

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Writing descriptive paragraphs is one of the important lessons for class XI students. Writing descriptive paragraphs is one of the writing skills that gets more attention. In the education unit level curriculum (KTSP) contained in the Basic Competencies in the syllabus that must be mastered by class XI high school students is to express information in the form of descriptive paragraphs such as tourist attractions, people and historical buildings.

Based on the results of research conducted by researcher from May 30 to June 13, 2022 to Safaruddin Siregar S.Pd as an English teacher at SMA Negeri 1 Sei Kanan Labuhanbatu Selatan, the learning process carried out by the teacher is the center of learning. In participating in learning, students are less enthusiastic during learning, students only listen and take notes on the explanations given by the teacher. Student activity is also still lacking in participating in learning

According to information from Safaruddin Siregar S.Pd as an English teacher at SMA Negeri 1 Sei Kanan Labuhanbatu Selatan In writing descriptive paragraphs, some students have difficulties, what students face are problems related to issuing and generating ideas in writing, the use of language is still not good as well as interest and enthusiasm in learning to write descriptive paragraph. When learning to write descriptive paragraphs, students sometimes feel bored and completing work also takes a long time, even though students are asked by the teacher to write descriptive paragraphs for each lesson.

Based on these problem, the researcher gives the opinion that the learning process in class XI SMA Negeri 1 Sei Kanan Labuhanbatu Selatan students needs improvement. The purpose of doing this is so that students can play an active role and also make it easier for students to write descriptive paragraphs. Students can

exchange opinions or issue their respective opinions about a topic that is used as the basis for writing descriptive paragraphs. one way to implement it is to apply appropriate learning strategies to students in learning to write, in this case focusing on learning to write descriptive paragraphs.

The use of the Role-Audience-Format-Topic strategy is one of the right and interesting strategies to do in improving writing learning in writing descriptive paragraphs. At this stage, learning is done by freeing students to choose a topic, then the students are divided into several groups so that they can exchange ideas with group members regarding the discussion of the topic. Therefore, it is expected that students more easily understand and accept the material provided by the teacher by using the Role-Audience-Format-Topic strategy. Choosing the right strategy make students happy in learning so that it will be more meaningful.

Learning to write descriptive paragraphs using the RAFT strategy free students to exchange ideas which are then poured into writing. In addition, the RAFT strategy attract students to learn, think and use the RAFT strategy easily. Thus, it is hoped that students will not run out of ideas in writing descriptive paragraphs so that the use of the RAFT strategy is very effective and can improve students' abilities in writing descriptive paragraphs. Based on the background that has been written above, the researcher are interested in conducting a research entitled "**The Effect of Strategy RAFT on the Student Achievement in Writing Descriptive Paragraph at SMA Negeri 1 Sei Kanan**"

1.2 Limitation of the Research

This research is limited to students of class XI SMA Negeri 1 Sei Kanan which has the aim of : effect student achievement in writing descriptive paragraphs with the strategy RAFT.

1.3 Formulation of the Research

Based on the background above, the formulation of the problem in this research is "Does the RAFT strategy affect students achievement in writing descriptive paragraphs".

1.4 Objective of the Research

To find out the effect strategy RAFT affect on the students' achievement in writing description Paragraph.

1.5 Significances of the Research

The results of this research are expected to provide benefits both theoretically and practically. For more :

1. 5.1 Theoretical Benefits.

- a. For teachers, students are used as a comparison to determine student achievement in writing descriptive paragraphs.
- b. For teachers, students are used as reference materials to determine the level of student activity in writing descriptive paragraphs.
- c. Adding to the repertoire of concepts about the causes of student weakness in making descriptive paragraphs.

1.5.2 Practical Benefits

- a. For Teacher

The research is can be evaluated by the teacher using the Role-Audience-Format-Topic Strategy in the teaching and learning process.

b. For Students

It is expected that students will be motivated and increase student activity in writing descriptive paragraphs through the Role-Audience-Format-Topic Strategy.

c. For School

To find out the students' achievement in writing descriptive paragraphs with the Role-Audience-Format-Topic Strategy.

d. For Researcher

Can assess student achievement in writing descriptive paragraphs through Strategy Role-Audience-Format-Topic.

