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## **The Effectiveness of Web-Based Learning on the Students' Motivation and Ability in Writing Narrative Text**

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### **Abstract**

*In English, there are four skills which must be mastered, they are listening, speaking, reading, and writing. One of the language skills is writing that is important for learners to practice their capability and their understanding, how to send ideas, and how to arrange words well. The objectives of this study were students' motivation and ability in writing narrative text who are taught through web-based learning, the writing motivation and ability of students who are not taught through web-based learning and to find out whether there is a significant effect of web-based learning to the students' motivation and ability to write a narrative text for tenth-grade students of senior high school. The research was conducted at Muhammadiyah Boarding School (MBS) Prambanan Yogyakarta. This research used experimental research with nonrandomized-groups pre-test post-test control group design as the research design. The data were collected by using tests and questionnaires as pre-tests and post-tests. The result of inferential analysis, showed by the result of the t-test, was found that the value of the t-table (2.001) was lower than the t-obtained (3.532). Thus,  $H_0$  is rejected and  $H_1$  is accepted. It means that web-based learning had a significant effect on improving students' writing motivation and ability.*

**Keywords:** effectiveness, web-based learning, writing narrative text.

## Background

Writing is cardinal in almost every profession (Drid, 2018). As the role of writing becomes prominent, the need for an adequate way to assess writing proficiency in language learning contexts appears to be compelling to make the right inferences about writing ability and to make subsequent pedagogical and curricular decisions. People communicate not only through the spoken medium but also through the written medium. There are so many communication media that use written language, such as newspapers, magazines, blogs, websites, and even social media. Based on those reasons, writing skills are also important to be mastered to maintain good communication with other people. Therefore, the English teaching and learning process in the class should include correctly teaching writing skills to help the students build their ability and competence in written language.

Most learners found that developing ideas to be a story is difficult. It occurs because they are not familiar with writing a text. Teachers have to facilitate the students to develop their skills, especially in writing, and help to solve the problems that might be found because writing can be gained by experience through practice. In SMA Muhammadiyah Boarding School (MBS) Prambanan Yogyakarta, especially the tenth-grade students are demanded to write. However, they have difficulties in writing, especially in writing narrative text. They do not know strategies for writing narrative texts well. They have limited vocabulary and grammatical competence.

Using interesting media can help learners to develop their ideas and writing skills. Visual aids arouse the interest of learners and help the teachers to explain the concepts easily (Shabiralyani et al., 2015). The students can use pictures or other visual aids as the media. Experts believe visual aids facilitate students' writing. Web-based learning is one of the visual aids that can be used as media. It will lead the learners to mental development; this is related to their ability to imagination and creativity in writing a text. Web-based learning material refers to an animated movie or clip created by using HTML5. The learners will use web-based learning as a support to write with the expectation to motivate them in making compositions and bring different situations and new variations of teaching-learning activities into the classroom.

This research was focused on thinking out the effectiveness of web-based learning on the students' motivation and ability to write narrative text for the tenth-grade students of SMA MBS Prambanan Yogyakarta. The objective of this research is to find out the effectiveness of Web-based learning in writing narrative text to improve students' motivation and the ability of the tenth-grade students and to find out whether there is any significant difference in learning outcomes by using Web-based learning and those who are teaching without using Web-based learning in writing the narrative text for the tenth-grade students of SMA MBS Prambanan Yogyakarta.

## **Literature Review**

Experts have discussed writing, and they have their perceptions of writing but generally, they all believe that writing is more than putting words into a sentence. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all students and teachers (Yovie, 2019). In other words, writing is a process where the learners are challenged to find the most effective way to express their ideas in a piece of writing.

Writing itself is a complex skill because there are several aspects to be considered like the content, the form, grammar, style and coherence (Dwi et al., 2019). It means the writer should use good grammar and adequate vocabulary in making good writing. If someone can express their ideas in a sentence grammatically and effectively, the writing can be enjoyable for them. Of course, it is not only enjoyable for them only, but also for the readers because they can comprehend it easily. To be able to write, people should think about what messages they want to express and to whom their messages are being communicated.

The narrative concludes the story of sequence events that involve characters (Yovie, 2019). In writing narrative text, it means writing about events which happened in the past. Narrative writing presents a story of a sequence of events which involve characters. The social function of narrative text is to amuse, entertain and deal with actual or vicarious experiences in different ways; Narratives deal with the problematic events which led to a crisis or turning point of some kind, which in turn finds a resolution.

