



**THE EFFECT OF ESTAFET WRITING TECHNIQUE
ON WRITING RECOUNT TEXT
AT GRADE XI STUDENTS MA AN- NUR
PADANGSIDIMPUAN**

A THESIS

Submitted to English Education Department of State Institute for
Islamic Studies Padangsidimpuan as a Partial Fulfillment of the
Requirement for Graduate Degree of Education (S.Pd) in English

Written By:

SERIANI HUTASUHUT
Reg. Numb. 17 203 00061

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021



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Reg. No. 17 203 00061



ENGLISH EDUCATIONAL DEPARTMENT

Advisor I

Eka Susti Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Sri Rahmadhani Siregar, M.Pd.
NIDN/2006058602

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021**

LETTER AGREEMENT

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Padangsidimpuan, Juni 2021
a.n. **Seriani Hutasuhut**
To: **Dean Tarbiyah and Teacher Training
Faculty**
In-
Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Seriani Hutasuhut**, entitled "**The Effect of Estafet Writing Technique on Writing Recount Text at Grade XI Students MA An-Nur Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I



Eka Susti Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II



Sri Rahmadhani Siregar, M.Pd.
NIDN. 1006058602

DECLARATION LETTER OF SELF THESIS COMPLETION

The name who signed here:

Name : SERIANI HUTASUHUT
Reg. Number : 17 203 00061
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2
The title of the Thesis : **The Effect of Estafet Writing Technique on Writing Recount Text at Grade XI Students MA An-Nur Padangsidempuan**

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Padangsidempuan, 16 June 2021
Declaration Maker



SERIANI HUTASUHUT
Reg. Number 17 203 00061

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FOR ACADEMY CIVITY**

As Academic Cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Seriani Hutasuhut
Registration Number : 17 203 00061
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2
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Padangsidimpuan, 26 June 2021

Signed



Seriani Hutasuhut
Seriani Hutasuhut

Reg. Num. 17 203 00061


**EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Seriani Hutasuhut
Reg. Number : 17 203 00061
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English
Education Department
Thesis : **“THE EFFECT OF ESTAFET WRITING
TECHNIQUE ON WRITING RECOUNT TEXT
AT GRADE XI STUDENTS MA AN-NUR
PADANGSIDIMPUAN“**

Chief


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Secretary

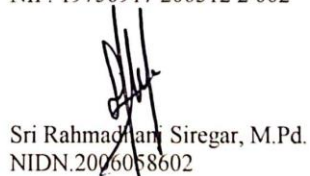

Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002

Members


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002


Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001


Sri Rahmadhani Siregar, M.Pd.
NIDN.2006058602

Proposed:

Place : Padangsidimpuan
Date : 12nd of July 2021
Time : 14.00 until 17.00
Result/Mark : 86,25 (A)
IPK : 3,64
Predicate : Pujian



RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080 Sihitang
22733 Padangsidempuan

LEGALIZATION

Thesis :The Effect of Estafet Writing Technique on
Writing Recount Text at Grade XI Students MA
An-Nur Padangsidempuan

Name : Seriani Hutasuhut

Reg. Num : 17 203 00061

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidempuan, July 2021.

Dean of Tarbiyah and Teacher Faculty



Dr. Lelya Hilda, M.Si.

NIP. 19720920 200003 2 002

Name : Seriani Hutasuhut
Reg. No : 17 203 00061
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-2)
Title of Thesis : The Effect of Estafet Writing Technique on Writing Recount Text at Grade XI Students of MA An- Nur Padangsidimpuan

ABSTRACT

This research is intended to investigate the effect of Estafet Writing Technique on writing Recount Text at Grade XI Students of An-Nur Padangsidimpuan. The problems that faced by students in writing Recount Text were: 1) The students have lack in vocabulary, 2) The students are difficult to start writing 3) The students are difficult to comprehend the tenses, 4) the teacher does not have various techniques in teaching writing.

The research has three formulations of the problem, they are how is the students' ability in writing Recount Text before learning by using Estafet Writing Technique, how is the students ability in writing Recount Text after learning by using Estafet Writing Technique and is there any significant effect on students writing Recount Text by using Estafet Writing Technique at grade XI MA An-Nur Padangsidimpuan. The purpose of this research were to know the information about the students' ability on writing recount before using Estafet Writing Technique, to know the information about the students' ability on writing Recount Text after using Estafet Writing Technique and to examine whether there is significant effect on students' writing Recount Text using Estafet Writing at grade XI MA An-Nur Padangsidimpuan.

This research uses experimental quantitative method with pre-test and post-test design. The population were all of the students at grade XI MA An-Nur Padangsidimpuan. The sample were XI 1 as experimental class that consisted of 11 students and XI 2 as control class that consisted of 10 students. The data were collected through pre-test and post-test in essay test form and analyzed by using t-test formula.

The result of research showed that the mean score of experimental class was higher than the mean score of control class after using picture sequences media. The mean score of experimental class in pre-test was 44.5 and the mean score of control class in pre-test was 47.1. Meanwhile, the mean score of experimental class in post-test was 75.09 and the mean score of control class in post-test was 66. In addition, after doing T-test, the researcher found that $t_{count} > t_{table}$ ($6.49 > 2.093$). Therefore, alternative hypothesis (H_a) of this research was accepted null hypothesis (H_0) was rejected. It can be concluded that there was significant effect of using Estafet Writing Technique on writing Recount Text at grade XI students of MA An-Nur Padangsidimpuan.

Key Words: *Estafet Writing Technique, Writing Recount Text.*

Name : Seriani Hutasuhut
Reg. No : 17 203 00061
Faculty : Tarbiyah dan Ilmu Keguruan
Department : Tadris Bahasa Inggris (TBI-2)
Title of Thesis : Pengaruh Teknik Estafet Writing dalam Penulisan Teks Recount Kelas XI Siswa MA An-Nur Padangsidempuan

ABSTRAK

Penelitian ini fokus pada pengaruh dari teknik menulis bersambung dalam penulisan teks naratif pada kelas XI siswa dari MA An-Nur Padangsidempuan. Ada beberapa masalah-masalah yang dihadapi siswa dalam menulis teks naratif diantaranya: 1) Siswa lemah dalam kosakata, 2) Siswa sulit memulai untuk menulis, 3) Siswa sulit untuk memahami tensis, 4) Gurunya tidak memiliki begitu banyak teknik dalam mengajar menulis.

Ada tiga rumusan masalah dalam penelitian ini, yaitu bagaimana kemampuan siswa dalam penulisan teks naratif sebelum menggunakan teknik menulis berantai, bagaimana kemampuan siswa dalam penulisan teks naratif setelah menggunakan teknik menulis berantai dan apakah ada pengaruh yang signifikan dalam penggunaan teknik menulis berantai terhadap kemampuan siswa dalam menulis teks naratif di kelas XI MA An-Nur Padangsidempuan. Penelitian ini bertujuan untuk mengetahui informasi tentang kemampuan siswa dalam menulis teks naratif sebelum menggunakan teknik menulis berantai, untuk mengetahui informasi tentang kemampuan siswa dalam menulis teks naratif setelah menggunakan teknik menulis berantai dan untuk menguji apakah ada pengaruh yang signifikan dalam penulisan teks naratif siswa menggunakan teknik menulis berantai pada kelas XI MA An-Nur Padangsidempuan.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain *pre-test* dan *post-test*. Populasinya adalah keseluruhan murid kelas XI MA An-Nur Padangsidempuan. Sampelnya adalah kelas XI 1 sebagai kelas eksperimen yang terdiri dari 11 siswa dan XI 2 sebagai kelas kontrol yang terdiri dari 10 siswa. Data dikumpulkan melalui *pre-test* dan *post-test* dalam bentuk soal essay dan dianalisis menggunakan rumus T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan *teknik estafet writing*. Rata-rata skor dari kelas eksperimen di *pre-test* adalah 44.5 dan skor rata-rata kelas control di *pre-test* adalah 47.1. Sedangkan skor rata-rata kelas eksperimen di *post-test* adalah 75.09 dan skor rata-rata kelas control di *post-test* adalah 66. Selain itu, setelah dilakukan uji-t ditemukan bahwa $t_{hitung} > t_{table}$ ($6.49 > 2.093$). Oleh karena itu, hipotesis alternative (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan teknik estafet writing terhadap kemampuan siswa dalam menulis teks naratif pada kelas XI siswa dari MA An-Nur Padangsidempuan.

Kata Kunci: Teknik Menulis Berantai, Menulis Teks Naratif.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to convey my grateful to Allah SWT. The most Creator and Merciful who has given me the health, time and chance for finishing the thesis entitled “*The Effect of Estafet Writing Technique on Writing Recount Text at Grade XI Students MA An-Nur Padangsidempuan* “. Besides, Shalawat and Salam be upon to the prophet Muhammad SAW that has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all lecturers, institution, family and friends who have contributed in defferent ways. Therefore, in this chance the writer would like to express the deepest gratitude to the following people:

1. Mrs. Eka Sustri Harida, M.Pd., as first advisor and also my academic advisor who has given me motivation and guided me for finishing this thesis and also has given me much idea knowledge and suggestion sincerely and patiently during the process of writing this thesis.
2. Mrs. Sri Rahmadhani Siregar, M.Pd., as second advisor who has guided, supported, advised, and suggested me with great patience to finish this thesis as well as possible.
3. Mr. Prof. Dr. H. Ibrahim Siregar, M.CL as the Rector of IAIN Padangsidempuan.
4. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.
5. All lecturers and all the cavities academic of IAIN Padangsidempuan who had given so much knowledge and helped during I studied in this institute.
6. Mrs. Rayendriani Fahmei Lubis, M.Ag., Mrs. Fitri Rayani Siregar, M.Hum., Mr. Dr. Fitriadi Lubis, M.Pd., Mrs. Yusni Sinaga, M.Hum., Mr. Sojuangon Rambe, S.S., M.Pd., Mr. Zainuddin, S.S., M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd., Mrs. Sokhira Linda Vinde Rambe, M.Pd., and all of lecturers in IAIN Padangsidempuan, who have given me much knowledge.

7. My beloved parents (Mr. Kopon Hutasuhut and Mrs. Nursaima Hasibuan), and my lovely four young sisters (Febriana Hutasuhut, Anggi Wani Lestari, Romaito Hutasuhut and my youngest sister Aswina Hutasuhut). Who always give me alot of love, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.
8. The chief of the school, teachers, and all of my respondent at grade XI students of MA An-Nur Padangsidimpuan.
9. My greatest friends Fitri Ani Siregar, Desliana Sari, Dahma, Nur azizah, Paujiah, Rabiatul Hadawiyah, Okta Vina, Dinda Wani Lestari Siregar, Indah Srikumala Saragi, Sri Rahmayani Pasaribu, Putri Rahmadhani, Fasya Adinda, Melati Suri and all of my friends in English Department TBI-1 – TBI3 especially all my beloved TBI-2 who help me to finishing my thesis until today and who always made my life be colorful and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish my thesis.

The researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and Criticism are also expected from all the readers of this thesis.

Padangsidimpuan, May, 3rd, 2021

Researcher

Seriani Hutasuhut
Reg. No. 17 203 00061

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an activity to arrange or relate some words, phrases, sentences, and paragraphs become a good written text. Furthermore, writing related to the process of describing a language to produce a message so that will be has meaning. With writing, people can get lots of knowledge in daily life especially to support the activity in educational aspects.

Writing skill is one of the language skills which are very important to be learned in all of age of school. As stated by Weigle, for an overview of mother tongue and language education internationally, it is clear that writing is an important part of the curriculum in schools from the earliest grades onward, and the most children in countries that have a formal education system will learn to write, at least at a basic level, in that setting.¹ In Indonesia, writing has been learned since Kindergarten School even just writing some vocabulary words.

Many students do not like writing lesson because they considered writing is complicated or the way of lesson may monotonous. It is supports with Westwood statement that written language perhaps the most difficult of all skills to acquire because it is development involves the effective coordination of many different cognitive, linguistics and psychomotor

¹ Sara Cushing Weigle, *Assesing Writing* (New York: Cambridge University Press, 2002), p.5, <http://libgen.rs/>.

processes.² The knowledge about how to arrange an interesting paragraph, how to think of the idea, also how to have an adequate vocabulary are important to establish an effective coordination of paragraph.

From the explanation above, the researcher concluded that writing is very important to be learned by the students of English learner. Teaching a foreign language especially English is not easy as teaching the first language. If the students or teacher learn a foreign language, they will meet many methods, approaches or technique to help the students in learning process. In this case, an effective technique is needed to make the process of learning become interesting.

One way to motivate students in learning language is by using an effective technique. The teacher should try to use attractive technique to attract students become interest to write actively.³ Using an effective technique makes students more creative and interesting about the topic of learning and not making the students are lazy to past the lesson.

In this research the researcher uses Estafet Writing as a technique to solve the problem above. In Estafet Writing, the learners take turns to tell a story in group, each one taking over from, and building on, the contribution of their classmates, at a given signal from the teacher.⁴ All of students in the classroom must be active and do their best to make a good paragraph with

² Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties* (Australia: Acer Press, 2008), p.56, <http://libgen.rs/>.

³Enni Erawati Saragih and Anggi Nur Fitri Rabbani, "Teacher Perceptions on Implementing Estafet Writing Technique in Teaching Writing," *English Journal* Vol. 20, no. 2 (2017): p.15, <http://ejournal.uika-bogor.ac.id/>.

⁴ Scott Thornbury, *How to Teach Speaking* (Logman, 2005), p.96, <http://libgen.rs/>.

enjoyable activity. Therefore, Estafet Writing enable the students more understand and the learning activity more fun and relaxed. In conclusion, Estafet Writing can help the students express their opinion or imagination for creating the recount text easily.

Based on pre-research in MA An-Nur Padangsidimpuan, teaching English learning process happen once a week in this school.⁵ There are two teachers who teach the students especially English in this school. They are Mr. Muhammad Syukur, S.Pd.I., who is teaching at the Islamic Junior High school and Mr. Sapran Pasaribu, S.Pd.I., who is teaching at the Islamic Senior High School. Mr. Sapran said that he rarely applied using variation of technique in teaching writing. He preferred to make various techniques in other skills than writing skill. In conclusion, the teacher has many techniques in teaching other skills just like speaking, listening and reading but not for writing.

When teaching writing in classroom, the teacher rarely used various techniques in teaching. The teacher came to the class and told the students to open the book. Then, the teacher gave an explanation about the material. After that, the teacher asked the students to write down a paragraph, translated and the last, the task will collected. So, the technique of teaching writing in this school still uses traditional technique and still need upgrading for the best attainment.

Beside the problem above, there are so many factors that very influence the student development in doing writing learning. First, the students are lack

⁵ Sapran Pasaribu, "Private Interview to Teachers of An- Nur School Boarding Panyanggar" (Panyanggar Padangsidimpuan: MA An-Nur, 2020).

of vocabulary. Many students have same problems with this case. It occurs in all skills not only writing. Second, the students are less motivation to write because they considered that English is very difficult and they are not usual in writing. Third, the students are difficult to write a text and how to start writing. And the last, students are difficult to comprehend the tenses.

To solve the problems above, the researcher desires to solve the problems by given an interactive technique to increase the motivation of students to study and eliminate their perception that writing is so difficult. Therefore, this technique can create a fun learning and make students more active. I prefer to try a technique in writing recount text, namely Estafet Writing Technique.

B. Identification of the Problem

Based on the background of the problem above, the researcher found that some problems of writing at grade XI can be identified as follows:

1. The students have lack in vocabulary.
2. The students difficult to start writing.
3. The students are difficult to comprehend the tenses.
4. The teacher does not have various techniques in teaching writing.

C. Limitation of the Problem

Based on the background above, the researcher limited the problem on one factor that is the various of teacher techniques in teaching writing narrative text. There are some techniques of teaching writing but the

researcher just focuses on Estafet Writing Technique, also many text genres that students study but the researcher limit the research with recount text.

D. Formulation of the Problem

In order to be clear about this research, based on identification and focuses of the problem above, there are some questions that become a formulation of the problem, they are:

1. How is the students' ability in writing recount text before learning by using Estafet Writing Technique at Grade XI Students MA An-Nur Padangsidempuan?
2. How is the students' ability in writing recount text after learning by using Estafet Writing Technique at Grade XI Students MA An-Nur Padangsidempuan?
3. Is there any significant effect on students' writing recount text by using Estafet Writing Technique at Grade XI Students MA An-Nur Padangsidempuan?

E. Objectives of the Research

Based on the research question stated, this research has three objectives as follows:

1. To know the information about the students' ability in writing recount text before using Estafet Writing Technique at Grade XI Students MA An-Nur Padangsidempuan.

2. To know the information about the students' ability in writing recount text after using Estafet Writing Technique at Grade XI Students MA An-Nur Padangsidempuan.
3. To examine whether there is significant effect on students' ability in writing recount text using Estafet Writing Technique at Grade XI Students MA An-Nur Padangsidempuan.

F. Significances of the Research

The significances of the research is expected to be useful for:

1. For teachers, in learning process, the teacher can apply this technique to make the students motivated in learning English especially on writing recount text.
2. For students, this research makes students more interested about writing text activity, especially in writing recount text using Estafet Writing Technique.
3. For readers, the result of this research makes the readers are motivated and get additional knowledge about technique for teaching writing.
4. For the next researcher, the result of this research is expected can be the useful information to create another idea about a good technique for teaching writing recount text.

G. Definition of Operational Variables

The writer has conveyed some important theories of this research. Therefore, the researcher concludes there are two variables, they are as follow:

1. Writing Skill

Writing skill is one of tools to share understanding to the reader through sentence. By doing writing activity, the writer can write all things so it can be shared to other people as a final piece of writing.

2. Estafet Writing Technique

Estafet Writing technique is a technique in teaching writing where the students will learn in a group and the students also have a chance to improve their writing ability individually with enjoyable activity.

H. Outline of Thesis

In this research, the researcher organize the systematic of the research into five chapters. Each chapter consists of sub chapters which detailed as follow: In chapter one, it is consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research, definition of operational variables and outline of the thesis.

In chapter two, it is consists of theoretical description of writing skills, description about estafet writing technique, review of related findings, conceptual framework and hypothesis.

In chapter three, it is consist of research method, which consist of time and place of the research, research methodology, population and sample, instrument of the research, technique of the data collection and technique of data analysis.

In chapter four, it is the result of the research, this chapter four talking about the data analysis, description of the data and threats of the research.

Finally, in chapter five consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Writing Skill

1. Definition of Writing Skill

Writing is an activity to create a note, a written text or information to create something that very useful to daily life. That similar with Harmer opinion, writing is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to replay to advertisement, and increasingly, how to write using electronic media.⁶ All this kind piece of writing is very important to be learned for learners.

Based on Lubis, writing is an activity for producing and expressing. It is producing the words and sentences than it expressing with the meaning of ideas, thus writing skill is the activity to transfer ideas through words and sentences, the idea will change to scientific.⁷ Therefore, writing it is self can be read by another people as a product of some ideas that has meaning.

According to Brown, writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that

⁶ Jeremy Harmer, *How to Teach English* (England: Longman, 1998), p.79, <http://libgen.rs/>.

⁷ Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* Vol.02 (2014): p.61, <http://jurnal.iain-padangsidempuan.ac.is/index.php/EEJ/article/view/155/104>.

not every speaker develops naturally.⁸ Writing is a process of finding ideas, thinking about how to assert and make them into a good sentences or paragraph. So, in here the students get effort that can express their mind through language in writing.

From above explanation, the researcher can get the conclusion that writing is a process of finding ideas to share understanding to the reader through sentence or paragraph. By doing writing activity, we can write all things so it can be shared to the young generation as a final piece of written text.

2. Writing Process

Writing process establishes a connection between writing, thinking, and reading. Students have to take attention while writing with following the process of writing. Hence, the process of writing will be easier to get a good written text in coherent.

According to Linse, writing is done in steps which are as important as the steps necessary to cook something such a chicken or eggs. The complexity of the process must be recognized. The process refers to the act of gathering ideas and presented them in manner.⁹ The students have to know and recognize the process of writing and also have to know a good product as a final writing such a book can be reached by following the process.

⁸ H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 3rd ed (Amerika: Pearson Education, 2007), <http://lib.gen/rs>.

⁹ Caroline T Linse, *Practical English Language Teaching* (Americas, Newyork: MC Graw Hill Companies, 2005), <http://libgen.rs/>.

Writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure).¹⁰ In writing process, patient attitude must be applied. Writing happily is needed to make a writing that has sense.

Based on Langan, there are four writing processes to reach the goal of effective writing,¹¹ they are:

a. Pre-writing

1) Free writing

In free writing, you write on your topic for ten minutes. You do not worry about spelling or punctuating correctly, about erasing mistakes, organizing material, or finding exact words. You are just typing without stopping.

2) Questioning

The question is helping to generate details about the topic and get ideas on how to organize those details.

3) Making a list

List making, also known as brainstorming. You create a list of ideas and details that relate to your subject.

4) Clustering

¹⁰ Thomas S. Kane, *Oxford Essential Guide to Writing* (New York: Berkley Publishing Group, 2000), p.17, <http://libgen.rs/>.

¹¹ John Langan, *Exploring Writing Sentence and Paragraphs*, 2nd ed (America: MC Graw Hill, 2009), p.17, <http://libgen.rs/>.

Clustering, also known as diagramming or mapping.

Clustering often suggests ways to organize ideas and details

5) Preparing a Scratch Outline

Think carefully about the point you are making. The scratch outline is a plan or blueprint to help you achieve a unified, supported, and well organized composition.

b. Writing the First Draft

When you write the first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. Do not worry about grammar, punctuation, or spelling. Instead, make it your goal to state your main idea clearly and develop the content of your paragraph with plenty and specific details.

c. Revising

Revising means that you rewrite a paragraph or paper, building upon what has already been done in order to make it stronger. There are two stages to the revision process:

a) Revising content

b) Revising sentence

d. Editing and Proofreading

The next to last major stage in the writing process is editing, checking a paper for mistakes grammar, punctuation, usage and spelling. Students find it hard to edit a paper carefully.

In addition, Linse also stated writing process on five processes,¹² they are as follow:

- 1) Prewrite, in this important first step, learners are given an opportunity to prepare to write and to collect their thought and ideas.
- 2) Write, learners write down all of their ideas. They do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible.
- 3) Revise, the initial piece of writing is examined and reworked so that the ideas are logical and flow together.
- 4) Edit, proof read their work to make sure that there are not any content errors or grammatical or spelling error.
- 5) Publish, the writing piece is rewritten in a publish or presentable form, in a student made book, on special paper, and/or on a computer so that it can be displayed or shared.

Before writing, it is important to make a concept of the text.

The process of writing is the stages that every writer must follow by the chronological from the first until the last of the stages of writing process. Thus, the steps of writing should be done by students in order to get a good written text.

3. Teaching Writing

Teaching can be defined as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.”¹³

Teaching is not only a process of transferring knowledge from teacher to students, teaching also is a tool to learn discipline and also helping or guiding students to get knowledge.

¹² Linse, *Practical English Language Teaching*, p.102.

¹³ H Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (New York: Pearson Education, 2007), p.8, <http://libgen.rs/>.

Like many other aspects of English language teaching, the type of writing students to do will depend on their age, interest and level. We can get beginners to write simple poems, but we probably will not give them an extended report on town planning to do. When we set tasks for elementary students, we will make sure that the students have or can get enough language to complete the tasks. Such students can write a simple story but they are not equipped to create a complex narrative. It is all a question of what language the students have on their command and what can be achieved with this language. The models we give students to imitate will be chosen according to their abilities. Our decision, though, will be based on how much language the students know, what their interests are and what we think will not only be useful for them but also motivate them as well.¹⁴ Furthermore, like Harmer mentioned above, teaching writing skills requires variety of ways, technique of teaching that make students feel fun or interested to achieve the objectives of study based on their age.

4. Writing Assessment

According to Linse, assessment is the gathering of information for specific purpose.¹⁵ It is supported with Richard opinion, assessment means of obtaining information about student's abilities, understanding,

¹⁴ Harmer, *How to Teach English*, p.80.

¹⁵ Linse, *Practical English Language Teaching*, p.138.

attainments, or attitudes.¹⁶ Assessment is made to see the achievement of the ability the strength and weakness of the students understanding.

Based on Brindley in Linse, Assessment differs from evaluation. It can be useful to look at the distinction between the two. Assessment refers to collecting information and making judgments on learners' knowledge, whereas evaluation is used when collecting and interpreting information for making decisions about the effectiveness of an education program.¹⁷ In conclusion, it is clear that assessment is not same with evaluation.

In assessing writing for responsive and extensive levels, there are three scoring method that every single teacher should know. Three major approaches to scoring writing performance are commonly used by test designers: holistic, primary trait and analytical. In first method, a single score is assigned to an essay which represents a reader's general overall assessment. Primary trait scoring is a variation of the holistic method in that the achievement of the primary purpose, or trait of an essay is the only factor rated. Analytical scoring breaks a test taker's written text down into a number of subcategories (organization, grammar, etc).¹⁸ The researcher uses analytical scoring because it is more simple, suitable with the research test and the researcher easier to know the students ability whether their weakness or their strength.

¹⁶ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p.346, <http://lib.gen.rs/>.

¹⁷ Linse, *Practical English Language Teaching*, p.153.

¹⁸ H Douglas Brown, *Language Assessment Principles and Classroom Practices* (America: Pearson Education, 2004), p.241.

In analytical scoring, Brown and Bailey designed an analytical scoring scale that specified five major categories and description of five different levels in each category; ranging from “unacceptable” to “excellent”.¹⁹ An analytical rubric for doing an assessment can be seen in this below.

Table I
The Analytical Scoring Guidance by Brown and Bailey²⁰

Categories	Maximal Score
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

In order in which the five categories (organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression) are listed may bias the evaluator toward the greater importance of organization and logical development as opposed to punctuation and style.²¹ The teacher scores consist of five elements of scoring level. The result of scoring can show the students weakness or strength.

Based on the explanation above, the researcher concluded that an assessment is very important to be applied, the purpose in this case is

¹⁹ Brown, p.243.

²⁰ Brown, p.246.

²¹ Brown, p.243.

to see the misunderstanding of the learners about the lesson. Every single person will know where their weakness. It is in content, organization, vocabulary, syntax, or may in mechanics.

B. Estafet Writing Technique

1. Definition of Estafet Writing Technique

Nowadays, estafet writing is a one kind of technique to teach English especially teaching writing.²² This technique is a kind of cooperative writing which all of the group members have the chance to write a paragraph individually. It is similar with Sari in jurnal *Linguistika*, in Estafet technique, students working in groups, each group pours their feelings into pieces of text. It is done in chain sentences.²³ Estafet writing make all the students in the class active became a participant and the activities in the classroom become based on students' center.

According to Ditya, Estafet writing technique can produce a product, in the form of simple essay writing. The product composition is the work together, because the results of narrative are from together activities.²⁴ It is similar with Ariani, Estafet Writing is a support game which is adopted into teaching. The result both of them are same, the

²² Gabriel Hibu Piga, "Improving the Eleventh Grade of SMA N1 Rajjua in Writing Narrative Text Through Estafet Writing Teaching Model in Academic Year 2016/2017," *International Journal of English and Education* Vol.6, no. 4 (2017): p.36, <http://scholar.google.com>.

²³ Putri Winda Sari, "The Use of Estafet Method in Improving Students Narrative Writing Skill at Grade X of SMA Persada," *Journal Linguistika* Vol.8 (2017): p.48, <http://jurnal.ubl.ac.id/>.

²⁴ Api Andika Asmara Ditya, "The Effectiveness of Estafet Writing in Teaching Writing of Narrative Text" (IAIN Surakarta, 2017), p.37, <http://scholar.google.com>.

members of group should take a part to finish the assignment.²⁵ Students will learn writing with group work and the students have chance to increase their writing ability individually.

Internationally, estafet writing also called as chain writing. Thornbury said in chain story, the learners take turns to tell a story in group, each one taking over from, and building on, the contribution of their classmates, at a given signal from the teacher.²⁶ The only one definition that researcher choose as the prime theory is the theory from Thornbury. This theory covers all of the theories about estafet writing.

From some definition above, the researcher concluded that Estafet Writing is a technique in teaching writing where the students will learn in a group. The students have a chance to improve their writing ability individually with enjoyable activity. Furthermore, estafet writing makes the class more active because this technique makes the learning process become students center.

2. Advantages and Disadvantages of Estafet Writing

Based on Thornbury, the advantages of Estafet Writing Technique can make the students active and enthusiastic to follow the teaching and learning process because all the learners have to take turns to tell the story in a group²⁷. Estafet Writing also can create a funny

²⁵ Zulfah Ariyani, "The Use of Estafet Writing with Chained Picture to Improve Students Narrative Text" (UIN Walisongo, 2015), p.39, <http://scholar.google.com>.

²⁶ Scott Thornbury, *How to Teach Speaking* (Logman, 2005), p.96, <http://libgen.rs/>.

²⁷ Thornbury, *How to Teach Speaking*.

atmosphere and make the students more careful in learning. It is because the learning process is controlled by the teacher.

In addition by Yulianawati, students will be motivated to learn writing a text and it will also give positive impact to student's writing skill. Estafet writing can be an effective technique to teach English because using this technique the students will learn writing in group but they still also have a chance to improve their writing ability individually. Estafet writing also give a chance for all member of group to revise their work together.²⁸ In short, estafet writing makes the students more enjoyable and enthusiastic in learning and teaching process.

Meanwhile, there are some disadvantages of estafet writing as cited by Supendi in Ditya. In estafet writing technique, the time is limited, the students feel rush and the classroom atmosphere tend to noisy. It is because the students are active learners. This can be overcome by the teacher, the teacher should be readily assist help the students who get confused and the students must also pay attention to teacher explanation.²⁹ In short, these disadvantages can be solved if the teacher can apply the solving problem of those disadvantages.

3. Procedures of Teaching by Using Estafet Writing Technique

Through estafet writing technique, teacher can increase the student's achievement in learning narrative text and the learning will be

²⁸ Ida Yulianawati, "The Effect of Estafet Writing Technique to Improve Students Ability in Writing Procedure Text" 3, no. 1 (2019), <http://scholar.google.com>.

²⁹ Ditya, "The Effectiveness of Estafet Writing in Teaching Writing of Narrative Text."

more enjoyable and interesting. According to Syathariyah as cited in

Ditya,³⁰ the steps of Estafet Writing technique are as follows:

- a. Teacher asks students to make groups 5-6 people.
- b. After that the teacher asks students to make an opening sentence.
- c. After the students make an opening sentence, the students become the first person. Then on the first count, the teacher gives the order to raise the height of holdings learners respectively, on the second count the teacher tells the students handed over to a friend of this book to her/his right.
- d. These students become the second person to be continuing his/her essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay.
- e. After the second students finished, the teacher asks the students to count again to the next students in the right, so it goes clockwise, until the time is up.
- f. After the time is up, exercise book should be returned to the owners. Owners of book read the results of essay written and mark the incorrect sentence.
- g. The teacher asks one student to write down the essay result on the board.
- h. Teacher and the students correct the incorrect sentence together.

