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## CHAPTER I

### INTRODUCTION

#### I.1 Background of the Problem

Communication cannot be separated from human's life. Communication helps humans to deliver a message to others. The best instrument which is used to communicate is language. Sanggam (2008:10) states that a set of rules used by human as a tool of their communication is language. Language is an instrument to convey information which is used to express ideas, feelings, purposes, thoughts, and opinions in writing or spoken way. There are many languages that human beings produce in communicating with their societies. One kind of language that they learn is English.

In Indonesia, people use and learn English as a foreign language. They use it to communicate in all international activities such as; diplomacy, global tender, tourism, education, and so forth. In education, they have generally learned English from elementary school to university level. Brown (2001: 232) states that English consists of four language skills in English. They are speaking, listening, writing, and reading.

Peter Elbow (1998: 7) states that Writing is a process of thinking in expressing ideas of someone. The ideas are coming from the trusted references, especially in academic writing. It means that writing is a skill of a writer to communicate information or message to the readers. By writing people can explore their ideas, thoughts, and feelings in ways to compete by envisioning



readers' expectations. Writing skill in all education level is said as the one of important goal in learning English. The students should be able to write well as drawn by the curriculum or even more.

In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

Writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, So that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

David (2005:3) states that Writing has a complex process that is needed to be mastered by the students. Writing is an activity that can be used in daily communication. By writing, the writer can express their opinions, ideas, and feelings in written form, communicate and explain their ideas or information, so that the reader gets interesting and understanding the message that are delivered in the written form. In writing, there are additional information and important reasons why it helps the students in learning.



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In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

Based on preliminary study conducted on Monday December 27<sup>th</sup>, 2016 at grade VIII students of SMP N 1 Bangkinang, when the teacher explained about teaching and learning process in the class, the students in majority faced many difficulties when they began to write a writing especially in descriptive paragraph. Dealing with the students' writing ability and found some phenomenon concerning the students' problems in writing; students got difficulties in generating their ideas, the students spent much time to think what they had to write; Writing mechanic, student were confused to start what they wanted to write; students couldn't express their ideas spontaneously; students lacked of vocabulary, lacked of exercises to use English; students failed to use correct grammar; students often got bored with English, because English was not their mother language. Furthermore, Riyanto (2003:2) reports that the students' problems in writing are done by some factors, such as the lack of vocabulary, the lack of understanding on English grammar, and the lack of practice. Besides, the teacher's strategy or method in teaching writing is not varied so the result of the student achieves bored and low motivation.

Unfortunately, the students' skills in writing are still far from what is being expected. In the teaching and learning process, the teacher should be creative and

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innovative to apply some methods to make the students interested in teaching and learning process, especially in English subject. Teaching and learning by using traditional methods is just giving more explanation and only hearing without doing action. It is not effective, because it only makes the students get bored. In order to improve students' ability in writing descriptive paragraph, there was a strategy that would help them to do the writing activity. Two particular strategies namely RAFT strategy and POWER strategy were both strategies to solve this problem.

To reach some objectives in learning, the students should have some good learning approaches, methods, strategies, or techniques. These have some advantages for them in learning process becomes easier, faster, more enjoyable, and more effective. Then, learning strategy, also make the students more self-directed, more transferable to new situations. These statements are supported by Oxford (1990) states that learning strategies are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Learning strategies are defined as systematic plans, design, procedure or maneuvers used during learning.

Learning strategies deal with all aspects of the subject which are learned in all levels of education and become one of the aspects in getting the achievement. It includes English proficiency and achievement. Language learning strategy researches have consistently established a positive link between language proficiency and strategy use. Furthermore, some experts also stated that language learning strategy also showed strong, positive correlations between strategy use

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and EFL proficiency. In this case tries to use an innovation strategy in writing that is Role, Audience, Format, Topic (RAFT) and Planning, Organizing, Writing, Editing, and Revising (POWER) Strategy.

Vicki (2005:96) states that Role, Audience, Format, Topic (RAFT) Strategy is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas clearly so that the reader can easily understand everything written. According to Santa (2002), RAFT strategy is a useful strategy for helping students to write a paragraph. The students can write English well because the students can express their ideas and feeling on a paper. Besides that, they can share some information with their friends when they do discussion in the writing class. According to Fisher and Frey (2007:67), RAFT provides a scaffold for students as they explore their writing based on various roles, audiences, formats and topics. RAFT is a writing strategy that can be used in all content areas and offers students a choice in their writing assignment. R stands for Role - the person or thing that students will become. A is for Audience - the person or people who will be reading the finished product. F is for Format - the way in which the writing will be done. T stands for Topic - what the writing will discuss. Students can demonstrate their mastery of content knowledge in this manner.

