CHAPTER I

INTRUDUCTION

1.1 The Background of the Study

Language is a tool of comunication. A language becomes an important in every human life. The people used language as media comunicate with the other. Language as a comunication is the way of human beinng to express their feeling and idea. There are many language in he world, such as English, Japanese, Korea , and etc.

English is one of internasional language that is widely used in the world. It is a key of the international language. English is also part of learning school , colleges, and university. In teaching English to students need four skill namely: Listening, Reading, Speaking, and Writing. One of the way to master the English is by writing and practicing. Comunication not only can be done in spoken but also in written. Therefore, writing is one of the skills that are very important to learn.

Writing is one of language skill by which students can express their ideas in writen form. writing can be also to increasi creativity. In teaching writing, teacher help the students how to write well and effectively. Teacher has to guided the students to develop the students creativity un writing. There are many genres that taught in junior high school namely, descriptive text, procedure text,recount text, narrative text and report text.

Descripite text is a text which describes person, place, or thing in detail with the purpose to enable the readers to feel, hear and touch about the objectwhich is described. In the other word descriptive text is describes what the writer hears, smells, tastes, touches, and sees by using sensory. The writer expresses his/her ideas, feeling to the reader through a description.

Based on the writer's observation in Teaching SMP Swasta Parulian 2 Medan, it was found the most of the students have minimum skill in learning English especially when the writer asked to write down a descriptive text. The students difficult in conveying ideain writing, many students were not interested in writing because they are bored with the situation teaching in the class and the way of teacher in teaching is not interesting to the students.

From the observation conducted by the writer from the explanation above, the students need new method to make students enjoy the lesson and should make them not to be bored. Teacher should be creative and must be able to see what the students need at the learning process. Actually the students need a new method method to achieve the students' writing. Method is a programmed procedure that is defined as part of a class and included in any object of that class. There are many kinds of technique in teaching writing prosess. One of them is Estafet Writing Method. The writer interests in estafet writing method for students because it is can improve their writing especially in descriptive text. Estafet Writing is effective to develop the students' ability in writing descriptive text. Therefore using the estafet writing method in descriptive textcan help the students to develop their idea into descriptive text and also can motivate the student to write their ideaor opinion.

Based on the explanation above, the writer conclude that Estafet Writing is important can be used to help students in writing descriptive text achievement. On the above account, the thesis statement which is going to proved in this research is The Effect of estafet writing method on students achievement Descriptive Writing Text .

1.2 The Problem of the Study

Based on the background of the study, the problem of this study is formulated as the following: "Does estafet writing method affect on students' achievement in descriptive writing?".

1.3 The Objective of the Study

In the relation to the problem of study, the objectives of study are :

To find out the whether the use of estafet writing method affect on students' achievement in writing descriptive text or not.

1.4 The Scope of the Study

In study English there are many genres of text, but in this this research writer limited on writing descriptive text. In teaching writing process there are some method as usually the teacher used in learning process namely, number head together method, natural method, discovery learning method, jigsaw method, natural method and Estafet writing mehod. From this case, this research focuses on identifying the affect of Estafet Writing Method on descriptive text especially in identification, description, conjunction, adjective and simple present tense on At SMP Swasta Parulian 2 Medan.

1.5 The Significances of the Study

The significances of the study are expected to be useful for :

1. Theoretically

The result of applying estafet writing method as the method specifically:

1. To enrich the discussion about teaching method

2. To give alternative way in teaching descriptive text

3. To give an issue of the research about descriptive text in Estafet Writing Method

2. Practically

The result of applying estafet writing method as the method specifically:

1. The writer understands more about the estafet writing method in writing especially in teaching descriptive text.

2. The teachers in order to enjoy teaching English descriptive text and may be professional in teaching the students.

3. For students, it is one alternative to develop their writing ability especially in writing descriptive text.

1.6 Hypothesis

A hypothesis is need to show the researcher thinking about what outcome the research will be. The research hypothesis is formulated as follow:

Ha : There is significantly effect in applying estafet writing method on students' achievement in writing descriptive text.

Ho : There is no significantly effect in applying estafet writing method on students' achievement in writing descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Theoretical Framework

In conducting a research, theories are needed to explain some concept or terms which are applied in this research. Some terms in this study and they need to be theoretically explained. Explanation on all the terms in this study is needed to avoid misunderstanding.

2.2 Method in Language Teaching

In teaching learning process especially language teaching, media is very important thing. In this case media can give the studying experiences concrete and can not easily to forget it. According to Ken Hyland (2009:36) A method where researchers ask writers to report theirthoughts and actions while involved in a writing task. Method is can be used to teaching students. Richard Rodgers (1986:12) state that method is an overall plan for learning a second language, based on the theoretical approach selected. Based on the explanation above it can be concluded that method is a tool in teaching learning process that can be used as a mediator, channel or bridge in communication activity, between a communicator and a communicant or between a teacher and students to submit information in a teaching situation.

2.2.1 Types of Method

Some methods that can be used in teaching are elaborated as follow, they are :

1. Jigsaw

   Jigsaw groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in learning students across the class working on the sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.

2. Estafet writing method

Estafet Writing is one of the teaching method that become a source for the teacher to solve students' problems to learn writing.

3. Number heads together

    A team of four is established. Each member is given numbers 1,2,3,4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

4. Natural method

    Natural method consists of three basic principles, those are the focus of instruction is on communication rather than its form, speech production comes slowly and is never forced and early speech goes through natural stages (yes or no response, one- word answers, lists of words, short phrases, complete sentences).

5. EAS Boomerang method

    Engage, Activate, Study (EAS) boomerang method is types of teaching method that make students are the center of learning. These EAS elements need to be presented in most lesson or teaching sequences. First, the teacher gets the students engaged before asking them to do something like a written task, a communication game, or a role play. Based on what happens there the students will then, after the activity has finished, study some aspect of language which they lacked or which they used incorrectly.

2.3 Estafet Writing Method

Estafet Writing is one of the teaching method that become a source for the teacher to solve students' problems to learn writing. The use of this teaching method is able to give

interactive teaching-learning situation in which there is active interaction between teacher-students and among students. This method is one method of learning which involves active learners learn together, in groups or individually. Learning activities writing using this writing relay can produce a product, in the form of a simple essay writing. The product composition is the work together, because the narrative essay. The result of the act of writing together.

Syathariah (2011:41-42) states that 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. It means that Estafet Writing is a kind of teaching technique used by teacher to help the students participate actively by expressing one's ideas after another continuously based on the topic given. Mustika in suviana (2014: 6) states that finds that Estafet Writing is an interesting technique in teaching and learning process as it makes students feel fun and active in class so that their writing ability is improved.

From the explanation above the students can easy to express their feeling, ideas and opinion in write text especially descriptie text using estafet writing method.Estafet writing also help the students to get better achievement in writing and make the students interested. Based on the information above, the writer concludes that estafet writing method is a way to help the students to think more creative to share their idea , feeling and make the students more active in write text especially descriptive text.

2.3.1 The Advantages and Disadvantages of Estafet Writing Method

This method is helpful the students or learners to express their ideas. By using estafet writing method there are some advantages and disadvantages of estafet writing method. According Syattariyah (2011: 43-44), advantages of estafet writing method namely:

a. Advantages of estafet writing method

There are some advantages of estafet writing method namely:

1. Make learners enthusiastic in learning

2. Create an atmosphere learning more fun

3. The learners more closely in implementing the learning

4. Study group with the relay method writing can motivate learners who can not be able

5. Inlearning to write short stories, poetry or essay, learners can be active poured his imagination, passing sentences first written by his friend.

b. Disadvantages of estafet writing method

There are some disadvantages of estafet writing method, namely:

1. Time is limited in the application of the estafet writing method of writing in learning.

2. Learners seem in a hurry in the application of the material using estafet writing method.

3. Tend to be rowdy classroom atmosphere, because active learners.

2.3.2 The Procedure of using Estafet Writing Method

According to Syathariah (2011: 42-43)procedure of Estafet Writing Method is Before starting the estafet writing method , the teacher explains a topic and the material to be taught. The teacher asks students to make groups numbering 5-6 people. After the teacher asks participants students make the opening sentence. After the learners write the opening line, learners become the first person. later on first count, the teacher gave the order to lift up the book belongs learners respectively, on the count of two teachers told learners submit his book to a friend right. These students become the two should continue essay friends by adding a further sentence. Learners are required see previous sentence to continue the next essay. After the two

finished, the teacher returned to the count for handed over to a friend to his right, and so on spinning clockwise, until the time specified by the teacher. After the time determined teacher finished, exercise books must be returned to the original owners. Own book reading well-written essay results chain and mark the sentences jarring or disconnected. The teacher tells one of the learners write the results to write a serial on the board, and then correcting teachers and learners together.

2.4 Writing

Writing is one of important skills to be mastered by students. They used it to communicate to each other, to share of ideas and emotion clearly. Furthermore, writing is presents some information that will be informed to the reader. It means a process of comunication that conveys ideas and opinion done by students. According to Barli (1995:7) "writing is produce or reproduce written massage". It means that writing is not languange skill use hand to transform what people think in their mind. Writing is a process of creating meaning. According to Nunan (1989:36) writing is an extremely complex cognitive in which the writer is required to demonstrate control of context, format sentence structure, vocabulary, punctuation, spelling, and letter formation. According to Carrol and wilson (1993:13) Writing is a process. This means that when the students try to imagines something it can be used to start write and from that the students can easy to write.
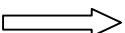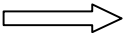
According to Ken hyland (2009:26) Writing is a social act that can occur within particular situations. It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the impact of the specific political and institutional contexts in which it takes place. By using detailed observations of acts of writing, participant interviews, analyses of surrounding practices and other techniques, researchers have

developed interesting accounts of local writing contexts. These descriptions significant attention to the experiences of writers and to their understandings of the demands of the immediate context as they write. Knapp and Watkins 2005:16) states that writing is substantially different from speech. It means that if When students first start to write, their attempts closely resemble their speech. When teaching students to write in English, it is important for the teacher and the student to have a basic understanding of how English operates.

From the explanation above, the writer concludes that writing an important comunication tools. it can be assumed that writing is a process of putting thought and ideas in words into a sequence of words, combining sentences in the form of a paragrafh in which every sentence is related to another semantically. So, writing helps us to remember, to observe, to think and to communicate.

2.5 Process of Writing

The process writing approach involves a number of activities, including creating extended opportunities for writing. According to Carrol and Wilson (1993:20) All writing happens as a process, whether teachers teach it this way or not. Process writing is to the teaching of writing what processed cheese is to cheddar. Harmer (2004:4) states that writing process is the stage of writer goes through in order to produce something in the written form. it is a process of communication, which requires entirely different set of competencies .   According to Oshima and hogue (1999:3-12) asserts that before writing, the writer must do the process of writing.the process of writing has four main elements namely:

prewriting $\Longrightarrow$ planning $\Longrightarrow$ writing and revising draft

1. Prewriting

   Freewriting is brainstorming activity in which you write freel about a topic because you are looking for a spesific focus. There are procedures prewriting namely:

1) Write the topic at the top of your paper.

2) Write as much as you can about the topic until you run out of the idea.

3) After you have run out of the idea, read your paper and circle the the main ideas that you would like to develop.

4) Take that main idea and freewrite again.

2. Planning

   In the planning stage you organize the ideas you generated by brainstorming into an outline. There are procedures planning namely:

   1.) Making sublists

       the first step toward making an outline is to devide the ideas in the comuniction problem list further into sublists and to cross out any items that dont belong or that aren't usable.

   2.) Writing the topic sentence

       Finally write the topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central fokus of the paragraph.

   3.) Outlining

       An outline is a formal plan for paragraph. In outline you write down the main points and subpints in the orderin which your plan to write about them.

4.) Writing and Revising Draft

After prewriting and planning is writing and revising several draft until you have produceda final copy to hand in. The first step in this stage is to write a rough draft from your outline. This is how to proced:

a. Writing the the first rough draft

b. Revising content and organization

c. Proofreading the second draft

d. Writing the final copy

2.6 Writing Genres

According to Knapp & Watkins (2005:77) genre is an organizing concept for cultural practices.Genre is of an place occasion, function, behaviour, and interactional structure. There are fundamental genres of writing: describing, instructing, arguing, explaining, and narrating. Writing serves some types of texts that can help the learners to be more interesting to write well. Based on the generic structure and language feature dominantly used, genre of writing is derived into several types namely: descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, repot, anecdote, review (Pardyono, 2007: 34-313).

2.6.1 Descriptive

Descriptive is a type of written text, which has the specific function to give descriptive about an object (human or non human).

Generic structure of description text are :

1. Identification: identifies phenomenal to be described

2. description : describe part, qualities, characteristics

Significant lexicogrammatical features of description text are :

1. Focus on spesific participants

2. Use of atribute and identiying proces

3. Frequent use of epithes classifiers in nominal groups

4. Use of simple present tense

2.6.2 Recount

Recount is a text to inform an event or to entertain people about activities in the past.

Generic structure of recount text:

1. Orientation : provide the setting and introduces participants

2. Events : tell what happened, in what sequence

3. Re-orientation : optional closure of events

Significants Lexicogrammatical features of recount text are:

1. Focus on spesific participants

2. Use of material process

3. Circumstances of time and place

4. Use of past tense

5. Focus on temporal sequence.

2.6.3 Narrative

Narrative is any written English text in which the writer wants to amuse, to entertain people, and to deal with actual or vicarious experience in different ways.

Generic structure of narrative text:

1. Orientation : sets the scene and introduces the participants

2. Evaluation : a stepping back evaluate the plight

3. Complication : a crisis arises

4. Resolution : the crisis is resolved for better or for worse

5. Re-orientation : optional .

Significants Lexicogrammatical features of narrative text are:

1. Focus on spesific and ussually individualized participants

2. Use of material processess

3. Use or relational processess and mental processess

4. Use of temporal conjuction, and temporal circumstances

5. Use of simple tense.

2.6.4 Procedure

Procedure is any written English text in which the writer describes how something accomplished through a sequence of action or step.

Generic structure of procedure text:

1. Goal

2. Materials (i.e Goal followed by a series pf steps orientedto achieving the goal)

3. Re-orientation : optional

Significant lexicogrammatical features of procedure text are :

1. Focus on general human agents

2. Use simple past tense,often imperative

3. Use mainly of temporal conjunctions

4. Use mainly of material process.

2.6.5 Explanation

Explanation is a text to explain why an object exists as it is or to describe how an object works. It is also to describe the process involved in the formation or working of an object or phenomenon.

Generic structureof explanation text are :

1. A general statement to position the reader

2. A sequenced eludication of why or how something occurs

Significant Lexicogrammatical features of explanation text are :

1. Focus on generic on human participants

2. Use mainly of material and relational process

3. Use mainly temporal and causal circumstances and conjuctions

4. Use of simple present tense

5. Some use of passi voice to get theme right.

2.6.6 Discussion

Discussion is a written English text in which the writer presents some points of view about an issue.

Generic structure of discussion text are :

1. Issue : statement, preview

2. Arguments for and against or statements of differing points of view

   a. Point

   b. Elaboration

3. Conclusion or recommendation

Significant lexicogrammatical features of discussion text are :

1. Focus on generic human and generic for human participants

2. Uses of material process

3. Use of relational process

4. Use of mental process

5. Use of comparative and consequential conjuctions

6. Use of reasoning expressed as verb and noun.

2.6.7 Exposition

Exposition is a text to argue that something is the case (analytical exposition), or to argue that something should be or ought to be.

Generic structure hortatory exposition text are :

1. Thesis : announcement of issue of concern

2. Arguments : reasons for concern, leading to the recommendation

3. Recommendation : statement of what oughtnot to happen.

Significant Lexicogrammatical features of hortatory exposition text are :

1. Focus on generic human and non- human participants, except for speaker or writerreferring to self

2. Use of mental process

3. Use of material process

4. Reational process

5. Use of simple present tense.

2.6.8 News Item

News Item is a type of written text that has the main function or communicative purpose is to inform readers or listeners about events of the day that are considered newsworthy or important.

Generic stucture of news item text are :

1. Newswrothy events (s) :yarns the events in summary form

2. Backgrounds events : elaborate what happened , to whom,in what circumstances

3. Sources : comments by participants in witnesses to and authorities expertson the event.

Significant Lexicogrammatical features of news item text are :

1. Short telegraphic imformation about story captured in headline

2. Use of material processes to retell the event

3. Usenof projecting verbal processes in sources stage

4. Focus on circumstances.

2.6.9 Report

Report is a text to give information about things in the world. Generic stucture of news

report text are :

1. General classification : tell what the phenomenal under argument is

2. Description : tell what the phenomenon under argument is like term of

    a. Parts (and their function)

    b. Qualities

    c. Habits or behaviors, if living; uses if non- natural.

Significant Lexicogrammatical features of news report text are :

1. Focus on generic participants

2. Use of relational process to state what is and what it is

3. Use of simple tense

4. No temporal sequence.

2.6.10 Anecdote

Anecdote is any written English text in which the writer shares with others an account of an unusual or amusing incident.

Generic srtucture of anecdote text are :

1. Abstract : signals the retelling of an unusual incident

2. Orientation : sets the scene

3. Crisis : provide detail of the unusual incident

4. Reaction : reaction to crisis

2.6.11 Review

Review is a text to give critic and result of evaluation from literature.In conclusion, genre is defined as the text that functions as a frame of reference so a text can be made effectively (Pardyono, 2007: 2). There are still more types of genre, but in this study the writer focuses on descriptive textThere are still more types of genre, but in this study the writer focuses on descriptive text.

2.7 Text

The concept of writing as a skill needs to be differentiated from writing a text. As a skill writing is defined as a productive written language skill. On the opposite writing a text is a piece of written information. It is a result of writing activity. As a skill writing is a level academic achievement.

According to Knapp, P and M. Watkins (2005:18), "text are produced in a context by individuals, individuals always produce those texts as social subjects ; in particular, social environments". Text is a piece of information. A text can be linguistic unit. It can be word. It can

be also sentence. Beside it can be a paragraph. Further it can be a text which is bigger than a paragraph. It means that text is meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

2.8 Descriptive text

Descriptive text is one of genre of text and a text which says what a person or a thing is like .Description is a word-picture of person, places, objects, and motions using a careful selection of details to make an impression on the reader (Wyrick, 2004:317).

This text is one of the texts that have to be taught to Junior High school students. Descriptive text is difficult enough to learn by the students.. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or a camping. It can be about any topic.

From the explanation above, writer can be conclude that descriptive text is a text that describes a particular person, place or event in great deal. There are three components of description text namely social fuction , generic structure, significant lexicogrammatical features.

Social function is To describe particular person, place or thing. Generic structure of description text are :

1. Identification: identifies phenomenal to be described
. 2.   Description : describe part, qualities, characteristics

Significant lexicogrammatical features of description text are :

1. Focus on spesific participants

2. Use of atribute and identiying proces

3. Frequent use of epithes classifiers in nominal groups

4. Use of simple present tense.

There is an example of descriptive a place :

MY HOUSE

I live in a small house. It has five rooms : there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, i can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I ussually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is in inside because i never come in to see it. In the right side of the living room there is the kitchen. In the kitchen i have everything i need when i get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.I know it is a very small house; but it is the best place i have ever seen.

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2.8.1 Kinds of Descriptive Text

There are some components as ussually the use of students to describe namely describing process, event, person, and place.

1. Describing process

   In describing a process in descriptive text writing, it is important for the writer to know describing a process not only explains how something occured and done. That is why the writer should consider the steps for completing theimperative form.

2. Describing and event

   In describing ang event explain all details related to theevent clearly. The writer should be able to memorizeand remember the event and enable to describea moment.

3. Describing a personality

   Describing the person the first thing that the writer do wasrecognizing his or her indivudual characteristic.

4. Describing a place

The best way to describe a place is by presenting concrete. Some thing like is a home, a hospital, and svhool, ect.

5. Describing an object

In describing and object accurately was done by providing the physical characeristics of the object such as the color, form, shape, and so on . there for, the writerwill describe easly the entire picture and event.

2.9 Conceptual Framework

Writing is one of the four language skill should be acquired by students that expected the students be able to express ideas or thoughts in writing form into a words or into a sentence which is combined into the form of paragraph such as a simple letters or many types of the text. Writing as one of the productive skill need more practice than cognitive process that needs excercises to be expert in writing that text especially in writing descriptive text. Descriptive writing as kinds of writing also needs practice and more detail information about thing, person or place.

In fact, most of the students faced some problems in writing descriptive text, such as the students lack of vocabulary in writing some words, lack of grammar in written text, and can not take their idea or opinion in witten text. Therefore, teacher should create a good learning environment by applying a model in which the students can expand their idea which will be transformed to their writing because by applying a model wishes that students easy in comprehending their topic. One effective method which can be applied is Estafetwriting method which is expected effect students' avhievement to get a good score.

Estafet writing method is is used to make students to develope their imagination and idea to make a sentence or paragraph. By applying Estafet writing method , the writing task will be more enjoyable. Therefore, it can be assumed that the applying Estafet writing method will affect students' achievement in writing, especially descritive text.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study was experimental quantitative research. There are two variables in this study: such as independent and dependent variable. Independent variable was Estafet Writing Method while dependent variable was the students' achievement in writing descriptive text. In this case, the researcher wanted to investigate whether the independent variable affects the dependent one or not. Furthermore, in conducting the experimental research, there ware two different groups; that is experimental group that was received the treatment by applying Estafet Writing Method and control group which was treated without special treatment. Then both of them was given pre-test and post-test with the same item.

Table 3.1 The Design of the Study

Group	Treatment		
Experimental	Pre-Test	Using Estafet Writing Method	Post-Test
Control	Pre-Test		Post-Test
		Without Using Estafet Writing Method	

3.2 Population and Sample

3.2.1 Population

Population is a group of people that a researcher wants to explore to get data of a research. According to Arikunto (2010: 173) states that population is totality of research subject. The population was the Grade IX of SMP Swasta Parulian 2 Medan. There ware two classes, each class consists of 32 (thirty two) students. The total number of students are 64 (sixtyfour) students.

3.2.2 Sample

According to Arikunto (2010:174) states that sample is partly or representative of population that reseached. The writer uses simple random sampling. The sample of this research is the grade nine students of SMP Swasta Parulian 2 Medan. The writer was takenas the sample is about 64 students from the total number of population, and then they are divided into two groups; the experimetal group and control group. Each contained 32 students.

3.3 The Instrument for Collecting Data

The instrument for colect the data is writing test. The tests were of 2 kinds: pre-test which gave at the beginning of the research and post-test conducted at the end of instruction. In the pre-test and post-test, the writer gave the same material.

3.4 Technique for Collecting Data

The data collection wasan important part in conducting a study. To collect the data, the researcher uses pre-test at the beginning of study and post-test at the end of study that which gave to experimental class and control class.

3.4.1 Pre-Test

Both classes, the experimental and control class gave pre-test before the presentation of the material. Each group willask to write down a short writing descriptive text. The students' descriptive writing were collected and checked as the pre-test data. The purpose to know the effectiveness of students' descriptive writing text achievement before the treatment.

3.4.2 Teaching Procedure

In practice of teaching descriptive writing text to the control and experimental class, the different treatment was applied. The experimental gave the treatment through estafet writing method.

