

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Writing is one of the important skills that should be learned to express ideas in written form. Stated by Harmer (2007), writing has several advantages, one of which is that it allows one to communicate with people about ideas, feelings, and experiences without the strain of face-to-face interaction, they can write to convey them into a series of words that are combined into sentences in the form of texts where each sentence is interrelated. Having good writing skills can enrich grammar, vocabulary, and self-quality. To produce quality writing students must have the ability to write. Writing is therefore a crucial talent for students to master in addition to other ones.

Writing is also the most complex and productive skill. In writing, the organization of language or sentences in the compiled writing must meet the criteria of good and correct language writing. Writing is therefore one of the most challenging technical skills for language learners. The hardest skill for language learners to perfect as a second language, according to Richards and Willy (2002). The challenge then is not just in coming up with and organizing ideas, but also in turning them into language that can be produced. In writing, students must also know about how to write letters, how to organize sentences, how to write paragraphs, how to write paragraphs in even a text. Additionally, writers must pay attention to the components of writing such as phrasing, capitalization,

punctuation, and others. Although writing is difficult, it can be taught in the classroom with the proper teaching strategies.

In Curriculum 2013, the main goal of teaching English is to encourage students be able to understand texts in English. These texts are descriptive, narrative, procedure, recount, report, explanation in context and their understanding in writing these texts. Therefore, in teaching at the senior high school level, writing simple paragraphs is an ability that students need to do. One of the texts is a descriptive text. Bunyamin and Nur (2021), lack of student motivation, this aspect is very important in writing classes. The students are required to participate more actively in the learning process, and they also offer guidance to those who show an interest in studying.

Teaching writing can provide benefits to train students to express themselves freely in writing. In the meanwhile, a plan is crucial. A strategy is a plan, technique, or set of actions created with the intention of achieving a specific educational objective, according to J. R. David in Hamruni, (2009). Several specialists have defined teaching strategies. According to Kemp in Hamruni (2009), a teaching strategy is a learning activity that teachers should carry out for students so that learning objectives can be achieved effectively and efficiently. Kozma in Hamruni (2009) also defines a teaching strategy as any selected activity that can provide facilities or assistance to learners in achieving learning objectives. Teachers should have many strategies in teaching writing to stimulate students' interest. Therefore, teachers must have many strategies in teaching writing to stimulate students' interest. By using this strategy, teachers can design

innovative lessons that will motivate students to develop writing skills.

Based on the researcher observation at SMA Negeri 3 Medan in the preliminary observation, there is an English teacher who use a strategy in teaching writing. The strategy is called the RAFT Strategy. The RAFT strategy is a staged approach to writing where students may comprehend their function as writers, their intended audience, a suitable writing format to communicate this writing, and the topic to be written about. It is a good strategy for teachers to use to support students to write creatively, as writers have to decide on a topic first before writing, and students discover how to answer to writing tasks that call for them to take into account other viewpoints. Based on interview in preliminary observation, the English teacher said that this strategy is very useful to make students more active in the writing process. Therefore, the difference found in this research with other researchers, this strategy is very well used to make students think more critically, by following the steps, it helps to make their writing interest develop and also structured.

Using the aforementioned issues, teachers can assist students in resolving issues with writing assignments. Because from previous research, there is a desire for teachers to use this strategy in writing descriptive texts. One of the writing instructions that can overcome the problems faced by students is RAFT. RAFT is the acronym for (Role, Audience, Format, and Topic). RAFT was developed by Carol Santa and Shearer in 1988.

Above all, it can be said that the RAFT strategy can be employed in the teaching and learning process, particularly in writing, as it aids students in

producing suitable writing. Therefore, the researcher wants to do research on THE USE OF RAFT STRATEGY IN TEACHING WRITING DESCRIPTIVE TEXT FOR TENTH GRADE STUDENTS AT SMA NEGERI 3 MEDAN. This research was conducted to explore teaching writing strategy used by teacher.

### **B. The Problems of the Study**

Problems with this study are as follows in respect to its background:

1. How is RAFT strategy used by teacher in teaching writing of descriptive text for tenth grade students at SMA Negeri 3 Medan?
2. Why is the RAFT used by the teacher as the way it is?

### **C. The Objectives of the Study**

1. To describe the use of RAFT strategy by teacher in teaching writing descriptive text at SMA Negeri 3 Medan.
2. To elaborate the reason of using RAFT Strategy by the teacher in teaching writing descriptive text.

### **D. The Scope of the Study**

Focused on the research is teaching RAFT strategy used by teacher in teaching writing descriptive text in tenth grade at Students SMA Negeri 3 Medan.

### **E. The Significanses of the Study**

The study is expected that have findings a significant theoretically and practically for:

1. Theoretically

This research is very useful for readers to add references or theories and information about how teachers use RAFT strategies or provide alternatives in teaching and learning process, and teachers know can also use appropriate strategies in teaching writing, especially to writing the descriptive text at SMA Negeri 3 Medan.

2. Practically

For the findings of this research can be recommended writing strategies or students of SMA Negeri 3 Medan. Because it can make it easier to write and willingness to learn and will make it easy for teachers to get the goals of the teaching and learning process with the data teachers choose the right and appropriate strategy in teaching a strategy. For other researchers, this research can be one of the references.