

**THE INFLUENCE OF USING ROLE AUDIENCE FORMAT TOPIC(RAFT)  
STRATEGY TOWARDS STUDENTS' DESCRIPTIVE TEXT  
WRITINGABILITY AT THE FIRST SEMESTER OF  
THE EIGHTH GRADE OF SMP NEGERI 03  
TULANG BAWANG TENGAH IN THE  
ACADEMIC YEAR OF 2019/2020**

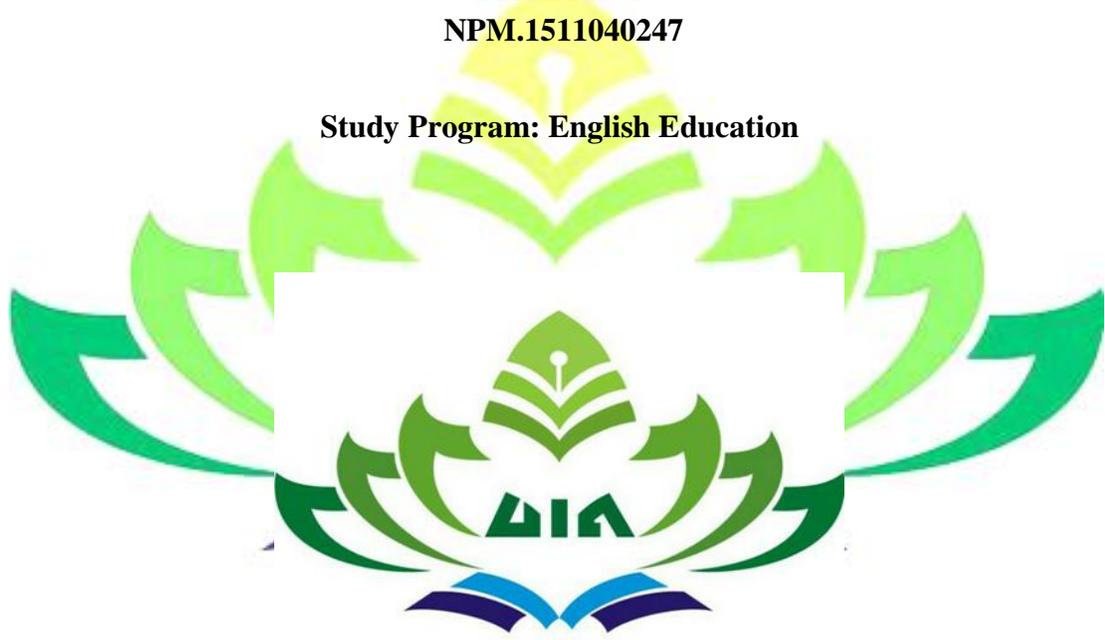
**A Thesis**

**Submitted as a Partial Fullfillments of the Requirements for S1-Degree**

**By:**

**FITRIYANI  
NPM.1511040247**

**Study Program: English Education**



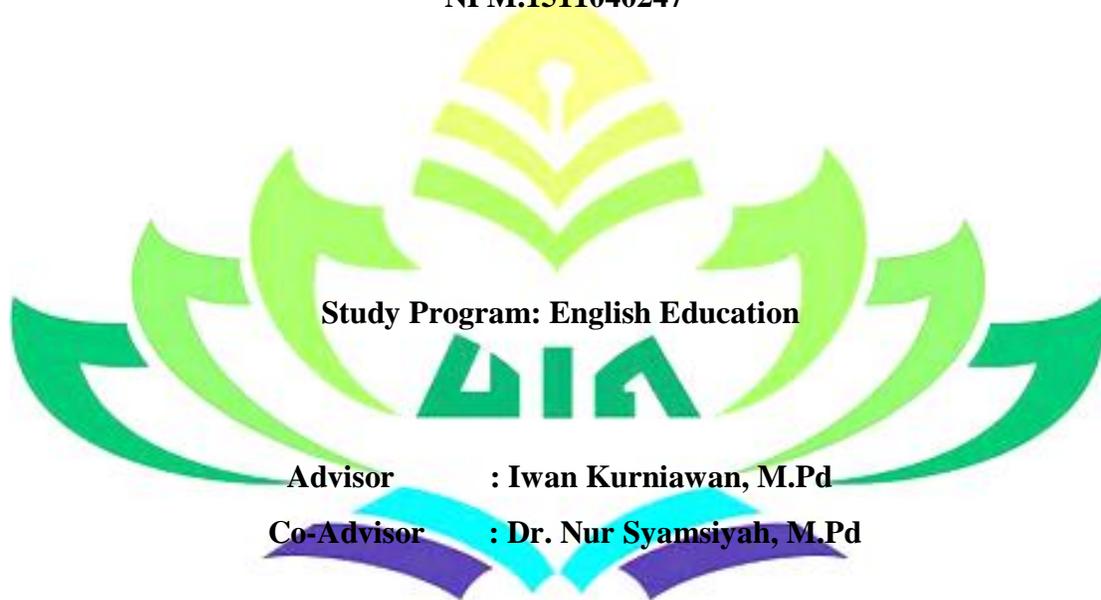
**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE OF ISLAMIC UNIVERSITY STUDIES  
OF RADEN INTAN LAMPUNG  
2019**

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2019**

## ABSTRACT

### THE INFLUENCE OF USING ROLE, AUDIENCE, FORMAT, TOPIC (RAFT) STRATEGY TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY

By

Fitriyani

The students was happy to write but they did not understand what they wrote. Therefore, this thesis discussed the influence of using role, audience, format, topic strategy in teaching writing ability in descriptive text. The objective of this research was to know whether there was significant influence of using Role, Audience, Format, Topic (RAFT) strategy towards students descriptive text writing ability.

The quasi experimental design was used in this research. The population was at the eighth grade of SMP Negeri 03 Tulang Bawang Tengah consisted of 180 students. The sample was chosen by using cluster random sampling. The sample of research was two classes consisting of 30 students for experimental class and 30 students for control class. The treatments were held 3 meetings for each class. In collecting the data, the writer used instrument in the form of writing test. Before giving treatment, the pre-test was gave for both classes. Then, after conducting the treatments, the instrument was given in post-test.

After giving pre-test and post-test, the data were analyzed by using independent sample t-test. It was found that the result of Sig. (2-tailed) of the equal variance assumed was 0.034. In this case, the level of significance was 0.05. From the analysis, the score of Sig.(2-tailed) or Sig.(P<sub>value</sub>) was lower than  $\alpha = 0.05$  so  $H_0$  was rejected. In other words, it could be concluded that there was influence of using role, audience, format, topic(RAFT) strategy towards students' descriptive text writing ability at the first semester of the eight grade of SMP Negeri 03 Tulang Bawang Tengah in the academic year of 2019/2020.

**Key words :** *Descriptive Text, RAFT Strategy, Students' Writing Ability, Quasi Experimental Design*

## DECLARATION

The researcher is a student with the following identity:

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I hereby declare that this thesis entitle “ The Influence of Using Role, Audience, Format, Topic (RAFT) Strategy towards Students' Descriptive Text Writing Ability at First Semester of the Eighth Grade of SMP Negeri 03 Tulang Bawang Tengah in the Academic Year of 2019/2020” is completed my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung,

2019

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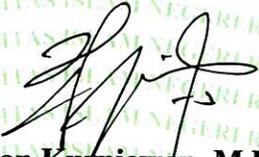
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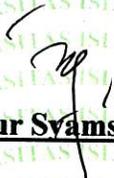
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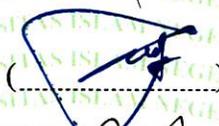
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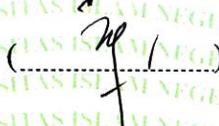
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## MOTTO

﴿مَدَدًا يَمْثَلُهُ جِئْنَا وَلَوْ رَبِّي كَلِمَتُ تَنْفَدَ أَنْ قَبْلَ الْبَحْرِ لَنْفِدَ رَبِّي لِكَلِمَتِ مَدَادًا الْبَحْرُ كَانَ لَوْ قُلُ﴾

“The ocean were ink (were with to write out) the words of my lord, sooner would the ocean be exhausted than would the words of my lord, even if we added another ocean like it, for its aid.”<sup>1</sup> (Chapter, Al-Kahfi, Versus: 109)



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<sup>1</sup>Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006,p.851

## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, Mr. Ngadimin and Ms. Lasinem who always pray for my success and give me motivation to study hard until now.
2. My beloved brother Khairudin
3. My beloved lecturers and Almamater Raden Intan State Islamic University.



## **CURRICULUM VITAE**

Fitriyani was born on Mulya Kencana in February 23<sup>th</sup>, 1997. She is the first child from two sibling of Mr. Ngadimin and Ms. Lasinem.

Her education background in Elementary School she was school at SD Negeri 02 Mulya Kencana, Tulang Bawang Tengah and graduated in 2009. She continued her study at SMP Negeri 03 Tulang Bawang Tengah and graduated in 2012. Then, in 2012 she studied at SMK Kesehatan Persada Abadi Tulang Bawang Udik and graduated from that school in 2015. In 2015, she was accepted to be student in English Education Study Program of Teacher Training Faculty through SBMPTKIN at State Islamic University of Raden Intan Lampung.



## ACKNOWLEDGEMENT

Alhamdulillah, Praise be to Allah SWT, the almighty God, the most merciful and the most beneficent, the blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “ **THE INFLUENCE OF USING ROLE, AUDIENCE, FORMAT, TOPIC (RAFT) STRATEGY TOWARDS STUDENTS’ DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPNEGERI03 TULANG BAWANG TENGAH IN THE ACADEMIC YEAR OF 2019/2020**”. This thesis is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at State Islamic University of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistances, aids, supports and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd., the Head of English Education Study Program of UIN Raden Intan Lampung.

3. Iwan Kurniawan, M.Pd., the advisor, who has spent countless days to give correcting this thesis for its betterment.
4. Dr. Nur Syamsiyah, M.Pd., the co-advisor, who has always patiently guided, helped and countless time that has given to the researcher to finish this thesis.
5. Ibnu Hajar, S.Pd., the headmaster of SMP Negeri 03 Tulang Bawang Tengah, Tulang Bawang Barat.
6. Susanto, S.Pd., and all Teachers of SMP Negeri 03 Tulang Bawang Tengah, Tulang Bawang Barat, who have given the guidance and spirit in conducting this research.
7. All lectures English Education Department of Raden Intan State Islamic University Lampung who have given education, knowledge and experience to the researcher.
8. All of my classmates (PBI Class D 2015) especially, Fenti Almaleni, Eka Rahmadani, Dewi Rahayu, Elta Evriani. who have accompanied researcher during at class and outside class. The researcher is rightfully proud to have such a good classmates and all the students of English Education Study Program who cannot the researcher mention one by one of their name.
9. Her beloved friends in boarding house Indah Nurjanah, Dian LutfitaAini, ZaenurRofi'ah, Ratih Henisah, Ayu Septiana, Yuyun Wahyuni, Lia Fitriani.

10. All my friends members of KKN 83 especially Aprilia Imanuri and teacher training (PPL 071) at SMP Budaya Bandar Lampung, thank you for your nice attention and accepting the researcher in part of your story life.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.



