

CHAPTER II

LITERATURE REVIEW

A. Definition of Writing

At the senior high school level, literacy is the focus of developing English language learning in this curriculum. One of the goals of learning English in high school is to develop communication skills in English, both spoken and written. Therefore, teachers must think critically in improving their students' writing skills and motivation. Writing is by nature the most complex activity. Writing requires skill and skill in a proper time and place. The ability to write is as to what to write and how to write. According to Tarigan, (2013:4). Writing is a productive language skill activity. If a person wants to be able and skilled in writing, he or she must learn continually so that he or she becomes proficient in writing, since the ability to write is that everyone is not present directly but must be taught constantly. That assumption is that writing does take a lot of energy, time, and attention. Additionally, writing also requires skill and creativity.

In the writing process we always involve thinking skill and creative skill (Christoper, 1996) . The students appeared to have many problems when writing in English. As Tribble said that for the moment we can accept that writing is a language skill that is difficult to acquire. Furthermore, one in which relatively few people are required to be experts. It means writing is a difficult skill, because the writer needs skills on how to write words correctly, how to put and arrange those words into sentences that are supposed to be meaningful according to grammatical rules.

Therefore, many reasons suppose that the number of students writing difficulties is even greater than the number experiencing difficulties in other skills Nguyen (2009: 61-66). Meanwhile, not only do students often find difficulties in writing but teachers also got it. The teachers are also difficult to teach, which, more or less, affect the students' learning outcomes and has a long process.6 Process of writing activities starts from pre-writing,

drafting, revising, and editing to discover and produce ideas and views. Furthermore, the teachers still use conventional teaching to teach English. To solve the students' problems, the teacher is hoped to able to find the solution to improve students' (Hoang, 2009)

Based on some definitions above the researcher concluded that writing is a progressive activity that makes time and follows some procedures to have a good writing skill.

1. Writing Skill

Writing is primarily for correspondence. Many experts who write books on writing in English have defined and stated the following: Writing is a process according to Harmer, and we write is always heavily influenced by genre constraints, so these elements must be present in learning activities. Writing is one of the key language learning skills students should master Writing skills are part of the language that must be taught by teachers, for students in high school because writing is a difficult skill for many students. According to Pincas, human beings have the significance of communication and self-expression to express their written feelings and opinions. The research concludes that writing is an activity or language expression to make information or note in the form of letters, symbols, or words, based on the expert's explanation above (Pincas, 1987, p. 127). Estafet writing involves more than just putting together sentences with grammatical wrong and correct grammar. The ideas in the sentence must be arranged logically so that it is easier for the text to be followed by the reader.

2. Process of Writing

The writing process is classified into four parts, they are:

a. Prewriting

There are four prewriting techniques that will help the learners think, construct a subject and get vocabulary. They write, ask, make a list and are free to prepare a scratch outline.

b. Writing

Be prepared to bring in additional thoughts and information not appearing during the prewriting phase. This is really composing the piece's first outline. The next step in the writing cycle is to compose paragraph after thinking about the subject and doing required pre-writing.

c. Revising

Revising involves editing an article, building on what has been done already to improve it. The revising process consists of three stages: revision of text, revision of sentences and editing.

d. Editing

The next step is editing for grammar, punctuation and spelling errors after revising the material and style.

3. The Components of Writing

According to Iskandar Wassid Dan Sunset calendar in terms of essay assessment, there are some criteria used among other things (Sunendar, 2011) :

- a. The quality and scope of content
- b. Organization and rendition
- c. Composition
- d. Cohesion and coherence
- e. Styles and forms of languages
- f. Mechanic; Grammar, spelling, punctuation
- g. Neatness writing and hygiene

According to Ferriss (2005:312-313) "Unlike holistic scoring, analytic relies on a rating guide that separates and weight textual components such as :

- a. Contents
- b. Organization
- c. Grammar
- d. Vocabulary

e. Mechanical

Based on the explanation above, it can be concluded that the researcher focuses on writing components in content, organization, grammar, vocabulary, and mechanics to improve students' skills and motivation. This component also measures the assessment in writing tests for students.

