

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Writing skill is the most important ability to master for foreign language students in learning English (Bukhari, 2016; Fahmi & Rachmijati, 2021; Salma, 2015; Toba et al., 2019). According to Ruhama & Purwaningsih (2019), the language skills used by humans to interact indirectly are called writing skills. In addition, writing is when a writer produces written text that is used to convey information to readers (Fahmi & Rachmijati, 2021). Writing also an indirect communication tool to express what is thought and felt.

According to Dewi (2021), writing is included in complex abilities where students express their ideas in a piece of writing that forms several sentences and paragraphs for readers (Dewi, 2021). Agree with Fithriani et al (2019), writing skills are the most difficult to learn because students have to research the idea according to the topic and compose a paragraph using their ideas and also, they have a different language structure from the structure of Indonesian. So, students have to move their ideas from the source language to the target language (Fithriani et al., 2019).

There is an evident from one school in North Sumatra where researchers have observed at the MAS Muallimin School that there are various students experience difficulties when the teacher asks students to write sentences or paragraphs in English. One of the problems is to find out the idea and development their ideas. As Wirantaka (2016) found on his study the students also faced the problem in development of ideas when they have to write one sentence (Wirantaka, 2016). The contents or supporting sentences are not connected with the topic sentence. So, for them, they write a lot by including whatever they can enter without looking at whether sentences should be related or not. They just do what they want about their sentences. So, this is of course very problematic when it is assessed from aspects of writing in English.

Moreover, they still often use the structure of the Indonesian language, but they confuse about using the proper English language structure. These problems

likely might be caused by the students' confusions on what they should write and how to compose it with the correct English structure, as evidenced by Toba, et al (2019). Another possibility problem is that students include sentences that are not important in paragraphs (Toba et al., 2019).

In addition, to the inappropriate placement of structures, students at the school also have difficult to develop their vocabulary. Vocabulary is a very important ability for students to master the meaning of words (Saengpakdeejit, 2014). When they are asked to memorize vocabulary, some can, but some are not. Another thing is when they can memorize the new vocabulary, they can't use it in their sentences. So, they use the vocabulary they are used to. As a told by (Zulaikah et al., 2018) Because when a writer uses inappropriate vocabulary in a sentence, of course, the sentence will become a confusing sentence for the reader so the delivery of the sentence will not be conveyed according to what the author wants (Zulaikah et al., 2018).

Furthermore, the use of punctuation and spelling also affects the low writing of students at MAS Muallimin School. Students are still having difficulty when they have to put commas, periods, and others. The commas are most often a problem for students at the school, they feel that the commas they use are correct, but in fact, they are still wrong. Apart from that, their spelling is still wrong. The reason is that they rarely write English at home, they only write when their teacher tells them to write, but they don't practice their writing skills at home. So, there is an incorrect spelling.

Besides, in the school the subject teacher being observed still apply conventional methods. According to Djaramah (1996), the conventional method is called the traditional learning method or commonly known as the telling method, it is called that because this method uses an oral communication tool between a teacher and students in learning activities (Iswari et al., 2017). In this method students do not participate to play an active role (Ekeanyanwu, 2021). Subject teachers in the school rarely apply new modern methods so that students feel bored when given an explanation. Because the consistent use of the same method results in poor student learning outcomes.

Based on the problems above, the researcher recommends a solution that

could improve the ability to write descriptive text using a method that had never been used in the school. This method is hypothesized can increase their interest in learning and learning is not boring because it uses the same method, namely the *estafet* writing method. This method was introduced by Sitti Syathariah. Since its introduction and application to certain schools, this method is proven effective. According to (Syathariah, 2009) *estafet* writing is a type of method that makes students active in learning where the teacher directs students to participate actively by expressing ideas in turn carried out by their respective group mates (Saragih & Rabbani, 2017).

The application of the *estafet* writing method according to Syathariah is that the teacher explains the topic, namely descriptive text with an example, after which the teacher forms groups consisting of 5-6 people. The student sitting at the beginning is the first student to write the first sentence. Then on the first count, each student stands to see the writing of the student who did the *estafet* first, then on the second count the student hand over the writing to a student next to them, then the second student continues at least one sentence, but students are required to look at the previous sentence to continue the next sentence. So on until the specified time has run out (Rahman & Rahman, 2022).

In his research, (Rangkuti, 2017) found the method an effective method to use. Because after doing the research, students who were previously unable to pass or below the KKM (minimum completeness criteria), but after being given the *estafet* writing method, students are able to pass or above the KKM. Therefore, the research conducted in the 8th grade of SMPN 17 Medan is effective. In (Ditya, 2017) uses *estafet* writing in narrative text material. His research also proves that there is a significant change in students' learning scores in writing narrative texts when given the *estafet* writing method for the tenth-grade students of MA Al-Islam Jamsaraen Surakarta.

Likewise, according (Tanjung et al., 2021) used the *estafet* writing method for the delivery of text procedure material. Before using the *estafet* writing method, it was categorized as bad. However, after using the *estafet* writing method, it was categorized as very good. This proves that there is a significant effect of using the *estafet* writing method on text procedure material for the XII-

grade students of SMKS TI Putra Harapan 2. In their research, (Saragih & Rabbani, 2017) also proved that teachers have a good perspective on *estafet* writing. This is evidenced by the results of 90.91% agreeing on the application of *estafet* writing in class and 95% agreeing on the effect of students' ability to use *estafet* methods in the class. Moreover, (Rosaliana, 2014) research, *estafet* writing method is effective in learning German writing skills. Although in his research using a different language. However, the result When using this method has a good effect.

Exploring the effectiveness of *estafet* writing methods for senior high school is very significant. Because using this method has been demonstrated by other researchers to have a very large effect, it should be used. In terms of student learning outcomes, previously these students were under the KKM (minimum completeness criteria), but after using the *estafet* writing method, student learning outcomes were able to pass the KKM. These students have good learning outcomes because their writing skills develop by being able to write paragraphs according to what the theme is raised, not running away from the main idea.

In accordance with the method of using *estafet* writing, training students' thinking skills so that students can relate ideas written by their friends so that they will try to explore their imagination and transfer them to their friends. Because in previous research there were many successful studies with this *estafet* writing method, the researcher was interested in trying it on the ability to write descriptive text in grade tenth students.

The effectiveness of *estafet* writing method in descriptive text has been studied by some researchers (Saragih & Rabbani, 2017; Suviana, 2016; R. Tanjung, 2019; Yulita, 2019). Also, the effectiveness in narrative text, recount text, and procedure text has been investigated (Ditya, 2017; Lahir, 2017; Rahman & Rahman, 2022; Rangkuti, 2017; S. Tanjung et al., 2021). However, the effect of *estafet* writing method in descriptive text for senior high school and used quasi-experimental research has not been extensively investigated. Thus, this study is intended to explore the effect of this method for senior high school student and using quasi-experimental research for this study.

So, from the explanation above, the researcher wants to conduct research using the *estafet*-writing method, to see how it impacts their ability to write descriptive texts when they learn to use the *estafet* writing method with students who are not taught the *estafet* writing method. Therefore, the researcher took the title "*The Effect of Estafet Writing on Students' Writing Descriptive Text Ability at Tenth Grade of MAS Muallimin UNIVA Medan*".

### 1.2 Identification of the Problems

Based on the background of the study, the researcher found an identification of the problem, as follows:

1. Students find the ideas and difficult to develop it
2. Students confuse using English language structure
3. Students difficult to develop their vocabulary
4. Placement of punctuation and spelling of students is still low
5. The conventional method that the subject teacher applies.

### 1.3 Limitation of the Problem

Based on the problems in the background and also the identification of the problem, this research must be limited, by focusing on the ability to write descriptive texts of students using *estafet* writing at MAS Muallimin UNIVA Medan, in grade 10th.

### 1.4 Research of the Problem

Based on the statements in the background of the problem, the researcher found the problem is "Is there any significant effect of *estafet* writing on students' writing descriptive texts at tenth grade of MAS Muallimin UNIVA Medan?"

### 1.5 Objective of the Study

So, the purpose of this study is based on the formulation of the problem is to investigate the significant effect of *estafet* writing on students' writing descriptive texts at the tenth grade of MAS Muallimin UNIVA Medan or not.

### 1.6 Significance of the Study

In this study, there are several benefits obtained during this research as follows:

#### 1. Theoretically

Researcher of course will get new experiences by searching for data in places that have never been researched by previous researcher at the school, which is also a valuable experience for researcher. The researcher also learned a lot about the knowledge she gained during this research, such as how the researcher got closer to the students during the research so that the students felt that the researcher was very concerned about the collaboration between groups in writing descriptive texts. The researcher tries to prove that their research has an influence on students at the school.

#### 2. Practically

So, the researchers found the benefits of this research as follows:

- a. For the students, the researcher hopes that by using *estafet* writing the students will be more enthusiastic about learning descriptive texts, the writer hopes that the method will improve students' writing skills in descriptive text.
- b. For the teacher, the researcher hopes that the teacher will use a method that is in accordance with the existing material, in this study using the *estafet* writing method, by using the teacher can assess the increase in student learning outcomes.
- c. For the other researcher, researchers hope that the research conducted can be used as a source of reference and can develop even better research ideas.