

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, research problem, objective of the research, research hypothesis, significances of research, scope and limitation of the research and definition of key terms.

A. Background of the Research

In modern society, English is very important because it becomes a global or an international language that is spoken by people around the world to communicate each other. English is spoken as a first or second language around the world. In countries such as Singapore and Malaysia, English is used as a second language. English can be implemented in science, business, technology, and education. For that reason, it is important for people to master English in speaking and writing in order to be able to communicate and socialize with the world community.

English is one of the subject that is taught in school in Indonesia from elementary school until university level. All of Indonesian students study English. In Indonesian context, in elementary school, English is not a compulsory subject, but it is just a local content subject. Meanwhile, in junior and senior high school, English are taught as the main subject in teaching and learning process.

When students learn English, they are fastered to master four skills, they are reading, speaking, listening and writing. For many students, writing is the most difficult skills. This is in line with Richard (2002:303) that says “writing is the most difficult skill for second language learner to master of putting together strings of grammatically of correct sentences”. Writing is also very important because through writing the students can develop their ideas into a good paragraph. Compared to other skills, writing is the most

important and difficult skill. According to Wilson (2011: 206), learning to write well is important, one of the most important things is the students will do in their education. So, writing is the most important skill in tapping the creativity of learners. Besides, Wilson (2011: 206) says that writing is almost never been done without a reason, the reason may come from experience. Besides, through writing the students can organize the sentences to be a good text. Teaching writing must be taught since early. In elementary school, teaching writing was taught from little things, and the student's skill in writing will develop based on their grade.

Writing is a common thing in our daily life and everyone has experience in writing. Writing means as an activity to transfer and gather ideas, opinion or feelings into whole unity in written form. According to Brown (2001:331), writing is a thinking process. Writing can be planned and given many revisions before the work release. It has many stages that should be passed. It is widely known that today everything has been changing into written form. Everyone writes in any format and media of writing such as social media etc. Those writing contain information we need. Indirectly these phenomenons give impact to writing learning process. It is important for the teacher to teach their students to write well. In education or academic, writing can't be separated from the learning process, especially in studying language. Writing is one of language skill that had been introduced to Senior High School Level.

There are some reasons indicating that writing cannot be separated from English teaching and learning process. Writing should be learned by student because writing will be interpreted what they get from the teacher before. Writing demonstrates students' understanding and knowledge. Writing as a way to communicate what students have learned before. The student show what they have learned by synthesizing information and explaining or applying their understanding of concept and ideas. Writing makes a

connection between the new information and subject that have been learned by the students before. By writing activity, the student became deeper in thinking concept and ideas. Writing also helps student and teacher to evaluate the learning process.

In practicing writing, it has many aspects to be considered such the strategy to use, the step that should be passed and the content of writing. As Richard (2002:303) stated in his book the difficulty in writing is not only in generating and organizing idea but also make them into readable text and meaningful consider that English is not our own language. On the other hand, student should pay attention to higher level skill of planning and organizing as well. The difficulty becomes even more pronounced if student's language proficiency is weak. In addition writing process need much time, it cannot be done in one hour start from drafting until editing, so that student feels bored and no more idea to be written. In other hand, teacher should prepare good techniques in writing and the writing instrument such as writing prompt and rubric as the instrument of assessment.

In writing there are many types of text, such as descriptive, narrative, and recount text. Descriptive text is a text that has purpose to describe person, place, or thing. Narrative text is a text that has purpose to tell story or past event or entertain the readers. Recount text is a text that that has purpose to retell past event or experience.

The recount text is chosen as the main investigation of this research. Recount text usually has three main parts, they are : (1) Orientation : identify a person or thing acted or got involved in the event, including the time, a certain place, the situation, etc. (2) Events : ordered in a chronological sequence. (3) Re-orientation: not always (optional), it contains personal comments. People often use this text when they talking about past experiences or events, written for information or entertainment. This is in line with what is stated by Suparman & Hartatik (2008:8), the social function of recount text is to tell

events for purpose of informing or entertaining and the schematic structure are orientation, events and reorientation

To make writing activity more enjoyable and excited, the teacher should use an appropriate strategy. In another side, using strategy may affect to the students competency in teaching writing. By using appropriate strategy, it can decrease student anxiousness and increase students' achievement in writing. According to Lawin (2003) a strategy can motivate struggle students. It can increase student attention to face teaching and learning process. Strategy can shine students' motivation up. There are many strategies that can be used in writing activity. The one of strategies is Role Audience Format Topic (RAFT) strategy. This strategy incorporates writing into content-area instruction. RAFT strategy is one of guided writings that can be applied in teaching writing and can be used to improve student writing competence. According to Fisher and Frey (2007:67) RAFT strategy provides a scaffold for student. It is used to explore their writing based on various roles, audience, format and topic. This strategy requires the writer to assume specific role, address an intended audience, and follow a certain format, and adhere to a chosen topic.

