CHAPTER II

LITERATURE REVIEW

This chapter describes about review of related literature. It includes the definition of writing, teaching writing, and RAFT technique.

2.1 Writing

Writing involves simple sentences for the text or essay described. This is the process of locating, discovering, and organizing feelings, beliefs, and ideas through symbols through well-built text. By writing, it can help the writer to put his thoughts into words in a meaningful form and to communicate messages in the text.

2.1.1 Definition of Writing

Writing is one of the skills that needs to be improved from time to time. This is one way for people to express their thoughts, and to communicate ideas and views to others. In education, writing is one of the important things. According to Lindawati, Sudarsono and Sada, good writing is clear, easy and easy to understand, and has a sustainable beginning and end. Furthermore, writers show involvement with the topics they write about, and are able to arouse readers' interest in them. When someone communicates his ideas through writing such as letters, messages or invitations to communicate, at the same time he expresses his ideas and clarifies his thoughts.

As Tarigan (1987) said that writing is a language skill used for indirect communication. However, producing written paper is not an instant thing but requires a process; the writer must think first then he can do the text. In doing the

written form, the writer must pay attention to several efforts such as selecting, adding, revising, and rearranging words or sentences to produce an acceptable text. Moreover, Homstad and Thorson (1994) state that writing is generally seen as a supporting skill, used to strengthen the acquisition of grammar.

From some of the above linguist's descriptions of writing skills, it can be concluded that writing skills are needs that must be mastered by everyone who wants to do interactions that focus on writing as a medium to convey something and the intended purpose in both formal and informal arrangements. Interest in written language is very important. Therefore, in the concept of writing, one has an alternative capacity to create new sentences if the reader does not understand what is meant.

2.1.2 Aspects of Writing

Hosseinpout (2014: 4) states that there are five aspects of writing, as follows:

a. Content

The content contains about writing, the experience of main ideas (unity), that is, groups of related statements presented by the writer as a unit in developing the subject. Content can be identified as a union of topic sentences and controlling ideas. Each sentence must relate to the topic and develop control ideas in one paragraph. If the sentence is not related to an idea, the sentence must be removed. Content includes subject knowledge, thesis development, topic convergence, detail relevance, substance, and quality of writing details (Hosseinpour 2014).

b. Organization

Organization leads to logical organization of content (coherence). he organization contains sentences that are logically arranged and flow smoothly. Logical rules refer to the order of sentences and ideas. Whereas flowing smoothly refers to how well one idea or sentence leads to another. The problem in preformance organizations is with a smooth expression, clarity in the statement of ideas, support, organization of ideas, ordering and developing ideas (Hosseinpour, 2014: 4).

c. Vocabulary

Vocabulary races on the choice of words that fit the content. Starting with the thought that the writer wants to express ideas as clearly and directly as he can. General rules, the main purpose is clarity. Choice of words that express meaning correctly is considered a lot. Furthermore, Hosseinpour (2014: 4) says that vocabulary is in accordance with the accuracy, range, choice of words or idioms, mastery of word forms, accuracy of registers, effectiveness in a transmission of meaning.

d. Grammar

Grammar focuses on the use of accurate sentence structure and construction; accuracy and truth in the use of agreements, amount, time, word order, articles, pronouns, prepositions, and negations (Hosseinpour, 2014: 4). The use of language refers to the correct grammatical and syntactical patterns or separates, combines, and groups ideas -ide in word phrases, clauses, and sentences to bring up logical relationships in paragraphs.

e. Mechanic

The steps of arranging letters (spelling), punctuation, hyphenation, capitalization, and paragraph indentation are a mechanical race on the use of conventional language graphics. (Hosseinpour, 2014: 4).

2.2 Teaching Writing

In mastering a second language by students, the teacher's role in language teaching is very important for students' understanding processes. The teacher as a figure also plays an important role in training students to always communicate in a second language well, clearly and efficiently because it will contribute to student success in school and future success for students in their future life phases. Brown (2001: 271) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something.

