THE EFFECT OF RAFT (ROLE, AUDIENCE, FORMAT AND TOPIC) STRATEGY TOWARDS STUDENTS’ WRITING SKILL OF RECOUNT TEXT

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Abstract:
This research was experiment, which aimed at finding out whether there was significant effect of RAFT strategy towards students’ writing skill of recount text or not. The population of this research were the students grade X MAN Lubuk Alung in academic year 2015/2016. It consists of 180 students. The technique of selecting sample was cluster sampling, and it was selected two classes, X3 treated through RAFT strategy while X3 was treated through conventional strategy. The data of this research were collected through writing test. The data analysis of post-test showed that the mean score of students’ writing skill in experimental class were 77.75 with 6.51 standard deviation and the mean score of students’ writing skill in control class were 67.58 with 6.42 standard deviation. Those data were taken after both classes given treatments for several times with \( t_{\text{calculated}} = 5.113 \) and \( t_{\text{table}} = 1.645 \). It means the score of \( t_{\text{calculated}} \) was bigger than the score of \( t_{\text{table}} \) \( (t_c > t_t) \). Based on the analysis, it was concluded that RAFT strategy gave significant effect toward students’ writing skill of recount text rather than conventional strategy. It was proven by students score in experimental class was higher than control class.

Keywords: RAFT Strategy, Writing Skill, Recount Text, Islamic High School

Abstrak

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Key words: Strategi RAFT , Kemampuan Menulis, Teks Recount, Madrasah Aliyah

A. INTRODUCTION

Writing is an important part in English Language Teaching. There are some reasons why writing is important. First, writing is productive skill that requires students in producing a language to communicate. Second, it can support other language skills, such as listening, reading, and speaking. According to Hacker (2009: 2) writing is not a matter of recording already developed thoughts but a process of figuring out what you think. Additionally, Cremin (2009: 86) writing is an act of creative design use of sound, colour, and variety of visual as well as words. It means that the process in the writer should be able to make the reader understand what he means through his sentences. In other word, writing is crucial for the learner. In addition, writing is use to convey ideas, arguments and opinions in piece of paper. Furthermore, writing is the process of selecting, arranging and developing ideas in effective sentences and paragraph.

Moreover, Flynn and Rhona (2006: 54) writing is an example of human information processing in action. In addition, Richard (2003: 9) writing is a way of sharing personal meaning and writing courses
emphasize the power of the individual to construct his or her own viewes on a topic. It means that when student first write something down, student have already think about what they are going to say, then after they are finish, they will read, change and corrections.

Furthermore, Cremin (2009: 87) explain that the process of writing as follows; planning: in which imagination plays a central role and ideas are captured and selected, translating: in which the chosen ideas are shaped into actual text, and draftting, evaluating: in which involves revising and changing the piece.

In addition, Weigle (2002: 116) there are five components of writing are content, organization, vocabulary, language use, and mechanics. Based on Permendiknas number 41. Tahun 2007, the teaching process should be based on RPP (lesson plan). RPP consists of free teaching, while teaching, and post teaching. In making RPP a teacher determines SK, KD from syllabus and after that the teacher makes teaching instruction, objective, and material. The teachingwriting in MAN was based on curriculum and syllabus available. Teachingwriting not only focused on the product but also on the process of the product resulted and teaching writing should be suitable to the students’ need, level of knowledge and interest. Then, the purpose of the lesson should be achieved by the students and they are expected to achieve the maximum achievement.

According to Hyland (2003: 29) recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. In addition, Wardiman (2008: 61) recount text is a text that tells to reader about one story, action or activity. Beside that Wahidi (2009:4) recount text is a piece of text that retells past events, usually in the order in which they happened. Therefore, recount text as a genre used research in writing skill.

In addition Sudarwati and Eudia (2014:121) explain text structure of recount text are: orientation; introducing the participants, place and time. Then, events; describing series of event that happened in the past. Next, reorientation; it is optional. Finally, Stating personal comment of the writer to the story. Beside that Richards (2003: 124) laguages features of recount text are: use of nouns and pronouns to identify people,animals, or things involved. Next, use of action verbs to refer to events. Then, use of past tense to locate events in relation to the writer’s time, use of conjunctions and time connectives to sequence the
events. After that, use of adverbs and adverbial phrases to indicate place and time.

Based on our observation in MAN Lubuk Alung, the students’ writing skill in recount text was still low. This could be seen from students’ achievement in writing test of recount text were still far from criteria of standard passing grade. Criteria of standard passing grade applied in this school for writing was 75, but the students only got 66.06. The result of our observation about students’ writing score showed many students got mark under criteria of standard passing grade. Therefore, the students did remedial to reach it.

There were some problems that faced by the students in writing of recount text. First, the students were difficult to express their idea. Second, the students were seldom to practice writing in English. Third, the students had less of vocabulary. Based on students’ problems above, it is important to use a strategy to help students in writing skill. This is a great strategy that integrates reading and writing in a non-traditional way. It asks that students take what they have read and create a new product that illustrates their depth of understanding; it may be used with fiction or nonfiction texts. The format is incredibly flexible and offers limitless opportunities for creativity for both you and your students. The RAFTs Technique is a system to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content. RAFT (Role, Audience, Format, and Topic) strategy is assumed to be effective one. According to Buehl (2014: 173) RAFT strategy is involves writing from a view point of a student, to an audience other than the teacher, in a form and a topic. In addition, Urquhart and Dana (2012: 158) RAFT employs a writing to learn that enhances understanding of informational text. It means that RAFT strategy helps students to understand their role as a writer, the audience they will address, the variety formats for writing, and the topic they will be writing about.

Herczog and Priscilla (2010: 48) state that RAFT is an acronym of role, audience, format, and topic to develop idea. In addition, Sejnost and Sharom (2010: 85) RAFT is a popular writing strategy that forces students’ ability to think critically and reflect while they synthesize what they have learned. It means that RAFT engages students in explaining what they know about the topic and elaborating on the topic in a fun way. Sejnost and Sharom (2010: 85) state some steps in of RAFT strategy
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as follows: the teacher gives an example of RAFT to students, it is done to make them familiar with example of RAFT, the teacher then write RAFT on the whiteboard and offer some topics. Next, the teacher asks the students to make their own RAFT, the teacher monitors students to check their RAFT, the teacher asks the students to transfer RAFT into a paragraph and connect to the material. Furthermore, Herczog and Priscilla (2010: 48) state RAFT can be used to provide for a wide variety of students product which can help writers by allowing them to draw on their strengths. Additionally, Lapp, James and Nancy (2004: 175) RAFT specific and focused, which make writing far more enjoyable to students and are more fun for the reader. It means that, by thinking about this aspect the students will know what they are going to write, they have some ideas what they want to tell the reader, and they have target information they want to express. The purpose of RAFTs is to give students a fresh way to think about approaching their writing. It places a nice middle ground between standard, dry essays and free for all creative writing. RAFTs combines the best of both. It also can be the way to bring together students’ understanding of main ideas, organization, elaboration, and coherence.

RAFT will support students to write, because RAFT is about what students want to write and give students a fresh way to think about their writing. Moreover, students offer more thoughtful and more extensive written responses as they demonstrate their learning. Furthermore, students are given a clear structure for their writing. In addition, RAFT specific and focused, which make writing more enjoyable to students and more fun for the reader, by thinking this aspect the students will know what they are going to write, the have some ideas what they want to tell the reader and they have target information to express. Based on statement above, it was formulated the problem on the following question “Does RAFT Strategy give significant effect towards students’ writing skill of recount text at grade X MAN Lubuk Alung or not?”.

1. RESEARCH METHOD

This research was experiment. According to Gay, Mills and Airasian (2009: 240) an experimental research is the only type of research that can test hypotheses to establish cause effect relations. Then, experimental research typically involves two groups. It consists of
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experiment and control. In experimental class, we used RAFT (Role, Audience, Format and Topic) strategy. In control class, we used conventional strategy.

The population in this research were grade X students of MAN Lubuk Alung in academic year 2015/2016. Total of the students grade X were 180 students. The sample were selected by cluster sampling. We got class X3 and X4 as sample. The class X4 was as experimental class and X3 as control class. The instrument of the research was writing test.

To collect the data we used writing test, experimental class treated through RAFT strategy and control class treated through conventional strategy which it measured students’ writing skill and asked them to write recount text and choosed one topic from three topics. First, My Day at the Beach, second, Vacation with My Family and last My Unforgettable Experience. The data of this research were collected by using quantitative data. The quantitative data were used in order to know did RAFT give effect on the students’ writing skill of recount text at grade X MAN Lubuk Alung. The data of the research were collected from RAFT students’ score of posttest. The test was given after conducting eight meetings. The test was given to both classes of sample. The data collected through both classes (experimental and control) were asked to write ideas with list of RAFT in recount text, it was about sixty minutes. In other to get students’ writing scoreguidencing is categorized by Weigle (2002: 126) with some aspects for writing assessment such as content, organization, vocabulary, language use and mechanics. Each aspect had its score. The ranges of possible scores were between 4 to 1.

B. RESULTS AND DISCUSSION

Based on the data analysis, the researcher found some findings as follow:

<table>
<thead>
<tr>
<th>Table 1. The students’ scores was as follows:</th>
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</thead>
<tbody>
<tr>
<td>Class</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Experimental</td>
</tr>
<tr>
<td>Control</td>
</tr>
</tbody>
</table>
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Based on the result of X₄ students in experimental class, after they were taught by using RAFT strategy, it was found that the highest score was 90 and lowest score was 68. The number of score was 2333. So, the mean score was 77.75. Then, it was got the standard deviation was 6.51 and the variances of both classes were 42.39. While from X₃ students in the control class after they wrote without RAFT strategy but conventional strategy, they reached highest score 80 and lowest score 58. The number of score was 2028. So, the mean score was 67.58. Then, it was got standard deviation 6.42 and the variances of both classes were 41.16.

Table 2. Comparison of Mean Score Writing of Students’ Posttest Result in Experimental and Control Class on a Recount Text

<table>
<thead>
<tr>
<th>Mean Scores of Writing Skill</th>
<th>Experimental Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount Text</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Content</td>
<td>10% 53% 37% 0%</td>
<td>3% 28% 70% 0%</td>
</tr>
<tr>
<td>Organization</td>
<td>15% 67% 18% 0%</td>
<td>7% 55% 38% 0%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>10% 53% 37% 0%</td>
<td>0% 87% 13% 0%</td>
</tr>
<tr>
<td>Language use</td>
<td>35% 57% 8% 0%</td>
<td>0% 63% 32% 5%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>60% 40% 0% 0%</td>
<td>5% 93% 2% 0%</td>
</tr>
</tbody>
</table>

Based on the table 2 showed about the result of mean score each indicator, it was clear that the students’ writing skill of recount text in experimental class and control class can be described based on indicator writing. First, content in experimental class, score 4 was 10%, 3 was 53%, 2 was 37% and content in control class, 4 was 3%, 3 was 28%, 2 was 70%. Second, organization in experimental class got 4 was 15%, 3 was 67%, 2 was 18% and control class got 4 was 7%, 3 was 55%, 2 was 38%. Third, vocabulary in experimental class got 4 was 10%, 3 was 53%, 2 was 37% and students in control class got 4 was 0%, 3 was 87%, 2 was 13%. Furthermore, language use students in experimental class, 4 was 35%, 3 was 57%, 2 was 8% and students in control class, 4 was 0%, 3 was 63%, 2 was 32%, 1 was 5%. The last mechanics, in experiment class, 4 was 60%, 3 was 40%, and control class, 4 was 5%, 3
was 93%, 2 was 2%. It means that, the result of posttest in experimental class was higher than control class.

The result of this research was $H_1$ was accepted and $H_0$ was rejected. Based on the calculation of normality and homogeneity test from class $X_3$ as the experimental class and class $X_3$ as the control class, both of classes showed normal distribution and homogeneous in posttest while for hypothesis test, the result of this study supported the research hypothesis that the RAFT strategy in writing skill was accepted. The result of this research showed the score of experimental class was higher than the result of control class.

Based on the result of posttest score in this research, it was found the effect of using RAFT strategy towards students’ writing skill of recount text at grade X MAN Lubuk Alung. It was shown by high mean score in experimental class in posttest, while it was not shown by the students in control class. On the other word, it could be said that there were some positive effect using RAFT strategy toward students’ writing skill by concerning indicators that have been assessed in posttest were content, organization, vocabulary, language use, and mechanics.

First, content, it is what students are required to write about. There were three students in experimental class who got 4 point from writing categories. Four point was given to students whose the topic is complete, clear, and the detail are relating to the topic. Other students in experimental class got three and two point. The students in experimental class were more spirit, it made the students think fresh to write.

Second, organization, it is an appropriate topic related to the content of the paragraph. Orientation, events and re-orientation are complete and description are arranged with prover connectives. Seven students in experimental class got 4 point but the other students got 3 until 2 point. Third, vocabulary, it is important aspect in writing. It means that vocabulary is chosen by the students in their writing and also necessary in building the meaning of their writing. A sentence is conducted from vocabulary. There were four students who got 4 point in experimental class.

Fourth, language use, it is what think about time. Each students used language use with very few grammatical or agreement inaccuracies, they got 4 point. Ten students in experimental class got 4 point. The other students got three point. The last, mechanics.
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Mechanics is an important component of writing that includes spelling, grammar, and punctuation. Some students in experimental got 4 point.

This research found that there was significant effect of RAFT strategy towards students’ writing skill of recount text than conventional strategy. Some students in experimental class had higher score, because RAFT guided students to interest in writing. It was proven from the mean score of both classes that was seemed different score in posttest. Therefore, RAFT strategy gave positive effect in teaching writing at grade X of MAN Lubuk Alung. In line with the result of Anggraini and Usman (2017) Role, Audience, Format, and Topic (RAFT) can improve the students’ writing skill in descriptive text. The findings showed that mean of post-test of experimental class (62.35) was higher than mean of post-test of control class (44.3). The result of t-score of experimental class (9.16) was higher than t-score of control class (4.87) with the level of significance (0.05). Additionally, RAFT helps students focus on the audience they address, the varied formats for writing and the topic of writing about. According to Groenke and Puckett (2006) when using this strategy the teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences. Furthermore, RAFT has the potential to help students connect prior and new knowledge, to write in a rich context, and to develop literacy skills that serve them far beyond the classroom. In addition, writing using RAFT strategy increases the students’ critical thinking about an object and expresses it into a piece of paper. As said by Meredith & Steele (2011) that RAFT is used to engage in drafting, making issues and getting decision to write in a paper.

Anggraini and Usman (2017) state that RAFT strategy has some procedures such analyzing the important ideas from a story, a textbook passage, or other appropriate text. Brainstorm possible roles that students could assume in their writing. For example, students reading The Sea Eagle text, it could be assumed the role as a student, describing the characteristics of this animal. Decide who the audience for this communication and determine the format for the writing. For example, students could be writing in the format of an article, to be read by other friends in the classroom based on The Sea Eagle text. List the role, audience, format, and topic for students’ writing on the whiteboard.
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Urquhart et. al.(2012) states that RAFT stands for Role of the writer, what is the writer role? audience, who will be reading this writing? format, what is the best way to present this writing? topic, who or what is the subject of this writing? Singleton and Newman (2009) also mention RAFT stands for Role (what is the writer’s role), Audience (who will be reading the writing), Format (what form will the writer use), and Topic + strong verb (who or what is the subject of this writing). RAFT helps the writers make determination while they are drafting. It can be said that the writers who determine the purpose for their writing and the audience for whom the writing can maintain the focus during the drafting process. Because knowing who the audience will be and the purpose for the writing will influence how the writer proceed with their work. This strategy allows the writer expresses the topic from several different perspectives. It also can be done when the writer wants to write something to someone. It will not only show someone’s knowledge to develop the topic, but it also will allow some creativity. RAFT is also an acronym which is used to describe the four critical ingredients of writing, namely R for Role of the writer, A for Audience for the writing, F for Format the writing will take, and T for Topic which covered in the writing.

According to Simon (2012) RAFT helps students understand their role as writer and learn how to communicate their ideas effectively and clearly in order to make the readers understand about what have been written. She adds RAFT helps the students more focus on the audience they will address, the varied formats for writing, and the topic they will be writing about. The teacher encourage the students to write creatively, help them to determine a topic to be discussed, and to see the students’ ability to write the topic for different audiences. It means RAFT used to describe the elements of writing; Role of the writer, Audience for the writing, Format the writing will take, and Topic covered in the writing. RAFT helps the students to have a creative thinking during the process of writing because it is used to demonstrate students’ knowledge by using a defined point of view. The students are asked to analyze, synthesize, generalize, and evaluate the information in order to be written to the format.

