

# Improving Students' Ability in Writing Spoof Text by Using Estafet Writing Strategy

Muhammad Arifin<sup>1</sup>, MarissaAzhari<sup>2</sup>

## ABSTRACT

*The improvement of student's writing skill in spoof text still lack because the strategy of writing text did not make student master the spoof text. According to Wahidi (2009), spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. In this study, the researcher find out one of strategy to improve the student ability in writing spoof text is estafet writing strategy. Estafet writing strategy is a kind of teaching strategy used by teacher to help the students participate actively by expressing one's ideas after another continuously based on the topic given. This study applied classroom action research design. It was done through planning, action, observation, and reflection. The location of the research was SMA Harapan Mekar Jl. Marelan Raya No.77. Based on the data that has found, in the first cycle test 34.61% students' got point more than 75, in the second cycle test 73.07% students got point more than 75. It means that teaching writing spoof text using estafet writing strategy can improved the students' writing skill in spoof text.*

**Keywords:** Estafet Writing Strategy, Writing, Spoof Text.

## 1. INTRODUCTION

Writing is one of difficult subject at SMA Harapan Mekar. There are some problem that the researcher had found. The student still difficult to master to generate the ideas and the other side the strategy of teaching make them difficult to understand and bored when teaching the spoof text. In this study the researcher will focus on spoof text. According to Wahidi (2009) Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of spoof text is to tell event with a humorous twist. And spoof text is available in syllabus senior high school. The researcher found the solution to motivate student learning process in spoof text. One of strategies to motivate students in learning writing is by using an effective method and teaching model. The effective method and teaching model can make students more active and creative in learning writing. The researcher tries to find a technique in teaching writing namely estafet writing teaching model. This teaching model is known as a new method in teaching and learning process, because adopted from a sport game.

According to Syathariah (2011) states that estafet writing is one strategy of active learning by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their idea to a certain topic with their classmate. It means that estafet writing is a kind of teaching strategy used by teacher to help the students participate actively by expressing one's ideas after another continuously based on the topic given. Spoof text is kind of text which tells about the past event with chronological order. The result of estafet writing shows that the students are motivated to write because the students can develop a text which they find in their friends sentence which they continue. So, by using estafet writing, the students more enjoyable in learning English.

## 2. LITERATURE REVIEW

---

<sup>1</sup>Muhammad Arifin, Faculty of Teacher's Training and Education, University of Muhammadiyah Sumatera Utara, [muhammadarifin@umsu.ac.id](mailto:muhammadarifin@umsu.ac.id)

<sup>2</sup>Marissa Azhari, Faculty of Teacher's Training and Education, University of Muhammadiyah Sumatera Utara

According to Nystrand (1989), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. Meanwhile, Randal (2004) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down.

Furthermore, Sudaryanto (2001) say that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. Nura (2003) says that writing is an activity. In addition, Harmer (2004) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. Besides, Riddel (2003) also explains that writing is an individual skill. Someone talks with others, while someone writes as if he communicates with himself. Similar opinion is stated by Nursisto (2000). He says that writing is a communication ability using the highest level of language.

According to Msanjila (2005), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. Based on the opinion above, it can be concluded that writing has the most difficulties, since writing needs more accuracy for instance in spelling, grammar, and appropriate expression. Lacking of the accuracy will lead to misunderstanding. The readers might not be able to catch the message or the communication between the writer and the readers will not run well. Farmer (1993) states that there are four steps in writing, those are: (1) prewriting, (2) organizing, (3) writing, (4) revising. A good writing is a product of careful thinking. There are several characteristic of a good writing. According to Pardiyono, M.Pd (2007) on his book "Teaching Genre Based Writing" said that to produce effective written text, a writer should: Have the knowledge of content and the nature of text. It includes the purpose of writing, the genre of writing, rhetorical structure, grammar, and textual devices (cohesion and coherent).

Spoof text is kind of text which tells about the past event with chronological order. According to Wahidi (2009) Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of spoof text is to tell event with a humorous twist. Besides that the story gives any moral messages for the readers to share with others a real story of which the ending is funny to amuse the audience or readers. Spoof has generic structure that consists of orientation, events and twist. Triyanti (2013) states that spoof has three schematic structure. They are orientation, events and twits.

Estafet writing is one kind of method to teach English, especially teaching writing. Syathariah (2011), states that estafet writing is a kind of active learning or learning by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmate. Estafet writing is a sport game which is adopted into teaching. The rules both of them are same; the members of group should take a part to finish the assignment. In estafet writing, the members of group must write a paragraph one by one. So that, all of those paragraphs that were written by the group members will be a text. Estafet writing will help the students to produce a better text, because in estafet writing the students learn to develop their general idea into a paragraph By using estafet writing, the students also learn to make a text coherent because they have to continue the paragraph from their friend. In the final step, they can learn to revise their text with their group.

The students must be able to make a simple paragraph in forms of short functional text, like spoof text. Writing and spoof text have relationship. Therefore, writing is skill that should be mastered by the students and spoof text is on the functional text that can support students' writing ability. Based on the facts above the researcher conduct a classroom action research under the title "Improving Students' Ability in Writing Spoof Text by Using Estafet Writing Strategy".

### **3. RESEARCH METHODOLOGY**

The subject of this research is the students in grade XII of SMA Yayasan Pendidikan Harapan Mekar academic year 2019/2020. It was used purposive sampling technique and it was taken XII IPS students which is consisted of 26 students as the subject of the research. Because it was found that they have a low ability in writing. This research was conducted by using Classroom Action Research (CAR). There are for steps and two cycles, they are; Planning, action, observation and reflection (Arikunto:2015). Technique of analyzing data there are pre test, the researcher gave the pre test to know their score. After that, the researcher would give the treatment. After that the student would get the post test to know the result of the treatment. In this study the researcher applied qualitative and quantitative data where qualitative data was used to describe the situation during the teaching process while the quantitative data was used to analyze the score of the students. The quantitative data was analyzed by using formula as follows:

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

Notes:

X: The mean of the students' score

$\sum x$ : The total score of students'

N : The number of the students'

Next, to categories the number of the students who passed the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

P: The percentage of those who getting score

R: The number of students' getting score

T: The total number of the students'

The qualitative data analyzed by applied a category as propose by Arikunto. The value of students' motivation in learning analyze by applied a formula as follows:

$$P = \frac{R}{SM} \times 100\%$$

Where:

P: The percentage

R: The number of activity indicators performed by the students'

SM: The total number of activity indicators

#### 4. ANALYSIS AND RESULT

Before starting to give the treatment. The student would get the pre test to know their score before the treatment. The aim of the pre test is to know how far the improvement their writing spooft text after the treatment they got. A preliminary writing test was conducted before the first cycle was started to find out the students' level of competence in writing spooft text . In the test, the students were assigned to write a spooft text. In pre-test, the total score of the students were 1040 and the number of the students was 26, From the analysis students' achievement in writing spooft text was low the students' mean was 40. The students that got point up to 75 in pre-test were 0 students, From the table analysis, the students' writing skills in spooft text was very low. The Number of the students who passed in pre-test session was 0 (0%).

Table 4.1  
Students' Preliminary test Result

No	Criteria	Score	Pre-Test
1	Passed KKM	75-100	0
2	Failed	0-74	26

From the result of the students' work on the test that had been designed by researcher, the results were

less satisfactory. The result from 26 students in the class showed that there were 0 or 0% of students did not reach. From the exposure The details were presented in the following table 4.2.

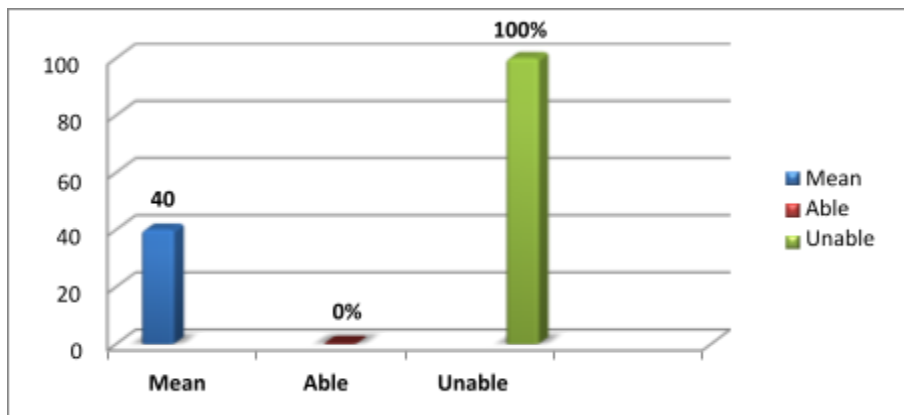
Table 4.2 Summary in preliminarytest

Value	Number of Students	percentage
<75	0	0%
>75	26	100%

Chart 4.1  
Student's Score inPretest

1. CycleI  
a. Planning

Chart 4.1  
Student's Score inPretest



Before the implementation of the action, the first by planning. Planning are designed based on the results of the test and the initial observation, namely (a) create ascenario for writing spoof text in accordance with estafet writing strategy to be used in the action, (b) make the observation sheet to see the learning environment, and the activity of students and researchers, and (c) designing an evaluation tool to see an increased in students' writing skills in learning to write spoof text.

b. Action

Before applied the method, the researcher stood in front of the students and started to attract the students' attention, and asked their knowledge about spoof text. The student gave their opinion regarding the genre of text to be studied. Students express all of their knowledge both true and false. After that, the teacher gave several examples about spoof text, and the student must analyze the text what they read. Students must be able to determine the purpose of the text. After finished, students publish their writing in the place provided by the teacher.

c. Observing and evaluating

1. Student's Score

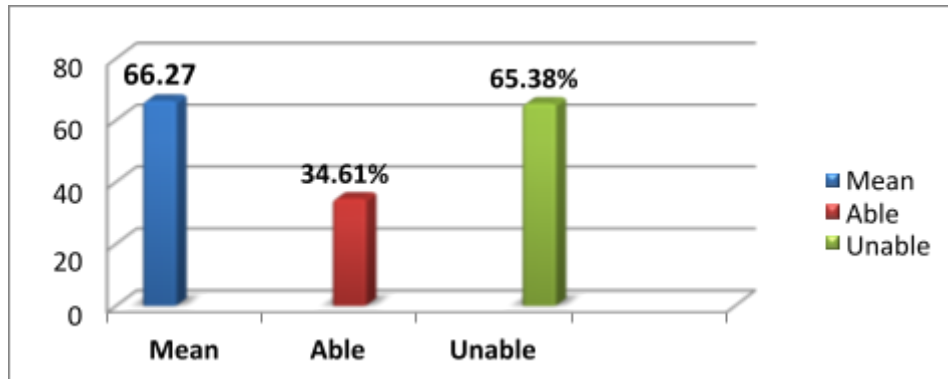
Based on the result from the test in cycle 1, the total score of the students was 1723 and the number of students was 26, so the mean score was 66.27. The students who got score more than 75 was 34.61% or 9 students and the students who got score less than 75 was 65.38% or 17 students. So, the students frequency in the cycle 1 was 34.61%. Students score in cycle I can be shown from the table below:

Table 4.2

The Data of Students' who passed Standard Minimum Score (KKM)

No	Criteria	Score	Total	Percentage	Mean
1	Passed KKM	75-100	9	34.61%	66.27
2	Failed	0-74	17	65.38%	
<b>Total</b>			26	100%	

**Chart 4.2 Student's Score in Cycle I**



## 2. Observation of Student's Activity

Students' activity was observed after the first cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

**Table 4.3**  
**Score of Students' Activity in the Learning Process of Cycle I**

No	Aspects of Observation	Score
1	Interest	61.36 %
2	Attention	63.46 %
3	Participation	64.42 %
4	Presentation	61.94 %
<b>Means</b>		62.79 %

The data above shows that the student's learning activities using estafet writing strategy in writing spoof text reached at 61.36 % of interest, 63.46 % of attention, 64.42 % of participation, and 61.94 % of presentation. The data showed that students' participation in learning was considered as the highest level compared to the other aspects. Because when the teacher asked their opinion about what they know about spoof text, they were very enthusiastic to answer the questions from the teacher. And the lowest was interest aspect, because when they were given a task to write a spoof text, they were not interested in answering the question. They were more enthusiastic to answer the questions directly. Of the total, the means level of students activity in learning activity in the first cycle was 62.79 %.