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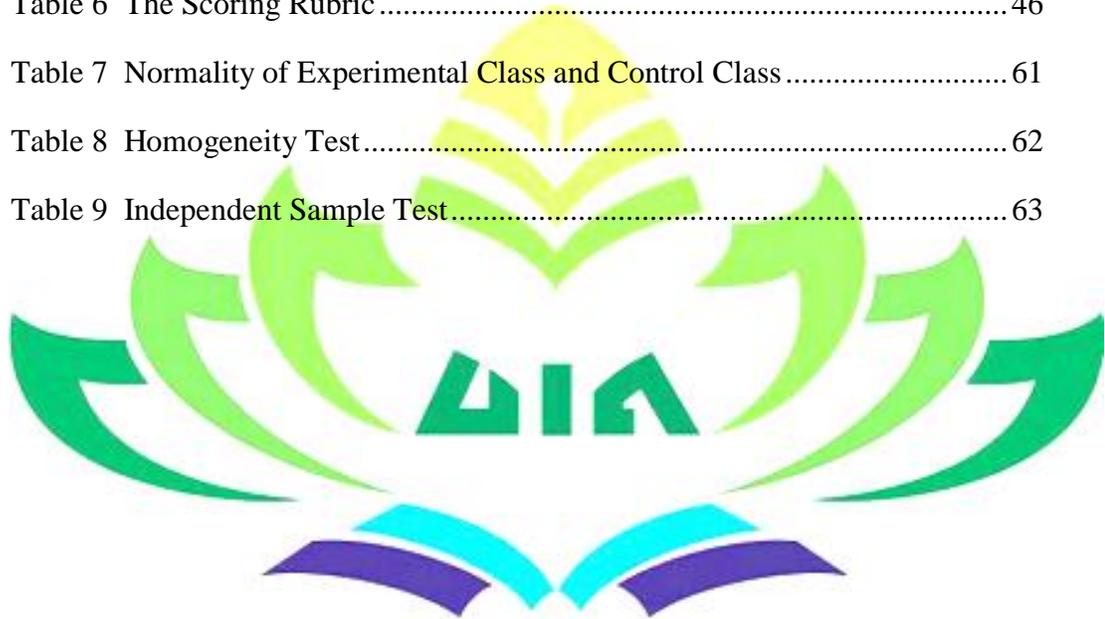
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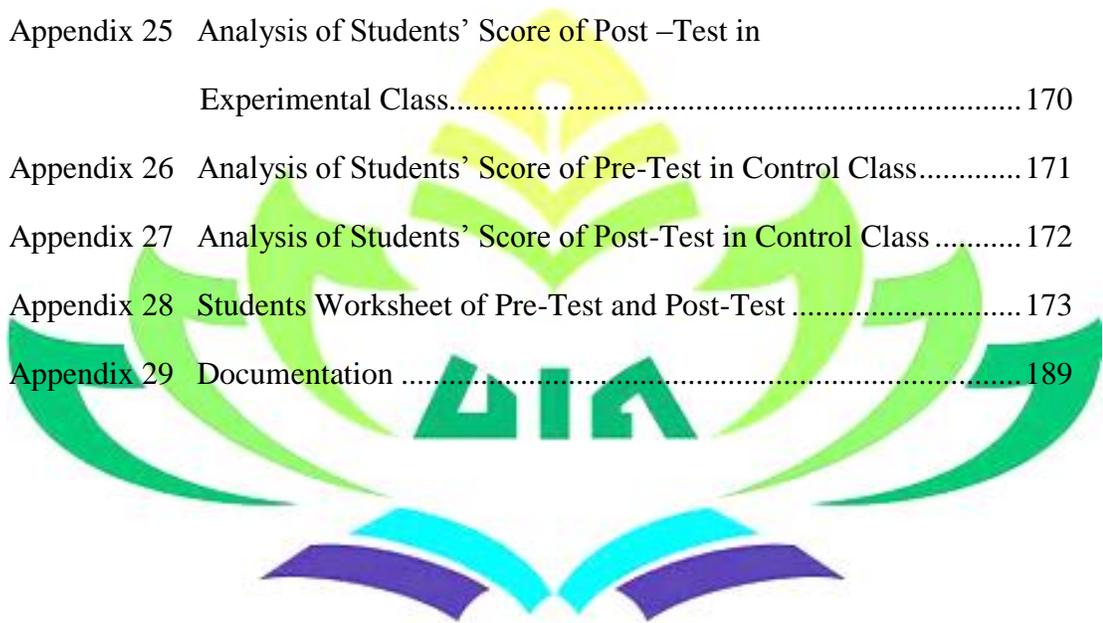
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Nowdays, English has become one of the subjects which are taught from junior to university level. By learning English, it is hoped that the students are able to communicate in English both in written and oral forms. All of the skills in English were so important. They are applied for getting the ability of how to use English as communication tools. In this research, the researcher just wanted to focus on one skill. It was writing.

Writing is a skill students must learn. The students can express their ideas, experiences, and imagination in written form. Harmer states, that the students should be encouraged to express their ideas, experience, thoughts, and feelings through writing.<sup>2</sup> It means that students are required to express creative ideas, experiences, and thoughts through their writing. The students must be able to develop their writing in good paragraphs. Therefore, the students must learn to write. They can introduce the world in the form of creativity and imagination with their writing.

According to Praveen, writing is a skill which must be taught and practiced.<sup>3</sup> It means that writing is a process that is learned and practiced by students. Writing is a way of communication or how people can express their idea, transform the ideas into written

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<sup>2</sup> Jeremy Harmer, *How to Teach Writing*, (4<sup>th</sup>ed), (Edinburgh Gate: Longman, 2004), p.31.

<sup>3</sup> Patel M.F, Praveen M. Jain, *English Language Teaching* (Jaipur: First Publisher, 2008) p.

text through thinking process. The process will make people explore the ideas. Writing is the one of competencies in English that should be mastered by the students. In writing process, the students are expected to write their written product grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form.

According to Raimes, writing also reinforces the grammatical structures, idioms, and vocabulary.<sup>4</sup> Therefore, writing is the ability to express the idea a writer will use knowledge of structure and vocabulary to express the idea in written form.

From the definition above, the researcher concluded that writing is a skill to express ideas, experiences, and feelings through writing. In addition, the students must understand grammatical structures, idioms, and vocabulary in writing.

Meanwhile, in real condition we know that the portion of writing in learning and teaching process in some schools is little and also the students feel difficult to express their ideas in written form because writing is mixture idea, vocabulary and grammar. According to Heaton, that writing skill are more complex and difficult to teach, requiring and mastering not only of grammatical and rhetorical devices but also conceptual and judgment.<sup>5</sup> Therefore, the researcher concluded that there are many problem in writing, such as the students find difficult to develop their ideas in written

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<sup>4</sup> Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987),p.3.

<sup>5</sup> J. B. Heaton, *Writing English Language Test* (New York: Longman, 1988),p.135.

form, then students lack mastery not only in of vocabulary, grammatical, and rhetorical but also conceptual and judgment in writing.

As one skills of English, writing needs in the school environment that learned to the students, besides reading, speaking, and listening. Based on the *Curriculum 13*, in the Syllabus of Junior High School that descriptive text includes one of a subject in writing. Descriptive text is one of the genres which is taught at the eighth grade students of Junior High School. Descriptivetext to describe events, someone, and others.<sup>6</sup>It means that descriptive text is a writing activity, where the writer can describe an event, people, animal, and others.

Based on the preliminary research from the class VIII of SMP 03 Tulang Bawang Tengah. The interview by the Susanto on October 12<sup>th</sup> 2018 an English teacher to got the problems about the students' writing ability. He said that difficult aspect of teaching writing in descriptive text such as grammar and vocabulary. He also said that the students feel difficulty to understand generic structure about a text. It indicates that most students still difficulties in writing descriptive text.<sup>7</sup>In doing preliminary research the researcher got the data of writing score. It can be described in table 1.

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<sup>6</sup> SanggamSiahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2007), p.89.

<sup>7</sup> Mr.Susanto, *Interview an English Teacher*, SMP N 03Tulang Bawang Tengah, October 12<sup>th</sup>, 2018. Unpublished.

**Table 1**

**The Students' Score of Descriptive Text Writing Ability**

No	Class	Students' Score		Number of Students
		<70	≥70	
1.	VIII A	20	10	30
2.	VIII B	19	11	30
Total Number of Students		39	21	60
Percentage		65%	35%	100%

*Source: Document of the English teacher of SMPN 03 Tulang Bawang Tengah*

Based on the table above, many students got bad score because their score was under the standard score. Standard score or the criteria minimum mastery score of English subject at that school is 70. There are 60 students in all classes. From the table, there are 39 students (65%) got score under 70 and 21 students (35%) got score more than 70. It indicates that most student still face difficulties in their study of English in mastering writing, especially in writing descriptive text.

Based on interview by the students found some factors of students' problems in learning English especially writing descriptive text. The problem caused by the difficulty of expressing ideas in writing.<sup>8</sup>It is caused they are difficult to choose the appropriate vocabulary for their writing.<sup>9</sup>Then the sentences which the students have

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<sup>8</sup> Adika, *Interview to student*, SMPN 3 Tulang Bawang Tengah , October 12<sup>th</sup> 2018, Unpublished

<sup>9</sup> Fatimah, *Interview to student*, SMPN 3 Tulang Bawang Tengah , October 12<sup>th</sup> 2018, Unpublished

produced are not well organized because of grammatical mistakes.<sup>10</sup> Besides the students' writing ability which was still considered low, the students also do not interest in doing task during teaching and learning process since writing activities are not interesting.

Contextual Teaching Learning (CTL) is a learning strategy that emphasizes the process of full student involvement to be able to find the material being studied and connect it to real life situations so as to encourage students to be able to apply it to their lives.<sup>11</sup> Contextual Teaching Learning can be interpreted as learning that relates to a particular atmosphere in the learning process in school. Contextual Teaching Learning (CTL) is a concept that helps teachers associate the subject they teach with real-world situations or encourages students to make connections between the knowledge they have and their application in their lives as family members and society.<sup>12</sup> It means that contextual teaching learning is a learning strategy that connects the life of students with social environments and habits in society.

The disadvantage of contextual teaching learning is teachers no longer serve as an information center. The teacher is to manage the class as a team that works together to discover new knowledge and skills for students. Students are as an individual task.

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<sup>10</sup> Dimas, *Interview to student*, SMPN 3 Tulang Bawang Tengah , October 12<sup>th</sup> 2018, Unpublished

<sup>11</sup> Tri Wijayanti, Sugiman, *Keefektifan Pendekatan CTL dan Problem Solving ditinjau dari prestasi Belajar Matematika dan Religiusitas Siswa*, (Universitas Negeri Yogyakarta: 2013), p.215 (jurnal Pendidikan Matematika, Vol 8, No 2), (Access on Monday, January 21 2019), Unpublished

<sup>12</sup> Abdul Karim, *Analisis Pendekatan Pembelajaran CTL ( Contextual Teaching and Learning)* di SMP 2 Teluk Jambe Timur, Karawang, 2017) ( Jurnal Formatif, Vol.7 No.2), ( Access on Monday, January 21<sup>th</sup> 2019), p.147. Unpublished

A person's study skills will be affected by the level of development and the extent of its own experience. The teacher gives the opportunity for students to find or implement their ideas.<sup>13</sup> Based on the statement above, the researcher concluded that the disadvantage of the CTL strategy is a system the teaching and learning process takes a long time, the students are an individual task, and the teacher is a facilitator in learning process.

Previously, by Selvi the influence of writing student recount texts through roles, audience, format, and topics (RAFT) strategy. She found that the teaching and learning process goes well. The students were active, enthusiastic, and interested in writing. The students felt happy in the learning process.<sup>14</sup> It means that the researcher got learning to influence students in the teaching and learning process of writing. The students were active, enthusiastic and interested in writing.

The next previous research was done by Riyanti, she used RAFT strategy to improve descriptive writing. She found an interesting teaching and learning process.

