

## **The Effectiveness of Writing Relay in Teaching Writing Narrative Text**

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### **ABSTRACT**

This classroom action research aimed to investigate the effectiveness of utilizing Writing Relay as a teaching method to enhance students' writing skills in narrative text. The study was conducted with eighth-grade students from the 8A Class at SMP Yapis Teminabuan, comprising a total of 23 participants. The research design employed a cyclic process of implementation and assessment to observe the progress of students' writing abilities throughout the intervention. The initial diagnostic test revealed a mean score of 63.98, indicating the baseline level of students' narrative writing proficiency. Following the implementation of Writing Relay in the first cycle, the average posttest score significantly improved to 73.76, demonstrating a notable enhancement in students' narrative writing skills. Subsequently, in the second cycle, the average posttest score further increased to 80.91, indicating continued progress and development in students' writing capabilities. The findings of this study suggest that the implementation of Writing Relay as a teaching strategy effectively contributed to the improvement of students' writing skills in narrative text. The significant increase in students' posttest scores across the cycles indicates the positive impact of Writing Relay on enhancing students' narrative writing proficiency. The results highlight the importance of utilizing interactive and collaborative writing activities, such as Writing Relay, to engage students in the writing process and foster their creativity and storytelling abilities. This research provides valuable insights into the effectiveness of Writing Relay as an instructional approach to enhance students' narrative writing skills and offers implications for future teaching practices aimed at promoting students' proficiency in narrative text composition.

**Key words:** Writing Relay; Narrative Text; Writing Skills

### **INTRODUCTION**

Writing relay, a pedagogical approach aimed at enhancing writing skills, has garnered attention in educational research for its potential to engage students in collaborative writing activities (Fatmawati, Tarman, & Haslinda, 2022). In the context of narrative text writing, where students at SMP Yapis Teminabuan in 8A Class demonstrate low proficiency, implementing such a strategy holds promise. The inadequacy in writing skills among these students suggests a need for innovative instructional methods that foster both individual and collective writing competencies.

Previous studies exploring writing relay in educational settings have highlighted its efficacy in promoting various aspects of writing, including coherence, organization, and creativity (Muslim & Rohmah, 2022). By breaking down the writing process into manageable segments and encouraging peer collaboration, this approach has been shown to alleviate the apprehension students often experience when confronted with writing tasks (Jawas, 2019). Moreover, the iterative nature of writing relay cultivates a sense of shared responsibility among students, fostering a supportive learning environment conducive to skill development.

Addressing this gap in the literature, the proposed research endeavors to investigate the effectiveness of employing writing relay as a pedagogical intervention to enhance students' narrative writing skills. By adopting a systematic approach grounded in educational theory and practice, the study seeks to discern the impact of this instructional strategy on students' writing proficiency and overall academic performance.

Drawing upon established theories of writing instruction and collaborative learning, the research framework integrates key principles of scaffolding and peer interaction to scaffold students' writing processes effectively. Through a series of structured writing relay activities, students will have the opportunity to collectively construct narrative texts, with each participant contributing to different stages of the writing process (Yi, 2008). This collaborative endeavor not only fosters a sense of ownership over the final product but also enables students to benefit from diverse perspectives and feedback.

Moreover, the research design incorporates both formative and summative assessments to evaluate the efficacy of the writing relay intervention comprehensively. Pre- and post-intervention assessments, including writing samples, rubric-based evaluations, and student reflections, will provide insights into the development of students' narrative writing skills over the course of the study. Additionally, qualitative data obtained through observations and interviews will offer valuable contextual insights into students' experiences and perceptions of the writing relay approach.

By bridging the gap between theory and practice, this research endeavors to contribute to the growing body of literature on effective writing instruction strategies, particularly in the context of narrative text writing at the secondary level. Through empirical investigation and reflective inquiry, the study seeks to not only enhance students' writing proficiency but also inform pedagogical practices that empower educators to address the diverse learning needs of their students effectively. Ultimately, by embracing innovative approaches such as writing relay, educators can cultivate a dynamic and inclusive learning environment where students can thrive as confident and competent writers.

