

## STUDY OF ESTAFET WRITING METHOD AND STUDENTS' BARRIERS IN WRITING RECOUNT TEXT

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### Abstract

*Indonesia students are taught to write starting in elementary school, such as how to arrange simple words, conversations, and even paragraphs, then continue being taught writing until they reach college. Although has been taught in junior and senior high school, most of the students have problems with writing text. They make numerous grammatical, punctuation, and dictation mistakes. Many of them are unable to write coherent paragraphs. All of these issues are impacted by internal students and teacher factors. Many students dislike writing lessons because they believe writing is difficult or that the method of teacher use is boring. Depending on the context and condition of the students, a variety of ways can be employed to teach writing abilities. Teacher should use methods that are simple for students to understand. This method will make students more interested in studying English, and they will not get bored. Mustika (2013) in her research stated that estafet writing is interested method in teaching and learning process as make students feel fun and active. It means that this method will make students actively participate in the learning and teaching process so that the purpose of the class will be fulfilled. This article aims to describe the benefits of using the estafet writing method (EWM) in improving students' English writing skills and also to know their barriers in writing English text. The result of this article is that EWM makes a significant effect on students writing ability and also shows that the students' difficulties in writing text are related to many aspects such as content, grammar, organization, and the generic structure itself.*

**Keywords:** Estafet Writing Method, Recount text, Students' barriers

### A. INTRODUCTION

There are several languages spoken around the world, including Indonesia, English, Arabic, and others, as the saying of Allah the Almighty in the holy Qur'an (QS. Ar-Rum: 22) that:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَاللُّغَاتِكُمْ إِن فِي ذَلِكَ لَايَةً لِّلْعَالَمِينَ

The verse above demonstrated that when humans are born with various languages, they must learn them, or at least understand them.

English is one of the languages that connect and functions as a means to communication between people around the world so it is very important for students to learn it in the academic environment. Language consists of four basic skills (speaking, writing, listening, and reading). Harmer (2007) stated that in syllabus in the teaching of English the four basic skills such as listening, reading, speaking and writing always appears. Harmer (1988) also stated that students must be able to compose letters, compile written reports, respond to advertisements, and increasingly write using technological media.

Based on paragraph above, it can be concluded that writing is a form of communication that allows students to express their feelings and ideas on papers, organize their knowledge and beliefs into convincing arguments, and convey meaning through well-crafted texts. Students can also freely express their thoughts through writing without having to facing the reader.

## **B. THEORETICAL REVIEW**

### **1. General Concept of Writing Ability**

#### **a. Writing Ability**

Writing is one of four skills in English language. it is most difficult to learn writing other than another skill (speaking, listening, and reading) it is because writing have a complex structure that when you want to write some text you need some of considerations such as the generic structure of the text, tenses, using appropriate words and others. Utami (2013: 2) stated that writing is a language expression in the form of words, symbols, or letters. the main purpose of writing is to communicate. Meanwhile according to (Boardman, 2002: 11) some linguists define that writing as a continuous process of thinking, organizing, rethinking, and recognizing. It signifies that writing is a process in which a writer creates something based on their prior knowledge and arranges it into a nice paragraph. As a result, students must read a lot of books to gain inspiration and write a lot to improve their writing skills.

Mahmudah (2017) in her thesis stated that writing skills are divided into three categories: reproductive, receptive, and productive. Reproductive is a writing skill that students familiar with it, it's a copying material from book or notes on a blackboard. The purpose of this activity is to familiarize students with writing words in foreign language. The ability to write based on people's responses and their willingness to accept imitate other answers is an example of receptive. The last is productive, this writing skills is ability to write which allows a person to produce some text by writing personal thoughts or ideas, not by duplicating actions.

#### **b. Process of Writing**

According to Harmer (2004: 31) Writing is a way of looking at what people do when they compose a written text. The writing process is the next step taken by the author after determining a topic. This is to unify their writing process into a unified and cohesive whole. Willam & Mary (2015) in their research stated that basically in writing process there are six steps; brainstorming, outline, rough draft, evaluation, final draft, and publish.

- 1) Brainstorming is the first action students perform to express their ideas, which is facilitated by the teacher.
- 2) Outline is a phase in the brainstorming process that allows students to arrange or order their ideas. it implies that, after brainstorming, students create an outline or classification of their thoughts.
- 3) Rough draft is activity to identify the part of outline to connect each other.
- 4) Evaluation is the process of revising and modifying a piece of writing. it implies that both the teacher and the student double-check any errors, such as general errors (spelling or grammar) and particular errors (number of paragraphs or

sentence length). As a result, it is a step for the writer to utilize as feedback to make any necessary adjustments.

- 5) The final draft is the product of the editing process in the assessment stage; it is a handwritten copy that the student produces, and it signifies that you should correct your work depending on the evaluation step.
- 6) Publish is an optional stage in the writing process; it is a student activity in which they share the outcome of their work utilizing media to finish the writing task.