According to Fearn and Farnan in Frey (2011:142), Power Strategy is a strategy to improve writing fluency through brief, time writing events. It means that, students need to increase their writing ability to make them fluency in writing. So, power writing is the appropriate strategy to make it happened.

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Furthermore, According to Department of education and training (2007:95) power writing is a strategy to help students to organize their ideas by using a complete structure that students can understand more easily. It means that, Power strategy can be make students easier in writing. Because, this strategy an effective way to teach in writing skill. Especially, when they make assignment given by the teacher. In power writing strategy, the teachers' guides the students start from organize their idea until the students can make their own writing. Meanwhile, Johnson (2008:185) mentions that power strategy is a strategy that requires student to write as many words as they can do on topic. This strategy expects student to begin writing immediately. Through this strategy the students builds the energy and confidence in writing. So, power writing strategy can guide students to make them can write many words and ideas on the topic.

Based on these problems, it is assumed that language learning strategies give significant effect toward the students' English writing ability. So it was necessary to conduct a research entitled **“A Comparative Study on The Difference Between The Effect of Using Role, Audience, Format, Topic (RAFT)and Planning, Organizing, Writing, Editing, Revising (POWER) Strategies on Students' Writing Ability at SMP N 1 Bangkinang”**.

## I.2 Statement of the Problem

The problems of this study have been mentioned at the background dealing with students' difficulties in writing descriptive paragraph. The students in majority of the eight grade students failed in writing descriptive paragraph. It

could be seen from their scores in writing descriptive paragraph. The students faced difficulties in writing such as to write with the generic structure, language features, give supporting ideas, choose vocabulary appropriately in writing descriptive paragraph, and students got difficulties in arranging the sentences to write the good paragraph in descriptive paragraph.

Some questions are needed to address concerning with the problems. Why do the students get difficulties in writing? What makes the student get difficulties in writing a descriptive paragraph? Why do the students difficulties to write the generic structure, language features, give supporting ideas in descriptive paragraph? Why do the students get difficulties to choose vocabulary appropriately in writing descriptive paragraph? Is RAFT or POWER able to solve the students' problems in writing ability? Which of these strategies provides more benefits to the students in writing ability?

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. Randal (2004:160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

According to George Steiner (1994:348) strategy is a plan of action designed to achieve a specific goal or series of goals within an organizational framework. Strategy is under the learner's conscious control; they are operations which a

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learner chooses to use to direct or check his or her own comprehension. Strategy is about students perform a few steps in learning process (Marianne, 2001).

Santa (2002) states that RAFT strategy is a useful strategy for helping students to write a paragraph. The students can write English well because the students can express their ideas and feeling on a paper. Besides that, they can share some information with their friends when they do discussion in the writing class. Vicki (2005: 96) states that Role, Audience, Format, Topic (RAFT) Strategy is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas clearly so that the reader can easily understand everything written. Buehl (2013: 173) states that, a RAFT activity gives a writing assignment with imagination, creativity, and motivation. The strategy involves writing from a viewpoint other than that of a student, to an audience other than the teacher, an in a form other than a standard assignment or written answer to questions. The more often students write, the more proficient they become as writers. According to Santa (1988) states that RAFT Strategy is a strategy to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content.

According to Fearn and Farnan (2011:123), Power Writing strategy is a way to improve writing fluency through brief, timed writing events. Thus, this strategy also gives students freedom from stress in writing. In addition, Johnson (2008:185) says that power writing strategy requires students to write as many words as they can do on topic in given amount of time. This strategy helps students to organize and explore their ideas quickly. So, Power writing strategy is



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a strategy that helps students to organize their ideas and develop their ideas in writing.

### **I.3 Limitation of the Problem**

Based on the background and a statement of problems about students' writing ability above, the study focused on comparing the strategy used between Role, Audience, Format, Topic (RAFT) and Planning, Organizing, Writing, Editing, and Revising (POWER) Strategies on Students' Writing Ability of descriptive paragraph.

For the research subject, two classes were chosen as sample of the research at SMPN 1 Bangkinang. They were divided into two experimental groups of the eighth grade students of SMPN 1 Bangkinang. The classes were chosen based on the English teacher's information that all two classes homogenous or the students' capability of the two classes were equivalent and taught by the same English teacher.

### **I.4 Purpose and Objectives of the study**

The purpose of this study was to compare the effect of using Role, Audience, Format, Topic (RAFT) and Planning, Organizing, Writing, Editing, and Revising (POWER) Strategies on Students' Writing Ability at SMPN 1 Bangkinang.

Specifically, the study was conducted to fulfil the objectives that are stated as follows:



- a. To find out a significant effect of using RAFT strategy of students' writing ability at SMPN 1 Bangkinang.
- b. To find out a significant effect of using POWER strategy of students' writing ability at SMPN 1 Bangkinang.
- c. To find out a significant difference between using RAFT strategy and POWER strategy of students' writing ability at SMPN 1 Bangkinang.