## LITERATURE REVIEW

### Previous Related Study

Yi (2008) conducted a research about writing relay in adolescent. “Welcome to Buckeye City” is an adolescent online community that was maintained by 25 Korean students who attended American schools. On the website, the students engaged in “relay writing”—a writing activity in which each person contributed a portion of an evolving story in a relayed manner. Relay writing offers teachers a new and valuable window into online literacy as well as adolescent literacy practices beyond school. The activity can help teachers understand adolescents' composing activities in voluntary (i.e., out-of-school) circumstances.

Yamaratussholihah (2019) examined that by using running dictation game can improve students' writing ability at SMP N 5 Padangsidempuan. The method used in this research is classroom action research, that consisted of two cycles. This research used model proposed by Kemmis that involved four steps were plan, action, observation, and reflection. Participants of this research were the class of VIII-1 consisted of 30 students and also there was collaboration with an English teacher. Meanwhile, the data was derived among from writing tests, observation sheets, and also interview guidance. Based on the research result, showed the improvement mean score of the students, the first test in the first cycle was 61.5, and second test in the second cycle was 72.16. It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation sheets stated that the students got improvement and the students more active and interested in learning process. Related to the interview result, it could be known that students' writing ability had improved. It indicated that the application of the running dictation game improved students' writing ability.

### Writing Skills

Writing is the result of a process involving thinking, drafting, and revising that demands specific talents. According to Caroline (2003) writing is the act of discovering ideas, putting them on paper, and refining them until they are presented in a polished and understandable manner for readers. Writing is the act of translating thoughts into words on paper to refine the major concepts and provide them with structure and logical arrangement (Yamaratussholihah, 2019).

Patel & Jain (2008) emphasized that writing is a crucial aspect of language acquisition as it helps reinforce vocabulary, spelling, and sentence structure. It becomes a crucial aspect of students' expressiveness at an advanced level. According to the declaration, writing is considered one of the four language skills along with listening, reading, and speaking. composing is a method of expressing opinions and facilitating written communication between the writer and the reader

through proper procedures such as generating, organizing, composing, and refining to ensure the reader comprehends the message or information conveyed.

### **Writing Relay**

Writing relay is an instructional approach that fosters collaborative writing among students by dividing the writing process into sequential stages, with each participant responsible for completing a specific segment before passing it on to the next contributor (Hartati, Magribi, & Adiredja, 2021). This method encourages active engagement, peer interaction, and iterative refinement of written texts. In a writing relay, students work collectively to construct a cohesive and coherent piece of writing, with each individual contributing their ideas, language skills, and insights to the collaborative endeavor (Dwilina & Iffatur, 2022). By breaking down the writing task into manageable steps and promoting shared ownership over the final product, writing relay facilitates skill development, fosters a supportive learning community, and enhances students' writing proficiency.

In teaching narrative writing using the writing relay approach, educators can employ a structured sequence of steps to guide students through the writing process collaboratively (Dwilina & Iffatur, 2022). Initially, students are introduced to the narrative writing task and provided with a clear understanding of the genre's conventions, elements, and narrative techniques. Next, the writing relay begins with the first participant initiating the narrative by drafting an engaging opening or exposition. Subsequently, the text is passed to the next participant, who continues the narrative by developing the plot, characters, and setting. This iterative process continues as each participant contributes to subsequent stages, including rising action, climax, resolution, and conclusion. Throughout the relay, participants engage in peer review, reflection, and revision to ensure coherence, consistency, and narrative integrity (Oktavianti, Sudarsono, & Wardah, 2019). By the conclusion of the writing relay, students collectively produce a well-crafted narrative text that reflects their collaborative efforts and writing proficiency.

## **METHOD**

### **Design and Samples**

The research employed a Classroom Action Research (CAR) design to investigate the effectiveness of Writing Relay in enhancing students' writing skills in narrative text. The study involved multiple cycles of planning, implementing Writing Relay sessions, observing students' progress, and reflecting on outcomes to refine the intervention. Collaborating with the teacher of 8A Class at SMP Yapis Teminabuan, the researcher designed Writing Relay as an intervention to address the low writing ability of the 23 students in the class. The research plan outlined objectives developed writing prompts, and established assessment criteria for narrative text writing. The intervention was implemented through structured Writing Relay sessions, where students worked collaboratively in teams to construct narrative

texts. Data collection methods included student writing samples, observations, and feedback to assess changes in writing proficiency, creativity, and narrative composition over the intervention period.

