

CHAPTER I

INTRODUCTION

This chapter include the background of the research, problem of the research, purpose of the research, objective of the research, significance of the research, operational definition, and scope of the reseacrh.

1.1 Background of the Research

Writing is an important part in english language teaching and learning. There are some reasons why writing is important. First, writing is productive skill that requires students in producing a language to communicate. Second, it can support other language skills, such as listening, reading, and speaking. Rosmawati (2013, p. 38.) states that in writing process, the students are trained to use their brain and sense at the same time. In addition, writing needs broad knowledge and deep-thinking process to produce words, sentences, and paragraphs with good english grammar. It means that process in the writing should be able to make the reader understand what he means through his sentences. In other word, writing is crucial for the learner. More over, writing is used to convey ideas, argument and opinions in piece of paper. Writing is the process of selecting, arranging and developing ideas in effective sentences and paragraph.

Writing is an activity which is done by people to communicate or convey the message to another person but it is indirect way to express ideas through a piece of

paper (Irawati, 2014, p 3). Maybe we know or learn since we started going to want to go to school, from there we have learned to write. Writing can also be interpreted as expressions or feeling expressed in writing. In other words, through the writing process we can communicate indirectly. Whereas in fact they have ideas in mind but they have difficulties in expressing in writing.

Writing is also one of curriculum in Junior high school students. There are several genres of text, namely descriptive text, procedure and report text, recount text. Descriptive is a genre that has purpose to describe person or something in particular. It requires writer to give details that supports their point of view in most interesting way. Descriptive text also provides readers with clear characteristics of something; students are required to provide detail information to visualize their description. Descriptive text's structure consists of Identification and Description.

In writing ,most students are facing difficulty in stating their description. They are slow and inefficient in stating the right words to describe. This is because they are not given the prior knowledge about the role, audience, format and topic. Teacher leads them to select an element of each components and make them write accordingly. There are four components in this strategy, first is Role, students must know what are they as the writer, by knowing and stating their role, students become more responsible in their work, second is Audience (whom they are writing to) by knowing the readers, they start to be careful to gather information for the text. In addition, students will learn how to shape writing to the audience needs. Next is Format. Different kinds of format will broaden student's way of thinking and reduce

their boredom. Next is topic which is the theme that students want to write. By conceiving the topic, students are committed to finish the writing. To be more specific, students choose their role, audience format and topic before starting content. According Sejnost, 2010 (in Emi Damayanti, p. 3) states that “R.A.F.T is a popular strategy that fosters students’ ability to think critically and reflect while they arrange things they have learned”. Students are not only learning productive skill, but also learning to improve their cognitive and critical ability. Moreover; it is so beneficial in upgrading student’s writing creativity and organization. The writer chose the RAFT model, because this method is suitable to be applied and able to increase student writing competence and can direct students to organize their writing and collaborate according to the wishes of users at junior high level, and in the learning process students are required to write according to the topic, the writing format that has been determined by the teacher so that the relevant model is RAFT.

In line with the background of this study, the researcher is interested in using the RAFT strategy which can improve students writing ability. Information collection was conducted on eight students at MTS Arkanul Islam Situbondo, researchers found that there were many problems faced by students. They are about the enthusiasm of students in learning to write, the inability of students in writing such as difficulties in determining vocabulary and difficulties in making a paragraph. and in each meeting the teacher always uses textbooks and student worksheets. the teacher's teaching method is monotonous, and the student's writing value is less than KKM,

Based on the explanation above, the researcher aims to discuss the students writing ability, entitled: “Improving the Writing ABILITY BY USING RAFT METHOD at Eight Grade in MTS Arkanul Islam Situbondo in the Academic Year 2018/2019” is chosen.

1.2 Problem of the Research

Based on the background of the research the problem to be investigated is :
How does RAFT (Role, Audience, Format, Topic) method improve students writing ability at eight grade students of MTS Arkanul Islam Situbondo in academic year 2018/2019?

1.3 Purpose of the Research

This research aims at finding out how can RAFT strategy improve students writing ability at eight grade students of MTS Arkanul Islam Situbondo in academic year 2018/2019.

1.4 operational Definition

An operational definition of the research will become a guide to understand the concept of this study it is important to avoid the broad interpretation of the terms used between the writer and the readers. The terms that are necessary to be defined operationally are as follows :

1. Writing skill is a skill that concerns to share their feelings and ideas on paper to organize their knowledge and beliefs into convincing arguments, and to convey *meaning* through well-constructed text.

2. RAFT (Role, Audience, Format, and Topic) in this research is a writing activity usually used in the consolidation phase of a lesson. It changes the focus of artificial writing assignments to authentic assignments in which students have a purpose for writing (other than writing for the teacher and grade) and an audience in mind.

1.5 Significance of the Research

The result of this research is expected to be useful for :

1. The research is useful for the English teacher to increase teaching learning performance, especially when applying RAFT method in writing ability.
2. The research is expected to be useful for the students to increase their ability in writing ability.
3. This research is expected to be useful for those researchers for references that can be used to make the same research topic but different in design.

1.5 Scope of The Research

The research subjects are limited to the eighth grade students of MTS Arkanul Islam class VIII A Glenmore 2018/2019 academic year. The variable include RAFT method on writing in this research, the research focuses only in improve writing ability by using RAFT.