The students felt enjoy and they were easily develop their ideas in a paragraph.<sup>15</sup>

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<sup>13</sup> Intan Satriani, Emi Emilia, Muhammad Handi Gunawan, *Contextual Teaching and Learning Approach to Teaching Writing*, (Indonesia University of Education, 2012), p.3. Unpublished

<sup>14</sup> Repika Ayu Selvi, *The Influence of Using Role, Audience, Format, Topic (RAFT) Strategy Towards Students' Recount Text Writing Ability* (at the Semester of the Eighth Grade of SMP Nusantara Bandar Lampung in the Academic Year of 2015/2016), University Raden Intan Lampung, (access on Friday, September 14<sup>th</sup>, 2018)

<sup>15</sup> Yana Riyanti, *Improving Students' Descriptive Writing Through Role, Audience, Format, Topic (RAFT) Strategy* (A Classroom Research in the Seventh Grade of SMP Paramarta Jombang 2015/2016 Academic Year), University Syarif Hidayatullah, (access on Wenesday, November 24<sup>th</sup> 2017).

Considering to the statements above, the researcher is interested in using the RAFT strategy that the students should master, especially in descriptive text. In addition, Santa states that, this strategy can help the students understand their roles as a writer, the audience they were address, the varied formats for writing, and the varied topic they were writing. RAFT strategy is the acronym of R (Role of the writer), A (Audience to whom the product is being directed), F (Format of the product being created), and T (Topic of the product). In the research where researcher used the (RAFT) strategy has an influence on writing skills in particular.

Based on the statement did a research about the students' writing ability in descriptive text writing and this paper is entitled: The influence of using RAFT Strategy towards Students' Descriptive Text Writing Ability at First Semester of the Eighth Grade of SMP Negeri 03 Tulang Bawang Tengah Academic Year of 2019/2020.

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher identifies the problems as follows:

1. The students found difficulties to express their ideas in writing descriptive text.
2. The students were still low in vocabulary mastery and grammar.
3. The students feel uninterested, averse, and even bored with the common writing activity so that, teacher need to find new interesting strategy to teach writing.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher focused on Descriptive Text writing ability with Role, Audience, Format, Topic (RAFT) Strategy.

### **D. Formulation of the Problem**

Based on the identification and limitation of the problem above. The researcher was formulated the problem as follows: Is there any significant influence of using Role, Audience, Format, Topic (RAFT) strategy towards students' writing Descriptive Text writing ability?

### **E. Objective of the Research**

Based on the formulation of the problem above. The objective of this research was to know whether there is significant influence of using Role, Audience, Format, Topic (RAFT) Strategy towards students' Descriptive Text or not.

### **F. Uses of the Research**

The researcher that there were some uses of the research as follows:

- 1. Theoretically**, it may support the theory that role, audience, format, topic (RAFT) can be applied to writing ability especially descriptive text.
- 2. Practically**, it may support to teach writing especially descriptive text by using role, audience, format, topic (RAFT).

- a) For the teacher, to provide information to all English teachers about the procedure of teaching descriptive text writing ability through role, audience, format, topic (RAFT) strategy.
- b) For students, to identify the influence of the students after being taught through role, audience, format, topic (RAFT) strategy.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research was the students of the eighth grade of SMP Negeri 03 Tulang Bawang Tengah in the academic year of 2019/2020.

### **2. Object of the Research**

The object of the research was the students' descriptive text writing ability and the use of role, audience, format, topic(RAFT) strategy.

### **3. Time of the Research**

The research was conducted at the first semester of SMP Negeri 03 Tulang Bawang Tengah in the academic year of 2019/2020.

### **4. Place of the Research**

The place of the research was conducted at SMP Negeri 03 Tulang Bawang Tengah.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept Writing

#### 1. Definition of Writing

Writing is language skill that involves language production and therefore often referred to as productive skill.<sup>16</sup> It means writing is one of the aspects of language skills, which is very important to be developed in learning English, writing has been characterized as written thinking. Writing is one of the ways of sending message or information from the writer to the reader. It will invite both writer and reader in the communication process.

Raimes said that writing is a skill in which we express ideas which are arranged in words, sentence, paragraph by using eyes, brain, and hand.<sup>17</sup> When we write, our mind gets an idea and express the idea by symbols letter that is arranged to be word form and the word is arranged to be sentence form. The researcher can give them on a formation or tell the reader about their idea by using writing. It can be said that writing is the ability to express the idea and thought on their mind in writing form.

Based on the definition of writing above, the researcher concludes that writing is an activity or process of producing good writing by exploring the ideas, opinion, and

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<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York : Longman, Handbooks for Language Teaching Teacher, 2007), p. 16.

<sup>17</sup> Ann Raimes, *Technique in Teaching Writing*, (London: Oxford American English, 1983), p.3

taught into sentences that appropriate with a grammatical concept of writing. In having good writing, there are some processes that are called a writing process.

## 2. Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of reader.<sup>18</sup> It means that writing ability is the skill to express the ideas and thought in writing clearly and can understand in the reader. Beside in writing, there are five aspects that must be ordered by the writer. Writing has some component that must be attended. Tribble states there are five scoring criteria for scoring of writing; they are:

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write an inappropriate manner).
- c. Vocabulary (the ability to use word/idiom).
- d. Language (the ability to write appropriate structure).
- e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).<sup>19</sup> It means that in doing writing, the students have to attend the five component of writing in order to create good writing.

Based on the explanation above, the researcher concludes that writing ability is the skill to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the readers. The researcher chooses the scale

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<sup>18</sup>Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.2

<sup>19</sup>Christopher Tribble, *Language Teaching Writing* (Oxford: Oxford University Press, 1996), p.130.

of writing work by Tribble to assess the students' skill in writing which consist of content, organization, vocabulary, language, and mechanics.

### **3. Process of Writing**

Writing is a process to express and put on the ideas through in a written form. In addition, Harmer said, that writing is a process goes through many steps. It can be said that when we were trying to write something, we need some steps. From the statement above, it can be said that writing is not an instant process. There are some stages of writing based on Harmer, there are:

#### **a. Planning**

Experienced researcher plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writer, this may involve making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure.

#### **b. Drafting**

We can refer to the first version of a piece of writing as a draft. As the writing's process into editing, a number of drafts may be produced on the way the final version.

### **c. Editing (reflecting and revising)**

Once researcher have produced a draft, usually they read the text to know whether there is something that must be added removed or not. After that, they make a new paragraph.

### **d. Final Version**

Oncethe researchers has edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>20</sup>

Based on the explanation above, the researcher concludes that the process of writing consists of some parts. They are planning drafting, editing, final version. The first is planning, planning is a brainstorming activity in which you are going to write freely about a topic. The second is drafting, drafting is the first version of a piece of writing. The third is editing, editing is checking the writing and the mistake carefully in grammar, word choice, verb forms, punctuation, and spelling. The last, final version, final version making the changes they consider to be necessary, they produce their final version.

## **4. Teaching of Writing**

Harmer said that teaching writing is by far the most important reason for teaching writing, of course, that it is a basic of language skill.<sup>21</sup> Therefore teaching writing to students of English is more important than other language skills but also teaching

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<sup>20</sup>Jeremy Harmer, *How To Teach Writing*, ( New York: Longman, 2009), p.4

<sup>21</sup>Jeremy Harmer, *How To Teach English*, ( Edinburgh Gate: Pearson Longman, 2004), p.79.

writing focus to help students in the writing classroom as the students' activity in the teaching-learning process. In teaching writing, the teacher has important roles to help students to express their idea, opinion, and their feeling in written form by letting and guiding the students.

Based on those explanation, it can be concluded that teaching writing becomes as a part of writing activity in the classroom. Teaching writing can help students to think creatively for their writing, because writing is not spontaneous activity and more carefully to write something. Then, teacher also hold the most important role for giving support and guiding the students in the teaching writing process to make the writing more effective.

## **B. Concept of Text**

### **1. Definition of Text**

The text has a structure, they are orderly grammatical of words, clauses, and sentences. The following grammatical rules writers can encode a full semantic representation of their intended meanings.<sup>22</sup> Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.<sup>23</sup> Therefore, that text is used as a

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<sup>22</sup> Ken Hayland, *Teaching and Researching Writing* (2<sup>nd</sup>ed) (Edinburgh Gate: Pearson, 2009), p.8

<sup>23</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29

communication by the researcher with organized the structure of the text and grammatical of words, clauses and sentences.

The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.<sup>24</sup>

Based on the statement above, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

## **2. Kinds of Text**

In the English syllabus for junior high school there many kinds of the text that are taught in junior high school. They are, narrative, recount, procedure and descriptive text.

### **a. Narrative**

Narrative text is a piece of text which tells a story to entertain and inform the reader or listener.<sup>25</sup> The generic structure of the narrative text is orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, uses past tense, uses time connective and conjunction uses saying verb.

The examples of narrative text are MalinKundang, Cinderella,etc.

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<sup>24</sup> SanggamSiahaan and KisnoShinoda, *Generic Text Structure* (Yogyakarta: GrahaIlmu, 2008), p.3

<sup>25</sup>*Ibid*, p.8

## **b. Recount**

Recount text is a piece of the text that retells past event usually in the order in which they happened.<sup>26</sup> The generic structure is orientation, a record of event and reorientation. While its language features are focuses on the participant, uses time connective and conjunction, uses past tense, and adverb phrases.

## **c. Procedure**

Procedure text is instruction on how to do and how to make something through a sequence of step.<sup>27</sup> The purpose of the procedure text is to describe how something is accomplished through a series of actions or steps. The generic structure of this text is goal, material, and steps. The language feature of often imperative, use names of temporal conjunction or numbering to indicate sequence, and use mainly of material process. The example of procedure text is how to make fried rice, how to make a sandwich, how to make an omelet, etc.

## **d. Descriptive**

The descriptive text describes a particular person, place, or thing.<sup>28</sup> Generic structures of the descriptive text are identification and description. Identification identifies phenomenon to be described, and description describes parts qualities and characteristics. The language feature of descriptive text focuses on specific

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<sup>26</sup> *Ibid*, p.16

<sup>27</sup> *Ibid*, p.51

<sup>28</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.98-99

participants, use of adjectives and adverb and use of simple present tense. The example of descriptive text such as describes people ( an artist, teacher, best friend).

Based on the explanations above, it can be concluded that there many kinds of texts in teaching writing for a student of the Junior High School and each student must be able to understand the generic structure and language feature of the texts. Inthis case, researchers only focus on the ability to write students' descriptive texts. The researcherfind the problems of writing descriptive text on the junior high school.

### **C. Concept of Descriptive Text**

#### **1. Definition of Descriptive Text**

The descriptive text is one of kind which is taught at eighth grade students of Junior High School. Siahaan said that description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.<sup>29</sup> In addition, to Pardiyono that the descriptive text is the text described information an object.<sup>30</sup> It means that descriptive text is an activity to explain about object.

Based on the statement above, the researcher concluded that descriptive text is a clear description of person, animal, or place. An effective description would certain

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<sup>29</sup>SangamSiahaan, *Op, Cit*, p.89

<sup>30</sup>Pardiyono, *Teaching Genre Based Speaking*, (Yogyakarta: ANDI OFFSET, 2009),P.122

sufficient and varied elaboration of details to communicate a sense of the subject being described.

## **2. Generic Structure of Descriptive Text**

The generic structure is part of the text as a completed each of part the text. Pardiyono says that make the descriptive text the students must implement the important part of the descriptive text, they are:

### **1).Communicative purpose**

The description is a type of writing text, which has the specific function to give a description of an object.

### **2). Rhetorical structure**

The rhetorical structure is the part text. Each part has its own function. In other words, the rhetorical structures of the descriptive text are:

**Identification** : it is a statement or short paragraph that identifies the object that going to describe. It is usually interesting and able to provide the readers to be eager to read the text.

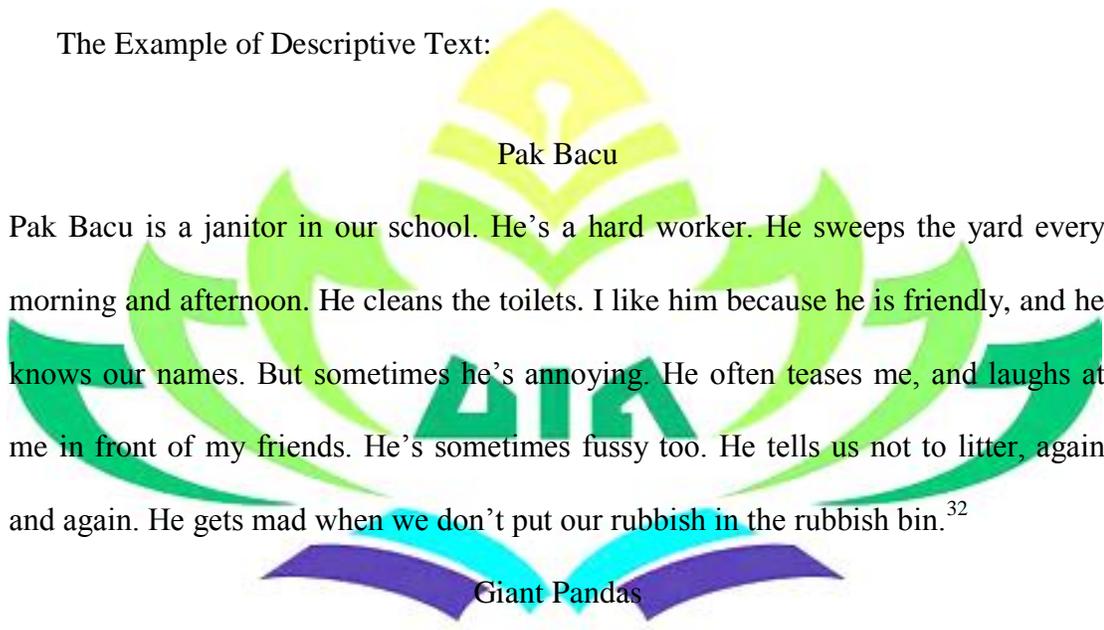
**Description** : it may consist of one or several paragraphs. This part is used to give sufficient about the object as mention done according to different angles. Such as size, length, strength, color, height, a condition of location, weather, etc

### 3. Language Features

In this context, grammatical patterns mean the patterns of the grammatical often is used in certain kind of the text. The grammatical patterns commonly used in descriptive text are :

- 1). Use of verb; be(is, am, are), have. Linking verb(same looks sounds, like).
- 2). Use of simple present tense, present perfect tense.
- 3). Use of adjectives to describes the conditional of the object.<sup>31</sup>

The Example of Descriptive Text:



#### Pak Bacu

Pak Bacu is a janitor in our school. He's a hard worker. He sweeps the yard every morning and afternoon. He cleans the toilets. I like him because he is friendly, and he knows our names. But sometimes he's annoying. He often teases me, and laughs at me in front of my friends. He's sometimes fussy too. He tells us not to litter, again and again. He gets mad when we don't put our rubbish in the rubbish bin.<sup>32</sup>

#### Giant Pandas

I live in the forest and mountainous areas of central China. My favorite place to be found is in thick bamboo and forests. Of course bamboo is the food of choice for me. I spend most of my life alone, eating and moving about the forests.

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<sup>31</sup>Pardiyono, *Op, Cit*, p.126

<sup>32</sup>SitiWachidah, *Bahasa Inggris Rings a Bell*(Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), p.163

We have been on the endangered species list because of our habitat loss. Humans are taking our land and cutting down our bamboo forest to make homes for themselves.

If I could talk, I would ask people to leave our forest alone. Pretty soon, people will only be able to see us in a zoo or in a picture. Please join the fight to help save my species.

### My School

I'm proud of my school. Our teachers are smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. But, the school yard is very small. There are not many plants, so it is very hot in the afternoon. We only have the terrace when we are not in the classrooms. So the terrace is very crowded during the break.<sup>33</sup>

## **D. Concept of Role Audience Format Topic (RAFT) Strategy**

### **1. Definition of Role, Audience, Format, Topic (RAFT) Strategy**

RAFT is an acronym of a structures strategy that can be used to guide students' writing. The teacher can use (RAFT) strategy to show students writing skills. It combines different elements of writing which include imagination, creativity, and self motivation. RAFT strategy involves writing assignment with full of imagination, creativity and motivation.<sup>34</sup> It means that the students will develop their ability in

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<sup>33</sup> *Ibid*, p.163

<sup>34</sup> Doug Buehl, *Classroom Strategies for Interactive Learning*, (4<sup>th</sup> ed) (New York : International Reading Association, 2014 ) p. 173

writing by expressing their idea clearly and effectively in a certain form and for the audience that they choose as their target. RAFT is first introduced by Carol Santa in 1988.

Each element in RAFT can be explained as follows:

- 1) Role of the writer: What is the writer role: Self, Student, Reporter, Observer, Eyewitness, Object, Number, etc.?
- 2) Audience: Who will read the writing: A teacher, classmate, a parent, editor, people in the community, etc.?
- 3) Format: What is the best way to present this writing? In what format are you writing? In a letter, article, report, poem, descriptive, recount, narrative, advertisement, e-mail, etc.?
- 4) Topic: Who or what is the subject of this writing? A famous scientist, a favorite actor/ actress, a prehistoric cave dweller, a character from literature, a chemical element or physical object, etc.?<sup>35</sup>

RAFT strategy helps students to think critically and creatively about the content that they are studying. RAFT strategy forces students to process information, rather than merely write out answers to question. Students are more motivated to undertake the writing assignment because it addresses various learning styles.

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<sup>35</sup>Strategy Guides: Using RAFT Strategy, Retrieved from <http://www.readwritethink.org/professional-development/strategy-guidesusing-raft-writing-strategy-30625.html> on June 27<sup>th</sup>, 2019.

Additionally, Santa states that RAFT strategy is one of guided writing that can be applied in teaching writing and can be used to improve students' writing competence.<sup>36</sup> RAFT is a popular writing strategy that fosters students' ability critically and reflect while they synthesize what they have learned.<sup>37</sup> Furthermore, the RAFT strategy is effective, because it requires that students examine a topic they have studied from a perspective different from their own and then write about that topic for an audience they may not be familiar with in a format that may be new to them.

Further, Urquhart and McIver states that RAFT strategy helps writer make these determinations while they are drafting. Knowing who the audience will be and the purpose for writing influences how writers proceed with their work. Although the RAFT strategy can be used in all stages of the writing process.<sup>38</sup>

It means Role, Audience, Format, Topic (RAFT) strategy provides opportunities for students to demonstrate their understanding of a topic or subject and communicate their 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.

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<sup>36</sup>Ni Made Elis Parilasanti, *The of RAFT Strategy and Anxiety upon Writing Competency* (of The Seventh Grade of SMPN 3 Mengwi in Academic Year 2013/2014) e-Journal Program PascaSarjanaUniversitasPendidikanGanesa, (Vol.2. tahun 2014), ( access on Wednesday, November 24<sup>th</sup>, 2017)

<sup>37</sup>Roberta Sejnost and Sharon Thiese, *Building Content Literacy: Strategies for the Adolescent Learner*, (California: Thousand Oaks, 2010), p. 85.

<sup>38</sup> Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Area* (Alexandria: ASCD & McRel, 2005), p.96.

Based on the definition above, the researcher concludes that Role, Audience, Format, Topic (RAFT) strategy is a teaching strategy for teaching descriptive text writing by making the students to know what the role of the writer, what the purpose of the audience, what they choose as a format, then what they choose as a topic that are related from the first up to the last and consist of things and activity of the object. Besides that, the students must share and give information about good ideas that give the students want to use in making a paragraph as well.

## **2. Procedure of Role Audience Format Topic (RAFT) Strategy**

The steps to the procedure in Role, Audience, Format, Topic (RAFT) strategy in teaching writing of descriptive text. According to Buehl, using RAFT strategy can be done as follows:

1. Analyze the important idea or information that the teachers want students to learn from a story, a text book passage, or other classroom material.
2. Brainstorming possible roles students could assume in their writing.
3. After students complete the reading assignment , write “RAFT” on the chalkboard and list the role, audience, format, and topic for their writing.
4. Make available sample authentic examples for a specific RAFT project for students to consult as they plan their writing.<sup>39</sup>

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<sup>39</sup> Doug Buehl, *Classroom Strategies for Interactive Learning*, (4<sup>th</sup> ed) (New York : International Reading Association, 2014 ) p. 173-175

Similar with Buehl, Sejnost also explains some steps in using RAFT strategy in classroom. They are:

1. The teacher introduces the elements of (RAFT) to the students.

R = role of the writer (Who is the writer? What role does he or she 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 writing take?)

T =topic of the writing (What will you be writing about?)

2. The teacher and the students together to decide the main ideas or information from reading descriptive text in order to get the topic.

3. The teacher brainstorms the probable roles that students can adopt in their writing.

4. The teacher asks students to decide the audience or the address of writing.

5. The teacher asks students to decide the format writing will take. Finally, the students can determine (RAFT) elements such as who is the writer, who is the audience, what forms the text, and what the topic text about.<sup>40</sup>

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<sup>40</sup> Roberta Sejnost and Sharon Thiese, *Building Content Literacy: Strategies for the Adolescent Learner*, (California: Thousand Oaks, 2010), p. 85.

**Table 2**  
**The Example of RAFT Strategy Chart<sup>41</sup>**

Role	Audience	Format	Topic
Observer	Students	Descriptive	Borobudur Temple
Eyewitness	People	Descriptive	The Amazing Tigers
Student	Classmate	Descriptive	MaudyAyunda

**Table 3**  
**The example of RAFT Writing Descriptive Text**

Role of the writer : Who or what are you? (Student)

Audience : To whom is the written? (Classmate, Teacher)

Format : What type of writing will used? ( Descriptive Text)

Topic : What is the subject of the writing? (MaudyAyunda)

Role : Student	Format : Descriptive
Audience : Classmate	Topic : MaudyAyunda
MaudyAyunda	
<p>Her full name is Maudy Faza Ayunda. She was born on Jakarta, Desember 19<sup>th</sup> 1994.</p> <p>Maudy is a cute and beautiful girl She has black long hair. She has black eyes and rabbit teeth. She is tall and slim. Her nose is pointed.</p> <p>Maudy Ayunda is actress, singer, a song writer and a model too. She has many songs, like Perahu Kertas, Cinta Datang Terlambat and the others. She play in Pearahu</p>	

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<sup>41</sup>Julie Jacobson, Kelly Johnson, and Diane Lapp., *Effective Instruction for English Language Learners*, (New York: The Guilford Press, 2011), p. 60.

Kertas and Refrain movie. I wanna be like her the most.

Maudy is also an actress that care about her education. I heard now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.

Based on the explanation and examples above, it can be inferred that procedure of Role, Audience, Format, Topic (RAFT) by Buehl, has clear instruction and can be understand by the students. From the example above, Role, Audience, Format, Topic (RAFT) Strategy is easier to be done by the students with following the role, audience, format, topic.

### **3. Advantage of RAFT Strategy**

In Buehl, states that there are five advantages of RAFT strategy in teaching writing. Those advantage are:

- 1). Students give more thoughtful and often more extensive written responses as they demonstrate their learning.
- 2). Students are more active in processing information rather than simply answer to questions.
- 3). Students are given a clear structure for their writing; they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly.

- 4). Students are more motivated to do a writing assignment because the task involves them personally and allows for more creative responses to learning the material.
- 5). RAFT is a strategy that can be used to teach all content areas, including science, social studies, and math.<sup>42</sup>

Based on the advantages of RAFT above, the researcher concludes that RAFT strategy can make the learners develops their idea and imagination when they write and turn them to be more creative writer. Moreover, they can explore their role as a writer, determine their audience, use certain format, and write something based on a given topic.

#### **4. Disadvantages of RAFT Strategy**

RAFT writing strategy is rarely used and not familiar for students even for teachers. It must need much time for teachers to understand the concept and the procedure of this strategy before applying it in the classroom. By mastering this strategy, teacher can utilize this completely based on its definition and procedure.<sup>43</sup>

For students, this RAFT strategy is not appropriate to elementary or beginner learners because the difficulty in understanding this strategy. Even for a pre-

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<sup>42</sup>Doug Buehl, *Op Cit*, p. 176

<sup>43</sup>RahmaLeora, *Teaching Writing by Combining ABC Brainstorming Strategy and RAFT Strategy at Senior High School*, (Journal Program Study Bahasa Inggris STKIP PGRI Sumatera Barat), p. 13-14 (access on Sunday, June 30<sup>th</sup> ,2019)

intermediate learners, they must need more than two classroom meeting to understand until they can produce writing by using RAFT strategy.

### **E. Teaching Descriptive Text Writing Using RAFT Strategy**

In teaching writing, teacher should not only focus on the student writing, but on the process that lead to the product. Beside, RAFT strategy in the classroom, teacher should guide students in writing their descriptive text that can follow these simple guidelines:

- a. Show some examples descriptive text that is not written by using RAFT strategy.
- b. Ask students about what is the type of writing they are seeing and the point of the text. It intent to know the students understanding about descriptive text.
- c. Ask students about generic structures and language features of descriptive text. If they do not get them all, teacher gives and explains them.
- d. Before teaching how to write descriptive text, explain to the students that there are some aspects should be considered before write including role, audience, format, topic. Tell them that they are going to construct their writing around these elements.
- e. shown them ( in wrote the whiteboard) about those 4 elements like follows:  
R: Role of the writer - who or what are you? ( A scientist, Society?)  
A: Audience - To whom is this written? (Students, teacher, governor?)

F: Format - What kind of form will used? (A report, a letter, a journal, a article, descriptive, ?)

T: Topic - What is the subject of writing?( A famous scientist, a favorite actor/actress, a prehistoric cave dweller, a character from literature, a chemical element or physical object?)

- f. Display a completed RAFT drafting example ( see table 2), form deciding these 4 elements until a writing have done. Discuss it with the students.
- g. Display some other examples of RAFT writing, ( see table 3)
- h. Have students decide the role they will take on as a writer (it can be as self, student, observer, eyewitness, etc)
- i. Help students decide the audience they had been writing to and the format in which they wrote is absolutely descriptive text.
- j. Decide the topic that will be written on. Set more than one topic and be sure that the topics can be described ( it can be people, animal or place), for example: Sule, An Elephant, My School, etc.
- k. After modeling one or more writing descriptive text using RAFT strategyto the students, ask them to wrote a descriptive text using RAFT strategy.

## **F. Concept of Contextual Teaching and Learning (CTL) Strategy**

### **1. Definition of Contextual teaching and learning (CTL) strategy**

Contextual teaching and learning is a concept that helps teachers relate subject matter to real world situations.<sup>44</sup> It means that Contextual Teaching and Learning is a concept that connects material matter with the environment. In addition, Satriani states that Contextual teaching and learning as a learning philosophy that emphasizes students' interests and experience.<sup>45</sup> It means that Contextual Teaching and Learning is a teaching learning strategy that involves students in their experiences and environments. In addition, According to Sugiyanto Jonhson that Contextual Learning is an educational process aimed at helping students see meaning in the academic materials they learn by connecting academic subjects in the context of their daily lives.<sup>46</sup> Therefore, Contextual Learning helps students in writing. Students have some keys or aspects to learn, namely grammar, punctuation, and spelling. Based on the theories above, the researcher concludes that CTL is a teaching learning strategy that involves students in their experiences and environments.

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<sup>44</sup>Susan Jones Sears, *Introduction to Contextual Teaching and Learning*, (Bloomington : Utah State University, 2003),p.9( Access on Sunday, January 27 2019)

<sup>45</sup>IntanSatriani, *Contextual Teaching and Learning Approach to Teaching Writing*, (Indonesia University of Education, 2012),p.11. ( Access on Sunday, January 27 2019)

<sup>46</sup>PrahitaIsnainiNingtyas, *Teaching Writing Using Contextual Teaching and Learning in 2<sup>nd</sup> Grade Junior High School at SMP N 1 (Kalijambe: Sragen, 2018),p.5. (Access on Monday, February 17 2019)*

## **2. Procedure of Contextual Teaching and Learning (CTL) Strategy**

The Contextual Teaching and Learning (CTL) procedures according to Crawford consist of Relating, experiencing, applying, cooperating, and transferring (REACT). The procedures are contextual teaching and learning:

- 1). The students to relate their preexisting knowledge with the new concept.
- 2). The students construct new knowledge by experiencing it in the classroom.
- 3). The students implement the concept in problem solving activities.
- 4). The students work cooperatively in group or pair work activities.
- 5). The students use the knowledge they get in a new context.<sup>47</sup>

Based on statement above, the researcher concluded that procedures contextual teaching and learning are :

- 1). The students connect knowledge with new concepts.
- 2). The students build new ideas with the environment.
- 3). The implement concepts in problem solving.
- 4). Collaboration or group
- 5). The use the knowledge they get in new contexts.

## **3. Advantage of Contextual Teaching and Learning(CTL) Strategy**

1. The increasing students' motivation to participate actively in the writing class.
2. The help students to construct their writing.

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<sup>47</sup>*Ibid*,p.12

3. The help students to solve their problems.
4. The provide ways for students to discuss or interact with their friends.
5. helping the students to summarize and reflect the lesson.<sup>48</sup>

Based on statement above, the researcher that advantage to CTL are increase student motivation, help students to build writing and solve problems and summarize materials.

#### **4. Disadvantage of Contextual Teaching and Learning (CTL) Strategy**

The disadvantage contextual teaching learning is teachers no longer serve as an information center. The teacher is to manage the class as a team that works together to discover new knowledge and skills for students. Students are as an individual task. A person's study skills will be affected by the level of development and the extent of its own experience. The teacher gives the opportunity to students to find or implement yourself ideas.<sup>49</sup> Based on the statement above, the researcher concludes that the weakness of the CTL strategy is that in the system the teaching and learning process takes a long time, the students an individual task, and the teacher as a facilitator in the learning process.

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<sup>48</sup>*Ibid*, p.13

<sup>49</sup>*Ibid*, p.15

### **G. Teaching Descriptive Text Writing by Using CTL Strategy**

In teaching writing, teacher should not only focus on the student writing, but on the process that lead to the product. Beside, (CTL) strategy in the classroom, teacher should guide students in writing their descriptive text that can follow these simple guidelines:

- a. Show some examples descriptive text that is not written by (CTL).
- b. Ask students about what is the type of writing they are seeing and the point of the text. It intent to know the students understanding about descriptive text.
- c. Ask students about generic structures and language features of descriptive text. If they did not get them all, teacher gave and explained them.
- d. Show them in power point slide about descriptive text.
- e. Decide the topic that will be written on. Set more than one topic and be sure that the topics can be described ( it can be people, animal or place), for example: Sule, an Elephant, my School, etc.
- f. Then, the students to wrote a descriptive text using (CTL) strategy.

### **H. Frame of Thinking**

Based on the theories the researcher explained above, Writing is one of skill in English, writing is one of tool to communicate is used by each people through written form. Descriptive text is text describing about the topic which can be a person, animal, place, and thing. RAFT is a writing strategy that helps students understand

their role as writer and how to effectively communicate their ideas, feeling and opinion clearly so that the reader can easily understand everything written. Because students first should decide their role as a writer, then consider who will read their writing.

Those theories have connection each other. Descriptive text is a text which not difficult to creates by junior high school students. It can be said that descriptive is effective to be used in teaching writing. Because, in descriptive text students should not think hardly about grammar because descriptive only use simple present tense, so they can focus on the content of their writing.

Teaching writing descriptive text using RAFT strategy has many advantages. Not only for students but also for teacher him/herself. For students, by writing descriptive text using RAFT, they can produce high quality text because they consider four aspects before write as explained about. For teacher, teaching writing descriptive text using RAFT can make an active and fun classroom because RAFT is an interesting and fun teaching method that can improve students' interest and motivation. Based on the explanation above, the researcher thought that there will be significant influence on students' writing descriptive text by using RAFT strategy.

## I. Hypothesis

Based on those frame of theories and thinking, the writer formulates the hypothesis as follows:

Ha : There is a significant influence of using *Role Audience Format Topic (RAFT) Strategy* towards student's descriptive text writing ability at the first semester of the eighth grade of SMPNegeri03 TulangBawang Tengah in the Academic Year of 2019/2020.

Ho : There is no any significant influence of using *Role Audience Format Topic (RAFT) Strategy* towards student's descriptive text writing ability at the first semester of the eighth grade of SMPNegeri03 TulangBawang Tengah in the Academic Year of 2019/2020.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used the experimental design. According to Creswell, that experimental research is a traditional approach to conducting quantitative research. In experimental research, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.<sup>50</sup> It means that experimental research used to look for the influence of certain variable towards another in a controlled condition. The purpose of experimental research is to investigate causal correlation or influence between free variable with variable tied by comparing result of between experiment group.

In experimental design the researcher used quasi experimental design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment<sup>51</sup> Further, the varieties of quasi experimental designs, which can be divided into two main categories, there are pretest and posttest, posttest only.<sup>52</sup> It means that quasi experimental design do not have random assignment. The researcher select two classes, one class as control class and as experimental class.

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<sup>50</sup> John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (4<sup>th</sup> ed), (Boston : Pearson Education, 2012), p. 295

<sup>51</sup> *Ibid*, p.309

<sup>52</sup> *Ibid*, p.310

In this research, the researcher assigns intact groups the experimental and control, administered a pre-test to both groups, conducted treatment activities with the experimental group only, and the administers a post-test to assess the differences between the two groups.<sup>53</sup> The research design can be presented as follows:

**Table 4**  
**Pretest and Posttest Design**

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

In the research, the students were given pre-test to know their writing descriptive text ability before the treatment. After the students were given pre-test, the researcher gave treatment to experimental class and control class. Treatment by using role, audience, format, topic (RAFT) strategy used to experimental class and control class gave treatment by using contextual teaching learning (CTL) strategy. At the end of the research, the students were given post-test in order to know achievement after doing the treatment.

### **B. Variable of the Research**

The variable is the condition of characteristics by which the experimental class to be investigated. According to Sugiyono, variable is something that can be object of

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<sup>53</sup>*Ibid*, p.310

research to get the information of everything about it.<sup>54</sup> Arikunto adds that variable is the object of research or central in the research.<sup>55</sup> It means that variable is all of the something that can be resource or object that we got information for our research and know the influence after giving treatment for target research.

And this research consists of two variables, namely:

1. The independent variable in this research is Role, Audience, Format, Topic (RAFT) strategy that is symbolized by (X)
2. The dependent variable in this research is the students' descriptive text writing ability that is symbolized by (Y)

### **C. Operational Definition of Variable**

The operational definition of variable used to describe the characteristic of the variable that was investigated in order that the researcher can collect the data and the information. The operational definition of variable of this research as follows:

#### **1. Independent Variable (X)**

Role, Audience, Format, Topic (RAFT) strategy is a teaching strategy for teaching descriptive text writing by making the students to know what the role of the writer, what the purposes of the audience, what they choose as a format, then what they

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<sup>54</sup>Sugiyono, *Metode Penelitian Kualitatif, dan R & D*, (Bandung: Alfabeta, 2010),p.38

<sup>55</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*,(Jakarta: Rineka Cipta,2002),p.96.

choose as a topic that are related from the first up to the last and consist of things and activity of the object.

## 2. Dependent Variable (Y)

Descriptive text writing ability of the students' to express the ideas in written form to tell about their present which fulfill the criteria of a good writing including content, organization, vocabulary, language use, and mechanics.

## D. Population, Sample and Sample Technique

### 1. Population

Population is a group of individuals who have the same characteristics, then a target population is a group of individuals or a group of organization with the same common defining characteristics.<sup>56</sup>The population of the research was the students at the eighth grade of SMPN 3 Tulang Bawang Tengah in the academic year of 2019/2020. It consisted of 180 students including six classes. Table 3 will show the number of the student's detail.

**Table 5**  
**The Total Number of Students at the Eighth Grade of SMPN 3 Tulang Bawang Tengah in the Academic Year of 2019/2020**

No	Class	Gender		Total
		Male	Female	
1.	VIII A	17	13	30
2.	VIII B	15	15	30

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<sup>56</sup>John W. Creswell, *Op Citp.* 142

3.	VIII C	12	18	30
4.	VIII D	11	19	30
5.	VIII E	15	15	30
6.	VIII F	17	13	30
The total number of students				180

Source: SMPN 3 TulangBawang Tengah in the academic year of 2019/2020

## 2. Sample of the Research

In conducting this research, there needed to be a sample. According to Creswell that a simple is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>57</sup> The sample of this research consists of two classes, that was VIII B and VIII A. The researcher chose one class as the experimental class another class as control class.

## 3. Sampling Technique of the Research

In this research, the researcher took the sample from the population the research by using cluster random sampling technique because the population is in groups and considered homogenous. Frankel and Wallen state that the selections of groups, or cluster, of objects rather than individuals is known as cluster random sampling.<sup>58</sup> The researcher was conducted the research at the eighth grade consists of six class. The sample of the research is two classes. One experimental class and one is control class.

The steps in determining the experimental class and control class as follows:

<sup>57</sup> *Ibid*, p.142

<sup>58</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* 7<sup>th</sup> Ed, (New York: McGraw-Hill, 2009), p.95

- a. The first, the researcher provided six pieces of small paper, the researcher wrote six names of classes in the small piece of paper each paper.
- b. The second, the researcher made a kind of lottery. Then, the researcher rolled them up and put them into a glass.
- c. Then, the researcher took one of the papers. The researcher took the second paper as the experimental class, and researcher did the same to choose the control class.

#### **E. Data Collecting Technique**

To collecting the data, the researcher used test as a technique for collecting the data. Arikunto said that test is a number of statement or question used to measure a skill, knowledge, intelligence or talent belonged to individual and group.<sup>59</sup> Based on the definition above, in collecting the data, the researcher used test to collect the data. Consisted in two test namely is pre-test and post-test. That used to determine the students' descriptive text through role, audience, format, topic (RAFT) strategy. The researcher used a writing test where the students' were required to make text by using role, audience, format, topic (RAFT) strategy.

##### **a).Pre-test**

The pretest gave before the treatment. Pre-test provided a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.<sup>60</sup>It means that pre-test is to know the students' writing ability before the

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<sup>59</sup>Suharsimi Arikunto. *Op. Cit*,p.173

<sup>60</sup>John W. Creswell,*Op. Cit.* p.297

treatment, the test was done by asking the students to write their descriptive text based on the topics that were provided. The scoring based on the appropriate of content, organization, vocabulary, language use, and mechanics. The result of this test is written in the scoring column on paper.<sup>61</sup>

#### **b).Post-test**

The post-test was done after the students in experimental and control class was given the treatment. Post-test provided a measure on some attribute or characteristic that is assessed for participants in an experimental after treatment.<sup>62</sup> It means that post-test was used to know the students' descriptive text writing ability after the students got the treatment by using role, audience, format, topic (RAFT) strategy in the experimental class and the students got the treatments by using contextual teaching learning (CTL) strategy in the control class.

#### **F. Research Instrument**

The instrument is a device use by the researcher during the data collection by which the work is easier as the data are complete and systematic. According to Creswell, an instrument is tool for measuring, observing, or documenting data. It contains specific

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<sup>61</sup>Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

<sup>62</sup>*Ibid*, p.296

questions and response possibilities that we establish or develop in advance of the study<sup>63</sup> The research instrument used in the research is writing test. The researcher made two instrument, they are pre-test and post-test. The kind of the test is descriptive writing test.

### **1). Pre -test Instrument**

- a. MaudyAyunda
- b. The Elephant
- c. Islamic Center TulangBawang Barat

### **2). Post - test Instrument**

- a. JokoWidodo
- b. The Amazing Tiger
- c. Borobudur Temple

## **G. Research Procedure**

The procedure of the research as follows:

### **1. Finding the subject of research**

The researcher chose the students at first semester of eighth grade of SMP Negeri 3 TulangBawang Tengah as the subject of the research. One class was as the experimental class and one class was as the control class.

### **2. Designing the instruments of the research**

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<sup>63</sup>John W. Creswell, *Op. Cit*,p.14.

The instrument that was used in this research was writing test. The students got the same instrument for both classes in several topics.

### **3. Administering of Pre-test**

The pre-test was used to find out the students' initial ability. Here, the students had been assigned to write descriptive text by choosing one of topics that provide and then the students can describe it based on the topic that shown. The topics that chose based on the material that had been learned before, such as person, animal, and place. The topics were suitable for the students because the topics were familiar to students. Like Maudy Ayunda, she is actress, singer, students was more understanding by describing him. The Elephant is one of the animal, students will be easier to describe it because that is one of an animal a good. Islamic Center is place familiar in Tulang Bawang Barat. So they were easier to describe. The topics are:

- a. Maudy Ayunda
- b. The Elephant
- c. Islamic Center Tulang Bawang Barat

### **4. Conducting Treatment**

The treatment was conducted in three times after pre-test. Each of treatments was conducted twice a week. In the first treatment, the researcher as the teacher explained about descriptive text and given the example how to describe person, in this case the researcher gave an example the description of Maudy Ayunda. At the second treatment, the students got the explanation about how to describe an animal.

Here, the researcher gave the explanation about the description of an Elephant. The third, the students got the explanation about how to describe a place. Here, the researcher gave the explanation about the description of the Islamic Center TulangBawang Barat. In the strategy of their writing process each of meetings, the researcher used by Role, Audience, Format, Topic (RAFT) strategy in the experimental class, and Contextual Teaching Learning (CTL) strategy in the control class.

### **5. Administering the Post-test**

Post-test had been administered to measure whether there was an improvement of students' descriptive text writing ability. The students had been assigned to make a descriptive text choosing one of topics that was provided, and then the students describe it based on the topic that will be shown. The topics that chose based on the material that had been learned before, such as person, an animal, and place. The topics are suitable for the students because the topics are familiar to students. The topics are:

- a. Joko Widodo
- b. The Amazing Tiger
- c. Borobudur Temple

### **6. Analyzing the result of post-test**

After finished scoring students' work, the researcher compared the result of the pre-test and post-test to see whether the score of the post-test was higher than the score in the pre-test.

## H. Scoring Procedure

In this research, the researcher used an inter-rater to score test results. That means that, in assessing the test there were more than one rater. The researcher used two people to score the test. Determined in the score by herself and the English teacher in this school. The score of two raters was summed and then divided into two. Test score was calculated based on the following scoring system proposed by Tribble.<sup>64</sup> The researcher used the rating scale to write the following works: Content, Organization, Vocabulary, Language, and Mechanics.

**Table 6**  
**Scoring Rubric**

### a. Content

20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	<b>Very poor:</b> Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.

<sup>64</sup>Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

4-0	<b>Inadequate:</b> Fails to address the task with any effectiveness.
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**b. Organization**

20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
7-5	<b>Very poor:</b> Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
4-0	<b>Inadequate:</b> Fails to address this aspect of the task with any effectiveness.

**c. Vocabulary**

20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.

**d. Language**

30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	<b>Good to average:</b> Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	<b>Very poor:</b> Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.

e. **Mechanics**

10-8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.

Final score = C+O+V+L+M= 20+20+20+30+10= 100

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

## **I. Validity, Reliability, and Readability of Test**

### **1. Validity of the Test.**

The validity is the most important consideration in developing and evaluating measuring instruments.<sup>65</sup> It means that a good test must have validity, so the test can be measured based on the aspects that be measured. To measure whether the test has good validity or not, the researcher analyzed the test from content validity and construct validity.

#### **a. Content Validity**

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. Content validity is the extent to which the questions on the instrument and the score from the questions are representative of all the possible questions that could be asked about the content or skills.<sup>66</sup>To get the content validity,

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<sup>65</sup>Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen.*Introduction to Research in Education* 8<sup>th</sup> Ed, (Canada: Wadsworth Cengage Learning, 2010), p.225

<sup>66</sup>John W. Creswell, *Op. Cit*,p.618

the test adapts with the students' book and the objective of teaching in the school based on curriculum for the eighth grade of SMP Negeri 03 Tulang Bawang Tengah. The test is suited with the material was taught to the students. It could be seen in the syllabus.

### **b. Construct Validity**

Construct validity focuses on the kind of test that used to measure the ability. According to Setiyadi, construct validity is used to measure perception, language behavior, motivation, even the language ability.<sup>67</sup> In this research, the researcher was administrated a writing test. The scoring covers five aspects of writing that are adapted from Tribble. They are content, organization, vocabulary, language, and mechanics. In this case, to know whether the instruments have fulfilled the criteria of content and construct validity the researcher was consulted the instrument test to the mrs. Nurul Puspita, as an English lecturer.

## **2. Reliability of the Test**

A reliable test is consistent and dependable.<sup>68</sup> At the same page, Brown states that if you give the same test to the same student or matched on two different occasions, the

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<sup>67</sup>Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26

<sup>68</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p.20

test should yield similar result.<sup>69</sup>To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher uses inter-rater reliability. Inter-rater reliability is used when scores on the test are independently estimated by two or more judges or raters. They are teacher and the researcher. Furthermore, to know the degree of the level of reliability of written, the researcher consulted the criteria of reliability as follows:<sup>70</sup>

- a. 0.800 – 1.000 = very high
- b. 0.600 – 0.800 = high
- c. 0.400 – 0.600 = medium
- d. 0.200 – 0.400 = low
- e. 0.000 – 0.200 = very low

### 3. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics is solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.<sup>71</sup> To know readability of the descriptive text writing ability test instrument, the researcher will follow Kouame's research. The participants will evaluate the instructions and the understandability of each item on a scale of 1 to 10, where 1 describes an item that is easy to read and 10 describes an

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<sup>69</sup>*Ibid*

<sup>70</sup>Suharsimi Arikunto, *Op. Cit*, p.319

<sup>71</sup>Julien B. Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi, Discliplinary Evaluation, Volume VI (14).p.133 available on journals.sfu.ca (Accessed on January 20<sup>th</sup>, 2019)

item that is difficult to read.<sup>72</sup>The questions will be tested individually by giving the questionnaire for readability. After that, the researcher will measure the mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.<sup>73</sup>Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

After researcher calculated the data, the mean of the items (instrument) of writing test was 2,59 (lower than 4.46), it means that the instrument was readable. (See appendix 11)

## **J. Data Analysis**

To analysis the data, the researcher will use parametric statistic. In parametric statistics, there are assumptions which must be fulfilled; they are normality and homogeneity test.

### **1. Fulfillment of the Assumptions**

Parametric statically significances tests, such as analysis of variance and least squares regression, are widely use by researcher in many disciplines, including statistics parametric test to produce accurate results, the assumption underlying them such as

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<sup>72</sup>*Ibid*

<sup>73</sup>*Ibid*, p.134

normality and homogeneity test must be satisfied. It means that to get the accurate result, the researcher will do some test such as normality test and homogeneity tests.

#### **a. Normality Test**

The normality test is used to measure the data in the experimental class and control classes are normally distributed or not.<sup>74</sup> In this study, the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The tests of normally employed are Kolmogorov - Smirnor and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

Ho : The data are normally distributed.

Ha : The data are not normally distributed.

While the criteria for acceptance of hypotheses of the normality test is as follows:

Ho is accepted if Sig (P value) >  $\alpha = 0.05$

Ha is accepted if Sig (P value) <  $\alpha = 0.05$

#### **b. Homogeneity Test**

After the researcher got conclusion of normality test, the researcher did the homogeneity test in order to know whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*) for homogeneity test. The test of

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<sup>74</sup>Budiyono, *Statistika Untuk Penelitian*, (Surakarta: Sebelas Maret University Press, 2004), p.170.

homogeneity employing Levene's Test. While the criteria of acceptance or rejection of homogeneity test are as follow:

The test of homogeneity employing Levene's Test.

The hypothesis are:

Ho : the variances of the data are homogeneous

Ha : the variances of the data are not homogeneous

While the criteria for acceptance of the homogeneity test is as follows:

Ho is accepted if Sig (P value) >  $\alpha = 0.05$

Ha is accepted if Sig (P value) <  $\alpha = 0.05$

## 2. Hypothetical Test

In this research, the researcher analyzed the data by using independent sample T-test.

In the case, the researcher used statistical computation by using SPSS (*Statistical Program for the Social Science*) where the hypotheses of the research are as follow:

Ho : There is no significant influence of using Role, Audience, Format, Topic(RAFT) strategy towards students' descriptive text writing ability at the firstsemester of the eighth grade of SMPN 3 TulangBawang Tengah in the academic year 2019/2020.

Ha :There is a significant influence of using Role, Audience, Format, Topic(RAFT) strategy towards students' descriptive text writing ability at the first semester of the eighth grade of SMPNegeri 3 TulangBawang Tengah in the academic year 2019/2020.

While the criteria for acceptance of the hypothesis test is as follows:

$H_0$  is accepted if  $\text{Sig (P value)} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig (P value)} < \alpha = 0.05$



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

The research was aimed to know whether there is any significant influence for the students' writing ability in descriptive text after they were given treatment by using role, audience, format, topic as strategy in this research. The total number of the sample was 60 students, two classes were chosen as control class as experimental class.

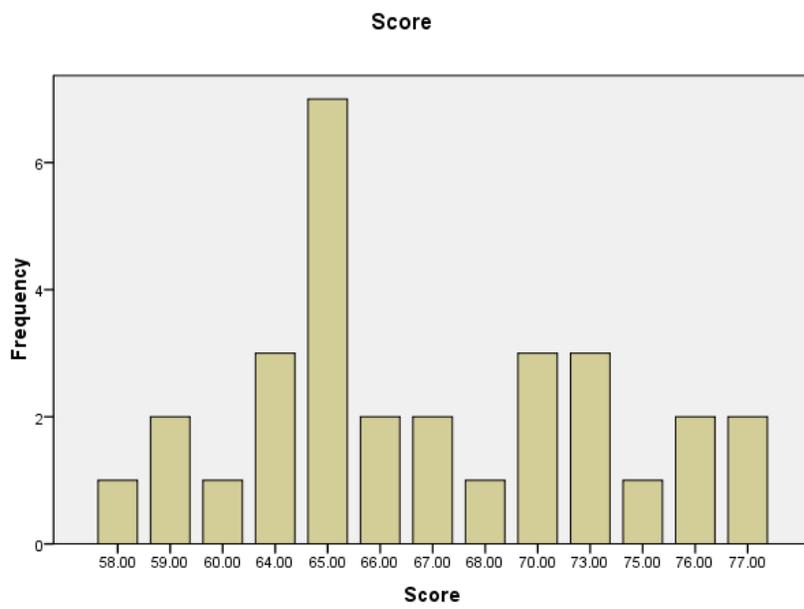
##### **1. Result of Pre-Testin Experimental Class**

The pre-test was administrated in order to know students' writing ability before treatment was given. The pre-test was administrated on August, 19<sup>th</sup> 2019, in experimental class and control class.

The result of pre-test in experimental class pre-test, the mean of pre-test in experimental class was 67.57, standard of deviation = 5.469, N = 30, median = 66.00, mode = 65.00, variance = 29.9, minimum score = 58.00, and maximum score = 77.00. It showed students' writing ability before they got the treatments.

**Figure 1**

**Grape of the Result of Pre-test in experimental class**



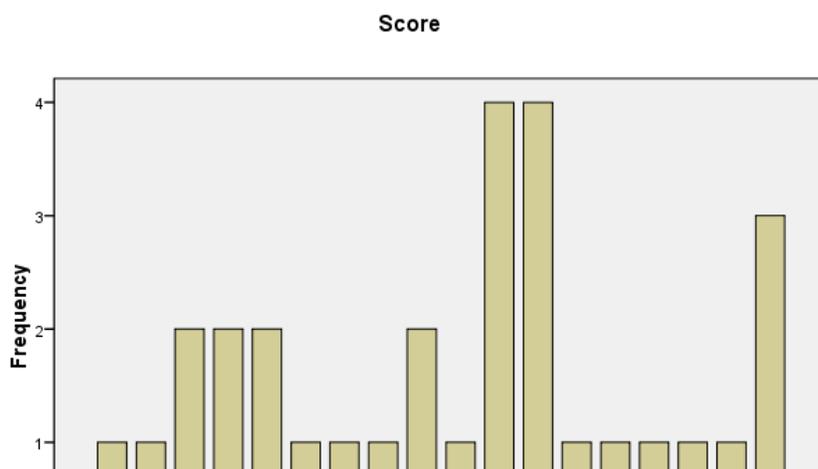
## 2. Result of Pre-test in Control Class

The result of pre -test in control class, the mean of pre-test in control class was 63.70, standard of deviation = 6.924, N = 30, median = 62.50, mode = 59.00, variance = 47.9, minimum score = 56.00, and maximum score = 78.00. It showed students' writing ability before they got the treatments.



Figure 2

### The Result of Pre-test in control class





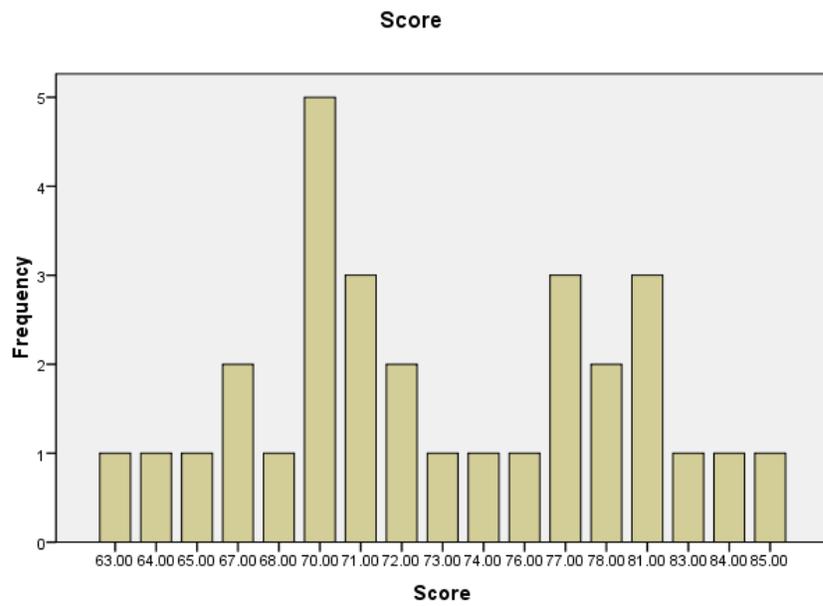
### **3. Result of Post- Test Experimental Class**

The researcher conducted post-test in order to see students' ability after the treatment. Post-test administered on September 02<sup>th</sup>, 2019 in experimental class and control class.

The result of post-test in experimental class, the mean of post-test in experimental class was 73.53, standard of deviation = 6.039, N = 30, median = 72.00, mode = 70.00, variance = 36.464, minimum score = 63.00, and maximum score = 85.00. It showed students' writing ability after they got the treatments.

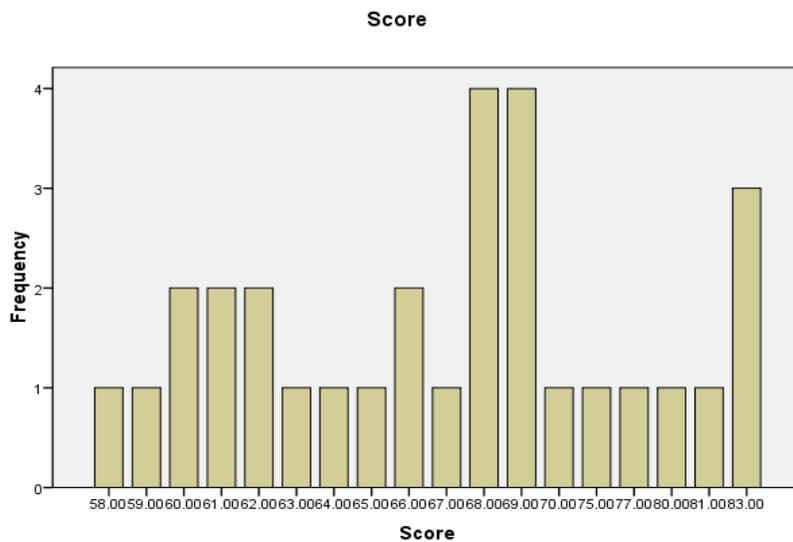
**Figure 3**

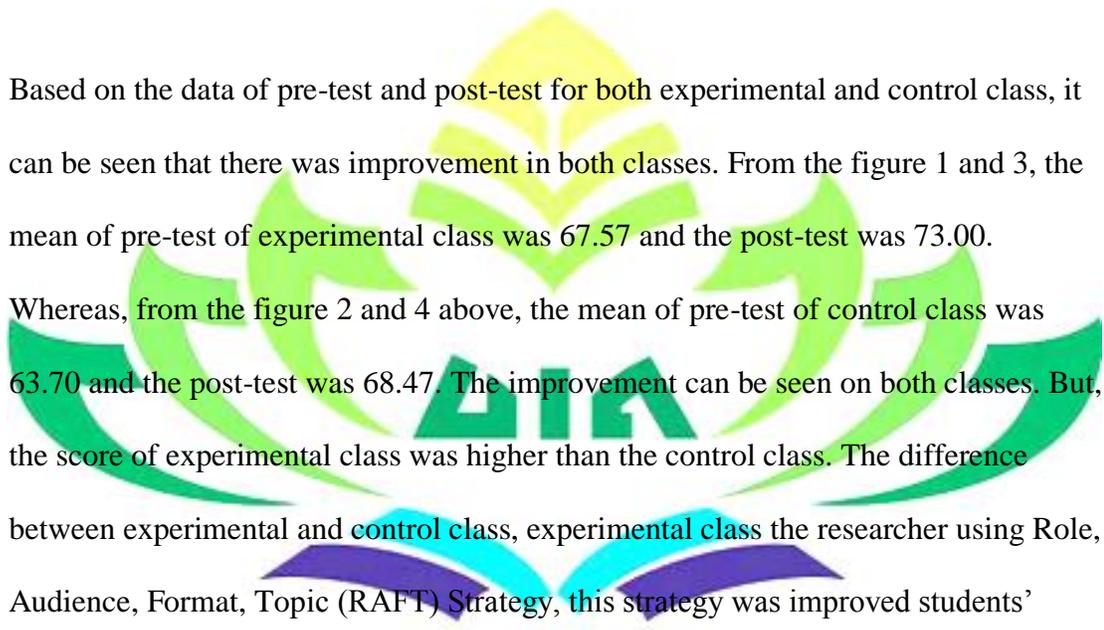
**The Result of Post-Test in Experimental Class**



#### 4. Result of Post- Test Control Class

The result of post-test in control class, the mean of post-test in control class was 68.47, standard of deviation = 7.56, N = 30, median = 68.00, mode = 68.00, variance = 57.154, minimum score = 58.00, and maximum score = 83.00. It showed students' writing ability after they got the treatments.





Based on the data of pre-test and post-test for both experimental and control class, it can be seen that there was improvement in both classes. From the figure 1 and 3, the mean of pre-test of experimental class was 67.57 and the post-test was 73.00. Whereas, from the figure 2 and 4 above, the mean of pre-test of control class was 63.70 and the post-test was 68.47. The improvement can be seen on both classes. But, the score of experimental class was higher than the control class. The difference between experimental and control class, experimental class the researcher using Role, Audience, Format, Topic (RAFT) Strategy, this strategy was improved students' writing ability, make a students' easy, be more active, creative and confident to learning English. But, control class the teacher just used Contextual Teaching Learning (CTL) Strategy.

## **B. Result of Data Analysis**

After concluding the data, the data were analyzed by using SPSS (*Statistical Program for Social Science*) version 16. SPSS is a comprehensive system for analyzing data.

The data were analyzed through three test, they were normality test, homogeneity test and hypothetical test.

### 1. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not.

Hypothesis for normally test as follows:

$H_o$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution .

While the criteria of acceptance or rejection of normality test are as follows:

$H_o$  is accepted if  $\text{sig} (P_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

The result of normality test in experimental and control class, it can be seen that Pvalue (Sig) for experimental class was (.200) for Kolmogorov-Smirnov<sup>a</sup> and (.303) for Shapiro-Wilk. Pvalue (Sig) for control class was (.021) for Kolmogorov-Smirnov<sup>a</sup> and (.055) for Shapiro-Wilk. Because *Sig* (Pvalue) of experimental class  $> \alpha$  0.05 it means  $H_o$  is accepted and *Sig* (Pvalue) for the control class  $> \alpha$  0.05 it means

$H_a$  is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

**Table 7**  
**The Result of Normality Test of Experimental and Control Class**

Technique	Kolmogorov-Smimov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score Experimental	.120	30	.200	.960	30	.303
Control	.174	30	.021	.932	30	.055

a. Lilliefors Significance Correction

## 2. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The result pre-test and post-test which have been obtain were tested their homogeneity byusing SPSS (*Statistical Pogram for the Social Science*)

version 16. The test of homogeneity employing levene's test.

The hypothesis for the homogeneity tests are:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

Criteria of acceptance were:

$H_0$  is accepted if  $Sig > \alpha = 0.05$

$H_a$  is accepted if  $Sig < \alpha = 0.05$

The result, obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that  $Sign (Pvalue) = 0.296 > \alpha = 0.05$ . It demonstrated that  $H_0$  is accepted because  $Sign (Pvalue) > \alpha = 0.05$ . It means that the variance of the data is homogenous.

**Table 8**  
**The Result of Homogeneity Test of Experimental and Control Class**

	Levene Statistic	df 1	df 2	Sig.
Gain Based on Mean	1.110	1	58	.296
Based on Median	.676	1	58	.414
Based on Median and with adjusted df	.676	1	57.469	.414
Based on trimmed Mean	1.166	1	58	.285

### 3. Result of Hypothetical Test

After the researcher knows that the data were normal and homogenous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses were:

$H_a$  : there is a significant influence of using role, audience, format, topic (RAFT) strategy towards students' writing ability in descriptive text.

$H_o$  :there is no significant influence of using role, audience, format, topic (RAFT) strategy towards students' writing ability in descriptive text.

While the criteria for acceptance and rejection of the hypotheses were:

$H_o$  is accepted if  $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

The results obtained in the independent sample t-test above, that the value of significant generated  $\text{Sig (Pvalue)} = 0.034 < \alpha = 0.05$ . So,  $H_o$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there is a significant influence of using role, audience, format, topic (RAFT) strategy towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Negeri 3 TulangBawang Tengah in the academic year of 2019/2020.

**Table 9**  
**Independent Sample Test**

	Levene's Test for Equalit of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Gain Equal variances assumed	1.110	.296	2.177	58	.034	1.20000	.55121	.09664	2.30336
Equal variances not assumed			2.177	57.034	.034	1.20000	.55121	.09624	2.30376

### **C. Discussion**

At the beginning of the research, the researcher explained there were some procedures used to know students' writing ability. Some tests were conducted to collect the data such as pre-test and post-test. The pre-test was administered to know students' quality in writing before they were give treatments by the researcher.

There are three treatment meetings given by researcher to students. The first meeting was held on Wednesday, August 21<sup>th</sup> 2019 at 07.30-09.00, the students looked confuse. The lesson began by the researcher and students prayed together in the class, checking the attendance list. The students' looked not interested when the researcher said about writing. The researcher gave the motivation first. The researcher the researcher gave brainstorming to made students got stimulation it was showed pictures of people. And then, the researcher explained about writing aspect and descriptive text included generic structure and language features of descriptive text. After the students reading and understanding about descriptive text, the researcher introduced the role, audience, format, topic (RAFT) strategy as strategy to teach writing especially descriptive text. And then, the researcher asked students to give example of descriptive text with related their classmate or their actress favorite. Then, the teacher asked the students to give the point about the example of descriptive text, after that the teacher helped them to write in whiteboard. In this session the students still felt confused to give their ideas, and sometimes they just keep silent.

In the second treatment the researcher administered on Monday, August 26<sup>th</sup>, 2019 at 09.00-10.50., for this section was better than the first meeting because the students did not look nervous and felt afraid anymore. The researcher started the teaching learning process with explained of materials. In this treatment, the researcher reviewed about descriptive text included generic structure and language features. In

pre-teaching the researcher gave brainstorming to made students got stimulation it was showed pictures of something there are an animals. In the second meeting the researcher gave example about “The Panda”. After that, the researcher remembered the students about role, audience, format, topic (RAFT) strategy and explained again the steps to make descriptive text by using role, audience, format, topic (RAFT) strategy. In this session, the researcher guided the students to decide the role, audience, format, topic (RAFT) for the students to make descriptive text by this strategy. Students should make a descriptive text individually using good writing and features based on the material which they had.

The third meeting was conducted on Wednesday, August 28<sup>th</sup>, 2019, at 07.30-09.00.

In this session, the students looked comfortable in the class, when the researcher would like to review about descriptive text, the students gave more attention in the class. In pre-teaching the researcher gave brainstorming to made students got stimulation it was showed pictures of place. Then, the researcher gave example of descriptive text, asked the students to identify the generic structure and language features of descriptive text. After that, the researcher explained again about role, audience, format, topic(RAFT) with steps to make descriptive text by using this strategy. After that, the students should make a descriptive text individually using good writing and features based on the material which they had. Next, the students evaluated and presented their writing with their friends to make the class more active.

In this session, the students more understood and interested to follow teaching learning process, at last, the students felt enjoyable.

The result of previous research had been done by Selvi about the influence of writing student recount text through role, audience, format, topic (RAFT) strategy, this strategy is effective in enhancing the students' writing ability of recount text.<sup>75</sup>

The next result of previous research had been done by Riyanti about improving students' ability descriptive text through role, audience, format, topic (RAFT) strategy. Role, audience, format, topic (RAFT) strategy made the students were more active and enthusiastic in writing. It is also can make the students interested in learning and also can increase their language skill.<sup>76</sup>

According to the result of the data analysis by using SPSS (*Statistical Program for Social Science*) version 16. The result showed, the post-test was given to measure The Influence of Role, Audience, Format, Topic (RAFT) Strategy toward Students'

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<sup>75</sup>Repika Ayu Selvi, *The Influence of Using ROLE, Audience, Format, Topic (RAFT) Strategy Towards Students' Recount Text Writing Ability* (at the Semester of the Eighth Grade of SMP Nusantara Bandar Lampung in the Academic Year of 2015/2016), University Raden Intan Lampung, (access on Friday, September 14<sup>th</sup>, 2018)

<sup>76</sup>Yana Riyanti, *Improving Students' Descriptive Writing Through Role, Audience, Format, Topic (RAFT) Strategy* (A Classroom Research in the Seventh Grade of SMP Paramarta Jombang 2015/2016 Academic Year), University Syarif Hidayatullah, (access on Wednesday, November 24<sup>th</sup> 2017).

descriptive text in writing ability both classes after treatments done. The mean score of post-test in experimental class was 73.53 and the mean score of post-test in control class was 68.47. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. Next, the researcher analyzed the data of normality test score and showed that the data were normal and the data of homogeneity were homogenous.

The result of the research was shown that there was a significant influence of using role, audience, format, topic (RAFT) Strategy towards students' writing ability that focuses in descriptive text. The researcher result has been successful to increase students' language skill components. Thus, this research and two previous kinds of research have the same result. It means that this research is any significant different score between before and after using role, audience, format, topic (RAFT) strategy.

Therefore, in this case, that RAFT strategy is a good strategy in motivating students' learning English, especially in writing ability in descriptive text. Therefore, it can be said that there is significant influence using role, audience, format, topic (RAFT) strategy towards students' descriptive text in writing ability at the second semester of Eighth Grade of SMPN 3 TulangBawang Tengah in the Academic Year of 2019/2020.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

After conducting the research and analyzing the data, the conclusion can be drawn as follows: there is a significant influence of using role, audience, format, topic (RAFT) strategy towards students' descriptive text writing ability. Because from the result of the data calculation in previous chapter where null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means that the researcher assumption is true that is to say, role, audience, format, topic (RAFT) strategy can give a significant influence towards students' descriptive text writing ability.

It was supported by the score achieved by that students in which they got higher scores after the researcher gave the treatment by using role, audience, format, topic (RAFT) as a strategy to teaching writing. The significant influence can be seen from sig. (2tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.034 it is lower than  $\alpha = 0.05$  and it means  $H_0$  is rejected and  $H_a$  is accepted. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

## **B. Sugesstions**

Based on the research finding, the researcher tries to give some suggestion after finishing this researcher. The suggestion are listed below.

### **1. For the Teacher**

- a). The teacher should consider to implement such strategy which will improve the students' achievement in any subjects and for this case is in writing English. As in this study, the implementation of role, audience, format, topic (RAFT) strategy may a view how to implement it in the right way.
- b). This study can help teachers to enlarge the knowledge of using any teaching strategy in educational field.

### **2. For the Students**

- a). The students should study hard to write to prove that they are able write better.
- b). The students should learn and be more seriously in learning English in order to developed and increase their writing ability.

### **3. For the Next Researcher**

- a). The researcher can apply role, audience, format, topic (RAFT) to increase students' descriptive text writing ability. Further, other researchers should conduct this strategy on the different skill or components of English.
- b). In this research, the researcher use role, audience, format, topic (RAFT) to help students' in descriptive text writing of Junior High School.