This means that teaching is a process that must be carried out by the teacher in the delivery of knowledge to students with supporting materials in the form of experience, knowledge and materials that have been prepared by the teacher for the learning process. Writing requires thinking processes so when teaching writing, a teacher must make students think about something. Before using words in written form, students must find and develop their ideas in mind. It does not end at that step; students must also change their thinking into words in a specified language. Therefore, they also need to translate the process of all the keywords in their minds. It seems that writing cannot be done in a short time. Thus, teaching writing also requires steps to make students easier to organize their thinking.

Unger and Fleischman in Ahlse and Lundh (2007:9) said that there are some steps that accomplished writers engage in as they write: planning and organizing ideas, translating ideas into text and reviewing and revising the result. However, Mather et al (2002) state that in teaching writing as a foreign language is not only focusing on the instruction on basic writing skills, it also emphasized on communication. Furthermore, they proposed that writing is required time for planning (prewriting), composing (writing), revising (rewriting), and sharing as follows:

a) Planning (Prewriting)

In this step, the teacher provides writing guidance in producing writing topics such as several topics in the material to be discussed. This step is needed to involve brainstorming and sharing ideas with others for additional topics. When students think of new topics, they will plan steps by thinking about what they want to state before writing. Thus, brainstorming, grouping of ideas, and self-questioning are included in this step. In the prewriting process, "the writer forms an internal representation of the knowledge that will be used in writing"; also, they "produce, develop, and organize ideas in memory" (Flower and Hayes, 1981: 372).

b) Composing (writing)

In this step, a writer translates the process of representing a thought in mind into words (Flower and Hayes, 1981: 373). After students choose a topic, students must make the first concept. They might be worried about developing a topic. So, the writer's job is to translate the meaning that is in the mind and then manifest it in key words; then, changed in writing descriptively.

c) Revising (Rewriting)

Students focus on clarity of their message such as organizing ideas and choosing vocabulary that is more appropriate in this step. In addition to editing writing, students also correct and correct errors in using grammar. Graham (2003) writes about the importance of feedback regarding the writing process. Because, students will learn more about what to write in addition to their adventures in the target language.

d) Sharing

Through this process, students can develop a feeling that they are writing for an audience and that their writing is read and understood by their readers. As stated by Murau (1993), Mittan believes that the sharing process has an impact on students' self-confidence in their writing. After students feel they are confident, students will complete their stories with additional illustrations and covers. Furthermore, it can be placed in a classroom, school newspaper, or library.

2.3 R.A.F.T Technique

RAFT (Role-Audience-Format-Topic) is a technique that can help students understand the core elements to organize a writing. Mc.Charty (2014) explains that Role provides the context for writers to write, audiences focus on their choice of words and details to meet specific needs, format can be in the form of student interests or learning profiles, topics create messages using strong verbs to make expressions.

The function of the RAFT technique in the writing process is to help students generate ideas by organizing assignments according to the RAFT

technique. In this step, students generate their ideas by connecting Roles, Audiences, Formats, and Topics to their writing in detail. Students will be better prepared to write a draft after they have made the RAFT assignment. In other words, the RAFT technique has an important role in the writing process, especially at the prewriting stage or before writing. Alisa et al, (2: 2013) add that the RAFT technique encourages students to write creatively according to the student's imagination in various perspectives and various forms of text formats.

The RAFT technical position in the writing process is to open students' minds in generating ideas by connecting the concepts of roles, audience, format, and topics in their concepts. The combination of the four elements leads to the process of writing a draft in accordance with the context. In addition, the topic column provides several vocabulary and language features. Therefore, the writing process is easier. Furthermore, students can solve their problems in generating ideas in writing short messages through RAFT assignments. Sejnost & Thiese (2010: 85) explains that the RAFT technique also supports students what it means to be a writer by making them aware of the impact that topics and formats can meet their audience or readers.

Therefore, it makes students enjoy their writing. With the RAFT technique, insights as writers for students bring new enthusiasm to explore their writing assignments. In addition, the RAFT technique is simple but gives students the opportunity to explore their imagination about what they want to do according to their creativity after they find ideas by doing RAFT assignments. Groenke (2008) in Parila Santi et.al, (2014) said that this technique really helps students make

connections between prior and new knowledge, between interconnected concepts, and provides context for thinking deeply about the topic.