## 3. Observation of Teacher Activity's

The successes and failures in cycle I as follows:

- 1) Students did not understand the activity learning with estafet writing strategy. It can be seen from the means results of the observation of the activity of students in the learning process with the

percentage rate of 62.79 %.

- 2) Some of the students have not yet implemented the structure of estafet writing strategy as a learning medium to the fullest.
- 3) Researchers still award or not familiar to created an atmosphere of active learning using estafet writing strategy in writing spoof text.
- 4) The level of student's mastery of the learning materials those are not yet maximal. In other words, the level of writing skills of students still has not passed, with the means value of only 34.61%

Based on the result of the first cycle, it was still required to continue into second cycle because the result showed their achievement in writing was still poor.

### 3. Cycle II

#### a. Planning

In the second cycle, the action plan are a follow up of problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students using estafet writing strategy applied in writing spoof text. Learning on the second action aims to improved students learning activities in order to achieved the specified indicators. Implementation of the second cycle are substantially similar to the implementation of the first cycle.

#### b. Acting

Implementation of the action in the second cycle is in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of estafet writing strategy in writing spoof text still be given to students in order to improve student's writing skills. Then, the next learning process is similar to previous meetings, but with the same learning materials.

#### c. Observing and Evaluating

##### 1. Student's Score

Based on the result from the test in cycle 2, the total score of students was 1982 and the number of students was 26, so the mean score was 76.23. The students who got score more than 75 was 73.07% or 19 students and the students who got score less than 75 was 26.92% or 7 students. So, the students frequency in the cycle 2 was 73.07%. it can be shown from the table below:

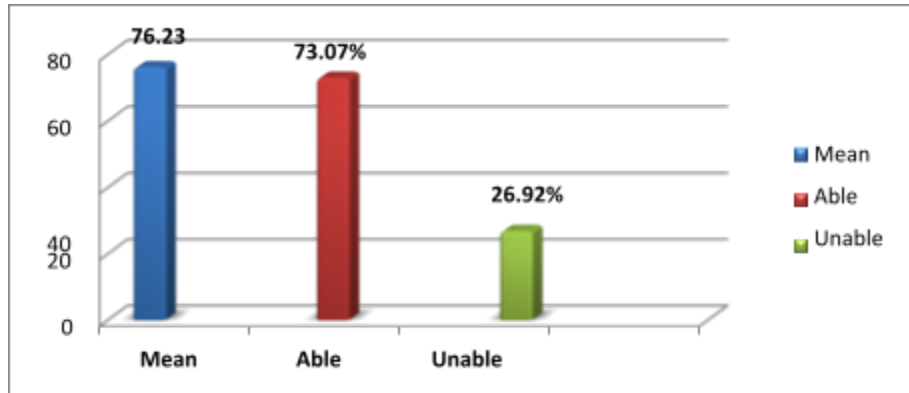
**Table 4.5**

**The Data of students' who passed Standard Minimum Score (KKM)**

No	Criteria	Score	Total	Percentage	Mean
1	Passed KKM	75-100	19	73.07%	76.23
2	Failed	0-74	7	26.92%	
<b>Total</b>			26	100%	

**Chart 4.3**

**Student's Score in Cycle II**



### 2. Observation of students activity

Student's activity was observed after the second cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

**Table 4.6**  
**Score of Students' Activity in the Learning Process of Cycle II**

No	Aspects of Observation	Score
1	Interest	78.84 %
2	Attention	81.73 %
3	Participation	76.92 %
4	Presentation	83.65 %
<b>Means</b>		80.28 %

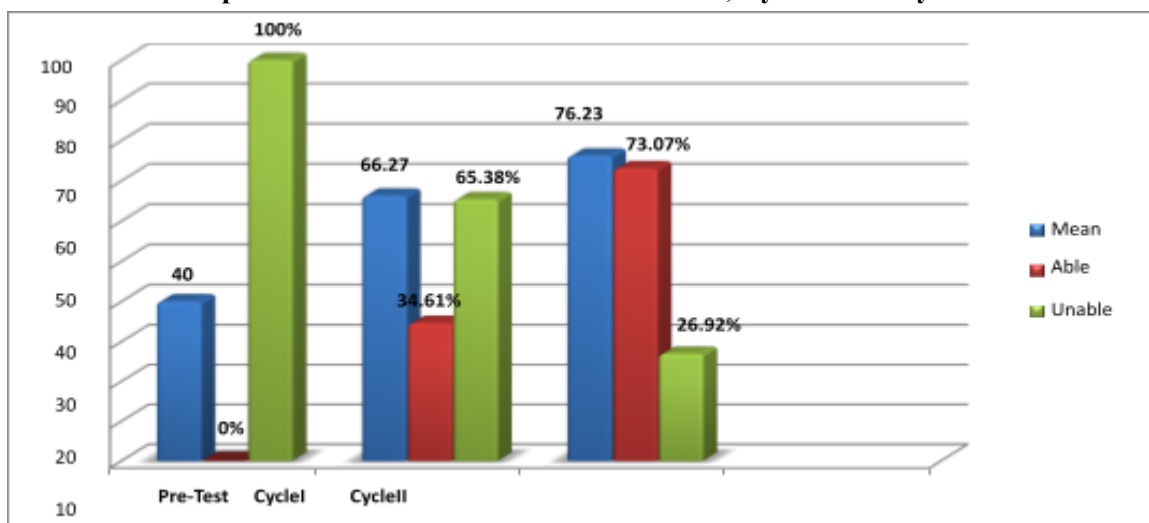
Based on the table above can be explained that in the process of teaching and learning activities of student's have shown a very good development with an meanspercentage of 80.28 %. With the four aspects of these observations, the presentation aspect of the highest score that is 83.65 %, while the lowest for the aspects of the participatory aspect with a value of 76.92 %. The table above also shows that the activity of student's in the learning process in the second cycle increased significantly. This means there are increased activities of student's in learning between the first and second cycles. This is evident from the means score of student's activity between the first cycle, 62.79% and second cycle, 80.28%, with a margin of 17.50% comparative figures. The figure suggests that student's in the learning activity increased significantly from the previous cycle.

### 3. Observation of Teacher Activity's

The following are some of the achievements after the implementation of the second cycle, namely:

- In the process of teaching and learning, student's activities already tend to be better towards estafet writing strategy in writing spoof text. This condition can be seen from the increased activity of students better than 66.27% in the first cycle to 76.23% in the second cycle.
- The different student's score in learning material looked significantly based on the data of the means value of the results in the second cycle evaluation was 66.27 in the first cycle, with the students who got score more than 75 was 34.61%, in the second cycle was 76.23 with the students who got score more than 75 was 73.07%. The Improvement of Student's Score in Pre-test, Cycle 1 and Cycle 2 can be shown on chart below:

**Chart 4.4**  
**The Improvement of Students' Score in Pre-test, Cycle 1 and Cycle 2**



## 5. DISCUSSIONS, LIMITATIONS, AND FUTURE DIRECTION

Based on the data analysis, it showed that the students' writing skill had been improved by applying estafet writing strategy. It could be seen from the quantitative data. The mean score in cycle 1 was 66.27, the mean score in cycle 2 was 76.23. the students who got score more than 75 in cycle 1 was 9 students, the students who got score more than 75 in cycle 2 was 19 students and the percentage of the students who got score more than 75 in cycle 1 was 34.61%, the percentage of the students who got score more than 75 in cycle 2 was 73.07%.

It also could be seen from qualitative data that was observation sheet. The means score of student's activity between the first cycle was 62.79% and second cycle was 80.28%. It could be explained that in the process of teaching and learning activities of students had showed a good development. The qualitative data that were taken from questionnaire sheet also showed that the teacher teach good in learning activity.

Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of estafet writing strategy significantly can improved the students' writing skill in writing spoof text. Then the researcher stopped in the cycle II because it had reached completeness, it meant that the writing spoof text using estafet writing strategy was improve the students' learning results in grade twelve IPS SMA HarapanMekar Medan Marelan T.P2019/2020.

## 6. CONCLUSION

Based on the result above, it can be conclude that estafet writing strategy could improve the student ability in writing spoof text. It could be seen from the students' score. The mean of the pre-test in the first meeting was still low, 0 students got points up to 75. In the post test cycleI ,9 students got points up to 75 and the last post test cycle II,19 students got points up to 75. It could be concluded that there was an improvement on the students ability in writing spoof text. According to the data there is enhancement before and after treatment. Furthermore, estafet writing strategy make students can be actively to developed in teaching writing spoof text.

## REFERENCES



- Ackley, E. et al. (1986). *Mac Millan English*. New York: MacMillan Publishing Company. Accessed on Saturday, April 13th 2019, 09.00 PM
- Arikunto, Suharsimi. (2015). *Penelitian Tindakan Kelas*. Jakarta: BumiAksara.
- Boardman, Cyntia. A. (2002). *Writing to communicate (Paragraph and Essay)*. New York: Longman
- Cox, Martha Heasley. 1962. *Writing form Process Purpose*, Chicago: Science Researcher Associates, Inc. Accessed on Saturday, April 13th 2019, 10.00 PM
- Farmer, M. et al. (1993). *Composition and Grammar: Steps in the Writing Process*. Chicago: Laidlaw Brothers. Accessed on Monday, April 15th 2019, 11.00 AM
- Harmer, Jeremy. (2004). *How To Teach Writing*. New York: Longman
- Jacobs, H. L. et al (1981). *Testing ESL Composition: A Practical Approach*. Massachuset: Newbury House.
- Msanjila, Y. P. (2005). "Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania". *Nordic Journal of African Studies, Vol 14(1)*, 15–25. Accessed on Tuesday, April 16th 2019, 11.00 AM
- Nura, A. (2003). "Problematik pengajaran keterampilan menulis lanjut: Upaya menumbuh kembangkan minat menulis di usia dini". *Komposisi*, Vol. 4 No 1, 69- 80. Padang: FBSS UNP Press. Accessed on Monday, April 15th 2019, 10.00 AM
- Nursisto. (2000). *Penuntun Mengarang*. Yogyakarta: Adicita Karya Nusa
- Nystrand. (1989). *Writing English Language Test*. New York: Longman
- Pardiyono, M.Pd. *Pastibisa! Teaching Genre-Based Writing*. Yogyakarta: CV. Andi offset
- Randal, H. (2004). *Literacy an Introduction*. Edinburgh: Edinburgh University. Accessed on Friday, April 19th 2019, 10.30 AM
- Rangkuti, Mahmudah. (2017). *The use Estafet Writing method to improve Students' ability in writing narrative text at the 8 grade students of SMP N 17 MEDAN*. Medan: State Islamic University of North Sumatera. Accessed on Thursday, April 18th 2019, 09.00 PM
- Riddel, D. (2003). *Teaching English as a Second Language*. London: Hodder Headline. Accessed on Saturday, April 13th 2019, 02.25 PM
- Scholes, Robert and Nancy R. Comley. (1985). *The Practice of Writing*. New York: ST. Martin's Press
- Siregar, Rahmah Yunita. (2016). *The effect of Estafette Writing method assisted by Interactive CD on Students' achievement in writing Explanatory Paragraph*. Medan: University of Muhammadiyah Sumatera Utara. Accessed on Thursday, April 18th 2019, 10.00 PM
- Sudaryanto. (2001). "Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan ekletik". *Cakrawala Pendidikan*. Th XX, No 1, 61-69. Accessed on Wednesday, April 17th 2019, 10.00 PM
- Syathariah, S. (2011). *Estafet Writing (menulis berantai)*. Yogyakarta: Leutika prion press Tarigan,
- H.G. (1989). *Pengajaran Kompetensi Bahasa: Suatu Penelitian Kepustakaan*. Jakarta: P2LPTK. Accessed on Friday, April 19th 2019, 10.00 AM
- Triyanti, Erni. (2011). *Kursus Bahasa Inggris Gratis: Spoof Text*. Accessed from <http://erniealone.blogspot.com/2012/06/spoof-text.html>. Accessed on Tuesday, April 16th 2019, 03.00 PM
- Wahidi. (2008). *Genre of The Text*. Accessed from <http://rachmatwahidi.files.wordpress.com/2018/12/genre-of-the-text.pdf>. Accessed on Monday, April 15th 2019, 10.00 AM