

Estafet and Collaborative Writing with Tutorial Video to Increase Students' Understanding of Procedure Text

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ABSTRACT

In this study, researchers examined how the implementation of the ESCO method combined with video material media in improving the ability to write English procedure text. This study belongs to Class Action Research. The data analysis method used descriptive quantitative method. The respondents in this study were 44 first-year students of the Applied Bachelor of Public Sector Accounting department of Polytechnic Harapan Bersama who were gathered in one class and given the same treatment. The data were collected using a pretest-posttest assessment and a questionnaire. The data obtained in the form of a pre-test and post-test were analysed to see if there was an increase in the student's ability to write procedural texts. The analysis of the pre-test and post-test scores was combined with the students' questionnaire which contained students' opinions regarding the implementation of the ESCO method as a learning method. The results of this study indicated that there is an increase in the student's ability to write procedural texts in English as an improvement between their pre-test and post-test scores.

Keywords: *Estafet & Collaborative Writing, Procedure Text, Students's Understanding*

INTRODUCTION

The ability to master English is a must-have for all students in Indonesia, especially those who are currently studying, nowadays. Entering the global era, English becomes an important language in formal settings as well as in education and workplace (Kam, 2002). English which is international language, will inevitably become the focus of all universities in Indonesia to improve the quality of their students who will face competition in the world of work. Almost all education institutions in Indonesia include English learning in their education curriculum. Not only the curriculum, some universities even create their environment in such a way as to support learning English.

Learning English is not only about writing English words, sentences, and texts. In learning English, materials such as enrichment of English vocabulary, word structure, speaking and listening skills form an integral part of learning English (Romadhon & Qurohman, 2017). Some people or students who are studying English major knowledge basic of English is easy to learn. However, it would be different from students who are not from study program the English language.

Learning English is still felt difficult for students in college. Most students already know about basic English such as word classes (*Parts of Speech*). However, there are still some students who cannot write a sentence in English according to English grammatical rules correctly. There are also students who are able to write one sentence in English according to English grammar but they are still confused about arranging these sentences into a series of meaningful texts. They have not been able to convey information via text.

The difficulties experienced by these students in learning English are almost similar as the difficulties experienced by English teachers. English teachers are required to have more innovation in delivering materials in learning English. English, which is actually a language of communication, is learned through writing and pronunciation. Even so, there are still many students who are just silent and don't want to practice English either in writing or pronunciation. They need to have a good motivation and environment to support their learning English (Sulistianingsih, 2018b).

One of the basic materials in English is the ability to write, otherwise known as writing. Even though this writing sounds easy, this writing skill requires a lot of knowledge from other basic English skills. Writing / writing becomes difficult when the students do not know the lexicon (*vocabulary*), the wording (*grammatical*) and what will they write. Assistance from the teacher is needed by students in writing a sentence or even composing an English text. Several obstacles arise while teaching English in non-English study programs. The allocation of time for learning English for non-English study programs is very limited so that it becomes a separate obstacle for optimal learning. The limited time allocation for teaching English makes teachers think about the most effective teaching methods. Teaching methods and ways of delivering English material play an important role for students' understanding.

One of the familiar learning methods for improving writing skills is the ESCO (*estafet and collaborative writing*) method. Previous researchs showed that the estafet and collaborative writing method is the main choice when it comes to the method for improving writing skills. Based on these previous researchs, the subjects in these studies were still the same, namely about *writing* only in English. Writing material that will be the subject in which will be focused on writing procedural texts.

In this research, the ESCO (*Estafet Writing & Collaborative Writing*) will be combined with the Tutorial Video which is expected to improve the students' understanding and be able to write instruction sentences in a procedural text. Video, which is categorized as an audio-visual media, can be a learning method. Audio visual is one of the learning media which functions the two senses of students, namely the sense of sight and the sense of the listener (Maria Wahyuningsih, n.d.). The use of audio visual media as a learning medium can help teachers in conveying messages or lessons so that students can understand the lessons delivered (Sulistianingsih, 2018a; Sulistianingsih, Sumartono, et al., 2020).

Audio Visual was chosen as the method learning chosen based on the instructional objectives that have been set generally referring to a combination of one of the cognitive, affective, and psychomotor domains. For this reason, the existence of audio-learning media visual can also play a role in increasing the motivation and learning achievement of students. The implementation of audio visual media combined with the ESCO (*Estafet and Collaborative Writing*) is expected can increase 50% of the percentage of student learning outcomes that is better than conventional methods or students' self-taught method.