According to Ariyani,³¹ the steps of estafet writing can be seen

as follow:

- a. Teacher divides students into some groups. Every group consist of 6-8 students.
- b. Teacher divides chained picture for each group.
- c. Teacher gives explanation about the rule of the technique.
- d. Teacher asks the first students to write first paragraph based on the first picture.
- e. When the paragraph is finished, distribute the paper to the right side student. Students also have to write their name after finishing their paragraph in the end of their paragraph.
- f. The teacher manages the distribution and gives understanding that each paragraph based on the picture and related to other paragraphs.

³⁰ Ditya.

³¹ Ariyani, "The Use of Estafet Writing with Chained Picture to Improve Students Narrative Text."

- g. After finishing all of paragraph, all of group members have to revise their work together.

In addition, based on Rusman as cited in Saragih,³² the step of implementation of Estafet writing as follows:

- a. Students exchange information about descriptive text
- b. Students are considered examples of descriptive text
- c. The teacher divides the students into groups numbering 4-5 people.
- d. Students presented a picture that should be described and execute the estafet writing of writing.
- e. Students in groups completing descriptive text with estafet.
- f. Students revise the descriptive text that has been written.
- g. Students present the result of the writing group.
- h. Students revise their group descriptive text.
- i. Students deliver descriptive text.
- j. Students individually write a descriptive text with a predetermined theme.

In these procedures of teaching, the researcher chooses the steps of estafet writing based on Syatthariyah in Ditya. This is because this procedure is more suitable with researcher variables of title and this procedure more simple than Saragih and Ariyani's procedures.

C. Description of Recount Text

1. Definition of Recount Text

Recount text is a text that telling the reader about something that happened in the past. It is supported by Miner and Zidnay, recount text tells about a specific person or event and it is organized as a series

³² Enni Erawati Saragih and Anggi Nur Fitri Rabbani, "Teacher Perceptions on Implementing Estafet Writing Technique in Teaching Writing," *English Journal* Vol. 20, no. 2 (2017): p.18, <http://ejournal.uika-bogor.ac.id/>.

through time.³³ The events can be described the author's personal experience, someone else experience, or historical event.

According to Palmer in Senjawati, 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.³⁴ In addition, Stubbs also stated that some recounts will be purely informative, while others will aim to both inform and entertain.³⁵ A good recount text can make the readers or listeners interested and can feel such fear, happy, proud or may disappoint while reading the text.

From the explanation above, it can be concluded if recount is a text that represent events or may sequences of event in order to inform or entertain reader or listener.

2. Types of Recount Text

Stubbs classifies recount text into several types:³⁶

- 1) Factual recount is concerned with recalling events accurately. It can range from an every day task such as a school accident, structured research task, etc.
- 2) Procedural recount records the steps from completing a task or procedure. The used of technical terms, an accurate time sequence

³³ Darla Miner and Jill Jitnay, *Exploring Non-Fiction with Young Learners* (America: Rowman & Littlefield Education, 2012), <http://lib.gen/rs>.

³⁴ Dessy Senjawati, "Transitivity Analysis of Tenth Grade Students' Recount Texts," *Journal of English and Education* 4, no. 1 (2016), <http://ejournal.upi.edu/index.php/L-E/article/view/4617>.

³⁵ Sue Stubbs and Katrina Wood, *Targeting Text* (Sidney: Blake Education, 2000), p.8, <http://books.google.co.id>.

³⁶ Stubbs and Wood, p.8.

and first person narration (I or we) give credibility to the information provided.

- 3) Biographical recount which tells about persons' story by using a third person narrator (he, she, they). It is usually factually accurate and records specific names, times, places and events.
- 4) Literary recounts which entertain the reader by recreating the events of imaginary world as they are real.
- 5) A writer's or speaker's own experiences which are the basis of a personal recount. Letters, diary entires, journals, and postcards are common forms of this type of recount.

3. Generic Structure of Recount Text

According to Azhar,³⁷ generic structures of recount text is divided into three stages, they are:

a. Orientation

The orientation provides all the necessary background information to enable audience to make sense of text. It uses the words (who, what, when, where, and why). The writer or speaker needs to gives information about what happened, who or what was involved. When and where the events is occurred and why an awareness of audience and purpose will assist the author in selecting the amount of detail needed.

³⁷ Syaiful Azhar, "Analysis of Generic Structure of Recount Texts" (IAIN Salatiga, 2015), <http://e-repository-perpus.iainsalatiga.ac.id>.

b. Series of events

This part tells the events chronologically. It begins from the first, followed by the second event the last event. The sums of event depend on the creativity of the writer. Events should be selected carefully to add to audiences' understanding of the topic. Unity between paragraphs is created through the use of time connectives (before, throughout, finally), so that the separate events form part of a cohesive text.

c. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance, or offering personal comment and opinion. It can also look to the future by speculating about what might happen next. Not all of recount closed by re-orientation. In sum, re-orientation is optional.

All those elements must exist in recount text. It gives more explanation in order to make the story clear and understandable. In approach to genre, text, and grammar, the structure of recount is a common starting point for teaching recount writing.

4. Language Features of Recount Text

There are several language features in writing recount text:³⁸

- 1) Simple past tense, it used in most of recounts, but present tense may be used to create immediacy, in a diary or journal, for example.

³⁸ Stubbs and Wood, *Targeting Text*, p.9.

Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future.

- 2) Using adjectives (specific descriptive word), it help the audience visualize or imagine events.
- 3) A range of conjunctions (because, although, while) is used to link clauses within sentences.
- 4) Time connectives (firstly, next, finally) are used to link separate events or paragraph into a cohesive whole text.
- 5) Passive voice is used to give objectivity to the text.
- 6) Adverbs (yesterday, outside) are used to indicate specific times and places.
- 7) Specific participants (nouns and pronouns such as Stromlo Observatory, Wuilliam Wallace) provid dtail and credibility.
- 8) Pronoun are used to provide cohesion by tracking participants through text. The name of participants should be used the fiest time they were mention in each paragraph, but after this pronouns such as he, she, they and it should be used for variety.
- 9) Personal comment may be given into the text or added as a conclusion.

5. Material for Teaching Recount Text

The example of recount text based on the English text book at grade XI at MA An-Nur Padangsidempuan as follows:

Life and Times of Ki Hajar Dewantara

Life and Times of Ki Hajar Dewantara

(Raden Mas Suwardi Suryaningrat)

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the "Father of Education" in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesians during the Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but, due to health reasons, he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the *Indische Party*, which were both important in the early development of the *pergerakan*, the "movement" that grew up with an ascent of Indonesian national political consciousness (www.indonotes.wordpress.com).



Figure E.9 Ki Hajar Dewantara (Source: Kemendikbud)

He was exiled between 1913 and 1919, following the publication of two of his articles: “*Als ik eens Nederlander*” (If I were a Dutchman) and “*Eén voor allen en allen voor één*” (One for all and all for one). He used his time in exile to learn more about education and obtained a Europeesche certificate (www.tokoindonesia.com).

Following his return, he focused more on cultural and educational efforts paving the way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from the clutches of colonization. He played a leading role in establishing “*National Onderwijs Instituut Taman Siswa*” in 1922. This institution was established to educate native Indonesians during colonial times. This institution was based on these principles:

1. *Ing Ngarsa Sung Tuladha* (the one in front sets examples).
2. *Ing Madya Mangun Karsa* (the one in the middle builds the spirit and encouragement).
3. *Tut Wuri Handayani* (the one at the back gives support)

(indonotes.wordpress.com).

As Ki Hajar believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity.

His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid the foundation of Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and, in Taman Siswa, he drew some inspiration from Tagore's Shantiniketan (asrihayudamai.wordpress.com).

After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as the National Education Day. His portrait was on the 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2nd President of Indonesia on 28th November 1959 (Tokohindonesia.com).

Ki Hajar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.

Taken from students English Text Book³⁹

³⁹ Mahrukh Bashir, *Bahasa Inggris* (Surakarta: PT. Nyata Grafika Media Surakarta, 2017), p.161.

6. Teaching Recount Text by Using Estafet Writing

In conducting the research, the researcher decides to implement the procedure of Estafet Writing in recount text based on Syatthariyah as cited in Ditya⁴⁰, they are follows:

a. Pre- Teaching

- 1) The teacher chooses the material which related to the recount text.
- 2) The teacher explains the recount text based on generic structure and language futures.

b. While- Teaching

- 1) Teacher asks students to make groups 5-6 people.
- 2) After that, the teacher asks all the first students to make an opening sentence.
- 3) The teacher asks students to write one by one continuously until the times up.
- 4) After the times up, exercise book should be returned to the owners (the first person). Owners of book read the results of writing and discuss the incorrect sentence with their group.
- 5) The teacher asks one student to write down the essay result on the board.
- 6) Teacher and the students correct the incorrect sentence together.

c. Post- Teaching

⁴⁰ Ditya, "The Effectiveness of Estafet Writing in Teaching Writing of Narrative Text."

- 1) The teacher gives addition whether there is less understanding of the students and gives appreciate for all group works.
- 2) The teacher informs the topic lesson for the next meeting.

Those are the procedures of estafet writing in teaching narrative text that will be used by the researcher in experimental class at Grade XI MA An-Nur Padangsidimpuan.

7. Teaching Recount Text by Using Teacher's Technique

Teacher technique is the technique, procedure or detail list of rules that teacher usually use while the process of teaching. In this case, the teacher has a big responsibility on the lesson fluency. Here the researcher explain about the technique of teaching by the teacher at MA An-Nur Padangsidimpuan based on the researcher interview at the last September.

a. Pre- Teaching

- 1) The teacher asks the students to open the materials in the text book about narrative text.
- 2) The teacher explain narrative text based the generic structure.

b. While Teaching

- 1) The students are devided into some groups.
- 2) The teacher asks the students to write a text which tell about narrative text.
- 3) The students discuss with their friends in group

c. Post Teaching

- 1) The task collected by the teacher
- 2) The task will be corrected by the teacher.

D. Review of Related Findings

This study related to several researches that had been done. The first is Sri Lahir research.⁴¹ The aimed of this research was to improve the ability to write recount text. The difference of this research with the research above is located in the type of the research design that was applied Classroom Action Research (CAR). The data collection is done through observation, documentation and test. From the empirical data states through the application of the method can improve the ability to write text recount from the initial condition of average value of 70 with completeness of 54.54% to the final condition in cycle II average 85 with completeness 86.36%. So it can be concluded that through the method of writing relay can improve the ability to write recount text.

The second is Dewi et al research.⁴² The aim of this research is to find out the significant effect of using Estafet Writing on improving students writing ability. This research used experimental group- non equivalent control group design. The result of the research showed that Estafet Writing Technique has significant effect on writing ability.

⁴¹ Sri Lahir, "Improving Writing Recount Text Ability Through Estafet Writing Method Grade XI SMP Negeri Sukoharjo," *Edunomika Journal* Vol.1 (2017), <http://scholar.google.co.id>.

⁴² Nensi Arfika Dewi, Hiqma Nur Agustina, and Nirna Nirmala, "The Effect of Estafet Writing in Teaching Writing at the Eleventh Grade Students of SMAN 20 Kabupaten Tangerang" Vol.27 (2018), <http://scholar.google.co.id>.

The third is Andika Api Asmara Ditya research.⁴³ This research design was experimental research that applied at the tenth grade, one class as control class and one class as experimental class. The table signification is 5%. The analysis showed that H_0 was rejected and H_a was accepted. The result of this study is expressed to be affective, so this thesis can be a consideration for researcher.

The forth is Zulfah Ariyani research.⁴⁴ This thesis used chained picture to support her thesis. It is design with Classroom Action Research (CAR) and done by two cycles. The result of the research showed that students mean score in the preliminary research is 51.92 or 15.4%. The students mean score in cycle I is 63.92 or 43.5% students who are passed the minimum standard score. The students mean score in cycle II is 72.25 or 82.5% students who achieved the minimum standard score. The result also has an effective result. The students have positive responses after being taught by using Estafet Writing with Chained Picture.

The fifth is Ramadayanti Yovie research.⁴⁵ The study was aimed to improve students writing ability. This research were a Classroom Action Research (CAR) and done through two cycles. The data were obtained by observation, test and questionnaire. The result of the research showed that there were positive response and good responsibility in group work.

⁴³ Ditya, "The Effectiveness of Estafet Writing in Teaching Writing of Narrative Text."

⁴⁴ Ariyani, "The Use of Estafet Writing with Chained Picture to Improve Students Narrative Text."

⁴⁵ Ramadayanti Yovie, "The Use of Estafet Writing Method to Improve the Students Writing Ability at the Eleventh Grade of SMA Muhammadiyah 1 Ponorogo" (Universitas Muhammadiyah Ponorogo, 2019), <http://scholar.google.co.id>.

Based on the researches above, the researcher done the research by using Estafet Writing Technique. This researcher interest to do this research because of several researchers above show that Estafet Writing Technique has effect in writing. So the researcher will do it to try if there is significant effect of using Estafet Writing Technique on student's writing Recount Text at grade XI students MA An-Nur Padangsidempuan.

E. Conceptual Framework

The concepts of Estafet Writing Technique make the researcher easier to create the text and express their ideas. Thus, there are some problem that should be solve to make it happened. These problems very influence the result of writing skill of every single student. The effect of Estafet Writing Technique on students writing Recount Text can be seen in the following conceptual framework.

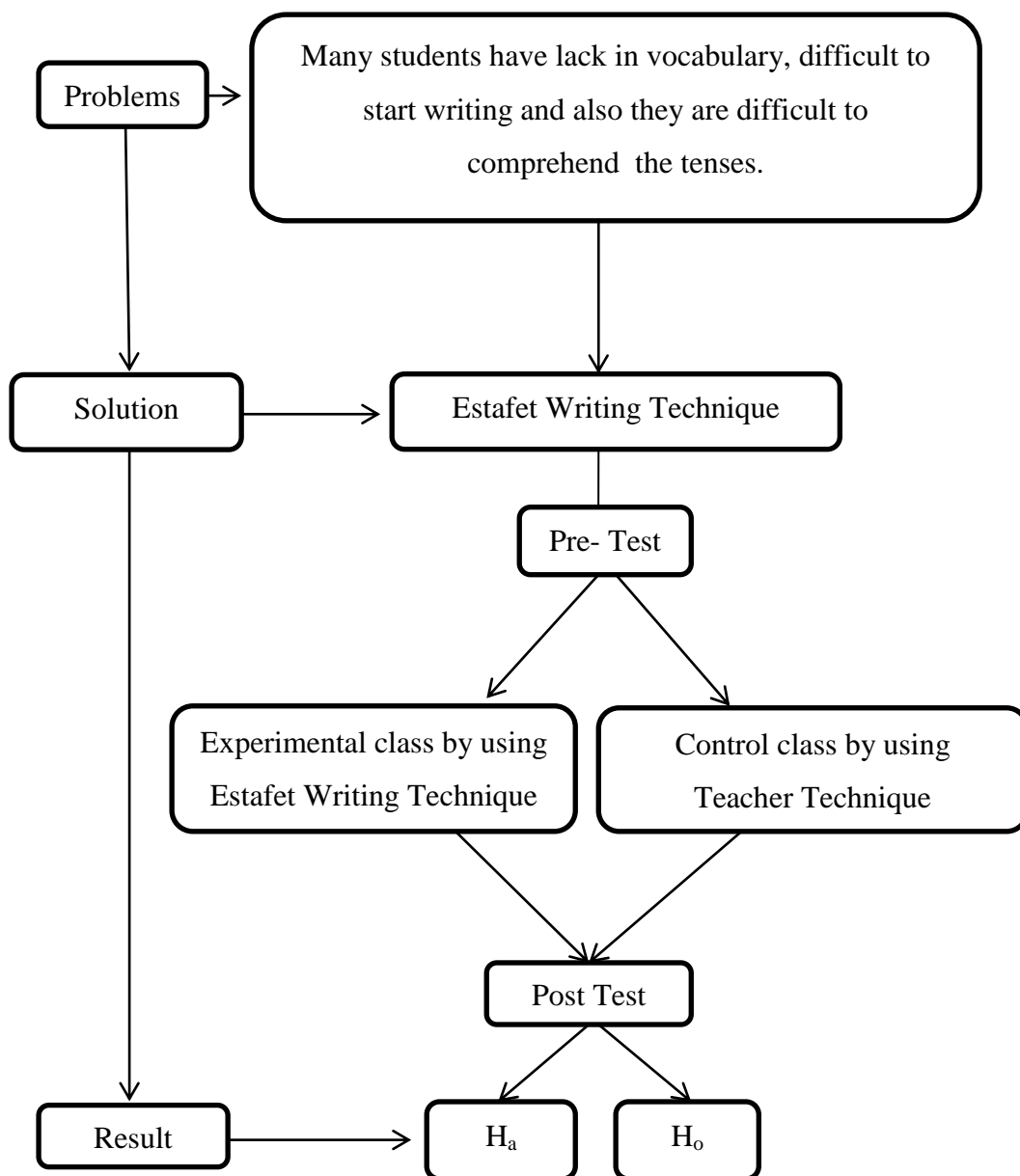


Figure 1
Conceptual Framework

Based on the conceptual framework above, Estafet Writing Technique can make the students easier to solve their problem in writing. First, the researcher gives pre- test to know the students ability on writing Recount Text before treatment. Then, the researcher gives the treatment with

Estafet Writing to the experimental class and teacher technique for control class. The last, the researcher gives post- test to examine whether there is significant effect of using Estafet Writing Technique on writing Recount Text students of MA An- Nur Padangsidempuan.

