

**TEACHING AND LEARNING WRITING PROCEDURE TEXT BY USING  
ESTAFET WRITING AT THE FIRST GRADE OF STUDENTS  
SMPN 2 SEMAKA IN ACADEMIC YEARS 2023/2024**

**A Thesis**

**By :**

**Yunita Sari**

**NPM: 1911040518**

**Advisor : Nurul Puspita, M.Pd**

**Co- Advisor : Sri Suci Suryawati, M.Pd**



**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
UNIVERSITY OF ISLAMIC STATE RADEN INTAN LAMPUNG  
2024**

**TEACHING AND LEARNING WRITING PROCEDURE TEXT BY USING  
ESTAFET WRITING AT THE FIRST GRADE OF STUDENTS  
SMPN 2 SEMAKA IN ACADEMIC YEARS 2023/2024**

**An Undergraduate Thesis  
Submitted in Partial Fulfillment of the Requirements  
for S1 Degree**

**By:**

**Yunita Sari**

**NPM. 1911040518**

**Study Program : English Education**

**Supervisor : Nurul Puspita, M.Pd**

**Co-Supervisor : Sri Suci Suryawati, M.Pd**



**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
UNIVERSITY OF ISLAMIC STATE RADEN INTAN LAMPUNG  
2024**

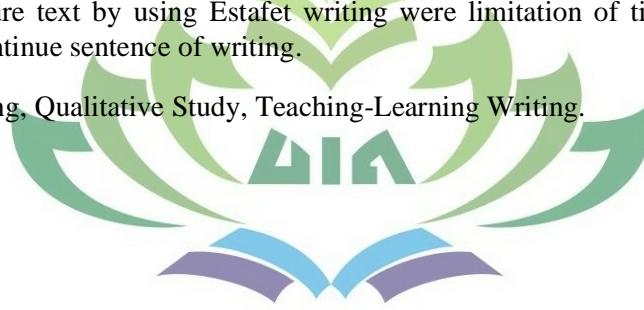
## ABSTRACT

Writing is one of skills in English. It is often considered a difficult subject by the students. Some methods are needed by the teacher to overcome writing difficulties. One of them is Estafet Writing Method. The benefits of Estafet writing are to make the students explore their mind and able to write in written form. The objectives of the research were to describe teaching and learning process writing procedure text by using Estafet writing as method, to know teacher's problem in writing procedure text by using Estafet writing as a method and to know student's problem in writing procedure text by using Estafet writing as a method at the first-grade semester of the seventh grade of SMP N 2 Semaka in academic years 2023/2024.

This research was descriptive qualitative research. The subject of the research was the teacher and students at the first semester of the seventh grade of SMP N 2 Semaka. The researcher applied purposive sampling technique to determine the sample. It means that the researcher chose and determined one class as class sample. Furthermore, the researcher chooses class VII D for reason that the students of this class had difficulties in mastering writing skill. The total number of the sample was 32 students. The researcher used observation, interview and questionnaire for taking the data of research.

From the data analysis, the result of analysis about the use of Estafet writing in teaching learning writing was found that there were some problems in teaching and learning writing procedure text by using Estafet writing as a method at the first-grade semester of the seventh grade of SMP N 2 Semaka. Problems faced by the teacher has difficulty in managing time and class because students do not focus on following direction and the teacher must control students one by one to explain about the text. Problem faced by the students in learning writing procedure text by using Estafet writing were limitation of time, over-crowded class, and helping teammates to continue sentence of writing.

Keywords: Estafet Writing, Qualitative Study, Teaching-Learning Writing.



## DECLARATION

I hereby declare that the thesis entitled "Teaching and Learning Writing Procedure Text by Using Estafet Writing at the First Grade of Students SMP N 2 Semaka in Academic Year 2023/2024" is entirely my own work. I am fully aware that I have quoted several statements and ideas from various sources and all of them are well expressed in this thesis.

Bandar Lampung, January 2024

Declared by,



**Yunita Sari**  
**1911040518**





**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI  
RADEN INTAN PROVINSI LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**


Alamat : Jl. Endro Suratmin, Sukarame, Bandar Lampung, Telp (0721)703260

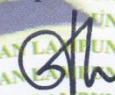
**APPROVAL LETTER**


**Title : TEACHING AND LEARNING WRITING  
PROCEDURE TEXT BY USING ESTAFET  
WRITING AT THE FIRST GRADE OF  
STUDENTS SMPN 2 SEMAKA IN ACADEMIC  
YEAR 2023/2024**

**Students Name : Yunita Sari  
Students Number : 1911040518  
Department : English Education  
Faculty : Tarbiyah and Teacher Training**

**has been APPROVED**  
to be defended at the Thesis Defense  
of the faculty Tarbiyah and Teacher Training, Raden Intan State Islamic  
University of Lampung

**Supervisor**  
  
**Nurul puspita, M.Pd**  
NIP. 198907172015032004

**Co-Supervisor**  
  
**Sri Suci Suryawati, M.Pd**  
NIP.

**The Chairperson of  
English Education Study Program**  
  
**M. Ridho Kholid, S.S., M.Pd**  
NIP. 198505122015031004





**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI  
RADEN INTAN PROVINSI LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Endro Suratmin, Sukarame, Bandar Lampung, Telp (0721)703260

**ADMISSION LETTER**

The following thesis entitled: **“TEACHING AND LEARNING WRITING PROCEDURE TEXT BY USING ESTAFET WRITING AT THE FIRST GRADE OF STUDENTS SMPN 2 SEMAKA IN ACADEMIC YEAR 2023/2024”** written by Yunita Sari, NPM: 1911040518, Department: English Education, has been successfully defended as Thesis Defense of the Faculty Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on **January 04, 2024.**

**Board of Examiner:**

**Chairperson : Dr. Oki Dermawan, M.Pd**

**Secretary : Zakiyah, M.Pd**

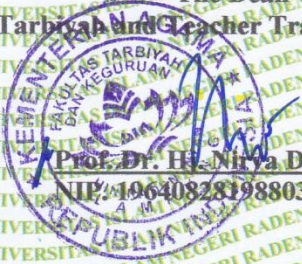
**Primary Examiner : M. Sayid Wijaya, M.Pd**

**1<sup>st</sup> Co-Examiner : Nurul Puspita, M.Pd**

**2<sup>nd</sup> Co-Examiner : Sri Suci Suryawati, M.Pd**

**The Dean**

**Tarbiyah and Teacher Training Faculty**



**Prof. Dr. H. Nitya Diana, M.Pd**

**NIP. 196408281988032002**

*(Handwritten signatures of board members)*

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

فَإِذَا فَرَغْتَ فَانصَبْ (٧)

“Indeed, with hardship will be ease. So when you have finished your duties, then stand up for worship” (Q.S. Al-Insyirah: 6-7)<sup>1</sup>



---

<sup>1</sup> Departemen Agama RI, Al-Quran Tajwid Dan Terjemahannya, (Jakarta: PT Syamil Cipta Media,2006), P . 94

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Ngadiman and Mrs. Sutini.
2. My younger sister Dina Lourenza and Mila Rosa.
3. My beloved lecturers and almamater, UIN Raden Intan Lampung.





