

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a complex process that requires students to generate, organize and convey ideas and information and distinction. Writing is one important skill that cannot be separated from education. In education, writing is appropriate for various purposes such as simply sending short message or email, an academic writing, invitation and making advertisement. Thus, writing is one of the skills that must be learned and mastered by the students. Writing is considered to be the most difficult skill to be mastered and need much time to be done because the writers have hard thinking to produce the opinions, words, sentences, paragraph, and composition; the writers also need to concern on the spelling, punctuation, grammar, words choices, and so on. Writing skill is a skill that encourages the students to explore the ideas in the form of written work as a text or paragraph Hyland, (2003: 8)

On the other hand, writing is a way of sharing personal meaning and construct own views on a topic Hyland, (2003: 9). The student are left to create their own opinions, ideas, feeling, about a topic given in written form according to Patel and Jaen (2008:125). Writing is a skill that must be taught because it is not like the other skills because the students have to concern on grammatical features. Writing is an essential skill that is very good to enlarge the students' knowledge about vocabulary, spelling, punctuation, grammar, and so on.

Writing is also more complicated than the other skills and seems to be the harder skill. It means that, when the student do writing, they not only put any words and sentences but they also need to think about words distinction and make the meaning can be grasped clearly.

As stated in the content standard, basic competencies that must be possessed by junior high school level students in writing are able to express various meanings (interpersonal) in various interactional written texts and monologues in the form of narrative, report, recount, and others in general, especially students are expected to be able to make short text in the form of descriptive. But in reality, the ability of student in VIII B class students of SMP N 7 Mengwi in writing, especially in the form of descriptive paragraph is low. Some students have not been able to make short text in the form of descriptive.

The possibility of the standard ability to write students in descriptive paragraph is caused by low students motivation, or due to inappropriate assessment methods, it could also be due to poor mastery of English grammar, or perhaps due to inappropriate teaching methods, and inadequate practice frequency. The writer feels compelled to solve the problems faced in the learning process, including the low ability of making descriptive paragraph faced by VIII B students of SMP N 7 Mengwi. And the writer feels found a solution that is through the Estafet Method of writing, but the improvement of students writing abilities in descriptive text has not been scientifically tested.

Based on the explanation above, teaching writing descriptive text has been taught continuously of eight grade students. The early observation that had been done to eight grade students of SMP N 7 Mengwi is that English teacher explained the student still face problem in constructing descriptive text and student mentioned they still face that problem. So, in this study, the researcher interest in an analysis student's ability of descriptive writing through Estafet Method of the eight grade student of SMP N 7 Mengwi in Academic Year 2021/2022.

1.2 Problem of the Study

There are two research question depending on the first chapter regarding the background of the study above:

1. How is the ability of students in writing descriptive text before using estafet method from the eight grade students of SMP N 7 Mengwi?
2. How is the improvement of students writing ability in descriptive text after through estafet method at eight grade students of SMP N 7 Mengwi?

1.3 Objective of the Study

Based on the research problem above, this research study is aimed at:

1. To find out the ability of students in writing descriptive text before using estafet method from the eight grade of SMP N 7 Mengwi.
2. To analysis the improvement of students in writing descriptive text after using estafet method from the eight grade students of SMP N 7 Mengwi.

1.4 The Limitation of the Study

This study is limited to the analyze student's ability of descriptive text focus for VIII B class students of SMP N 7 Mengwi using an estafet method.

1.5 Significance of the Study

There are two significances in this study, the name are theoretical significance and practical significance. Both of them can be explained on the following details:

1.5.1 Theoretical Significance

This study would give more empirical evidence to the existing research finding in teaching and learning writing for the eight grade student of SMP N 7 Mengwi is to convey the comprehension of their student over time and provide information that is useful in designing writing comprehension intervention program. For the eighth grade students, it can increase their knowledge in descriptive text writing ability continuously.

1.5.2 Practical Significance

The findings of the present study are expected also give the significance practically. The result of the present study is intended as an informative feedback to the English teachers of the eight grade student of SMP N 7 Mengwi concerning the success and failure in teaching writing. For the English teachers, the findings of this present study can be used as a reflection concerning achievement of their teaching about the assessment of descriptive text writing ability. They can used the established efficient teaching especially in teaching writing. For the students, the

findings of this study can motivate them to learn and should build up their English especially in descriptive text writing ability.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPT AND THEORIES

2.1 Literature Review

This study is done to describe the process of analysis of student writing skill in descriptive text at grade VIII of SMP N 7 Mengwi In Academic Year 2021/2022. In this part, there are two kinds of thesis and one journal which are related to the topic that are reviewed. The review includes problem, theory, method, and data of those literatures. All of the previous studies that were review are below:

The first thesis is entitled “The Use of Estafet Writing to Teach Descriptive Text of the Tenth Grade Students of Madrasah Aliyah Negeri Palopo in Academic Year 2018/2019” by Atika (2020). The aim of the research is to find out the student achievement in writing descriptive text taught by using estafet writing and taught without estafet method. The type of the research is experimental research. The sample were class X IIK 1 consist of 20 students as experimental class and XIK 2 consist of 20 students as control class. For control class, the researcher used conventional method to teach writing descriptive text and for experimental class, the researcher used estafet writing as a technique to teach writing descriptive text. The result of the research showed that the student writing descriptive text achievement in experimental class was better than control class. From the result of the research, it could be concluded that Estafet Writing an effective technique to teach writing because it made student felt fun and active in class and also could improve students writing skill. The similarity between the previous and the current

study is object of the study that is writing. In addition, the writer also used same technique with the previous study that is Estafet Method. The differences between this previous study and current study is the theories of descriptive text used by Harmer was come from Brown (2001). This study is An Analysis of Students Writing Skill in Descriptive Text Through Estafet Method At Grade VIII of SMP N 7 Mengwi in Academic Year 2021/2022, and previous study about The Use of Estafet Writing to Teach Descriptive Text of the Tenth Grade Students of Madrasah Aliyah Negeri Palopo in Academic Year 2018/2019.

The second thesis is entitled “Improving Students Writing Ability in Writing Descriptive Text Through Field Trip At SMA N 1 Godean Academic Year 2016/2017” by Ramadani (2018). The data of this thesis also needed for the present study which the data had been administered by using some topics written giving to 36 students as a sample by using random sampling method. The study was aimed to find out the degree of descriptive paragraph writing ability of the tenth Grade Students of SMA N 1 Godean In Academic Year 2016/2017. The similarity between the previous study and the current study is object of the study that is writing, The differences between the previous study is the research design. The previous study did not use Estafet Method and this study used Estafet Method to show the improvement of the students skill in writing.

The third journal is entitled “Improving Students Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School” by Fitriani (2019). The objective of the research is to find out whether or not the use of writing in the here and now strategy improve students

ability in writing descriptive text at class X of SMK Negeri 1 Mamuju. The method of this research was quantitative method and type of this research was pre experimental one group pre test, treatment and post test design, in this research, the researcher took the tenth grade of second semester in which the total number of population were 323, and the sample consist 37 students. Based on the data analysis, the data alternative hypothesis in this research was accepted because test value was more significant than table value ($11.06 > 1.688$). The researcher conclude that writing in Here and Now strategy can improve the Students Writing Skill at Tenth Grade Students in the second semester of SMK Negeri 1 Mamuju in academic year 2017/2018. The similarities between the previous study and the current study is the object of the study that is writing. The difference between the previous study and the current study is the research design, the previous study used writing in the Here and Now Strategy.

2.2 Concepts

There are some importance concepts related to the study. Based on the title of this study there are three concepts found and would the explained:

2.2.1 Writing Skill

Writing skill is a process that the writing is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities Harmer, (2004:86).

2.2.2 Descriptive Text

Descriptive text is text that has purpose to describe a particular person, place animal or thing in details with a purpose to give information to the readers. according to the topic given (Gerot and Wignell, 1994:2)

2.2.3 Estafet Method

Estafet Method is a kind of active learning by doing purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmates (Syathariah, (2011:41-42)

2.3 Theoretical Framework

There are two theories used in this study, the first theory is proposed by Harmer (2004) in his book entitled *How to Teach Writing* is used to answer the descriptive text writing ability, and the second theory is proposed by Syathariah (2001) which is used entitled *Estafet Method in Descriptive Text Writing*.

