

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Language learning should involve four factors: teachers, language teaching, language teaching methods, and learning materials. These four factors become the most important part in the effort to help and facilitate the process of learning in the learning process. Because the teacher is a facilitator in the learning process that requires ways or methods in learning. Thus, good teachers, in general, always try to use effective teaching methods, and use the best media tools in implementing language learning. The search for the most effective method is still done from time to time. Language teaching involves three disciplines of linguistics, psychology, and the science of education. Linguistic science provides us with information about language in general and certain languages. The science of psychology Describes how people learn something, in the science of education allows one can concoct all the information into one appropriate way or method for use in the classroom so as to facilitate the process of learning to teach the language by students (Ahmad, 2010:24).

The process of learning a language that includes listening, speaking, reading, and writing. All language skill have to be involved. Students can master it when they can be confident in expressing their idea each other. But in fact, they find English rules are very complicated. Because sentence, grammar, vocabulary, spelling are different from those of the target language. In every skill specially in writing grammar could not be ignored. In learning and teaching process writing is one of productive skill. The writing activity is part that has to learn by the students. Flower and Hays (1981) state that writing is the stage in which a product being produced. Based on that statement that is how writing is being produced, that is the process of letter or word being produced to be a sentence or phrase. According to Palmer (1994) writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form. It

means that writing is difficult because when we say some word sometimes it is different with the writing. The word in spoken and the word in written sometimes have a diversification. Coghill and Magendanz (2003) said that The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. It means that grammar is one of important thing to know in learning English, if the students can understand grammar it will help them in learning English. But the problem is some of the students do an errors when they make a sentence. It is known that English grammar different from Indonesian grammar. The consequence is difficult for the students to develop their English.

Ability to write is one of the standart English skills that must be owned and achieved in all levels of education, including in Senior High School. Writing is productive skills that students must master in order to communicate their ideas and feelings with others in written form. In line with this statement, Raimes (1983: 76) states "writing that is a skill in which we express ideas, feelings, and thoughts organized in words, sentences and paragraphs by using the eyes, brain, and hands." In addition, Tarigan (1987: 7) states "writing is a language skill used for indirect communication, students can communicate their ideas and thoughts to others through written forms such as letters, message, or invitations for communication". From these statements, it can be concluded that the on writing refers to a process in which its text is not produced immediately. The writer should first think the topic, find some information about the theme.

Among the some methods that are applied in teaching writing are: 1. Spelling Method, is based on the literal approach. Thus teaching begins with the introduction of letters, with the following steps of: write off letters, coupling the letters off into syllables, coupling syllables into words, composing words into sentences (Djauzak, 1996: 4). 2. SAS Method. According to (Supriyadi, 1996: 334-335) understanding SAS method is an accompanying narrative analytic story. SAS method according to (Djauzak, 1996: 8) is a beginning writing lesson

based on a story approach that is how to start teaching and writing by displaying stories taken from the dialogue of students and teachers with students.

The problem that often occurs in writing learning is the lack of motivation of teachers and students. Besides, the variation of learning method is also always the cause of the lack of writing ability of students. Akhadiah, et al. (1996) argued that the problem often asked in the teaching of writing is the inability of students to use Indonesian language is good and true. Teaching is always emphasized on linguistic knowledge, otherwise students are not trained to apply that knowledge. In relation to learning difficulties, Abdulrahman in (Slamet, 2007) describes learning difficulties as a group of difficulties manifested in the form of apparent difficulty in proficiency and listening, conversation, reading, writing, and reasoning. Particularly the difficulty or problem of writing, Abdulrahman in (Slamet, 2007) re-affirms difficulties with regard to basic psychological processes that include the understanding and use of spoken and written language.

Here are some of the previous researchs from previous research results : a thesis written by Pratiwi (2015) entitle The Use of RAFT Strategy In Teaching Writing Procedure Text At The Second Grade Of SMAN 3 Bandar Lampung with problem formulation is there any improvement in students' writing ability of procedure text after being taught using RAFT strategy? And, What are the problems which students face during the implementation of RAFT strategy in teaching writing procedure text? , a thesis written by Endriani (2012) entitle The Effect Of Using RAFT (ROLE, AUDIENCE, FORMAT, TOPIC) Strategy Toward Students' Ability In Writing Narrative Text At The Second Year Students Of SMAN 12 PEKANBARU with problem formulation How is writing ability of the students who are taught by using RAFT strategy? And, How is writing ability of the students who are taught without using RAFT strategy? a thesis written by Riyanti (2015) entitle Improving Students Descriptive Writing Through Role, Audience, Format and Topic (RAFT) Strategy with problem formulation how are the students descriptive writing improved through Role, Audience, Format, and Topic (RAFT) strategy? , And To what extent is the improvement

level of students' descriptive writing through Role, Audience, Format, and Topic (RAFT) strategy?

Although many methods for teaching writing, many consider writing skills as scary and very difficult for students. Less effective learning strategies make students less motivated in writing activities, especially writing reports. Students who have initial problems are afraid of writing reports, are becoming increasingly uninterested in seeing teachers' monotonous learning styles in generating students interest as well as providing materials. Lack of learning strategies in writing skills, especially in report writing, make it difficult for teachers to motivate students who have an early outlook write.

The RAFT learning strategy (Role, Audience, Format, Topic) is expected to deliver maximum results in writing report writing. RAFT learning strategy (Role, Audience, Format, Topic) is expected to give maximum result in learning writing text. RAFT learning strategy is a writing strategy that aims to improve the quality of student writing by providing individual tasks that combine the topic of writing with the process of writing in a single perception. The RAFT learning strategy was developed by Carol Santa in 1988. This strategy is oriented towards the four elements of role, audience, format, and topic. This strategy is expected to help students in the process creative writing. Because in this case, the students themselves are directly involved in determining the role for himself in writing. In addition, students too freed in choosing the object to be achieved through writing and choose their own also format and topic in report writing.

Based on the above description, less effective learning strategy used by teachers in learning writing can affect results learning writing report. Writing ability is necessary assisted by presenting a capable learning strategy generate motivation and interest in writing, so the goal writing can be achieved.

## **B. Research Questions**

Based on the background problems, the researcher formulated the research questions as follow:

1. How is the implementation of teaching writing report text using RAFT strategy?
2. Is there any problem in teaching writing report text by using RAFT strategy?

## **C. Objectives of the Research**

The objectives of the research are:

1. To find out the implementation RAFT strategy in teaching text report writing.
2. To find out whether there is problem in teaching text report writing using RAFT strategy.

## **D. The Significance of the Research**

Use of the research are:

1. The results of this study are expected to provide useful information for researchers writing future teaching, in order to provide more modern information.
2. It the expected that this research can be information for English teachers about the use of RAFT strategy as a strategy in teaching writing.

## **E. Definition of Key Terms**

### **1. RAFT Strategy**

The RAFT learning strategy was developed by Carol Santa in 1988. RAFT is a writing strategy that helps students understand their roles as writers, the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audience.

## 2. Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. Generic Structure of Report: 1. General classification: Stating classification of general aspect of thing: animal, public place, plant, etc which will be discussed in general. 2. Description: describing the thing which will be discussed in detail: part per part, custom or deed for living creature and usage for materials.

## 3. Teaching Writing

Teaching media plays an important role in efforts to improve learning outcomes to the maximum extent possible. It seems that there are still few teachers who use the media in teaching writing. We recommend that teachers prepare a variety of media that can be used in teaching writing skills. This is useful to encourage the implementation of learning activities to teach writing skills more effective and efficient.