Furthermore, the objects in this study were first-year students in non-English study programs, especially in the Applied Bachelor of Public Sector Accounting department at the Harapan Bersama Polytechnic. Researchers chose first-year students because of their high curiosity to learn. Researchers hope that the application of method will be able to improve students' understanding in writing procedure texts. Meanwhile, the Applied Bachelor of Public Sector Accounting department was chosen because it is one of the leading study programs at the Politeknik Harapan Bersama. There are two objectives of this research. First, to prove the effectiveness of the application of

the ESCO (*Estafet writing & collaborative writing*) combined with Tutorial Videos method as a learning method to improve the skills of writing procedural texts in English for year students first of the Applied Undergraduate Study Program. Public Sector Accounting at Harapan Bersama Polytechnic. The Second is to prove whether there is an increase in learning achievement in writing English procedural text writing skills for students in the first year of the Applied Bachelor of Public Sector Accounting department at the Politeknik Harapan Bersama after the implementation of the method ESCO (*Estafet & collaborative writing*) combined with Tutorial Videos.

LITERATURE REVIEW

1. English Proficiency

English proficiency is now a must-have for academics. The abilities of English such as Listening, Writing, Reading and Speaking become something that must be mastered by the students (Richards, 2017). English learning is included in various curriculums in schools and colleges. Even children in early school have begun to be introduced with vocabulary – English vocabulary. English is no longer considered a foreign language, not only by academics but also by the general public. Indonesians are familiar with English vocabulary even if they do not directly learn it. This English vocabulary is learned through the mass media which they see, read, and hear.

One way to improve English language skills is to improve the process of acquiring a second language (Sulistianingsih, Dwi Hartati, et al., 2020). The good teachers competence and good learning process quality give a contribution on how to make the students to be successful in achieving the learning goals (Sulistianingsih et al., 2018). The fun way in implementation of learning method is also as a one of solution to make their students not boring and involve students more in a learning activity. Therefore, this research discusses the effectiveness of the use of learning methods, especially the ESCO (*Estafet & Collaborative Writing*) method in improving the understanding of early semester students towards the preparation of English procedural texts.

2. Learning methods

The most important thing in the success in a learning process is the learning method used. This learning method is needed especially by a teacher to be able to convey learning materials to students well so that students understand the material taught as a whole. Various learning methods already exist and in detail are presented by experts. The problem in applying this learning method is in the ability of teachers to apply it. Applying a learning model requires more effort than using conventional methods (Volery & Lord, 2000). And it is not uncommon for a teacher to also be able to control the classroom in full because usually the application of this learning method involves the activeness of the learner.

ESCO Method (Estafet Writing and Collaborative Research)

The ESCO (Estafet and Collaborative Writing) method is a learning method that involves students learning actively together, in groups, and independently. Estafet writing provides many benefits in the learning process, for example it can enable students in completing the story and increasing the motivation of students in learning. In this method, students work independently but in group situations. Students are given the freedom to express their imagination in the form of writing produced with a group of friends. The method of Estafet writing also provides benefits for passive learners, because in this method all students are required to express opinions or express their imagination. The method of Estafet writing applies the rule that every learner in the group is required to express his or her opinions or pour his imagination in chains. If one of the students has finished pouring his idea, the other student continues the story that his group friend has written until the story is said to be solid and intact.

Estafet writing or chain writing is a method of learning by doing or active learning that involves students actively writing narrative essays in a shared or chained way (CAHYONO, 2018). This method aims for students to associate learning as a fun activity. Students are given the freedom to express their imagination through imaginative writings produced with their classmates.

Several steps before conducting ESCO (Estafet and Collaborative Writing) are as follows (Hulpa, 2016);

1. Before starting the writing Estafet method, the Teacher explains a theme and material to be taught.
2. Teachers ask students to create groups of 5-6 people.
3. After that the Teacher asks the learner to make one opening sentence.
4. After the learner writes the opening sentence, the learner becomes the first person. Then at the first count, the Teacher gives the order to lift the height of the student's book, on the second count the Teacher tells the learner to hand over his or her book to his or her right friend.
5. The learner becomes the second person to continue his or her friend's essay by adding one follow-up sentence.
6. Students must see the previous sentence to continue the text.
7. After the second person is finished, the Teacher again performs the count to be handed over to his right friend, so that it rotates clockwise, until the time specified by the Teacher.
8. After the teacher's specified time is complete, the exercise book must be returned to the original owner. The owner of the book reads the results of the essay written in chains and marks the sentences that contributed or did not.
9. The teacher has one of the students write down the results of writing a chain on the board,
10. Teachers and learners do the evaluation together.

A pleasant and not boring learning atmosphere can be felt by students. Students are given the freedom to express their imagination through the writings they produce. With regard to the atmosphere of learning, the Ministry of Education explained that learning involves feelings. A pleasant atmosphere is necessary because the brain will not work optimally if it is in a state of distress.

The advantages of ESCO (Estafet Writing and Collaborative Writing) method are, (1) make students enthusiastic in learning, (2) make the learning atmosphere more enjoyable, (3) students are more careful in carrying out learning, (4) learning in groups with the method of Estafet writing can motivate students who can not be able to, (5) in the learning of writing short stories, poems or essays, students can actively pour their imagination , passing on the sentences first written by his friend (Dra. Sitti Syathariah,

2011).

However, the Estafet writing method have some weakness; (1) limited time in the application of the writing Estafet method in learning, (2) students are impressed in the application of materials using the method of Estafet writing, (3) the atmosphere of the class tends to be rowdy, because of the activeness of the students (Dra. Sitti Syathariah, 2011). This can be addressed by the way teachers must always be quick to help students who are experiencing confusion, students should also pay attention to the Teacher's explanation from the beginning so that there is no confusion.

METHOD

Research Subjects

The subject of this class action research are 44 students in a regular class student of Public Sector Accounting Applied Bachelor Department in Harapan Bersama Polytechnic, Tegal City, 2019/2020 academic year which is consisting of 10 male students and 34 female students. The regular first-year students of the Public Sector Accounting department at Politeknik Harapan Bersama were selected to be the subject of research based on their test scores of in understanding the English Class materials.

Research Methods

The method applied in this study is Classroom Action Research. Class Action Research (CAR) is a variety of classroom-based learning research conducted by teachers to solve learning problems faced by teachers, improve the quality and results of learning and try new things for the sake of improving quality and learning outcomes (Samsu, 2013). Wiriaatmadja argues that "class action research is how a group of teachers can organize their learning practice conditions, and learn from their own experiences (Wiriaatmadja, 2005). They can try an idea of improvement in their learning practices, and see the real influence of that effort". Class Action Research (CAR) is a study conducted by teachers in the classroom to look for problems and solutions aimed at improving teacher performance and student activities so that students' learning outcomes are improved. Class Action Research (CAR) is conducted with the aim of improving and improving teacher performance and student activities in various problems faced by

teachers in their own classrooms. In line with the statement, Sumadayo presents the objectives of CAR as follows (Samsu, 2013);

- 1) Improve and improve the quality of learning practices implemented by teachers in order to achieve learning goals.
- 2) Improve and improve learning performance implemented by teachers.
- 3) Identify, find solutions, and solve learning problems in the classroom for quality learning.
- 4) Improve and strengthen the teacher's ability to solve learning problems and make the right decisions for the students and classes he or she is teaching.
- 5) Explore and produce learning creations and innovations (e.g. tics, strategies, methods, and media) that teachers can do in order to improve the quality of learning processes and outcomes.
- 6) Try new ideas, thoughts, tips, ways, and strategies in learning to improve the quality of learning in addition to teachers' innovative abilities.
- 7) Explore ever-insightful or research-based learning so that learning can rest on the empirical reality of the class, not solely on general impressions or assumptions.

Based on the above description it is clear that the purpose of class action research is to develop skills and to solve problems that occur in the classroom. However, of all the objectives that have been discussed, there are several objectives in this study namely 1) identifying, finding solutions, and addressing learning problems in the classroom so that quality learning, 2) improving and strengthening teachers' ability to solve learning problems and make informed decisions for students and classes taught, 3) explore and produce learning creations and innovations (e.g. shorts, strategies, methods) , and media) that teachers can do to improve the quality of learning processes and outcomes, 4) try new ideas, thoughts, tips, ways, and strategies in learning to improve the quality of learning in addition to a teacher's innovative abilities. ESCO (Estafet Writing and Collaborative Writing) method with video media in English especially procedure text material is an innovation method that aims to make problems in the preparation of English text procedures in the classroom can be resolved.

In addition to having a purpose, class action research (CAR) has many benefits for the world of education. CAR has the goal of solving problems that occur in the

classroom, then the benefits of CAR are problems in learning in the classroom will be solved so that the process and learning results will improve. With CAR, teachers will realize their mistakes and shortcomings in the learning process, so that teachers will further improve their professionalism and quality. CAR is not only beneficial for teachers; students feel the benefits of CAR itself. For example, students will get a more enjoyable, meaningful learning process, and make it easier for students to understand a material. Not only teachers and students who benefit from CAR, the good name of the school will be good when the teacher's performance and student activity improve and better.

Data Analysis Process

Research Design

The design or model of the class action research to be used in this study is the Kemmis and Mc Taggart models. The model is the result of the development of the Kurt Lewin model. Furthermore, this research model has four components namely "plan, action, observation, and reflection"(Samsu, 2013).

Planning

In the planning stage the thing to do is prepare and compose the actions that will be carried out during the research carefully. For example, preparing a learning implementation plan (RPP) and instruments in retrieving data are observation formats and interview guidelines.

Treatment Implementation

The stage at which to carry out all activities that have been planned in the implementation phase, namely carrying out activities in accordance with the RPP that has been created.

Observation

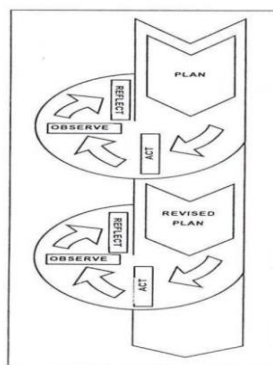
This observation stage is carried out in conjunction with the action stage. At the observation stage, the observer can observe the activities carried out during the execution of actions aimed at knowing the shortcomings and advantages of the actions that have

been taken if the action has not been successful. The Observer can be done by a professional friend or an expert.

Reflection

The reflection stage is the stage of pondering and correcting errors and flaws seen from the observer data. At this stage, improvements were made and the decision to follow up on his research.

This research process is conducted based on the problems that arise so that the problem can be resolved until it is complete. This means that when cycle one has not been able to resolve the problem then all four stages are again performed in the next cycle until the problem can be resolved.



Gambar 3.1

Desain PTK Kemmis & Taggart

RESULTS AND DISCUSSION

The application of learning methods in a learning activity – teaching is necessary and important for teachers to do. The selection of a learning method by the teacher will affect the student's understanding of the materials taught. Moreover, during this COVID19 pandemic that resulted in students having to do distance learning (PJJ) of course the application of learning methods became very important to be applied by teachers in order to achieve competency standards of targeted student learning

achievement.

There are a variety of factors that influence the selection of learning methods by teachers. One of the methods is the Estafet and collaborative writing method or other name Estafet and Collaborative Writing (ESCO). The application of this method can certainly mobilize the creativity of students in composing and passing sentences that have been made by their group friends. What's more, this method of writing in a Estafet and collaborative (ESCO) is often the teacher's preferred method of delivering language-related materials. Due to the COVID19 pandemic, the implementation of class action research was conducted by researchers online. The research activities are still carried out in accordance with the class action research stage as described in the previous chapter about the research method of course by following the directions and policies of the College which is the location of the research that is all teaching learning activities are done online using online learning applications such as zoom meeting, google meet, and others.

Researchers found that students in the Applied Bachelor of Public Sector Accounting department of Polytechnic Harapan Bersama did not understand the text of the English-language procedure properly. The findings on this issue are seen from the value of the achievements of students in compiling the text of the English procedure. The urgency of conducting this class action (online) research is in the importance of understanding how to compose the text of the procedure itself before it is further translated using English. The text of the procedure is very often used in daily life especially in giving instructions / instructions on how to do, use and make a thing or object. This online class action research was conducted to improve students' understanding of the text of English-language procedures through Estafet and collaborative writing methods combined with Tutorial Video media because learning is done through online/ online media.

Class action research activities are conducted online through google meet, google classroom and google form applications. Researchers used the media as a platform to coordinate students and media to face-to-face and conduct assessments. The google meet media, google class, and google form were selected after researchers with the research team determined which media support in different versions of android. This Class Action

(online) research is conducted in 2 (two) cycles. Each cycle is about plan, treatment, observation, and reflection. In detail later in each treatment activity is carried out there are Pre-test, Action and Post-test as a benchmark for improving the ability of students.

Implementation of Class Action Research Cycle 1

These series of Class Action Research (online) activities consist of Planning, Treatment, Observation and Reflection to continue into cycle II.

A. Planning I

This planning activity in cycle I is very important because it is the first step in conducting this class action research. Researchers together with 2 members of the research team planned this series of class action research activities into 2 cycles as well as dividing the role in this class action study. The chief researcher acts as a teacher; the first research member to be a collaborator who assists researchers in preparing classrooms, tools and teaching materials; The second research member becomes an observer in charge of recording all forms of students' activities during the process of being given action.

The planning in cycle I was carried out taking into account the findings in the field and advice from the English teacher, Head of Study Program and Secretary of the Applied Bachelor of Public Sector Accounting department on the condition of the students and the achievement of their grades in the normal learning process. The things that are planned are:

B. Treatment

• Pre-Test 1

The initial stage of a class action study is to identify the problem. The purpose of identifying this problem is to gain knowledge of what problems must be fixed in a learning process in order to improve the understanding and ability of students to master a material. One way to identify problems that occur in a class is to pre-test.

Pre-test has a function as a measuring tool to determine the initial understanding of students. The value of the pre-test results obtained by the researchers became an early benchmark of the students' initial understanding of the material to be given. Pre-tests help teachers to map each student's understanding of the material to be taught. Data obtained from pre-test results helps teachers in choosing teaching methods that are effective in improving students' understanding.

The implementation of the first cycle pre-test to students who are students of the Public Sector Accounting Applied Undergraduate Study Program is conducted using the question of procedure text writing material using topics that have a low difficulty level. The topic of writing the text of the procedure given to students in the first cycle pre-test was compiled by the research team with reference to previous studies on students' understanding of the text of the procedure.

1. Students are conditioned in 1 whatsapp group to facilitate in providing information about online face-to-face implementation.
2. The research team as teachers provides information about the schedule for online face-to-face classes.
3. Face-to-face classes are conducted online using the google meet app for 120 Minutes.
4. During online face-to-face performance, teachers check the attendance of 44 students by calling names and viewing from the videos shown.
5. Online learning activities begin by opening classes and leading prayers.
6. Teachers check the presence of students orally by paying attention to video conferences featuring students.
7. Participants who do not respond when their name is called even if there is a name on the online application (disable sound & camera) are considered absent.

From the pre-test results conducted to 44 students it is known that all students know the writing of the text of the English procedure but they have not been able to write the text of the English procedure precisely this is evidenced by the achievement of the value they obtained. From the pre-test conducted it is known that the achievement of students' grades is still far from the Minimum Achievement Criteria (KKM) of 70. Participants had

errors ranging from English writing, the preparation of procedure text that did not fit the basic structure and errors in their linguistic structure. Based on that, it can be seen if the main problem experienced by the students is at their level of understanding of the text of the English procedure that is still low.

• **Treatment I**

Addressing the findings, the research team used a Estafet and collaborative writing method (ESCO) combined with a video medium of learning materials in English procedural text learning. The use of this method is expected to help students in understanding the technique of writing English procedural texts well. The covid19 pandemic resulted in learning that is usually done face-to-face diverted online. Therefore, teachers should be able to utilize learning methods while also having to be proficient in mastering supporting technology to perform distance learning online.

Treatment using Estafet and collaborative writing methods combined with video media was conducted by the research team after seeing findings from the first cycle pre-test in which students had no knowledge of how to write English procedure text. The treatment of Estafet and collaborative writing methods (ESCO) supported by video media learning materials is expected to attract students to understand the text writing material of the procedure taught.

The text writing learning stage of the procedure using a Estafet and collaborative writing method that combines with video material in the classroom is done online. Here are the details of the implementation of cycle I actions in its learning activities:

1. The teacher explains the explanation of the english text procedure material and how to write it in English.
2. After the teacher has finished explaining the material, the teacher gives the student the opportunity to ask about the teaching materials in a question and answer session.
3. The teacher repeats the brief understanding of the english procedural text writing material that has been taught.

4. After the question and answer session is complete, the teacher proceeds by dividing 44 students into 11 groups.

The preparation of actions in this first cycle is carried out in accordance with the order that has been composed by the research team. Next is the Post-Test stage of the first cycle.

- **Post – Test 1**

Post-Test implementation in cycle 1 is certainly done after the action stage is performed. Post-test aims to measure the level of understanding of students after being given action. Post-Test implementation is done with the following details:

1. Teachers share 11 topic text procedures with 11 groups of students. Each group wrote the text of the English-language procedure on different topics.
2. Students are given 10 minutes to discuss with their groupmates about how to prepare the procedure text of a topic that has been shared.
3. Students and their groups are given 20 Minutes to compose the text of the procedure according to the topic obtained by the group.

C. Observation I

Observations were made by colleagues who were also members of the study. The task of the observer is to observe all activities of both teachers and students at the time of action. Data from research observers shows that students' enthusiasm for following material increases when action is performed using Estafet and collaborative writing methods (ESCO) accompanied by video playback of materials. This is seen from the number of students who do not decrease during the action process using online media as well as the number of responses or questions given by students during question and answer sessions. Observers also provide feedback to make teachers pay attention to the internet speed used because in some submissions there is a crash in the video conference in google meet.

D. Reflection I

Reflection and evaluation become the last process of a single class action research cycle. In this case, reflection and evaluation are carried out to determine the level of

development of the student's understanding after the action. The evaluation process is to compare the results of the pre-test value and the post-test value. Here are the results of a comparison evaluation of pre-test with post-test:

Table 1. Pre-test and Post Test Result of Cycle 1

| | PRE-TEST RESULT | | | POST-TEST RESULT | | |
|---------------------|-----------------|----------|------------|------------------|----------|------------|
| | Score | Students | Percentage | Score | Students | Percentage |
| CIRCLE 1 | <70 | 44 | 100% | <70 | 36 | 82% |
| | 70 - 80 | 0 | 0% | 70 - 80 | 8 | 18% |
| | 81 - 100 | 0 | 0% | 81 - 100 | 0 | 0% |
| | Total | 44 | 100% | Total | 44 | 100% |

In cycle 1, the percentage of students who get a predicted score below 70 is 100% or as many as 44 students. While the percentage of students who get a score between 70 - 80 and 81 – 100 is 0%. While in post test, the percentage of students who get a score below 70 is 82% or as many as 36 students. There are 8 students or 18% of the total number of students who get a score of 70 - 80 and no students get a score of 81 to 100.

Implementation of Cycle II

Looking at the achievement of actions in cycle I which shows there is a slight increase in students' understanding of the writing of procedure texts. Seen in the increase in the achievement of students with a score of less than 70 than initially 44 students or 100%, reduced to 36 students or 82%. The increase was shown in the number of students who scored 70 – 80, from the initially non-existent / 0% increase to 8 students or 18%. Looking at this increase, researchers are optimistic that in cycle II more increases will occur.

A. Planning II

Researchers together with members of the research team plan cycle II activities in accordance with the planning carried out in cycle I. Planning in cycle II refers more to the acquisition of the value of the comparative analysis of the pre-test and post-test values that have been done in cycle I. At the planning stage of cycle II this is done by modifying the delivery media that was previously in cycle I using only oral explanations and video materials, converted into delivery using power point media and video materials.

B. Action II

This action in cycle II is performed using google meet as performed in cycle action I. This action in cycle II is a continuation of the pre-test cycle II. The purpose of this cycle II action is to further improve students' understanding of the writing of English procedural texts. This action in cycle II is performed using the same method of Estafet writing and collaborative method combined with Tutorial Video media.

The action in cycle II is performed as the sequence of actions in cycle I. It is only that the group members of the learners are randomized so that the arrangement is not the same as that of the group members in cycle I.

