

# CHAPTER I

## INTRODUCTION

This chapter consists of some sub chapters. They are background of the research, research question, hypothesis, purpose of the research, significance of the research, scope and limitation of the research, and definition of the term.

### **1.1 Background of the Research**

Nowadays most of teenagers like writing diary moreover girls. They like to share what they feel and their best moment on their diary such as happiness, sadness, even their love. That's why, their habit in writing should be developed and trained. The teachers in Indonesia are expected to teach their students how to create something in writing. Writing has already taught in the school since in beginner level to high level such as, writing poem, short story, their imagination or experiences, etc.

In Indonesia, English has an important role especially in education. In this present, English becomes the main extracurricular program that has to be taught to students in beginner level at school. English teaching involves four language skills are speaking, reading, writing, and listening. Writing is one of the important skill of a language. According to Harmer (1998:79), writing is a basic language skill, as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media.

Writing skill is an important skill in our life, both in education and social life. It should be noticed that writing is one of skills that should be learnt and had by students. By writing, students can share and express their idea, opinion, thought, and feeling that they have. Besides that, students can improve their expertise and creativity in writing.

Writing is the way people communicating through written media. Unconsciously, everyday people write something. It is great important for them because this activity closes to their everyday life and becomes their habit in daily

activity. In this modern era, people get used to sending messages, email, whatsapp, bbm, and updating status on social media. Even, when they want to keep knowledge on their mind, they can write it down. According to Dishubkominfo (2014) said that more than 75% Indonesian teenagers like accessing on social media. They like to write what they feel or their feeling by updating status on social media. Those are the evidence that writing is important and close to us.

Writing has complex processes that are begun by finding the main idea, find the supporting details and then constructing them into an essay. Hyland (2004:23) states that writing is activity that involves skills in planning and drafting, as well as knowledge of language, contexts, and audiences. Based on the material of English lesson in Senior High School students, there are some texts that should be learned by the students. Those are recount text, narrative text, report text, procedure text, and descriptive text.

One of the difficult text to be written for the students is descriptive text in the form of paragraph. This matter is caused by some cases. Most of the students lack vocabularies and also get difficulties in applying English grammar. When starting to write, the students always get stuck. The students does not have many concepts to write something. Besides that, when doing some writing exercises, the students need a long time to think the idea to write something into a descriptive paragraph.

Teaching writing is giving the easy way to the students in developing ideas and as knowledge in process writing. In Harmer's view (1998:79), teaching writing to students of English as foreign language includes reinforcement, language development, learning style and most importantly, writing as a skill in its own right. In learning process, some students get language in a purely oral way, but written down have big influence for most of students. Then, writing can help students to understand of how it all fits together and help students to do the new language to memory. Language development is to help student to learn the writing. Also, writing is a basic language skill, just as important as speaking, listening, and reading.

However, writing is not easy to be learnt. The teacher rarely uses various techniques in teaching. Because of that, the teaching and learning process becomes monotonous. Automatically, it influence the atmosphere of the class. The students feel bored, and they get little understanding about the material. Learning to write in English as a foreign language is a hard struggle for most students. Even, with simple writing exercises, students often lose interest and do not complete. The fact can be found almost in every school in Indonesia.

Based on the researcher's experiences, some people feel easier to speak English than write an English article or essay. Most people can say everything, talk to their friends, and others orally, but when they are asked to write down or make an article or write something on a piece of paper, they feel difficult to do it. It is because the students do not know what should be written and how to consider about the components of writing. The other problems, many students have difficulty to arrange their ideas and also worry about grammar, punctuation, and vocabulary, so it makes them to stop in writing.

In general, the goal of teaching writing descriptive text is students can arrange good sentences based on structures and create a paragraph or short story well. They must attempt to share what they want to describe and write it down into a good paragraph. So, they will not feel difficult to describe and write a descriptive text anymore.

Therefore, to achieve these goals, the teachers have to make students interested in writing descriptive text. The teachers should be able to set classroom activity well. The teacher should use a good strategy while teaching to achieve the aim of the study, so the students can get good ability in writing, especially in descriptive text. It is because the teacher's strategy is an important aspect in making students master in writing. The researcher would like to share one of writing methods by combining RAFT and TREE strategies in teaching writing descriptive text for Tenth grades of SMA Wachid Hasyim 1 Surabaya.

According to Santa in Groenke & Puckett (2006:22), RAFT and TREE strategies are great strategies that can be used by the teacher in teaching learning

process. These strategies combine reading and writing in non-traditional way. RAFT and TREE strategies ask that students take what they have read and create a new product that illustrates their depth of understanding, its may be used with fiction or nonfiction texts. The purpose of RAFT and TREE strategies are to give students a fresh way to think about approaching their writing. It also can be the way to bring together students' understanding of main ideas, organization, elaboration, and coherence in order to be a good composition.

## **1.2 Research Question**

Based on the background above, there are two research questions that will be selected:

- 1.2.1 Are RAFT and TREE strategies effective for teaching writing descriptive text at Tenth grade of Senior High School students at SMA Wachid Hasyim 1 Surabaya?
- 1.2.2 How is the response of the students after having class using RAFT and TREE strategies in writing descriptive text at Tenth grades of Senior High School students at SMA Wachid Hasyim 1 Surabaya?

## **1.3. Hypothesis**

The Null Hypothesis (H<sub>0</sub>)

RAFT and TREE strategies are not effective for teaching writing descriptive text at tenth grades

The Alternative Hypothesis (H<sub>1</sub>)

RAFT and TREE strategies are effective for teaching writing descriptive text at tenth grades

## **1.4 Purpose of the Research**

The purpose of this research are:

- 1.4.1 To examine the effectiveness of RAFT and TREE strategies in teaching writing descriptive text at Tenth grade of Senior High School students at SMA Wachid Hasyim 1 Surabaya.

1.4.2 To describe students' response of tenth grade at SMA Wachid Hasyim 1 Surabaya after having class using RAFT and TREE strategies in writing descriptive text.

### **1.5 Significance of the Research**

The significance of this research includes theoretical and practical:

Theoretically:

1.5.1 The result of this research is expected to be valuable in increasing students' ability in writing descriptive text.

Practically:

1.5.2 The result of this research will be useful for increasing students' ability in writing descriptive text.

1.5.3 The result of this research can inspire English teachers to improve their students' writing skill and motivate them to write descriptive paragraph easily.

### **1.6 Scope and Limitation of the Research**

The scope of the study is about teaching writing in descriptive text. In this research, the researcher focuses on the use of RAFT and TREE strategies to help students in writing descriptive text. Moreover, the limitation of the research is the Tenth grade of senior high students at SMA Wachid Hasyim 1 Surabaya.

### **1.7 Definition of Key Term**

In order to avoid misunderstanding and obtain the same perception, the researcher provides the following key terms:

1.7.1 RAFT stands for Role of the writer, Audience, Format, Topic. Santa (1988) Urquhart & McIver (2005:96) argues, the RAFTs Technique 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. It is an acronym that stands for:

Role of the Writer – Who are you? As the writer? A friend? A warrior? A homeless person? An auto mechanic? An artist? A scientist?

Audience – To whom are you writing? Is it to your friend? Your teacher? You parents? Readers of a newspaper? A local bank?

Format – What form will the writing take? Is it a letter? A classified ad? A speech? A poem?

Topic + strong Verb – What’s the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To invite someone?

Whereas, TREE stands for Topic sentence, Reason, Explain reasons, End. According to Graham et al (2003:11), TREE helps students formulate basic elements of persuasion: (1) write a convincing Topic sentence, (2) write at least three Reasons why you believe, (3) write Explanations to support each reason, and (4) wrap it up with a good Ending sentence. TREE is used to organize the written process. Students are asked to pick an idea. Picking an idea helps students narrow their focus and begin to conceptualize their notes using TREE. It means that the strategy can help the students to write a story or paragraph into a good essay and can organize the idea that they have been written.

- 1.7.2 Descriptive text is one of the text types where the writer describe something, perhaps a place, an object, and person in details to make the reader be able to imagine the description (Ministry of Education and Culture, 2004)
- 1.7.3 Writing is the act of stating idea, thought, feeling, experience, and even imagination through textual form (Harmer, 2001 in Tyas, 2015:5)