Original Paper

The Effect of Using Estafet Writing Technique to Enhance Students' Compositional Efficiency

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Abstract

The aim of this research is to learn the impact of the estafet writing technique on student compositional efficiency. Writing is one of the most critical skills students can learn. Yet, for a number of reasons, students often have trouble communicating their teaching. The students face difficulties in writing composition. They have spelling problems, grammar, punctuation, uninterested media, they don't have enough vocabulary to repeat the same phrases, and they make grammatical mistakes as well. Estafet Writing is one of the active learning techniques and also a creative learning model where one of the students starts writing, which is continued again one after the other. This is one of the easy-to-learn approaches that can teach composition writing effectively.

To achieve the study objective, two parts of Al Noor Preparatory School for Boys (the research sample) were randomly selected to represent the experimental group (37 students) and control group (39 students). The study population includes the fifth year students in the center of the Baghdad Governorate (2019-2020) for the academic year at the Preparatory School for Boys. The researcher had planned evaluations of the performance to be used as pre- and post-test. A T-test formula for two independent samples is used for analysis of the data obtained.

The results of this study show that the performance of students in writing composition is improved, and the students give positive responses after being taught using Estafet Writing Technique.

Keywords

Estafet, technique, performance, compositional efficiency

1. Introduction

Word as argument is a tool of touch and Word which has meaning by human articulation. It means that somebody uses language to communicate, share idea, feelings and information with others. It is a function of one Language as a Communication Tool.

Rohmani notes that in essence language is a natural process and in the first thought is the same as breathing is not. However, if it is assumed that if it does not speak and does not participate in an act of language, then 46 other beings must have its identity as a human (Rohmani, 2012, p. 122).

Larsen (2003, p. 2) notes that language is a means of communication between people-people. Here it acts as a device linking others to the world around it. Without a language people can not interact with others. Language can be a method for communicating in various locations with other communities, as well as having the information of the language individuals can. Each nation has several different languages, but there's a language that's made English as a language.

According to Betti, people "spent their lives speaking, listening, reading and writing. Language is a system of communication, a tool or thought, a medium for self-expression, and a social institution. All normal human beings have at least one language and it is difficult to imagine much significant social, intellectual or artistic activity taking place in the absence of language" (Betti, 2020, p. 13).

Sabarun notes that the primary aim of English teaching is to improve the four language skills, i.e., listening, speaking, reading and writing. Writing is one of the four language skills in English teaching that should be learnt (Sabarun, 2013, p. 133). Likewise, it is to improve the learners' use of conversational maxims because "the Iraqi EFL learners have difficulty in utilizing the conversational maxims when they are required to fulfill all the maxims and they breach up all the maxims of conversation when they are exposed to situations from real life in relatively different degrees" (Betti & Yaseen, 2020, p. 57).

"Teachers ought to explain to the students that SAs [speech acts] are language functions and teach them using pragmatic and sociolinguistic exercises. They ought not to be taught in the same way as grammatical structures... They need to diagnose the weakness points that the learners undergo in performing SAs or pronouncing the types of tone and find solutions for these weaknesses" (Betti & Hasan, 2020, p. 62).

Growing those skills is closely related to the other three skills in a variety of ways. In acquiring language skills they usually go through a regular sequence of relationships (Rahoomi, 2019, pp. 3028-3031).

Writing is one of the core skills in English learning. Writing is a language skill used to communicate with others indirectly, not face-to-face. Writing is a productive and expressionistic practice.

Writing is one of the tricky subjects of schooling. Boardman states that writing is a process of constant thought, organization, rethinking, and reorganization. Therefore, the professor must define the topic that students will easily understand (Boardman & Cyntia, 2002, p. 38).

Writing is a mental method that requires the learners to learn different techniques. Students seem to have trouble organizing their writing without having to plan well before writing.

In its functional sense, writing is equated with speech since both are concerned with conveying information. Thus, the students practice in writing what they have practiced orally and express through it what they understand and wish to convey, according to Betti and Al-Jubouri (2015, pp. 127-144). Many students are unable to express their ideas because the teacher does not teach them properly. Monotonous teaching of writing is a difficulty for the students to acquire the expertise of the teacher while learning how to write. This research focuses on a technique that teachers use when teaching writing; it's called Estafet writing.

Writing is a way in which ideas can be expressed in written form using letters, words, art or media and requires a mental process to express their feelings. Westwood notes that written language is probably the most difficult of all skills to learn because its development requires the successful integration of various cognitive, linguistic and psychomotor processes (Westwood, 2008, p. 89).

Writing is a dynamic skill when opposed to other skills from the previous definition. Aspects in writing include the use of vocabulary, sentence structure, sentence composition and spelling. It is not as easy to teach a foreign language, particularly English, as teaching the first language, because the students will definitely face many problems.

Generally, there are variables which account for selecting the most effective procedures for teaching which will be optimal in all teaching situations. Some of these features, according to Al-Seady are:

a. Motivations of the learners.

b. Aspects of the actual teaching situations such as the presence or absence of certain media.

c. Characteristics of the teacher such as his expressive skills.

d. Characteristics of the material to be learned.

e. Learner characteristics, which could be very interesting to the teaching situation (Al-Seady, 1998, p. 67). The instructor will try to use an attractive method to draw the students' attention to actively composing. Rarely did the instructor use specific teaching methods. Therefore the teaching and learning process was monotonous. This implies that the professor must find the method of teaching which will benefit the students. And if teachers or students study a second or foreign language, they will follow other teaching techniques that tend to support teachers and learners in the learning process.

In this regard, it is idiosyncratically related to the teacher, being the master of the situation to choose the appropriate method to the level of his class and the one which achieves the objectives set forth. Teachers ought to put in mind the objectives of their course of instruction before they make up their minds upon a certain method to exploit in their classrooms (Al-Seady, 2002, p. 3).

That is what invites Al-Seady to recommend that attention is to be given to complex and independent clause-types, the students are to be more trained in the techniques of writing compositions and in the use punctuation marks, the teachers to ask for more homework for writing compositions and the literature courses to be devoted to linguistic ends (Al-Seady, 2002, p. 17).

Part of training is to relate composition writing to coherence and cohesion. Coherence is brought by the language user and it is an inter and intra text feature. It exists by the link between the text and the outside world. It lies in the user's mind. In fact, the relationship between coherence and cohesion is not clear-cut because the cohesion of the text does not all the time bring its a feature of textuality, and it depends on some linguistic ties (or resources) to achieve the texture of a text, whereas coherence is less articulate and less definite since it depends on the world knowledge (Betti, 2007, pp. 400-401).

The problem with this study is that the Iraqi EFL preparatory school students face a lot of difficulty when they manifest their writing results. This is due to the lack of the correct methods of teaching which teachers use to teach learning.

One of the strategies for motivating learners in writing learning is to use a strategy. The strategy will make learning writing more productive and innovative for the students. Therefore, in teaching writing, the researcher tries to find a strategy that is estafet strategy. Estafet writing is one kind of technique to teach English, especially teaching writing.

The goal of this study is to investigate the impact of Estafet Technique on the enhancement of the skills of Iraqi EFL Preparatory School Students in composition writing.

2. Literature Review

2.1 Defining Writing

Writing is primarily for correspondence. Many experts who write books on writing in English have defined and stated the following: Writing is a process according to Harmer, and we write is always heavily influenced by genre constraints, so these elements must be present in learning activities. Writing is one of the key language learning skills students should master. Many experts in the field of English teaching have received a variety of writing concepts due to the significance of writing in language learning. Throughout their study the concept of writing was taken from their work (Harmer, 2004, p. 77). Many of them, however, share differing views about writing in language education. Publishing does not mean a thing but a process as well. It is through a sequence of stages that the writers develop their ideas on both the subject and the text simultaneously Writing is a dynamic process that, according to Ghaith, helps authors to discuss concepts and emotions, and render them tangible and real. It is an activism that encourages thinking and learning, because it motivates communication and makes thought available for reflection (Ghaith, 2002, p. 632).

When thought is written down ideas can be examined, reconsidered, added to, rearranged, and changed. From the above descriptions, it can be inferred that writing is a process of organizing ideas in which the writer is required to exercise innovation in the use of language skills to produce a written text From the above descriptions, it can be inferred that writing is a process of organizing ideas in which the writer is needed to conduct innovation in the use of language skills to produce a writing.

According to Pincas, human beings have the significance of communication and self-expression to express their written feelings and opinions. The research concludes that writing is an activity or

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language expression to make information or note in the form of letters, symbols, or words, based on the expert's explanation above (Pincas, 1987, p. 127).

For academic purposes, writing can be divided into three main stages which are controlled writing, guided writing and free writing.

To Betti and Al-Jubouri, "controlled writing includes handwriting, copying, dictation and spelling. The main function behind teaching these aspects of writing to pupils and students is to teach pupils the mechanics of writing accuracy and readiness for further writing activities". In guided writing, the principle for using them "is to provide graded guidance in vocabulary and structures so that pupils will not make many mistakes", to Betti and Al-Jubouri. In free writing, after the students' practicing of language, they will "manipulate language with some originality of thought and freedom from common errors" (Betti & Al-Jubouri, 2015, p. 144).

Several methods were used to write, including pain, pens and computers. The writing process is classified into four parts, they are:

a. Prewriting

There are four prewriting techniques that will help the learners think, construct a subject and get vocabulary. They write, ask, make a list and are free to prepare a scratch outline.

b. Writing

Be prepared to bring in additional thoughts and information not appearing during the prewriting phase. This is really composing the piece's first outline. The next step in the writing cycle is to compose paragraph after thinking about the subject and doing required pre-writing.

c. Revising

Revising involves editing an article, building on what has been done already to improve it. The revising process consists of three stages: revision of text, revision of sentences and editing.

d. Editing

The next step is editing for grammar, punctuation and spelling errors after revising the material and style. Definition of Descriptive Text Descriptive text is a text that describes the properties and characteristics of a given object (a person or something) in detail.

Emilia notes that "descriptive knowledge is written to send about something or person." It means descriptive text designed to identify and expose a particular person, location or object (Emilia, 2011, p. 213).

2.2 Estafet Writing Technique

Syathariah notes that staffet writing is a kind of active learning or learning by negotiating learning with the students as an interesting activity and allowing them to convey their ideas to a particular subject with their classmates (Syatariah, 2009, p. 338).

It means that estafet writing is a kind of teaching technique used by teachers to help students actively participate by continuously voicing one's ideas after another, based on the subject matter. Relay writing

or serial writing is a form of learning through doing or active learning that involves learners deliberately to compose a narrative essay in a manner that is either jointly or stafetly.

Implementing estafet writing will be more beneficial for learning how to write as students are more likely to learn in groups than individuals. Cahyono argues, "Estafet writing is one of the methods of active learning or learning by doing that aims at encouraging students to combine learning as an enjoyable experience" (Cahyono, 2011, p. 387).

The aim of this approach is to equate learning with a pleasant experience for the students. The learners are given the freedom of expression of their creativity through the creative writings created with classmates.

Estafet writing is, according to Rusman, a creative thinking technique in which one student starts to compose a short story (Rusman, 2011, p. 67).

By taking turns, the students write imaginative sentences (at least one sentence) in their practice book, then all the students stafettely keep writing down their creative article to make it a short story. Students should be having fun learning, not being dull. Students are given the right to share their imagination since the writings produced concise text.

2.3 The Benefits of Estafet Writing

It would be more effective to teach descriptive text writing using Estafet Writing, since it will make the learning environment more amusing and not dull. Estafet writing would allow the students to openly translate their thoughts into a letter Syatariah states that Estafet Writing or Writing Chain is practicing the process of learning by cooperative or constructive learning involving students regularly writing concise textbooks (Pincas, 1987, p. 127). Alternatively students compose creative arraylines (at least one line/line or temple) in the exercise text. So, students will be inspired to learn how to compose a text by Estafet teaching, and it will also have a good effect on the teaching abilities of the students. This technique is a kind of cooperative writing that all members of the group have the opportunity to write a paragraph individually, and will need to be implemented several times (Betti, 1993, p. 12).

2.4 Estafet Writing in Writing Composition

Throughout the literary context, a composition ("to add together" from the Latin) is the way a writer brings together terms and sentences throughout in order to create a cohesive and substantive document. Composition may also include the composition process, the nature of a piece of writing subject matter, the writing component itself and the name of a college course offered to a student (Kareem, Dehham, & Al-Wahid, 2019, p. 5).

YLvisaker notes that composing a poem is a dynamic process involving composing mechanisms, including handwriting (or keyboarding, utilizing an interactive tool, etc.), pronunciation, and the fundamentals of language comprehension (i.e., word morphology, grammar, and vocabulary) (Ylvisaker, 2006, p. 248).