2.3.1 Advantages of R.A.F.T technique

1) RAFT technique increases students' motivation in writing because this strategy helps them write for a specific purpose according to their imagination in a topic (Holston and Santa, in Parilasanti, 2014)

2) This technique can encourage students to organize their thinking and can maintain students' attention because they focus on writing activities (Parilasanti, 2014).

3) RAFT techniques provide opportunities for students to show their ability to understand about a topic or subject through writing experience that helps them to think about the subject according to their understanding of it creatively and in an interesting way (Parilasanti, 2014)

4) Students are given a clear structure for their writing; also, students are more motivated to do writing assignments because they involve them personally and allow more creative responses to study material (Buehl, 2014: 176).

5) RAFT techniques can help students understand their role as audience writers they want, various unique formats that they can use to write, and topics they write (Santa, 1988).

2.3.2 Procedures of RAFT Strategy

1) **Prewriting**

This pre-writing activity will be linked in the development of strategies to stimulate student understanding based on the respective latat behind. The

teacher introduces to students a learning topic that discusses the report text. (Buehl as quoted by Mayasari, 2014) The teacher introduces this strategy by explaining its acronym. The teacher can give any brainstorm that explains the role of the R-writer (students must know who their role is in writing), A-Attendees to those who are targeted (students must know who will read their writing), F-Format items or something want to describe what was made (students must know what their writing is), T- Reading topics (students must know what should be written).

Students are familiarized with the RAFT strategy and they are asked to choose what they want as a writer, the audience they are aiming for, the various formats for writing, and the various topics they write (Santa, 1988). In this step also, the teacher will observe problems that may arise during the beginning of the teaching and learning process in applying the RAFT strategy in teaching report writing texts.

2) Writing

This step can be difficult during the teaching and learning process because students are asked to explore their ideas. Students must already understand their roles, audience, format, and topic. Then, the teacher asks them to start writing their report text and monitor their activities to write, they are allowed to work in groups but each student keeps writing their own topic. Then the teacher ensures that students do not forget their RAFT by asking them to write it on their writing. The topic of their writing must be the most needed or appropriate for their audience. Students are allowed to apply their creativity in

writing further, the teacher tells them that the use of their language must be appropriate for their audience.

Furthermore, they must recall their role as writers. Students must focus on their work on the clarity of messages from certain structures that concern the text of the report. Students must pay attention to ideas that develop from their texts without having to worry about their handwriting and spelling. If there are some problems might appear during the process of this step, researcher will take a note and put it on the observation sheet which contains some specification about the problems.

3) **Revising and editing**

After finishing writing, students work in group to observe the organizing idea and vocabulary of their writing result; it means that students can exchange their work with their friend and they give comment if it is necessary. Firstly, students must be focused on the punctuation. Then, they have to pay more attention to the vocabulary 26 including spelling and grammar. After that, students must read the content and match their friends' work with the role, audience, format, and topic which have been chosen by them; also, the language use in the text must be checked for it has to be appropriate to their RAFT.

In editing, they should correct the errors in spelling, punctuation, capitalization, and usage (grammar). Perhaps, students face difficulties in checking and revising their works. Researcher also finds out the problems in this steps using observation sheet. Teachers guide the students to revise their work.

4) **Sharing**

When students feel that students have finished their text, the teacher allows them to add decorations according to their creativity in a wall magazine at school. Thus, students can develop the feeling that they write to be read by other students or teachers and can be understood by them. Students are instructed to direct their texts to the audience they have chosen based on the RAFT technique. Researchers will observe the problems faced by students during the sharing process. Based on the above procedure, it can also help teachers and students be more active, creative and also fun in delivering and receiving material by using the RAFT strategy in the teaching-learning process. The steps in this procedure also form the basis of the researchers 'observations of students' problems.

2.4 Review of Related Research Findings

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) found that the RAFT technique is effective to improve the writing skill. 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.