

## TEACHERS' PERCEPTIONS ON IMPLEMENTING *ESTAFET WRITING* TECHNIQUE IN TEACHING WRITING

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### ABSTRACT

Writing is a mental process which needs various technique to teach the students. It seems difficult for students to organize their writing without making a good planning before writing. Many students cannot express their idea because the teacher does not teach them properly. Teaching writing monotonously become a problem for the students to gain the information given by the teacher while learning writing. This research focuses on a technique that is used by teacher in teaching writing; it is called Estafet writing. Detail information about teacher perception on using Estafet writing was described in this research. Descriptive qualitative was used as the research method; interview and questionnaire were used as the instrument for collecting the data. Based on the data, it concludes that teachers' perception on implementing Estafet Writing technique were positive. The teachers have a good perception on the technique. It proved by the result 90,91% both of teachers agree toward the implementation of Estafet Writing in classroom and 95% they agree toward the effect of student's ability on implementing the technique. It because the teacher perceived that Estafet Writing is an active learning activity and innovative learning model. The teachers perceived that Estafet Writing is one of a good technique implemented in the classroom because it could be applied easily. Moreover, the learning process was not difficult but choosing the material which is suitable for students was difficult for teachers.

**Key words:** Perception, Estafet Writing, Teaching Writing

### INTRODUCTION

Writing is a way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express their feelings. Westwood (2008) states that written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes". In Indonesian curriculum, students in Junior High School are demanded to write various text types, one of which is Descriptive texts (Depdiknas, 2006). In this research the writer will focus on descriptive text.

Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). Based on the explanation above, the teacher should try to use attractive method to attract the students' interest to write actively. The teacher rarely used various techniques in teaching. Hence, the teaching and learning process became monotonous. It means that the teacher must find the teaching technique to help the Students'. The technique applied must be able to give opportunity for the Students' to

experience how to write and produce a text.

Cahyono (2011) argues, "Estafet writing method including one of the methods of active learning or learning by doing which aims to enable students to associate learning as an enjoyable activity". Estafet writing is a learning model in which one student starts writing a short story which is continued by another student, and continued again one after another. By taking turns, the students write down imaginative sentences in their practice book (at least one sentence).

Previous studies related to this, first is written by Putriyani (2013) the title of their research, *The Effect of Estafet Writing Method in Teaching Writing of Descriptive Text to the Second Grade Students of SMPN 1 Semen Kediri in Academic Year 2013-2014* investigates the use of Estafet Writing to teach. Descriptive text finds that this technique helps the Students' to get better achievement in writing descriptive text. In short, the strength of this technique can make the Students' interested and enthusiastic in writing, more focus and comprehend about the process of writing, and in the end they will understand about the elements of writing.

To clarify the problem the researcher limits to find out teachers' perception on implementing Estafet Writing technique in teaching writing. Furthermore, this paper also limited to investigate two English Teachers of SMPN 8 Bogor.

## **THEORETICAL BACKGROUND**

### **Definition of Perception**

Perception is a process that starting by sensing the stimulus that received by receptor then to go through psychological process in the brain that caused someone be aware of the stimulus. Thus, it can be concluded that perception is a process that used by the people to organize, to interpret and to give a mean about her/his

environment object.

### **Principles of Perception**

Slameto cited in Nisa (2015) mentions that there are several principles of perceptions. The principles of perception as follows:

#### **a. Relative Perception**

It means that perceptions of someone of groups are different from others. The perception sometimes will be different although they talk about the same object. For example, when two people talk about the effectiveness of using power point as media in teaching, it is probably that they will have different perception toward this one, although they talk about the same thing.

#### **b. Selective Perception**

It means that perception that are given by someone or group come based on their motivation about the object and it will be different to each other. For example, when a teacher is teaching the students with the material about paragraph, they probably will have different perception toward that lesson. It is because they may have different attention and interest about the lesson.

#### **c. Objective Arrangement**

It means that perception of someone is an arrangement about an object. It is influenced by their brain, motivation, experience, and so on. For example, someone maybe will have negative perception toward English lesson because of their bad experience before related to English itself.

#### **d. Influenced Perception**

It means that stimulus and expectation that is owned by someone will give different effect about someone perception. Someone's perception and group perception are very different from other people or group perception depend on their personality. It can be influenced by their

brain, motivation, attitude, etc. For example, when a group has good expectation toward English subject. It is very possible that they will have positive perception toward English subject itself.

## **Writing on Descriptive Text**

### **Definition of Writing**

The primary purpose of writing is communication. Some experts who write some books in English about writing have describe and make definitions it follows: According to Harmer (2004) states that writing is a process and that we write is often heavily influenced by constrains of genres, then these elements have to be present in learning activities. Writing is one of the important skills in language learning, which language students are supposed to master. Because of the importance of writing in language learning, many experts have given an array concept of writing in the field of English teaching. The concept of writing in their research has been drawn from their work. However, many of them give different opinion about writing in language education. Writing also means as a process, not a product. It is through series of stage that the writes develop their ideas on the topic and the text at the same time.

According to Ghaith (2002) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It is an activiy that encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down ideas can be examined, reconsidered, added to, rearranged, and changed. From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

According to Pincas (1987) states that

human being to express their feeling and opinions writing is mean of both communication and self-express. Based on the explanation expert above, the research concludes that writing is an activity or expression of language to make information or note in the form of letters, symbol, or words. People have used many tools for writing including pain, pens and computer.

Writing process is divided into four parts, they are:

#### **a. Prewriting**

There are four prewriting techniques that will help to think and develop a topic and get words. They are free writing, questioning, making a list, and preparing a scratch outline.

#### **b. Writing**

Be prepared to put in additional thoughts and details that did not emerge during prewriting. This is actually writing the first draft of the piece. After thinking about topic and doing necessary pre-writing, the next step in the writing process is writing paragraph.

#### **c. Revising**

Revising means rewriting an essay, building on what has already been done to make it stronger. There are three stages to the revising process: revising content, revising sentence and editing.

#### **d. Editing**

After revising for the content and style, the next step is editing for error grammar, punctuation and spelling.

### **Definition of Descriptive Text**

Descriptive text is a text which discribs about the features and characteristics of a certain thing in detail (a person or a thing). Emilia (2011) states that “descriptive is written to give certain information about

thing or person". It means that descriptive text is to describe and reveal a particular person, place, or thing. Descriptive writing has a social function to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Besides, descriptive paragraph is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their senses on the object they see.

1. Describing place, description of place is a text that describes the place looks, such as the condition, the situation etc.
2. Describing people, description of people is a text that describes that people looks, such as the face, body etc.
3. Describing thing, description of thing is a text that describes the things looks, such as the conditions, functions etc.

### **Teaching Writing Descriptive Text**

Urquhart and Mciver (2003) states "Teaching writing is unique. It benefits both teacher and the students, serving as communication vehicle, assessment tool, and intellectual exercise". To teach writing description text needs something that can makes students feel fun and have a good impression, so that the students will always remember what they have got from their teachers' explanation.

A method is very important. The teacher with good method and technique is liked by students. A good method of teaching result into good learning. Good teacher is always in search of an effective teaching method. According to Elizabeth (2007) "A method tells the teacher how the matter should be taught". A good teacher tries to take out best out of it. Solution of the right method ensures success of the teacher. It helps an achievement of goals.

One of benchmark is the selection method applied in the classroom. The method is not only a conceptual design but

it is a way that will be done by teacher technically in supporting the learning process as well. This becomes very important because it is one of the strategies that teacher must prepared for successful teaching. Nunan (2005) states, "A language teaching method is a single set of procedure which teachers are to follow in the classroom methods are usually based on a set of beliefs about the nature of language and learning". In the process of learning the use of the method becomes a way to achieve the expected goals. To become a professional teacher requires appropriate learning methods.

There are a few method and various technique in teaching writing descriptive text, such as Number Head Together, TGT, Clustering, Brainstroming, Picture and Picture, Estafet Writing, Mind Mapping, etc. But in this research the writer will discuss and focus on teachers' perception on implementing estafet writing technique based on teaching writing descriptive text.

### **Estafet Writing Technique**

Syathariah (2009) states that estafet writing is a kind of active learning or learning by doing 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 classmates. It means that estafet writing is a kind of teaching technique used by teacher to help the Students' participate actively by expressing one's ideas after another continuously based on the topic given. Relay writing or serial writing is a learning method learning by doing or active learning that actively engage learners write a narrative essay in a way jointly or estafet.

The implementation of estafet writing would be more effective for learning writing because students will be more motivated to learn in groups than individually. Cahyono (2011) argues, "Estafet writing incuding

one of the methods of active learning or learning by doing which aims to enable students to associate learning as an enjoyable activity". This technique aims to make the students associate learning as a fun activity. The learners are given the freedom to express their imagination through the imaginative writings produced together with classmates.

According to Rusman (2011) indicates that Estafet writing is an innovative learning model in which one student starts writing a short story which is continued by another student, and continued again one after another. By taking turns, the students write down imaginative sentences in their practice book (at least one sentence), then estafetely all students continue to write down their imaginative article so that it becomes a short story. Learning fun and not boring can be felt by the students. Students are given the freedom to express their imagination through the writings were produced as descriptive text.

### **Estafet Writing in Descriptive Text**

In the method of writing or estafet writing, students work in groups. Each member of the group poured his feelings into a single line of estafet writing with the theme and the same title. This was done in sequence until the specified time limit expires. The success of the group members will have an effect on the success of the group.

Rusman (2011) states that the steps in the implementation of Estafet method of writing are as follows:

1. Students exchange information about descriptive text.
2. Students are considered examples of descriptive text.
3. The teacher divides the students into groups numbering 4-5 people.
4. Students presented a picture that should be described and execute the estafet method of writing.

5. Students in groups completing descriptive text with estafet.
6. Students revise the descriptive text that has been written.
7. Students present the result of the writing group.
8. Students revise their group descriptive text.
9. Students deliver descriptive text.
10. Students individually write a descriptive text with a predetermined theme.

Make a match technique can be modified depend on the purpose of teaching and learning process. It is very useful because the objectives of teaching and learning process influence the the teachers in choosing estafet method.

### **The Benefits of Estafet Writing**

Teaching writing descriptive text will be more effective by using Estafet Writing because it will make learning atmosphere funnier and not boring. Estafet writing will make students to be free drawing their ideas in a text. Syatariah (2009) states that Estafet Writing or write chain is learning method of learning by doing or active learning that involves students actively writing descriptive text in estafet writing. Alternately students write imaginative arraylines in exercise book (at least one line / lines or the temple). So, through Estafet writing students will be motivated to learn writing a text and it will also give positive impact to students' writing skill.

This technique is a kind of cooperative writing which all of the group members have the chance to write a paragraph individually, so it will be needed many times to apply it. In applying this technique every group member has time about 5-10 minutes to do his individual assignment. And the individual assignment between one student and the other students cannot be done in one time. A crowded atmosphere in

classroom is also disadvantage of this technique. It is caused students are being active in group to do their individual assignment.

At the end of the lesson will be created dozens of descriptive text in accordance with the number of students in the class are written together (Estafet Writing) by the students. Learning to write descriptive text using Estafet Writing is very motivating students to learn that affecting the study result. Learning fun and not boring can be felt by student.

## **METHOD**

The research design is qualitative approach which focuses on finding the teachers' perception on implementing Estafet Writing technique in teaching writing. The researcher used questionnaire and interview to gain the data.

The participants of the study were two English teachers whom teach students at first grade of SMP Negeri 8 Bogor. Kothari (2009) said that descriptive research concerned with specific prediction, narration of facts of result data, characteristic concerning individual or group. The researcher described the data clearly in order to share the information accurately. Moreover, the researcher could make sure that the information she gathered from the questionnaire was correct.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

The research findings were divided into two sections. First, questionnaire result with 3 subsections such as background information of participant, teachers' perception on implementing Estafet Writing technique in classroom, and teachers' perception toward the effect of students' ability on implementing Estafet Writing technique. Then, second section is interview result to

give detailed information through interviewing the teacher deeply. The researcher gave the questionnaire to the teachers after they had finished their teaching learning process. Then, the researcher did the interview to the teachers after they had finished to answer the questionnaire.

### **Teachers' Perceptions on Implementing Estafet Writing in Classroom**

The researchers gave questionnaire to the teachers who taught Estafet Writing technique in their class and it aimed to find out the perceptions of teachers about their strategies on implementing Estafet Writing technique in classroom. Then, the teachers answered the questionnaire individually.

Based on the questionnaire given to the teacher's 90.91% agreed on implementing Estafet Writing in Classroom. The two respondents answered that Estafet Writing was positively perceived and the teachers have a good perception on the technique. It proved with both of respondent answered "Agree" and proved by the result of percentage. This perception belongs to relative perception because the perception sometimes would be different although they talk about the same thing. Both of respondent were thought that Estafet Writing technique enable student associate learning as an enjoyable activity. The teachers thought that Estafet Writing is an effective because after the students did the assignment in the classroom, the success of the group members will have an effect on their learning achievement and motivation. It can motivate the students' to learning more fun and play an active role. But in case, both of respondent also were agreed that the students' become too hasty when they write. Although, implementation of Estafet Writing allows the teacher and students to be creative in learning process.

In the other hand, the teachers had different perceptions on the implementation of Estafet Writing. This perception belongs to selective perception because T1 thought that the classroom atmosphere in learning process tends to be crowded and noisy meanwhile T2 disagree that the classroom atmosphere tends to be crowded and noisy because students more active when they write. This perception belongs to objective arrangement perception because T1 thought that teaching writing using Estafet Writing technique is difficult whereas T2 argued that teaching writing using Estafet Writing technique is easy. Thus, the researcher found that one teacher said that Implementation of Estafet writing in the classroom could applied easily, in contrast another teacher answered difficult when the teacher applied it.

### **Teachers' Perception toward the Effect of Students Ability on Implementing Estafet Writing Technique**

The researchers gave questionnaire to the teachers who taught Estafet Writing technique in their class and it aimed to find out the perceptions of teachers about the effect of student's ability on implementing Estafet Writing technique in classroom. Then, the teachers answered the questionnaire individually.

Based on the table the teacher's 95% agree toward the effect of students' ability on implementing Estafet Writing technique. The two respondents answered that Estafet Writing improves student's vocabulary skills, students' attitude of responsibility in groups, students' can imagine the writing, organize their thought, and understand the concept and ideas to write the sentences into a descriptive text. In addition, the students understand the material easily. This perception belongs to influenced perception because it means that stimulus is owned by the students depend on their personality,

motivation and attitude. Then, the effect of implementation of Estafet Writing technique motivate the students to learn and also improve their creativity in writing sentences.

In statement about implementation of Estafet Writing students feel writing is difficult because time is limited. Based on the statement T1 answered agree because some students need more time to think and write down the sentence that should they write according to the material and appropriately, whereas T2 answered disagree because the teachers provide adequate time to the students when they did the material by using Estafet Writing. This perception belongs to selective perception because when the teachers teach the students with the material provide with adequate time, they probably have different perception toward the lesson. It because the students had different attention and interest about the lesson. Therefore, the researcher found there are many positive effects toward students, especially in their ability and understanding the material through write the sentences into descriptive text.

### **Interview Result**

The researchers found that both of teachers stated that implementation of Estafet Writing technique is one of a good technique to implement in the classroom. This perception belongs to relative perception because on the result students could cooperate well with another group, beside that students could understand about the material and also students felt enjoy to work together. The teachers have similar perceptions when they implemented the technique in classroom, for the material they used textbook and any other resources. This perception belongs to selective perception because on the result both of teachers prepared the material about descriptive text by using the pictures and

PPT. Because they said that pictures is the important thing to help and to guide they as a teachers when they teach and the pictures is the way students could organized and imagine the text based on the picture.

Moreover, the teachers gave extra information and task to them, then the students described the material with their group. This perception belongs to relative perception because during the learning process, maybe students felt confused so there are question and answer between students and teachers to make it clear and students more understand. Both of teacher felt easy when they manage the classroom. After the students had done the task, students correct their work by themselves, besides the teacher also show to the students what the correct or true answer. This perception belongs to influenced perception because on the result the teachers' showed a good work of students and gave the rewards to them, it is very important because it could motivate and students would be happy, enthusiastic, and play an active role in class at the learning process. At the end, the teachers gave the feedback to students based on their needs because feedback is very important in teaching learning process.

The last, the teachers have different perception about the difficulties on implementing Estafet Writing technique in teaching writing. This perception belongs to objective arrangement perception because on the result one of teacher states that implementation of Estafet Writing is difficult because students have different mind to write down the sentences. The activity not so difficult but the material which is suitable for students it is very difficult for teachers. Another teacher said that teacher just feel difficult in the first meeting.

## **Discussion**

Referring to research findings above, the section is provided to discuss about the findings. As mentioned earlier in chapter 1, the research was addressed to find teachers' perceptions on implementing Estafet Writing techniqe in teaching writing.

The finding revealed that all of the teachers perceived that Estafet Writing was positive and effectively perceived on implementing in teaching writing, especially descriptive text. The teachers have a good perception on the technique, they agreed that the implementation of Estafet Writing technique in classroom enable students to associate learning as an enjoyable activity. Syathariah (2011) states that estafet writing is a kind of active learning or learning by doing 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 classmates and write down their creativity in writing into the sentences. Moreover, the students could cooperate well with another group also students felt enjoy to work together

Besides, the implementation of Estafet Writing technique affecting the students ability, such as increase their vocabulary skills, their attitude of responsibility in groups, the students could imagine and organized their thought, understand the concept and ideas to write the sentences into a descriptive text. In addition the students understand the material easily. Finally, the effect of implementation of Estafet Writing technique motivate the students to learn and also increase their creativity in writing sentences. The teachers also have the similar perceptions about their teaching and learning process while they implemented the technique in classroom.



The findings also showed that the teachers had the different perceptions that one teacher said that implementation of Estafet writing in the classroom could be applied easily, some students need more time to think and write down the sentence that should they write according to the material and appropriately. In contrast another teacher answered difficult when the teacher applied it, the teacher provides adequate time to the students when they did the material by using Estafet Writing.

The last, the researchers found that the teachers faced the problem in choosing the material to teach. It is difficult for both teachers because students have different mind to write down the sentences. The activity not so difficult but the material which is suitable for students it is very difficult for teachers. The result was supported previous research by Putriyani (2013) the result shows that Estafet writing technique help students to get better achievement in writing descriptive text. In short, the strength of this technique can make the students' interested and enthusiastic in writing, more focus and comprehend about the process of writing, and they will understand about the elements of writing. Another previous research by Dita Riyanti (2015) the result shows that English writing skill on descriptive text of the students who used Estafet Writing was better than the other technique. Estafet Writing technique was effective in improving students writing skill on descriptive text.

## CONCLUSIONS

Based on the data, the researchers conclude that teachers' perception on implementing Estafet Writing technique were positive and effective. The teachers have a good perception on the technique. It proved by the result 90,91% both of teachers agree toward the implementation of Estafet

Writing in classroom and 95% they agree toward the effect of student's ability on implementing the technique. It is because the teacher perceived Estafet Writing is an active learning by doing and innovative learning model. The teachers perceived that Estafet Writing is one of a good technique to implement in the classroom because it could be applied easily. Therefore, there are many positive effects toward students, especially in their ability dealing with their achievement and understanding the material through write the sentences into descriptive text.

Moreover, concerning the difficulties faced by the teachers that implementation of Estafet Writing is difficult because students have different mind to write down the sentences. The learning process was not difficult but choosing the material which is suitable for students was difficult for teachers. Another teacher said that they found difficulties in the first meeting, when they introduced and applied the Estafet Writing technique to the students. Because students felt confused but he next meeting is easy to be applied.

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