F. Hypothesis

The researcher formulates the hypothesis of the research is started as follows:

1. Alternative hypothesis (H_a): There is a significant effect of using Estafet Writing Technique on writing Recount Text at grade XI students of MA An- Nur Padangsidempuan.
2. Null Hypothesis (H_0): There is no significant effect of using Estafet Writing Technique on writing Recount Text at grade XI students of MA An- Nur Padangsidempuan.

CHAPTER III
RESEARCH METHOD

A. Place and Time of Research

The location of this research is in MA An- Nur Padangsidimpuan. It is located at Sutan Parlaungan Harahap Street, Panyanggar, North Padangsidimpuan, Padangsidimpuan District, North Sumatra province. It is started on September 2020 up to June 2021.

B. Research Design

The kind of this research was quantitative research with experimental method type true experimental design with pre-test - post-test control group design. The researcher used two classes, which are experimental class and control class. The experimental research controlled the selection of participants for the study and divided the select participants in more groups having similar characteristic as the start of experimental. In this case, the experimental was the class that thought by Estafet Writing Technique. Meanwhile control Class is the class thought by using Teacher Technique.

Table II
Table of Collecting Data Design

Class	Pre Test	Treatment	Post Test
Experimental Class	✓	✓ Estafet Writing Technique	✓
Control Class	✓	×	✓

C. Population and Sample

1. Population

The research was done in the grade XI students of MA An-Nur Padangsidimpuan. The population of the sample was consist of 2 classes with 21 students. It can be seen from the table follows:

Table III
The Population of the Grade XI An-Nur School Boarding Panyanggar

No.	Class	Total Students
1.	XI 1	11
2.	XI 2	10
Total		21

2. Sample

The sample of this research was grade XI students of MA An-Nur Padangsidimpuan. The researcher selected the sample by population sampling technique. A population sampling is a technique of taking a sample where all of population become sample. The population of the grade XI is only 21 students, so the researcher took all the population as the sample.

Therefore, the researcher divided the group into two classes. The students of XI 1 that consist of 11 students were namely experimental class and the students of XI 2 that consist of 10 students were namely control class. Total sample of this research were 21 students.

Table IV
Samples of the Research

Experimental Class	Control Class
XI 1 = 11	XI 2 = 10

D. Instrument of the Research

Instrument is very important to support every research. Good instrument certify the validity of the data. The researcher uses instrument of validity and reliability for the taking of valid data.

In this research, the researcher used writing test type essay test to get the data. The researcher administrated the writing test to find out whether there was significant effect of students writing Recount Text after the implementation of Estafet Writing Technique. The researcher used one valid question for pre-test and one valid question for post-test. These tests were given to the experimental class and control class.

Table V
Indicators of Writing Recount Text Modified from Brown and Bailey⁴⁶

No.	Categories	Score	Performance Description	Weighting
1.	Content (C) - Orientation - Series of events - Re-orientation	5	Excellent	6x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
2.	Organization (O) -Logical sequencing (cohesion)	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
3.	Vocabulary (V) - Word choose - Word mastery	5	Excellent	5x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
4.	Syntax (S) - Past tense - Word Structure - Temporal - Preposition	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
5.	Mechanics (M) - Spelling - Capitalization - Punctuation - Paragraphing	5	Excellent	1x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	

E. Validity and Reliability Instrument

1. Validity of Test

The writing test only consists of one item test. It is used to collect the data related to the students improvement after the treatment is given.

Every test, whether it short, informal classroom or a public examination,

⁴⁶ Brown, *Language Assessment Principles and Classroom Practices*, p.246.

the test should be valid. In short, every good test must have validity. Furthermore, every single researcher need to see whether the test is valid or not.

In this research, the researcher used content validity to get the validity of the instrument. Content validity is a kind of validity which depends on careful analysis of the language being tested and a particular test. The researcher used written test especially essay test to know the students achievement in writing recount text. There are two valid tests that were given in pre- test and post- test. One test for pre- test and one test for post- test.

The researcher also looked the syllabus when constructing the test and the test was suitable with the English text book competence of the grade XI students MA An-Nur Padangsidempuan. Validation of the test was consulted to the English teacher at MA An-Nur Padangsidempuan through form content validity in appendix 4 and 6.

2. Reliability of Test

Another aspect of this case also important for researcher was reliability. Reliability means the result of the test has similarity. It can make the consistent results in a measure. In this research, the researcher gave an assignment to write recount text which the students had 60 minutes to do the test. Students have to pay attention on five aspects of writing which would be used in the assessment such content, organization, vocabulary, syntax and also mechanics.

The researcher used inter-rater reliability to measure the reliability of writing test. Inter-rater reliability shows the level of reliability of two row scores obtained from two correctors. In this case, the researcher asked the two English teachers as correctors. They both gave the same opinion and presented two row scores of mean score that have consistent scores. So, the researcher concluded that the instrument that applied in this research was reliable and can be used to test the students at MA An-Nur Padangsidempuan.

F. Procedure of the Research

To get the data from the students, the researcher collected the data by pre- test, treatment and post-test. Procedures of data collection were as follows:

1. Pre- Test

The pre-test was conducted to find out the homogeneity of the sample. The pre-test was given to both of the class experimental class and control class. To know the students basic ability of the students before applying estafet writing technique, the researcher gave some steps for pre-test as follows:

- d. The researcher prepared the essay test about recount text.
- e. The researcher distributed the paper of the test and answer sheets to both control and experimental class.
- f. The researcher explained the tips to answer.
- g. The students answered question

- h. The researcher collected the students answer.
- i. Finally, the researcher checked the answer sheet and counted the students score.

2. Treatment

A treatment was given to show the effect of the research. When treatment was given to one of the class, automatically the result of the research in both of the class will be different. In this case, the experimental class and control class were given the same material (lesson topic) which talk about recount text. The treatment was given to the experimental class by using estafet writing technique, while control class only did writing learning without treatment like teacher usually used to teach in classroom. The steps of Estafet Writing Technique in experimental and control group can be seen as follow:

- a. In experimental Group
 - 1) The teacher asked the students to make a groups 5 – 6 people.
 - 2) After that, the teacher asked all the students to make an opening sentence.
 - 3) The teacher asked students to write one by one continuously until the times up.
 - 4) After the times up, exercise books are returned to the owners (the first person). Owners of book read the result of writing and discuss the incorrect sentence with their group.

- 5) The teacher asked one of the students to write down the essay result on the board.
 - 6) The teacher and students corrected the incorrect sentence together.
- b. In control group
- 1) The teacher asked the students to open the material in the text book.
 - 2) The teacher explained recount text based on the generic structure.
 - 3) The students were divided into some groups.
 - 4) The teacher asked the students to write a text which tell about recount text.
 - 5) The students discussed with their friends in group.
 - 6) The task collected by the teacher.
 - 7) The task were corrected by the teacher.

3. Post-Test

The post test was given for both of classes after implementing estafet writing technique to know the ability of the students after doing treatment. This post-test was the final test in this research, it was to find out whether there was significant effect or not. In this test, the procedures still same with pre- test before. They are:

- a. The researcher prepared the essay test about recount text.
- b. The researcher shared the paper of the test and answered sheets to both control and experimental class.
- c. The researcher explained the tips to answer.
- d. The students answered question

- e. The researcher collected the students answer.
- f. The last, the researcher checked the students answered and counted their score.

G. Techniques of Data Analysis

In order to find out whether there was a significant effect of using Estafet Writing Tchnique on students writing Recount Text at grade XI students MA An- Nur Padangsidimpuan. The technique of the data analysis that used in this research was T-test formula. As the requirements of t-test, the data used normality and homogeneity test.

1. Normality Test

The function of normality test is to know whether the data of research is normal or not. The researcher used normality test with using Chi-Quadrate formula, as follow.⁴⁷

$$X^2 = \sum \left(\frac{fo-fe}{fe} \right)$$

Where:

$X^2 = Chi-Quadrate$

F_o = Frequency is gotten from the sample or observation (questioner)

f_h = Frequency is gotten from the sample as image from frequency is hoped from population

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k-3$). if result $x^2_{count} < x^2_{table}$ it can be concluded that data is distributed normal.

⁴⁷ Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005), p.298.

Based on the result of normality test in chapter IV, the score of experimental class $X^2_{\text{count}} = 2.8852 < X^2_{\text{table}} = 5.991$ with $n = 11$ and control class $X^2_{\text{count}} = 3.5688 < X^2_{\text{table}} = 3.8414$ with $n = 10$ in real level $\alpha = 0,05$. Cause $X^2_{\text{count}} < X^2_{\text{table}}$ in both of class, so H_a was accepted. It means that experimental class and control class were distributed normal.

2. Hypothesis Test

The researcher used T-test to examine the hypothesis in this research. T-test is an analyzing technique to compare one free variable. This technique used to examine whether the result difference significantly. The formula of T-test is as follow:⁴⁸

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{S^2_A}{n_A} + \frac{S^2_B}{n_B}\right)}}$$

Where:

- T = The value which the statistical significance
- X_1 = The mean score of the experimental class
- X_2 = The mean of the control class
- S^2_A = Deviation of the experimental class
- S^2_B = Deviation of the control class
- n_A = Number of experimental
- n_B = Number of control

If t-test is higher than t_{table} , the researcher can conclude that h_a is accepted and h_o is rejected. It means that there is significant effect of using estafet writing on writing recount text at grade XI MA An-Nur Padangsidimpuan. If t_{test} is lower that t_{table} the researcher can conclude that h_a is rejected and h_o is accepted. It means that there is no significant effect without using estafet writing on students' writing recount text at grade XI MA An-Nur Padangsidimpuan.

⁴⁸ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Ciota, 2013), p.31.

CHAPTER IV

RESEARCH RESULT

This chapter presents research result. In order to find the effect of Estafet Writing Technique on writing Recount Text at grade XI students of MA An-Nur Padangsidempuan. The researcher has calculated the data using pre-test and post test. The researcher conducted the research with pre-test to know the students writing Recount Text before giving the treatment and post test to know the students writing Recount Text after giving the treatment by using Estafet Writing Technique. Applying quantitative research, the researcher use the formulation of t-test to test the hypothesis. In this below, the researcher will describe the result based on the data that has been researched as follow:

A. Description of Data

1. The Description of Data before Using Estafet Writing Technique

a. Score of Pre -Test Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the test. The researcher give them a test about making recount text.

After getting students score of experimental class in pre- test, the researcher arranged it from the low score to the high score in interval class form. After that, the researcher made it into percentages to see the dominant score that are gotten by the students. The computed of the frequency distribution of the students' score of experimental class could be applied into the table frequency distribution as follow:

Table VI
Frequency Distribution of Students' Score

No.	Interval	Mid Point	Frequency	Percentages (%)
1	20-29	24.5	2	18.18 %
2	30-39	34.5	1	9.09 %
3	40-49	44.5	5	45.45 %
4	50-59	54.5	1	9.09%
5	60-69	64.5	2	18.18 %
$i = 10$			11	99.99 %

From above table, it can be seen that the students who get the highest score can be seen at interval 60 – 69, the students who get the lowest score at interval 20 – 29 and most of the students get scores at interval 40 – 49. It means that most of students get the score at average 44.5. So, the students scores are categorized into a bit low.

In order to get description of the data clearly and completely, the researcher presented them in histogram on following figure:

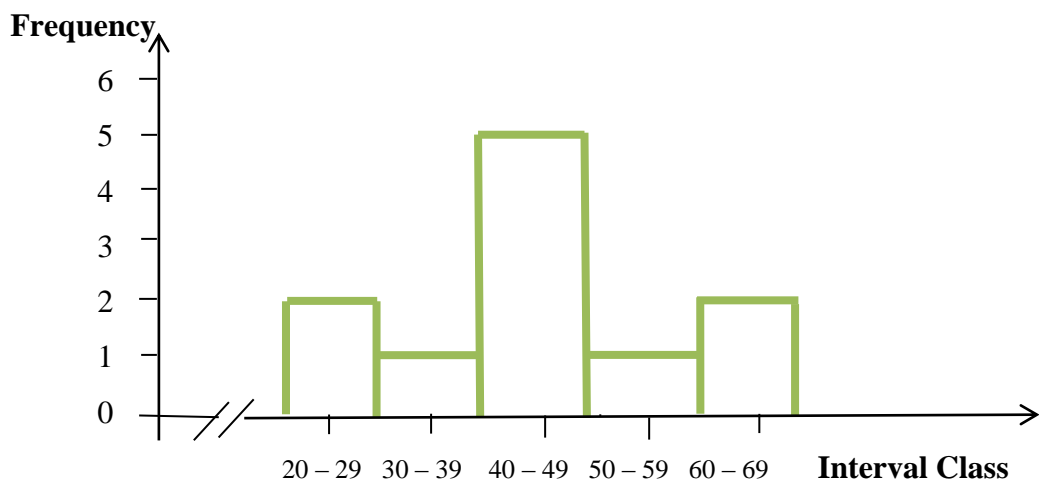


Figure 2
Description Data Pre- Test of Experimental Class

The figure 2 described the students score based on the interval class. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental

class in pre- test shown that the highest interval 60 – 69 was 2 students and the lowest score interval 20 – 29 was 2 students.

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher give them the test about making a recount text.