The sample comprised 23 students from 8A Class at SMP Yapis Teminabuan, who were identified as having low writing ability, particularly in narrative text composition. The diverse group of students with varying levels of writing proficiency, backgrounds, and learning styles participated in the Writing Relay intervention. The entire 8A Class served as the sample group to assess the collective impact of Writing Relay on students' writing skills. The sample size of 23 students allowed for in-depth analysis of individual writing progress and overall class performance in response to the Writing Relay intervention. Data collected from student writing samples, observations, and feedback informed the evaluation of the intervention's effectiveness in improving narrative text writing skills.

### **Instrument and Procedure**

The research employed a writing test of narrative and observation as key instruments to assess the effectiveness of Writing Relay in enhancing students' writing skills in narrative text within the framework of classroom action research. The writing test of narrative consisted of prompts and tasks designed to evaluate students' narrative writing proficiency, coherence, creativity, and storytelling abilities before and after the implementation of Writing Relay sessions. Students' responses to the writing test provided quantitative and qualitative data on their progress and improvements in narrative composition, enabling the researcher to measure the impact of the intervention on students' writing skills. Additionally, the observation instrument involved systematic monitoring of students' engagement, collaboration, and writing processes during Writing Relay activities. Observations focused on students' participation, communication, problem-solving strategies, and overall performance in narrative text writing, offering valuable insights into students' collaborative writing dynamics and individual contributions to the narrative texts.

Data collection techniques included administering the writing test of narrative to assess students' narrative writing skills and progress, as well as conducting observations to document students' behavior, interactions, and writing processes during Writing Relay sessions. The writing test data allowed for the evaluation of students' narrative composition based on predetermined criteria, while the observation data captured students' engagement, teamwork, creativity, and communication skills in collaborative writing activities. By combining the writing test of narrative and observation techniques, the research gathered comprehensive data on students' writing development, collaborative skills, and the overall impact of Writing Relay on enhancing students' narrative writing proficiency. The research instruments and data collection techniques provided a holistic understanding of students' writing abilities and the effectiveness of Writing Relay as an intervention to improve narrative text writing skills in the classroom setting.

## Data Analysis

The data collected from the writing test of narrative and observation instruments in the classroom action research on the effectiveness of Writing Relay in enhancing students' writing skills in narrative text were analyzed using a mixed-methods approach. Quantitative analysis of the writing test data involved assessing students' narrative writing proficiency, coherence, creativity, and storytelling skills before and after the intervention. Statistical measures such as descriptive statistics, frequency counts, and comparisons of pre- and post-intervention scores were utilized to quantify the impact of Writing Relay on students' writing skills. Qualitative analysis of the observation data focused on identifying patterns, themes, and trends in students' engagement, collaboration, and writing processes during Writing Relay sessions. Thematic analysis and coding techniques were applied to interpret observational data, providing insights into students' collaborative writing dynamics, communication skills, and problem-solving strategies. The integration of quantitative and qualitative analyses aimed to gain a comprehensive understanding of the effectiveness of Writing Relay in improving students' narrative writing skills and to inform future instructional practices in narrative text composition. In classifying the result of the students score, the researcher used the following table:

*Table 1. The Scoring Classification of the Students Writing Skills*

<b>Classification</b>	<b>Score</b>
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Fairly Good
50-59	Fair
<50	Poor

(Hasri, Ampa, & Ilmiah, 2021)

