

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

In this part, researcher reviews four studies which had been conducted by other researcher as following. The first previous study is the article entitled “The Use of Raft Strategy To Improve The Students’ Writing Ability”. It was done by Umaemah, Latief and Irawati The researcher conducted a Classroom Action Research in Madrasah Salafiyah Syafiiyah Babakan Ciwaingin Cirebon at eight grade. The researcher used raft technique to improve student ability. the researcher decided to use RAFT strategy in solving the students’ problem in writing short messages. The result of the research is students’ writing test indicates that the students’ achievement in writing test gradually improved. In cycle one, the average score of the students was 52, the highest score was 75, and the lowest score was 46. Meanwhile, in cycle two, the highest score was 79, the lowest score was 55, and the average score was 64. The students’ involvement in the process of learning increased from cycle one (74%) to cycle two (77%). The students’ response to the implementation of RAFT strategy also gave positive impact for their writing process.

The second previous study is the article entitled “The Effect Of Using Raft (Role, Audience, Format, Topic) Model On Students’ Ability In Writing Poetry (A Study at the Eleven th Grade Students of SMA Negeri 1 Tukka)”. It was done by Kamisah and Simanullang. The researcher conducted a quantitave research in eleventh grade of SMA Negeri 1 Tukka. The researcher used RAFT techniq ue to

improve student writing poetry. The researcher concludes that using of RAFT technique can improve the student achievement in learning English especially in learning writing poetry. The result of the research is writing poetry after using RAFT, it is found the highest score was 90 and the lowest score was 55. The mean score of writing poetry after using RAFT was 77.39, categorized "Good". The writer concludes that after using RAFT Model better than before using RAFT Model in teaching writing poetry ability.

The third previous study was done by Ni Made Elis Parilasanti, I Wayan Suarnajaya, Asril Marjohan. This research entitled "The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2013/2014". The researcher conducted an experimental research in seventh grade students of SMP Negeri 3 Mengwi in academic Year 2013/2014. According to the researcher RAFT strategy was considered as an effective strategy for writing that enable students to improve their writing competency. Besides that, RAFT strategy help students to understand their role as writer, the audience they will address, the variety format and the topic of their writing. The result showed that (a) there was significant difference in writing competency between students taught by RAFT strategy and those taught by conventional strategy, (b) there was an interactional effect between the implementation of RAFT strategy and the students' anxiety, (c) there was significant difference in the writing competency between the students' with high anxiety, taught by RAFT strategy and those who are taught by conventional technique, (d) there was significant difference in the writing competency between

the students' low anxiety, taught by implementing RAFT strategy and those who are taught by conventional strategy.

The fourth previous study was done by Suharni, Mukhaiyar, Desmawati Radjab. This research entitled "The Effect of Role, Audience, Format, And Topic (RAFT) Strategy Toward Students' Ability In Paragraph Writing A Study At The First Year Students of College of Teacher Training And Education (STKIP) - PGRI West Sumatera". This research was conducted by using a quasi experimental method. The population of this research was the first year students of English Department at College of Teacher Training and Education STKIP)- PGRI Padang West Sumatera in 2011/2012 academic year. They conclude that RAFT writing strategy can help the students to understand their role as a writer and learn how to communicate their ideas effectively and clearly in order to make the readers understand about what have been written. The result of this research is between two groups, experimental and control group, experimental group in pretest got 61.31 and the control group in pretest got 55.06. Then, experimental group in posttest got 73.67 and the control group in posttest got 66.26 higher result between pretest and posttest rather than control group. As it is calculated statistically, it clearly indicated that there is a significant effect of using RAFT writing strategy toward students' ability in paragraph writing.

Related to the previous studies, the differences between the previous studies with this research is variable dependent named students writing descriptive text.

2.2 Related Literature

In this chapter, the researcher tries to give clear description of theoretical framework which covers about writing, descriptive text, and Role, Audience, Format, and Topic (RAFT) strategy for writing skill.

