

# **CHAPTER I**

## **INTRODUCTION**

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

### **A. Background of the Research**

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 stage should be passed. As we know, today everything has been changing into written form. Everyone write in any format and media of writing such as facebook, twitter, blog, message, email, journal and others. 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, not only in Indonesian but also in English.

There are some reasons indicate that writing can't 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.

Nationally, the government has stated that writing is included in English teaching and learning process. Based on School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) , writing is one of the skill taught in Senior High School belonging to second grade student. The aim is to enable students to express meaningful idea in term of monolog text and essay. The students also have to understand the text structure and the language feature of the text.

However writing is neglected by some schools. In practicing writing, we have many aspects to be considered such the strategy is used, the step that should be passed and the content of writing. As Richard stated in his book (2002:303) 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. In another hand, L2 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. Students at Madrasah Aliyah As Salam, also have difficulty in

practicing writing. Most of them are lack in stated main idea, unorganized paragraph, and used inappropriate words or vocabulary. They have no strategy in writing. In practice writing they just imitate the sample of a text, and then make a similar text.

To make writing activity more enjoyable and excited, we 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 chosen one strategy is Role Audience Format Topic (RAFT) strategy. This strategy incorporates writing into content-area instruction. RAFT strategy is one of guided writing 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 students' 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.

RAFT strategy is applied in writing hortatory exposition text. Hortatory exposition is a kind of text based on the genre. The text aimed to persuade the reader that something should or should not be case and influence the reader to change their opinion, habit and others. The text present argument or reason based on the fact or opinion from the expert or writer itself to strength the text. Based on the Curriculum KTSP hortatory text exposition has to be acquired by the second grade student of Senior High School Level. It is stated in Standard Competence as “reveal meaning of text in form of hortatory exposition accurately, fluency, and accepted in daily context and access knowledge. It is also stated in Basic competence “reveal meaning in monolog text or essay using kinds of written language accurately, fluency, and accepted in text in form of hortatory exposition.

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 about 10 % from 69.63 up to 79.90 between first cycles to second cycle. Yana Riyanti also has been successfully implemented this strategy in her thesis project entitled “Improving student’s descriptive writing through role, audience, format, and topic (RAFT) Strategy” by A Classroom Action Research in the Seventh Grade of SMP Paramarta Jombang. The result is the RAFT strategy has successfully improved the students’ ability in writing descriptive paragraph. It can be seen from the increase of the writing scores’ mean from 64.5 in the preliminary study, and 68.0 in the first cycle, to 73.5 in the second cycle. In addition, RAFT strategy also successfully has been implemented by Ni Made Elis P, I Wayan Suarnajaya and Asril Marjohan in their project entitled “The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2013/2014”. The result is there was significant difference in writing competency between low anxiety learners who were taught by using RAFT strategy and those who were taught by using conventional writing strategy effect between RAFT strategy and Anxiety on students’ writing competency.

Based on the description above, the researcher is interested to conduct a research concerning Role Audience Format Topic writing strategy entitled “The Effectiveness of Using Role Audience Topic Strategy toward the Students’ Achievement in Writing Hortatory Exposition Text at Madrasah Aliyah As Salam Jambewangi”. By applying this strategy the researcher hope that after knowing the result of research the English teachers consider this strategy as one way of writing strategy.

## **B. Research Problem**

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

1. Is there any significant difference between the students' achievement in writing hortatory exposition text before and after they are taught by using RAFT strategy?

## **C. Objective of the Research**

The aim of conducting the research is:

1. To investigate the significant difference between the students' achievements in writing hortatory exposition text before and after they are taught by using RAFT strategy

## **D. Research Hypothesis**

Hence, the hypothesis of this research can be stated as follow:

1. Null Hypothesis ( $H_0$ )

There is no significant difference on students' achievement in writing hortatory exposition text after being taught by using RAFT strategy and not.

2. Alternative Hypothesis ( $H_1$ )

There is a significant difference on students' achievement in writing hortatory exposition text after being taught by using RAFT strategy and not.

## **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 hortatory 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 of the Research**

This study is conducted at Madrasah Aliyah As-Salam Jambewangi, the subject are second grade student of science class in the academic year 2015/2016. In this study, the focus of study is on teaching writing hortatory exposition text by applying RAFT strategy to increase students' achievement.

## **G. Definition of Key Terms**

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

### **1. Effectiveness**

Effectiveness is a condition result whether a treatment is appropriate to do or not. Hence, effectiveness here concern on the result of applying RAFT strategy that indicate significance difference of students' achievement in writing hortatory exposition text before and after they are taught by using RAFT strategy.

### **2. RAFT**

RAFT is an acronym that stands for Role Audience Format Topic. 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)

### **3. Strategy**

Strategy is a way to raise an expectation. In a teaching learning process strategy is a way of making decision about a course, an individual class, or even entire curriculum, beginning with an analysis of key variables in the teaching situation (Teaching & Learning Laboratory: 2016)

### **4. Teaching**

Teaching is a process of transferring, knowledge, skill, attitude or value from someone or people to others. Here teaching, concern on teaching writing, whereas the teacher give student a knowledge and skill training in writing.

### **5. Writing**

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.

#### 6. Hortatory exposition text

Hortatory exposition text is genre of text or passages that discuss about something debatable. The writer takes one side on the text to influence the reader.