

CHAPTER I

INTRODUCTION

This chapter tells about the problem of this research. It consists of background of the problem, research problem, assumption, objectives of the research, the significance of research, scope and limitation of the research and definition of key term.

1.1 Background of The Study

The Indonesian government has made some efforts to obtain human resources who are able to understand and master English well, since English language as an international language. As launched by Decree of the Minister of Education and Culture No. 060/U/1993 dated 25th February 1993, the Indonesian government has determined English as the foreign language to be learned by the students in Indonesia from elementary school as local content up to the university level. In mastering English subject, the learners need to learn all skills such as reading, writing, speaking and listening.

In teaching language, there are four elements that must be mastered as a whole. These elements include listening, speaking, reading and writing (Ministry of National Education, 2006). In connection with the above competencies, writing as one of the four main skills needs to be taught. Among the four skills learned by students, writing is one of the language skills that students must acquire. Clanchy and Ballard (1987: 1) define writing as the process of transferring thoughts into written words and connecting these thoughts systematically with one another coherently. To support the concept of writing, Massi (2001: 1) defines writing as a

means of transferring ideas from the brain in the form of writing which makes writing as a means of communicating to convey an idea or idea.

In line with the above concept, Phelps (2001: 2) describes writing as an activity in processing, interpreting, and evaluating information and putting it in logical, coherent, and well-responded settings. In line with this thinking, the function of language is to communicate not only by speaking but also by writing. Therefore, it is important to build writing skills in advance so students can write what they are thinking about. Teaching writing must guide students to express their thoughts in written form by following the appropriate rules in every state of communication that is happening.

Raimes (1983: 12) states that teaching writing is very necessary in the sphere of education based on three reasons. The first is that writing reinforces the structure of grammar, idioms, and vocabulary that has been done by the teacher in the classroom. The second reason is that when students write, they have the opportunity to explore the language. The third reason is that students become more involved with themselves and their readers.

When students write, they apply the grammar knowledge they have learned and also use the vocabulary they have mastered. In addition, writing is one way to make students try to learn more in sentence structure, this is an opportunity to give them familiarity with the target language or cycle in writing a sentence that has a purpose. Students can freely try to combine the forms of words they have learned. The reason for learning to write is very important is because for some parents

students assume that the work of student writing can someday be developed and can provide benefits to many parties. That is why Raimes (1983) said the importance of writing education in every applicable level.

Based on the facts above, it is clearly known that the overall purpose of teaching writing is used by students to express their ideas and thoughts in written form. Most students have difficulty expressing their ideas. On the other hand they certainly also have thoughts that they cannot express in written form. They are still confused by how they have to start writing until they get to the point of writing. Campbell (2002: 13) argues that the biggest problem students have in writing is that they cannot put their ideas and facts into paper because they are afraid that their ideas cannot be written correctly in grammatical terms. This condition causes students to stop writing and is anxious and unable to move to start writing.

Cakraverty and Gautum (2000) state that one of the problems students have is that they have difficulty organizing information or ideas logically to achieve coherence in their writing, which is the main requirement in writing. This has become a big problem that must be solved by the teacher. On the other hand also students who are not good at vocabulary will also be confused and lazy to express their thoughts through writing. Observing these problems, the teacher must find better ways to convey material related to these skills to students. In teaching writing, there must be brainstorming to stimulate students' ideas before they are expressed in written form.

The teacher must also provide adequate warm-up activities on the topic being discussed. Especially during the learning process of writing, the teacher must guide students to write good paragraphs also based on several aspects of writing such as vocabulary, grammar, organization, content, and writing structure. It can be seen that students need any written approach to help them express their thoughts in writing from which they make writing happily. Therefore, they will write without hesitation. For all problems that arise in learning English, the teacher must overcome them.

Thus, it means that the teacher must find a better way to deliver the material with the target students will understand more about the material being taught and can think more about the material and writing that they have to do. Considering the above statement, the researcher is interested in applying the RAFT strategy in teaching writing. Santa (1988: 13) states that RAFT is one of the writing strategies that can be applied in teaching writing and can be used to improve students' writing competence. In addition, this strategy can help students understand their role as writers, the audience they are aiming for, the various formats for writing, and the various topics they write. The RAFT strategy is an acronym from: R (Author's role), A (Audience to whom the product is directed), F (Format of the product being made), and T (Product topics).

Parilasanti states that RAFT technique provides an opportunity for students to show their understanding of a topic or subject through writing experience that helps them to think about the subject and communicates their understanding of it in creative and interesting ways, encourages students to organize their thinking, and

keeps students' attention because they focus on writing activities (2014: 2). By this technique, in learning learning process also will be more active with a new atmosphere and the teacher can also guide students with techniques and provide a new learning atmosphere for students.

Dealing with these issues, Parilasanti (2014) conducted a study that focused on the effect of RAFT strategy on students' writing competence with consideration of student anxiety in seventh grade students of Junior High School. For data collection instruments, a writing competency test (post-test) and an anxiety questionnaire were given. She found that there were significant differences in students' writing competence between students taught with the RAFT strategy and conventional strategies as well, there was a significant interaction effect between the RAFT strategy and anxiety on students' writing competence.

In line with the above research, Lindawati (2014) conducted research in the first grade of Senior High School to find out how the application of the RAFT strategy improved students' skills in writing formal letters and to investigate how the RAFT strategy improved students' writing. This research is a classroom action research using field notes and observation lists as data collection. After conducting three action research cycles, the researcher found that students' writing scores also increased from cycle to cycle in terms of content and language. Students can write more effectively because they know who they are writing to, to whom they are writing, what is the format of their writing and the topic of their writing. Students write more deliberately and focus after being introduced to the RAFT writing strategy.

A similar study was carried out by Alisa and Rosa (2013) who investigated the implementation of the RAFT strategy for teaching writing functional texts to junior high school students. They implemented the RAFT strategy in teaching advertising as one of the functional texts and proposed a teaching phase. As a result they find that this strategy encourages students to write creatively, to think of a topic from various points of view, to specific audiences in various functional text formats because to convey the reader, the writer needs consider those aspects. This strategy contributes to motivating students in writing activities.

Based on the results of three studies, the RAFT strategy provokes students to think and understand more deeply about what they are supposed to write and to whom they will direct their writing. The purpose of applying RAFT is to give students new ways to think about approaching their writing. It can also be a way to unite students' understanding of the main ideas, organization, elaboration, and coherence. RAFT is especially interesting because students write to audiences other than their teachers, and they write for specific purposes. Because writing is specific and focused, students better understand the need to explain topics clearly and completely.

In short, some previous studies focused on functional texts such as letters and advertisements as targets for the RAFT strategy implementation. In secondary schools, the focus of teaching writing can be on two types of texts namely functional texts and monologue texts (Alisa and Rosa, 2013). There is still no further investigation about the monologue text in implementing the RAFT strategy. There are five monologue texts that must be studied by students and one of them is

procedure text (Hamidi and Adnan, 2013). Research on the text of teaching procedures through demonstration was carried out by Prawati (2013). As quoted by him, Anderson and Kathy said that the procedure text is a type of text that has the purpose of instructing how to do something or making something in a particular structure such as objectives, materials, methods and conclusions.

Referring to several research sources, this study uses the same technique but there are differences in the objects used as research. In previous research using Seventh grade students and the functional text as the material. In this research using eleventh grade students and the Report Text as the material. This is because it refers to the high school syllabus contained Report Text in the eleventh grade. Based on the ideas above, it is clear that RAFT technique has many advantages for teaching English in writing and the researcher conducts a research entitled “Improving Writing Skill Using RAFT technique for Eleventh Grade of SMAN 1 Nganjuk.”

1.2 Research Problem

Based on the background of the research above, the formulated research problem is “*How can be the RAFT technique improved students’ writing skill of Eleventh Grade SMAN 1 Nganjuk?*”

1.3 Objective of the Research

The researcher sets the objective of the research. It is to know how the RAFT technique is to improve students’ writing skill of Eleventh Grade SMAN 1 Nganjuk.

1.4 The Significance of the Research

Theoretically, this research is able to expand teacher skills in using RAFT technique to improve students' writing skill. By mastering this strategy, teachers do not need to worry about problems that arise in mastering writing skill to students, they must be able to use the RAFT technique. In addition, this research is expected to be a reference for other researchers who want to learn the RAFT technique more intensively in teaching writing.

Practically, from problems that were started before, researcher conducted research to solve problems. The results of this research are suggested to apply the RAFT technique to improve students' competence in English Writing skill. It is hoped that this research will provide benefits to make students enjoy learning in a new atmosphere without the pressure and fear of mistakes if they are less able to communicate their ideas.

1.5 Scope and Limitation of the Research

This research is focuses to find out the effectiveness of using RAFT technique in teaching writing skill especially for communicating their ideas at senior high school level using Report Text as the media. This study is limited to the tenth grade of SMAN 1 Nganjuk.

1.6 Definition of the Key Terms

1. Improving

Is a process in which the improvement of something is being done to achieve a certain goal in order to achieve better things, especially in the learning process between teachers and students.

2 Writing skill

Writing is the process of transferring ideas from the brain in the form of writing which makes writing as a means of communicating to convey an idea or idea.

3 RAFT technique

RAFT is one of writing technique that can be applied in teaching writing and can be used to improve students' writing competence. In addition, this strategy can help students understand their role as writers, the audience they are aiming for, the various formats for writing, and the various topics they write. The RAFT strategy is an acronym from: R (Author's role), A (Audience to whom the product is directed), F (Format of the product being made), and T (Product topics).