The main purpose of this strategy is to increase the student's writing quality. RAFT strategy chance the student to demonstrate their understanding of a topic or subject trough writing experience. RAFT strategy help the student to comprehend their written by understand their role as the author, the audience or reader, the format of written and the topic they choose. As writer, the student is taught to know their role as writer or their position in a text or passage, the point of view they take. The students also taught to make a written that precise for reader. To make the written precise the writer should use an appropriate format. The last is topic, the important of topic is to motivate the readers to read a text or passage. And the importance is they should make a text appropriate with the topic to make a text meaningful and communicative by creative way.

RAFT strategy has some advantages for students as written on Saskatoon Public School article (2008:1), RAFT strategy helps student understand the main ideas of text, how to organize text, elaboration, and cohesive and coherence of the text. In addition, RAFT strategy can help students know their position in making text or passage to state something strongest and it helps student write text or passage effective for the reader. According to Fransiska (2014:3) by using RAFT strategy teacher encouraged students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences.

This strategy has been successfully implemented by Fransisca, Rismaya and Luwandi in their project entitled “Improving Students’ Ability in Writing Hortatory Exposition Text by Using RAFT Strategy”. The result is there is improvement of students’ ability from 69.63 up to 79.90 between first cycles to second cycle. Azhari, Arina also has been successfully implemented this strategy in her thesis project entitled “The effectiveness of using role audience format topic strategy toward the students’ achievement in writing hortatory exposition text at madrasah Aliyah As-Salam Jambewangi”. The result is the RAFT strategy has successfully improved the students’ ability in writing hortatory exposition text. It can be seen from the increase of the writing scores’ mean from 64.5 in the preliminary study, and 65 in the first cycle, to 71.80 in the second cycle. In addition, RAFT strategy also successfully has been implemented by Endriani (2012) in their project study entitled “The effect of using RAFT strategy toward student’s ability in writing narrative text at the second year students of SMAN 12 Pekanbaru”. The data finding consideration $t_0 = 3.30$ higher than t table in significant 5% = 2.65. It can be read $2.65 < 3.30 > 2.00$. The result is there was a significant differences between student’s achievements in writing narratives text by using RAFT strategy and student’s achievement in writing narrative text without using RAFT.

Based on the description above, the researcher is interested to conduct a research concerning Role Audience Format Topic writing strategy entitle “The Effectiveness of Using Role Audience Topic Strategy on the Students’ Achievement in Writing recount text at SMKN 1 BANDUNG TULUNGAGUNG”.

B. Research Problem

Based on the background of the research above, the research problem can be formulated as follow:

Is there any significant difference score on the student’s achievement in writing recount text of the students who were taught by using RAFT strategy and those who were taught by using conventional strategy at SMKN 1 Bandung Tulungagung?

C. Objective of the Research

The aim of conducting the research is:

To find out if there is the significant difference score on the student’s achievement in writing recount text of the students who were taught by using RAFT strategy and those who were taught by using conventional strategy at SMKN 1 Bandung Tulungagung.

D. Research Hypothesis

In this study, there were two Hypothesis:

1. Null Hypothesis (Ho)

There is no significant difference on students’ achievement in writing recount text after being taught by using RAFT strategy.

2. Alternative Hypothesis (Ha)

There is a significant difference on students' achievement in writing recount text after being taught by using RAFT strategy.

E. Significance of the Research

By conduct this research, the researcher hope that the result of the research will give meaningful contribution to:

1. Institution

a. Teacher

The finding result of this research can be useful for the teacher. First, is used to enrich the strategy in writing teaching and learning process. Second, to make teaching and learning process is more effective and efficient. The impact is the quality of teaching and learning process can be increased.

b. Student

By this research, the researcher hopes that students have addition strategy in writing recount text exposition text and they can make a text meaningfully and understandable for the reader.

2. Future researcher

The researcher hopes that the future researcher interests to be deepen in conduct similar study. They can use the result of this study as the comparison research.

F. Scope And Limitation

1. Scope

In this research, what will be involved in this discussion related to writing in recount text and it will combine with RAFT writing strategy.

2. Limitation

There are too many types of writing. In this research will be focused only on recount text. The researcher also focus in one types of strategy that is RAFT strategy.

G. Definition of Key Terms

There are some definitions of key concept about the variable used in the research:

1. RAFT Strategy

RAFT strategy is a system to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content. (Santa: 1988)

2. Writing achievement

Writing is an activity transferring and describing idea into written form. Gebhard (1996:221) describe writing more than making appropriate word choices, or using appropriate grammar, syntax, mechanic and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose.

3. Recount text

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred.