**ABSTRACT**

**Oktavianto, Vini**. 2014.*The Use of Estafet Method to Improve The Students’ Ability in Writing at The Eighth Grade of SMPN 1 Siman Ponorogo in The Academic year of 2013/2014.*Thesis. English Education Department Faculty of Teacher Training and Education. Muhammadiyah University of Ponorogo. Advisors: (1) Niken Reti Indriastuti, S.S (2) Risqi Ekanti Ayuningtyas Palupi, M. Pd

**Key words:** writing skill, estafet method.

Writing is a language skill which is used to communicate indirectly. Teaching writing sometimes finds some difficulties. Based on the pre-observation in SMPN 1 Siman Ponorogo, the problems of teaching writing are teacher’s monotonous method, students’ laziness in writing, and students’ lack vocabulary.

To solve these problems, English teachers should use interesting method to improve the students’ writing skill. In this case, the researcher would apply Estafet as the method. This method would help students to study cooperatively in happy condition or situation, make them enjoy their learning, and they can receive the material of writing easily.

In accordance to the fact above, the researcher formulated the statement of problem: 1) Can estafet method improve students’ writing skill at the eighth grade of SMPN 1 Siman in 2013/2014 academic year; and 2) How does the estafet method improve students’ writing skill at the eighth grade of SMPN 1 Siman in 2013/2014 academic year. The purposes of the study of this research were: 1) To know whether estafet method can improve students’ writing skill at the eighth grade of SMPN 1 Siman in 2013/2014 academic year. 2) To know the result of estafet writing method to improve students’ writing skill at the eighth grade of SMPN 1 Siman in 2013/2014 academic year.

The research was done in SMPN 1 Siman Ponorogo started on January 13th until January 25rd, 2014. The subject of this research was class VIII G that consisted of 24 students. In collecting data, the researcher used three research instruments, those are observation checklist, questionnaire, and test.

The research was done in two cycles. In cycle 1, the result of observation checklist showed that the students were not active enough. The result of questionnaire showed that they still got difficulty in learning English. The result of the test showed 50%of the students that pass in cycle 1. In cycle 2, the result of observation checklist showed that the students were very active in teaching and learning process. The result of questionnaire showed that the students were interested in writing by using Estafet Method and it was proper to be implemented in teaching English, especially for Writing. The percentage of the students that pass test increase become 100% in cycle 2.

Finally, the researcher gives suggestion that English teachers can use Estafet Method as the alternative method in teaching writing. The next researcher can develop this method by using various kinds of the media to get the better result in teaching learning process.