## CURRICULUM VITAE



The name of the researcher is Yunita Sari. Her nickname is Yunita. She was born in Karang Rejo, June 12 2001. She is the 1<sup>st</sup> daughter of Mr. Ngadiman and Mrs. Sutini. She started her education at TK PRIMAYUDHA Karang Rejo and graduated in 2008. After that she continued her studies at SDN 1 Karang Rejo and graduated in 2013. Next, she continued her studies at SMP N 2 Semaka and graduated in 2016. After graduating Junior High School, she continued her studies at SMA N 1 Semaka and graduated in 2019. Then, she continued her studies at Raden Intan Lampung State Islamic University as a student in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training. The researcher had participated in several organizations at schools such as English Club, Science Club, and Rohis in 2016-2019. Then, in 2019-2021 the researcher joined an organization on college called UKM Bahasa. The researcher's activities for now only focus on completing the undergraduate thesis and graduation.



## ACKNOWLEDGEMENT

In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

This thesis is presented to the English Education Study Program of State Islamic University Raden Intan Lampung in order to be submitted as compulsory fulfillment of the requirements for S1 degree.

The researcher would like sincerely thank to the following people for their ideas, times, guidances, and support for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. The dean of Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung.
2. M. Ridho Kholid, S.S, M.Pd. The Chairperson of English Education Study Program of State Islamic University Raden Intan Lampung.
3. Nurul Puspita, M.Pd. The Advisor for giving guidance and help to finish the thesis.
4. Sri Suci Suryawati, M.Pd. The Co-Advisor for giving guidance and help to finish the thesis.
5. All English Language Education lecturers at the Tarbiyah and Teacher Training Faculty.
6. To my best friends, Fathan Hadi Wijaya, Saski Ayu, Rizky Amarta, Haris Prasetyo, Nadila Adilia, Ikke Nuraini, Eva Rusiana, Aulia Rahma and Ulfa Fiana thank you for helping the author complete his studies.
7. Fellow students from the Department of English Education at UIN Raden Intan Lampung, especially fellow writers in class G.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, January 2024  
The Researcher,



Yunita Sari  
NPM. 1911040518

## TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>CHAPTER I</b> .....	<b>xv</b>
A. Title Affirmation .....	1
B. Background of the Problem.....	2
C. Focus and Sub-Focus of the Research .....	5
D. Formulation of the Problems .....	6
E. Objectives of the Research .....	6
F. Significance of the Research .....	6
G. Relevant Studies .....	7
H. Research Method.....	8
I. Systematic of Discussion.....	14
<b>CHAPTER II</b> .....	<b>15</b>
A. Teaching and Learning .....	15
1. Definition of Teaching.....	15
2. Definition of Learning.....	16
B. Writing .....	17
1. Definition of Writing.....	17
2. Types of Writing .....	18
3. Components of Writing .....	19
4. Process of Writing .....	20
5. Teaching Writing.....	20
C. Text .....	21
1. Definition of Text.....	21
2. Kind of Text .....	22
D. Definition of Procedure Text.....	23
1. Languages Features of Procedure Text.....	23
2. Structure of Procedure Text.....	24
E. The Concept of Estafet Writing .....	25
1. Definition of Estafet Writing .....	25



2. Step of Estafet Writing .....	25
3. Applying Estafet Writing in Teaching Procedure Text .....	26
4. The advantages and disadvantages of Estafet Writing in Teaching Procedure Text .....	26
F. Problems in Teaching and Learning Writing .....	27
1. Teacher's Problem in Teaching Writing .....	27
2. Student's Problem in learning Writing .....	28
3. Overcoming Students' Problem in Learning Writing .....	29
<b>CHAPTER III .....</b>	<b>30</b>
A. Research Object Description .....	30
B. Presentation of Research Fact and Data .....	30
<b>CHAPTER IV .....</b>	<b>32</b>
A. Research Finding .....	32
1. Data Condensation .....	32
2. Data Display .....	33
3. Conclusion Drawing .....	47
B. Discussion .....	49
<b>CHAPTER V .....</b>	<b>51</b>
A. Conclusion .....	51
B. Suggestion .....	51
<b>REFERENCES .....</b>	<b>53</b>



## LIST OF TABLE

Table 1.1 Students Score for Writing Procedure Text at the Seventh Grade Students of SMP N 2 Semaka in 2023/2024 Academic Year .....	4
Table 1.2 Interview Guidelines for Teacher.....	10
Table 1.3 Questionnaire Guidelines for the Students.....	11
Table 3.1 Presentation of Data Observation .....	30
Table 3.2 Presentation of Data Interview .....	31
Table 3.3 Presentation of Data Questionnaire.....	31
Table 4.1 Observation Sheet (Procedure Text) .....	34
Table 4.2 Interview Report.....	36
Table 4.3 Interview Report.....	36
Table 4.4 Interview Report.....	36
Table 4.5 Interview Report.....	37
Table 4.6 Interview Report.....	37
Table 4.7 Interview Report.....	37
Table 4.8 Interview Report.....	38
Table 4.9 Interview Report.....	38
Table 4.10 Interview Report.....	38
Table 4.11 Interview Report.....	38
Table 4.12 Interview Report.....	39
Table 4.13 Interview Report.....	39
Table 4.14 Interview Report.....	39
Table 4.15 Interview Report.....	39
Table 4.16 Interview Report.....	40

Table 4.17 Interview Report..... 40

Table 4.18 Interview Report..... 40

Table 4.19 Interview Report..... 40





## LIST OF DIAGRAM

Diagram 4.1 Questionnaire Report of Student No. 1 .....	41
Diagram 4.2 Questionnaire Report of Student No. 2 .....	42
Diagram 4.3 Questionnaire Report of Student No. 3 .....	42
Diagram 4.4 Questionnaire Report of Student No. 4 .....	43
Diagram 4.5 Questionnaire Report of Student No. 5 .....	44
Diagram 4.6 Questionnaire Report of Student No. 6 .....	44
Diagram 4.7 Questionnaire Report of Student No. 7 .....	45
Diagram 4.8 Questionnaire Report of Student No. 8 .....	46
Diagram 4.9 Questionnaire Report of Student No. 9 .....	46
Diagram 4.10 Questionnaire Report of Student No. 10 .....	47



## **LIST OF APPENDIXS**

Appendix 1 The Result of Preliminary Research

Appendix 2 Table 1 Observation Sheet for Teaching Learning Process of Writing by Using Estafet Writing

Appendix 3 Blueprint of Teacher Interview

Appendix 4 Blueprint of Students Questionnaire

Appendix 5 The Students Questionnaire in Google Form

Appendix 6 Research Documentation



# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

In order to understand this title, and avoid misunderstandings, the writer feels need to explain a few words which are the title of this research. It is hoped that after the author has explained a few words that are the title of this research, it will not cause misunderstanding of what is meant in this research. **The title Teaching and Learning Writing Procedure Text by using Estafet Writing at the First Grade of Students' SMP Negeri 2 Semaka in the First Semester in Academic Year 2023/2024.** As for a description of the meaning of several terms contained in the title of this research, as follows:

Teaching is a process in which one individual teachers or instruct another individual. Brown state that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>2</sup> Based on those experts, it could be concluded that in teaching the teacher is not only helping students in doing the tasks but also guiding them in finding the mistakes and correcting them. Teaching is an activity carried out by someone to give knowledge to others.

Learning is a process of change from not knowing to knowing. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.<sup>3</sup> From the definition above, we can make a conclusion that in learning there would be the process of getting or acquiring knowledge or skill through practices or reinforced practice. As the result, there would be memorizing of information or skill and behavior changes within the learner.

Writing is one of skills in English which plays important in learning language. Moreover, writing is one of the ways the people do to share information and give their views on some topics. According to Hyland and Silva, writing is a service activity through which learners can solidify their knowledge of vocabulary and other grammatical structures.<sup>4</sup> Based on those expert it could be conclude that writing a thinking process in which idea are arranged and combined with a complex knowledge of target language structure, vocabulary, organization, content and language use.

Procedure text is a text that is designed to describe how something is achieved through a sequence of action or steps. According to Iwuk procedure text is text that contains information that can help us to do something or make something.<sup>5</sup> It means, we need to know the steps to get the target when operate, prepare, or make something.

---

<sup>2</sup> Brown, *The effectiveness of using games in teaching and learning English vocabulary to the third grade students of sd djamaatulichwansurakarta*

<sup>3</sup> H. Douglas Brown, Op.Cit, P.8

<sup>4</sup> Hylandan And Silva, *An Analysis Of Students' Ability In Writing Procedure Text At Grade X Of Smk 10 Muhammdiyah Kisaran*, JLL 2016

<sup>5</sup> Iwuk, *Jurnal Liner, Institut Pendidikan Tapanuli Selatan*, (2007 : 54), Vol. 3. No.3 Oktober 2020.



Estafet writing is one form of expression of one soul is in written writing is a language skill that is used to communicate indirectly, but face to face with other. According to Syathariah Estafet writing is one method of active learning by doing that aims to make student associate learning as a fun.<sup>6</sup> This innovative method involving the student learning together, but not in groups. This writing activity by using this learning method makes the student actively influence the power of fantasy, submission and directly produce a product of the story.

Based on the description above, the researcher concludes that this research will know the use of Estafet writing method for teaching writing procedure text which aims to know how is the process of teaching by using Estafet writing method.

## B. Background of the Problem

Writing is an activity to deliver a message in the written form. It is one of the productive skills that should be learned by students besides the other skills such as speaking, reading and listening. Among the four skills, each skill have different difficulty. Writing also is a way of sharing personal meaning and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>7</sup> It means that writing is one of the important skills to be mastered because writing is activity of transferring the written idea or the written information. So the reader can understand what information we want to convey. Brown states that's writing is the process of transaction among words. It is an activity where people free themselves to think, feel and then write it into written form.<sup>8</sup> In other words, writing is the activity of thinking, feeling, getting ideas and then put it into written language.

Writing is a person's ability to express ideas, ideas by using a good and correct set of written languages. Words of language skills or abilities contain two meanings, namely competence and performance.<sup>9</sup> It means that writing is someone's ability to express his/her feeling in written language. The written language must follow the competence of writing in order to produce good result. Writing can be defined as the relation among what someone's know, think, comprehend and the ability to deliver them all. Cakrawati said that writing ability is a process when students write, revise, or even rewrite their thought into written form. They must be followed the stages in writing ability, in order to make their arrangement become good and appropriate to the topic. The teacher will guide them to write well in gaining the goal of writing ability.<sup>10</sup> It is clear that writing ability is someone's skill to deliver the ideas into written form.

Therefore, those skills are taught gradually at the school. In English language learning, the students should be able to write their ideas to deliver their knowledge, idea, opinion and feeling about something in good sentences. Corps said that writing activity is very important for students they

<sup>6</sup> Syathariah, Sitti. 2011. *Estafet Writing ( menulis berantai )*. Yoyakarta: PT Leutika Nouvalitera.

<sup>7</sup> Ken Hyland, *Second Language Writing* (NewYork: Cambridge University press, 2003), p.9.

<sup>8</sup> Brown H Douglas, *Teaching by Principle and Interactive Approach to Language Pedogogy*, (New York: Longman Inc/ 2001),p.337.)

<sup>9</sup> Byrn Donn, *Teaching Writing Skills*, (London: Longman Press, 1988), p. 12.

<sup>10</sup> Cakrawati TD, *The Differences on Students' Writing Skill between those who are Taught Using Communicate Cartoon Movies and Those are Taught Without Using it*, (Yogyakarta: UNY), 2012, p. 13.

should master it because it can help them to express their ideas creatively in the classroom.<sup>11</sup> However, writing is not easy to be mastered by students because it requires a creative thinking and more knowledge about how to arrange an idea in the written form in good sentences and well structure. Besides that, the students also need to pay attention in several language aspects such as vocabulary, grammar, diction, punctuation, spelling and structures to make good sentences which are appropriate with the context that caused this activity is not easy to be done by the students.

Besides that, there are many kinds of writing genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.<sup>12</sup>

In junior high school, there are many kinds of text that should be learned by the students. One of them is procedure text. Procedure text is a part of human daily live. It tells how something is done through steps or actions. The goal of procedure text is to explain how something can be done such as recipes, materials, and steps. According to Anderson procedure text is a piece of text that gives us instructions for doing something.<sup>13</sup> Student's motivation in learning is the best thing to solve all of the learning problems. If they have been motivated, they will become involved in learning foreign language autonomously. Students' motivation also gives effort to increase their writing ability because they have desire to learn it.

According to Fareed the students' difficulties in writing such as (1) the students have lack of knowledge of appropriate vocabulary (2) they also have difficulties in grammar and syntax. They make mistakes in subject-verb agreement, pronouns, tenses. Articles, prepositions and basic sentence structures (3) lack of ideas affected to learners' writing skills. Until and unless students have information with them, they will not be able to pour any idea through their pen onto the page (4) organized writing is also a challenge to learners as their writing lacks coherence, consolidation of knowledge and use of formal transitional and cohesive devices (5) most of them are not able to consolidate their knowledge.<sup>14</sup>

Based on the preliminary research done in SMP N 2 Semaka, it was found that teaching and learning writing procedure text by using Estafet Writing is applied there. From the interview with English teacher, it was found that many students at seven grade experienced difficulty in mastering writing procedure text although the teacher have used Estafet Writing, especially that the students had difficulties to arrange paragraph of writing, the students had difficulties to write because of lack vocabulary knowledge and the students had difficulties to put the right structure of procedure text.<sup>15</sup> Here is the students' achievement of writing mastery especially procedure text at the seventh grade:

---

<sup>11</sup> Corps, (Rosa Hasliana, 2020), Rosa Hasliana UIN Suska Riau.

<sup>12</sup> Ken Hyland, *Teaching and Researching Writing*, (2nd Ed) (London: Longman, 2009), p.15.

<sup>13</sup> Mark Anderson and Cathy Anderson, *Text types in English 2*, (South Yarra: McMillan Education Ltd,2003), p.50

<sup>14</sup> Fareed, *ESL Learners' Writing Skills: Problems, Factors and Suggestions*. *Journal of Education & Social Sciences*, (2016), 4(2), 83-94.

<sup>15</sup> The English Teacher, Mrs. Husnia,SPd, Interview (On August 07,2023 At 10.00)

**Table 1.1**  
**Students score for writing procedure text at the seventh grade students of SMP N 2**  
**Semaka in 2023/2024 Academic Year**

No	Class	Students Score		Number of Students
		<70	≥70	
1.	VII A	10	22	32
2.	VII B	15	17	32
3.	VII C	18	14	32
4.	VII D	22	10	32
5.	VII E	8	11	19
<b>Total Number of Students</b>		73	74	147
<b>Percentage</b>		49.65%	50.34%	100%

*Source : The data of the school*

From the table above, it can be said that the total number of students who got difficulties in writing procedure text are 73 from 147 students. Moreover, the teacher have already using Estafet writing in teaching writing procedure text, but many students experienced difficulty in mastering writing in procedure text. As such the researcher want to know the teaching and learning writing process of English subject in SMP N 2 Semaka by observing the Estafet writing used by the English teacher in teaching writing especially in procedure text that is Estafet writing. In addition, the researcher wants to find information about the reason of bad score of the students, the problem faced by the teacher in teaching writing procedure text by using Estafet writing.

In addition, the researcher interviewed the English teacher namely Miss. Husnia, S.Pd as the English teacher about the capability in mastering English, especially about their writing. She said that the students experienced some problem in writing mastery especially in procedure text. Additionally, the problem were that the students had difficulty in developing ideas, students lack of vocabulary, students usually do grammatical errors, and students have difficulty in arranging paragraph.

Related to this statement, teaching media becomes one of the important points of the teaching and learning activities. Procedural text is one of the main materials that must be studied by high school students, in this study the researcher will describe the process of learning procedure text using the Estafet Writing which is applied in class first grade of SMPN 2 Semaka.

Estafet writing is one form of expression of one soul is in written writing is a language skill that is used to communicate indirectly, but face to face with other. Syathariah explain that Estafet Writing is one method of active learning by doing that aims to make student associate learning as a

fun.<sup>16</sup> Estafet Writing is the method of writing in which writing is done alternately (chain) in a small group. The first student write a sentence that will be followed by the next student and so on until finished. This method is expected to be extremely helpful and simplify writing a sentence especially in writing a procedure text.

The teacher use Estafet Writing as a learning medium. Using Estafet Writing is strategy writing where student work together, making student more active in learning so as to improve the ability become more fun. In this strategy all students must be active and focus. One of the strategies to motivate students in learning writing is using an effective method and teaching model. The effective method and teaching model can make students more active and creative in learning writing. This teaching model is known as a new method in teaching and learning process, because it is adopted from a sport game.<sup>17</sup>

Based on previous research by Srimaharani Tanjung in Twelveth Grade of SMKS TI Putra Harapan 2 starch by applying Estafet Writing on Student's Writing Procedure Text. This research aimed to know the application of Estafet writing on teaching writing procedure text ability at the twelve Grade students of SMKS TI Putra Harapan 2. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. There is a significant difference between the ability of the Writing Procedure Text (A Study at the Twelveth Grade of SMKS TI Putra Harapan 2 2020-2021 Academic Year). Before and after they are taught by Estafet Writing. and it shows that teaching writing through media authentic text can improve students' writing skills significantly. It can be concluded, this media have a significant effect on students' writing ability. and the difference in this part of the study, this study focuses only on student problems and teacher problems and the teaching and learning process of writing procedure text using Estafet writing media.

From the description above, the researcher analyzed the learning process of teaching English subjects in SMP Negeri 2 Semaka by observing the instructional media used by the English teacher in teaching writing, that is Estafet writing. In addition, this research found information about the causes of bad scores of students and problems by teacher and students in the process of teaching and learning to write. Based on the background above, the researcher conducted the research entitled **"Teaching and Learning Writing Procedure Text by using Estafet Writing at the First Grade of Students' SMP Negeri 2 Semaka in the First Semester in Academic Years 2023/2024."**

### C. Focus and Sub-Focus of the Research

#### 1. Research Focus

Based on the background of the problem, the focus of this research is to find the problem of students and teachers in the teaching and learning process of writing Procedure Text by using Estafet Writing at the first grade students' of SMPN 2 Semaka.

#### 2. Sub Focus of the Problem

a. Teaching and learning process of writing procedure text by using Estafet writing.

---

<sup>16</sup> Syathariah, *The Effect of Estafet Writing on Student's Writing Procedure Text*, *Jurnal liner*, institute Pendidikan Tapanuli Selatan, Vol.4,No.1;Februari 2021, pp.6-7

<sup>17</sup> Agus Prayoga, *Classroom English For Teacher, Handbook.*( Semarang: Elt Departement Tarbiyah Faculty Of Iain Walisongo,2002),9.

- b. The teachers' problems in teaching and learning process of writing procedure text by using Estafet writing.
- c. The students' problems in teaching and learning process of writing procedure text by using Estafet writing.
- d. The teacher and students' actions to overcome the problems that occur in teaching and learning writing procedure text by using Estafet writing.

Therefore, after knowing the teaching and learning process of writing procedure text by using Estafet writing at the first grade students' of SMPN 2 Semaka and finding some difficulties for students and teachers in the learning process, this research was focused on analysing the problems and providing only a few solutions.

#### **D. Formulation of the Problems**

Considering the background of the problem and the identification of the problem above, the problem formulation in this research as follows:

1. How was the teaching and learning process of writing procedure text by using Estafet writing at the first grade students SMPN 2 Semaka?
2. What were the teachers' problems in teaching and learning process of writing procedure text by using Estafet writing with the first grade students SMPN 2 Semaka?
3. What were the problems faced by students in the teaching and learning process of writing procedure text by using Estafet writing in SMPN 2 Semaka?
4. How did the teacher overcomes the problems that occurred in teaching and learning writing procedure text by using Estafet writing at the first grade of students SMPN 2 Semaka?

#### **E. Objectives of the Research**

Based on the problem fomulation, this objective of this research was to know:

1. To describe the teaching and learning process of writing procedure text by using Estafet writing at the first grade students SMPN 2 Semaka.
2. To find the students problems in teaching and learning process of writing procedure text by using Estafet writing at the first grade students SMPN 2 Semaka.
3. To describe the teachers' problem in teaching and learning process of writing procedure text by using Estafet writing at the first grade students SMPN 2 Semaka.
4. To find the teacher's actions in overcoming problems that occurred during the teaching and learning process of writing procedure text by using Estafet writing at the first grade students SMPN 2 Semaka.

#### **F. Significance of the Research**

##### **1. Theoretically**

This research hopefully provides information for English teacher about the teaching and learning writing procedure text by using Estafet Writing and as additional information for future research.

##### **2. Practically**

The practical as significance that the expected from this research are as follow:

- a. Teacher



The teacher can get the valuable information about the teachers' problem on teaching and learning writing procedure text by using Estafet writing.

b. Student

The students can know their strength and weakness in writing, especially in writing procedure text and could encourage them to improve their writing ability.

c. Researchers

This research can be reference for other researchers in teaching and learning writing procedure text by using Estafet writing.

d. School

This research can give contribution on the effort of improvement teaching and learning process in writing to improve students writing ability especially in procedure text by using Estafet Writing.

### G. Relevant Studies

In this research, five previous research were used which were very useful as scientific references, namely:

1. The first research is The Effect of Estafet Writing on Student's Writing Procedure Text (A Study at the Twelveth Grade of SMKS TI Putra Harapan 2 2020-2021 Academic Year). This previous research conducted by Srimaharani Tanjung, the problem in this research is students of SMKS TI Putra Harapan, had difficulties in writing procedure text such as got difficulties in determine the goal, materials, steps, unable to use appropriate tenses, action verb, conjunction, vocabulary, unable to use appropriate punctuation and capitalization, less motivation in learning, lazy to do the task assignment. This research aimed to know the application of Estafet writing on teaching writing procedure text ability at the twelve Grade students of SMKS TI Putra Harapan 2. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design.
2. The second research is Study of Estafet Writing Method and Student's Barriers in Teaching Recount Text. This previous research conducted by Aulia Rahma, the problem in this research is students barriers, many students dislike writing lessons because they believe writing is difficult or that the method of teacher.
3. The third research conducted by Enni Erawati Saragih and Anggi Nur Fitri Rabbani. On her journal, "Teacher Perceptions on Implementing Estafet Writing Technique in teaching Writing." This research focused on a technique that is used by teacher in teaching writing, it is called Estafet writing. This research uses descriptive qualitative as the research method, interview and questionnaire were used as the instrument for collecting the data.
4. The fourth research conducted by Mahmudah Rangkuti. On her thesis, "The uses Estafet Writing Method to Improve Students Ability in Writing Narrative Text at the 8 Grade Students of SMP N 17 MEDAN." This research was motivated by some problems that found by students in writing a text. It is based on observation that indicates that students ability in writing a text especially writing a narrative text are still low. Therefore, a research that suitable to the learning objectives was conducted. The aim of this research are to express the implementation of Estafet writing method in learning writing a narrative text and to express the improvement of students'

ability in writing narrative text at 8 grade students of SMP N 7 Medan in academic year 2016/2017.

5. The fifth research conducted by Dul Mulyadi, Khalqir Rahman, Samsul; Rizal, Azhar.. On the journal of NUSRA: Jurnal Penelitian and Ilmu Pendidikan. The title of “The Effect of Estafet Writing Technique on Writing Recount Text.” This research focused on the effect of Estafet writing technique on writing recount text. This research uses an experimental qualitative method with pre-test and post-test design. The data were collected through pre-test and post-test in essay test form and analyzed by using t-test formula. The purpose of this research was to know extent the effect of Estafet writing technique to students writing skill at SMA IT Dhiaul Fikri.

## H. Research Method

Methodology is an orderly way of carrying out a job in order to produce a desired result, or a systemized way of working to promote the execution of an operation in order to meet specific objectives.<sup>18</sup> As results of this concept, research methodology can be defined as a set of principles and procedures for resolving problems and performing research. To do this research, there are three things that must be started, namely: research design, research subject, and research data with following explanation:

### 1. Research Design

This research used the descriptive qualitative research. Miles and Huberman stated that qualitative research is conducted through an intense and prolonged contact with a life situation.<sup>19</sup> In this case, the researcher evaluated the process of teaching and learning writing by using Estafet writing, especially on procedure text. In other words, during the type of qualitative research, writer used qualitative and focuses on the qualitative description. Then, writer focuses on process of teaching students' writing ability trough Estafet writing.

### 2. Research Subject

In this research, the researcher selected the subject and as the source of the data in this research are the English teacher and the students First grade of SMP N 2 Semaka Academic year 2023-2024. According to Sugiyono, population is the whole subject/object of the research that has quality and particulate characteristic. In addition he states that sample is part of the characteristic of population that represents of its population.<sup>20</sup>

In this research the researcher used purposive sampling technique. According to Arikunto, purposive sampling is carried out by taking subjects not based on strata, random or area but based on a certain objective.<sup>21</sup> The type of purposive sampling that a researcher may decide to use depends on the purpose of the study. It means that the researcher chose the subject according to the need and purpose of the research.

The researcher chose the English teacher and the students of the first grade of SMP N 2 Semaka as the subject of this research. The researcher asked the teacher of first grade who taught

<sup>18</sup> Pendidikan Nasional RI, *Kamus Besar Bahasa Indonesia*, p.740

<sup>19</sup> Miles and Huberman, chapter iii research methodology .ums 2014

<sup>20</sup> Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan RnD*, (Bandung: Alfabeta, 2010), p.80

<sup>21</sup> Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik* (Yogyakarta: Rineka Cipta, 2002), p. 127.

English and the researcher chose the class VII D consisting of 33 students, 15 male students and 18 female students as the sample of the research. The researcher chose the class because the class was based on interviewed with English teachers and some students had low writing scores.

### 3. Research Procedure

The research procedure of the research as follows:

- 1) Determining the subject of the research. The subject is First grade students of SMPN 2 Semaka in the academic years 2023/2024 and the English teacher.
- 2) The researcher come to the English teacher to ask permission to analyze the problem in writing procedure text use Estafet Writing.
- 3) Doing observations to the teacher and students and taking notes any problems take during the teaching and learning process.
- 4) Doing the interview. The teacher is interview about teacher using Estafet Writing.
- 5) Giving the questionnaires to the students and observe the students answer sheets.
- 6) Finally analyzing the data. Analyzing the notes of the observation, interview and the answer the questions.

### 4. Data Collecting Technique

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data collection is one of the most important stages in conducting research. Data collection is a very demanding job which needs thorough planning, hard work, patience, perseverance and more to be able to complete the task successfully. Data collection starts with determining what kind of data required followed by the selection of a sample from a certain population.<sup>22</sup> In this research, the researcher collected the data using the following steps:

#### 1. Observation

Observation is collecting data process, which in this research the researcher observed the situation of teaching learning process in the class.<sup>23</sup> In other hand, it is the activity that used to know the process of teaching learning writing procedure text by using Estafet writing Observation is one of collecting data in the research, which in this activity the researcher observed the process of the teaching reading writing procedure text by using Estafet writing in the classroom.

#### 2. Interview

The researcher got the data function as observer to get the data, the researcher asked the teacher about the information of activity in the teaching process including problem in teaching speaking, where questions ask by the interviewer to obtain information from interview. Interviews are good research techniques when we want to know about what people think or feel about something.<sup>24</sup> It means that the researcher interviewed the teacher and students in order to get to know about the teacher's difficulties in applying Estafet Writing for writing ability.

#### 3. Questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions

---

<sup>22</sup> Kabir, M, *Methods of Data Collection*, (Curtin University: Research Gate, 2016), p.202

<sup>23</sup> *Ibid*, p.202

<sup>24</sup> *Ibid*, p.203

offer the respondent the ability to elaborate on their thoughts.<sup>25</sup> In this research, the researcher used open-ended questions because she wants to know the students' problem in learning writing by using Estafet Writing.

#### 4. Document

Documentation is a technique used to prove the truth of the data obtained from the resource person through the interview or observation process. By providing evidence in the form of photos from observations and interview recordings during the study. Documentation Contents, namely all forms of sources of information related to documents, whether official or not official documents based on any type of source, be it written or illustrated.<sup>26</sup> The research documentation of this research was in form of picture that prove the teacher was truly teach the students by using Estafet Writing and the researcher observed it.

### 5. Instruments of the Research

Applications are tools used for data collection and analysis. According to Gulo, a research instrument is a written guide to interviews or observations, or a list of questions, prepared to obtain information.<sup>27</sup> It means that the instrument is called an observational tool or an interview guide or a questionnaire or guidebook, depending on the method used. In this study, the researcher uses important tools because the researcher collected the research data through observation and gave a lot of questions and interviews and interviews.

#### a. Observation

Due to the aim of this research that is to know how is the process of teaching learning writing procedure text by using Estafet writing, then there will be an observation sheet in order to know the students' activity during the process of (on appendix 2) of teaching learning writing procedure text by using Estafet writing.

#### b. Interview

**Table 1.2**  
**Interview Guidelines for Teacher**

No	Aspect	Indicator	Items
1	Over-crowded class	Teacher is able to make the class to be collaborative and interesting.	1,2 &3
2	Lack of competent teacher	Teacher is able to be competent to solve students problem and provide better way of delivering new way of teaching.	4&5
3	Faulty method teaching	Teacher is able to combine the material with his/her own words.	6&7
4	Not availability of a good textbook	Teacher is able to develop the material based on textbook.	8

<sup>25</sup> *Ibid*

<sup>26</sup> Gunawan, Ima, *Metode Penelitian Kualitatif*, (Jakarta: PT Bumi Aksara, 2013), p.175

<sup>27</sup> Thalha Alhamid dan Budur Anufia, *Resume: Instrumen Pencumbunan Data*, p.2.

5	Apathy to new techniques and procedure	Teacher is able to make the new technique/strategy to work out well in the classroom.	9&10
6	Inadequate provision of teaching	Teacher is able to prepare the material and specify the aim of teaching learning.	11
7	Guideline	Teacher should guide the students in Estafet Writing	12, 13
8	Feedback	The teacher should give feedback in students writing procedure text by using Estafet Writing	14, 15
9	Stimulate/Discussion	The teacher should stimulate before students do Estafet Writing	16, 17
10	Reflection	The teacher should give the reflection in the students writing Procedure text by using Estafet Writing	18

c. Questionnaire

**Table 1.3**  
**Questionnaire guideline for the students**

Aspect	Indicator	No. Item
There is a limit of time in the application of Estafet Writing Method because this method require all of the member of the groups have to write a paragraph	The effectiveness of time	1,2,3,4
Learners seem in a hurry in the application of the material by using Estafet writing method	The effectiveness of process in teaching learning	5,6,7



The class atmosphere tends to be noisy, due to the activeness of the students	The effectiveness of classroom situation management	8,9,10
---	---	--------

## 6. Data Source

Data is information that can be analyzed, usually in the form of facts or figures. This research requires accurate data from reliable sources. A data source refers to the source from which the property is derived. Data sources can be divided into two types, namely primary data and secondary data. Primary data is data obtained by the researcher for one purpose, while secondary data is data obtained by researcher from other sources for other purposes. Primary data for the collection of research sources were collected through observations, interviews and questionnaires. Although secondary data is obtained from other sources, such as books, newspaper, internet, and other sources that can support primary data.

## 7. Trustworthiness of the Data

To make the research findings of this research valid, the researcher must do trustworthiness by using a triangulation data. The process of seeing something from various angles in order to pinpoint its precise location is known as triangulation. The examination of content data was guided by the triangulation of criteria. Triangulation is intended to demonstrate that independent measures of a finding concur with it, or at the very least do not contradict it. It means that triangulation aims to assess the result of research in order to validate the data of research itself. Lincoln and Guba states that there are the quality criteria of qualitative research as follows:

- 1) **Credibility**  
Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original view.
- 2) **Transferability**  
The researcher facilitates the transferability judgment by a potential user through quick thick description.
- 3) **Dependability**  
Dependability involves participant's evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.
- 4) **Confirmability**  
Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.

5) Audit Trails

An audit trail provides readers with evidence of the decisions and choices made by the researcher regarding theoretical and methodological issues throughout the study, which requires a clear rationale for such decisions. Keeping records of the raw data, field notes, transcripts, and a reflexive journal can help researchers systemize, relate, and cross reference data, as well as ease the reporting of the research process are all means of creating a clear audit trail.

6) Reflexivity

It is the process of critical self-reflection about oneself as researcher own biases, preference, preconceptions to the research.<sup>28</sup>

Based on the explanation above, this research used confirmability triangulation. In other words, the researcher is responsible for providing a complete set of notes on decision made during the research process, reflective thoughts, sampling, research material adopted, emergence of the findings and information about the data management.<sup>29</sup> In this research also validated the research findings in order to make it valid. The person who was validated the research findings of this research was the Lecturer of English Education in Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung that relates with the title of this research.

## 8. Data Analysis

Miles and Huberman state data analysis is divided into three parts, including data condensation, data display, and drawing conclusions. Its description is as follows:<sup>30</sup>

a. Data Condensation

Data condensation is an activity that leads researcher to summarize, focusing, choose and focus on the data that had been taken from participant. According to Miles et al. data condensation refers to the process of selecting, focusing, simplifying, abstracting the data into the written text (observation notes, interview transcript, and documents). Moreover, the researcher uses data condensation by sifting through, categorizing, and making abstractions from field's notes, interview, questionnaire and observation to identify the similar phrase in this research.

b. Data Display

Data presentation is some information that is structured and used to provide conclusions and actions. In qualitative research, data can be presented in the form of short descriptions, charts, and relationships between essays, process diagrams, and the like. Playing with the data makes it easier to understand what is happening and it is easier to plan further work based on what is understood. Data visualization describes the process of collecting structured information that informs conclusions and actions (Miles and Huberman and Pambudi). Based on the presentation of the data, the researcher showed the explanation related to the teaching and learning of writing procedure text by using Estafet writing.

c. Concluding or verification

Conclusions and qualitative research findings are unprecedented. Conclusions in this qualitative research answer all the problems that have been created since the beginning of the research, but

---

<sup>28</sup> Lorelli S. Nowell, Jill M. Norris, Deborah E. White, and Nancy J. Moules, *Thematic Analysis: Striving to Meet the Trustworthiness Criteria*, International Journal of Qualitative Methods Volume 16: 1–13, 2017: Sage Publication

<sup>29</sup> *Ibid.*

<sup>30</sup> Miles, M. B., Huberman, A. M., & Saldana, J, *Qualitative Data Analysis; A Methods Sourcebook*, (Arizona State: SAGE, 2014), p.112

maybe not. Because, this research is temporary, develops only when the researchers are in the field immediately.

In this study, the research researcher and his research is based on sources and theories as it is known so far and this qualitative research is based on sources and theories. Then, the researcher comes to a conclusion after analyzing and analyzing the data based on the sources and assumptions and also adds some assumptions.

### **I. Systematic of Discussion**

To provide a systematic and easy-to-understand description, this proposal is structured with a systematic discussion as follows:

1. Chapter I, consisted of introduction such as: title affirmation, the background of problem, identification of problem, etc. The introduction of chapter I contains, title affirmation, background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective or purpose of the study, significance of the research previous research, research method and systematics of the discussion.
2. Chapter II, consisted of the theories such as: the theory of, teaching learning writing, definition of writing, definition of Estafet writing, etc. This chapter is an overview of all theory related to the title of research.
3. Chapter III, consisted of object overview, data collecting technique and the instrument of research. This chapter describes the general description of the object and the presentation of facts and data needed during research.
4. Chapter IV, consisted of the research analysis, the result and also the research finding.
5. Chapter V, consisted of conclusion and recommendation of the research.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the writer drew some conclusions and suggestions in teaching and learning writing procedure text by using Estafet writing.

#### **A. Conclusion**

Based on the data analysis, it can be concluded that:

1. The learning process of writing text procedures using Estafet writing has been implemented. The teacher found it difficult to control the class. And other students have difficulty reconstructing a word into a sentence, they have limited vocabulary sometimes they have to use a dictionary or online translator to make a sentence. The observation also showed that the teacher did not follow all the procedures of Estafet writing based on the theory. Therefore, in this case the use of Estafet writing method was not really effective.
2. The teacher's problem in teaching writing text procedures using Estafet writing is that the teacher has difficulty controlling students who do not pay attention to the ongoing material. Therefore, the teacher needs to repeat the material again. Not all students participated in the group exercise where they had to rebuild the procedure text. The teacher had difficulty in explaining paraphrasing to the students (vocabulary). When students rebuild the text, the teacher has to direct them. Since each student has a different level of talent, the teacher occasionally continues to help students develop their notes into a text based on the important words they have written.
3. The students' problem in learning to write text procedures using Estafet writing were to learn writing when the other students in the class were being crowded. The students had difficulties to learn writing by using Estafet writing method because of limitation of time in Estafet Writing and the students had difficulties to help their teammates to continue sentence when they are unable to continue the sentence.
4. The action to overcome the teacher's problems were guide the student how to write and help them learn to write effectively. Then, the teacher asked students to write for two or three minutes on the spot—at the beginning of class to stimulate discussion or gather students' attention, in the middle of class to make a transition in topic, work through a difficult issue or problem, or keep students engaged; or at the end of class to give students a chance to reflect on what they have learned, sealing it in their memories.