After getting students score of control class in pre- test, the researcher arranged it from the low score to the high score in interval class form. Then, the computed of the frequency distribution of the students’ score of control class can be applied into table frequency distribution below:

**Table VII
Frequency Distribution of Students’ Score**

No.	Interval	Mid Point	Frequency	Percentages %
1	20 – 31	25.5	2	20 %
2	32 – 43	37.5	1	10 %
3	44 – 55	49.5	4	40 %
4	56 – 67	61.5	3	30 %
<i>i</i> = 12			10	100 %

From above table, it can be seen that the students who get the highest score can be seen at interval 56 – 67, the students who get the lowest score at interval 20 – 31 and most of the students get scores at interval 44 – 55. It means that most of students get the score at average 49.5. So, the students scores in this control class also categorized into a bit low.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

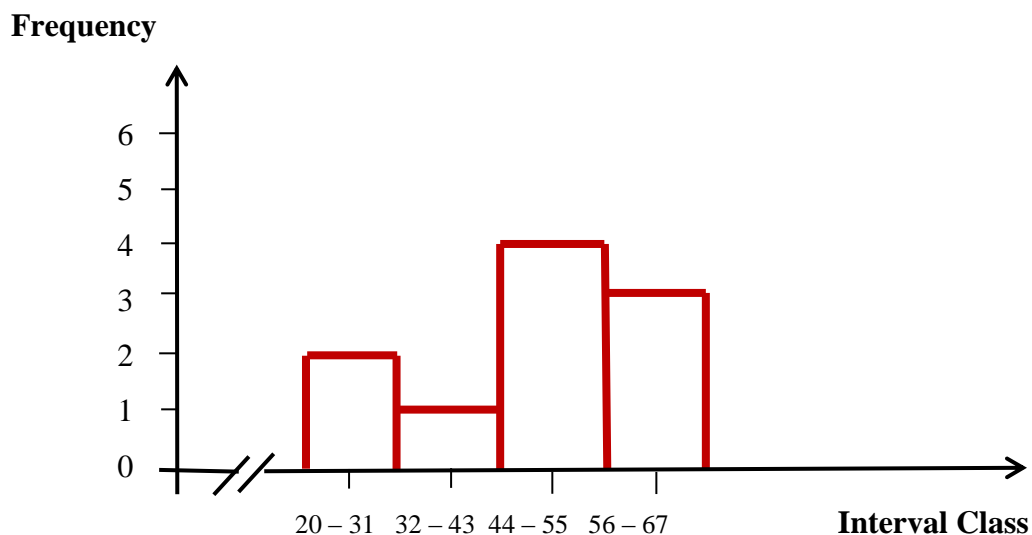


Figure 3
Description Data Pre-Test of Control Class

The figure 3 described the students score based on the interval class. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in pre- test shown that the highest interval 56 – 67 was 3 students and the lowest score interval 20 – 31 was 2 students.

2. The Description of Data after Using Estafet Writing

a. Score of Post- Test Experimental Class

In post-test of experimental class the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Estafet Writing Technique. The researcher give them a test about recount text.

After getting students score of experimental class in post test, the researcher arranged it from the low score to the high score in interval class form. The computed of the frequency distribution of the students' score of control class can be applied into table frequency below:

Table VIII
Frequency Distribution of Students' Score

No.	Interval	Mid Point	Frequency	Percentage %
1	60 – 66	63	3	27.27 %
2	67 – 73	70	2	18.18 %
3	74 – 80	77	3	27.27 %
4	81 – 87	84	1	9.09 %
5	88 – 94	91	2	18.18 %
<i>i = 7</i>			11	99.99 %

From above table, it can be seen that the students who get the highest score can be seen at interval 88 – 94, the students who get the lowest score at interval 60 – 66 and most of students get scores at interval 60 – 66 and 74 – 80. It means that most of students get the score at average 63 and 77. So, the students scores get a good increasing if the average score is compared with the score in pre- test.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

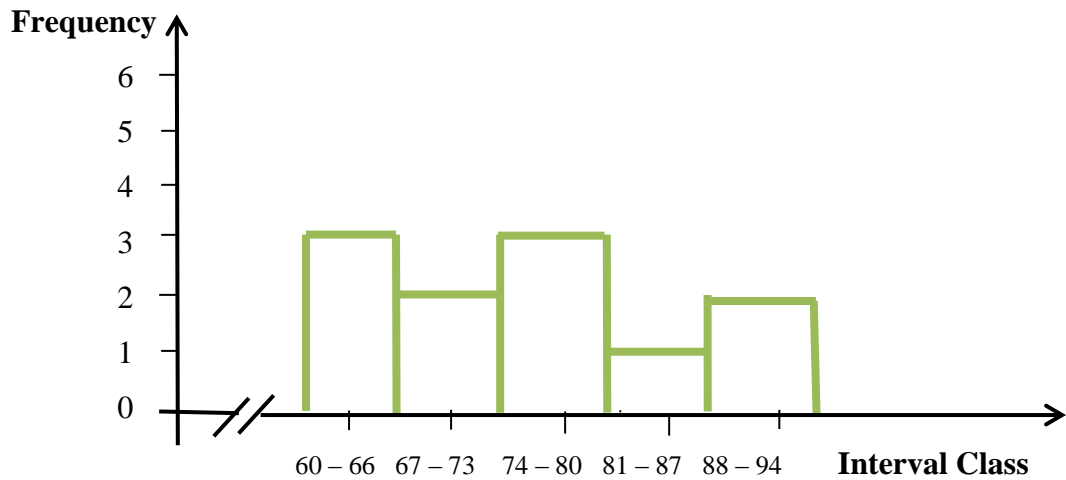


Figure 4
Description Data Post- Test of Experimental Class

The figure 4 described the students score based on the interval class. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental class in pre- test shown that the highest interval 88 – 94 was 2 students and the lowest score interval 60 -66 was 3 students.

b. Score of Post Test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them a test about recount text. After getting students score of control class in post test, the researcher arranged it from the low score to the high score in interval class form. The computed of the frequency distribution of the students' score of control class can be applied into table frequency below:

Table IX
Frequency Distribution of Students' Score

No.	Interval	Mid Point	Frequency	Percentages %
1	49 – 55	52	3	30 %
2	56 – 62	59	1	10 %
3	63 – 69	66	1	10 %
4	70 – 76	73	3	30 %
5	77 – 83	80	2	20 %
$i = 7$				100 %

From above table, it can be seen that the students who get the highest score can be seen at interval 77 – 83, the students who get the lowest score at interval 49 – 55 and most of the students get scores at interval 49 – 55 and 70 – 76. It means that most of students get the score at average 52 and 73. So, the students scores get not bad increasing score from the pre-test.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

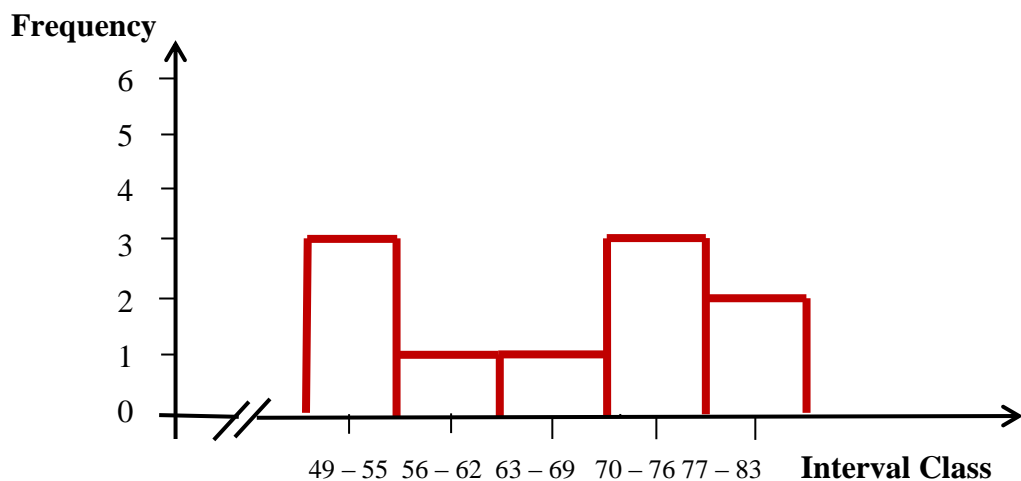


Figure 5
Description Data Post- Test of Control Class

The figure 5 described the students score based on the interval class. It can be seen the comparison between the highest score and the

lowest score. From the histogram of the students' score of experimental class in pre- test shown that the highest interval 77 – 83 was 2 students and the lowest score interval 49 – 55 was 3 students.

3. Description of Comparison Score of Pre-Test and Post Test

a. Comparison Score of Pre-Test and Post Test in Experimental Class

After the researcher getting the result of experimental class in pre- test and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score. The comparison score between pre- test and post-test of experimental class can be seen in following table.

Table X
The Score of Experimental Class in Pre- Test and Post Test

No.	Interval Class		Frequency	
	Pre - Test	Post - Test	Pre – Test	Post - Test
1	20 – 29	60 – 66	2	3
2	30 – 39	67 – 73	1	2
3	40 – 49	74 – 80	5	5
4	50 – 59	81 – 87	1	1
5	60 – 69	88 – 94	2	2
	<i>i</i> = 10	<i>i</i> = 7	11	11

Based on the table XIV of pre-test and post-test. The researcher found that most of students got low score in pre-test at interval 40 – 49 and the students in post- test got score at interval 74 – 80. Based on the description above, it can be concluded that students score in post test was higher than the students score in pre-test.

b. Comparison Score of Pre-Test and Post Test in Control Class

After the researcher getting the result of control class in pre- test and post- test, the researcher made in the table form to compare the differences between pre- test score and post-test score.

Table XI
The Score of Control Class in Pre- Test and Post- Test

No.	Interval Class		Frequency	
	Pre - Test	Post – Test	Pre – Test	Post - Test
1	20 – 31	49 – 55	2	3
2	32 – 43	56 – 62	1	1
3	44 – 55	63 – 69	4	1
4	56 – 67	70 – 76	3	3
5	-	77 – 83	-	2
	<i>i</i> = 12	<i>i</i> = 7	10	

Based on the table XIV of pre-test and post-test. The researcher found that most of students got low score in pre-test at interval 44 – 55 and the students in post- test got score at interval 49 – 55 and 70 – 76. Based on the description above, it can be concluded that students score in post test was higher than the students score in pre-test.

c. Comparison Between Experimental and Control Class in Post Test

Based on the students answers in post- test in experimental class and control class, the researcher has calculated the students score and most of students both of classes increased. In experimental class consist of 11 students (XI 1), most of them got raising score and their score increased very significant. In ontrol class consisted of 10 students (XI 2), most of students score also increased but not significant or it can be said that their score increased slightly. To get the data description of

both of classes, the researcher presented them into this following histogram.

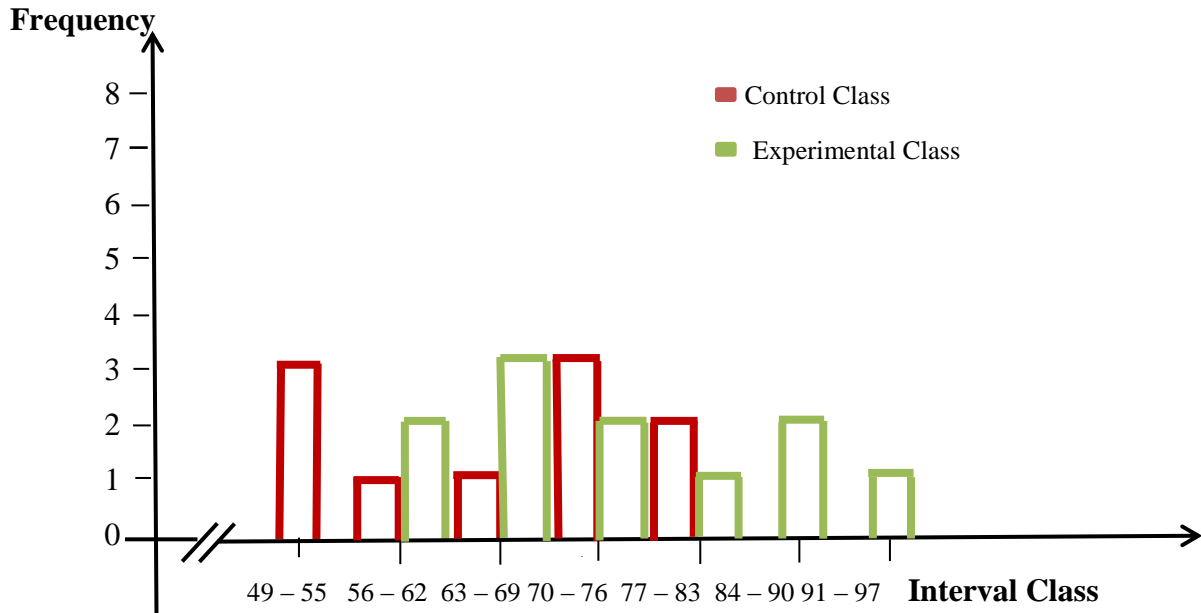


Figure 6

The figure 6 above described the students score based on the interval class. It can be seen the comparison the lowest score and the highest score of experimental and control class in post- test. The lowest score was shown at the first diagram. Besides, the lowest score at the last diagram. The green diagram showed the experimental class, while the red one showed the control class.

B. Technique of Data Analysis

The researcher used parametric test by using T-test formula to get the conclusion of data analysis. In this research, the null hypothesis (H_0) states that “There was no significant effect of using Estafet Writing Technique on Students Writing Recount Text at Grade XI Students of An-Nur Boarding School Panyanggar Padangsidimpuan”, meanwhile the hypothesis alternative

(H_a) of the research was “There was significant effect of using Estafet Writing Technique on Students Writing Recount Text at Grade XI Students of An-Nur Boarding School Panyanggar Padangsidimpuan”. The hypothesis test was two criteria. They are if $t_{count} > t_{table}$ H_o is accepted. And if $t_{count} < t_{table}$ H_a is accepted.

Based on the researcher calculation in post- test, the researcher found that t_{count} 6.49 while t_{table} 2.093 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 19$. Cause $t_{count} > t_{table}$ (6.49 > 2.093), it means that the hypothesis H_a “there was significant effect of using Estafet Writing Technique on students Writing Recount Text at grade XI students MA An-Nur Padangsidimpuan was accepted. The result of t-test was as follow:

Table XII
Result of T-Test at Both of Class in Post Test

Post Test	
t_{count}	t_{table}
6.49	2.093

Based on the calculation of t-test above, it can be concluded that there was significant effect of using estafet writing on writing recount text at grade XI students of MA An-Nur Padangsidimpuan. In this case, the mean score of experimental class after using estafet writing was 75.09 and mean score of control class by using teacher technique was 66. The gain score was 9.09. The calculation can be seen in the following table:

Table XIII
Gain Score of Experimental Class and Control Class

Class	Pre –Test	Post- Test	Gain score
Experimental	44.5	75.09	30.59
Control	47.1	66	18.9

Based on the table XIII, the researcher found that the gain score of students at experimental class was 30.59, while the gain score of students at control class was 18.9. It can be concluded that students' score of experimental was higher than the students' score in control class.

C. Discussion

Based on the result of the data analysis, the researcher discussed the result of this research on the effect of using Estafet Writing Technique on Students Writing Recount Text, where the result mean score experimental class was higher than control class. The mean score of experimental class after using estafet writing was 75.09 and mean score of control class by using teacher technique was 66. It has been discussed by Saragih and Rabbani stated that estafet writing was positive and effectively perceived on implementing in teaching writing.⁴⁹ It can be concluded that Estafet Writing is very useful for writing recount text not only to help them in writing but they also feel enjoy and interested.

⁴⁹ Enni Erawati Saragih and Anggi Nur Fitri Rabbani, "Teacher Perceptions on Implementing Estafet Writing Technique in Teaching Writing," *English Journal* Vol. 20, no. 2 (2017), <http://ejournal.uika-bogor.ac.id/>.

The same result also found by Sri Lahir research.⁵⁰ From the empirical data states through the application of the method can improve the ability to write text recount from the initial condition of average value of 70 with completeness of 54.54% to the final condition in cycle II average 85 with completeness 86.36%. So it can be concluded that through the method of writing relay can improve the ability to write recount text.

The next is Andika Api Asmara Ditya research.⁵¹ The analysis showed that H_0 was rejected and H_a was accepted. The result of the research showed that the Estafet Writing Technique is expressed to be effective to teach writing. So this thesis can be a consideration for researcher.

Another result also found by Mahmuda Rangkuti research.⁵² Based on the result of the research demonstrated that the implementation of the Estafet Writing Technique in the teaching and learning process of writing become more active and more interesting and the students ability in writing recount text was improved. Therefore, Estafet Writing Technique is one of effective techniques that used in learning English writing.