Based on explanation above, there are only four stages that students should know or used in the writing process; brainstorming, outline, draft, and editing or evaluation. And it also no problem if the students want to publish their writing.

c. The components of Writing

There are five kinds of components in writing; content, organizing, grammar, vocabulary, and mechanics (Jabobs, 1981:90).

- 1) Content it's about the clearness of the information in the text so that the readers can understand the information easily. to be a good content, the writing should unified and completed or usually know as unity and completeness. Unity means the writing has some main ideas and sentences that support that idea. meanwhile completeness mean the main ideas that has been explained clearly and each sentence related or supported each other
- 2) Organizing is the orders of the idea to arrange the message the words, such as coherence, order, general to specific to general chronological order and spatial pattern.
- 3) Grammar is a form of a verb that indicates the time of event depends on the situation and condition. Amrullah (2015: 91) explain that grammar or tenses are the structure if sentences that will be changed based on the situation or an event.
- 4) Vocabulary is one of the aspects that are required in writing. Good writing depends on the selection of the right words. Words have an important role in communicating and arousing the readers to feel and comprehend the message that the author or attempting to express.
- 5) Mechanics using to guide the reader easy to understand the messages. It includes the capitalization, punctuation, and spelling appropriately.

## 2. Recount Text

a. The Definition of Recount Text

Recount text is one of text types that retells past events. According to Anderson (1997) recount text is a piece of writing that retells past events, generally in chronological sequences.

b. Generic Structure of Recount Text

According to Nurandini (2015) in her journals there are three generic structure of recount text namely;

- 1) The first paragraph of the text is called the orientation. It contains background information to help the audience comprehend the material, including information on the surroundings and participants, where the event occurred, when it occurred, and how many individuals were engaged.

- 2) A series of event retells what was occurred. Those events are ordered in sequential chronologies; the stories or events are told based on their sequence.
- 3) Reorientation is in the end of the text. It recaps the events and brings them to a close. It is the final paragraph of a tale that reveals the ending and conclusion of the story.

### **3. Definition of Learning Method**

The terms method, approach, strategy, and technique are frequently used interchangeably in the learning process. All of these phrases are necessary for the teaching and learning process to be successful. Method means the way you used to do something. According to Djamarah (2013:20) the method is a method used to achieve a predetermined goal. Meanwhile, Patel (2008) stated that method may be also defined as the process of planning, selection, and grading language materials and items, techniques of teaching. Using a good method in teaching activity can motivate and preconceptions students in learning. There is a lot of learning method but this paper focus on Estafet Writing Method (EWM)

### **4. Definition of Estafet Writing Method (EWM)**

Estafet Writing method is a method that involves students actively learns together with the other students. This is in line with Syathariah (2011) statement that estafet writing method is one method of active learning by doing which aims to students associate learning as fun activity and giving them opportunity to express their ideas to a certain topic with their classmates. In using estafet writing method, each group will make text but each student will make sentences after that the sentences arrange to be paragraphs.

#### **a. The Advantage and Disadvantages of EWM**

The advantages of estafet writing method according to Syathariah (2011:42) are: (1) Make the students enthusiastic in teaching and learning process, (2) Create the funny atmosphere in teaching and learning process, (3) The students have a freedom to express their imaginations (4) Increase vocabularies for the students.

The disadvantage in the estafet writing method according to Syathariah (2011:43) namely, (1) There is a limit of time in the application of EWM because this method require all of the member of the groups have to write a paragraph, (2) learners seem in a hurry in the application of the material by using estafet writing method, (3) The class atmosphere tends to be noisy, due to the activeness of the students. This is because all students will be directly involved in making a paragraph in one group so that when waiting for their turn to write their part they will tend to feel panicked but some are enthusiastic.

#### **b. Procedure of EWM**

According to Syathariah in Rodiah (2019) stated that the steps of estafet writing method are as follows:

- 1) Before starting the Estafet writing method, the teacher explains the theme and the material to be taught.
- 2) Teacher asks students to create groups numbering 5-6 people.
- 3) After that the teacher asks students to make the opening sentence.
- 4) Once the learners to write the opening line, learners become the first person. Then

on the first count, the teacher give the order to raise the height of holdings learners respectively, on the second count the teacher told the students handed over to a friend of his book to his right.

- 5) These students into the two should continue his essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay
- 6) After the two finished, the teacher returned to a matter to be left to his right friends, and so on clockwise, until the time specified by the teacher;
- 7) After the specified time teachers finished, exercise book should be returned to the original owners. The owners of books to read results of essays written in sequence and marked sentences are false or incoherent;
- 8) The teacher told one of the students wrote down the results of serial write on the board, then teachers and learners corrects together.