Simon (2012) argues the procedures of RAFT 1) explaining to the students the various perspectives writers must consider when completing any writing assignment; 2) deciding on area of study
currently taking place in the classroom for which the teacher could collaborate with the students and write a class RAFT. Discuss with the students the basic premise of the content for which the teacher likes the students to write, and allow students to help you pick the role, audience, format, and topic to write; 3) have a class think aloud to come up with ideas for the piece of writing that you will create as a group; and 4) give students another writing prompt (for which the teacher has already chosen the role, audience, format, and topic) and have students react to the prompt either individually or in small groups. It works best if all students follow the same process, the students can learn from the varied responses of their classmates. Buehl (2009) argues several procedures of RAFT 1) analyzing the important ideas or information that the teacher wants the students learn from a story, a textbook passage, or other classroom material; 2) brainstorming possible roles students could assume in their writing by deciding who the audience will be for this communication and determine the format for the writing. After the students complete the reading assignment, the teacher writes RAFT on the whiteboard and list the role, audience, format, and topic for their writing. The teacher can assign the same role for the writing, or offer several different roles from which students can choose; and 4) making available sample authentic examples for a specific RAFT project for students to consult as they plan their writing.

Sejnost and Thiese (2010) identify several procedures of using RAFT writing strategy 1) the teacher introduces the elements of the RAFT strategy to the students; R = Role of the writer (who is the writer?, what role does she/he play?), A = Audience for the writer (to whom are you writing?, who will read your writing?), F = Format of the writing (what form will your writing take?), T = Topic of the writing (what will you be writing about?); 2) together with the students, the teacher determines the important idea, concepts or information from the reading assignment in order to determine the topic of the assignment. Then with students, the teacher brainstorms possible roles class member could assume in their writing. This will determine the role for the assignment. Next, the teacher asks the students to determine the audience for their writing. Then last, the teacher asks the students to decide the format the writing will take.

RAFT helps students understand varied roles, audiences, formats, and topics for their writing. By using this strategy, teachers
encourage students to write creatively, to consider multiple perspectives, and to gain practice in higher order thinking. In a RAFT, students take on a particular role, create a product for a targeted audience in a particular format on a topic that gets at the heart of what matters most about a book study. The teachers 1) select content to reinforce and promote deeper understanding; 2) determine the possible roles that are appropriate for students to assume, as well as possible formats and audiences; 3) consider levels of difficulty in designing the RAFT; 4) create and distribute a table outlining the four components of the RAFT; 5) assign students one of the four roles, audiences, formats and topics across the horizontal cells of the table; and 6) consider readiness, interest and style in assigning students or allow choice if levels of challenge are carefully aligned.

The implication of this strategy is help student easier in create quality writing. It quality can be seen from the content of text which is meaningful and understandable. The students can make a text more creative by various formats for example they make a text in form of article, e-mail, on facebook wall, in a series of picture and others. Therefore, they were more interest and enjoying the writing activity. The implications of applying RAFT strategy are; RAFT strategy provide an easy, meaningful way to incorporate writing into content-area instruction. The use of RAFT strategy is helpful for student. It helps students to plan and design what they will write. So that, the text not only good but also meaningful. By applying RAFT strategy the teacher and students can get some advantages. The teacher lead student to explore their idea, the impact student is more creative. RAFT strategy helps teacher to engaged student in writing by motivation and differentiation through choice or by adjusting the level of requirement depending on the student.

C. CONCLUSION

Based on the finding, it can be concluded that there was different score on students' writing skill of recount text before treatment and after treatment through RAFT strategy towards students' writing skill of recount text at grade X MAN Lubuk Alung. Students were easy to start writing because RAFT strategy recall their background knowledge about text that they had been known. It could be seen from posttest score, it increased significantly. The analyzed data showed that $t_{calculated}$ was
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higher than \( t_{\text{table}} \). This indicated that hypothesis was accepted. It could be concluded that RAFT strategy gave better effect towards students' writing skill of recount text than applying conventional strategy.

SUGGESTION

The success of RAFT strategy depends on the teacher and the students. First, the teacher should know about the concept of RAFT strategy and procedure how to use this strategy. Second, the teacher should give more motivation in teaching writing. It means that, the teacher gives motivation such as invite students to more understand or give reward to students in teaching writing.
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