

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter consists of theories related to the content of this study. There are some parts in this chapter ; literature review, those are definitions, and previous studies.

A. Literature Review

The literature review section, it discusses about writing, descriptive text, the estafet writing method, anime story video, and using the estafet writing method with anime story media in teaching descriptive text.

1. Writing

In this discussion, it explains about the definition of writing, process of writing and teaching writing.

a. Definition

According to Apsari (2017), writing is an activity to share ideas, feelings, arguments, information and experiences between one person and another in a written form. Someone can convey ideas, feelings, experiences or other things in the form of paragraphs which their writing can be read or enjoyed by others.

From Byrne (1988) writing is a set of letters or combinations of letters connected to the sound we produce, and then it can be said that writing is shaping or organizing of these symbols to form a sentence. The activity of arranging several letters into a word then becomes a collection of words that then reorganized into a sentence that can be understood.

From some the definitions, writing is the activity of arranging organized letters which then become a complex sentence that is used to share stories, writings, experiences and feelings in a written medium from one person to another.

b. Writing Process

Writing process according to Jeremy harmer (2007) :

1) Planing.

At this stage, the writers planned what they would write. They're thinking about what they're gonna say. Before writing they must consider the purpose of their writing, the language they speak, and the information or content they choose to include. In support of the 3 points, the writer's rulebook also has to target their readers to hit them on target.

2) Drafting.

Drafting is the realization of the planning. This step encourages the writer to organize and develop the idea of planning. The writer writes their planning from start to finish. (Dorothy E Zemach, 2005). Furthermore, the writer has to develop the main idea of a text. In order to ease the process, the writer can apply an outline as a guideline. It can be seen as a “map” to navigate the writing process. In the drafting session, the writer can add new or delete ideas adapting in the paragraph or essay is going to write.

3) Editing (reflecting and revising)

Next, the writer usually reads what they have written to see the result. At this stage, the writer re-examines his writing to find out whether the author wrote unnecessary information and then deleted it or vice versa, the writer finds additional information needed in his writing and adds it to his writing. (Dorothy E Zemach, 2005).

Reflecting and revising are often aided by other readers (or editors) who give comments and suggestions. Another reader's reaction to the writing will help the author adjust.

4) Final Version

After the writer edited their drafts, the authors made changes that they saw fit. This may be very different from the original plan and first draft, as many things have changed in the editing process. But the writers were now ready to deliver the written text to their intended audience. Based on Abas (2018), writers were ready to share their writing with intended readers. Publishing is not limited to getting a text printed in a journal. It includes turning a paper into a teacher, a boss or an agency

c. Teaching Writing

Teaching is guiding and facilitating learning, enabling learners to learn under specified conditions. Brown (2007). Teaching can be defined as helping or guiding someone to learn how to do something or make something, facilitating or providing knowledge. In the sense that teaching is

not only transferring knowledge from the teacher to the learner but also guiding and assisting in learning something.

Writing is one of the skills that need to be learned by students, because writing skills are used as a practical tool to help students practice and work using the language they are learning (Brown, 2007). According to Apsari (2017), writing is an activity to share ideas, feelings, arguments, information and experiences between one person and another in a written form. Someone can convey ideas, feelings, experiences or other things in the form of paragraphs so that their writing can be read or enjoyed by others.

So, teaching writing is activities to guide and facilitate students to learn activities to share ideas, feelings, arguments, information and experiences between one person and another in a written form and under certain conditions.

In teaching writing, the teacher has the following roles based on Jeremy Harmer (2007):

- 1) Motivator

The teacher's first role in teaching writing is as a motivator. The teacher motivates students to learn to write optimally. Besides that, the teacher also creates the right conditions for students to be able to generate ideas, and encourages them to try their best by providing ideas for students.

2) Resource

During learning to write, the teacher must be ready to provide information or knowledge to students if students experience difficulties. The teacher also sees the development of students during learning so that the teacher can provide appropriate advice and knowledge to students.

3) Feedback Provider

The teacher provides feedback on student learning outcomes or student writing results in a positive manner and provides suggestions to students about the content or results of student writing according to what students need.

2. Descriptive Text

In this discussion, it explains the definition of descriptive text and the language features of descriptive text.

a. Definition

The definition of descriptive text is expressed by several figures, namely the first, according to the book Learning Express (2008), descriptive text is a type of text used to describe people, places, and things. This is almost the same as the definition of descriptive text according to Anis (2019), descriptive text is used to describe things such as people, animals, and objects. And according to Kane as cited in Reza (2013), the definition of descriptive text is a description of the experience of a sensor device, namely what something looks, feels, and sounds like.

So the definition of descriptive text is a text that is used to describe or explain what something looks, sounds, and feels like people, animals, and things. What is meant by something in this sense is not only people, animals and things but can also be a place.

b. Language Feature

According to Djuharie as cited in Wahyuni (2019), the components of descriptive text are identification and description. In identification, the writer introduces something to be described, such as an animal, person, or place. This is so that the reader knows what will be described by the writer. Then, in the description component, the author explains or describes something that he has identified. The description or description can be in the form of characteristics, physical form, or quality.

Based on Isna (2019), the language features of a descriptive text are as follows:

- 1) Use of particular nouns
- 2) Use of detailed noun groups to provide information about the subject
- 3) Use of a variety of types of adjectives
- 4) Use of relating verbs to provide information about a subject
- 5) Use of thinking and feeling verbs to express the subject or to give an insight into the subjects' thoughts and feeling
- 6) Use of action verbs to describe the subjects' behavior
- 7) Use of adverbials to provide more information about this behavior.
- 8) Use the simple present rule

3. The Estafet Writing Method

In this discussion, it explains about the definition of estafet writing method and the steps of practice estafet writing.

a. Definition

Estafet writing is one method that can be used to teach writing. There are several figures who reveal the definition of the estafet writing method. According to Yekti as cited in Sari (2017), the estafet writing method is active learning in the classroom that involves students actively writing sentences when one student has written one sentence, the next sentence will be continued by other students until the story becomes a unified whole. With a learning process like this, the atmosphere in the classroom will be more fun because all students are actively involved.

Meanwhile, according to Lahir (2017), the estafet writing method is an active learning method that aims to make students associate learning as a fun activity. The estafet writing method is a fun learning method because in this method, all students take part in learning activities in the classroom. Students work in groups where each group member expresses their own thoughts in sequence.

The estafet writing method is an active learning model. According to Baharun (2015), the active learning model can increase students' abilities and learning outcomes because students participate actively in the learning process, so that students have experience to increase their potential. as Rahman (2005) said that the active learning model is a learning strategy that

involves more students in accessing various knowledge in the classroom. In the sense that students become the core in the learning process so that students get many opportunities and actively analyze a lesson so that students can find concepts, new values and problems to solve based on their own analysis. Besides that, the mental and physical abilities of students will also take part in the active learning model. Therefore, the learning process of the estafet writing method is dominated by students to create ideas and write results according to their creativity. That way, students have the opportunity to convey their ideas and share them with other students.

From several understandings of the estafet writing method, it can be interpreted that estafet writing is a fun learning method where all students actively take part in the learning, by writing one sentence in sequence and alternately connecting one sentence to another.

b. The Steps of Practice in Estafet Writing

In learning to use the estafet writing method, all students must take part in completing the task. All students one by one must write the text, so that all the writings when put together will become a paragraph or a complete text. And here are the steps to carry out the estafet writing method according to Yulianawati (2019):

- a. The teacher divides the students into several groups, where each group consists of 6-8 members.

- b. The teacher explains to students the learning process and gives a topic to each group. Then the teacher asks the first student in each group to start writing the first sentence according to the topic.
- c. After the first student finished writing the first sentence, the second student continued to write the next sentence according to the topic and connected with the first sentence. This is done continuously until it forms one text. And in each text, students write their own names at the end of each sentence.
- d. After finishing all of the sentences, they have to revise their work together.

4. An Anime Story Video

Video is one of the media that can be used as an learning media. This is as said by Daryanto as cited in Ifa (2018), video media is an effective medium to support learning activities. Video media makes it easier for students to understand the content or come up with ideas because the video contains a guide or explanation that is delivered in audio and visual.

According to Naskar (2016), anime is the abbreviated form of the word 'animation' in Japanese. The vast world of anime has its roots embedded very deeply inside light novels, manga, visual novels, games and much more. Technically, the definition of anime refers specifically to animation from Japan or as a Japanese-disseminated animation style often characterized by colorful graphics, vibrant characters and fantastical themes.

So the anime story video is a typical Japanese animation that usually characterized by colorful images and interesting effects featuring characters in various characteristics, shapes and locations, which have a storyline and the story is shown to various audiences, it can be in the form of videos.

5. The Use of Estafet Writing with Anime Story Video in Teaching Descriptive Text.

In this discussion, it explains about learning conceptual and steps applying the estafet writing using anime story media.

a. Conceptual

In the estafet method, the students will decide in group learning, Students can be more active and each student is given self-responsibility in each group. All members of the group can exchange their opinion to make a good and detail description. Each students have a chance to contribute meaningfully to discussion, something that is difficult to achieve in large group discussion. Each student develop an expertise and something important to contribute.

Then, an anime video is a typical Japanese animation that usually characterized by colorful images and interesting effects featuring characters in various characteristics, shapes and locations, which have a storyline and the story is shown to various audiences. It can be in the form of videos. Anime stories are one type of animation that students are currently enjoying. By watching animated stories, students will be motivated to write descriptive texts by identifying the characters or others in the animated story. This is like

Bhaskara said in Nurhayati (2018) that students' interest in something will be a motivation for students to know the description of the practice to be carried out so that students' understanding of the material presented will be maximized.

b. Applying Estafet Writing Using Anime Story Video in Teaching Descriptive Text.

In the application, this is the same as described by Ida Yulianawati, but what is different lies in the determination of the topic. Where in this treatment, the topic corresponds to what is stated in the animated video that is displayed. The application steps are mentioned below:

- 1) The teacher divides the students into several groups, where each group consists of 6-8 members.
- 2) The teacher explains to students the learning instructions and gives a topic to each group based on anime story video. Then, the teacher asks the first student in each group to start writing the first sentence according to the topic.
- 3) After the first student finished writing the first sentence, the second student continued to write the next sentence according to the topic and connected with the first sentence. This is done continuously until it forms one text. and in each text students write their own names at the end of each sentence.
- 4) After finishing all of the sentences, they have to revise their work together.

B. Previous Study

In a previous study written by Ramadan Tanjung (2019) with the title "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 ". The method applied in this research is a quantitative method with a quasi-experimental research design. The population in this study were seventh grade students of SMP Negeri 6 Panyabungan. The research question in this research "is there any significant effect of using estafet writing technique toward descriptive text of the seven grade students of SMP 6 Panyabungan?. The result of this research showed that Sig 2 tailed $0.000 < 0.05$, that means there was the effect of estafet writing on students' achievement in writing descriptive text.

Furthermore, the research compiled by Atika (2020) with the title "The Use of Estafet Writing to Teach Descriptive Text of the Tenth Grade Students of Madrasah Aliyah Negeri Palopo". This research is a quasi-experimental design. The research question of this research " Do the students who are taught by using estafet writing strategy have better achievement than those who are taught by using non estafet writing strategy?. The result of this research showed that Sig 2 tailed $0.000 < 0.05$. It means there is a significant difference in writing achievement between the students who are taught by using the estafet writing strategy and those who are taught by non-estafet writing strategy. Based on the result of this research, the researcher concluded that estafet writing strategy can improve the students' writing skills.

Research compiled by Hutasuhut (2021) with the title “The Effect of Estafet Writing Technique On Writing Recount Text at Grade XI Students MA AN-NUR Padangsidimpuan”. In this study, researchers used quantitative research with a true-experimental design with a pre-test – post-test control group design. The result of this research, the students’ scores that were taught by using Estafet Writing got a better score. As in the research, the mean score of experimental class in post- test got higher result then in control class ($75.09 > 66$). This technique can help the students to develop their interests.

From several reviews of previous research, several previous studies used the true-experimental design and some studies didn’t use media to support the estafet writing method. The different from the current research that the author has compiled. This research uses a Quasi-Experimental research design. And in the treatment of the writing estafet writing method, the researcher uses the anime story video media.