## RESULT AND DISUSSION

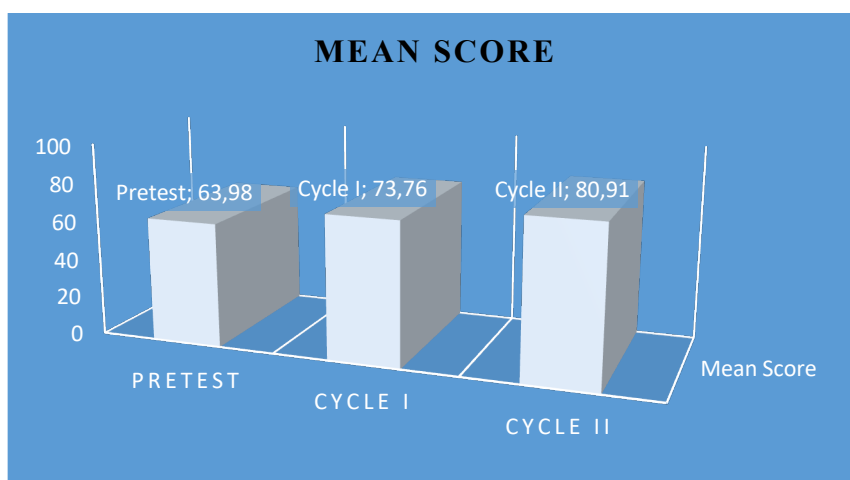
The effectiveness of Writing Relay in improving students' writing skills in narrative text was investigated through a classroom action research design. Initially, a diagnostic test was administered, revealing a score of 63.98, classified as fairly good. Following this, the Writing Relay intervention commenced, with students engaging in collaborative writing activities structured around the narrative text genre.

In Cycle I, the posttest results showed a notable improvement, with students achieving an average score of 73.76. This demonstrated a clear enhancement in writing skills compared to the diagnostic test. Building on the progress observed in Cycle I, further implementation of Writing Relay in Cycle II yielded even more significant improvements. The posttest scores in Cycle II surged to an average of

80.91, indicating substantial growth in students' narrative writing proficiency. These findings are summarized in the table and chart below:

*Table 2. Students Mean Score in Writing*

Phase	Diagnostic Test	Posttest	Classification
Pretest	63.98	-	Fairly Good
Cycle I	-	73.76	Good
Cycle II	-	80.91	Very Good



*Chart 1. Students Writing Skills Progress*

The chart illustrates the progression of students' writing skills throughout the intervention, showing a steady increase from the diagnostic test to the posttests in Cycle I and Cycle II.

The significant improvement observed in students' posttest scores across both cycles underscores the effectiveness of Writing Relay as a pedagogical approach for enhancing narrative writing skills. The collaborative nature of Writing Relay encourages active engagement, peer interaction, and iterative writing processes, which collectively contribute to the development of students' writing proficiency. These findings suggest that integrating Writing Relay into classroom instruction can effectively address the learning needs of students, facilitating their growth as competent and confident writers in narrative text.

The effectiveness of Writing Relay in improving students' writing skills in narrative text was investigated through a classroom action research design. Initially, a diagnostic test revealed that students' writing skills were classified as fairly good, with a mean score of 63.98. Following the implementation of Writing Relay, notable improvements were observed in students' writing proficiency. In the first cycle, the mean posttest score increased to 73.76, indicating a significant enhancement in narrative writing abilities compared to the pretest scores. This initial progress suggested that the collaborative and iterative nature of Writing

Relay facilitated student engagement and supported the development of narrative writing skills.

Building on the positive outcomes observed in the first cycle, further improvements were evident in the second cycle of the action research. The mean posttest score for cycle II rose to 80.91, demonstrating continued growth in students' writing proficiency. The iterative nature of Writing Relay allowed students to refine their narrative texts through successive revisions, peer feedback, and collaborative writing tasks. Moreover, the structured scaffolding provided by the Writing Relay approach enabled students to apply writing strategies effectively and internalize narrative conventions, leading to enhanced coherence, organization, and creativity in their writing.

Overall, the findings of this classroom action research suggest that Writing Relay is an effective instructional strategy for improving students' writing skills in narrative text. By engaging students in collaborative writing activities and providing structured support throughout the writing process, Writing Relay fosters a supportive learning environment conducive to skill development. The significant improvements observed in posttest scores across both cycles underscore the potential of Writing Relay to enhance students' writing proficiency and promote meaningful learning experiences in narrative writing.

## CONCLUSION

In conclusion, the effectiveness of Writing Relay to improve students' writing skills in narrative text was evident in the classroom action research. Initially, the diagnostic test revealed a fairly good baseline score of 63.98. However, through the implementation of Writing Relay, substantial progress was observed, with posttest scores in Cycle 1 reaching 73.76 and further improvement to 80.91 in Cycle II. These results demonstrate a clear positive trend, indicating that the collaborative and iterative nature of Writing Relay effectively supported students in enhancing their narrative writing abilities over the course of the study.

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