#### **5. The Use of Estafet Writing Method (EWM) on writing recount text skills.**

Seriani et.al (2021: 1) in her journal stated that the use of EWM through students writing recount text ability make a significant move. Before treatment was given or pre-test class was in low category. it was at 44.36% and after treatment it was 81. Another result also found by Mahmuda Rangkuti's Research (Rangkuti 2017), that the implementation of the estafet writing method made learning writing is more active and interesting and the students' ability in writing narrative text was improved. Therefore, it can be said that this technique is one of effective techniques that used in learning English writing.

Based on explanations above it can be stated that it was proved that the students' score that taught by using estafet writing got better score. This technique can help students to develop their interest and ideas in written form.

#### **6. Difficulties in Writing**

According to Westwood (2008) writing involves complicated thought that must take into account a number of factors, including the theme's topic, word choice, structure, goal, audience clarity, sequence cohesiveness, and transcribing. From that statement, it can be deduced that writing is a complex activity in which proficiency in writing for a variety of purpose is heavily reliant on having a sufficient vocabulary, understanding of the syntactical structure, and appropriate strategies for planning, composing, reviewing, and revising written language, all of which can pose difficulties for some students.

Gumus (2019) stated that there are various issues that learners confront when writing and that these issues might lead to writing difficulties. These are issues that arise prior to writing, such as choosing a topic for a paper: technical obstacles like syntax, punctuation, and spelling, as well as organizational and vocabulary challenges. Writing difficulty may be defined as something that stops someone from mastering any part of writing. When students struggle with anything and it prevents them from achieving their objectives, they are said to be having problems.

#### **7. Students' Difficulties in Writing**

When students are given the assignment of writing a paragraph, they face a variety of challenges. According to Hasan & Marzuki (2017) students will confront six typical

challenges while writing a text namely; grammar, vocabulary, punctuation, spelling, coherence and cohesiveness, and relevancy.

Meanwhile Ngabut in kirani in za'in (2017) stated that there are four main locations in a text where students make mistakes: content, organization, vocabulary, and grammar. The core concept of a piece of literature is indicated by its content (unity). The next step is to organize. The logical organization of content is referred to as organization (coherence). While on the subject of terminology, Sentences are made up of words in a text. The appropriate words that are utilized to construct those sentences, so that they are related to the issue, are the vocabulary's role. The last point to be mentioned is grammar. Grammar is identified through the production of a well-formed phrase.

Based on the explanation above, it can be concluded that there are many challenges for students in writing a text, basically there are 6 challenges, namely; grammar, vocabulary, punctuation, spelling, coherence, cohesiveness, and relevancy of the text.

#### **8. Indonesia Students' Writing Ability**

"The skills of junior high school kids in writing are still quite low. In the process of developing concepts, grammatical characteristics, and organizational structures, the children's limited skills may be noticed" (Yunanto, 2014). There are several reasons why Indonesian students struggle with writing skills, according to Ariyanti in Husin and Nurhayati in Attayeva et. al. One of the causes might be a lack of English grammatical skills, a lack of vocabulary, and a lack of writing experience. Students frequently make errors in sentence construction because they translate straight from Indonesian to English or utilize Google Translate to assist them with their writing projects. When translating from Bahasa Indonesia to English, the outcome will be varied meanings or even ambiguous statements. This is due to the fact that the readers are unable to grasp the meaning of the text.

On the other hand, Erisda (2017) noted that pupils in senior high school struggled to express themselves in extensive written language, that they still struggled with diction for organizing sentences, and that they lacked vocabulary. It suggests that Indonesian pupils continue to struggle with their writing skills.

Based on the preceding argument, it can conclude that Indonesian students' writing competence remains low. This may occur as a result of their inability to learn grammar and vocabulary, as well as a lack of writing experience, leading them to prefer to utilize a translation tool to assist them in completing their writing task.

### **C. CONCLUSION**

Esfatet wrtiing method is a method that involves students actively learns together with other students. According to Syathariah (2011) estafet writing method is one method of active learning by doing which aims to students associate learning as fun activity and giving them opportunity to express their ideas to a certain topic with their classmates. In using estafet writing method, each group will make text but each student will make sentences after that the sentences arrange to be paragraphs. The using of EWM on students writing recount text was proved that effectively make students' score got better score.

Although students are taught to write since kids or elementary school, many students still have difficulties in writing a text. It is because according to Westwood (2008) writing

involves complicated thought that must take into account a number of factors, including the theme's topic, word choice, structure, goal, audience clarity, sequence cohesiveness, and transcribing. Especially Indonesia students when they have to write English text. Students frequently make errors in sentence construction because they translate straight from Indonesian to English or utilize Google translate to assist them with their writing project. When translating from Bahasa Indonesia to English, the outcome will be varied meanings or even ambiguous statements. This is due to the fact that the readers are unable to grasp the meaning of the text.

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