# CHAPTER II
# LITERATURE RIVIEW

2.1 **Theoretical Framework**

  2.1.1   **The Concept of Writing**

    2.1.1.1 **Definition of Writing**

According stated by Harmer (2004), writing is a process, and what we write is frequently greatly influenced by genre constraints. As such, these components must be incorporated in learning activities (Saragih & Rabbani, 2017). One of the crucial abilities that language learners should be able to acquire is writing. Many specialists have provided a variety of writing concepts in the field of teaching English due to the significance of writing in language learning. Their works served as the idea for writing concept in the study. Nonetheless, a lot of them express contrasts views on the use of writing in language instruction. Writing is also a process, not a finished article. The writers create their concepts for the issue and the content throughout the course of several stages.

Meanwhile, according to Gaith (2002) says that writing is a process that can be said to be difficult because it allows writers to develop ideas and thoughts, and make them visible and concrete (Saragih & Rabbani, 2017). This makes activities to keep us thinking and learning because writing is a human need as well to communicate and is channeled by writing which encourages us to always think. So, the essence of their opinion regarding writing is a process of expressing and developing ideas where a writer must be creative in presenting a piece of writing with the language skills of a writer.

According to another opinion, namely Pincas (1987) says that writing is a human activity to express what he or she feels, to express what he or she wants to say. According to him, writing is a tool to communicate and express what he or she wants to say (Saragih & Rabbani, 2017). In short, according to the researcher, writing is an activity when humans express using a tool, namely their language which produces information in the form of notes where the notes contain letters, symbols or words. Usually, the tools for writing are computers and pens.

According to (Ali, 1997), the Prophet Muhammad was also given

revelations from Allah SWT in which Allah SWT taught humans to use a pen, as in Surah Al alaq verses 4-5:

الَّذِيْ عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: Who taught by the pen. (4) Taught man that which he knew not. (5)

In the Qur'an it is clear that Allah SWT says that "who taught by the pen". Because by writing this, they will convey their knowledge and knowledge to the next generation. Therefore, the Pen tool is very important in life (Ariyani, 2015).

Likewise, Zuhaily (1998), regarding verse 1 of Surah Al-Qalam, which Allah SWT has said that writing is where knowledge exists.

نٓ ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

Meaning: "Nun. By the Pen and what they inscribe"

According to Zuhaily (1998), swearing by Allah SWT with a pen shows the high position and great benefits of the pen in terms of knowledge (Zuhaily, 2018). Because writing is also a form of communication for someone who initially did not know the knowledge, then after reading the writing he or she became know (Fuad, 2018).

Writing has many definitions because different groups define it differently according to their needs and goals when they write. Writing is a complex metacognitive activity that focuses on an individual's knowledge, or ability to carry out various processes.

Writing has many definitions because different groups define it differently according to their needs and goals when they write. Writing is a complex metacognitive activity that focuses on an individual's knowledge, or ability to carry out various propositions. In the view of Graham (1997) mentions four areas that must be remembered when writing: (1) ideas and knowledge to write according to the topic, (2) the ability to compose and arrange texts systematically, (3) a way to encourage participants to writing with pleasure, and (4) concentrating thoughts and activities through strategies to save the purpose of writing. Grape and Kaplain (1996), in their book argue "theory and practice of writing".

Developing the meaning of writing into a triangular shape, namely the reader, receiver, writer. Meanwhile, another definition says, writing is an activity to produce writing in a creative way by focusing on one's thoughts and channeling them through writing (Nguyen Thanh Huy, 2015). So according to them writing is not just writing without seeing the results of the writing, without reading the writing, writing is indeed a complex thing because the results of our writing will be read by other people, then readers read the writing of the writer so they can understand, they can receive the message conveyed by writer.