### **I.5 Research questions**

Based on the limitation of the problem, the research questions were as follows:

1. Is there a significant effect of using RAFT strategy on the students' writing ability at SMPN 1 Bangkinang?
2. Is there a significant effect of using POWER strategy on the students' writing ability at SMPN 1 Bangkinang?
3. Is there a significant difference between of using RAFT strategy and POWER strategy on the students' writing ability at SMPN 1 Bangkinang?

### **I.6 Significance of the study**

This study was conducted because some changes happen in teaching and learning process in the class, such as, improving teachers' strategies in teaching and learning process that become the efforts to make students more interested and motivated in learning English as well as they also become more active, creative and innovative in teaching and learning process. Then, the changes of teachers' strategies in teaching and learning process, the teachers are able to determine



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which strategy is better to implement in teaching writing ability between RAFT and POWER strategies. The findings of this study could provide some forms of empirical data for the future research in this area. It could perhaps help in more effective in students' writing paragraph by using RAFT and POWER Strategy.

For the English teacher, RAFT and POWER Strategy provide students with an incentive, more effective, enjoyable, and efficient to help each other within the group. Through the appropriate approach of teaching English, teacher will have a particular success in their teaching presentation. The appropriate approach that is used also useful to the English language students in order to have better learning strategy or technique on students' writing ability. So, it can improve teachers in science and technology in order to be a professional teacher.

For the students, they have a new way to learn English, especially in writing descriptive text. They can apply the strategy to write text well. They also are going to have the good writing when they are usually trained to write. They are going to have better motivation to learn English. This research can improve students' achievement in writing ability and they will enjoy in learning process. By knowing good strategy through this study is very important not only to the students as object of education to improve the students' achievement but also for the teachers to improve their teaching and learning strategies, especially in writing class.

For school, especially to the headmaster of SMPN 1 Bangkinang, this research may bring valuable experiences to improve teaching and learning



process, as well as knowledge of innovative teaching technique for teachers who teach at school itself in order to achieve the optimal instructional goals.

### **I.7 Rationale of the study**

This study was conducted to find out which strategy was better to implement in teaching and learning process of writing ability between using Role, Audience, Format, Topic (RAFT) and Planning, Organizing, Writing, Editing, and Revising (POWER) Strategies. Using appropriate strategies in teaching and learning process, especially in writing ability is very important to enhance the students' capability to achieve certain the learning objectives. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language.

At present, educators and researchers are of the opinion that the learning of a second language should be meaningful, reflective and learner-centered so that learners can develop learner autonomy in lifelong learning. They stress that learner autonomy can be attained through learner training, i.e. focusing on not only 'what' to learn, but also 'how to learn' through the teaching of learning strategies (Dickinson 1987; Little wood 1996.).

The research findings support previous researches (Mohamed Amin 1996; Drozdial Szelest 1997; Cohen 1998) that successful language learners are those



who utilize a wide range of key language learning strategies. One pedagogical implication of this is that less successful language learners can be assisted to improve their language efficiency through learner training or strategy training. Oxford (1990) stated that learner training is especially necessary in the area of second and foreign language because language learning in these contexts require active self-direction on the part of learners.

Furthermore, in the curriculum, the teachers give many chances to the students as object of education to develop themselves in the learning process, including learning in the class and learning outclass. The teachers give students opportunities to analyze something that the teachers give to be solved. Then the teachers also give student chance to be creative in solving the problems about the taught subject. So that by knowing good strategy and high motivation through this study is very important not only to the students as object of education, but also for teachers and all stakeholders of the school to improve the students' achievement, especially in English achievement.

## **I.8 Definitions of terms**

To avoid misunderstanding and misinterpretation, the definitions of the terms are presented as follows:

### **1. Comparative Study**

According to Pentti (2007), comparative study is often used in the early stages of the development of a branch of science. It can help the researcher to ascend from the initial level of general theoretical models, such as

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causality or evolution. In this research, comparative study is meant by comparing two strategies of students' writing ability.

#### 2. Role, Audience, Format, Topic (RAFT) Strategy

According to Santa (2002), RAFT strategy is a useful strategy for helping students to write a paragraph. The students can write English well because the students can express their feelings and ideas on a paper. Besides they can share some information with their friends when they do discussion in the writing class.

#### 3. Planning, Organizing, Writing, Editing, Revising (POWER) strategy

According to James (2011), POWER strategy is a writing strategy that stands for plan, organize, write, edit, and revise. It means that stage above is the process of writing from start until finish to help students in exploring their writing. In this research, POWER strategy refers to a strategy that is implemented in teaching writing descriptive text.

#### 4. Strategy

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension. Strategy is about students perform a few steps in learning process (Marianne, 2001).

#### 5. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message (SIL International, 2012:1).