

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Writing

1. Definition of writing

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. There are some different definitions of writing explained by some different linguists. Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking (Harmer, 2007:33)

On the other hand, writing is the representation of the language in textual medium through the use of a set of sign or symbols. Some people consider that writing is difficult. Elbow (1981: 9) states that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to describe which ones to use.

Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2003: 335). Based on the explanation above, it can be concluded that the definition of writing is process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs which the purpose is used to communicate something with the other people indirectly, student gets effort to express mind through language in writing.

Writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated (Saed and Al-Omari in Yunus, and Chien 2016: 1).

2. Teaching Writing

In teaching writing, we should guide the student how to write and help them learn to write effectively. Writing taught as a process of discovery implies that revision becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process (Zamel, 1982: 206). Ask students to write for two or three minutes on the spot—at the beginning of class to stimulate discussion or gather students' attention, in the middle of class to make a transition in topic, work through a difficult issue or problem, or keep students engaged; or at the end of class to give students a chance to reflect on what they've learned, sealing it in their memories (Walk, 2008:3).

According to Subekti (2017 : 11-12) explains that student did not know that their writing would be analysed but when the teacher told their writing will be analysed they did not object. It is mean that teacher have to respect the student to guide them and did not pressure to have good value . We must listen carefully for those words that may reveal a truth, that may reveal a voice. We must respect our student for his potential truth and for his potential voice.

Brown (2000:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand, it can be conclude that teaching writing is not only the job of the school alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all students and teachers.

Another reasons stated by Brown (2000 : 343-346)”while various genres of written texts abound, classroom writing performance is by comparison, limited, consider the following five major categories of classroom writing performance”.

a. Imitative, or writing down

At the beginning level of learning to write, students will simply “write down”. English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well.

b. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much, if any, creativity on the part of the writer.

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. Guided writing loosens the teacher’s control but still offers of stimulators. Yet another form of controlled writing is dicto-comp. here a paragraph is read at normal speed, usually two or

three times. Then the teacher asks the students to rewrite the paragraph to the best of their recollection of the reading. In one several variations of the dicto-comp technique, the reader, after reading the passage, puts key words from the paragraph, in sequence, on the chalkboard as cues for the students.

c. Self-Writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on add scraps of paper.

d. Display Writing

For all languages students short answer exercises, essay examination, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

e. Real Writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those a continuum, and in between the two extremes lays some combination of display and real writing.

3. Problem in Teaching Writing

Many students need the writing skill much less than they need of the other. They think that writing is difficult, boring, and not important in their life. Student are usually scared to express their mind and they are scared to fail.

As it is mention in previous state writing provides a relatively permanent record of information, opinion, beliefs, feeling, argument, explanation, theories. Writing allows us to share our communication not only with our contemporaries, but also with future generation. It permits people from the near and far distance past to speak to us.

As it is mention in previous state that the writing skills is include difficult to teach, about grammatical, rethorical, conceptual and judgemental elements. The following analysis attempts to group the many and varied skills necessary for writing good process into five general components, they are:

a. Language use

Language use is the ability to write correct and appropriate sentences.

b. Mechanical skills

Mechanical skill is the ability to use correctly those conventions peculiar to the written language-e.g. punctuation, spelling.

c. Treatment of content

Treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information.

d. Stylistic skills

Stylistic skill is the ability to manipulate sentences, paragraph, and use language effectively.

e. Judgement skills

Judgemental skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information.

4. Writing Skill

Basic grammar is important in process of a good communication in writing, “writing skills” are actually more about developing a personal style, a unique voice as a writer. With a lot of new writers, the challenges are as much about the practice of writing and what to write about as anything else.

Though basic grammar is important in process of a good communication in writing, “writing skills” are actually more about developing a personal style, a unique voice as a writer. With a lot of new writers, the challenges are as much about the practice of writing and what to write about as anything else.

In term of skills, producing of coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. Until the mid-1970s, writing was a subservient skill, whose function was to support the development of oral language (Nunan, 1999: 271).

Based on the definition above, it can be concluded that writing skill is to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. Writing skills are specific

abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

B. Procedure Text

Procedure text are common factual genres with the purpose to instructions on how to do something. Further, the step of procedure text is to provide sequenced information or directions so that people can finish their goal about how to make or do something with safe, appropriate, and efficient ways. Procedure text such as recipes and direction are concerned with telling someone how to do something (Knapp and Watkins 2005 : 157)

1. Generic structure of procedure text:

According to Knapp and Watkins (2005 : 158) the generic structure of procedure text are goal, materials, and steps.

1. Goal : The final purpose of doing the instructions.
2. Materials : Ingredients, equipments to do the instructions.
3. Steps : A step of instruction to achieve the final purposed.

2. Language Features procedure text:

According to Knapp and Watkins (2005 : 153-163) there are 4 language future of procedure text.

1. Use of Imperative (Cut, don't mix)
2. Use words that tell the reader to command
3. Use of action verb (turn, put)

4. Use simple present tense

Using sequences must be considered important. Sequences such as then, next, after this, make clear the sequence in which events or stages in a process occur. The sequences usually in the beginning of a sentence. After looking the principle of procedure text, we should used a sequence to make procedure text in each step of the process clear. Student might decide that procedure text not needed sequence because the process is described in natural time order and the readers knowledge of the world will make the sequence clear to her or him.

From some of definition above, most of the students often face difficulties when their teacher asks them to write. One of the reasons that make them difficult to writes is because sometimes do not know what they will write caused by the lacking of the vocabularies and ideas. This situation also will be a challenge for the teacher to make the activity of writing becomes attractive and enjoyable.

C. Estafet Writing Method

According to Syathariah (2011: 41-42), *estafet writing* is a kind of active learning or learning by doing by purposing the students to negotiate learning as an satisfying activity and giving them opportunity to express their ideas to a certain topic with their classmates. *Estafet writing* is a technique in teaching learning writing which is the students will learn writing with groupwork and the students also have a chance to improve their writing ability individually.

This estafet writing is a technique of learning that makes students actively learn together, in group or individually. This technique can produce some product

which is as the result of learning. The product composition is the work together, because the results of procedure text is step with together activities.

According to Piga (2017 : 1) *estafet writing* teaching model can make the teaching and learning process funny and not boring, make student to have free drawing their ideas in text, can improve student motivation in developing their imagination to write a text, and growing up student braveness in starting their imagination to write a text.

1. Advantages of Using Estafet Writing

The advantages of *estafet writing* technique by Syathariah (2011: 43) are:

(a) Make the students enthusiastic in the learning process, (b) Make the students enjoying the class, (c) The students are more careful in implementing the learning process, (d) Studying in a groups by using *estafet writing* technique can help their friends who difficulties in writing an essay.

D. Teaching Writing Skill using Estafet Writing Method

Teaching writing requires the elements of writing skills including spelling, grammar, sentence organization, vocabulary, ideas and content (Kantor 2012: 2) . In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form.

In writing, there are several methods of developments that are commonly used to present written materials. Here, the writer is interested in using Estafet Game. Because sometimes by answering the questions given before writing, the students are helped to discover details that should be put in their writing paper when they get stuck with their writing paper.

According to Graesser and Person (1994 : 107) Much of the reasoning and problem solving is exposed when deep level questions are asked and answered (i.e., why, why not, how, what if). It is also one of the best ways to discover ideas, it is useful in narrowing down a broad subject to a manageable topic and in discovering what to say about the topic.

Teaching estafet game can offer a fresh perspective of teachers' experiences, their teaching styles and strategies, their feelings about the [students](#), and their judgments in the classroom. Teaching estafet game can help teachers to find the patterns in their classroom, make appropriate instructional decisions, adjust their [teaching](#) and reconsider their future roles while teaching.

E. Previous Research

There are some previous researchers who have done a research about Estafet Writing. Ariyani (2015) conducted a research on the use of Estafet Writing in improving the students' writing skill with chained picture on narrative text at MAN 01 Kudus. She found that using Estafet Writing in teaching writing could improve students' writing skill. It could be seen from student's average score in cycle I was 63.92 and after getting treatment in cycle II was 72.25. It showed that Estafet writing with chained picture could improve student's writing skill.

While Mustika (2014) "The Ability of Writing Descriptive Text of the Tenth Grade Students of SMA N 2 Kudus in the academic year 2013/2014 taught by Using Estafet Writing in her script. She found that Estafet Writing could improve students writing skill.

Khaerunisa (2015) "The effectiveness of Estafet writing strategy on student's descriptive writing skill who had done a research at eleventh grade of MA Tunas Pertiwi Cirebon. She claims, there was an increase of the students' writing skill. The student's achievement before using Estafet Writing from the pretest to the post-test which was 57.9 in the pre-test and increase 71.76 in the post test.

From the explanation of the previous research above, it means that Estafet Writing could improve students' ability in writing skill and implementation of this method could improve students' writing skill. In this research, the researcher used Estafet Writing as method to help the students in learning writing. Estafet writing could attract the students to focus in what they see and it could stimulate their minds and it's easily understood by the student in teaching learning process. This strategy could help the students to organize ideas in complete sentences. This strategy allows the students to write freely, and gives them a feeling that they have an investment on the topic to be able to produce really dynamic writing expected in their level, the researcher choses Estafet Writing because Estafet Writing could develop the ideas of students and it made the students learn writing in enjoyable

Estafet game involves peers writing as a team. In one approach, a higher achieving student is assigned to be the Helper (tutor) and a lower achieving student is assigned to be the Writer (tutee). The students are instructed to work as partners on a writing task. The Helper student assists the Writer student with meaning, organization, spelling, punctuation, generating ideas, creating a draft,

rereading essays, editing essays, choosing the best copy, and evaluating the final product.

Based on definition above, it can be concluded that teaching estafet game can offer a fresh perspective of teachers' experiences, their teaching styles and strategies, their feelings about the students, and their judgments in the classroom.