• Pre-Test II

Seeing an increase in Cycle I, researchers continued the class action research phase to Cycle II. Researchers pre-tested it first. Pre-Test is given by giving the task to students to write the text of a short procedure with the same topic which is how to take money through an ATM. Here are the details of the implementation of Pre-test cycle I:

1. Teachers provide google meet schedules and meeting codes to participants to start online classes through whatsapp groups that have been created the day before the learning begins.
2. Learning is done for 120 minutes.
3. Teachers open classes by greeting students and inviting students to pray together before starting teaching

4. The teacher checks the presence of students orally while looking at the video conference of the student whose name is called.
5. If when the attendance check is carried out the students do not respond (the learner turns off the audio and video) then it will be considered a no-show.
6. Students are given 20 minutes to write the text of the English procedure on the topic of taking money through an ATM using English.
7. After the work time runs out, students are asked to collect the results of writing the text of their procedure through the google form link provided.

The results of this cycle II Pre-test showed a development when compared to Pre-test cycle I and Post-test cycle I. The results of the implementation of Pre-test cycle II showed an increased understanding of the students towards the preparation of the procedure text. The improvement in the understanding of these students can be seen from the reduced number or percentage of students who score below 70. In the pre-test cycle I, as many as 44 /100% of students have not reached the value of 70 while the achievement of the predicted test cycle II is the number of students whose value below 70 is reduced to 23 / 52.3 % of students of course this becomes an improvement. The number of students who scored above 70 to 80 also increased to 45.5% in pre-test cycle II. Recorded in this pre-test cycle II there are as many as 1 / 2.3 % of students who get a value above 80. Of course, this becomes an improvement in itself after doing a series of cycle I activities.

- **Treatment II**

The administration of actions in cycle II is slightly different from the administration of actions in cycle I. Here is a detail of the implementation of actions on class action research activities (online) in cycle II conducted for 75 minutes:

1. Teachers open classes with greetings, greetings and prayers.
2. Teachers check the presence of students by calling them one by one through the google meet video conference view. If it does not answer and is not in the video conference view then it is considered not present.
3. Teachers start class actions by providing motivation and a brief explanation of the importance of understanding the preparation of English procedural text while repeating the procedure text material (30 Minutes).

- **Post – Test II**

Post – cycle II test is performed after the teacher has finished performing the action. Post – this test is a group task in which each group member must participate in compiling the text of the English procedure according to the topic shared. Each group got a different topic in this post-test cycle II compared to the post-test topic cycle I. This post-test cycle II activity is carried out in the following order:

1. Teachers continue the action stage in cycle I by giving post-test questions.
2. Teachers divided 44 students into 11 random new groups.
3. 11 new groups that have been formed are given different topics – different with higher difficulty levels than the topics already given in cycle I.
4. Students are required to work with their groupmates to compose the text of the English procedure according to the topic obtained with an allocation of 30 minutes.
5. Students are asked to collect the results of their group work to compose the text of the procedure after the given task work time runs out.
6. Teachers evaluate the results of joint tasks – together with students and witnessed by collaborators and research teams. The purpose of direct evaluation is for students to know their achievements and what needs to be improved to further improve their ability to write English procedural texts.

C. Observation to Cycle II

The observation stage is carried out by the research team when the researcher gives an action to the learner. This activity is useful to measure how much enthusiasm, level of cooperation, and activeness of students when participating in teaching and learning activities.

From observations made at the time of administration of cycle II action were found several things such as:

1. Students are more active in discussing the techniques and stages of the preparation of English procedural texts

2. Group activities are carried out by dividing the tasks of each member as follows:
1 member as the constituent of the materials section – the necessary materials, 1 member as the builder of the tool parts to be used, and 2 members as the constituent of the steps taken in making objects according to the given topic.
3. The allocation of time required by students in compiling the text of english procedure with their groupmates is more efficient than in previous activities.
4. All students actively collaborate with their groupmates in doing the given task.
This is due to the division of tasks and controls of their groupmates.

D. Evaluation for Cycle II

The final stage of this cycle II is to evaluate all class action research activities (online) conducted by researchers. At this stage, researchers analyzed all the results of class action research activities (online), ranging from pre-test stages, actions, observations, and post-tests. The results of the evaluation are used to draw conclusions about whether or not students' ability to write English-language procedure text when used Estafet and collaborative writing methods (ESCO) combined with Tutorial Video media.

From the results of the comparison between the pre-test results of cycle I and post-test cycle II it can be known that there is an increase that occurs. For the number of students who scored below or less than 70 at the time of the pre-test cycle II there were 23 students or 52.3%. After the action in cycle II the number of students who get a value below 70 can be reduced to 0%. The increase can also be seen from reducing the number of students who get grades with a range of 70 – 80. At the beginning of pre-test cycle II, there were 20 students / 45.5%. However, after taking action in cycle II and post-test cycle II, the number of students who scored in the range of 70 – 80 was reduced to 17 / 39% of students. While the drastic increase was shown by students who scored in the range of 81 – 100 which originally there was only 1 learner / 2.3% of the total students increased to 27 students / 61% of the total students.

Table 2 Pre-Test and Post-Test Results of Cycle 2

| CIRCLE | PRE-TEST RESULT | POST-TEST RESULT |
|---------------|------------------------|-------------------------|
|---------------|------------------------|-------------------------|

| 2 | Score | Students | Percentage | Score | Students | Percentage |
|---|----------|----------|------------|----------|----------|------------|
| | <70 | 23 | 52,3% | <70 | 0 | 0% |
| | 70 - 80 | 20 | 45,4% | 70 - 80 | 17 | 39% |
| | 81 - 100 | 1 | 2,3% | 81 - 100 | 27 | 61% |
| | Total | 44 | 100% | Total | 44 | 100% |

From the results obtained in pre-test cycle I, post-test cycle I, pre-test cycle II, and post-test cycle II, it can be concluded that the application of Estafet and collaborative writing methods (ESCO) can improve the understanding of learners in understanding the writing of English procedural text.

5. DISCUSSION

Procedure text is a kind of text that needed deeply understanding and continuously practice. Even, it looks easy to be conducted but still some students are confused while they are composing it. The creativity of teachers in implementing learning method to increase their students understanding toward the learning material is needed. It was proved by the increasing of students' score in pre-test I, post-test I, pre-test II, and post-test II after treated by using Estafet Writing and Collaborative Writing learning (ESCO) method.

The columns below are the comparison between pre-test and post-test from both cycle.

Table 3 The Comparison between Cycle 1 and Cycle 2 Pre-Test

| | PRE-TEST I RESULT | | | PRE-TEST II RESULT | | |
|------------|-------------------|----------|------------|--------------------|----------|------------|
| | Score | Students | Percentage | Score | Students | Percentage |
| PRE-TEST | <70 | 44 | 100% | <70 | 23 | 52,3% |
| COMPARISON | 70 - 80 | 0 | 0% | 70 - 80 | 30 | 45,4% |
| | 81 - 100 | 0 | 0% | 81 - 100 | 1 | 2,3% |

| | | | | | |
|-------|----|------|-------|----|------|
| Total | 44 | 100% | Total | 44 | 100% |
|-------|----|------|-------|----|------|

Table 4 The Comparison between Cycle 1 and Cycle 2 Pre-Test

| | POST-TEST I RESULT | | | POST-TEST II RESULT | | |
|------------|--------------------|----------|------------|---------------------|----------|------------|
| | Score | Students | Percentage | Score | Students | Percentage |
| POST-TEST | <70 | 36 | 82% | <70 | 0 | 0% |
| COMPARISON | 70 – 80 | 8 | 18% | 70 - 80 | 17 | 39% |
| | 81 - 100 | 0 | 0% | 81 - 100 | 27 | 61% |
| | Total | 44 | 100% | Total | 44 | 100% |

It can be seen that there is an increasing in the result of pre-test II compared pre-test I as it is happened in the post-test II compared to post-test I. The students' understanding increases after they were being taught and practice several times.

CONCLUSION

From the results of the class action study (online) that the researchers have done, it can be drawn conclusions if the results of the comparison between Cycle 1 and Cycle 2 show an improvement. This increase can be shown in the increasing number of students who get high scores and decreased number of students who get a minimum score. The improvement in students' understanding can be seen based on a comparison of cycle I pre-test scores and cycle II pre-tests which saw a 47.7% decrease in the number of students who scored below 70, and then there was a 45.4% increase in the number of students who scored in the 70 – 80 value range. The increase in students' understanding can also be seen in the 2.3% increase in the number of students who get grades in the range of 81 - 100.

In post-test activities, the increase in the understanding of students can be seen in the decrease in the number of students who get scores below 70 by 82%, and there is an increase in the number of students who get a score of 70 to 80 by 21%, in addition there is also an increase in the number of students who get a score of 81 to 100 by 61%.

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