From the result that was previously stated from the first, second and the last researcher it was proved that the students score that taught by using Estafet Writing got better score. As in the research, the mean score of experimental class in post- test got higher result then in control class ($75.09 < 66$).

⁵⁰ Sri Lahir, "Improving Writing Recount Text Ability Through Estafet Writing Method Grade XI SMP Negeri Sukoharjo," *Edunomika Journal* Vol.1 (2017), <http://scholar.google.co.id>.

⁵¹ Api Andika Asmara Ditya, "The Effectiveness of Estafet Writing in Teaching Writing of Narrative Text" (IAIN Surakarta, 2017), <http://scholar.google.com>.

⁵² Mahmudah Rangkuti, "The Use of Estafet Writing Method to Improve Students' Ability in Writing Narrative Text at the 8 Grade Students of SMP N 17 Medan" (State Islamic University of North Sumatera, 2017), <http://scholar.google.co.id>.

After looking the students' score in experimental class after using Estafet Writing Technique in teaching writing eventhough in recount or narrative text, this technique can help the students to develop their interest and ideas in written form.

D. Treats of the Research

There were some threats that faced by researcher when conducting this research. One of them is the condition which are pandemic situation and the time. Because the pandemic of covid-19, the students and the teacher have to keep the distance to avoid the spread of the virus. Whereas, the time also have to be minimized. Because of that, the researcher was less effective in implementing the research. The other threats that faced by the researcher were follows:

1. The learning implementation was not too effective because the time is limited.
2. Some of the students were not serious in answering pre- test and post- test. Although they looked like not serious, they still do the test by themselves.
3. Some of students were noisy because they need to see the dictionary because sometimes they asked their friends about the vocabulary that they want to know.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research are as follow:

1. The students' writing recount text at grade XI students of MA An- Nur Padangsidempuan before learning recount text by using estafet writing technique in experimental class was in 44.36. It can be categorized to low category.
2. The students' writing recount text at grade XI MA An-Nur Padangsidempuan after learning recount text by using estafet writing technique in experimental class was in 75.09. It can be concluded that the score getting increased.
3. The result found that t_{count} was higher than t_{table} ($6.49 > 2.093$). It means that the hypothesis H_a was accepted and H_o rejected. So, there was significant effect of using estafet writing technique on students writing recount text at grade XI students MA An-Nur Padangsidempuan.

B. Suggestion

The researcher got many information and knowledge in teaching and learning after finishing the research. By this research, the researcher was some things that need to be improved. It makes researcher give some suggestion as follow:

1. For head master of MA An- Nur Padangsidempuan, 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 in understanding 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.

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CURICULUM VITAE



A. Identity

Name : Seriani Hutasuhut
Registration Number : 17 203 00061
Place/ Date of Birthday : Simaninggir, 02nd February 1999
Gender : Female
Religion : Islam
Address : Lk.II Simaninggir Kel. Sitinjak Kec. Angkola
Barat Kab. Tapanuli Selatan
Phone Number : 0822 7258 2887
Email : seriani.zhaa11@gmail.com

B. Parent

Father's Name : Seriani Hutasuhut
Job : Farmer
Mother's Name : Nursaima Hasibuan
Job : House Wife

C. Educational Background

Elementary School : SD N 100030 Sitinjak (2011)
Junior High School : SMP N 1 Angkola Barat (2014)
Senior High School : SMA N 1 Angkola Barat (2017)
College : IAIN Padangsidimpuan (2021)

Appendix I

LESSON PLAN (EKSPERIMENTAL CLASS)

Sekolah : MA An-Nur Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

- KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 :Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar : Mampu memahami text yang sedang dipelajari dengan benar.

2. Indikator :

- a. Mampu menangkap kata kunci “keyword” dari teks recount yang diberikan.
- b. Mampu mengoreksi dan menganalisa kesalahan yang ada dalam teks recount baik dari struktur maupun kebahasaan teks tersebut.
- c. Mampu mengidentifikasi fungsi social, struktur, dan unsur kebahasaan dari teks recount.

C. Tujuan Pembelajaran

1. Siswa mampu memahami text recount dengan baik melalui teknik belajar yang diberikan.
2. Siswa mampu menangkap kata kunci, mengoreksi/menganalisa kesalahan serta mampu mengidentifikasi fungsi social, struktur, dan kebahasaan dari teks recount.

D. Materi Pembelajaran

<p>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.</p>		
<p>Social Function: Recount Text can make the readers or listeners interested and can feel such fear, happy, proud or may disappoint while reading the text.</p>	<p>Generic Structure: Orientation: Orientation of the recount text tells who the character was/ where, where it happened, when it happened. Series of Events This part tells the sequence of the story. This part tells the events chronologically. It</p>	<p>Linguistic Features:</p> <ul style="list-style-type: none"> • Using action verb • Using temporal connectives • Using past tense • Using saying verb • Using thinking/ mental verb • Using time conjunction

	<p>begins from the first, followed by the second event the last event.</p> <p>Re-orientation:</p> <p>The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance, or offering personal comment and opinion.</p>	
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E. Metode Pembelajaran

1. Metode pembelajaran : Estafet Writing Technique

F. Media Pembelajaran

1. Media : Worksheet atau lembar kerja siswa, buku Paket
2. Alat/Bahan : Spidol dan papan tulis

G. Sumber Belajar

Buku cetak Bahasa Inggris “Stand up Speak out” for SMA/MA/SMK/MAK kelas XI.

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)
Kegiatan Pendahuluan
<ul style="list-style-type: none"> ❖ Guru memberi salam ❖ Berdoa ❖ Guru memeriksa kehadiran siswa ❖ Memperkenalkan diri kepada siswa dan menyampaikan maksud

kedatangan ke dalam kelas.

- ❖ Guru memberi motivasi belajar kepada siswa secara kontekstual.
- ❖ Guru mengajukan pertanyaan antara pengetahuan sebelumnya sebelum materi yang akan dipelajari
- ❖ Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa
- ❖ Menjelaskan mekanisme pelaksanaan sesuai dengan langkah- langkah pembelajaran.

Kegiatan Pembelajaran/Kegiatan Inti

- ❖ Pre Teaching
 - Guru memilih topik pembelajaran
 - Guru Menjelaskan recount text berdasarkan generic structure dan unsur kebahasaan dalam teks
- ❖ While teaching
 - Guru meminta siswa untuk membentuk grup 5-6 orang per kelompok
 - Setelah itu, guru meminta semua siswa urutan pertama untuk membuat kalimat pembuka
 - Guru meminta murid untuk menulis satu per satu berkelanjutan sampai waktu yang telah ditentukan berakhir.
 - Setelah waktu yang ditentukan berakhir, buku latihan harus dikembalikan kepada pemiliknya. Pemiliknya harus membaca hasil dari tulisan bersambung mereka secara berkelanjutan dan menandai mana kalimat yang salah dan tidak cocok pada teks.
 - Guru meminta satu siswa dari kelas untuk menulis hasil tulisan ke papan tulis.
 - Guru dan murid memeriksa tulisan bersama- sama.
- ❖ Post Teaching
 - Guru dan siswa melihat kembali informasi dari teks narrative dan meninjau ulang pemahaman dari siswa.

Penutup

- ❖ Guru memberi pertanyaan kepada siswa untuk mengetahui apakah sudah

<p>memahami topik yang diberikan</p> <ul style="list-style-type: none"> ❖ Siswa diminta membuat kesimpulan terhadap materi yang telah diajarkan ❖ Siswa dan guru menutup pembelajaran dengan membaca do'a.
Pertemuan Ke-2 (2 x 45 menit)
Kegiatan Pendahuluan
<ul style="list-style-type: none"> ❖ Guru memberi salam ❖ Berdoa ❖ Guru memeriksa kehadiran siswa ❖ Memperkenalkan diri kepada siswa dan menyampaikan maksud kedatangan ke dalam kelas. ❖ Guru memberi motivasi belajar kepada siswa secara kontekstual. ❖ Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada pertemuan pertama
Kegiatan Inti
<ul style="list-style-type: none"> ❖ Elaborasi <ul style="list-style-type: none"> - Memfasilitasi peserta didik melalui pembelajaran tugas dan lain- lain - Mengingat kembali materi/teks yang sudah dipelajari ❖ Konfirmasi <ul style="list-style-type: none"> - Guru menjawab pertanyaan peserta didik yang menghadapi kesulitan.
Penutup
<ul style="list-style-type: none"> ❖ Guru memberikan tambahan penjelasan apabila ada yang kurang di mengerti oleh murid. ❖ Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan. ❖ Siswa dan guru menutup pembelajaran dengan membaca do'a.

I. Penilaian

Teknik : Test

Bentuk : Tertulis (written)

Rubrik penilaian (Scoring Rubric Recount Text)

No.	Categories	Score	Performance Description	Weighting
1.	Content (C) - Orientation - Series of Event - Re-orientation	5	Excellent	6x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
2.	Organization (O) -Logical sequencing (cohesion)	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
3.	Vocabulary (V) - Word choose - Word mastery	5	Excellent	5x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
4.	Syntax (S) - Past tense - Word Structure - Temporal - Preposition	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
5.	Mechanics (M) - Spelling - Capitalization - Punctuation - Paragraphing	5	Excellent	1x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	

Padangsidempuan, November 2020

Mengetahui,

Validator



Saprana Pasaribu, S.Pd.I

Peneliti

Seriani hutasuhut

NIM. 17 203 00063

Appendix 2

LESSON PLAN (CONTROL CLASS)

Sekolah : MA An-Nur Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

- KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsive, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 :Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi dasar dan Indikator Pencapaian

1. Kompetensi Dasar : Mampu memahami text yang sedang dipelajari dengan benar.

2. Indikator :

- a. Mampu menangkap kata kunci “keyword” dari teks recount yang diberikan.
- b. Mampu mengoreksi dan menganalisa kesalahan yang ada dalam teks recount baik dari struktur maupun kebahasaan teks tersebut.
- c. Mampu mengidentifikasi fungsi social, struktur, dan unsur kebahasaan dari teks recount.

C. Tujuan Pembelajaran

1. Siswa mampu memahami text recount dengan baik melalui teknik belajar yang diberikan.
2. Siswa mampu menangkap kata kunci, mengoreksi/ menganalisa kesalahan serta mampu mengidentifikasi fungsi social, struktur, dan kebahasaan dari teks recount.

D. Materi Pembelajaran

<p>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.</p>		
<p>Social Function: Recount Text can make the readers or listeners interested and can feel such fear, happy, proud or may disappoint while reading the text.</p>	<p>Generic Structure: Orientation: Orientation of the recount text tells who the character was/ where, where it happened, when it happened. Series of Events This part tells the sequence of the story. This part tells the events chronologically. It</p>	<p>Linguistic Features:</p> <ul style="list-style-type: none"> • Using action verb • Using temporal connectives • Using past tense • Using saying verb • Using thinking/ mental verb • Using time conjunction

	<p>begins from the first, followed by the second event the last event.</p> <p>Re-orientation:</p> <p>The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance, or offering personal comment and opinion.</p>	
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E. Metode Pembelajaran

1. Metode pembelajaran : Teacher Technique

F. Media Pembelajaran

1. Media :Worksheet atau lembar kerja siswa, buku Paket
2. Alat/Bahan : Spidol dan papan tulis

G. Sumber Belajar

Buku cetak Bahasa Inggris “Stand up Speak out” for SMA/MA/SMK/MAK kelas XI.

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)
Kegiatan Pendahuluan
<ul style="list-style-type: none">• Guru memberi salam• Berdoa• Guru memeriksa kehadiran siswa• Memperkenalkan diri kepada siswa dan menyampaikan maksud kedatangan ke dalam kelas.• Guru memberi motivasi belajar kepada siswa secara kontekstual.• Guru mengajukan pertanyaan antara pengetahuan sebelumnya sebelum materi yang akan dipelajari• Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa• Menjelaskan mekanisme pelaksanaan sesuai dengan langkah- langkah pembelajaran.
Kegiatan Pembelajaran/Kegiatan Inti
<ul style="list-style-type: none">❖ Guru meminta murid untuk membuka materi di dalam buku tentang recount text❖ Guru menjelaskan recount teks beserta susunan dan unsur kebahasaannya❖ Siswa dibagi ke dalam beberapa grup❖ Guru meminta siswa untuk menulis text yang menceritakan teks recount❖ Siswa berdiskusi dengan teman sekelompoknya❖ Buku latihan dikumpulkan oleh guru❖ Buku latihan diperiksa oleh guru.
Penutup
<ul style="list-style-type: none">❖ Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dipahami❖ Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan❖ Siswa dan guru menutup pembelajaran dengan membaca do'a.
Pertemuan Ke-2 (2 x 45 menit)
Kegiatan Pendahuluan

<ul style="list-style-type: none"> ❖ Guru memberi salam ❖ Berdoa ❖ Guru memeriksa kehadiran siswa ❖ Memperkenalkan diri kepada siswa dan menyampaikan maksud kedatangan ke dalam kelas. ❖ Guru memberi motivasi belajar kepada siswa secara kontekstual. ❖ Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada pertemuan pertama.
<p>Kegiatan Inti</p>
<ul style="list-style-type: none"> ❖ Elaborasi <ul style="list-style-type: none"> - Memfasilitasi peserta didik melalui pembelajaran tugas dan lain- lain - Mengingatnkan kembali materi/teks yang sudah dipelajari ❖ Konfirmasi <ul style="list-style-type: none"> Guru menjawab pertanyaan peserta didik yang menghadapi kesulitan.
<p>Penutup</p>
<ul style="list-style-type: none"> ❖ Guru memberikan tambahan penjelasan apabila ada yang kurang di mengerti oleh murid. ❖ Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan. ❖ Siswa dan guru menutup pembelajaran dengan membaca do'a.

I. Penilaian

Teknik : Test

Bentuk : Tertulis (written)

Penilaian : Berdasarkan rubric penilaian recount text.

Rubrik penilaian (Scoring Rubric Recount Text)

No.	Categories	Score	Performance Description	Weighting
1.	Content (C) - Orientation - Series of Events - Re-orientation	5	Excellent	6x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
2.	Organization (O) -Logical sequencing (cohesion)	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
3.	Vocabulary (V) - Word choose - Word mastery	5	Excellent	5x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
4.	Syntax (S) - Past tense - Word Structure - Temporal - Preposition	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	
5.	Mechanics (M) - Spelling - Capitalization - Punctuation - Paragraphing	5	Excellent	1x
		4	Very good	
		3	Good to average	
		2	Fair to poor limited	
		1	Very poor	

Padangsidempuan, November 2020

Mengetahui,

Validator



Sapran Pasaribu, S.Pd.I

Peneliti

Seriani hutasuhut

NIM. 17 203 00061

Appendix 3

Instrument of Writing Test for Experimental and Control Group

PRE TEST SHEET

Read these instructions before doing the test!

1. Write your full name and your class before do the test.
2. Choose one of these themes and make a recount text.

a. Prophet Adam



c. Siti Mayitoh



b. Prophet Yusuf



2. Work individually to write down recount essay consisting of orientation, complication, and resolution.
3. Finish the task in 60 minutes.

Mengetahui,

Validator

A handwritten signature in black ink, appearing to read 'Sapran'.

Sapran Pasaribu, S.Pd.I

Appendix 4

Form of Construct Validity for Writing Matery Test

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/ II

Penelaah : Sapran Pasaribu, S.Pd.I

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Matery Test (Pre-Test)

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas XI di semester II?			
2.	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?			

3.	Apakah instruksi dapat dipahami?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5.	Apakah alokasi waktu sudah cukup?			

Mengetahui,

Validator

Sapran Pasaribu, S.Pd.I

Appendix 5

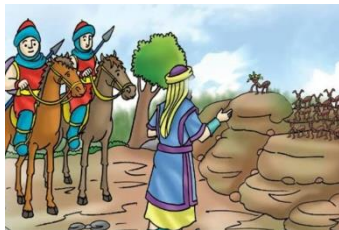
Instrument of Writing Test for Experimental and Control Group

POST TEST SHEET

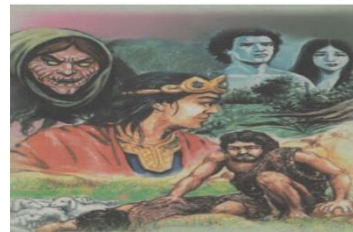
Read these instructions before doing the test!

1. Write your full name and your class before do the test.
2. Choose one of these themes and make a rcount text.

1. Prophet Sulaiman



c. Qabil and Habil



2. Prophet Nuh



4. Work individually to write down narrative essay consisting of orientation, complication, and resolution.
5. Finish the task in 60 minutes.

Mengetahui,

Validator

A handwritten signature in black ink, appearing to read 'Sapran'.

Sapran Pasaribu, S.Pd.I

Appendix 6

Form of Construct Validity for Writing Matery Test

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/ II

Penelaah : Sapran Pasaribu, S.Pd.I

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Matery Test (Post-Test)

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas XI di semester II?			
2.	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?			

3.	Apakah instruksi dapat dipahami?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5.	Apakah alokasi waktu sudah cukup?			

Mengetahui,

Validator

Sapran Pasaribu, S.Pd.I

Appendix 7

THE RESULT OF PRE- TEST (The Experimental Class)

No.	Name	Score					Total
		C	O	V	S	M	
1.	AN	18	16	15	12	3	64
2.	HSN	12	8	15	8	1	44
3.	ILAL	18	16	20	12	3	69
4.	KNY	18	12	15	12	2	59
5.	MS	12	8	15	8	1	44
6.	MQP	12	8	15	8	1	44
7.	NKR	6	4	5	4	1	20
8.	R	12	4	10	8	2	36
9.	RAP	12	8	15	8	1	44
10.	SR	6	4	5	4	1	20
11.	WLL	12	8	15	8	1	44
Total		138	96	145	92	17	488
Average		12,5	8,7	13,1	8,3	1,5	44,36
Highest Score		18	16	20	12	3	69
Lowest Score		6	4	5	4	1	20

Appendix 8

THE RESULT OF PRE-TEST

(The Control Class)

No.	Name	Score					Total
		C	O	V	S	M	
1.	ASS	18	8	10	8	2	46
2.	AA	12	8	10	4	2	36
3.	AR	6	4	5	4	1	20
4.	ARN	18	8	10	8	2	46
5.	BHN	18	12	15	8	3	56
6.	BBP	24	12	20	8	3	67
7.	MHL	18	16	15	8	3	60
8.	SAL	6	4	5	4	1	20
9.	SSM	18	8	15	8	3	52
10.	WFYS	18	8	10	8	2	46
Total		156	88	115	68	23	449
Average		15,6	8,8	11,5	6,8	2,3	44,9
Highest Score		24	16	20	8	3	67
Lowest Score		6	4	5	4	1	20

Appendix 9

THE RESULT OF POST-TEST

(The Experimental Class)

No.	Name	Score					Total
		C	O	V	S	M	
1.	AN	30	20	20	16	4	90
2.	HSN	24	12	15	12	4	67
3.	ILAL	30	20	20	16	5	91
4.	KNY	24	20	20	16	4	84
5.	MS	24	16	20	16	3	79
6.	MQP	18	12	15	12	3	60
7.	NKR	18	16	15	12	3	64
8.	R	24	12	20	16	3	75
9.	RAP	18	16	20	16	4	74
10.	SR	24	12	15	12	4	67
11.	WLL	18	12	15	12	3	60
Total		252	168	195	156	40	811
Average		22,9	15,2	17,7	14,1	3,6	73,72
Highest Score		30	20	25	16	5	91
Lowest Score		18	12	15	12	3	60

Appendix 10**THE RESULT OF POST- TEST
(The Control Class)**

No.	Name	Score					Total
		C	O	V	S	M	
1.	ASS	24	12	15	16	3	70
2.	AA	12	12	10	12	3	49
3.	AR	12	12	10	12	3	49
4.	ARN	24	16	15	12	4	71
5.	BHN	24	16	20	16	3	79
6.	BBP	24	16	20	16	4	80
7.	MHL	18	16	15	12	4	65
8.	SAL	12	8	15	16	3	54
9.	SSM	24	16	15	12	3	70
10.	WFYS	18	12	15	12	3	60
Total		192	136	150	136	33	647
Average		19,2	13,6	15	13,6	3,3	64,7
Highest Score		24	16	20	16	4	80
Lowest Score		12	8	10	12	3	49

Appendix 11

The Score of Pre-Test and Post Test at Experimental Class

No.	The Name of Students	Pre -Test	Post Test
1.	AN	64	90
2.	HSN	44	67
3.	ILAL	69	91
4.	KNY	59	84
5.	MS	44	79
6.	MQP	44	60
7.	NKR	20	64
8.	R	36	75
9.	RAP	44	74
10.	SR	20	67
11.	WLL	44	60
Total		488	811

Appendix 12

The Score of Pre-Test and Post Test at Control Class

No.	The Name of Students	Pre- Test	Post Test
1.	ASS	46	70
2.	AA	36	49
3.	AR	20	49
4.	ARN	46	71
5.	BHN	56	79
6.	BBP	67	80
7.	MHL	60	65
8.	SAL	20	54
9.	SSM	52	70
10.	WFYS	46	60
Total		449	647

Appendix 13

RESULT OF NORMALITY TEST IN PRE TEST

A. Result of Normality Test of Experimental Class (XI 1)

1. The Score of class XI-1 in Pre-Test from Low Score to High Score

20	20	36	44	High	= 69
44	44	44	44	Low	= 20
59	64	69		n	= 10

2. Range (R) = High Score – Low Score

$$= 69 - 20$$

$$= 49$$

3. Total of Class (K) = $1 + 3,3 (\log n)$

$$= 1 + 3,3 (\log 11)$$

$$= 1 + 3,3 (1,04)$$

$$= 4,43 = 5$$

4. Length of Class (p) = $\frac{\text{range}}{\text{total of tghc class}}$

$$= \frac{49}{5}$$

$$= 9,8 = 10$$

Interval Class	fi	Xi	Fi.Xi	Xi - X	(Xi-X) ²	Fi(Xi-X) ²
20 -29	2	24,5	49	-20	400	800
30 – 39	1	34,5	34,5	-10	100	100
40 – 49	5	44,5	222,5	0	0	0
50 -59	1	54,5	54,5	10	100	100
60 -69	2	64,5	129	20	400	800
Jumlah	11		489,5			1800

5. Mean

$$X = \frac{\sum fi.Xi}{\sum fi} = \frac{489.5}{11} = 44.5$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2} n - fk}{fi} \right) = 39.5 + 10 = \frac{\frac{1}{2} 11 - 3}{5} \\ &= 39.5 + 10 (0.5) \\ &= 39.5 + 5 = 44.5 \end{aligned}$$

7. Modus

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b1}{b1+b2} \right) = 39.5 + 10 \frac{4}{4+4} \\ &= 39.5 + 10 (0.5) \\ &= 39.5 + 5 = 44.5 \end{aligned}$$

8. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\ &= \sqrt{\frac{1800}{11}} \\ &= \sqrt{163.6} = 12.79 \end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval Class	F _o	Class Limit	Z- Table	Z Score	Luas Proporsi	(f _e)	$\frac{(fo - fe)^2}{fe}$
20 – 29	2	19.5 – 29.5	-1.95 dan -1.17	0.2559 dan 0.1210	0.1349	1.4839	0.1794
30 – 39	1	29.5 – 39.5	-1.17 dan -0.39	0.1210 dan 0.3482	0.2272	2.4992	0.8993
40 – 49	5	39.5 – 49.5	-0.39 dan 0.39	0.3482 dan 0.1517	0.4999	5.4989	0.0452
50 – 59	1	49.5 – 59.5	0.39 dan 1.17	0.1517 dan 0.3790	0.2273	2.5003	0.9002
60 – 69	2	59.5 – 69.5	1.17 dan 1.95	0.3790 dan 0.4744	0.0954	1.0494	0.8611
X² =							2.8852

9. **Drajat Kebebasan (Dk)**

$$\begin{aligned} Dk &= \text{Banyak Kelas} - 3 \\ &= 5 - 3 \\ &= 2 \end{aligned}$$

10. **Taraf Signifikansi $\alpha = 0.05$**

$$X^2_{\text{tabel}} = 5.9914$$

$$X^2_{\text{count}} = \sum \frac{(fo-fe)^2}{fe} = 2.8852$$

H_0 ditolak jika $X^2_{\text{count}} \geq X^2_{\text{tabel}}$

H_0 diterima jika $X^2_{\text{count}} \leq X^2_{\text{tabel}}$

Based on the table above, the researcher found that $X^2_{\text{count}} = 2.8852$, while $X^2_{\text{tabel}} = 5.9914$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($2.8852 < 5.9914$) with degree of freedom (dk) = 2 and significansi $\alpha = 5\%$. So, distribution of experimental class (XI 1) in pre-test was normal.

B. Result of Normality Test of Control Class (XI-2)

1. **The Score of class XI-1 in Pre-Test from Low Score to High Score**

20	20	36	46	High	= 67
46	46	52	56	Low	= 20
60	67			n	= 10

2. **Range (R) = High Score – Low Score**

$$= 67 - 20$$

$$= 47$$

$$\begin{aligned}
3. \text{ Total of Class (K)} &= 1 + 3.3 (\log n) \\
&= 1 + 3,3 (\log 10) \\
&= 1 + 3,3 (1) \\
&= 4,3 = 4
\end{aligned}$$

$$\begin{aligned}
4. \text{ Length of Class (p)} &= \frac{\text{range}}{\text{total of tghe class}} \\
&= \frac{47}{4} \\
&= 11,75 = 12
\end{aligned}$$

Interval Class	Fi	Xi	Fi.Xi	Xi - X	(Xi-X) ²	Fi(Xi-X) ²
20 - 31	2	25,5	51	-21,6	466,56	933,12
32 - 43	1	37,5	37,5	-9,6	92,16	92,16
44 - 55	4	49,5	198	2,4	5,76	23,04
56 - 67	3	61,5	184,5	14,4	207,36	622,08
<i>Jumlah</i>	10		471			1.670,4

5. Mean

$$X = \frac{\sum fi.Xi}{\sum fi} = \frac{471}{10} = 47,1$$

6. Median

$$\begin{aligned}
Me &= b + p \left(\frac{\frac{1}{2} n - fk}{fi} \right) = 43,5 + 12 \left(\frac{\frac{1}{2} 10 - 3}{4} \right) \\
&= 43,5 + 12 (0,5) \\
&= 43,5 + 6 \\
&= 49,5
\end{aligned}$$

7. Modus

$$Mo = b + p \left(\frac{b1}{b1+b2} \right) = 43,5 + 12 \frac{3}{3+1}$$

$$= 43,5 + 12(0,75)$$

$$= 43,5 + 9$$

$$= 52,5$$

8. Standard Deviation

$$\begin{aligned}
 S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\
 &= \sqrt{\frac{1670,4}{10}} \\
 &= \sqrt{167,04} = 12,92
 \end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval Class	F _o	Class Limit	Z- Table	Z Score	Luas Proporsi	(f _e)	$\frac{(f_o - f_e)^2}{f_e}$
20 – 31	2	19.5 – 31.5	-2.13 dan -1.20	0.0165 dan 0.1150	0.0985	0.985	1.0459
32 – 43	1	31.5 – 43.5	-1.20 dan -0.27	0.1150 dan 0.3935	0.2785	2.785	1.1440
44 – 55	4	43.5 – 55.5	-0.27 dan 0.65	0.3935 dan 0.2422	0.6357	6.357	0.8739
56 – 67	3	55.5 – 67.5	0.65 dan 1.57	0.2422 dan 0.4418	0.1996	1.996	0.5050
X² =							3.5688

9. Drajat Kebebasan (Dk)

$$Dk = \text{Banyak Kelas} - 3$$

$$= 4 - 3$$

$$= 1$$

10. Taraf Signifikansi $\alpha = 0.05$

$$X^2_{\text{tabel}} = 3.8414$$

$$X^2_{\text{count}} = \sum \frac{(f_o - f_e)^2}{f_e} = 3.5688$$

H₀ ditolak jika X² hitung ≥ X² tabel

H₀ diterima jika X² hitung ≤ X² tabel

Based on the table above, the researcher found that $X^2_{\text{count}} = 3.5688$, while $X^2_{\text{tabel}} = 3.8414$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($3.5688 < 3.8414$) with degree of freedom (dk) = 1 and significant $\alpha = 5\%$. So, distribution of control class (XI 2) in pre-test was normal.

Appendix 14

RESULT OF NORMALITY IN POST TEST

A. Result of Normality Test in Experimental Class

1. The Score of class XI-1 in Pre-Test from Low Score to High Score

$$60 \quad 60 \quad 64 \quad 67 \quad \text{High} = 91$$

$$67 \quad 74 \quad 75 \quad 79 \quad \text{Low} = 60$$

$$84 \quad 90 \quad 91 \quad n = 11$$

2. Range (R) = High Score – Low Score

$$= 91 - 60$$

$$= 31$$

3. Total of Class (K) = $1 + 3,3 (\log n)$

$$= 1 + 3,3 (\log 11)$$

$$= 1 + 3,3 (1,04)$$

$$= 4,43 = 5$$

4. Length of Class (p) = $\frac{\text{range}}{\text{total of tghc class}}$

$$= \frac{31}{5}$$

$$= 6,2 = 7$$

Interval Class	Fi	Xi	Fi.Xi	Xi - X	(Xi-X) ²	Fi(Xi-X) ²
60 – 66	3	63	189	-12,09	146,16	438,48
67 – 73	2	70	140	-5,09	25,90	51,8
74 – 80	3	77	231	1,91	3,64	10,92
81 – 87	1	84	84	8,91	79,38	79,38
88 – 94	2	91	182	15,91	253,12	506,24
Jumlah	11		826			1.086,82

5. Mean

$$X = \frac{\sum fi.Xi}{\sum fi} = \frac{826}{11} = 75,09$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2} n - fk}{fi} \right) = 73,5 + 7 = \frac{\frac{1}{2} 11 - 5}{3} \\ &= 73,5 + 7 (0,16) \\ &= 73,5 + 1,12 \\ &= 74,6 \end{aligned}$$

7. Modus

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b1}{b1+b2} \right) = 73,5 + 7 \frac{1}{1+2} \\ &= 73,5 + 7 (0,3) \\ &= 73,5 + 2,1 \\ &= 75,6 \end{aligned}$$

8. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\ &= \sqrt{\frac{1.086,82}{11}} \\ &= \sqrt{98,80} = 9,93. \end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval Class	F _o	Class Limit	Z- Table	Z Score	Luas Proporsi	(f _e)	$\frac{(f_o - f_e)^2}{f_e}$
60 – 66	3	59.5 – 66.5	-1.56 dan -0.86	0.0593 dan 0.1948	0.1355	1.4905	1.5287
67 – 73	2	66.5 – 73.5	-0.86 dan -0.16	0.1948 dan 0.4364	0.2416	2.6576	0.1627
74 – 80	3	73.5 – 80.5	-0.16 dan 0.54	0.4364 dan 0.2054	0.6418	7.0598	2.3346
81 – 87	1	80.5 – 87.5	0.54 dan 1.24	0.2054 dan 0.3925	0.1871	2.0581	0.5439
88 – 94	2	87.5 – 94.5	1.24 dan 1.95	0.3925 dan 0.4744	0.0819	0.9009	1.3409
X² =							5.9108

9. **Drajat Kebebasan (Dk)**

$$Dk = \text{Banyak Kelas} - 3$$

$$= 5 - 3 = 2$$

10. **Taraf Signifikansi $\alpha = 0.05$**

$$X^2_{\text{tabel}} = 5.9914$$

$$X^2_{\text{count}} = \sum \frac{(f_o - f_e)^2}{f_e} = 5.9108$$

H_o ditolak jika X² count ≥ X² tabel

H_o diterima jika X² count ≤ X² tabel

Based on the table above, the researcher found that X²_{count} = 5.9108, while X²_{tabel} = 5.9914, cause X²_{count} < X²_{tabel} (5.9108 < 5.9914) with degree of freedom (dk) = 2 and significansi $\alpha = 5\%$. So, distribution of experimental class (XI 1) in post-test was normal.

