the methods of active learning or learning by doing that aims at encouraging students to combine learning as an enjoyable experience.

Recount Text is a text that telling the reader about something that happened in the past. It is supported by Miner and Jitnay (2012) recount text tells about a specific person or event and it is organized as a series through time. The events can be described the author's personal experience, someone else experience, or historical event. According to Palmer in Senjawati (2016) the purpose of Recount Text is to retell several events and usually it is from the point of view of someone who was there in a certain situation. According to Azhar (2015) generic structures of Recount Text is divided into three stages, they are, orientation, series of events, and reorientation.

In addition to the things that make students difficult in writing Recount Text is the teacher's technique in teaching. There are still many teachers who still use teach conventionally without adding new techniques. Even though one of the most important factors in making students easily understand learning recount text is the interesting learning method from the teacher.

Based on the problem above, the researcher interest to conduct and solve the problem about students to increase the motivation of students to study and eliminate their perception that writing is so difficult especially on writing recount text. Therefore, the researcher want to introduce a suitable technique, one of them is Estafet Writing Technique.

METHODOLOGY OF THE RESEARCH

The researcher was conducted the research through experimental method because this method is suitable to find out the cause effect of the problem. According to Arikunto (2009) states that Experimental Method is the way to find out the cause effect relationship between two factors and it is happened by eliminating, unless or avoiding other factors that can influence. The kind of experimental design of this is one group pre-test and post-test.

Therefore population in this study consists of 106 students from four class (X IPA 1, X IPA 2, X IPS 1, X IPS 2), at the grade X SMA Swasta Harapan Padangsidimpuan, and the sample in this research is class X IPA 1. The technique was used by purposive sampling technique. Purposive sampling was a sampling technique that is include in nonprobability sampling. Sugiyono, (2010) said purposive sampling is a sampling technique based on certain considerations. Arikunto (2009) also states that if the subject is less than 100 then it is better to take all, so the research is a population study. But if the total of subjects is large, it can be taken between 10-15% or 20-25%.

The writer is used analysis descriptive technique. There is two kinds to analysis the data in research, they is descriptive analysis and inferential analysis. Descriptive analysis is used to describes the variable, for instance mean, median and histogram, and so forth. While inferential analysis is used of analysis the hypothesis. Before analysis is the result of collecting data, it needs classify of score.

To know the criteria of score is used to measure the students score by Destager in Dahnianti (2018), as follow:

After collecting the students' score, it should be analyze with a formula. In this analysis the data, the researcher use test formula as Arikunto (2009).
The formula could be seen follows:

$$t = \frac{Md}{\sqrt{\frac{\sum X2\,d}{N\,(N-1)}}}$$

It Means:

t : Test
Md : Mean of deviasi (d) between post-test and pre-test
Xd : The differences of deviasi with mean deviasi
N : Total
df : or db is N-1

Source: Arikunto (2009)

DISCUSSION

In accordance with the hypothesis of this research that The Effect of Estafet writing Technique on Writing Recount Text at Grade X Students of SMA Swasta Harapan Padangsidimpuan, then the technique used to test the hypothesis is inferential statistical techniques using t-test.

No.	X1 (Pre-Test)	X2 (Post-Test)	d = X2 – X1	d^2
1.	60	90	30	900
2.	50	70	20	400
3.	60	80	20	400
4.	56	81	25	625
5.	42	72	30	900
6.	54	76	22	484
7.	50	70	20	400

8.	65	77	12	144
9.	42	72	30	900
10.	42	78	36	1296
11.	70	81	11	121
12.	40	70	30	900
13.	51	83	32	1024
14.	60	90	30	900
15.	60	80	20	400
16.	53	83	30	900
17.	60	80	20	400
18.	62	78	16	256
19.	70	80	10	100
20.	63	72	9	81
21.	50	72	22	484
22.	64	90	26	676
23.	65	90	25	625
Jumlah	**1289**	**1815**	**526**	**13316**

1. **The Mean Score of pre-test**

$$Me = \frac{\sum X}{N}$$

$$Me = \frac{1289}{23} = 56.04$$

2. The Students Mean Score of Gain

$$M_d = \frac{\sum d}{N} = \frac{526}{23} = 22.86$$

3. **Calculating Test Significance of Writing Ability**

$$\sum X^2 d = \sum d - \frac{(d)^2}{N}$$

$$= 13.316 - \frac{(526)^2}{23}$$

$$= 13.316 - \frac{276,676}{23}$$

$$= 13.316 - 12,029$$

$$= 1.287$$

4. **Determining the value of ''t-test'' by using the formula**

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{22,86}{\sqrt{\frac{1,287}{23(23-1)}}}$$

$$t = \frac{22,86}{\sqrt{\frac{1,287}{506}}}$$

$$t = \frac{22,86}{\sqrt{2,54}}$$

$$t = \frac{22,86}{1,593}$$

$$= 14.350$$

FINDINGS

In this study, the researcher conducted research at Grade X students of SMA Swasta Harapan Padangsidimpuan. The research design used in this study was a one-group pre-test and post-test design, which only involved one group, namely the experimental group. Where an initial test is given in the form of a Pre-Test before being given treatment and at the end of the lesson a final test is given in the form of a Post-Test.

The score of students' before using Estafet Writing Technique was 56.04 and it was categorized "fair". While the mean score of student's after using Estafet Writing Technique was 78.91 and it was categorized "good". The other finding of this research showed t-test value higher than the t-test table value (14.350>1.717).

The value of the t-test was greater than t-table. The score in variable of writing Recount Text Text was (14.350>1.717). That was said that the null hypothesis (Ho) rejected and the alternative hypothesis (Hi) accepted. It means that there is a significance difference between the results of students writing Recount Text Using Estafet Writing Technique.

CONCLUSIONS

According the result of the test was done by the students, either pre-test and post-test had done by the researcher about the effect of Estafet Writing Technique on writing Recount Text at Grade X students of SMA Swasta Harapan Padangsidimpuan, the researcher concluded that the use of Estafet Writing Technique can improve students writing ability especially in writing Recount Text at grade X students of SMA Swasta Harapan Padangsidimpuan. It was proven by the students' mean score improvement from pre-test to post-test. The students' mean score of pre-test was 56.04 which was classified as fairly classification, while that of post-test was higher than mean score of pre-test as 78.91, which was classified as good category.

Moreover, based on the data analysis, t-test was value higher than the t-test table value (14.350>1.717). It means that there was a significant difference. Therefore

H0 was rejected and H1 was accepted. In other words, the use of Estafet Writing Technique can improve students' writing ability of Recount Text.

SUGGESTIONS
1. For head master of SMA Swasta Harapan Padangsidimpuan, it is hoped to inform the English teacher in the school to use Estafet Writing Technique in teaching writing. The researcher and others proved that estafet writing was effective to be applied in classroom.
2. For English teacher, it is hoped to use Estafet Writing Technique while teaching writing because this technique can help the students inunderstanding and creating the Recount Text.
3. For students, it is hoped can be useful to improve their writing after using this technique.
4. For the next researcher, this research can help other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this experimental research.

Finally, the researcher realized that this research still had some weakness a mistakes. Therefore, the researcher would like to accept any constructive and critics to make this research better.

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