B. Writing Narrative Text

1. Definition of Narrative Text

The narrative text is famous in English learning activities. Then, narrative text is a paragraph or essay that tells a story or chronological accident. According to Fatuni'mah The story can be imaginary or based on a real incident A narrative tells about something that happened in the past. In addition, the narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contains a story by presenting the sequence of events and actors which are characterized as heroes or cowards (Fatuni"mah, 2017). The content of the narrative was made very interesting because this text aims to entertain the reader. Moreover, the reader can bring out in the story and they can imagine that the story happened in reality. According to Asmiyah" A narrative text usually focus on the specific participant or character, describe certain events or phenomenon in detain"(2011: 164). It means that narrative text explained a phenomenon that has been finished last time with including figures and the character that supported them in the story. In addition, this theory is almost the same as syarif, he said" Narrative text is the story that happened in the past (2014: 13). From the definition by an expert, we can know if the narrative text is a story that is made to entertain the reader. Moreover, the reader can feel the story from the characteristic there. Besides, to make the reader motivated in the topic, the writer has to make the story with the illustration. Therefore, the reader can feel the story like in real life. The

narrative text has some examples. They are fable, legend, myth, fiction. The example of the narrative is very unique. Moreover, many authors made a novel, poems, and short stories. However, the accident in the narrative story is fiction but the reader felt interesting to read the story because the story can help them from their busy daily activity.

2. Types of Narrative Text

a. Fairy tales

In short, fairytales are fairy tales with the genre of fantasy or unreal stories. Fairytales usually take the form of folk tales or children's stories whose stories are shrouded in magic. Examples include Snow White, Thumbelina, Timun Mas, and Cinderella.

b. Folktale / Folklore

Almost the same as fairytale, folktale or folklore is a folk tale that is passed down from generation to generation. In addition, this folktale usually spreads by word of mouth, so that it will be told from generation to generation until it becomes part of the community's tradition. One example of the story is Malin Kundang.

c. Legend

Legend is a legendary story that comes from a combination of fairy tale and folktale. If you've read it, one example of a legend story is The Legend of Surabaya. Yep! So, a legend is a folk tale that many people consider real because there is a heroic content in it. Generally, legends tell about how the origin of a place can be formed. Another example is the Story of Lake Toba.

d. Myth

There are also types of narrative text, namely myth is a myth. Actually, this type of narrative text is not much different from folktale. However, the difference is that sometimes myth can be found in today's life. Usually people assume that mythical stories really happen, for example the stories of Aji Saka and Dewata Cengkar.

e. Science fiction

Science fiction, commonly abbreviated as Sci-Fi, is a story about science fiction. This type of text usually deals with imaginative and future concepts using advanced science and technology.

f. Romance

Romance or love story is a narrative text that contains the struggle of the main character's love. Examples include Romeo and Juliet and I'm One of Those Fool Man.

g. Fable

The stories where the main character is an animal that's called narrative text, the type of fable. Usually this text is intended for children as a lullaby.

h. History

In addition to the seven types above, history is also an example of narrative text, lo. As we know, history is a story about events and what happened in the past, complete with a chronology of the place, characters, and time of the incident.

i. Personal experience

Another type of narrative text is personal experience or the author's personal experience. In this type of text, the writer can pour what has been experienced by himself into an interesting story that can be enjoyed by others.

3. The Generic Feature of Narrative Text

When making a good narrative paragraph, we would know the generic feature of narrative text because this element that arranges the paragraph became interesting and systematic. Based on Asmiyah theories, the generic feature of narrative are:

a. Characterization

Characterization is the element that explained the character of the figure in the story. Thus, the function of this element is to make the story strong and curious with the content of the story.

b. Point of view

The function of point of view is to show the position from each figure in a story. On other hand, this element tells the reader about the function of the character in the story. They are first-person and third-person. The first-person point of view is using the subject "i" in the story. It means that the writer explains the main character of the story or subject "i" use the writer to describe themself in the story if they create a story based on their experience. Moreover, the third-person point of view usually uses a name to explain the character or the writer can use she or he. For the example snow-white, rapunzle, cinderella.

c. Theme

The theme is an element that explained about topic or idea in the story.

d. Plot

The plot is the element that tell the reader about the way of the story or explained about time signal in the story. It means that the story can tell with the chronological plot from the beginning until ending without a flashback or the story tell the reader by using a flashback plot.