### 2.1.1.2 Purpose of Writing

In the religion of Islam itself, Prophet Muhammad encouraged his people to write as in the hadith below:

حَدَّثَنَا أَبُو خَيْثَمَةَ ثنا وَكِيعٌ، عَنْ أَبِي كِيرَانَ، قَالَ: " سَمِعْتُ الشَّعْبِيَّ، قَالَ:«إِذَا سَمِعْتَ شَيْئًا فَاكْتُبْهُ وَلَوْ فِي الْحَائِطِ» (رواه أبو ختسامه في العلم رقم. ١٤٦)

Meaning: Abu Khoitsama Sana Waqiun has told us, from Abi Kairan he said: I listen Asya'bi said "When you listen something (from knowledge) then write it even on the wall." (HR. Abu Khaitsamah in Al-Ilmu no.146) (Nurhalisa, 2022).

In this hadith likens the wall to a place to write whatever it is which comes from science, the point that the importance of knowledge even if we don't have paper as a place to write, then make it another place to write the knowledge we have got. The knowledge in the hadith is the goal of writing, because writing is the source of knowledge obtained from a teacher. The purpose of writing is the writing can be read for the next generation to gain knowledge through the writing of the author as it is.

From the view of expert, it is John in Yi (2009) expressed in (Iftanti, 2016) the purpose of writing is first, to express the feelings and thoughts of a writer, the second is to make the reader feel entertained by the writing, the third is to show what information is contained in the writing of a writer so that it convinces the reader that this is indeed the purpose of a writer (Fahmi & Rachmijati, 2021). The purpose of writing which is the most important thing for a writer to know. There

are four general goals when someone writes. Do they write to make papers or assignments from teachers or lecturers, do they write to make love letters, do they write to share their experiences. However, in essence, the content of their writing contains inform, explain, and persuade.

1. Writing to inform, in this case the writer only wants to convey to the reader some information or message. Writers provide the information needed so that readers get the information they want, writers provide facts or data that they can or research, and channel it through their writing. Writers can also convey information by describing something such as news, reports or stories according to their purpose. This includes the purpose of writing so that writing has content, meaning or information. It also makes the content useful, and the reader gets the information he or she is looking for.

2. Writing to Explain, what is meant here is to provide a clear statement regarding the topic or information to the reader so that they get real knowledge about the topic being discussed. For example, the contents of the writing about flowers that have thorny stalks, the author can provide examples related to the contents of the writing or topic, there are many thorny flowers, one of which is roses. So, the author can explain that roses have any color, why do these flowers have thorns, when do roses bloom. It could also be the author giving the steps in making something. For example, making fried rice, what ingredients and cooking utensils should be prepared. It can also explain why one thing has an effect on another, for example to littering causes flooding.

3. Writing to persuade, for the purpose of writing, this writing contains meaning and messages for the reader. The author tries to make the reader feel interested and convince the reader to agree with the author so that there are certain words or sentences which are indeed invitational sentences. Usually, this sentence tries to persuade readers to accept the ideas or opinions presented by the reader to agree with the author (Gestari, 2013).

    As for the addition of (Dewi's, 2019) in her thesis, namely writing to amuse.

4. Writing to amuse, the purpose of writing here is to entertain readers, writers share experiences or something they have accomplished with pride. So here

the writer is happy or the writer feels entertained and then the writer tries to entertain through the contents of their writing. This is so that readers enjoy what they already have (Dewi, 2019)

### 2.1.1.3 Process of Writing

Writing process is divided into four parts, they are:

1. Prewriting

   At this stage, is the stage when the writer is still thinking about what things should be in his writing, the writer tries to come up with ideas by compiling a writing framework. The writer can start by making a list or brainstorming ideas for what should be in the writer's writing.

2. Writing

   Continue to the next stage, namely writing. At the time of writing, the writer must add detailed information; develop existing ideas, which are not added during prewriting. At this stage the writer pours out more ideas, ideas, facts and ideas to be poured into his writing so that it forms into several paragraphs.

3. Revising

   After writing, there is time for the writer to revise, usually he gets revisions from other people or from readers who read his writing, so he rewrites the essay, or corrects things that are wrong and adds things that are lacking in their writing.