B. Result of Normality Test in Control Class

1. The Score of class XI-1 in Pre-Test from Low Score to High Score

49	49	54	60	High	= 80
65	70	70	71	Low	= 49
79	80			n	= 10

$$\begin{aligned}
 2. \text{ Range (R)} &= \text{High Score} - \text{Low Score} \\
 &= 80 - 49 \\
 &= 31
 \end{aligned}$$

$$\begin{aligned}
 3. \text{ Total of Class (K)} &= 1 + 3,3 (\log n) \\
 &= 1 + 3,3 (\log 10) \\
 &= 1 + 3,3 (1) \\
 &= 4,3 = 5
 \end{aligned}$$

$$\begin{aligned}
 4. \text{ Length of Class (p)} &= \frac{\text{range}}{\text{total of tghe class}} \\
 &= \frac{31}{5} \\
 &= 6,2 = 7
 \end{aligned}$$

Interval Class	Fi	Xi	Fi.Xi	Xi - X	(Xi-X) ²	Fi(Xi-X) ²
49 - 55	3	52	156	-14	196	588
56 - 62	1	59	59	-7	49	49
63 - 69	1	66	66	0	0	0
70 - 76	3	73	219	7	49	147
77 - 83	2	80	160	14	196	392
<i>Jumlah</i>	10		660			1.176

5. Mean

$$X = \frac{\sum fi.Xi}{\sum fi} = \frac{660}{10} = 66$$

6. Median

$$\begin{aligned}
 \text{Me} &= b + p \left(\frac{\frac{1}{2} n - fk}{fi} \right) = 62,5 + 7 \left(\frac{\frac{1}{2} 10 - 4}{1} \right) \\
 &= 62,5 + 12 (1) \\
 &= 62,5 + 12 = 74,5
 \end{aligned}$$

7. Modus

$$\begin{aligned} Mo &= b + p \left(\frac{b_1}{b_1+b_2} \right) = 69.5 + 7 \frac{2}{2+1} \\ &= 69.5 + 7 (0.66) \\ &= 69.5 + 4.62 \\ &= 74.12 \end{aligned}$$

8. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\ &= \sqrt{\frac{1.176}{10}} \\ &= \sqrt{117.6} = 10.84 \end{aligned}$$

Table of Normality Data Test with Chi Square Formula

Interval Class	F _o	Class Limit	Z- Table	Z Score	Luas Proporsi	(f _e)	$\frac{(f_o - f_e)^2}{f_e}$
49 – 55	3	48.5 – 55.5	-1.61 dan -0.96	0.0537 dan 0.1685	0.1148	1.148	2.9877
56 – 62	1	55.5 – 62.5	-0.96 dan -0.32	0.1685 dan 0.3744	0.2059	2.059	0.5446
63 – 69	1	62.5 – 69.5	-0.32 dan 0.32	0.3744 dan 0.1255	0.2489	2.489	0.8907
70 – 76	3	69.5 – 76.5	0.32 dan 0.96	0.1255 dan 0.3315	0.206	2.06	0.4289
77 – 83	2	76.5 – 83.5	0.96 dan 1.61	0.3315 dan 0.4463	0.1148	1.148	0.6323
X² =							5.4842

9. Drajat Kebebasan (Dk)

$$\begin{aligned} Dk &= \text{Banyak Kelas} - 3 \\ &= 5 - 3 \\ &= 2 \end{aligned}$$

10. Taraf Signifikansi $\alpha = 0.05$

$$X^2_{\text{tabel}} = 5.9914$$

$$X^2_{\text{count}} = \sum \frac{(f_o - f_e)^2}{f_e} = 5.4842$$

H_0 ditolak jika X^2 hitung $\geq X^2$ tabel

H_0 diterima jika X^2 hitung $\leq X^2$ tabel

Based on the table above, the researcher found that $X^2_{\text{count}} = 5.4842$, while $X^2_{\text{tabel}} = 5.9914$, cause $X^2_{\text{count}} < X^2_{\text{tabel}}$ ($5.4842 < 5.9914$) with degree of freedom (dk) = 2 and significans $\alpha = 5\%$. So, distribution of control class (XI 2) in post-test was normal.

Appendix 15

HOMOGENEITY TEST (PRE – TEST)

Calculation of parameter to get the varian of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Experimental Class (XI 1)

1. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\ &= \sqrt{\frac{1800}{11}} \\ &= \sqrt{163,6} \\ &= 12,79 \end{aligned}$$

2. Variant

$$\begin{aligned} S^2 &= (12,79)^2 \\ &= 163,6 \end{aligned}$$

B. Variant of Control Class (XI 1)

1. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\ &= \sqrt{\frac{1.670,4}{10}} \\ &= \sqrt{167,04} \\ &= 12,92 \end{aligned}$$

2. Variant

$$\begin{aligned} S^2 &= (12,92)^2 \\ &= 167,04 \end{aligned}$$

After getting the variants of experimental and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{167,04}{163,6} \\ &= 1,02 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1,02$. It had been compared to F_{table} with $\alpha = 5\%$ and dk numerator and dominator were ($n_1 = 11$, $dk = 11 - 1 = 10$ and $n_2 = 10$, $dk = 10 - 1 = 9$). From the distribution list F, the researcher found that $F_{\text{table}} = 3,14$. So $F_{\text{count}} < F_{\text{table}}$ ($1,02 < 3,14$). It could be concluded that there is no difference variant between the experimental class (XI 1) and control class (XI 2). It means that the variant in pre- test was homogeneous.

Appendix 16

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get the varian of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

A. Variant of Experimental Class (XI 1)

1. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\ &= \sqrt{\frac{1.086,82}{11}} \\ &= \sqrt{98,80} \\ &= 9,93. \end{aligned}$$

2. Variant

$$\begin{aligned} S^2 &= (9,93)^2 \\ &= 98,80 \end{aligned}$$

C. Variant of Control Class (XI 1)

3. Standard Deviation

$$\begin{aligned} S &= \sqrt{\frac{\sum fi(Xi-X)^2}{n}} \\ &= \sqrt{\frac{1.176}{10}} \\ &= \sqrt{117,6} \\ &= 10,84 \end{aligned}$$

4. Variant

$$\begin{aligned} S^2 &= (10,84)^2 \\ &= 117,6 \end{aligned}$$

After getting the variants of experimental and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{117,6}{98,80} \\ &= 1,19 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1,19$. It had been compared to F_{table} with $\alpha = 5\%$ and dk numerator and dominator were ($n_1 = 11$, $dk = 11 - 1 = 10$ and $n_2 = 10$, $dk = 10 - 1 = 9$). From the distribution list F, the researcher found that $F_{\text{table}} = 3,14$. So $F_{\text{count}} < F_{\text{table}}$ ($1,19 < 3,14$). It could be concluded that there is no difference variant between the experimental class (XI 1) and control class (XI 2). It means that the variant in post – test was homogeneous.

Appendix 18

T- Test of the Both Averages in Post- Test

The researcher used both averages to analyze the hypothesis stated that there is difference between experimental class and control class in post- test after doing treatment. To answer the hypothesis, the researcher used T-test formula as follow:

$$\begin{aligned}t &= \frac{X_1 - X_2}{\sqrt{\left(\frac{S^2_A}{n_A} + \frac{S^2_B}{n_B}\right)}} &= \frac{75,09 - 66}{\sqrt{\left(\frac{9,93}{11} + \frac{10,84}{10}\right)}} \\ & &= \frac{9,09}{\sqrt{0,90 + 1,08}} \\ & &= \frac{9,09}{\sqrt{1,98}} \\ & &= \frac{9,09}{1,40} \\ & &= 6,49\end{aligned}$$

Based on the researcher calculation result of homogeneity test of both averages, researcher found that $t_{\text{count}} = 6,49$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - k = 11 + 10 - 2 = 19$, $t_{\text{table}} = 2,093$. So, $t_{\text{count}} > t_{\text{table}}$ ($6,49 > 2,093$). Caused $t_{\text{count}} > t_{\text{table}}$, H_a was accepted. It means that there was difference average between the average of experimental class (XI 1) and control class (XI 2) in post - test. It can be concluded that there was significant effect of estafet writing on writing narrative text at grade XI MA An- Nur Padangsidimpun.

Appendix 19

Chi – Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 20

Z – Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831

-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z – Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964

Appendix 21

T- Table

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Appendix 22

The Example of Students Answer Sheet

1. Pre- Test (Experimental Class/ The lowest Score)

Adam was a creature. Adam created by Allah from the
 mud. He gave a wife. Her name was Hawa. They left
 in the paradise, without sin because he chased from paradise
 cause he was arrogant.

One day, shaitan came to Hawa. Shaitan said "Allah permissioned
 you to eat this fruit". He was liar. Allah never permissioned
 them to eat the prohibited fruit.

Hawa believed that. She ate the fruit and asked her
 husband to eat that together. Allah was angry. He chased
 them from paradise. Because they did the interdiction.

Adam and Hawa threw to earth. They repented so far.
 Adam and Hawa was so regret. They prayed every time,
 they asked the forgiveness every time. Allah

C	18
O	16
V	20
S	12
M	3
	69
	=

2. Pre- Test (Experimental Class/ The lowest Score)

- Nabi Yusuf -

- Nabi Yusuf was son nabi Ya'qub and nabi Yusuf
 loved him so nabi Yusuf ever dreamed saw
 seven star and sun and moon so nabi

C	6
O	4
V	5
S	4
M	1
	20
	=

3. Pre- Test (Control Class/ The Highest Score)

Propeth Adam

Adam alaihis salam was the first prophet of Allah. Allah created adam from land. Adam lived in paradise. He had a wife, her name (is) Hawa.

In the paradise, Allah prohibited (they) to eat khuldi. But, Iblis plagued him, and then, Adam ~~ate~~ the khuldi. Next, Allah was angry and removed (him) from the paradise to earth.

Adam was sad, because Allah was angry to him, ~~he~~ realized ~~his~~ his mistake, then, he istighfar to Allah, Allah (forgived) him, Next, Adams (reunited) again with hawa on the earth.

 C = 24 O = 12 V = 20 S = 8 M = 3 67 	C = 24 O = 12 V = 20 S = 8 M = 3 67
---	--

4. Pre- Test (Control Class/ The Lowest Score)

Adam (is) ~~propeth~~ first prophet in the people (is) created by Allah with land he (is) live in paradise. he (is) peer

C	6
O	4
V	5
S	4
M	1
20	

5. Post Test (Experimetal Class / The Highest Score)

Gabil & Habil

Once upon the time, there were men called by Gabil and Habil. They were childs from our first prophet Adam A.S. They have the two sisters. They were Ikrimah and Labuda.

They were first humans in this world. so, Allah said to prophet Adam to marry his sons and his daughters. Gabil with Ikrimah, and Habil with Labuda.

Habil was jealous. Cause Ikrimah was so beautiful. He wanted to marry with Ikrimah.

Sypton came. He incited Habil to kill his brother. Cause after that, He could to marry with Ikrimah.


Habil killed Gabil. But, Gabil said he never ever did the same to Habil. After Gabil was death, Habil was afraid. What will he do with Gabil?

And then, He looked two birds. One of they was death. ~~And~~ one again grave it. so, Habil did the same with

C	: 30
O	: 20
V	: 20
S	: 16
M	: 5
	91

91

Tomorrow will be better



6. Post Test (Experimetal Class / The Lowest Score)

Prophet Sulaiman

Once upon a time

Prophet Sulaiman was rich. he was had birds hut-hut, had army (jin) and, Sulaiman can ^{spoke/spake} to animals, and had kingdom. in saba babilis was the women lead all people to ^{part} of a sun. bird hut-hut take letter from Sulaiman to queen babilis. showed power to Allah swt

C	: 10
O	: 12
V	: 15
S	: 12
M	: 3
	60

60

7. Post-Test (Control Class The Highest Score)

~~Once upon a time, there was a man who called Nuh. Nuh was the third prophet of Allah. He was the longest prophet missionized by Allah during ± 900 year, because his peoples always refused his mission.~~
 Once upon a time, there was a man who called Nuh. Nuh was the third prophet of Allah. He was the longest prophet missionized in the world. He missionized during ± 900 year, because his peoples always refused his mission.
 Prophet Nuh ~~always~~ stay calm when he faced his peoples. He missionized by ~~Allah~~ ^{patient} although his people disaffected.

Time don't Support!

c	: 24
o	: 16
v	: 20
s	: 16
m	: 4
	80

8. Post-Test (Control Class The Lowest Score)

No.: ~~XXXXXXXXXX~~ ~~XXXXXXXXXX~~ Date:

Qahin and hahu

When He was prophet adam as and hawa chased from paradise then propnet adam as and hawa descended to earth. And them desgoineted in the two con hwest.

c	: 12
o	: 12
v	: 10
s	: 12
m	: 3
	40.

Appendix 23

Research Documentation

Pre- Test



Treatment in Experimental Class



Post Test





YAYASAN AN-NUR PADANGSIDIMPUAN
MADRASAH ALIYAH AN-NUR PADANGSIDIMPUAN

NPSN: 69963529 - AKREDITASI: B
Jl. Sutan Parlaungan Harahap, Kel. Panyanggar, Padangsidempuan Utara 22714
Web: www.annursidempuan.com Email: pes.annur.psp@gmail.com

SURAT KETERANGAN

No. 020/MA-ANP/III/IV/2021

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan, Nomor B-378/In.14/E.1/TL.00/03/2021, hal Izin Penelitian Penyelesaian Skripsi tertanggal 31 Maret 2021, maka Kepala Madrasah Aliyah An-Nur Padangsidempuan dengan ini menerangkan nama Mahasiswa di bawah ini:

Nama : Seriani Hutasuhut
NIM : 1720300061
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : S1

Penyerah telah mengadakan penelitian di Madrasah Aliyah An-Nur Padangsidempuan 11-25 April 2021 guna melengkapi data pada penyusunan skripsi yang berjudul "The Effect of Estafet Writing Technique on Writing Narrative Text at Grade XI Students of MA An-Nur Padangsidempuan".

Demikian Surat Keterangan ini kami buat untuk dipergunakan dengan semestinya. Terima Kasih.

Padangsidempuan, 28 April 2021

Kepala Madrasah


Rusydi Hasan, S.Pd.I



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

16 November 2020

Nomor : 161 /In.14/E.6a/PP.00.9/11/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Eka Sustris Harida, M.Pd.** (Pembimbing I)
2. **Sri Rahmadhani Siregar, M.Pd.** (Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Seriani Hutasuhut
NIM : 17 203 000 61
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Effect of Estafet Writing Technique on Writing Recount Text at Grade XI Students MA An-Nur Padangsidimpuan**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris



Fitri Rayani Siregar, M.Hum.
NIP. 19920731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

~~BERSEDIA/TIDAK BERSEDIA~~
Pembimbing I


Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 002

~~BERSEDIA/TIDAK BERSEDIA~~
Pembimbing II


Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602