- In addition it includes the following cognitive, meta-cognitive, self-regulatory, and motivational aspects:

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- generating ideas to put into print

- planning what to say and how to say it

- organizing the ideas into a coherent whole

- recognizing the needs of readers and how to meet those needs

  - translating these plans into a written text, including a style of writing and word choice appropriate to the writing task and projected readers.

  - remembering all of the components that need to be included in producing the composition.

  - self-monitoring the process and reviewing the content, organization, and mechanics and then editing as needed.

  - possessing the cognitive capacity to deal with all of these aspects of complexity.

  - possessing the confidence, motivation, and perseverance to engage in the hard work needed to create a well written product.

  - The four classical types of composition (description, narration, exposition, and argumentation) are not 7 categories, per se.

They will almost never stand alone in a writing piece, but rather are best-considered writing types, parts of writing styles that can be combined and used to create a whole. This is, they will tell one piece of writing and they are good starting points for learning how to put together a piece of writing.

3. Research Methods

Includes a presentation of the procedures used to achieve the study's objectives, starting with selecting the population and samples, neutralizing both sample variables, designing the study's instruments and tools, conducting the experiment and analyzing the results.

3.1 Experimental Research Design

The experimental design involves one independent variable (Estafet Writing Technique) and one dependent variable (the test scores), hence the experimental design was implemented on two similar classes, one experimental and the other is regulated.

3.2 Population and Sampling

The population of the presented study is represented for the educational year (2019-2020) by the fifth-grade preparatory school students in Baghdad province. Al Noor preparatory school is at the heart of the province to represent both the control samples and the experimental group that we randomly selected to represent the experimental set (A, 37 students) ,to represent the experimental set that received Estafet Writing based instruction and class (B, 39 students) to represent the control group which taught by recommended teaching. The following table shows the sample of the study:

Table 1. The Sample of the Study before and after Exclusion

The group	No. of students before exclusion	No. of students	No. of students after exclusion
Experimental	40	3	37
Control	41	2	39
Total	81	5	76

3.3 Samples Equivalence

For certain variables the researcher performed a statistical equivalence between the experimental and control sets which could influence the experiment's effects. The researcher randomly selected the two classes, the study sample students from a similar social and economic background, and studied in one high. Such variables are: age calculated by months, grades of the first test, and academic achievement of parents.

The statistical results demonstrated that the two sets were equivalent in all the aforementioned variables.

3.4 Extraneous Variables

Given the fact that the researcher tested the equivalence of the two test sets in certain variables which are assumed to influence the course of the experiment, she also attempted to prevent the effect of any foreign variables during the experiment. Any of these factors and how to manage them are as follows: Experiment-related injuries. There were no injuries when the experiment was being conducted. Several students left school or have been transferred to another.

The sample was selected intentionally and the two sets correspondingly equalized. The maturity factor: Unified between the two research groups since the duration of the experiment. As well as the age for students in the two groups so that all the growth that took place could be shared between all the students as they are at the same stage, because this aspect did not influence the study, the impact of experimental procedures: the researcher worked to minimize the impact of experimental procedures that may affect the dependent variable during the experiment.

3.5 Preparing the Material

The teaching materials used in performing the experiment were represented by the English syllabus for Iraq, and the content taught during the second half of the educational year (2019-2020) was expected to derive from (Unit 5-Unit8). In which the researcher set a number of behavioral goals to be expected from the test sample, as the researcher prepared a total of (30) lesson plan for each sample based on the second intermediate grade book (English for Iraq) for the lesson plans.

3.6 Research Instrument

1) The Performance Test

It is defined as evaluating an individual's knowledge in a particular area of content field, ability or achievement in a given curriculum, time frame, and material. They may also help to diagnose student levels and what they need to develop and work on (Brown, 2003). This is done sometimes by comparative education, which "means comparing two systems of education or more showing descriptive analyses of such systems" (Al-Seady, 1998, p. 82) with the help of "the computer which entered significantly many disciplines including TFLs… the computer contributes to many fields which brings a necessity to its employment in education" (Al-Seady, 1995, p. 1).

Other terms are achievement (attainment) tests which are designed to measure the students' mastery of the material. This type of test aids the teacher to familiarize himself with the standards of his learners (Al-Seady, 2002, p. 14).

Following these steps the efficiency check was constructed:

- The purpose of the test: the desire to construct the test was to measure the readability of the students in the English language in accordance with the behavioral goals set out in the teachers' guide.

- Determination of test items: The researcher identified the test items as 25 test items and prepared a scoring scheme for the test.

- The exam was planned according to Bloom 's updated Taxonomy of educational objectives.

2) Pilot Test

The researcher has selected the students from two schools near the main school on which the experiment was performed. The two schools were each school's Baghdad Preparatory School and Al-Noor, and on (50) students. The test items were evaluated statistically and found that the issue with the items ranged from (0.76-0.31), whereby the test items are considered accurate in difficulty. The item discrimination ranged from (0.82-0.33) which is accepted also.

3) Conducting the Test

a. The Pretest Final Administration

On 20 January 2019 both experimental and control group students were pre-tested. The pre-test seeks to equate the scores of the achievement of the students during the pre-test with those in the post-test. As a result, the investigator checked the study sample and scored it.

b. The Post-test

On April 20, 2019, students from both classes (the experimental and the control groups) were post-tested. In performing the post-test, the same pre-test procedures were followed, namely scoring scheme, validity, pilot analysis, issue with the item, prejudice against the item, and reliability. It is worth noting that a jury of fifteen linguistic experts and TEFL methodologists also saw the post-test.

4. Results

The experimental group students who studied according to the Estafet methodology were superior to the control group students, who studied in the output test according to the controlled process, thus rejecting the first null hypothesis and supporting the alternative null hypothesis: (There is a statistically significant difference between the level of (0, 7) and the average score of students in the control group who study in the English test using the guided method). This is consistent with the studies that confirmed the superiority of the experimental group taught according to Estafet technique to those of the control group, which was taught according to the recommended method as the study of: (Caldwell, 2007, p. 33 and Roschelle et al., 2004, p. 213).

Table 2. Comparison between the Results of Two Groups Statistically

Group		N	Mean	Std. Deviation	Std. Error Mean
Pretest					
-	**Control**	39	14.10	5.04	.713
-	**Experimental**	37	14.04	6.401	.905
Posttest					
-	**Control**	39	14.32	6.507	.920
-	**Experimental**	37	19.98	8.952	1.266

5. Conclusions

The following conclusions are drawn in the light of the empirical evidence shown in this work, and in relation to the researcher's own observations throughout the experiment:

The teaching of composition writing using Estafet technique has a major influence on the growth of the overall ability of fifth-year Preparatory School students. In this regard, "there should be an emphasis on the study of collocated words in teaching English because this will lead the students to use the language appropriately like native speakers" (Igaab & Abdulhasan, 2018, p. 100). In this regard, "cohesion is divided in English into grammatical, lexico-grammatical and lexical" (Ibid, Igaab, & Abdulhasan, 2018, p. 100).

In the same vein, the use of pronouns and concord is very important. First, "there is a difficulty in describing pronouns syntactically, semantically and pragmatically in Arabic because the types of pronouns which are dealt with syntactically are different from those which are dealt with semantically and pragmatically" (Igaab & Tarrad, 2019, p. 53). Likewise, "concord is the general grammatical term of the language which refers to the relationship between two grammatical units". One unit which triggers

the agreement relation is known as "controller" and the other unit which is determined by the controller known as "target". These two units are determined by syntactic and semantic characteristics which are called "agreement features" (Igaab & Altai, 2018, p. 288).

The time allotted to teach composition writing in the students' book is not sufficient, as a result teachers almost ignore the composition writing sections.

In terms of psychology, the use of Estafet's composition writing teaching technique motivates students and creates an atmosphere of enjoyment and excitement which makes them break the daily routine.

Using Estafet technique gives students the experience they need to develop socially.

> Through Estafet methodology, the students have proven to be more critical as they have ample opportunities to use foreign languages themselves without the teacher's direct control.

o   Estafet technique makes low-level students involved in class activities more likely to get more information and explanation from their group members.

6. Recommendations

The following recommendations are made on the basis of the findings of the study:

- o   English teachers at the Preparatory Schools must use a variety of teaching techniques to help students gain a better understanding of composition writing.
- o   English teachers must participate in in-service training programs in order to keep them in touch with recent innovations in the field of language teaching.
- o   English curricula designers are advised to use Estafet writing technique to design compositional writing materials at all levels of education, with a focus on middle schools.
- o   Composition writing should be given more time to teach, since the new language can be easily and quickly taught.

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