2.2.1 Definition of Writing

There are many definition of writing that have been proposed by experts in language learning. According to Kheryadi (2017:377), writing is a means of communication to express and building ideas into a papers or other media. As a communication device and act of communication, it suggests an interactive process where writer and readers are placed through the text. The mastery of writing is use for preparing student to acquire knowledge and technology in the globalization era.

According to Ma'rifatun Fadhillah (2017:61), writing is one of four English skills. Other three language skills are speaking, reading and listening. Writing involves language production and is therefore often referred to as productive skills. Moreover, according to Supiani (2017:37), writing is a tool of communication in a written form such as email, business letters, newspapers, diary, and so on. This skill is essential part to convey our thoughts, ideas and organize them into sentences or paragraphs.

Nevertheless, writing is an activity of expressing ideas consisting of words and can be used as communication for the

reader. The fact is that writing is not only a means of expression, but also an important criterion of competence in any field. This means writing is seeing expression or having something to say through the application of a linguistic system (Yasser Mallapiang, 2015:103).

Writing is a means of communication that the writer consciously learns and part of what makes it difficult to learn is that written words usually have to express it. Writing is a one-way to develop our opinions, ideas in writing the writer has to communicate without facial expressions, gestures, or body language in English of any kind.

From the explanation above, it shows that writing needs a good structure, students need to know about the vocabulary, grammar, and punctuation to deliver our idea in the writing. It shows that to write the good writing, students should practice and try to write.

2.2.2 The Function of Writing

According to Nina Khayatul Virdyna (2016:70), there are some functions of writing such as :

- 1) for self expression that is when a person is very impressed with a particular thing or event, tries to express it by writing on a piece of paper. Some people express the feelings, ideas, and emotions they feel in a paragraph so that others will be able to feel and know what they are experiencing.
- 2) Tools for understanding. When someone is going to write, it must describe and rethink the idea before he writes it so that

he gets a better understanding of the content of the material he wants to write.

- 3) Tools to help develop a person's feelings. In the end, encourage writers to be more creative in developing ideas and producing writing better.
- 4) Tools to increase awareness and perception one's environment. To produce a lot the idea produced by the writer makes a good paragraph. describe a situation, event or event around it to produce better writing.
- 5) Tools for channeling creativity, by writingsomeone is actively and involved in expressing in the writing process.
- 6) Tools for developing ideas and the ability to express thoughts, ideas, feelings and emotions to others.

Someone expressing their ideas with a writing in their own language. So that it can make a good relationship between each other. And it is the work of a student teacher to express their ideas in writing.

2.2.3 Definition Descriptive Text

In descriptive text, students are taught to describe something, people, or others object. According to Annisa and Al Hafizh (2013:79), descriptive text is text that describes certain people, objects, and places. Basic competencies in descriptive text are high school students they must be able to make descriptive texts based on Lexogrammatical features and

generic text structures. There are two generic structures of descriptive text, they are identification and description. The lexicogrammatical features of a descriptive text use simple present. Descriptive text is a text which says what a person thing. To describe and reveal particular person, place, or thing. The specific function of descriptive text is to give description about an object.

Descriptive text is text that describes a thing such as a person, place or object. The schematic structure of the Descriptive text is divided into two: identification and description. In addition to the schematic structure, descriptive text also has its own linguistic features. The linguistic features of descriptive text use specific participants, write in present tense, use linking verbs, use adjectives, use relational and material processes (Zulaikah, Agustina and Muklas, 2018:17).

2.2.4 Definition RAFT Technique

According to Parilasanti, Suarnajaya and Marjohan (2014:2), RAFT strategy is one of type writing that can be applied in teaching writing skill in classroom and can be used to improve students writing ability. RAFT technique can help the students understand their role as a writer, they audience they were address, the varied formats for writing, and the topic they were writing about anything.

Futhermore, According to Hamdani, Kristiawan and Rahmadhani (2017:139), the RAFT technique is a method to help students in writing and understand their role as a writer, the audience they will address, the

varied formats for writing, and the expected content. According to Noor, Saleh and Rukmini (2014:85), RAFT is a writing strategy that can help students understand their role as writers and how to effectively communicate their ideas clearly so that the reader can easily understand everything written. Other than, RAFT helps students focus on the audience they will address, the varied formats for writing, and the topic they will be writing about.

RAFT method is a writing technique that can help students understand their role as writers and how to communicate their ideas effectively. In addition, RAFT helps students focus on the audience they are going to, the various formats for writing, and the topics they will write.

2.2.5 Steps of Using RAFT Technique

Mc.Charty in Umaemah, Latief and Irawati (2016:3), explains that Role gives writers context to write, Audience focuses their choices of words and details to meet specific needs, Format can be flexible for any students' interest or learning profile, Topic structures the message using strong verbs to create expressions. According to Santa in Abdelqader and Salameh (2015:44), three steps of RAFT technique :

1. The teacher introduced the part of the RAFT strategy to the students such as R = Role of the writer (who is the writer?, what role does she/he play?), A = Audience for the writer (to whom are you writing?, who will read your writing?), F = Format of the writing

(what form will your write?), T = Topic of the writing (what will you write about?).

2. Second, the teacher modeled on a whiteboard how they would write in response to the writing prompt. Next, give students another writing prompt (for which the teacher has already chosen the role, audience, format, and topic) and have students react to the prompt either individually or in small groups.
3. Third, together with the students, the teacher determines the important idea, concepts or information from the reading assignment in order to determine the topic of the assignment.
4. Fourth, with students, the teacher brainstorms possible roles class member could assume in their writing by having the class think-aloud to come up with ideas for the piece of writing that they will create as a group. This will determine the role for the assignment. Next, the teacher asked the students to determine the audience for their writing.
5. Fifth, the teacher asked the students to decide the format the writing will take. As students became comfortable in reacting to RAFT prompts, the teacher gave students a list of options for each component and let them choose their role, audience, format, and topic.
6. Finally, students may choose a role, audience, format, and topic entirely on their own.

2.2.6 Advantages of Using RAFT Technique

Kamisah and Simanullang (2017:25) explains that there are several advantages of RAFT technique :

1. Students give more thoughtful and often more interesting in writing learning.
2. Students are more active in processing information and developing words rather than just answering question.
3. Students are given a clear structure for their writing they know what to write in paragraph. Furthermore, the purpose of this writing is clearly describe.
4. Students more motivated to do the writing assignment because the task involves personally and allows more creative response and thought to learn the material.
5. Student are encouraged to reread to examine texts from a perspective other than their own and broaden their horizon again on concepts and ideas.
6. RAFT is a technique that can be use to teach all content fields.

According to Umaemah , Latief and Irawati (2016:4) RAFT strategy in writing process is to help students generate ideas by arranging RAFT assignment. In this step, students generate their idea by connecting Role, Audience, Format, and Topic for their writing in details. The students are ready to write the draft of writing after they have made the

RAFT assignment. In other words, RAFT strategy has a significant role in writing process especially in prewriting stages.

The position RAFT strategy in the process writing is to open the students' mind for generating idea by connecting the concept of role, audience, format, and topic in their draft.

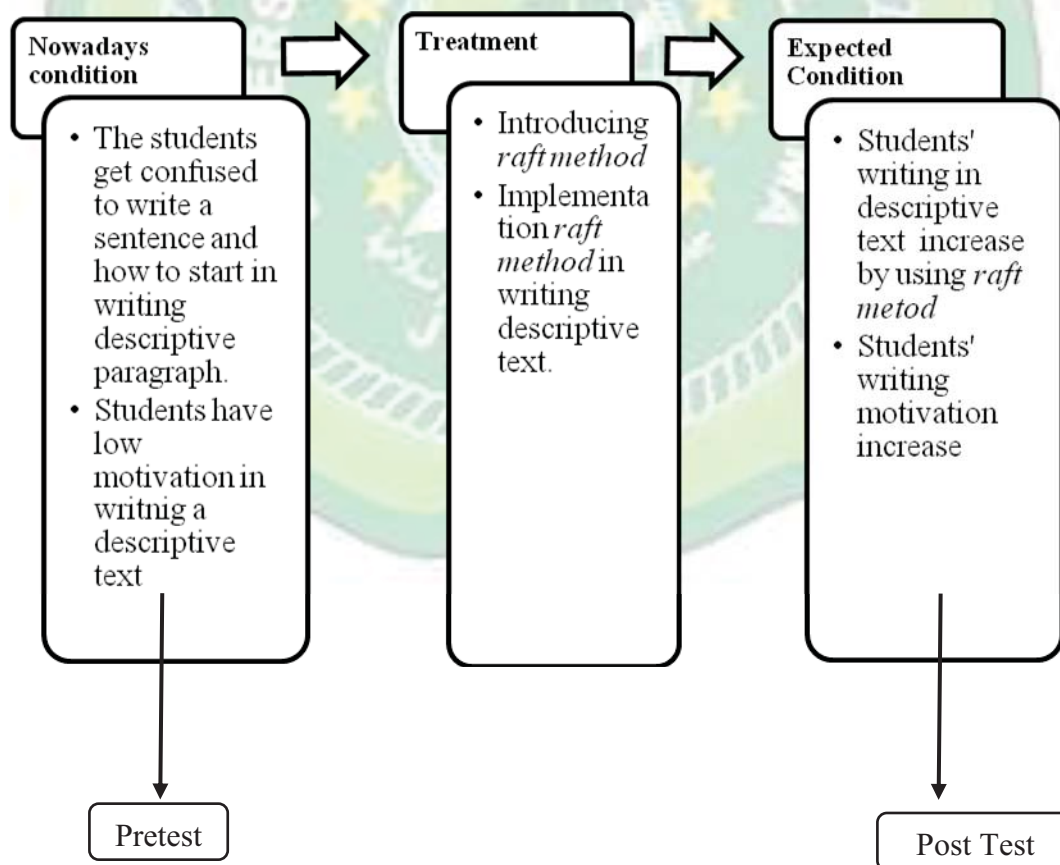
2.2.7 Teaching Writing Using RAFT Technique

In teaching writing, teacher should not only focus on the students writing, but on the process that lead to the product. RAFT strategy provides opportunities for students to communicate their understanding of a topic or subject through a writing experience that helps them to think about subject and communicate their understanding of it in creative and interesting way, encourages students to organize their thoughts and keeps the students' attention because they are focused on the writing activity (Parilasanti. 2014:2). RAFT strategy provides opportunities for the students to demonstrate their understanding of a topic or subject through a writing experience that helps them to think about subject and communicate their understanding of it in creative and interesting way (Parilasanti. 2014 : 5). This strategy can help the students understand their role as a writer, the audience they were address, formats for writing, and the topic they were writing about. In order to do RAFT writing, students have to think critically about taking a new role, matching the audience to the role, create a format that would fit that role, and cover specified topics from the

content. RAFT product can be used for assessment, class presentation, or portfolio projects or as a creative response to content. Alisa and Rosa (2013:43) said that RAFT strategy gives students a choice to consider earlier to drafting their work. First, they need to consider what is the role that they author will be when writing text. Second, they have to consider their audience that they will address. After that, they should think what the format of their writing is. The last one, they also need to think the topic for their writing.

2.3 Conceptual Framework

In this study, the researcher has conceptual framework for doing this research. The framework explain in diagram schematically below.



2.4 Hypothesis

The hypothesis that propose if teacher teaches writing descriptive text by using RAFT technique are :

1. Alternative Hypothesis (H_a) : There is significant difference between students' writing descriptive text score before treatment and after treatment. The RAFT technique is effective in teaching descriptive text.
2. Null Hypothesis (H^0) : There is no significant difference between students' writing descriptive text score before treatment and after treatment. The RAFT technique is not effective in teaching descriptive text.

