

# STUDENTS' WRITING ACHIEVEMENT IN REPORT TEXT BY USING ROLE AUDIENCE FORMAT TOPIC (RAFT) STRATEGY

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## Abstract

This study that conducted to determine whether there is any significant difference between students who are taught by using Role, Audience, Format, Topic (RAFT) Strategy and students who are taught by using conventional strategy in teaching writing achievement. The study used quantitative research by using experimental method and quasi-experimental design. Meanwhile, the population is the eleventh grade students by the sample around 47 students. The sampel was taken by using purposive sampling, consist of control group with 23 students and experimental group with 24 students. Moreover, technique of collecting the data used the written test that given twice pre-test and post-test, and the analyzing data used by Independent sample t-test by using SPSS 16. Based on the statistic analysis, it was found that the value of significant (2-tailed) is 0.000, while the mean of sig.(2-tailed) less than 0,05. Therefore, the finding of this study showed that there is a significant difference between experimental group and control group. Therefore, the writer concluded that Role, Audience, Format, Topic (RAFT) strategy is influences in teaching writing achievement.

**Keywords:** Report Text; Strategy; Writing Achievement

## INTRODUCTION

In Indonesia, English is learned as foreign language. As a foreign language, English plays an important role in various aspects of life such as education, economy, international relations, technology, etc. This is why Indonesian government choose English as the first foreign language that are required to be learned either at school or in college (Fitri, 2018). When a learner learn a language, especially English, the learner have to know and understand some of the important things in English when someone communicate using 4 skills. Language skills should be taught integratedly; listening, speaking, reading and writing. These the four skills are very important to learn, one of which is writing skills.

In addition, Teaching Writing in Indonesia is one basic in learning English process. English when someone communicate using 4 skills. Language skills should be taught integratedly; listening, speaking, reading and writing. These the four skills are very important to learn, one of which is writing skills. The purpose of teaching writing is to help the students' write to express their idea. There are twelve genres in writing. They are Descriptive, Expository, Explanation, Anecdote, Report, Recount, Spoof, News, Item, Procedure, Discussion, Analytical, Exposition and Narrative. Writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader, importance of English as one of the international languages in the globalization era, people consider mastering English writing skill a pivotal expertise in the world of communication (Megawati, 2012). Writing is considered as one of the most difficult skill to acquire among those for English language skills ( listening, speaking, reading, and writing ) like Writing has become difficult because of lack of

vocabulary, poor grammar, poor spelling (Sovia & Purwaningtias, 2018). Writing is one of the language skills that should be owned when learning a language. Furthermore, writing is a deliberate act which it has to make up one mind to do it (Purba, 2018).

Moreover, teaching English in writing elegance is not enough the use of the teachers' practice handiest. The instructor want to pick out a way which could appeal to the students to have a look at. By means of imposing the strategy, the scholars might no longer be bored at some stage in lesson. There are many strategy that by be Role, Audience, Format, Topic (RAFT) strategy. Role, Audience, Format, Topic (RAFT) writing strategy is writing approach that helps students expand ideas by determining the role of the writer. RAFT is a writing strategy that helps learners understand their role as a writer and learn how to effectively and clearly communicate their ideas in order to make the reader understand what has been written (Simon, 2012).

The RAFT strategy provides a choice for learners to consider drafting their work earlier on. And they stated that this strategy gives the learners a choice to consider drafting their work earlier. First, when writing the text, they need to consider what role they will be in. Second, they have to consider their target audience. After that they should think what their writing format is. The last, they have to think about the topic for their writing as well (Alisa and Rosa, 2013). RAFT is seen as an effective writing strategy for solving some of the learners' problems while learning how to write. RAFTs strategy as an acronym referring to the role of writer (R), audience (A), written product format (F) and written Topic ( strong verbs ) (Ts). In every good writing assignment these key elements should be evident (Buehl, 2012).

RAFT is seen as an effective writing strategy for solving some of the learners' problem while learning how to write. RAFTs strategy as an acronym referring to the role of writer (R), audience (A), written product format (F) and written Topic + strong verbs (Ts). In every good writing assignment the elements should be evident (Buehl, 2012). Implementation of Role, Audience, Format, Topic (RAFT) Strategy that help students to write. This strategy also gives opportunity the students to experience in creative and interesting way of writing, (Albedelqader and Salameh, 2015). From the explanation above the researcher can be summarize that, the Role, Audience, Format, Topic (RAFT) strategy is an effective writing as well. RAFT strategy as an include the role of writer, audience, written product format, and written topic.

The advantages of Role, Audience, Format, Topic (RAFT) strategy namely students give more thoughtful and often more interesting in writing learning. its make students are more active in processing information and developing words rather than just answering question. And also RAFT is a strategy can be used to teach all content fields. 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.

Disadvantages of Role, Audience, Format, Topic (RAFT) strategy Difficult to unity the brain of students in one groups, because each students restraint their egoistic. And discussion is often diffuse a long time, so time can't sufficient in doing teaching learning process.

In teaching writing report text in experiment group by using Role, Audience, Format, Topic (RAFT) strategy, the researcher used some steps as follows:

1. Pre-teaching activities
  - a. Greeting and praying
  - b. Checking attendance of students
  - c. Discussing last material
  - d. Brainstorming to the students about their experience in environment.
    - Do you know about the environment around you?
    - Have you watched it?
  - e. Explaining about the purpose of learning
  - f. The students divide into group, one group consist three or four students.

2. Whilst-teaching activities
  - a. Giving an example of report text
  - b. Giving explanation that students can understand about report text
  - c. Giving explanation about, function, structure, and tenses used in report text.
  - d. Introducing and explaining the part of RAFT strategy to the students such as R=Role of writer (who is the writer?, what role does she/he play), A=Audience for the writer ( to whom are you writing), F=Format of the writing (what form will you write?), T= Topic of the writing (What will you write about?).
  - e. Modeled on the white board how they would write in response to the next writing, then the teacher give students another writing (for which the teacher already choosen the role, audience, format, and topic).
  - f. Asking the students to write their ideas into their paper in a group, and ask students to think aloud to come up with ideas for the piece of writing that they will create.
  - g. The teacher asking the students to determine one student representative from the group to read the results of their writing.
  - h. After students know and understand there acting strategies that the teacher gives, then give opportunities to the students and let them choose their role, audience, format, and topic. Their make in a group.
  - i. After students finish to write, and then the teacher ask them to collect their assignment.
3. Post-teaching activities
  - a. Make conclusion or summary about the material have been studied before.
  - b. Provide motivation to learn to students.
  - c. Ask students to praying before closing the lesson.

## METHOD

Research method is the particular approaches or strategies used to become aware of, select, system, and analyze statistics approximately a subject. In a research paper, the method segment lets in the reader to significantly evaluate a examine's universal validity and reliability. Based on quantitative research method is a way for testing theories by examining the relationship between variable, the researcher used to research at certain population or sample, collecting data using research instrument, data analysis and hypothesis (Sugiyono, 2012).

In this study, the writers used experimental method and quasi experimental research. There are two groups; control class and experimental class. This study conducted at SMK PGRI 2 Belitang. In this studies the writers investigated the eleventh graders. The writers gave pre-test, treatment, and post-test to the students. Then, the post-test was carried out to recognize the students' improvement approximately report text writing after giving the material used Role, Auddience, Format, Topic (RAFT) strategy. So, the study was conducted by administrating and dealt with by using pre-test, before being given remedy, the remedy my be known extra correctly as it my becompared with the state of affairs before given treatment.

## Variable of the Study

A variable is any characteristic or quality that various among the members of a particular group. variable is the object of research or what is attention main research (Arikunto, 2013). And for this study there are two variables, namely dependent dan independent variable. Student's Writing achievement is dependent variable and RAFT strategy is dependent variable.

### **Population and Sample**

In this study for the sampling the writer used purposive sampling. The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant process (Etikan.I. & Alkasim, 2016).

The population is consist 100 students for 4 classes. And the sample around 47 students in two classes; control class and experimental class.

### **Technique for Collecting the Data**

The technique for collecting the data is used by written test. There are three topics for the choices only one. This part was divided into three steps, namely pre-test, treatment and post-test.

a. Pre-test

The researcher given written test to the students which constructed in one item. In this item, the students write report text with a good paragraph. Pre-test took in control group and experimental group at the first meeting of the study before giving treatment by written test. The time allocation is about 45 minutes.

b. Treatment

Role, Audience, Format, Topic (RAFT) strategy used in teaching writing report text at the experimental group. Furthermore treatment given six times from the second meeting after pre-test in the experimental group.

c. Post-test

Post-test took from both control group and experimental group. But, in the point post-test of experimental group took after treatment and the post-test of control group without treatment. Furthermore the item test and scoring system is the same as in the pre-test activity.

d. For the instrument is tested by content validity and reliability is by Spearman Rho. And based on the statistic analysis the instrument is valid and reliable.

### **Technique for Analyzing the Data**

On this look at, the analyzing quantitative data is:(a) score of writing, (b) descriptive statistic, (c) check of normality, (d) check homogeneity, (e) analyzing of independent sample t\_test.

## **RESULTS AND DISCUSSION**

### **Results**

The writer gave a pre-test for the experimental and control group conduct the treatment, and then calculated the students' score. There are meetings for treatment to the students by using Role, Audience, Format, Topic (RAFT) strategy in teaching writing report text, then the writer gave a post-test which is intended to know whether there are any significant differences between experimental and control group.

In this part, the writer presents the findings of the study that was already done findings high light the result normality, homogeneity, and hypothesis that were taken during the study. It is shown in table 1.

Table 1. The result of Normality, Homogeneity and Independent t-test

	Statistical Analysis					
	Normality		Homogeneity	Sample	Independent t-test	
	Kolmoorov-Smirnov	Shapiro	Levene		Ha	Ho
<b>RAFT Strategy</b>	.101	.078	.553	47	.000	Rejected
<b>Conventional Strategy</b>	.200	.160			Accepted	

**Discussion**

According to the finding above, it could be interpreted that teaching writing report text by using Role, Audience, Format, Topic (RAFT) Strategy was significant increase. Based on the score of t-obtained gathered from SPSS 16, it shows that t-obtained was higher than t-table (3.894 and 3.909 > 2.021) at the significance level  $\alpha = 0.05$  in two tailed test with df was  $(n-2) = (47-2) = 45$ . Therefore, Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. It could be interpreted that the use of Role Audience Format Topic Strategy can increase students’ writing ability on report text at the eleventh graders of SMK PGRI II Belitang .

Moreover, Role, Audience, Format, Topic (RAFT ) is a writing strategy that helps learners understand their role as a writer and learn how to effectively and given opportunities to explore their ideas in order to make the reader understand what has been written.

**CONCLUSION**

Based on the data analysis, the writer concluded that that there was any significant differences between the students who are taught by using Role Audience Format Topic Strategy and the student who are not taught by using Role Audience Format Topic Strategy to increase students’ writing ability on report text at the eleventh grade of SMK PGRI II Belitang. It was proved by the result of the Independent Sample t-test of the post-test score in the experimental and control class gave the value of t-obtained was 3.894 and 3.909 and the value of Sig (2-tailed) was .000. It meant that the value of t-obtained was higher than t-table= 2,021 with df was  $(n-2)= (47-2)= 45$ , and value of Sig (2-tailed) was less than the value of Significance level ( $\alpha = 0.05$ ). So, there was any significant difference between students who are taught by using Role Audience Format Topic Strategy and students who are not taught by using Role Audience Format Topic Strategy.

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