C. Estafet Writing

1. The definition of Estafet Writing

Estafet writing is one method of active learning or learning by doing which aims to enable students to associate learning as a fun activity. According to Syathariah (2011:41), estafet writing is a kind of active learning or learning by doing by 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 writing is a method in teaching writing where the students will learn writing in a group and the students also have a chance to improve their

writing ability individually. Estafet writing 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 produced together with classmates. Estafet writing is one method of fun activity like a game where we work with our group together. According to Indarto (2013), Estafet is a game which is adopted from estafet race. The meaning of the word estafet itself is 'connected to each other'. In this research, estafet writing is made as a method in teaching English. This method is a method of learning that involves students actively learn together, in 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, because the results of descriptive essay are from together activities. Estafet writing method usually is used to write short stories in sequence. However, in this study the researcher used estafet writing for writing an narrative text by using a specific them that is done in groups. The researcher hopes by selecting this learning method can increase the spirit of learners to learn and write an text in English. Estafet writing is one of the innovative learning method are able to increase the motivation of the students in the developing the imagination to write an essay and the courage of students began expressing ideas or opinions. The students become more creative to develop her/his thinking.

2. Estafet Writing Technique

Syathariah notes that stafet writing is a kind of active learning or learning by negotiating learning with the students as an interesting activity and allowing them to convey their ideas to a particular subject with their classmates (Syatariah, 2009, p. 338). It means that estafet writing is a kind of teaching technique used by teachers to help students

actively participate by continuously voicing one's ideas after another, based on the subject matter.

Estafet writing or Chain writing is a form of learning through doing or active learning that involves learners deliberately to compose a narrative essay in a manner that is either jointly or stafetly. Implementing estafet writing will be more beneficial for learning how to write as students are more likely to learn in groups than individuals. Cahyono argues, "Estafet writing is one of the methods of active learning or learning by doing that aims at encouraging students to combine learning as an enjoyable experience" (Cahyono, 2011, p. 387).

By taking turns, the students write imaginative sentences (at least one sentence) in their practice book, then all the students stafettely keep writing down their creative article to make it a short story. Students should be having fun learning, not being dull. Students are given the right to share their imagination since the writings produced concise text.

3. The Benefits of Estafet Writing

The effective to teach narrative text writing using Estafet Writing, since it will make the learning environment more amusing and not dull. Estafet writing would allow the students to openly translate their thoughts into a letter Syatariah states that Estafet Writing or Writing Chain is practicing the process of learning by cooperative or constructive learning involving students regularly writing concise textbooks(Pincas, 1987, p. 127). Alternatively students compose creative arraylines (at least one line/line or temple) in the exercise text. So, students will be inspired to learn how to compose a text by Estafet teaching, and it will also have a good effect on the teaching abilities of the students. This technique is a kind of cooperative writing that all members of the group have the opportunity to write a paragraph individually, and will need to be implemented several times (Betti, 1993, p. 12)

4. Procedure of Estafet Writing

Learning using the writing relay learning method is that students work in groups. The writing relay learning method applies several steps follow :

- a. Teacher asks the students to make groups 4-6 students.
- b. After that, the teacher asks the students make an opening sentence.
- c. After the students make an opening sentence, the students become the 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 students handed over to a friend of this book to her/his right.
- d. 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.
- e. 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.
- f. 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.
- g. each asks one students to write the essay result on the board. Teacher and the students correct the incorrect sentence together

5. The Advantages and Dis-Advantages of Estafet Writing

- a. The Advantages of the Estafet Writing Method

According to Supendi (2008: 120), the estafet writing method can illustrate the information obtained when taking important actions based on that information. The use of the estafet writing learning method has the following :

- 1) Make students enthusiastic in learning.
- 2) Make the learning atmosphere more fun

- 3) Studying in groups in the estafet writing method can motivate students who can't become able, lazy children, to become diligent, and children who play games in learning more seriously.
- b. The disadvantage of the Estafet writing
- According to Supendi (2008: 120) the estafet writing method has a deficiency in the level of modification of the type of text or story which is still low so that the level of understanding of students is limited. The use of the Estafet writing learning method has the following :
- 1) Time is limited in the application of the relay writing method in learning.
 - 2) Students are in a hurry to apply the relay writing method.
 - 3) The learning atmosphere tends to be noisy because of the activeness of the students.

D. Motivation

1. Definition

The definition of motivation is an impulse or reason that underlies the enthusiasm to do something. Motivation is the things that give rise to encouragement, and work motivation is the driving force that gives rise to an impulse. Giving this motivation is expected that every individual employee is willing to work hard and enthusiastically to achieve high work performance. According to Martoyo (2009) motivation is the process of influencing someone to do something we want. In other words, it is an external drive for someone to want to do something.

The role of humans in achieving these goals is very important in achieving organizational goals. To move people to conform to what the organization wants, it must be understood that human motivation works in an organization, because it is this motivation that determines the behavior of people to work or in other words behavior is the simplest reflection of motivation.

Motivation pushes someone to race with excellence, good own advantages and the advantages of others, and encourage active participation in a physical activity. The involvement of students in every movement activity, apart from being encouraged to express their abilities, is also to achieve success. Because it's an effort to raise student motivation by providing a successful experience. In connection with the maintenance and improvement of student motivation. According DeCecco & Grawford in Slamento (2013: 175-176) proposes 4 teaching functions:

a) Excites Students

To be able to increase the enthusiasm of students, teachers must have sufficient knowledge about initial actions against their students. In routine classroom activities, teachers should try to avoid monotonous and boring things. Teachers must maintain student interest in learning, namely by giving certain freedom to move from one aspect to another aspect of the lesson in a learning situation.

b) Providing Realistic Expectations

Teachers must maintain realistic student expectations or real and modify expectations that are less or unrealistic. For this the teacher needs to have sufficient knowledge about the academic success or failure of students in the past. Thus the teacher can distinguish between realistic, pessimistic, or overly optimistic expectations for their students. If students have experienced many failures, the teacher must give as much hope and motivation for success as possible to students.

c) Providing Incentives

Provide incentives when students get success, can encourage the student to make further efforts to achieve teaching goals. Providing incentives can be in the form of gifts to students such as exams, good numbers, and so on. To return is a very useful thing in increasing student learning efforts.

d) Directing

Teachers must direct student behavior, in a way that show students what they are doing wrong and ask them to their best.

From the description above, it can be concluded that the function of motivation is as a driver of effort and student achievement. business pusher aims to encourage students to be more enthusiastic about learning by giving a reward in the form of praise or good grades so that learning outcomes increase and achieve proud achievements for these students.

2. Aspect of Motivation

According to Uno (2016: 23) indicators of learning motivation can be classified as follows:

a) There is a desire and desire to succeed

Desire and desire to succeed in learning and daily life are generally called achievement motives, namely to succeed in performing a task and job or motive for attain perfection.

b) There is encouragement in learning needs

Completion of a task is not always motivated by a motive achievement or desire to succeed, sometimes an individual complete a job as well as someone who has an achievement motive tall.

c) There are hopes and aspirations for the future

Expectations are based on the belief that people are influenced by their feelings about the picture of the results of their actions for example students who wants the highest champion in his class, he will show learning who are diligent and active if they consider diligent and active learning recognized and rewarded with an increase in class champion.

d) There is an appreciation or reinforcement in learning

Verbal statements or other forms of appreciation of good behavior or good student learning outcomes is a way of the easiest and most

effective way to increase students' learning motives for better learning outcomes.

e) There are interesting activities in learning

Both simulation and games are processes that very interesting for students. Attractive atmosphere causes the process Meaningful learning will always be remembered, understood, and appreciated.

f) There is a conducive learning environment

In general, basic personal motives appear in individual actions after being shaped by the environment. Hence the motive individual to do something, for example to study well, can developed, improved, or changed through learning and practice.

E. Previous Relavan Study

Relavan previous studies are presented to avoid duplication, plagiarism, relication and ensure the validity of the study. In this study some researcher have involved. The first is thesis from Praeska Andre Rosaliana (2014) “Keefektifan Metode Estafet Writing Dalam Pembelajaran Keterampilan Menulis Bahasa Jerman Peserta Didik Kelas Xi Di Sma Negeri 1 Sedayu Bantul” In her resaearch is used type of quasi-experimental research. Research design This is a pre-test and post-test control group design. This study has 2 variables, namely the relay writing method as the independent variable, and German writing skills as the dependent variable. The results of data analysis using t-test resulted in tcount 2,573 greater than ttable 2,000 with a significance level of = 5%. This shows that there is a significant difference in learning German writing skills between the experimental class and the control class. Its effectiveness weight is 8.3%. The final average value of the experimental class was 65,162, which was greater than the control class, which was 62,902. Thus, it can be concluded that the relay writing method is effective in learning German writing skills.

The second is a thesis from Ulfa Julinar Pratiwi (2017) “Pengaruh Metode Estafet Writing Terhadap Keterampilan Menulis Narasi Siswa Kelas Vii

Smp Negeri 1 Lappariaja”. This research study is used a research design of The Randomized Pretest-Posttest Control Group Design, this design used two groups selected at random, namely the experimental group and the control group. The experimental group was given treatment (special treatment) in the form of learning using the relay writing method, while in the control group the researchers carried out the learning process using a conventional approach. Then both groups were given a pretest to find out if there was a difference between the experimental group and the control group. the results of the research that has been done, it can be It was concluded that the relay writing method had an effect on improving the narrative writing skills of seventh grade students of SMP Negeri 1 Lappariaja, Lappariaja District, Bone Regency, in the 2017/2018 academic year. This can be seen from the posttest average value of the experimental class 80.8 and the posttest average value of the control class 73.5. Test the hypothesis on the posttest results using SPSS 16.0 For Windows which resulted in the experimental group and the control group having a significance of $0.050 > 0.05$, which means H1 is accepted and H0 is rejected. Then the estafet writing method has an effect on improving essay writing skills student narrative.

The third is a thesis from Ramadan Tanjung (2019) “The Effect Of Estafet Writing On Students’ Writing Descriptive Text For Junior High School Of Grade Seven Smp 6 Panyabungan In Academic Year 2018/2019) In the research is an experimental research. In this case, the researcher gives treatment of subject while the other one is not given in order to find out whether there is any effect of the treatment. In this research, the researcher uses post-test only controlgroup design. Post-test only control-group design is a type of experimental design where test units are randomly allocated to an experimental group and a control group. The experimental group is exposed to a treatment and both groups are measured afterwards. The researcher will give treatment to the experimental group. In the end of the experiment, the researcher will hold post-test in the experimental and

control group to find out the effect result between both of the groups. from the results of statistic calculation in chapter 4. The students' mean score of post-test in experimental class (75.54) is higher than the score of post-test in control class (55.21). From the data analysis, the test hypothesis was determined by t-test that $t_{observed} > t_{table}$ in significance 0.05 (5%). Thus, the value of the $t_{observed}$ is 8.391 while the value of t_{table} with df 54 in the significance 5% is 1.641. So the alternative hypothesis (H_a) is accepted. It means that there is significant of students' achievement in writing procedure text which was taught by using task-based learning and without using Estafet Writing at seven grade of SMP 6 Panyabungan.

The fourth is a thesis from Ningsih (2018) "Pengaruh Metode Estafet Writing Terhadap Keterampilan Menulis Narasi Siswa Kelas X Smk Kesehatan Yahya Bima". This study uses a research design The Randomized Pretest-Posttest Control Group Design, this design uses two randomly selected groups, namely the experimental group and the control group. The experimental group was given treatment (special treatment) in the form of learning using the relay writing method, while in the control group the researchers carried out the learning process using a conventional approach. The results of research and data processing, it can be seen that the test results of students' narrative writing skills in the experimental group were better than the control group. There were differences in learning outcomes between the experimental group, the relay writing method was applied, while in the control only applied conventional methods. It is proven in the results of data processing on the posttest scores of the experimental group and the control group that have been analyzed showing significant results, namely $0.050 > 0.05$. Means treatment which is applied to the experimental group, namely the use of the estafet writing method almost has an effect on writing skills.

Based from all prevarious relavan study Estafet writing can be seen improving students' writing skills wit estafet writing is good and effective in teaching writing. This method also generates students' writing ideas. It can

be seen from the results of the researchers in cycle 1 that at first the students felt very bored and less active than in the second cycle after the application of the Estafet Writing method the students became very active and enthusiastic in writing. The improvement of students in applying this method can be described from the activities of students in class from the list of observations and field notes carried out by collaborators. This can be seen during the teaching and learning process. In addition, teachers also have an important role in controlling conditions and situations. In addition, the teacher must ensure that the classroom is conducive and active in cycle 2 during the implementation of estafet writing in the classroom to improve students' writing skills and motivation.