3.4.2.1. Teaching for Experimental Group

Table 3.2 Teaching for Experimental Group

Teacher	Students
Pre-reseach. The teacher prepared all the materials and the test that where going to be applied.	
1. Pre-test 1. Teacher distributed the objective test, that asks the students to write down a descriptive text 2. After 45 minutes, the teacher asks the students to collect the test	1. The students do the tests individually. 2. The students collect the test.
2. Experimenting 1. The teacher explains about meaning descriptive text. 2. The teacher explains about generic structure and lexicogrammatical features of descriptive text 3. The teacher gives some example of descriptive text 4. The teacher explains about estafet writing method 5. The teacher uses about estafet writing method in teaching descriptive writing text.	1. Students listen to the teacher's explanation. 2. Students pay attention to the teacher's presentation. 3. Students concentrate to the teacher's explanation. 4. Students pay attention to the

Teacher	Students
	lesson. 5.Students concentrate to the teacher's explanation.
3. Post-test 1. The teacher distribute the objective test, that aks the students to write down a descriptive text 2. After 45 minutes, the teacher asks the students to collect the test.	1. The students do the tests individually. 2. The students collect the test.

3.4.2.2. Teaching for Control Group

Table 3.3 Teaching for Control Group

Teacher	Students
Pre-research. The teacher prepare all the materials and tests that where going to be taught.	
1. Pre-test 1. Teacher distributes the objective test, that aks the students to write down a descriptive text 2. After 45 minutes, the teacher asks the students to collect the tests.	1. The students do the tests individually. 2. The students collect the test.
2. Experimenting 1. The teacher explains about meaning descriptive text. 2. The teacher explains about generic structure and lexicogrammatical features of descriptive text 3. The teacher gives some example of descriptive text	1. Students listen to the teacher's explanation. 2. Students pay attention to the teacher's presentation. 3. Students concentrate to the teacher's explanation.
3. Post-test 1. The teacher distribute the objective test, that aks the students to write down a descriptive text 2. After 45 minutes, the teacher asks the students to collect the test.	1. The students do the test individually. 2. The students collect the test.

3.4.3 Post-Test

After having the treatment, both of classes will be given a post-test. It aims to see the difference of main score between the experimental and control groups. Moreover, to know, wherther the estafet writing method has a significant effect on students' achievement in writing a descriptive text or not.

Table 3.4. Test Specification of Descriptive Text

Content		Test Items	Kind of Test	Score
	Identification	2	Essay	10

	Description	8	Essay	40
Generic Structure \				
Grammatical Pattern	Use adjective	10	Essay	20
	Conjunction	5	Essay	10
	Simple Present Tense	10	Essay	20
Total		35		100

3.4.4   The Procedure of Scoring The Test

In order to decide the correct from the test that the student have done, the writer make the correct answer based on the test specification that the question. Consist of 31 sentences belong to the specification score of generic structure in the writing descriptive text. 2 setences were included to identification that has 20 point if the student write correct sentences of identification.n if students write two or more identification then at a fixed value of two, but if students write less than two then the value will be reduced to 10 points. Description has 40 if the student wrote 8 sentences. students write eight or more description then at a fixed value of eight, but if students write less than eight then the value will be reduced five-point. Use adjective has 8 point if the student write 8 word adjective correct but if students write eight or more adjective then at a fixed value of eight, but if students write less than eight then the value will be reduced one point. Conjuction has 4 point if the student write 5 word that is correct. Simple present tense has10 point if the student write 8 word. But if students write eight or more simple present tense then at a fixed value of 2 , but if students write less than eight then the value will be reduced 2. Beside that there were some procedure that should be done in analyzing the data of this research

1. Calculating the data

2. Identify the scores of the studentwho were being treated and who were not

3. Comparing the score

4. Draw the conclusion and answer hyphotesis

5. Writing some finding.

3.5 Scoring The Test

According to Jacob in Lubis (2011:31-35) components of analytic scale for evaluating writing: content, organization, vocabulary, language use, and mechanism. The scores for each component are mentioned below:

1. Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences. The criteria of scoring content are given below:

30-27   Excellent to very good

            Knowledgeable, substantive, through development of thesis. Relevant to assigned

            topic.

26-22   Good to average

            Some knowledgeable of subject, adequate range, limited development of topic

            sentence, relevant to topic but lack detail.

21-17   Fair to poor

            Limited knowledge of subject, little substance, inadequate development of topic.

16-13   Very poor

            Does not show knowledge of subject, not substantive, not pertinent, or not enough

            to evaluate.

2. Organization

The organization refers to the students' ability to write the ideas, information in good logical order. The topic and supporting sentences are clearly stated.

20- 18   Excellent to very good

                  Fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.

17-14   Good to average

                  Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

13-10   Fair to poor

                  Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.

9-7   Very poor

                  Does not communicate, no organization or not enough to evaluate.

3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use the synonym, antonym, prefix and suffix exactly.

20-18   Excellent to very good

                  Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.

17-14   Good to average

                  Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.

13-10   Fair to poor

Limited range, frequent errors or word/idiom form, choice, usage and meaning not obscured.

9-7   Very poor

Essentially translation, little knowledge of English vocabulary, idioms, word form or enough to evaluate.

4. Language use

Language can refers to the students' ability in writing the sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verbs and the time signals.

25-22   Excellent to very good

Effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.

21-18   Good to average

Effective but simple constructions, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronoun, prepositions but meaning seldom obscured.

17-11   Fair to poor

Major problems in simple/complex construction, frequent errors of negations, agreement, tense, pronoun, preposition and/or fragments, deletions, meaning confused or obscured.

10-5   Very poor

Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate or not enough to evaluate.

5. Mechanics

Mechanics refers to the students' ability in using words appropriately; using function correctly; paragraph and the text can be read correctly.

5   Excellent to very good

Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

4   Good to average

Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

3   Fair to poor

Frequent errors of spelling, punctuation, capitalization. Paragraphing, poor handwriting, meaning confused or obscured.

2   Very poor

No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

3.6 The Validity and the Realiability of the Test

In conducting a research the validity and reliability of the test is very important. Try out of the test is done to know that the test is valid and can be used to test the sample of the research. These two factors have been fullfilled by a test before it is used to derived valid data of the research. The establishment and procedure of each aspect is discussed in the following.

3.6.1 The Validity of the Test

According to Arikunto (2010:211) the validity is measure that shows the levels of validity or the validity of something. A valid instrument has high validity. The lack of valid instrument is to have low validity. An instrument is stated valid if able to measure what is desired and the data reveal precisely the variables studied. In other words, an instrument of data will affect the validity of the data. Instrument of this study will be a test. In this study, the achievement of the students on writing achievement is the aspect that must be measured. The type of validity is content validity. The content validity of the test shows that the test can represent the curriculum which is covered all the materials and the objectives which will be obtained by the students.

3.6.2 The Realiability of the Test

Realiability refers to consistency of the measurement. Brown (2004:20) states that reliability is consistence and dependable. It means if the same test given to the same student or matched students on two or different occasions, the test should yield similar results.

The internal consistency reliability of the test will be use in this research because it indicated the consistency of the test scores over different part of the test.

3.7 The Technique of Analyzing Data

This study applies the quantitative data, the procedures are scoring the pre-test and post-test of experimental and control group, comparing the mean of them and analyzing the data by using t-test formulated as follows:

$$t = \frac{Mx - My}{(\frac{dx^2 + dy^2}{Nx + Ny - 2})(\frac{1}{Nx} + \frac{1}{Ny})}$$

Where:

Mx   = The mean of experimental group

My   = The mean of control group

dx   = The standard deviation of experimental score

dy   = The standard deviation of control's score

Nx   = The total number samples of experimental group

Ny   = The total number samples of control group

3.8 The Procedure of Analyzing Data

The data analyzed by using some steps:

1. Collecting data from the scoring of the experimental and control group

2. Identifying the score of students who are being treated and who are not

3. Comparing the score

4. Drawing the conclusion and answering the hypothesi