

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Background**

Writing is one of the difficult activities to learn that leaves many who often engage in writing. In education, students must be active in writing so that students who currently learn to write should learn how to find ideas in writing. Writing skills are important to improve the students, on these writing skills students are expected to be able to convey or provide ideas by writing correctly and clearly. Writing is an activity that people do to communicate or deliver messages to others but indirectly is a way to express ideas through a piece of paper. The reason why writing is so important is that writing is a means of human communication that includes a representation of language with a written symbol. Tarigan (2013:3) states that writing is a language skill used to communicate indirectly or indirectly with others. By writing, students can state or express ideas or opinions, thoughts, and feelings.

In the 2013 curriculum, Professional teachers design conversion and affective facilities, organize learning, select effective learning approaches for students, determine learning procedures and develop effective competencies, and determine the learning success criteria (mulyasa, 2013: 99-125). In general, in writing so many difficulties are experienced by students, both external and internal factors. One factor that causes the lack of the quality of learning in writing is the lack of motivation or the motivation of students.

Based on observations at SMA Negeri 1 Laur and the observations regarding writing activities in class X (Mia, IIS 1, IIS 2, and IIS 3), and after conducting interviews with English teachers from class X, it was found that there was a lack of student interest in writing. Based on the observations made at that time, there was one class that was very less interested in writing, namely student X IIS 1 who was very less interested in writing, especially writing narrative texts. On the other hand, students, principals, and so on can also influence the implementation of the curriculum. This study aims to

develop students' skills and motivation in writing components such as content, organization, vocabulary, language use, and mechanics.

The results of observations, the several factors affect students' lack of interest in writing English texts, one of the important factors that greatly affect students' skills and motivation in writing, especially in writing narrative texts, namely lack of the exact use of the method given by the teacher. The method used by the teacher is still very conventional and is considered very boring for students so student motivation is very lacking.

Based on the observations above, researcher suggest a estafet writing method that is compiled by several groups as bait to motivate students, with a estafet writing process such as writing short sentences that can be used as communication activities, greatly improving students' skills and motivation. Estafet writing is, according to Rusman (2011), a creative thinking technique in which one student starts to compose a short story (p. 67). According to Rosaliana (2014), the reason for choosing the estafet writing method is because it is a learning method that requires students to think at a higher level based on the real problems presented. According to Syathariah in Mardiansyah (2013:41-42) The estafet writing method is one of the active learning methods or learning by doing which aims to make students associate learning as a fun activity. According *Asri, Dalle, and Azizah*, "*Penerapan Metode Estafet Writing dalam Keterampilan Menulis Karangan Berdasarkan Gambar Siswa SMA Negeri di Kabupaten Gowa.*"

Writing in groups, whether as part of a long process or as part of Alternating short sentences such as communication activities can be particularly stimulating and sharpening students' skill and motivation, For advantages of estafet writing that is Make students enthusiastic in learning, make the learning atmosphere more fun and studying in groups in the relay writing method can motivate students who can't become able, lazy children become diligent, and children who play games in learning more seriously. While for the disadvantages of estafet writing that is Time is limited in the application of the relay writing method in learning, students are in a hurry to

apply the relay writing method and the learning atmosphere tends to be noisy because of the activeness of the students.

Estafet writing could improve the students' writing skill because it was good and effective in teaching writing. This Method also generated the students' idea of writing. The students' improvement in implementing this method could be described from the students' activities in the classroom from the observation checklist and field notes done by the collaborator. It could be seen during the teaching and learning process. Besides that, the teacher also had an important role in controlling the condition and situation. In addition, the teacher had to make sure that the class was conducive during implementation Estafet writing in the classroom to improve the students' writing skill and motivation.

Based on the explanation above, the students are active in the learning process. The author uses problem-solving by improving students' writing skills and motivation, then stated in the title "Using Estafet Writing To Improve Students' Writing Skill And Motivation (A Classroom Action Research To English Tenth Grade Students Of SMA Negeri 1 Sungai Laur In Academic Year Of 2021/2022)"

## **B. Research Problem**

Based on this background, the general question in this study is How can the estafet writing method improve students' writing skills and motivation to the tenth grade of SMA Negeri 1 Sungai Laur ?