## **Teaching and Learning Narrative text**

Writing is one of the necessary skills in English language learning. It is considered one of the most difficult among other skills. However, writing skill has the power to engage students' academic success due to writing reinforces the grammatical structure, enhance students' vocabulary, shape the scientific structure of human life either verbally or in writing form, and help other language skills, such as listening, speaking, and reading (Muhammad Javed et al., 2013).

Teaching writing is the process of interaction between students and a teacher in the classroom that results in written production. Teachers are required to teach writing to the students effectively. In teaching writing, the teacher's role is facilitator. As a facilitator, the teacher offers guidance in helping students engage in the thinking process of writing (Brown & Lee, 2015). The writing process is a writing instruction which emphasizes what they think and do to produce their final writing products. Concerning writing product, writing product has several types of texts, which can be written by the students, such as; descriptive, narrative, procedure, recount, report, etc (Feng, 2014).

The narrative text is a description of events. The narrative text is a story writing, in which the writer tells about events happening and sequence of time and space which has cause and effect relationship in the story. Narrative texts formally have sequences of people/characters in time and space (Awada, 2018). Abrams in his article states that narrative text is a description of a series of events, either real or imaginary, that is written or told to entertain people. This type of text structurally organizes the actions, thoughts, and interactions of its

characters into the pattern of the plot. There are many types of narrative. Generally, it could be categorized into the fictional narrative or imaginary, the nonfictional narrative, or a combination of both;

- 1) A Fictional Narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fiction.
- 2) A Nonfictional Narrative (also factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experiences.

### **Motivation in Writing**

Writing motivation refers to students' inclination, energy, and interest in writing and writing tasks, including essays, stories, short answers, and reports. Engagement refers to the writing behavior and writing strategies that follow from their writing motivation. While students may take part in very different writing tasks depending on the subject area, their ability to craft a creative story in English and to produce a detailed report in science, for example, in part dependent upon the attitudes, behaviors, and emotions relevant to writing and writing tasks.

Motivation and engagement are firmly implicated in students' participation in class, educational aspirations, enjoyment of school, academic learning, and academic achievement. Motivation refers to an individual's inclination, energy, direction, and drive for learning and achievement. Engagement involves the thoughts, actions, and emotions that reflect this inclination, energy, and drive. The Motivation and Engagement Wheel (Collie & Martin, 2019) investigated the Wheel's factors in the learning domain, as follows:

- 1) Self-belief. Self-belief is students' belief and confidence in their writing tasks and in their ability to write.
- 2) Valuing. Valuing refers to how much students believe that writing is useful, relevant, meaningful, and important.
- 3) Learning focus. Students who are learning-focused are interested in learning how to improve their writing, develop new writing skills, and do a good job for its own sake and not just for rewards or the marks they may get for their efforts.
- 4) Persistence. Persistence is how much students keep applying themselves to their writing, even if that writing task is challenging.
- 5) Planning (and monitoring). Planning refers to how much students plan their written work, and monitoring refers to the strategies used to keep track of their written work and their progress.
- 6) Task management. Task management refers to how students use their writing time and organize their writing tasks.
- 7) Anxiety. Anxiety has two parts: feeling nervous and worrying. Feeling nervous is the uneasy or sick feeling students get when they think about or do their writing tasks. Worrying is their fear of not doing very well in these writing tasks.
- 8) Uncertain control. Students have an uncertain or low sense of control when they are unsure how to write well or how to avoid writing poorly.

- 9) Failure avoidance. Students are failure-avoidant when the main reason they apply themselves to their writing is to avoid doing poorly or letting others down.
- 10) Self-sabotage. Students self-sabotage when they do things that reduce their success in writing tasks. Examples include putting off doing their writing or wasting time while they are meant to be writing.
- 11) Disengagement. Disengagement refers to thoughts and feelings of giving up on writing tasks, detachment from writing tasks, feeling of helplessness as they approach their writing, and little or no involvement in writing tasks.

This can be concluded that students need to be motivated to have a will or interest to write more and English teachers must enrich their techniques and media of teaching and learning writing to motivate the students to write.

### **Developing Using Web-based Learning as a Media**

There are some benefits that teachers get from using media in the teaching and learning process. Media are very useful in learning English. Teachers, instructors, and learners are helped by using media to achieve learning goals. Moreover, they can also be used in formal education situations where a teacher is not available or is working with other students. In conclusion, media plays an important role in teaching and learning since it brings many benefits to the class. Here are the functions of media (Aziz & Fathiyaturrizqi, 2017):

- 1) Saving time which means that most media presentation requires a short time to transmit the message.
- 2) Stimulating interest
- 3) Encouraging students' participation.
- 4) Providing information and examples.
- 5) Help students learn to communicate ideas visually.
- 6) Providing a medium for individual group reports.
- 7) Making a classroom dynamic, relevant, and attractive.

Web-based education organizes the subject as hypertext documents on the Internet and displays not only text but also, for example, graphics, videos, or audio, which have many pedagogical advantages. This multimedia capability permits much more flexibility in the delivery of instruction by individuals selecting hypertext links, thus allowing the nonlinear interaction with information. This innovative technology can complement customary instruction, or to provide complete courses over the Internet, especially the sciences and mathematics, which employ many symbols, simulations, and graphics (S. S. Kumbar\*, S. N. Chavan, S. S. Desai, 2016).

Web-based learning is one of the media that can help students in learning English, especially in writing narrative text. First, web-based learning can stimulate the students to think about the ideas that they want to write. Second, web-based learning can help students organize their ideas chronologically. Then, web-based learning is an interesting media which can make the students interested in learning and also it will increase the students' motivation.

## Research Method

This research belongs to quasi-experimental designs. Quasi-experimental designs are not based on random assignments of subjects to the experimental and control groups (Wido H. Toendan, 2013). However, they attempt to compensate for this shortcoming through the careful scheduling of observation and treatments in such a way as to eliminate many of the threats to internal validity”.

This research focuses only on two classes that were picked from the tenth-grade students as the experimental group and control group in SMA MBS Prambanan Yogyakarta hence, there was no need for Random Assignment and this study was not purely experimental. They were taken as it was in the Experimental Group and Control Group, with no manipulation or subjectivity matter. However, the sample was taken randomly out of a box, where the sample was not individuals but naturally occurring groups that were class.

In this research, tests and questionnaires were used to get the data. They were pre-test and post-test. The pre-test was administered in both the experimental class and the control class before having a treatment. It was administrated to know the students' motivation and ability before applying web-based learning. Post-test was administered in both experimental and control groups after the treatment.

The data of this research was analyzed by using descriptive analysis and inferential analysis. In analyzing the data, this research used the SPSS to calculate the data. Descriptive analysis shows general tendencies in the data (mean, mode, and median), and the spread of the score (variance, deviation, and range). The inferential analysis is used to analyze two samples whose result of the test represent the sample. It comprises a normality test, homogeneity test, and a hypothesis test.

## Research Findings

In this research, some tests were administered; pre-test and post-test in both the experimental class and control class. This research found that there was a difference between the pre-test and post-test in the experimental and control group.

Based on the data analysis of the pre-test with the program SPSS, some data descriptive were found. The summary of data description of the pre-test of the experimental and control class is shown in Table 1.

**Table 1.**  
**The Descriptive Analysis of the Pre-test of Experimental and Control Group**

| <b>Descriptive Statistics of Pre-test</b> |          |                |                |             |                      |
|---|----------|----------------|----------------|-------------|----------------------|
| <b>Group</b>                              | <b>N</b> | <b>Minimum</b> | <b>Maximum</b> | <b>Mean</b> | <b>Std.Deviation</b> |
| Experimental                              | 30       | 44             | 75             | 61.17       | 9.854                |
| Control                                   | 31       | 44             | 75             | 60.00       | 9.839                |

From the data above, it is found that the mean of the experimental group (61.17) is higher than the mean of the control group (60.00), the mean difference is 1.17. In line with that, the standard deviation of the experimental group (9.854) is higher than the standard deviation of the control group (9.839), the difference is 0.015. The upper score of the experimental class (75.) is the same as the upper score of the control group (75). There is no difference in lower scores between the experimental (44) and the control group (44).

The data of post-test scores were based on the result of the post-test in both the experimental and control group. The data can be shown in Table 2.

**Table 2.**  
**The Descriptive Analysis of the Post-test of Experimental and Control Group**

| Descriptive Statistics of Pre-test |    |         |         |       |                |
|------------------------------------|----|---------|---------|-------|----------------|
| Group                              | N  | Minimum | Maximum | Mean  | Std. Deviation |
| Experimental                       | 30 | 63      | 88      | 74.70 | 7.391          |
| Control                            | 31 | 56      | 81      | 67.87 | 7.697          |

From the data above, it is found that the mean of the experimental group (74.70) is higher than the mean of the control group (67.87), the mean difference is 6.83. In line with that, the standard deviation of the experimental group (7.391) is higher than the standard deviation of the control group (7.697), the difference is -0.306. The upper score of the experimental class (88.) is the same as the upper score of the control group (81). The difference in a minimum score of the post-test was also found between the experimental group (63) and the control group (56) which shows that the difference is 7. Thus, based on the mean of both the experimental group and control group, the result of the post-test of the experimental group is better than the result of the control group. Based on the research, using web-based learning in the experimental class in teaching narrative text was more effective than the control class that was taught without using web-based learning.

### **Participants**

The population of this research were all the tenth-grade students of SMA Muhammadiyah Boarding School Yogyakarta, which comprised 4 classes; X-A, X-B, X-C, and X-D. They are students who are currently studying at SMA MBS Yogyakarta.

### **Instruments**

The instrument development was expected to show the effect of web-based learning on the students' motivation and ability to write narrative text. In this research, the instrument was developed by pre-test and post-test to measure the students' achievement in writing narrative text. This research used a test as an essay test and a filled questionnaire. The time allocation for the essay test is 60 minutes and fill the questionnaire is 20 minutes.

The Pre-Test was given to the experimental group and control group. This would be done to find out their scores in writing narrative text. After the Pre-Test, treatment was given to the experimental group. This research taught the experimental group to write narrative text by using web-based learning students of the experimental group, and for the control group, the researcher thought of using a conventional method.

The post was given to the experimental group and the control group. The data result of this test is very important to compare both groups' scores, to see the effect before and after the treatment was given. Post-test is like the Pre-test. The only difference for the experimental group, the researcher asked the students to write based on web-based learning that they had seen and fill out the sheets of a questionnaire.

### **Data Analysis**

The data was analyzed with descriptive analysis and inferential analysis. Both of them were collected in quantitative data. The descriptive analysis was used to find the average score. In this research, the interpretation was based on the mean and the standard deviation (SD). The analysis of mean and standard deviation was calculated by using the SPSS.

The inferential statistics were directed to provide the answer if there is a significant difference in teaching writing by using web-based learning in the narrative text of the tenth-grade students of SMA MBS Yogyakarta.

To analyze the data for the quasi-experimental design with the group pre-test post-test design was used the t-test. T-test is the formula to find out how the experimental group got so far by comparing it with the result from the control. T-test calculated by using the SPSS.

### **Findings**

The result of the normality test showed that the value of significance was higher than 0.05. They are .111 (.111>0.05) in the pretest of the control group and 0.070 (0.070>0.05) in the pretest of the experimental group. Data of post-test data score for the experimental and the control group was normal. This is because the value of significance was higher than 0.05. They are 0.053 (0.053>0.05) in the post-test of the control group and 0.081 (0.081>0.05) in the post-test of the experimental group. It can be concluded that the probability of experimental and control group belonged to normally distributed.

The homogeneity test in this research used SPSS to find out whether or not the scores of one group have a homogenous variance compared with the scores of another group. It was found the significant score in the pre-test indicates a coefficient of 0.975. The probability significance was higher than 0.05. The result can be calculated that the data were homogenous because the value of significance was 0.975>0.05. The significant score in the post-test indicates a coefficient of 0.614. The probability significance was higher than 0.05. The result can be calculated that the data were homogenous because the value of significance was 0.614>0.05. In short, the variance of the two groups in the pre-test and post-test was homogeneous and the sample had the variance.

The hypothesis of this research states that there was a significant difference between students taught by using web-based learning and those taught without using web-based



learning. The t-test formula was used by independent sample t-test by using SPSS. In this research, the significance was found at a 5% level. The result of the independent sample t-test with a level of significance at 5% is shown in Table 3. below:

**Table 3.**  
**Result of T-test**

|           |                         | Independent Sample Test                 |       |                              |    |                 |                 |                       |   |        |
|-----------|-------------------------|---|-------|------------------------------|----|-----------------|-----------------|-----------------------|---|--------|
|           |                         | Levene's Test for Equality of Variances |       | t-test for Equality of Means |    |                 |                 |                       |   |        |
|           |                         | F                                       | Sig.  | T                            | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|           |                         |   |       |                              |    |                 |                 |                       | Lower                                     | Upper  |
| Post-Test | Equal variances assumed | 0,257                                   | 0,614 | 3,532                        | 59 | <b>0,001</b>    | -6,829          | 1,933                 | -10,697                                   | -2,961 |

The table above presents the t-test of the post-test score of both the experimental and the control groups. From the calculation of the t-test, the results show that the value of the t-test ( $t_{obtained}$ ) was 3.532. Therefore, the significant score was lower than the alpha of 5% ( $0.001 < 0.05$ ),  $H_a$  was accepted. It can be known that  $t_{obtained} = 3.532$  and  $t_{table} =$  Degree of Freedom (df)  $n-2$  or  $61-2=59$ , the result of  $t_{table}$  was 2.001. Therefore  $t_{obtained} > t_{table}$ , it can be concluded there was a significant difference in students' motivation and ability to write narrative text between students who are taught by using web-based learning and those who are not taught using web-based learning. The post-test score of the experimental group was higher than the post-test scores of the control group. It means that the use of web-based learning in teaching writing narrative text was effective in acquiring students' motivation and ability.

### Discussion

Using web-based learning as a learning-teaching in writing narrative text can improve their ability and motivation. The result of the pre-test and post-test show that there was progress on the students' achievement test. After computing the results of the test, the data will be explained. The purpose was to find out the difference in students' motivation and

ability to write narrative text between students who are taught by web-based learning and those who are not taught by using web-based learning.

In this research, there are two hypotheses. They were the null Hypothesis ( $H_0$ ) and the experimental Hypothesis ( $H_a$ ). The  $H_0$  said that there was no significant difference in students' motivation and ability to write narrative text between students who are taught by using web-based learning and those who are not taught using web-based learning.  $H_a$  said that there was a significant difference in students' motivation and ability in writing narrative text between students who are taught by using web-based learning and those who are not taught using web-based learning. The experimental hypothesis would be accepted if the value  $t_{\text{test}}$  value was lower than the  $t_{\text{table}}$ , the experimental hypothesis was rejected and it means that the result was not significant.

From the calculation of the t-test, it can be seen that the value of the t-test ( $t_{\text{obtained}}$ ) was 3.532. Therefore, the significant score was lower than the alpha of 5% ( $0.001 < 0.05$ ),  $H_a$  was accepted. It can be known that  $t_{\text{obtained}} = 3.532$  and  $t_{\text{table}} =$  Degree of Freedom (df)  $n-2$  or  $61-2=59$ , the result of  $t_{\text{table}}$  was 2.001. Therefore  $t_{\text{obtained}} > t_{\text{table}}$ , it can be concluded there was a significant difference in students' motivation and ability in writing narrative text between students who are taught by using web-based learning and those who are not taught using web-based learning. In other words, the post-test score of the experimental group was higher than the post-test scores of the control group. It means that the use of web-based learning in teaching writing narrative text was effective in gaining students' motivation and ability.

## Conclusion

Based on the data obtained, the use of web-based learning as a learning-teaching technique in writing narrative text in the tenth grade of SMA MBS Yogyakarta has influenced the students' writing achievement for students in the experimental group and the control group. The conclusions are as follows:

- 1) There was a significant difference in students' motivation and ability in writing a narrative text of the students taught with web-based learning or without web-based learning at the tenth-grade students of SMA Muhammadiyah Boarding School Prambanan. Based on the calculation by using the formula of t-test, it can be known that  $t_{\text{obtained}} = 3.532$  and  $t_{\text{table}} =$  df (Degree of Freedom)  $n-2$  or  $61-2=59$ , the result of  $t_{\text{table}}$  was 2.001. Therefore  $t_{\text{obtained}} > t_{\text{table}}$ , it can be concluded that  $H_1$  was accepted.
- 2) Learning by web-based type can influence the students' motivation and ability in writing narrative text if this media is done with the appropriate procedure. Using web-based learning as a media for writing narrative text gives many advantages to the students especially when learning narrative text. They can share their ideas, knowledge, and story, and the important thing is they can improve motivation and ability in writing narrative text itself such as finding new vocabulary, grammar and information in texts.

It was proven by the students' mean score of the experimental group in the pretest which was 61.17 and posttest was 74.70. This means the improvement point was 13.53 points in students' writing skills in the experimental class, the lowest score was 44 and the higher score was 75, after the treatment the lowest score was 63 and the higher score was 88. The students'

mean score of the control group in the pretest was 60.00 and the posttest was 67.87. It means an improvement point 7.87 points in students' writing skills in the control group. The lowest score was 44 and the higher score was 75, after the treatment the lowest score was 56 and the higher score was 81. It means web-based learning is more effective than non-web-based learning to improve students' motivation and ability in writing narrative text.

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