#### **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions as follows:

##### **1. For Teachers**

- 1) Teachers should provide various methods especially in teaching writing so that writing activities are more effective, interesting and attractive to students.
- 2) Teachers should use teaching media provided by the school such as: projectors, speakers and others.
- 3) Teachers should manage time well so that the implementation of techniques runs well and successfully.
- 4) Teachers should give students more writing exercises so that they can practice their writing skills.

5) Teachers should pay more attention and interaction when delivering material so that students are helped in understanding the lesson.

## 2. For Students

- 1) Students should be more creative and have motivation to learn and practice English, especially practicing writing at school and outside school.
- 2) Students should have more time to practice writing and not feel confused in writing.
- 3) Students should find a figure that triggers them to be good students in English skills.
- 4) Students should improve their vocabulary, good command of grammar so that it can be easily used in their writing activities.
- 5) The students should continue to try hard and be good students as always.





## REFERENCES

- Agus Prayoga, *Classroom English For Teacher, Handbook*. Semarang: Elt Departement Tarbiyah Faculty Of Iain Walisongo. 2002.
- Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*. New York: Longman. 2005.
- Ann Raimes, *Technique in Teaching Writing*. New York: Oxford University .1983.
- Brown H Douglas, *Teaching by Principle and Interactive Approach to Language Pedogogy*. New York: Longman inc. 2001.
- Christopher Tribble, *Language Teaching Writing*. Oxford: Oxford University. 1996.
- Denis McLaughlin, “*Qualitative Data Analysis*”, PPT, *School of Educational Leadership*. 2012, (<http://www.library.acu.edu.au>, accessed on September 11.)
- Derewianka, *The Use of Cooking Video to Improve Students’ Writing Skill on Procedure Text*. 2017, English Journal Vol. 20, No. 1; March, pp. 25-33.
- Donald Ary, *Introduction to Research in Education*. Canada: Wadsworth Cengage Learning. 2010.
- Gay , *an interview is essentially the oral*. in-person, chapter iii, 2010.
- Guy R, *Lefrancois, Psychology for Teaching*. California: Wadsworth Publishing Company. 1972.
- Greg Anderson, *Targeting Text: Recount, Procedure, Exposition Middle Primary*. Blake Education fully reproducing. 2011.
- Harmer, *The Use of Cooking Video to Improve Students’ Writing Skill on Procedure Text*. English Journal Vol. 20, No. 1; March, pp. 25-33. 2017.
- H.Douglas Brown, *Teaching by Principles. An Collaborative Approach to Language Pedagogy Second edition*. New York: Addison Wesley Longman,inc. 2000.
- H Douglas Brown, *Principles of Languages Learning and Teaching (5<sup>th</sup> Ed)*. San Fransceo Pearson Education. 2006.
- Husnia, S,Pd, *Interview to the English teacher of SMP Negeri 2 Semaka*, on August 05<sup>th</sup> 2023.

- Hyland and Silva, *An Analysis Of Students' Ability In Writing Procedure Text At Grade X Of Smk 10 Muhammadiyah Kisaran*. JLL. 2016.
- Iwuk, *Jurnal Liner, Institut Pendidikan Tapanuli Selatan*. 2007.
- Jeremy Harmer, *The Practice of English Language Teaching (Third Edition)*. Cambridge: Longman. 1998.
- Juang Eko Pramono, *The Effectiveness of Collaboration Writing in Teaching Writing at MTS Assyafi' yah Gondang*. Tulung Agung: Islamic State Institute Tulung Agung. 2014.
- Jyoti Thakur, *Challenges and Prospect in Teaching English*. Punjab: Chitkara University. 2013.
- Ken Hyland, *Teaching and Researching Writing (2nd Ed)*. London: Longman. 2009.
- Lexy J. Moleong, "Metodologi Penelitian Kualitatif". 163,168.
- Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. Queensland: Antipadean Educational Enterprises Publishing. 1994.
- Lorelli S. Nowell, Jill M. Norris, Deborah E. White, and Nancy J. Moules, Thematic Analysis: Striving to Meet the Trustworthiness Criteria, *International Journal of Qualitative Methods* Volume 16: 1–13: Sage Publication, P.197 Vivian Zamel, *Writing: The Process of Discovering Meaning*, Boston: Tesol Quartely. 1982,
- Mark Anderson and Kathy Anderson, *Text Type in English*. South Yara: Macmillan. 1997.
- Miles B Matthew, Huberman A Michael, and Saldana J, *Qualitative Data Analysis*. London: Sage Publications. 2014.
- Narbuko & Achadi, *Chapter iii research method*. 2010.
- PennyUr, *A Course in Language Teaching Practice and Theory*. United Kingdom: Cambridge University Press. 1991.
- Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*. Sydney: University of New South Wales Press Ltd. 2005.
- Rudi Hartono, *Genre of Text*. Semarang: English Department Faculty of Language and Art Semara State University. 2005.
- Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*. Yogyakarta: Graha Ilmu. 2008.

Sitti Syathariah, *Estafet Writing ( Menulis Berantai) Solusi Dalam Menulis Cerpen Bagi Siswa Sma/Ma*, Yogyakarta: Leutika Prio Press. 2011.

Syathariah, *Study of Estafet Writing Method and student's Barriers in Writing Recount Text*. English Education, 26 March, Amuntai: Indonesia. 2022.

Syathariah, *The Effect of Estafet Writing on Student's Writing Procedure Text*. Jurnal liner: institute Pendidikan Tapanuli Selatan, Vol.4, No.1; Februari. 2021.

Turnip, *Tenth Grade Students' Ability In Writing Descriptive Text Using Magic Card*. Acitya: Journal of Teaching & Education, Vol. 4 No. 1. 2022.

Umar Sidiq and Moh Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*. CV.Nata Karya. 2019.