2.3.1 Descriptive Text Writing

According to Harmer, (2004:336), writing is a thinking process. Furthermore, he stated that writing can be planned and given with an unlimited number of revisions before it is release. According to Harmer, (2004:4-6) writing process has four main element such as : planning, drafting, editing, and final version.

The first is planning. Planning is any activity that encourage students to write. It is become a way from warming up writers brain before write. Writers have to think about three main issues. First they have to consider the purpose of their

writing, secondly writers have too consider the content structure of the piece. (Harmer, 2004:4)

The second is drafting. In the drafting, writer 'go' at text is often done on the assumption that will be amended later. At this stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. (Harmer, 2004:5)

Third is editing Harmer. In this process, writer read through what they have written to see where it works and where it's doesn't. the teacher dos not to be the only person to give students feedback, their classmate, caregivers or classroom aides can help students revise. Revising is not only checking for language errors, but also improve global content and the organization if ideas so made clearer the reader. (Harmer, 2004:5)

The last is final version. It means that writer have edited their draft and produce their final version. They edit their own or their peers work for grammar, spelling, function, diction, sentence structure and accuracy of supportive textual material such as quotation, examples and the like.(Harmer, 2004:6)

The reason for teaching writing to the students of English as a foreign language include reinforcement, language development, learning style, and the most importantly writing as a skill in it's own right Harmer, (2004:79).

According to Harmer, (2004:31-33) there are some importance thing of writing, those are:

- a. Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.
- b. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learn while learning process happens.
- c. Writing is frequently useful as preparation for some other activity.
- d. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.
- e. Writing is also used in questionnaire type of activities. Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

2.3.2 Estafet Writing Method

According to Syathariah, (2001:41-42), Estafet Method is a kind of active learning or learning by doing purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmates. Estafet Method also gives a chance for all group members to revise their work. This method aims to make the students associate learning as a fun activity Heriawan, dkk, (2012:147). The students are given the freedom to express their imagination through imaginative writing with classmates. This method is a method of learning that involves students actively learn together,

in a group or individually. Learning activities writing using estafet writing method can produce a product in the form of a simple essay writing. The product composition is the work together activities.

Estafet Method in writing usually is used to write short stories in sequence. However, in this study the writer used Estafet Method for writing in descriptive essay by using a specific theme that is done in groups. The researcher hopes by selecting this learning technique can increase the spirit of learning and writing n essay in English.

According to Vernon (1980:241), Estafet Method will give more impact for students writing skill on descriptive text if ther is medium which helps them to learn it. A medium is any person, material or event that established condition, which enable learners or students to acquire knowledge, skill that attitudes. Medium is very useful in teaching learning process, because it will help teacher in presenting and manipulation language and it can be used for involving students in learning activities especially writing activity.

The advantages of Estafet Method in writing by Syathariah (2011:43):

1. Make the students enthusiastic in the learning process
2. Creating a more pleasant learning atmosphere
3. Students are more careful in implementing the learning process
4. Studying in groups by using estafet method can motivate the students who have difficulties in writing

5. In learning process of writing short stories, poetry or essay, the student can be active poured his or her imagination, passing sentences first written by his or her friends

The weaknesses of estafet writing method by Supendi (2008:120):

1. In estafet method the time is limited
2. In the estafet method the student feel rush
3. Classroom atmosphere tend to be noisy, because the student are active learners. This can be overcome by the teacher, the teacher should be readily assist help the student who get confused, the student must also pay attention to the teacher explanation.

2.3.3 Steps of Estafet Method

According to Syathariah (2011:42), steps of Estafet Method learning as follow:

1. Teacher asks the student to make groups 5-6 students
2. After that the teacher asks the students make an opening sentences
3. After the students make an opening sentence the student become first person.
Then on the first count, the teacher gives the order to raise the height of holdings learners respectively, on the second count the teacher tells the student handed over to a friend of this book to her/his right.

4. These students become the second person to be continuing his/her essay by adding a further sentence. Learners are required to see the previous sentence to continue the next essay.
5. After the second students finish, the teacher asks the student to count again to the next students in the right, so it goes clockwise, until the time is up.
6. After the time is up, exercise book should be returned to the owners. Owners of the book read the result of essay and mark the incorrect sentence.
7. Teacher asks one students to write the essay result on the board.
8. Teacher and the students correct the incorrect sentences together.