4. Edit

   After revising, then editing when there is an error in punctuation, using inappropriate language structures, or symbols, or incorrect spelling. After everything is done, the writing becomes an essay or several paragraphs that are easy for readers to understand and readers feel happy and get information from their reading, writers also feel happy if their writing succeeds in becoming a reference, motivation and inspiration for readers (Saragih & Rabbani, 2017).

### 2.1.1.4 Types of Writing

There are various types of writing; this all depends on a writer, what goals will be achieved, whether the writer will make paragraphs, essays, papers, or

articles. It all depends on the purpose of the writer, also seeing what topics will be discussed in his writing and how the impact will be shared with readers. Therefore, there are four types of writing, as follows:

1.  Expository

    Expository is a type of writing which focuses on informing something by explaining or explaining the topic raised. This type of writing focuses on the subject, material or topic without voicing the personal opinions of the authors. In this type, the writer shares the appropriate facts and figures without giving their opinion on the topic or subject raised in their writing. Usually this is often found in books and articles.

2.  Descriptive

    Descriptive writing is centered on talking about something like a person's character, an event that happened, or a place. In essence, the purpose of this descriptive writing is to describe. So, the intention of the writer is to describe a person, or living thing, event or place clearly as if the reader feels what the writer feels. Usually, this type of writing can be so poetic when the writer has free time just to write descriptive text.

3.  Persuasive

    Persuasive writing is to guide others to be in the writer's point of view, the writer tries to invite the reader to be in his point of view, so that the relationship between the writer and the reader has the same opinion. This paper is filled with the author's opinions, the contents are also justification for something which can be called reasons. Usually persuasive writing is in advertisements, commercials, complaint letters, offers, and so on.

4.  Narrative

    In this type of narrative writing, it usually contains several people with characters and dialogue. The goal of this type of writing is to tell a story. A writer introduces the characters of someone in his writing one by one and tells the readers what has happened, will be, or is happening. There is also the author telling the point of view of one of the characters, so that sometimes the reader feels that he is in the story, and usually the introduction from the first point of view is the main character of the story.

Examples of this type of writing include short stories, novels, biographies and poetry (Zulaikah et al., 2018).

### 2.1.1.5 **Component of Writing**

According to (Jabobs, 1981: 90) there are five kinds of writing components, namely content, organization, grammar, vocabulary, mechanics. They include:

1. Content

   About how the content or content of information in the text so that the text can be understood by readers. In order for the author's writing to have good and useful content, there must be something called unity and completeness. The unity is that a writer has a main idea or idea accompanied by supporting sentences from the main idea or idea. While completeness is an idea or idea that can be explained in detail and each supporting sentence is interrelated with one another.

2. Organizing

   In this case, how can the ideas that we have written into the text be arranged systematically, not in a haphazard manner, like a chronological sequence which usually starts with the general first, then goes into the special (Rahman & Rahman, 2022). Meanwhile, according to Reep (2009: 82) organizing is when a piece of writing, namely a paragraph reaches coherence, then the sentences are arranged sequentially so that the sentences are mutually continuous from one point to the next. Usually called transitions, connecting words, this shows that there is a connection between ideas conveyed per sentence in the paragraph, so that you get a good paragraph to read.

3. Grammar

   In the opinion of Gerot and Wignell (1994) argued that grammar is a language that is structured and how the language works. From grammatical features such as the tense in the sentence or paragraph. So, the writing of a language must comply with the technical rules of the language, if Indonesian writers use English in their writing, then the structure of the language must follow the structure of English writing. The writer must be

able to place the tense according to the situation of the sentence he or she uses.

4. Vocabulary

Vocabulary is a very used thing when writing. However, the choice of vocabulary must also be appropriate so that the reader can easily understand what the author means. Writing is not as easy as communicating because writing has to sort and choose a series of words that cannot be used when communicating directly or speaking. By choosing a good vocabulary, the contents of the message in the text will be easier for the reader to feel and understand.

5. Mechanics

Mechanics is how sentences are composed of several words, which words have the correct punctuation or spelling. For various kinds of punctuation marks, they have different functions, so this is really needed by the writer so that the reader is more helpful in understanding the content or message contained in the text or paragraph. Meanwhile, the use of proper spelling must be included in the writing component so that it does not make the reader confused or misunderstand the meaning and do not feel the purpose of the text (Zulaikah et al., 2018).

## 2.2 The Concept of Descriptive Text

### 2.2.1 The Definition of Descriptive Text

In general, descriptive text is a text consisting of several sentences which describe the characteristics of a living thing or an object or place. According to Emilia (2011) says that descriptive is a text that is intended to share information about someone or something. With the intention that descriptive text is how a writer expresses it through writing about a person, object, or animal (Saragih & Rabbani, 2017). Meanwhile, according to Husna (2013) said that descriptive text is a type of writing in which the writing describes or defines the characteristics of a person, object, or place (Ismayanti & Kholiq, 2020). Husna's opinion is similar to that of Gerot and Wignel (1994) describing a person, an object or a place where this depiction aims to share information with the reader as if the reader sees what

the author clearly describes in their writing (Mardiyah et al., 2013).

The opinion of Keraf (2000) further clarifies that descriptive writing is when a writer conveys feelings and images that have been experienced by a writer to readers. The point is that the writer tries to convey feelings or experiences in his writing, as if the reader is in the experience of the writer and this depends on how successful a writer is in making his writing so that the reader can imagine. However, Kane's opinion (2000: 352) says that descriptive text is a writer's sensory experience, and usually a visual experience such as an image (a person, object, place) (Reszy & Yuli, 2013).

### 2.2.2 Types of Descriptive Text

There are several types of describing a thing or in descriptive text, which are divided into three, as follows:

1. Describing of place, in this type, the content of writing describes a condition, situation, a place that the author thinks is beautiful to visit, or the author's own experience because he has visited a place, then the contents of the text describe that place.

2. Describing of people, in this type, a text contains a description of a person, starting from the visual; his or her face, his or her walking posture, his or her body, his or her character, the things he or she likes and dislikes, all of those descriptions are located in the describing people section

3. Describing of things, in this type, the contents of the text contain descriptions of objects, for example what shape the object is, what its beauty is like, what it is useful for or what it is used for, and so on (Saragih & Rabbani, 2017).

### 2.2.3 Language Features of Descriptive Text

As for the language features in the descriptive text put forward by several opinions, namely Derevianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005), as follows:

1. Centered on the main character that is told in the writing, if what is depicted is a person, then focus on the portrayal of his character, his nature, his habits

2. Usually, it uses the present tense more often, because it tells what is happening in everyday life, if anyone uses the past tense then this usually refers to objects which are no longer there in the present

3. Using linking verbs (are, is, have, has, belongs to)

4. Using action verbs with this can provide additional explanation about the behavior performed by the main character in the text

5. Use adjectives and adverbs to explain information to nouns and add verbs to write a more detailed description of the theme being discussed (Noprianto, 2017).

### 2.2.4 Generic Structure of Descriptive Text

According to Hardy and Klarwein (1999:1) said that the generic structure of descriptive text consists of two definitions and descriptions. Description according to them there is a description of goals, people, interesting facts or properties and can also be with evidence. As for the additional generic structure in descriptive text according to Gerot and Wignell (1994:208) and Yusak (2004:49) there are two generic structures, namely as follows:

1. Identification

Identification is the initial stage, the stage where the writer introduces a person, place or object, in which the writer will explain the answers for what, who, where and when. Masruri (2010: 1) added that identification is the content of the paragraph which introduces the reader to the character of a person, object or place.

2. Description

In this section the author explains in more detail the characteristics of a person, place or thing. If you look back at Masruri's words, then in this section the author explains information that is not in the identification section, where the ideas are well organized, between sentences have clear relationships and can be understood by readers. For example, when describing someone, and already entered the description section, here the writer can add what that person likes and what he doesn't like, such as food, animals, places, and so on. The sentences are interconnected and nothing is out of the topic of discussion (Jayanti, 2019).

### 2.2.5 **The Example of Descriptive Text**

The following is an example made by Diani Syahputri and Siti Masita (2018), as follows:

My Beloved Mother

(Identification)

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

(Description)

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing (Syahputri & Masita, 2018).

## 2.3 **The Concept of Conventional and *Estafet* Writing Method**

### 2.3.1 **Definition of Method**

The method is the planning of a teacher in providing learning based on a predetermined approach. In order to ensure teachers to convey learning in the classroom (Edisherashvili, 2014). This method is presented because each class has a different level of knowledge, therefore the needs of each class are different. There are many learning methods, teachers can choose according to the needs of these students. Therefore, every teacher must know which method to use in learning (Munzaki et al., 2017).

According to Sugihartono (2013) there are several factors in determining the choice of learning methods, namely the situations and conditions during the learning process. If a teacher uses the right method, then a good possibility is the achievement of the desired learning objectives (Sugihartono, 2013). If the learning

methods provided by the teacher are less varied, it is possible that students are less interested during the learning process so that the impact on learning objectives is not achieved (Dewi & Yushita, 2019).

### 2.3.2 **Conventional Method**

According to Sriyono (1992) the conventional method is a method that is often referred to as the telling method, which only focuses on a teacher's explanation of a material (Sriyono, 1992). This method is a form of interaction through verbal expressions from the teacher to students in the class. This method is said to be conventional because the preparation is the simplest and easiest without the need for much preparation before carrying out this method in class. A teacher only explains material without making students participate actively in class, because only the teacher participates a lot, and students just have to listen (Jafar, 2021).

### 2.3.3 **Definition of *Estafet* Writing**

According to (Syatariah, 2009) revealed that *estafet* writing is a learning process that allows students to play an active role in the class to express their ideas according to the material being studied which makes students interested in learning activities. So, the *estafet* itself is a system where students express their ideas one by one, so that all students in the class can play an active role. However, in Rusman's view (2011) says that *estafet* writing is an innovative learning model when a student makes a sentence and is continued by a student or friend, and so on until a paragraph or text is formed (Saragih & Rabbani, 2017). Students are also required to write a sentence to write down what is on their mind according to their imagination. In this method students are free to express through writing about the imagination that is in their minds.

### 2.3.4 *Estafet* **Writing in Descriptive Text**

In this writing *estafet,* the teacher will tell students to form groups and the teacher can guide them into several groups. Then each student in the group writes down what he or she thinks about a person, object, or place by describing it.

Writing *estafet* will finish when the time has finished as specified. The steps for implementing the *estafet* writing method are as follows:

1. Students share information about descriptive text

2. Students see examples of descriptive text

3. The teacher can immediately divide students into several groups, where one group consists of 5 people

4. The teacher explained that later the results of their descriptive text would be presented, which they did with the *estafet* writing method

5. The students began to do the writing *estafet* by imbuing their own imagination into writing

6. After that, students revise the descriptive text they wrote, in order to combine and adapt it into good and correct sentences

7. Students present their writing results

8. Finally, students can write individually descriptive texts with predetermined titles (Saragih & Rabbani, 2017).

Additional from Syathariah in Rodiah (2019) regarding the steps for carrying out the *estafet* writing method, as follows:

1. The teacher explains the theme and material to be taught, for example the material is descriptive text about describing someone.

2. The teacher divides the students into several groups consisting of 5-6 people

3. After the students got their groups, the students were told to make an opening sentence at the beginning of their writing

4. After that, the student who wrote the opening sentence became the first student to write the *estafet*. Then on the first count the teacher orders each student to raise their bodies so they can see the writing written by the student who will do the *estafet* first, then on the second count, the teacher tells students to submit their writing to the student/friend next to them

5. Then the second student must continue the essay by adding at least one sentence in the writing, students are required to look at the previous sentence before continuing the next sentence

6. And so on until the time runs out as determined by the teacher

7. After that, they will read the results of their essay sequentially, if there is an

error in the sentence or it is not coherent, a mark will be given

8.   After that, the teacher instructs students to write down the results of the sequence on the blackboard and correct it together (Rahman & Rahman, 2022).

### 2.3.5 **The Advantages of *Estafet* Writing**

*Estafet* writing has a very positive impact on students' writing abilities. Because students work together in each group to at least write one sentence individually and then continue it with their group mates. This makes them feel passionate about learning, because the learning atmosphere is more interesting. This of course will have an impact on their learning outcomes, because their willingness to learn is higher with a happy classroom atmosphere (Saragih & Rabbani, 2017).

According to Syahtariah (2011: 42) the advantages of this method are as follows:

1.   Arousing student enthusiasm in the classroom

2.   Presents a funny atmosphere in the classroom

3.   Students are freed to channel their imagination

4.   Add new vocabulary and use it when writing (Rahman & Rahman, 2022).

### 2.4  **Related of the Study**

Below is previous research that is similar to this research:

1.   "The Use of *Estafet* Writing Method to Improve Students' Ability in Writing Narrative Text at the 8 Grade Students of SMPN 17 Medan" by Mahmudah Rangkuti, Department of English Education Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera Medan 2017. The aimed of the research are to express the implementation of the *estafet* writing method in learning writing a narrative text and to express the improvement of the students' ability in writing narrative text at 8 grade students SMPN 7 Medan in Academic year 2016/2017. The research used Classroom Action Research that adapted from Kurt Lewin's design that consists of two cycles. Every cycle consists of four phases, those

are: planning, acting, observing, and reflecting. The result proven by the improvement of student' score about 89.49% from the pre-test to post-test cycle 2. In the pretest, there is no one students who passed the Minimum Criteria Accomplishment. In the posttest I, there were 5 (13.51%) students who passed the Minimum Criteria Accomplishment and in posttest II there were 22 students or (59.45%) who passed the Minimum Criteria Accomplishment. it can be concluded that *estafet* writing method is one of effective method used in learning English writing (Rangkuti, 2017).

2. "The Use of *Estafet* Writing with Chained Picture to Improve Students' Writing Skill on Narrative Text" by Zulfah Ariyani, Tarbiyah and Teacher Training Faculty Walisongo State Islamic University Semarang 2015. The research has a purpose to answer research questions are how is the improvement of students' writing skill on narrative text after being taught by using *Estafet* Writing with Chained Picture? how are the students' responses after being taught by using *Estafet* Writing with Chained Picture? The research used a Classroom Action Research (CAR). The subject of this research was the X MIA 2 students of MAN 01 Kudus in the academic year of 2015/2016. The data were obtained by observation, test, and questionnaire. The result of the research showed that the students' mean score in the preliminary research is 51.92 or 15.4% students achieved the minimum standard score, the students' mean score in cycle 1 63.92 or 43.5% students who achieved the minimum standard score (KKM) and the students' mean score in cycle 2 is 72.25 or 82.5% students who achieved the minimum standard score (KKM). The research has found out the improvement of students' writing skill on narrative text and the students' positive responses after being taught by using *Estafet* Writing with Chained Picture at the 10th grade of MAN 1 Kudus in the academic year of 2015/2016 (Ariyani, 2015).

3. "The Effectiveness of *Estafet* Writing in Teaching Writing of Narrative Text (An Experimental Research at the Tenth Grade of MA Al-Islam Jamsaren Surakarta)" by Andika Api Asmara Ditya, English Education Department Islamic Education and Teacher Training Faculty the State Islamic Institute

of Surakarta 2017. The aim of the research is to find out the effectiveness of *Estafet* Writing technique in teaching writing narrative text at the tenth-grade students of MA Al Islam Jamsaren Surakarta in the academic year 2015/2016.The research design in this research was quasi experimental research (Pretest, post-test design) with quantitative approach. The population of the research was the tenth-grade students of MA Al-Islam Jamsaren Surakarta in the academic year of 2015/2016. The sample of the research was the students of X IPA as experimental group and X IPS 2 as control group. The result of the research showed that the *estafet* writing technique is effective to teach writing narrative text. The result is 4.532 > 1.667 which means Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected (Ditya, 2017).

4.  Research conducted by Praeska Andre Rosaliana (2014) entitled "Effectiveness of the Writing *Estafet* Method in Learning German Writing Skills for Class XI Students of SMAN 1 Sedayu Bantul". This study aims to determine the significant difference in learning achievement of students' German writing skills in that class using conventional writing *estafet* methods and also the effectiveness of using the writing *estafet* method in learning German writing skills. This study uses a quasi-experimental method that uses pretest and posttest to obtain data through tests of German writing skills. The results show that there is a significant difference in learning German writing skills between the experimental class and the control class. The final average value of the experimental class was 65.162, which was greater than that of the control class, which was 62.902. Therefore, it can be concluded that the *estafet* writing method is effective in learning German writing skills (Rosaliana, 2014).

5.  Research conducted by Srimaharani Tanjung, Melwan Ady Rezki Harahap, Mestina Waruwu (2021) entitled "The Effect of *Estafet* Writing on Students' Writing Procedure Text (A Study at the Twelveth Grade of SMKS TI Putra Harapan 2 2020-2021 Academic Year)". This study aims to know the application of *estafet* writing, the ability students before and after using *estafet* writing, and there's any significant effect of using *estafet* writing.

Using pre-experimental design of the research by using one-group pre-test and post-test. Before being given estafet writing method treatment, the average student result was 50.83, so it was categorized as "bad". Meanwhile, after being given the treatment, the mean score of the students' writing procedure text was 81.3 and categorized "Very Good". It means there is any significant effect of *estafet* writing on students' writing procedure text in the School of SMKS TI Putra Harapan 2 at the XII grade (Tanjung et al., 2021).

## 2.5 **Conceptual Framework**

Writing is one of the four language skills that are quite complex to learn. Writing is a skill that must be considered because it is more challenging to learn than speaking, reading, and listening. Writing requires a good and correct language structure; a writer must be able to convey his message correctly so that the contents of the message in it can be understood by the reader. Foreign language students can write English, but when assessed from the aspects of writing assessment, there is still an unclear structure, unsystematic message content, and undeveloped vocabulary usage. Cases like this are evidenced in schools where students cannot write English properly and correctly.
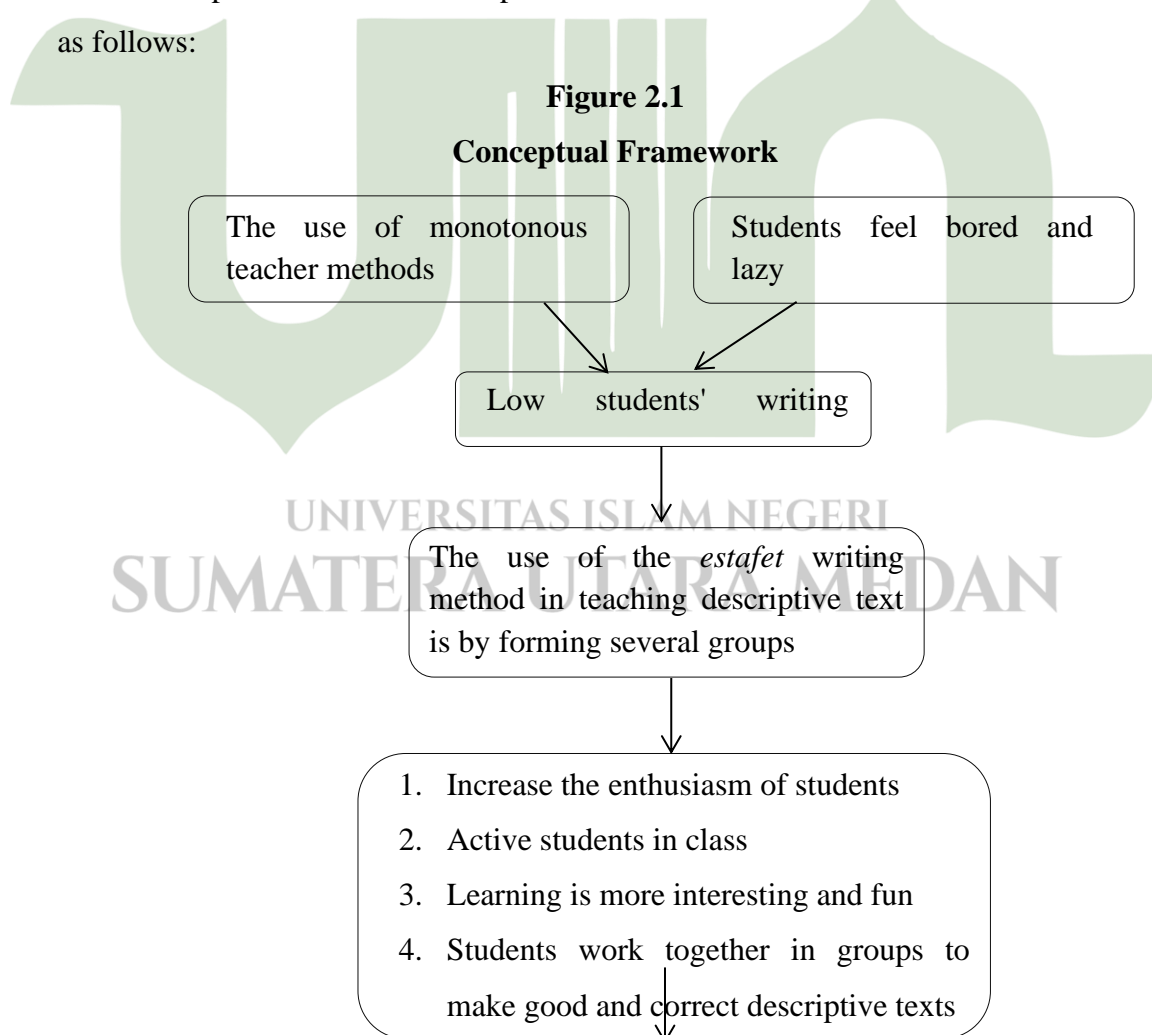
When viewed students who have low writing skills, this is due to several things, one of which is most often encountered is a teacher's teaching method, which seems monotonous and makes students not active, don't listen to the teacher's explanation, even laze during the lesson and also students feel that the material delivered by the teacher is complex for students to understand, as a result, it makes students feel lazy to do the assignments given by the teacher and have low scores. Therefore, it is important to use methods that are appropriate to the subject matter to be delivered. One of them is the *estafet* writing method.

The *estafet* writing method makes students play a more active role in class. The *estafet* method is the division of groups from the number of students in the class so that they are formed into several groups, then from these groups students are instructed to describe a person, and the students in the group make fragments of sentences that are connected from one student to another. This method makes

students more active and more interesting and challenges students' writing skills. It also increases their motivation to improve their writing skills.

The use of the *estafet* writing method also develops their imagination, and increases their vocabulary, how do they work together to make their writing combined into a text so that readers understand what their text is about. Because after the students in each group finished doing the *estafet* writing, the teacher instructed them to revise their writing according to the generic structure of the description text. After seeing from the use of appropriate methods and attracting students to be active in class, the teacher must see what aspects must be considered in writing skills, there as content, organization, vocabulary, mechanics, and grammar. Each student must have different learning outcomes, so the teacher must provide feedback and input to students after learning takes place so that students can improve the low aspects of writing.

An explanation of the conceptual framework to make it clearer is described as follows:

**Figure 2.1**

**Conceptual Framework**

| The use of monotonous teacher methods | Students feel bored and lazy |
|---|---|

Low students' writing

The use of the *estafet* writing method in teaching descriptive text is by forming several groups

1. Increase the enthusiasm of students
2. Active students in class
3. Learning is more interesting and fun
4. Students work together in groups to make good and correct descriptive texts

> The ability to write descriptive text increases by looking at aspects of writing, namely content, organization, mechanics, vocabulary, grammar.

2.6 **Hypothesis**

Based on the literature that has been presented above, the researcher states the research hypothesis below:

$H_a$: there is an effect on students' ability writing descriptive text when taught using *estafet* writing method

$H_0$: there is no effect on students' ability writing descriptive text when taught using the *estafet* writing method.