## **C. Research Objectives**

This study is intended to investigate how estafet writing can improve students' writing skill and motivation to the tenth grade of SMA Negeri 1 Sungai Laur.

#### **D. Significances Of The Research**

The expected benefits of this research are:

##### 1. Theoretical Benefits

This research is expected To develop a cross interest of students in writing a treatise in an interesting form to improve the quality of learning.

##### a. For researcher

Researcher have the opportunity to develop methods that can be used as references.

##### b. For Students

1) The students began increasing skills and motivation with a new experience learning English by the relay writing method.

2) As an alternative method, which can be expected increases students' skills and motivation in the learning process to increase their ability to understand the methods and functions of the learning materials.

##### c. For Teachers

1) Knowing the weaknesses and strengths of existing learning methods.

2) Improve teaching by using an Estafet Writing method so that the learning process takes place effectively and efficiently.

3) To see how efficient an estafet writing method for the teacher's teaching material to students who were less interested in writing a piece.

##### d. For Schools

1. Add a collection of teaching methods that can be used for classroom learning.

2. For use in teaching materials requires that researchers have applied estafet writing methods, making students' schooling easier to understand efficiently, and more effective.

#### **E. Scope of Research**

In developing the research, the research in this thesis is quite specific and cannot answer all the relevant questions. The following are some

explanations surrounding this relay writing research, considering that all of these will be an important part in motivating and improving students' writing skills.

### **1. Research Variable**

The variables used are independent (Estafet writing) and the dependent variable (writing skill and motivation). The study is limited to discussing learning strategies in motivation for students to tenth Grade at SMA Negeri 1 Sungai Laur, in the academic year 2021/2022.

## **F. Research Termonology**

### **1. Writing Skill**

Writing skills are part of the language that must be taught by teachers, for students in high school because writing is a difficult skill for many students. Estafet writing involves more than just putting together sentences with grammatical wrong and correct grammar. The ideas in the sentence must be arranged logically so that it is easier for the text to be followed by the reader.

### **2. Estafet Writing (EW)**

According Heriawan (2012) also added that the estafet writing method was able to stimulate students in building their imagination. Student learning outcomes are better when the teacher applies the estafet writing method because image media is a means of learning German writing skills (Nur Laila Sa'idah, 2012). Students write one sentence of the predetermined text in turn, which at the end of the lesson will produce a complete text. sa'idah, mi'rotin, and agustin, "estafet writing method to improve arabic writing skills outcomes: experimental study on indonesian middle school students." The purpose of the estafet is to make students think that learning is fun and to give students space to express their thoughts on a particular topic. Based on Darajat dkk., (2017) and Fadlilah *et al* (2020) Estafet writing can also be applied in Indonesian also assume that students' writing skills can be improved through the estafet writing

method. The estafet writing method can create a pleasant learning atmosphere so that students are motivated in learning to write and make them active in the learning process.

### **3. Motivation**

Motivation is one of the important factors that affect learning English. A clear motivation to learn can change students' learning abilities and awareness, as well as improve learning English. Motivation can direct students to achieve learning goals. With motivation, students will be enthusiastic in the teaching and learning process so that they will be motivated to learn English well. As a result, they will have excellent learning outcomes.

According Murray (2011), Pintrich (2003), and Ryan & Deci, (2000) the researchers use different frameworks for thinking about motivation, they essentially agree on the major factors students need to have to be motivated: competence (the belief that they're capable of doing something), autonomy/control (the ability to set appropriate goals and see a correlation between effort and outcome), interest/value (vested interest in the task and a feeling that its value is worth the effort to complete it), and relatedness (the need to feel part of a group or social context and exhibit behavior appropriate to that group). These dimensions of motivation, which are drawn from the work of several major scholars, are important to understand because they form the basis for many of the policies and programs explored in other papers in this series. (Avenue, 2012)

### **4. Classroom action Research**

Classroom action research is a method of finding out what works best in your classroom that you can improve students learning.