

**THE EFFECTIVENESS OF ESTAFET WRITING STRATEGY USING
PADLET APPLICATION ON STUDENTS WRITING SKILL**

THESIS

**By:
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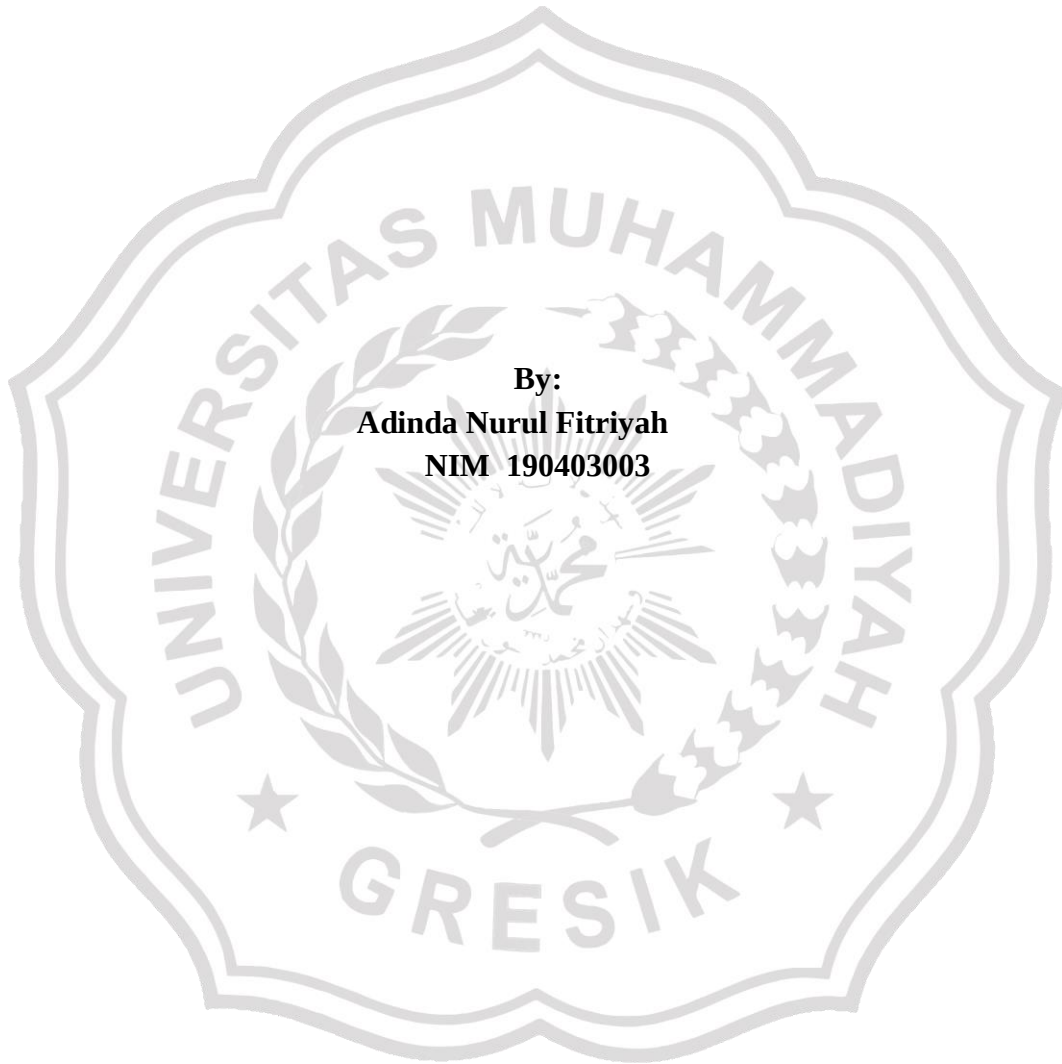


**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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ACKNOWLEDGMENT

In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled “The Effectiveness of Estafet Writing Strategy Using Padlet Application on Student Writing Skill”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S. Pd) at Department of English Education Faculty of Education and Teacher Training State University of Muhammadiyah Gresik. Then, shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

Appreciation and sincere thanks to my beloved parents, who has devoted all love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, and blessings in the world and in the hereafter for the kindness that has given to the researcher. Thank you so much Dad, Mom. Please keep becoming my inspiration. The researcher would like to show her gratitude to all beloved people that have encouraged. Motivated even helped the researcher in finishing the paper. They are:

1. Dr.Nur Fauziyah,S.Pd. as Dean of the Faculty of Teacher Training and Education.
2. Candra Hadi Asmara, S.Pd. M.Pd. as Head of Department of English Education .
3. Dr.Slamet Asari, S.Pd. M.Pd. as My First Supervisor.
4. Ulfattul Ma'rifah, S.Pd. M.Pd. as My Second Supervisor
5. Fahimatul Himami,S.Pd.I. as headmaster in SMP YPI Nasrul Umam
6. All the Lecture which have given me knowledge from the beginning of the semester to the end semester.
7. My friends who have motivated while working on this thesis
8. My parents who have always support and give me suggestions
9. Nur Rizqi Amaliyah S.Pd. as english language teacher at smp ypi nasrul umam
10. My love boyfriends who have always support and give me suggestions

The researcher also apologizes in advance if he missed anybody. Finally, the researcher realizes that this Skripsi still has some weakness and mistakes. Therefore, the researcher would mind accepting any constructive suggestions and critics to make this research better.

Gresik, 5th January 2024

ABSTRACT

Nurul Adinda, Fitriyah, 2024, The Effectiveness of Estafet Writing Strategy Using Padlet Application on Students Writing Skill, Bachelor Thesis. English Language Education Department, Faculty of Training and Education, University of Muhammadiyah Gresik, (1) Dr Slamet Asari, S.Pd, M.Pd. (2) Ulfatul Ma'rifah S.Pd, M.Pd.

Keywords: *writing skill, estafet writing strategy using padlet*

The ability to write effectively is needed by students in learning English when understanding something written in English. Writing skills can be a benchmark for English language proficiency. Someone who can write in English well and correctly often has good English skills too. Apart from that, writing skills are a very important skill. But Students often experience several difficulties. Students usually find it difficult to generate and organize ideas for writing a paragraph, translate these ideas into a readable paragraph, and develop vocabulary into a paragraph. so it is necessary to support students to overcome their problems so they must pay attention to appropriate strategies, how these techniques are easily accepted by students, especially in teaching writing strategies. One of the learning techniques that can be used is using one estafet writing strategy using Padlet application. This strategy students work in groups so students who have good writing skills can help other students. with combinations this application which is students to discover ideas and interesting to make students enthusiastic in the learning.

So The aim of this research is to determine the significant effect of the relay writing strategy using padlet between the experimental group and the control group. Experimental research design. This research involved 60 class VIII junior high school students at YPI Nasrul Umam Middle School. The control group sample was taken from class VIII-B which consisted of thirty students, then the experimental group was taken from VIII-A which consisted of 30 students. This study aimed A quasi-experimental design with pretest-posttest was applied to two classes, consisting of an experimental group using estafet writing via Padlet and a control group using conventional methods. Data were collected through written tests and analyzed using independent-samples t-tests. The results showed that the experimental group achieved higher posttest scores (mean = 79.57) compared to the

control group (mean = 74.54), indicating that combining estafet writing with Padlet significantly improved students' ability to generate ideas, organize sentences, and develop vocabulary. This finding suggests that integrating digital collaborative media with interactive writing strategies enhances students' engagement and writing performance.



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