

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that is used by many peoples around the world. In Indonesia, English was officially approved as the first foreign language in the country in 1955 and has become the only foreign language mandatorily taught in all levels of education especially from secondary until higher education level.¹

The main purpose is to build students skills both in communication, social setting and academic in which the language uses to interact with one another and to acquire new knowledge and skills.² To reach the goals, students are required to understand the four English basic skills like listening, speaking, reading and writing.³ Among all those four skills, writing is considered to have an important and a high status to reach the academic goals.

Based on the 2013 Curriculum (K-13), which has been implemented in all levels of high school since 2014, writing instruction In Senior High School aims to develop students' skills in writing simple texts to more complex ones in various genres.⁴ The aims are to make students able to understand, to compile and to apply

¹Rahmah Fithriani, (2020), Grammatical Errors in Madrasah Aliyah Students' Narrative Texts: An Error Analysis of the Surface Strategy, *Ta'dib: Journal of Islamic Education*, Vol. 25(1), p. 6.

²Elysa Hartati. (2013), The Language Function Used by Teachers of Content Subjects Using English as Medium of Construction. *English Education Journal (EEJ)*, Vol. 03(02), p. 86.

³Lorena Manaj Sadiku, (2015), The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour, *European Journal of Language and Literature Studies*, Vol. 1(1), p. 29.

⁴Fithriani, (2018), *ibid*, p. 6.

the structure of some genres in writing text form.⁵ However in practice there still a lot off students difficult to understand about how to write narrative text. Despite this fact, writing is considered to be the most difficult skill to be mastered. According to Fithriani, writing in general was one of the most difficult skills to master because it's need to transfer ideas from first language to the target language⁶. In addition, it very challenging because students need to organize their ideas in those new patterns they might not familiar.⁷ Besides, they do not know what appropriate words to be selected to the content of their writing and also have difficulties in organizing those ideas into a coherent whole.

In Senior High School level, the students are obliged to master short functional text such as descriptive text, recount text and narrative text.⁸ Among all of the genres, narrative text may be considered special and unique as it is the most frequently used and learned throughout the grades of secondary school. According to Lukens narrative was defined as a literary text that tells about a series of logically and chronologically related events.⁹ Anderson and Anderson stated that the social function of a narrative text was to entertain the readers with a story containing complications or problematic events that lead to a crisis and in turn find a

⁵Haryanti and Farnia Sari, (2019), The Use of Genre-Based Approach to Improve Writing Skill in Narrative Text at the Eleventh Grade Students of SMA Etika Palembang, *English Community Journal*, Vol. 3(1), p. 282.

⁶Rahmah Fithriani, (2017), Indonesian Students' Perceptions of Written Feedback in Second Language Writing. Dissertation. The University of New Mexico.

⁷Rahmah Fithriani, Tien Rafida and Amiruddin Siahaan, (2018), Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perception, *7th UNNES International Conference on English Language Teaching, Literature and Translation (ELTLT)*, p.1.

⁸ Fatimatus Zahroh, (2014), The Implementation of Animated Film as Media to Teach Writing Narrative Text to the Eighth Grade Students of Junior High School, *State University of Surabaya*, Vol. 2(2), p.2.

⁹Fithriani,(2018), *ibid*, p. 9.

resolution.¹⁰ In line of that, senior high school students are required to be able to understand and make a narrative text cohesively based on the social function and generic structure of the text.

Based on the teaching learning process and information sharing with other English teachers at SMA Swasta Citra Harapan, the writer found some problems regarding to teaching writing. First, a big part of the students had low interest in learning English. When the teacher gave a task or homework, some students did not do it. Second, they had no idea how to make a sentence in English, especially in developing their idea. Third, their language proficiency was still poor. It was shown when the students wrote a sentence; they made many mistakes because they lack of vocabulary, and sometimes the writer found errors in spelling, grammar and punctuation in their writing. As a result, they were not motivated to write because they were lazy and afraid to do it.

To overcome the problem, the researcher decided to apply one strategy of teaching writing that could use in class related to the teaching writing that was called Role, Audience, Format, and Topic or RAFT for short. RAFT strategy is one of the guided writing strategies that can be applied to improve students' writing competence. RAFT (Role-Audience-Format-Topic) is a system to help students understand the main elements to organize their writing. This strategy can help the students understand their role as a writer, the audience they were address, the varied

¹⁰ Ibid.

formats for writing, and the topic they were writing about.¹¹ RAFT is a flexible writing strategy that helps students to write. This strategy also gives opportunity for the students to experience in creative and interesting way of writing. Some studies of RAFT strategy have shown positive improvement for the students' writing.

The RAFT learning strategy has never been implemented at SMA Swasta Citra Harapan, Therefore, this research planned to do further research about the effect of RAFT strategy in SMA Swasta Citra Harapan to increase students' English basic skills, especially in writing with the title **“The Effect of Role Audience Format and Topic Strategy on The Students' Skill of Writing Narrative Text”**.

B. Identification of the Problem

Based on the explanation of background of the study above, it could be concluded that there were some problems of study which could be identified in this research, namely:

1. The students had low motivation in learning English.
2. The students felt frustrated in learning grammar.
3. The students lacked of vocabulary.
4. The students had difficulty in developing their idea into a coherent whole.

C. Formulation of the Problem

Based on the research problems above, the problem is formulated to be research question as follow: “Is there any significant effect of using RAFT (Role

¹¹Ni Made Elis Parilasanti, I Wayan Suarjaya, and Uril Marjohan, (2014), The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students, *e-journal of postgraduate program of Undiksha*, Vol. 2(1), p. 2.

Audience Format and Topic) strategy on students' writing skill of narrative text at tenth grade students of Senior High School?"

D. The Objective of the Study

Based on the formulation of research above, the objective of the study is to find out is there any significant effect of using RAFT (Role Audience Format and Topic) strategy on students' writing skill of narrative text at tenth grade students of Senior High School.

E. Significances of the Study

This research was expected to provide some benefits such as information, knowledge and evidences both in theoretical and in practical aspects, as follow:

1. Theoretically

This research is expected can inspire and provide information and knowledge for the readers about the effect of RAFT strategy on students' writing skill in narrative text at eleventh grade of senior high school.

2. Practically

The results of this study provide further information that can be useful for students, teachers, and other researcher who need to conduct further researches. For detail information it could be seen as follows:

a. For students

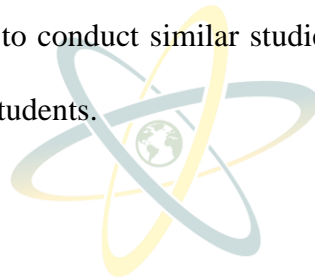
The result of this research is expected to gain insight and provide benefits, contribution and solution for the eleventh grade of senior high school in learning writing text of narrative text.

b. For teachers

Hopefully, this research can be used for teachers as a tool and reference in determining which one the effective strategy can be applied. If RAFT strategy is effective for helping students to improve their writing skill, the teacher can use this technique on their teaching process.

c. Further research

This research can be used to provide useful information and reference for further researchers to conduct similar studies in other field, genres or at different levels of students.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN