IMPROVING STUDENTS' WRITING SKILL FOR AN INVITATION TEXT USING RAFT STRATEGY IN MTs NURUL HUDA SEDATI

THESIS

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By

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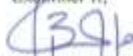
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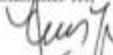NIP. 196301231993031002

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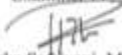(Dra. Irma Soraya, M.Pd)
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ABSTRACT

Hindasah, A (2018), Improving Students' Writing Skill for an Invitation Text Using RAFT Strategy in MTs Nurul Huda Sedati. A thesis, English Teacher Education Department, Faculty of Tarbiyah and Teacher Trainning, Sunan Ampel State Islamic University, Surabaya. Advisors: Dra. Hj. Arbaiyah YS, MA, Hilda Izzati Madjid, MA.

Key Words: *writing, invitation text, RAFT strategy, teacher's problem*

One of English skills which have to be mastered by students is writing. It is as a tool to transfer ideas in written form. Meanwhile, most of students lack interest in writing activity because there are some processes and rules which have to be applied. The use of strategy of writing can improve the skill itself. Therefore, RAFT strategy is needed to motivate students to be able to build up ideas in writing invitation text. The objectives of the research are to know and to find out whether there is improvement in students' writing skill of an invitation text using RAFT strategy and the teacher problems faced during the implementation of this strategy. The method used in this study was Experimental method that focus on pre-experimental design with one group Pretest-Postest design. The data were gathered through field notes, test, and interview. The results of the study showed that by doing RAFT strategy, the students' skill in writing invitation text improved. The sample group of this research was 29 students at VIII-A1 class. These students were given pre-test, treatments, and post-test. The result of the test were analysed by using Paired Sample T-test on SPSS 17.0. The result showed that mean score in pre-test was 63.41 (SD = 11.274) and in post-test was 81.03 (SD = 9.652). The number showed that post-test score was higher than pre-test score with Cohen value was 1.679, (strong effect) which means that RAFT strategy gives strong effect on students' writing skill of invitation text. In addition, there are two problems faced by teacher during implementation of RAFT strategy; a little bit overstretched to apply the strategy and the difficulties of asking the students to concentrate. Finally, it can be concluded that role, audience, format and topic (RAFT) strategy is helpful to improve students writing invitation text skill. This strategy also encourages students to write as well as promotes students creativity in thinking and motivation.

ABSTRAK

Hindasah, A (2018), Mengembangkan Kemampuan Menulis Siswa dalam Teks Pendek Menggunakan Strategi RAFT di MTs Nurul Huda Sedati. Skripsi Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing: Dra. Hj. Arbaiyah YS, MA, Hilda Izzati Madjid, MA.

Kata kunci: *menulis, teks undangan, strategi RAFT, masalah guru*

Salah satu keterampilan bahasa inggris yang harus dikuasai siswa adalah menulis. Hal tersebut sebagai alat untuk mentransfer gagasan dalm bentuk tulisan. Sementara itu, kebanyakan siswa kurang minat dalam kegiatan menulis karena ada beberapa proses dan peraturan yang harus diterapkan. Penggunaan strategi dalam menulis dapat meningkatkan keterampilan tersebut. Oleh karena itu, strategi RAFT diperlukan untuk memotivasi siswa agar mampu membangun ide dalam menulis teks undangan. Tujuan dari penelitian ini adalah untuk mengetahui dan menemukan apakah ada peningkatan keterampilan menulis siswa dalam teks undangan menggunakan strategi RAFT dan masalah yang dihadapi guru selama pelaksanaan strategi ini. Metode yang digunakan dalam penelitian ini adalah metode eksperimen. Penelitian ini fokus dalam desain pra-eksperimen dengan satu kelompok pretest-postest. Data dikumpulkan melalui catatan lapangan, tes, dan wawancara. Hasil penelitian menunjukkan bahwa dengan menggunakan strategi RAFT, keterampilan siswa dalam menulis teks undangan meningkat. Subyek penelitian ini sebanyak 29 siswa di kelas VIII-A1. Murid diberi pre-test, perlakuaan, dan post-test. Hasil tes dianalisis dengan menggunakan Paired Sample T-test pada SPSS 17.0. Hasil yang didapat menunjukkan bahwa nilai rata-rata pre-test adalah 63.41 (SD = 11.274) dan post-test adalah 81.03 (SD = 9.652). Angka tersebut menunjukkan bahwa nilai post-test lebih tinggi dari nilai pre-test dengan besar pengaruh menggunakan nilai Cohen sebesar 1.679, (efek kuat) yang artinya bahwa strategi RAFT memberikan pengaruh yang besar terhadap keterampilan menulis teks undangan siswa. Sebagai tambahan, ada dua masalah yang dihadapi guru ketika menerapkan strategi RAFT; sedikit kewalahan dalam menerapkan strategi dan sulit meminta siswa untuk konsentrasi. Akhirnya dapat disimpulkan bahwa strategi role, audience, format dan topic (RAFT) sangat membantu untuk meningkatkan kemampuan siswa dalam menulis teks undangan. Strategi ini juga mendorong siswa untuk menulis serta mengembangkan kreativitas siswa dalam berpikir dan motivasi.

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LIST OF ABBREVIATIONS

UIN	:	Universitas Islam Negeri
MTs	:	Madrasah Tsanawiyah
RAFT	:	R= Role (Who the writer is)
		A = Audience (The reader of the writing)
		F = Form (The form of writing chosen)
		T = Topic (The theme of the writing)
K13	: Curriculum 13
SD	: Standard Deviation
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis

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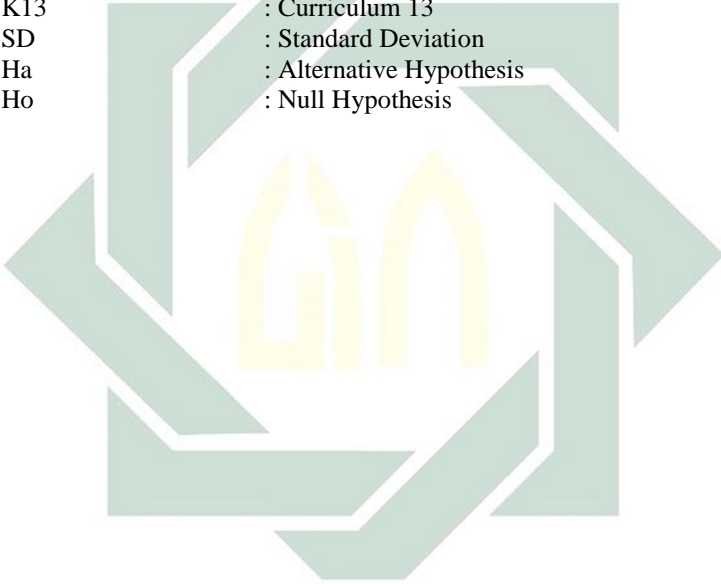
CHAPTER I
INTRODUCTION

This chapter shows background of the study related to the present study. It also states research question, objective of the study, hypothesis, scope and limitation of the study, and significance of the study. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of the Study

One of the most important basic skills in English language learning is writing. It is proven by Robert Todd Caroll, the most important invention in human history is writing.[1] This skill provides a relatively permanent record of arguments, explanations, theories, and so on. Moreover, writing is a tool to transfer ideas to someone else and one way to reveal the idea, thoughts, and feelings in writing form through message and letter.[2] Facing this fact, most of students at high school are not aware of the importance of writing skills evidently, it can be the important role in life because it is used as alternative way for communication besides speaking.

Harmer believes that writing produced in many different forms, so it can be used for a wide variety of purposes.[3] As stated before, writing is very important to learn and students must master in writing. A good writing brings many benefits. First, writing is a good way to develop their ability using vocabulary and grammar. Second, writing is an essential tool to support the other skills. Third, writing is a way to approach modern information technology as well as human knowledge. Based on those benefits, it can be said that writing skill is the best supportive tool for students.

Based on the researcher's observation in teaching internship and sharing with the teacher in MTs Nurul Huda Sedati, found some problems of students in writing which involve the difficulties in expressing their idea in writing. Actually, they have already had the ideas in their mind, but they do not know yet how to express it

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[1] Nguyen Thanh Huy, "Problems Affecting Learning Writing Skill of Grade 11 At Thong Linh High School". *International Journal of Education Research*. Vol. 3 No. 2 , Summer 2015, 53.

[2] Nina Dian Sundari, *"Teaching Writing by Combining RAFT (Role, Audience, Format, Topic) and Quick Writes Strategies at Senior High School"*, 2.

[3] Jeremy Harmer, *How to Teach Writing*, (UK: Pearson Education Limited, 2004), 4.

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in written form. Additionally, the lack of vocabulary, language used, and grammar are also the difficulties in writing. Harmer stated that the ability to write has to be consciously learned.[4] In fact, teacher should encourage students to express their idea in writing.

In this case, the researcher believes that the teaching method used can cause students' difficulties in writing. Based on Teza's opinion in her journal, the teacher usually only gives limited examples of text and asks them to write without guiding them how to write.[5] It means that, the drilling to the students is less. Moreover, the strategy used by the teacher also becomes the problem because the teacher usually uses same strategy in time to time and in different topic.[6]

Since those problems, the teacher cannot encourage students' creativity in writing, whereas the teacher must have better understanding about the creative process and the influence of the personality patterns on the creativity of the individual.[7] According to Torrance in the book entitled *Teaching Creatively and Teaching Creativity*, the teacher should enhance creativity in their students and pay attention of it.[8] Beghetto and Kaufman stated that one way to do for teachers is to enhance their own creativity.[9] Hence, creating a good strategy for the students is needed.

Concerning the ideas above, as a teacher is not enough just relies on their knowledge, but the teacher should be creative. The teacher has to overcome it. Thus, it means that the teacher must find better ways to deliver the material. For helping the students within the problems in writing activity, the teacher should create and implement new strategy to teach writing. The strategy should

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[4] Jeremy Harmer, *How to Teach Writing*, (UK: Pearson Education Limited, 2004), 3.

[5] Teza Peby Alisa, "R.A.F.T as a Strategy for Teaching Writing Functional Text to Junior High School Students" . *Journal of English Language Teaching*. Vol. 1 No. 1, summer 2016, 2.

[6] Nina Dian Sundari, "Teaching Writing by Combining RAFT (Role, Audience, Format, Topic) and Quick Writes Strategies at Senior High School", 2.

[7] Dr. Noor Asma, *Creativty of B.Ed. Teacher-Trainees*, (New Delhi: Discovery Publishing House, 2004), 8.

[8] Mary Banks Greerson, et.al., *Teachig Creatively and Teaching Creativity* (New York: Springer, 2013), xi.

[9] *Ibid.*

be interesting, fun, and helpful to the students in order students happy to write and also motivate in writing.

To overcome writing problems, the teacher should implement more appropriate learning strategy to be applied in teaching writing to the junior high school students, so it will help students in writing skill. In this research, the researcher focuses on RAFT strategy. It is chosen as a strategy to encourage students to write creatively, to think a topic from various points of view, and to be specific audience in variety formats of functional text. RAFT strategy is a writing process approach that can be applied by students to transfer the ideas efficiently.[10] According to Santa that RAFT is an acronym for Role, Audience, Format, and Topic as a popular writing strategy that fosters students' ability to think critically and reflect while they synthesize what they have learned.[11] Kathy Paterson believes that RAFT is a great strategy for all ages and abilities, quickly taking from a blank page to a beginning writing.[12] Therefore, the researcher is inspired to apply RAFT strategy in teaching writing an invitation text. This strategy that is chosen in order to make students easy to express idea and develop it.

As we know that government includes writing as a part of English curriculum. In teaching writing to junior high school based on curriculum 2013, the students are supposed to be able to produce two kinds of texts; functional texts and monologue texts. Functional text is as a short text (invitation, advertisement, announcement, notice and label) and monologue texts, such as descriptive, recount, procedure, narrative and report. In fact, based on curriculum 2013, teaching English to junior high school is expected to raise functional level. Therefore, teaching writing to junior high school students is more focus on producing a short functional text rather than monologue text.

Functional text is a short text that gives a specific purpose. This specialize text provides specific information and help perform a

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[10] Rebecca S. Anderson – Clif Mims, *Handbook of Research on Digital Tools for Writing Instruction in K-12 Settings* (United State of America: IGI Global Book, 2014), 269.

[11] Roberta L. Sejnost and Sharon M. Thiese, *Building Content Literacy: Strategies for the Adolescent Learner* (United State of America: Corwin, 2010), 85.

[12] Kathy Paterson, *Text Me a Strategy: How to Encourage Students to Develop The Skills They Need to Become Independent Lerners* (Canada: Pembroke Publishers Limited, 2009), 43.

day-to-day task.[13] The examples of functional text are command, direction, shopping list, short message, invitation, announcement, advertisement, label brochure, e-mail, greeting card, etc.[14] This research, the researcher takes invitation because it is appropriate with the material on first semesters at second grade students of junior high school. According to English Oxford Living Dictionaries, invitation is a written or spoken request inviting for someone to go somewhere or to do something.[15] Simply, that invitation text is a text to ask someone to go to particular events.

Identifying about RAFT strategy, some researchers have observed about the problem. One of it is journal from Teza Peby Alisa has already observed related with RAFT strategy entitled "R.A.F.T as a Strategy for Teacheing Writing Functional Text to Junior High School Students."Based on her research, she takes advertisement material to apply RAFT strategy and focuses on give explanation within applying RAFT strategy to Junior High School. It is different with this current research that the researcher takes an invitation text material to apply strategy and focuses on to find out whether there is improvement in students' writing skill of an invitation text after being taught using RAFT strategy. In general, the previous research focussed on whether RAFT gives improvement in students' writing and students' view. Therefore, in this researcher, researcher adds the discussion about teacher's perspective of RAFT strategy in teaching writing.

All of above-mentioned reasons of this research, the researcher is interested to examine students' writing skill for invitation text using RAFT strategy for invitation text at second grade students in MTs Nurul Huda Sedati in academic year 2018/2019. This research addresses to find out whether there is improvement in students' writing for an invitation text using RAFT strategy and teacher's problem during applying RAFT strategy.

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[13] Schyrlet Cameron – Suzanne Myers. *Comprehending Functional Text* (America: Mark Taiwan Media, 2013), 1.
[14]*Ibid.*
[15]http://en.oxforddictionaries.com/definition/invitation accessed May 4, 2018.

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as these following questions:

1. Does RAFT strategy improve students' writing skill of an invitation text?
2. What are the problems faced by the teacher during the implementation of RAFT strategy in teaching an invitation text?

C. Objective of the Study

Referring to the research questions above, the objectives of the study proposed research are:

1. To know whether there is improvement in students' writing skill of an invitation text using RAFT strategy.
2. To find out the problems which the teacher faced during the implementation of RAFT strategy in teaching an invitation text.

D. Hypothesis

From the problem the researcher has stated above, the researcher submits the hypothesis of the research as follows:

a. Alternative hypothesis (Ha): The use of RAFT strategy can improve students' writing invitation text.
b. Null hypothesis (Ho): The use of RAFT strategy cannot improve students' writing invitation text.

E. Scope and Limitation of the Study

The scope of the study emphasizes on teaching an invitation text by using RAFT Strategy. Among four English skills, this research focuses on developing students' writing skill through RAFT strategy. The researcher conducts MTs Nurul Huda Sedati.

The limitation of the study is second grade students in 2018/2019 academic year. There are four regular classes in second grade; VIII-B, VIII-C, VIII-D and VIII-E. Beside a regular class, MTs Nurul Huda has additional class called Excellent Class. There are two classes; VIII-A1 and VIII-A2. The researcher takes one class, VIII-A1 to do experimental study using RAFT strategy.

F. Significance of the Study

The research expects that the result of this research can be shared as a contribution in education for these following people:

1. To English Teachers

   The result of this research is expected to give information about one of the appropriate strategies in teaching writing, RAFT strategy. Further, this research may give inspiration to develop teaching quality and to find a creative activity for the teacher in order to give the positive and enjoyment experience toward developing students' writing.

2. To Students

   The result of this research is expected be able to give motivation for students in understanding their subject matter. Then, through RAFT strategy, students are expected to enrich the idea and enjoy in producing written text.

3. To Further Researchers

   The result of this research is expected to be able to give a reference for other researchers who are interested in doing a further researcher related to RAFT strategy and invitation text. This study can be reference to conduct another study and motivate them to make something new from this research.

G. Definition of Key Terms

In order to have same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Writing Skill

   Writing skill is defined as the ability to transfer the ideas to convey the message in written form as the interaction between the reader and the writer.[16] In this research, writing skill refers to final score of the students' writing. So that, the researcher analyses the final score to know whether there is improvement of students' writing skill.So that, to encourage students' writing skill the teacher needs strategy. Using RAFT strategy helps students' creativity and fluency to write anything without asking a help to others.

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[16] Muhammad Najib Ali, thesis: *"Improving The Student Writing Skill on Descriptive Text by Using Think, Talk, Writer (TTW) at MTsN Tunggangri"* (Tulungagung: State Islamic Institute Tulungagung, 2014), 9

2. Invitation Text

Invitation is a request (spoken or written) to participate or be present or take part in something.[17] In this research, the material focus to produce the text of inviting someone to come to the special occasion. Invitation text that should be learned in this research is a about birthday party, farewell party, graduation party, baby shower, reunion family, and meeting event. In addition, the researcher takes invitation text to see writing skill of students by applying RAFT strategy.

3. RAFT Strategy

According to Santa, RAFT is as a strategy of writing that helps students' to think critically and reflect what they have learned.[18] RAFT is an abbreviation of R "role of the writer", A "audience to whom are you writing", F "format will you take in writing", and T "topic that you will be writing" that one of guided writing which provide the students to think and understand deeper about what they are supposed to write and to whom they will direct their writing. This study focuses on using RAFT strategy in order to improve students' writing skill of class VIII-A1.

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[17] Anggota IKAPI, *Modul Pengayaan Bahasa Inggris VIII 1st semester*, (Jawa Tengah: Media Karya Putra, 2013), 25.
[18] Roberta L. Sejnost and Sharon M. Thiese, *Bulding Content Literacy: Strategies for the Adolescent Learner*, (America: Crowin A Sage Company, 2010), 85.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, there will be a detail explanation deals with the theories and previous studies. It supports the researcher in conducting this study. The theories itself related to writing, a short functional text, invitation text, strategy in teching, and also about RAFT strategy.

A. Review of Related Literature

1. Writing

a. The Definition of Writing

The four basics English skills are listening, speaking, reading, and writing. These basic skills should be mastered by English learners. In fact, the teacher aims to develop four skills of the learners' ability to understand, to speak to read, to write, and to listen. Meanwhile, according to Brown, the most difficult skill is writing for foreign language learners to master.[19] In addition, writing needs a lot of concentration in order to get successful result or product. Therefore, it can be assumed that writing is the most challenging skill to learn.

Here are some definitions of writing according to some experts; First, Jack C. Richards stated that writing is the hardest English basic skill to learn.[20] Second, Al-Mahrooqi stated that writing is the most complex and difficult of the four language skills.[21] One of the difficulties of writing is about the product itself that must be readable and understandable. Third, Massi defines writing as a transmission process of ideas from an addresser to an addressee via a text.[22] It means that writing is as a written interaction to convey the ideas.

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[19] H. Douglas Brown, Teaching by Principles: *An Interactive Approach to Language Pedagogy, 2nd Ed,* (New York: Longman, 2007), 334.

[20] Jack C. Richards and Willy A. Renandya, *Methodology in LanguageTeaching: An Anthology of Current Practice*, (Cambridge University Press, 2002), 303.

[21] Rahma Al-Mahrooqi, et.al., *Methodologies for Effective Writing Instruction in EFL and ESL Classroom*, (United State of America: IGI Global, 2015), 95.

[22] Lina Abedelqader Mohammad Salameh, "Using RAFT Strategy to Improve EFL Learners' Writing Competency in Paragraph Writing Course at The University of HAIL-KSA". *International Journal of English Language Teaching*. Vol. 5 No. 8, Summer November, 38.

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From definitions above, it can be assumed that writing is the most challenging skill of the four English basic skills and it is caused by processing the translation of the idea into text. The writer also focuses on generating and organizing ideas. In addition, because of writing is very complex, so the writer needs a lot of concentration in order to get successful result.

b. The Genres of Writing

According to H. Douglas Brown, there are three genres of writing that second language learners need to acquire:[23]

First, academic writing is writing works that is produced in professional and institutional rule. In making academic writing, there are rules that must be followed. The written form should have a structure and must convey the point in a direct way. Citation is one of the most important things when writing academically. Supporting the the argument through the use of facts and data are needed. The examples of academic writing are essays, journals, theses, and dissertations.

Second, job-related writing is writing works that is produced for job field. This genre focuses on what you need to do in writing. Shortly the examples of job-related writing are letters, memos, advertisements, announcement, and message.

Third, personal writing that is used for personal purposes such as greeting cards, invitations, shopping lists, reminders, diaries, short story, poetry, and personal journals. It is different with academic writing because in personal writing, the writer is easier to write and use their own words so less of formal language. The use of slang or abbreviations can be acceptable in thus writing. It can be concluded that invitation text is included in personal writing genre, so that, this research focuses on genre of personal writing.

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[23] H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* (New York: Person Longman,2004), 20.

c. The Process of Writing

There are four cores of stage of writing process; planning, drafting, revising, and editing.[24] In making a good piece of writing, it has to be done in some stages but it might be varied for everyone. The students that create invitation text follow these kinds of process in writing.

1) Planning

Planning is the first stage for writing. The writer plans what they are going to write. In this stage, they try and decide what they are going to say before writing. Harmer stated when planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing. Second, experienced writers think of the audience they are writing for. Third, writers have to consider the content structure.[25] In this process, the students think and choose the topic. Then, they think about the reader of their text. The last, they need to decide the content organization of invitation text.

2) Drafting

The second stage of writing is drafting. It is thinking about facility for language choice in writing although the grammatical correct is rather ignored.According to Spivey,drafting is the process while design construct ideas are appeared then develop and organize it in written form.[26] The student starts to think critically then to form the purpose of the writing at the beginning..

3) Revising

Revising is the third stages for writing. The writers will check the content and the organization of ideas in order to make clear to the reader. It is not easy checking for language errors because here the writer also adds the content if there is unclear

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[24]Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), 315.

[25] Jeremy Harmer, *How to Teach Writing*, (UK: Pearson Education Limited, 2004), 4.

[26]Martha Rapp Ruddell, John Wiley and Sons, *Teaching Content Reading & Writing (5th ed)*. (New Jersey: John Wiley and Sons. Inc, 2008), 296.

information. In this process, after making the invitation text, the students submit their work to the teacher and the teacher will give the feedback.

4) Editing

This is the end of stages of writing. Editing is rechecking the result of writing. At this stage, language errors, such as grammar, spelling, punctuation, diction, sentence structure and accuracy have to be checked to arrange the final result for evaluation. Process editing is used if there is something ambiguous or confusing in the paragraph. In this process, after getting the feedback from the teacher the students will edit their invitation text into a good organization text.

2. Invitation Text

A Short Functional text is a short text that gives a specific purpose. This specialize text provides specific information and help perform a day-to-day task.[27] The examples of functional text are command, direction, shopping list, short message, invitation, announcement, advertisement, label brochure, e-mail, and greeting card.[28] So that, invitation text is a part of short functional text.

Based on curriculum, an invitation text is one of the text that should be learnt by junior high school. It is type of text which is used to invite someone to go somewhere or to do something.[29] The purpose of invitation text is asking the reader to participate or take part in event.[30] It can be concluded that invitation text is a text written to invite or request someone to participate for a special occasion and professional life like birthday party, Halloween party, family reunion, prom night, wedding, ceremony, graduation, and other events.

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[27] Schyrlet Cameron – Suzanne Myers. *Comprehending Functional Text* (America: Mark Taiwan Media, 2013), 1.
[28]*Ibid.*
[29]http://en.oxforddictionaries.com/definition/invitation accessed May 4, 2018.
[30] Anggota IKAPI, *Modul Pengayaan Bahasa Inggris VIII 1st semester*, (Jawa Tengah: Media Karya Putra, 2013), 25.

a.   The Generic Structure of Invitation Text

Invitation text is a text which represents writer's special occasion. It has six generic structures in invitation text.

First is title that including the purpose or type of event will be held. Second is the name of receiver. Third is orientation that inform about the event. Fourth is date and time that telling about when and where the event be held. Fifth is closing statement that include with hope of the writer to the reader to come. The last is the person who sent the invitation.

This is the example of an invitation text:

Company's Birthday

Dear Syahrini,

The Prakasa Muda company will celebrate its 6th birthday. The Prakasa Muda company belives that you are the best singer to entertain of this event so the company have chosen you to be our guest star. We will be glad if you can come to this party.

It will be held on:

Sunday, August 28th, 2018

At 7 p.m.

In Prakasa Muda Company (Jl. Muara Agung No. 19)

Hope to see you at the party.

Yours sincerely

Mr. Abrar Prakasa

Table 2.1
The Analysis Generic Structure of "Company's Birthday"
Invitation Text

The Generic Structure	Invitation Text
Event title	Company's Birthday
Receiver	Syahrini
Orientation	The Prakasa Muda company will celebrate its 6th birthday. The Prakasa Muda company belives that you are the best singer to entertain of this event so the company have chosen you to be our guest star. We will be glad if you can come to this party.
When or where the event will be held	Sunday, August 28th, 2018 At 7 p.m. In Prakasa Muda Company (Jl. Muara Agung No. 19)
Closing statement	Hope to see you at the party.
Sender	Mr. Abrar Prakasa

Table 2.1 shows the generic structure of invitation text. There will be six elements of invitation text, there are event title, receiver, orientation, when or where the event will be held, closing statement, and sender. All of those elements should be mentioned in invitation text.

b. Language Features of Invitation Text

Every text has language features. The features of language that support meaning such as sentence structure, vocabulary, noun or phrase, punctuation, and figurative language.[31] An invitation text has several language features

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[31] Australian Curriculum, (https://www.australiancurriculum.edu.au/senior-secondary-curriculum/english/Glossary/?term=Language+features, accessed on July 17th, 2018)

namely it uses persuasive word to state the entire information. Next is the writer tends to use recipients and detailed date, time, and place. Furthermore, it uses future tense to reinforce the reader. There are four language features of invitation text: [32]

First, use detailed date, time and place. This stage is important to tell where and when the vents begin. Here, the position of date, time and place are below the orientation of the text.

Second, use persuasive words. The persuasive word is very important to persuade people attend the event. The example of persuasive words are please, come and join. Sometimes the persuasive words are used in orientation and closing.

Third, use recipients. The position of recipients is below the title of the text. There are two kinds of recipient, the first is specific recipient such as "Dear Tommy, Dear my father" and the second is non-specific recipients such as "Dear all students of MTs Nurul Huda".

Fourth, using future tense. It is very important to use future tense Writing invitation text because the event have not happened. The examples of future sentence are "The party will be held in October 2014, I hope you come to my home".

3. **Strategy in Teaching Writing**

In teaching learning process, the teacher needs some aspects that make students understand what is being taught by the teacher. As we know that writing needs a lot of concentration in order to get a successful result or product. In short, when the students get difficulties in writing, it is stated that the difficulties are not caused by the students themselves but also by the inappropriate strategy used by the teachers to approach language teaching.

Most of participants of this study have low motivation in writing, so the strategy of the teacher is very important to encourage students capable in writing. The teacher should create

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[32]Anggota IKAPI, *Modul Pengayaan Bahasa Inggris VIII 1st semester*, (Jawa Tengah: Media Karya Putra, 2013), 25.

the strategy that is interesting, helpful, and fun in order to support the students and feel happy to write, motivate and also attract students' attention. Moreover, the teachers should know what kind of strategy which is suitable for the writing skill and students.

There are possibility problems facing the teacher when applying stratey. Therefore, the preparation of the teacher is needed so the teacher does not face some problems in implementing the strategy and the learning process can run as expected. The problem is often faced by the teacher is do not remember how the strategy works. It often occurs in teaching-learning process. Other problems that possibility faced by the teacher from Vanderburgh explain below:[33]

1. The Teacher does not find the strategy used for the materials and the students.

    According to Souranisuggests that the teacher should select or find strategies which active students' motivation, participation, challenging, and the degree of competition.[34] Here, that is why the teacher is very difficult to find the strategy because the strategy not only makes the students enjoy and fun in the learning writing but also students can give them the best product in writing.

2. The Teacher does not remember how to apply the strategy.

    It means that teacher does not prepare well about the strategy that teacher chooses. Graham and Harris suggest that when teacher applying strategy the teacher should help students understand how a strategy work and how it helps them produce better results.[35] Therefore, the teacher must understand how a strategy work in order to make students does not confuse about the strategy.

    Here, the researcher suggests before the teacher applying the strategy to the students, the teacher must practice in teaching using the strategy that they choose by themselves.

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[33] Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties*, (Australia: ACER Press, 2008), 74.

[34] Ahmad Iseifan El Sourani, Thesis: "*The Effectiveness of Using RAFTs Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza*". (Gaza:The Islamic University–Gaza, 2017), 78

[35] Peter Westwood, *What Teachers Need...* 75

3. The teacher does not use the strategy because it places too heavy a demand and makes the teacher overstretched.

   Graham and Haris suggest that the strategy used should be discussed it with other teachers.[36] In fact, when the teacher faces the problem about a situation in the class, they can modify the strategy effectively as appropriate with class environment. Here, creative teachers are needed. Good teachers can not only find a good strategy but can modify the strategy in a variety of situations such as in small or large classes.

4. The strategy is not enough time to be applied in teaching writing. Therefore, the strategy is not practiced and reinforced sufficiently.

   De La Paz suggests that some strategies are unnecessarily complex, with too many steps to remember and implement. Moreover, even the strategy potentially effective, these strategies would be much easier to recall and use if simplified.[37] It means that between the teacher and the students are very important in implementing a strategy. De La Paz believes that good strategy does not have a complex step in order to make teacher easier to apply and students will understand how the strategy work. Many simple strategies that not need any rules or steps which can make the teacher and students easier to recall and apply. The problem is faced in implementing the strategy is the teacher forgets how the strategy works and the strategy is too complex so it takes a long time to implement. In fact, based on De La Paz's opinion, to find a good strategy should consider whether the strategy is effective and do not effective. In short, a good strategy is a strategy that is not complex to implement and easy to run.

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[36] Peter Westwood, *What Teachers Need...* 75
[37] Peter Westwood, *What Teachers Need...* 74

4. RAFT Strategy

According to Santa, there are many kinds of strategy in writing such as spool papers, farmed paragraph, and RAFT.[38] Moreover, Kathy Paterson mentioned some writing strategies such as ladder, D-A-U double, and building blocks.[39] Every strategy have different characteristic. For examples spool papers and farmed paragraph strategy focus on making academic writing because those strategies provide a system for organizing information through the use of an introductory paragraph containing a definite thesis, supporting paragraph, and concluding paragraph. Moreover, D-A-U double is strategy of writing that appropriate to teach writing narrative text. In this research, the researcher chooses RAFT strategy as a strategy in writing because this strategy is appropriate to be used in writing invitation text.

a. The Definition of RAFT Strategy

This strategy is developed by Nancy Vandervanter, an English teacher in the Montana Writing Project. Based on "Handbook of Research on Digital Tools for Writing Instruction in K-12 Settings", RAFT is a schema of writing which support the students to convey the ideas effectively through written form.[40] Moreover, Buehl stated that RAFT is a strategy of writing with imagination, creativity, and motivation.[41]

Additionally, Santa stated in Book entitled *Building Content Literacy: Strategies for the Adolescent Learner* that RAFT, an acronym for Role, Audience, Format, and Topic is a popular writing strategy that fosters students' ability to think critically and reflect while they synthesize what they have learned. She also stated that RAFT strategy addresses these

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[38]Dr. Carol Minnick Santa, dkk, *Content Reading Incuding Study Systems Reading, Writing and Studying Accross Curriculum,* (United States of America: Hunt Publishing Company, 1998), 107.

[39]Kathy Paterson, *Text Me a Strategy: How to Encourage Students to Develop The Skills They Need to Become Independent Lerners* (Canada: Pembroke Publishers Limited, 2009), 46.

[40] Rebecca S. Anderson and Clif Mims, *Handbook of Research on Digital Tools for Writing Instruction in K-12 Settings*, (United States of America: IGI Global, 2014), 269.

[41] Doug Buehl, Classroom Strategies for Interactive Learning, (New York: Stenhouse Publisher, 2017), 173.

teacher concerns with student writing so the activity using RAFT infuses a writing activity with imagination, creativity, and motivation.[42]

In addition, RAFT is a strategy that offers students opportunities to explore their idea in interpretation about the content. To sum up, RAFT strategy can help the students to think creatively 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 analyse, synthesize, generalize, and evaluate the information in order to be written to the format.

b. The Element of RAFT Strategy

According to Kurtis, these elements are as follows:[43]

1) Role (Who the writer is and how the role play works)

This is writing point of view of students which have to know and understand the role playing.

2) Audience (The addressee and or the reader of the writing)

There are variations of audiences in writing. It means that the students must be able to suit to whom the addressee or the reader of writing. This element can be said the funniest and the most challenging element of writing.

3) Form (The form of writing chosen)

Varieties of writing format which can be explored by students. It involves the students need.

4) Topic (The theme of the writing)

This is the goal of writing. The students have to be able to choose the topic in order to the goal of writing achieved. After choosing the topic, the students may feel challenging to explore it into good writing.

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[42] Roberta L. Sejnost and Sharon M. Thiese, *Bulding Content Literacy: Strategies for the Adolescent Learner*, (America: Crowin A Sage Company, 2010), 85.

[43] Kurtis S. Meredith and Jeannie L. Steele, *Classroom of Wonder and Wisdom: Reading, Writing, and Critical Thinking for the 21st Century*, (California : Corwin Press, 2011), 137-138.

Table 2.2
The Example Elements of RAFT Strategy

ROLE	AUDIENCE	FORM	TOPIC
President Director	Singer	Invitation Card	To entertain in company's birthday
Chief of class	9C Alumni	Invitation Card	Inviting friends to attend farewell party

Table 2.2 shows the example of elements RAFT strategy. The element of RAFT strategy consists of four elements. There are role, audience, form, and topic. First, role is who the writer such as president director or chief of class. Second, audience is to whom the text is written such as to singer or Students alumnus. Third, form is what forms the text and in this study is invitation card. Fourth, topic is what the topic about of the text such as invitation card are made to invite the singer to entertain in company's birthday or to invite some friends attend farewell party. So that, those elements are elements of RAFT and should be applied to make invitation text.

c. The Advantages of RAFT Strategy

There are a lot of advantages of using RAFT strategy in increasing and motivating students to write at Junior High School. They are:

1) RAFT strategy will help students to understand their role as writer, the audience they will address, the variety format and topic the writing.

2) This strategy provides opportunities for the students to demonstrate their understanding of a topic or subject through a writing experience that helps them to think about subject and communicate their understanding of it in creative and interesting way.

3) At the end, when the students can keep their attention and they are interested with the writing activity, they

automatically will increase their motivation in learning English.[44]

d. The Procedure of RAFT Strategy

There are some opinions about RAFT strategy given by some experts. According to Buehl, using RAFT strategy can be implemented as follows:[45]

1) The teacher asks students to analyse the important ideas from some sources such as a story, a textbook passage, and so the like.

2) The teacher brainstorms the probable roles that students could adopt in writing. Next, the teacher asks students to decide who the writer and the audience will be for. Then, determining the format and the topic for the writing.

3) The teacher writes "RAFT elements" the role, audience, format, and topic on the whiteboard after completing reading invitation text. Before beginning writing RAFT, the teacher gives deeper understanding of their roles.

4) The teacher gives the example for a specific RAFT and requests students to make an invitation text with RAFT elements.

Similar with Buehl, Sejnost also gives some steps in applying RAFT strategy in the classroom. These are:

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

2) The teacher and the students together to decide the main ideas or information from reading invitation 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 addressee of the writing.

5) The teacher asks students to decide the format writing will take. Finally, the students can determine RAFT elements

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[44] Teza Peby Alisa and Rusdi Noor Rosa, "R.A.F.T Strategy r Teaching Writing Functional Text to Junior High School Students". *Journal of English Language Teaching.* Vol. 1 No. 2, Summer 2013, 7

[45] Roberta Sejnost and Sharon Thies, *Building Content Literacy: Strategies for The Adolescent Learner* (California: Thousand Oaks, 2010), 85.

such as who is the writer, who is the audience, what forms the text, and what the topic text about[46]

Based on the steps above, it can be concluded that the point of applying RAFT in classroom is the teacher should give some examples of invitation text to familiarize the students about elements in this strategy. After understanding some examples, the students can determine the role, audience, form and topic of their own writing, indeed, with the teacher's help.

B. Previous Related Studies

There are many studies that have been done in this field. Related to this study, there are four relevant studies worthy to explore.

The first research entitled *Improving Students' Descriptive Writing through Role, Audience, Format, and Topic (Raft) Strategy* by Yana Riyanti on 2015th. The aims of the research are to find out the improvement of students' descriptive through RAFT strategy and what level RAFT strategy improves. She conducted a Classroom Action Research that followed the model design of Kurt Lewin in two cycles. Moreover, the subject of this research was seventh grade students of SMP Paramarta Jombang. In addition, the result of questionnaires and observations showed that RAFT strategy can be used to improve students' ability in writing descriptive text.

Second is *The Effectiveness of Using RAFTs Strategy in Improving English Writing Skill among Female Tenth Graders in Gaza* by Ahmad Iseifan El Sourani on 2017th. His research aims to investigate the effectiveness of using RAFTs strategy. He used experimental approach as the methodologies of this research. The researcher employed three tools are a content analysis card, a pre-post-test, and a rubric. The findings of the study revealed that there were significant statistically differences between the experimental and the control groups in favour of the experimental group to using RAFTs Strategy.

The third study entitled *Increasing Students' Ability in Writing a Short Functional Text (Short Message) By Drill Method at The Eight Year Students (Viii.A) of Madrasah Tsanawiyah Negeri*

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[46] Dough Buehl, *Classroom Strategies for Interactive Learning* (New York: International Reading Association, 2014), 173.

Padang Mutung Kampar by Sabni Yulianza on 2011th. The purposes of the research are to find out increasing the students' ability in writing a short functional text (short message) by drill method. The writer uses techniques stratify random sampling. The researcher arranges fourth step passed in this class action research, which is 1) Planning action 2) Action execution 3) Observation, and 4) Reflection. This situation indicates that writing a short functional text (short message) by drill method can be said increase. Based on the data analysis, the writer concluded that the students' ability in writing a short functional text (short message) is classified into very good categories.

The fourth study entitled *The Efficacy of Raft in Improving Writing Skill of The Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2013/2014* by Ni Made Idayanti on 2014th. The study was aim to figure out whether or not the implementation of RAFT can improve write a recount paragraph. The researcher conducted a classroom action research. Then, the data were analysed by comparing the result of pre-test and post-tests. It could be concluded that RAFT could improve writing skill of students.

The fifth journal from Stillman Miliam Asan entitled *Problems Encountered by Teacher and Students in Teaching and Learning Writing Descriptive Text.* The study was aim to find out the problems are encountered by the teacher and by the students in teaching writing descriptive text. The writer makes film as media in classroom to answer the problem. This research uses descriptive qualitative research with subjects were 40 students. The instruments used to collect the data were interview guides, questionnaires, observation checklist, field notes and the students' writing test. From the result it can be concluded that the implementation of film as media in the classroomcould improve students' achievement in writing descriptive text. Furthermore, it is suggested to the students to be more motivated in another genre for learningEnglish such as animated or documentary film.

The difference between those previous studies and this study is the genre of the text used for implementing RAFT strategy. In this study, the researcher implements RAFT strategy in invitation text. Based on explanation above, three out of four studies used classroom action research while this research used experimental research. This research also tries to explain the problem faced by

the teacher during implementation RAFT strategy which is has not researched yet. Due to the limitation of previous studies mentioned, which only focus investigating the RAFT strategy from students' perspective, such as students' response and students' problem.
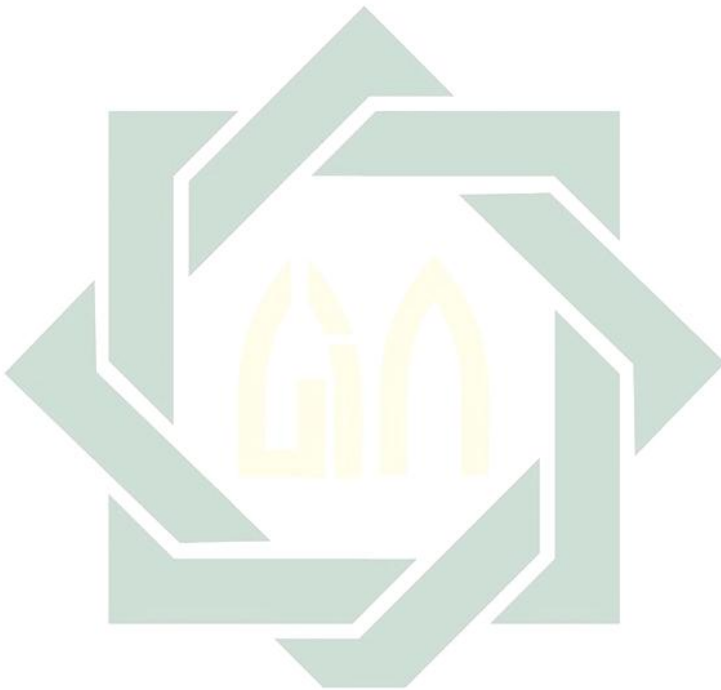
CHAPTER III
RESEARCH METHOD

In this chapter, the researcher explains about methodologies of research that are applied in this research. These methodologies are research design, population and sample, time and location of this study, research variable and hypothesis, research procedure, data collection technique, research instruments, data analysis technique, and normality testing.

A. Research Design and Approach

The research design used in this research was an experimental research. An experimental research is a test that impact of a treatment on an outcome, controlling all others factors that might influence that outcome.[47] The function of experimental research is to examine the effect of treatment on behaviour that arises as a result of treatment.[48] An experimental research finds cause-effect relationship among variables in a controlled condition which received a new treatment.

According to Creswell, an experimental research is classified into pre-experimental, true-experimental, and quasi-experimental.[49] Pre-experimental research does not have a control group to compare with the experimental group. It means that the researcher studies a single group and provides an intervention during the experiment. True-experimental research uses a randomly assign the participants to treatment group such as coin toss. Whether quasi-experimental uses control and experiment groups but does not randomly assign participants to group. The research employs other strategies to provide some control over extraneous variables.[50]

An experimental usually involves two groups of subject, an experimental group and a comparison group, although it is possible to conduct an experiment with one group. In this research, the researcher used pre-experimental research in the form *One-Group*

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[47]John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approches*, (United Kingdom: SAGE Publication, 2014)

[48] Alsa Asmadi, *Pendekatan Kuantitatif Kualitatif dalam Penelitian* Psikologi (Yogyakarta: Pustaka Pelajar, 2004) 54.

[49] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approches*, (United Kingdom: SAGE Publication,2014), *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2017), 220.

[50] Donald Ary, *Introduction to Research in Education* (United States of America: Wadsworth Thomson Learning, 2002), 302.

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Pretest-Posttest Design. This study is classified as pre-experimental design because it is little or no control of extraneous variable. Pre-experiment design takes only one group which is pre-tested, treatment, and post-tested. Therefore, the success of the treatment is determined by comparing between pre-test and post-test score.

The researcher gave treatment to the student, but before and after treatment the students were tested by using pre-test and post-test. These tests were taken to know the effect of RAFT strategy in students' writing skill. Furthermore, the scores of pre-test and post-test were compared. If the result of post-test after giving the treatment was higher than pre-test, means that RAFT strategy has affected on students' writing skill. The design is presented below:

Table 3.1
One-Group Pretest-Posttest Design

Pre-Test	Treatment	Post-Test
Y_1	X	Y_2

Where:
X : RAFT strategy
Y1 : Students' writing invitation text before taught by using RAFT
Y2 : Students' writing invitation text after taught by using RAFT

The following treatment steps were:
1. The teacher asked students to analyse the important of idea or information from the invitation text.
2. The teacher wrote "RAFT elements" on the whiteboard and list the role, audience, format, and topic for their writing after students complete the reading text.
3. The teacher asked students to determine the audience for this writing and to decide the format writing taken.
4. The teacher asked students to make RAFT chart.
5. The teacher asked students to make an invitation text based on the RAFT chart that are made by other students.
6. The teacher asked students to submit their work to the teacher.

B. Population and Sample

The population of this research were the students from second grades at MTs Nurul Huda Sedati in academic year 2018/2019. The totals of VIII grade are six classes.

The researcher only took one class as the sample of this research using purposive sampling. The sample consists of 29 students. Purposive sampling is method of sampling based on a particular consideration or previously known characteristics. So that, the researcher chose VIII-A1 class because the students are smart and active in learning process.

C. Time and Location of this Study

This research was conducted at MTs Nurul Huda Sedati which located at Jl. Raya Kalanganyar Barat No. 53, Kalanganyar, Sedati, Sidoarjo. This school was chosen because the writer has done a teaching internship in that school in August until September 2017.

Table 3.2
The Schedule of the Research

N o.	Activities	August						
		Date						
		1th	4th	8th	11th	15th	25th	29th
1.	Pre-test	■						
2.	Treatment		■	■	■	■		
3.	Post-test						■	
4.	Interview							■

Based on table 3.2 this research was carried out from August 1st, until 29th 2018. The writer did pre-test on August, 1st 2018. Then, the English teacher of MTs Nurul Huda Sedati started giving treatment to the students on August, 4th, 8th, 11th, and 15th 2018. Moreover, the researcher did post-test on August 25th 2018. Meanwhile, the researcher conducted the interview on August, 29th.

D. Research Variable and Hypothesis

    1. Variable

        According to Creswell, there are two types of variable. They are:[51]

        a. Independent variable

        Independent variable must be the treatment of variable. In this study, RAFT strategy was independent variable.

        b. Dependent Variable

        The response or the criterion variable that is presumed to be caused or influenced by independent treatment conditions and any other independent variables. The dependent variable of this study was students' writing skill for an invitation text.

    2. Hypothesis

        Donald Ary explains that hypothesis presents an expectation about the relationship between variables within the research question.[52] There were two hypotheses of this study. There are:

        a. The use of RAFT strategy can improve students' writing on invitation text.

        b. The use of RAFT strategy cannot improve students' writing on invitation text.

E. Research Procedure

    The procedure of this study covered by following the steps; tests and interview.

    The first research question of this study answered by collecting the data from pre-test and post-test. After that, the results of pre-test and post-test were compared.

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[51] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approches*, (United Kingdom: SAGE Publication,2014), *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2017), 217.

[52] Donald Ary, *Introduction to Research in Education* (United States of America: Wadsworth Thomson Learning, 2002), 81.

Figure 3.1

Pre-experimental One-Group Pretest-Posttest Design

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┌─────────────────────────────┐
│     Preparing Instrument     │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│          Pre-test            │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│           Result             │──────────┐
└─────────────────────────────┘          ↓
              ↓                  ┌──────────────────────┐
┌─────────────────────────────┐  │       Compared       │
│   Treatment of RAFT strategy │  └──────────────────────┘
└─────────────────────────────┘          ↑
              ↓                           │
┌─────────────────────────────┐          │
│          Post-test           │          │
└─────────────────────────────┘          │
              ↓                           │
┌─────────────────────────────┐          │
│           Result             │──────────┘
└─────────────────────────────┘
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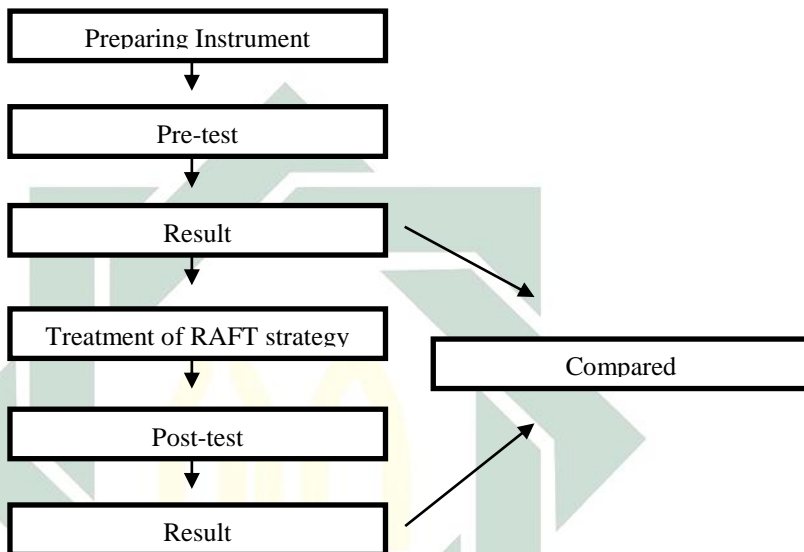
The figure 3.1 shows that there are procedures of experimental research that use one group Pretest-Posttest design. Preparing instrument was the curious step because in this procedure, there were two test so the researcher must prepare the test well. Moreover, pre-test and post-test used to measure of students' writing an invitation text at second grade students at MTs Nurul Huda Sedati. Furthermore, the treatment in teaching writing invitation text done by using RAFT as a strategy. The researcher conducted treatment by giving RAFT strategy related to the topic in school's standard at the school. This school uses (K13) for standard curriculum.

Table 3.3
Standard Competency of High School Eight Grade Chapter Five

Core Competence	Standard Competence
3. Understand and apply knowledge (factual, conceptual, and procedural) based on students' curiosity about science, technology, art, culture related phenomena and visible eye events.	3.4 Applying text structure and linguistic elements to carry out the social function of personal invitation text according to the context of its use.
4. Processing, presenting, and reasoning in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint /theory.	4.4 Capturing the meaning of personal invitations is very short and simple. 4.5 Preparing a personal written invitation text is very short and simple, taking into account the social function, text structure, and linguistic elements that are true and contextual.

Based on table 3.3 describes standard competency and basic competence that provide from the government. Standard competency is level of student ability to achieve standard competency that must be possessed by students at each class. Then basic competence is the ability of student to achieve standard competency that must be obtained by student though learning. From basic competency will be divided to be indicator.

The last was scoring between pre-test and post-test. The scores were compared to know that RAFT strategy has affected or not on students' writing skill an invitation text.

The second question of this study answered by interview. The interview was conducted after the teacher implemented RAFT strategy. After that, the result of interview shown by transcript form.

F. Data Collection Technique

The data collection methods used test and interview as the tools for measuring the data. Test was used to answer the first question using rubric assessment. The test was divided into two tests; pre-test and post-test. Pre-test as a first test before giving treatment and post-test were conducted after treatment. The test consists of one question that related with writing test. The tests were conducted two times before and after getting treatment. Then the score was given in order to find out the score of the test. In this research, the techniques to collect the data were pre-test, treatment, and post-test.

Moreover, interview was used to answer the second question. This methods were used to know the problem faced by the teacher during applying RAFT strategy. The recorder between the interviewer and the interviewees are utilized as the data.

G. Research Instruments

Data are required to undertake findings of this study. Those particular tools were needed for collecting the data in this study:

a. Field Note

The researcher used field note as a measure of teacher's interview result toward implementing the treatment. The researcher gave notes when the teacher did treatment using RAFT strategy. (See Appendix 3)

b. Paper Test

Paper test is a test that using paper as tools. Paper test was very appropriate in writing test. Tests that used in this study consist of one question that related with writing. Generally, test is a method of measuring a person's ability, knowledge, or performance in a given domain.[53] There were two kinds of test used by the researcher. The first test called pre-test (Y_1) and the second test called post-test (Y_2). In this research, the researcher also gave treatment (X) to the students. In short, the researcher gave pre-test first and continued by conducting treatment then the last were post-test. (See Appendix 4)

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[53] H. Douglas Brown. "*Language assessment: principles and classroom practices*" (San Francisco, California: September , 2003), 3.

c. Rubric Assessment

Rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.[54] Moreover, according the online Merriam-Webster dictionary, rubric is as a guide listing specific criteria for grading or scoring academic papers, projects, or tests.[55] Hence, the researcher needed rubric to assess the tests between pre-test and post-test. (See Appendix 2)

d. Interview Guideline

Interview was very useful to get more information about English teacher's experience after the learning process. The researcher used interview to answer the second research question. The second research question is about the problem faced by the teacher when applying RAFT strategy. Some particular questions based on RAFT strategy that was implemented by the teacher. (See Appendix 7)

e. Recorder

This interview has done orally. So that, the researcher needed to record the interview in order to keep the data. In interviewing the teacher, the researcher used recorder in mobile phone. Recording the interview was very important to keep the data.

H. Data Analysis Technique

After collecting the data, the researcher needed to analyse the data gained. The data analysis conducted from pre-test and post-test. The data were used to find out the improvement and the influence of students' writing skill after giving treatment by using RAFT strategy in teaching an invitation text. The ways how to analyse shown below:

1. The first step was preparation. The researcher checked the result of the tests (pre-test and post-test) and checked the answers of interview.

2. The second step was tabulating. For scoring, a writing assessment procedure using rating scale from Jacobs, et al. 1981. The criteria of scoring were content, organization,

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[54] Susan M. Brookhart, *How to Create and Use Rubrics for Formative Assessment and Grading* (United State of America: ASCD Publications, 2013), 4.
[55] http://www.merriam-webster.com/dictionary/rubrics, accessed on May 3, 2018)

vocabulary, language use, and mechanics. (See Appendix 2). The scores from pre-test and post-test assesed by using writing assessment rubric. Then, the researcher measured the differences form pre-test and post-test by using statistical calculation. The last, putting the score of pre-test and post-test in Excels' table.

Table 3.4
Scoring of Students Pre-test and Post-test

No.	Students' Number	Pre-Test	Post-Test
1.			
2.			
3.			

Based on table 3.4 the score of pre-test and post-test shown in each student put into the Excel's table. The table above made the researcher easy to calculate the data.

3. The third step was calculating Data using SPSS

The researcher analyzed the score by using SPSS 17.0 with t-test formula. The function of t-test was to evaluate whether the mean value of the pre-test differs significantly from the mean value of the post-test.

The steps for analysing the data as follows;

a. The tabulating scores of pre-test and post-test from each group, were transferred into SPSS 17.0

b. Testing normality using Kolmogorov-Smirnov SPPSS 17.0
   1) Opening the SPSS program and open the data. Then click on **analyse, non-parametric test, legacy dialogs,** and **1-sample K-S**
   2) Moving the data (on the left) into test valuable list (on the right). Next, click on **normal** in distribution test and OK.

c. Finding out the statistic and frequency between pre-test and post-test using SPSS 17.0
   1) Opening the SPSS program and open the data, then click on **analyse**, descriptive **statistics**, **descriptive.**

2) Moving the dependent (continuous) variable (i.e. pre-test score for first analysis and post-test score for the second analysis) into the test variable box. Clicking options and checklist (mean, std. deviation, minimum, and maximum).

d. Relating to the analysis using Paired sample T-test, the steps were followed:

1) From the menu at the top of the screen, click on Analyse, then select Compare Means, and click on Paired Samples T-test.

2) Afterward, click on the two variables that you are interested in comparing for each subject (e.g. Pre-test and Post-test) and move them into the box labelled Paired Variables by clicking on the arrow button. Click on OK.

e. Determining overall significant

f. Comparing the mean values

g. Calculating the mean for each test in the descriptive.

If the value is less than .05 and the test time has higher mean score, the post-test is better that pre-test. The size of difference (effect size is how the big differences is) can be calculated using formula from Cohens':

$$SDpooled = \sqrt{\frac{(n_1-1){s_1}^2+(n_2-1){s_2}^2}{n_1+n_2-2}}$$

Where :

n_1 : Participants of the study in Pre-Test

n_2 : Participants of study in Post-Test

S_1 : Std. Deviation in Pre-Test

S_2 : Std. Deviation in Post-Test

$$\text{Cohens'd} = \frac{M_2 - M_1}{SD pooled}$$

Where:

M_1 : Mean of Pre-test

M_2 : Mean of Post-test

Those formula can be calculated through the result of Paired Sample Statistics. This guidelines proposed by Cohen, 2007, for interpreting this values are:[56]

Table 3.5

Cohen Scale

The Criteria	Size
Weak effect	0 – 0.20
Modest effect	0.21 – 0.50
Moderate effect	0.51 – 1.00
Strong effect	>1.00

4. The fourth step was transcript the interview guideline. The result of interview analyses using theory from Vanderburgh.

I. Normality Testing

Normality test is a test to measure whether our data has normal distribution or not.

In analysing data, a pre-requisite test was also required. The pre-requisite test aims to find out whether the data used normally distributed. Data normality test is used to determine whether the class used in normally distributed or not. Here, the researcher used normality test by using the formula one sample Kolmogorov-Smirnov test in SPSS 17.0

Table 3.6 One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		PRETEST	POSTTEST
	N	29	29
Normal Parameters[a,,b]	Mean	63.4138	81.0345
	Std. Deviation	11.27423	9.65284

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[56]Louis Cohen, *Research Methods in Education; Sixth Edition*, (Canada: Routledge, 2007), 521

	Absolute	.105	.106
	Positive	.066	.090
Most Extreme Differences	Negative	-.105	-.106
	Kolmogorov-Smirnov Z	.566	.572
	Asymp. Sig. (2-tailed)	.906	.899

Based on table 3.6, the class used was normally distributed because the significance value in pre-test 0.566 > 0.05 whereas for post-test was normal distribution because the significance value was 0.572 > 0.05. So that, the normality test data was pre-test and post-test was normally distributed.

After the researcher finished to analyse normality testing and got the result that the data were normal distribution then found hypothesis testing.

The hypothesis testing of this study was as follow:

1. If the significance level is lower than t_{table} (0.05%), the alternative hypothesis (H1) is not rejected and the null hypothesis (H0) is rejected. It means there is significant difference of students' achievement before and after being taught by RAFT strategy.

2. If the significance level is higher than t_{table} (0.05%), the null hypothesis (H0) is not rejected and the alternative H1 hypothesis is rejected. It means there is no any significant difference score of students' achievement before and after being taught by using RAFT strategy.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In the present study, the researcher describes the obtained data. The answers of the research questions are explained in the findings and discussion.

A. Research Finding

In this chapter, the researcher presents the data of students' writing skill before and after being taught by using RAFT strategy in writing an invitation text. The data of the research were obtained by doing pre-experimental research.

The presentation of the data answered research problems. The first research problem is to know whether teaching writing invitation text using RAFT strategy is improved or not. Here, pre-test and post-test become the instruments to measure the improvement of the sample after the treatment conducted. The pre-test and post-test were given in VIII-A1 MTs Nurul Huda Sedati in which the number of students are 29 students. Then, the treatments were given four times. The first test was pre-test and the last test was post-test. Post-test was given to the sample after the treatment finished to conduct. In addition, the researcher calculated and analysed both the result to find its relationship which used as the indicator of treatment was successful or not. Concerning to compare the result, the researcher compared the data by using paired sample T-test.

The second research problem is to find out the problems of the teacher during the implementation RAFT strategy. The researcher uses interview to get more information about English teacher's experience and problems after applying RAFT strategy.

1. Students' Writing Skill Improvement of Invitation Text Using RAFT Strategy

The improvement of students' writing skill can be seen from significant difference score of students' writing test before and after being taught by using RAFT strategy.

a. Result of Pre-Test

The researcher gave the pre-test to the students before conducting the treatment. The pre-test was conducted on August, 1st and was administered to 29 students as sample. The researcher gave pre-test that asked the

students to make an invitation text (See Appendix 5). The test was aimed to know the students' writing skill before the researcher gave the treatment.

In this pre-test, the result showed that the students got difficulties to find the topic and made the interested topic. Next, they have limited development idea in writing invitation text. Moreover, the lack of vocabulary was the problem in pre-test, so there were some items of misused vocabulary. Grammatical error also become the problem in their writing because of the limitation of understanding on tenses. In addition, the students were low in giving punctuation to the sentence and spelling errors. In short, the students did not have a full concentration and like doing something useless during teaching learning process. So, the result of their pre-test was not good enough.

Table 4.1
Score of Pre-test

PRETEST					
Number	Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	34.00	1	3.4	3.4	3.4
2	40.00	1	3.4	3.4	6.9
3	51.00	1	3.4	3.4	10.3
4	52.00	1	3.4	3.4	13.8
5	53.00	1	3.4	3.4	17.2
6	55.00	1	3.4	3.4	20.7
7	57.00	1	3.4	3.4	24.1
8 Valid	58.00	1	3.4	3.4	27.6
9	60.00	2	6.9	6.9	34.5

10		61.00	3	10.3	10.3	44.8
11		63.00	3	10.3	10.3	55.2
12		64.00	1	3.4	3.4	58.6
13		65.00	1	3.4	3.4	62.1
14		68.00	2	6.9	6.9	69.0
15		70.00	1	3.4	3.4	72.4
16		71.00	1	3.4	3.4	75.9
17		72.00	1	3.4	3.4	79.3
18		73.00	1	3.4	3.4	82.8
19		78.00	3	10.3	10.3	93.1
20		80.00	1	3.4	3.4	96.6
21		82.00	1	3.4	3.4	100.0
		Total	29	100.0	100.0	

Table 4.1 describes the cluster of total valid scores got by the students. In the frequency column, shows the total students that got a score. The frequency of number 1 is 1 so it means that there is one student got score 34. Then, the frequency of number 9 is 2, means that there are two students got score 60. Next, the frequency of number 10 is 3, means that there are three students got score 60. The total frequency is 29, shows total number of students that followed the test. The last, total number of students in other score can be seen in table 4.1.

After describing the total score of the students, the researcher analyses pre-test is as below:

Table 4.2
Descriptive Statistic of Pre-test

Statistics		
PRETEST		
N	Valid	29
	Missing	0
Mean		63.4138
Median		63.0000
Mode		61.00[a]
Sum		1839.00

Table 4.2 describes about the central tendency of students' pre-test score. There are 29 students as participants of this study, as stated in the column N that there are 29 students are valid. The column mean shows 63.4138, means that the average of the score from total number of the students is 63.41. The score of mean is gotten by calculating the score of students and divided by the total of students. Then, the median score is 63, where median is the halfway point of total number scores. The score of median is gotten by the total score of students that is arranged from minimum score to maximum score and take the halfway point. In addition, there is 61 for mode, means that the most frequent score from total students is 61. The sum of score is 1839, where the sum is the total score and it shows how the scores were spread.

b. Result of Post-Test

The post-test was given by the researcher on August, 25th 2018 after giving treatment four times. The treatment conducted on 4th, 8th, 11th, 15th, August 2018. The researcher gave post-test that asked students to make an invitation text (See Appendix 5).

After the pre-test is administered, the researcher gave treatment for the students. The researcher treated the students and administered the second test which is post-test. To know there are any significant differences after getting the treatment.

The students understood about what they read, the topic that they chose was interesting and could develop the idea thoroughly. The text was well-organized and some of them could use praise vocabulary. Despite the grammatical errors still happened in their writings, they have already known the location of punctuation.

Table 4.3
Score of Post-test

POSTTEST					
Number	Score		Frequency	Percent	Valid Percent	Cumulative Percent
1		62.00	1	3.4	3.4	3.4
2		65.00	3	10.3	10.3	13.8
3		70.00	2	6.9	6.9	20.7
4		75.00	1	3.4	3.4	24.1
5		76.00	1	3.4	3.4	27.6
6		77.00	1	3.4	3.4	31.0
7		79.00	3	10.3	10.3	41.4
8		80.00	2	6.9	6.9	48.3
9		83.00	2	6.9	6.9	55.2
10	Valid	84.00	2	6.9	6.9	62.1
11		85.00	1	3.4	3.4	65.5
12		86.00	2	6.9	6.9	72.4
13		88.00	1	3.4	3.4	75.9
14		90.00	2	6.9	6.9	82.8
15		92.00	2	6.9	6.9	89.7
16		93.00	1	3.4	3.4	93.1
17		94.00	1	3.4	3.4	96.6
18		98.00	1	3.4	3.4	100.0
		Total	29	100.0	100.0	

Based on table 4.3, in the frequency column shows the total students that got a score. The frequency of number 1 is 1, means that there is one student got score 60. Then, the frequency of number 2 are 3, means that there are three students got score 65. Next, the frequency of number 3 is 2, means that there are two students got score 70. The total frequency in post-test is same with total frequency in pre-test that are 29 students. The total number of students in other score can be seen in the table 4.3.

From the table 4.3, it can be seen that there is increasing score between pre-test and post-test. The mean of score from 63 is up to 81, the halfway point or median from 63 is up to 83 and mode of score from 61 is up to 65. It means that the students' writing skill is better.

Table 4.4
Descriptive Statistic of Post-test

Statistics		
POSTTEST		
N	Valid	29
	Missing	0
Mean		81.0345
Median		83.0000
Mode		65.00[a]
Sum		2350.00

The table 4.4 describes about the central tendency of students' post-test score. There are 29 students as participants of post-test, it can be seen from the column N shows that there are 29 students are valid. The column mean shows 81.0345, means that the average of score from total number students is 81. The score of mean is gotten by calculating the score of students and divided by the total of students. The median score is 83, and 65 for

mode. The sum of score is 2350. From the data above, shows that almost all of students have good achievements in writing an invitation text. It can be seen from the average score mean and mode, all of it is higher than 65.

Analysis data was done to investigate the difference scores of students' pre-test and post-test. It is shown by significant difference of students' skill in writing an invitation text. Furthermore, to investigate significance level is lower or higher than t_{table} (0.05%), the researcher analyses the data used statistical test using Paired Sample T-Test in SPSS 17.0 program and shows in this table below:

Table 4.5
Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	63.4138	29	11.27423	2.09357
	POSTTEST	81.0345	29	9.65284	1.79249

Paired Samples Statistics

Based on table 4.5, shows the mean of pre-test is 63.41 (SD = 11.27423) and mean of post-test is 81.03 (SD = 9.65284). While total number of participants (N) of study both pre-test and post-test are 29. At last, the standard error mean for pre-test is 2.09 and post-test is 1.79. Those data indicate that RAFT strategy can improve students' skill in writing an invitation text.

Table 4.6
Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	29	0.147	0.446

Paired Samples Correlations

Table 4.6 shows the large correlation between data samples. Numeral correlations both pre-test and post-test is 0.147 and the

significance is 0.446. So that, it can be concluded that the probability of writing skill as below:

1. If the value of correlation is 0.00 means that there is no correlation between mean scores of pre-test and post-test after using RAFT strategy.
2. If the value of correlation more than 0.00 means that there is correlation between mean scores of pre-test and post-test after using RAFT strategy.

From table 4.6, the numeral correlation is 0.147. It indicates that pre-test and post-test after using RAFT strategy are correlated and having the same aim.

Table 4.7
Paired Sample Test

Paired Samples Test									
		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	PRETEST – POSTTEST	-17.6206	13.7202	2.54778	-22.8395	-12.4018	-6.916	28	.000

Table 4.7 describes about paired sample test result. There are 6.916 for t_{count} with degree of freedom (df) is 28. The score of writing skill before being taught by using RAFT strategy is fair because the mean score is 63.41. After the student treated by RAFT strategy, the mean increase becomes 81.03, it means that students' writing skill have been increased. The negative which appear in t_{count} above (-6.916) shows that the mean before getting treatment is lower than after it. Therefore, RAFT strategy is improving to increase students' writing skill an invitation text.

To test the hypothesis, the researcher interprets from the result of the data of statistic below are:

1. The researcher considers the degree of freedom (df). It is the sum or total number of subject minus one (df = N-1). Df is 28.
2. The researcher agrees value of significance of 2 tails above, the significance level of 2 tails is 0.000. If the significance level of 2 tails is lower than 0.05 means there is significant difference score of students' writing skill before and after being taught by using RAFT strategy. On the contrary, if the significance level of 2 tails is higher than 0.05, there is no significant difference score of students' writing skill before and after being taught by using RAFT strategy.
3. The table value of significance level of 2 tails above is 1.701 and the count is 6.916. So that, count is higher than table (6.916 > 1.701) means the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected. There is any different significance of students' writing skill an invitation text before and after being taught by RAFT strategy. It can be concluded that the use of RAFT strategy can improve students' writing an invitation text.
4. In order to make sure about the effect size of the treatments those were given by the researcher. It is needed to calculate by using Cohens' calculation. Here is the Cohens' calculation of effect size of Paired Sample Test:

$$SDpooled = \sqrt{\frac{(n_1-1)s_1{}^2+(n_2-1)s_2{}^2}{n_1+n_2-2}}$$

$$= \sqrt{\frac{(29-1)11.67^2+(29-1)9.65^2}{29+29-2}}$$

$$= \sqrt{\frac{28\,(127.01)+28\,(93.12)}{56}}$$

$$= \sqrt{\frac{3556.28+2607.36}{56}}$$

$$= \sqrt{\frac{6163.64}{56}}$$

$$= \sqrt{110.065}$$

$$= 10.49$$

Before calculating the effect size using Cohens'd, firstly the researcher calculated the score of SDpooled. From the formula of SDpooled stated that n_1 is total participants of the study in Pre-Test and n_2 is total Participants of study in Post-

Test. Moreover, s_1 is standard deviation in Pre-Test and s_2 standard deviation in Post-Test. Those values can be seen in the result of Paired Sample Statistics (Table 4.5).

$$\text{Cohens'd} = \frac{M_2 - M_1}{SDpooled}$$
$$= \frac{81.03 - 63.41}{10.49}$$
$$= \frac{17.62}{10.49}$$
$$= 1.679$$

After knowing the score of SDpooled, the researcher started to calculate formula of Cohens'd. To know the effect size of RAFT strategy the researcher must know the average of pre-test (M_1) and post-test (M_2) than divided by SDpooled. The average of pre-test and post-test can be seen in Paired Sample Statistics (Table 4.5).

From the calculation above, it can be found out that Cohens' value is 1.679. Based on table 3.5 Cohan Scale, the value of Cohens' 1.679 indicates that the treatment was given for four meetings have strong effect in writing invitation text skill of students.

2. **The teacher's problems during the implementation of RAFT strategy in teaching invitation text**

   The second research question is aimed to analyse the teacher's problems toward the implementation of RAFT strategy by using interview. The data were taken on Wednesday, August 29th 2018 started at 15.20 P.M. until at 15.40 P.M. The interview took place in the library. There are eight questions consisted in interview quideline regarding the opinion about RAFT strategy and problem after applying the strategy which have to be answered by the teacher.

   The interview guidelines are divided into two categories: first is the teacher's difficulty in determining strategies especially in writing and second is the problem faced by the teacher in applying RAFT strategy.

   a. Determining strategies

   The first category discussed about the teacher's difficulties in determining strategies especially in writing. The teacher said that there are found difficulties in determining the strategy to students. First, each student has different

characteristics. Second, to apply the strategy is not easy well, it means that the teacher should learn how the strategy worked and how the significance to improve the students in English subject.

b. Mastering strategy

The second category discussed about the mastering of implement RAFT strategy in the class. The question and answer of interview as below:

Does Mrs. Lail feel overstreched in implementing this strategy?
"A little bit overstreched. Actually this strategy is very simple, it can be applied to me, but I also have to ask attention to the students so that I am not difficult to implement this strategy in the class." (See Appendix 7)

It can be concluded that there was little bit overstretched as long as applying this strategy. Although the strategy was very simple to apply, but the teacher needs more concentration and attention from the students, so that when strategy is applied, there is a suggestion to make sure the students have already concentrated and pay attention to the teacher.

Moreover, the class size did not have an impact in implementing this strategy. This strategy did not ask the students to move around, so the students just sit and listen to the teacher's explanation. Therefore, the size of the class was not related during the implementation RAFT strategy.

Furthermore, the teacher said that to apply this strategy needs more than two times because RAFT strategy is the strategy of writing, so it was not enough if it is only applying in one meeting then made students capable in writing even using RAFT strategy.

Then, the other problems during implementing RAFT strategy was the procedure of RAFT strategy made the teacher felt confused. The interview guideline can be shown as below:

Does Mrs. Lail find difficulties to remember the elements and procedures of this strategy?
"Yes, because this strategy is new for me and the procedure looks easy but when I apply it I feel confused. So for those who want to implement this strategy must understand the procedure when implementing the strategy. So that, the teacher can easily to implement it and students understand the RAFT's strategy work. (See Appendix 7)

According to the result of the interview, this strategy had a simple construction and should understand the procedure of RAFT strategy. Based on teacher's experience during implementing this strategy, she felt confused and got difficulties to explain the procedure of RAFT. Moreover, another problem faced by the teacher can also completely seen in appendix 7.

To conclude that, the teacher said that this strategy is not bad to apply in this chapter about invitation text, but actually this strategy is appropriate to apply in long text such as narrative text, recount text, essay, and so on that need more imagination.

B. Discussion

The discussion of this study is presented based on the result of findings and also discusses review of related theory and analysis of the data to clarify the findings. The researcher focuses on students' writing task an invitation text and the teacher's problem during the implementation of RAFT strategy.

1) Students' Writing Skill Improvement of Invitation Text Using RAFT Strategy

RAFT strategy improve students' writing skill of invitation text, it can be proven by the finding shows there is improvement of pre-test and post-test. The students' writing mean score from pre-test is 63.41 and post-test is 81.03, means that post-test score is higher than pre-test score. Moreover, the size of difference between score of pre-test and post-test with Cohens' value is 1.679, means that RAFT strategy gives strong effect on students' writing skill for invitation text. Then in order to answer the hypotheses, the researcher uses Paired Sample T-test to analyse pre-test and

post test score. The result is t_{count} is higher than t_{table} (6.916 >1.701) means the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected.

From the result and discussion, first hypothesis is about the use of RAFT strategy can improve students' writing invitation text at second grade of MTs Nurul Huda Sedati proposed by the researcher was accepted. So that, RAFT strategy can improves students' writing invitation text.

In the pre-test there are lot of students who have lack main idea, so it is as the weakness of this section. The students set in first sentence and next sentences uncoordinatedly, so the sentences are not coherence between topic and content. After getting treatment, the students showed the progress of post-test result. By applying RAFT strategy, writing can be easier. The quality of writing is good enough, they can state the main idea of text clearly. Most of the students can choose an interesting topic then strengthened it by sentences. The sentences were clear and supported the topic. Then, the students were able to organize text well. They allowed the generic structure of invitation text. The impact of the text was more meaningful and understandable for the reader. Based on post-test result, the students can define the role in the text. Moreover, between the topic and the audience that the writer chosen are suitable. The purpose of the text and the message is delivered effectively. At last, the students can enjoy with their own format.

All of above-mentioned that the result also accordance with the theory that stated about RAFT strategy. According to Santa in Roberta's book entitle "Bulding Content Literacy: Strategies for the Adolescent Learner" stated that RAFT is a writing strategy that helps students' ability to think critically and reflect what they have learned.[57]It means that, RAFT strategy makes students more critically about topics and can develop what they want to write. Therefore, RAFT strategy can help students to plan and design what they will write so the text is not only good but also meaningful.

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[57] Roberta L. Sejnost and Sharon M. Thiese, *Bulding Content Literacy: Strtegies for the Adolescent Learner*, (America: Crowin A Sage Company, 2010), 85.

Moreover, Santa also stated that RAFT strategy can help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content.[58] Here, the students more understand what they want to write so the text that they write can be touched by the reader.Furthermore, Buehl stated that RAFT is a strategy of writing with imagination, creativity, and motivation.[59] This strategy helps students to be more creative in developing their text and they enjoy in writing without worrying. The finding result of the research proven of the purpose of RAFT strategy that is to make writing in good quality.

According to Lina Abedelqader and Mohammad Salameh in their journal stated that RAFT strategy is one of guided writing strategies that can be applied in teaching writing and can be used to improve students' writing skill.[60]It is relate with the research finding that the result of students' score in post-testis has a good writing product rather than in their pre-test score.The last, journal by Teza Peby Alisa and Rusdi Noor Rosa stated that students are interested with writing activity and they automatically will increase their motivation in writing.[61]

From all those theories, it can be concluded that RAFT strategy can decrease problematical to create the idea in writing. Moreover, the use of RAFT strategy is to motivate and increase students' creativity in writing. It means that they can be easy to express idea and develop it in written form.The last, RAFT strategy can make students independent in writing without worrying about what they write. All the statements

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[58] Dr. Carol Minnick Santa, dkk, *Content Reading Incuding Study Systems Reading, Writing and Studying Accross Curriculum,* (United States of America: Hunt Publishing Company, 1998), 120.

[59] Doug Buehl, Classroom Strategies for Interactive Learning, (New York: Stenhouse Publisher, 2017), 173.

[60] Lina Abedelqader and Mohammad Salameh, "Using RAFT Strategy to Improve EFL Learners' writing Competency in Paragraph Writing Course at The University of HAIL-KSA". *International Journal of English Language Teaching*. Vol. 5 No. 8, 39.

[61] Teza Peby Alisa and Rusdi Noor Rosa, "R.A.F.T Strategy for Teaching Writing Functional Text to Junior High School Students". *Journal of English Language Teaching*. Vol. 1 No. 2, Summer 2013, 7

above can be proven by the result of post-test that the score was higher than pre-test score.

2) The teacher's problems during the implementation of RAFT strategy in teaching invitation text

The final results of interview dealing with the problems of the teacher during implementation RAFT strategy. It is found that there are some problems faced by teacher.

First problem is that teacher was confused and did not master the procedure of the strategy. The problem affects to the teacher that she overstretched in getting attention from students. Graham and Harris suggest when the teacher applying the strategy, the teacher should help the students to understand how the strategy works and how it helps them produce better results.[62] The teacher must understand how the strategy works because the teacher gives instructions before applying the strategy. Moreover, the instructions of teacher is important to determine students' result in writing so the instructions must be clearly. De La Paz also suggest that some strategies are unnecessarily complex, with too many steps to remember and implement. Furthermore, even the strategy potentially effective, these strategies would be much easier to recall and use if simplified.[63] Therefore, using strategy in teaching writing is important but teachers should find a good strategy. A good strategy does not have a complex step in order to make teacher easier to apply. Based on this problem, the teacher did not master the procedure of strategy whereas RAFT strategy has a simple procedure, it means that the teacher do not underestimate how the procedure of strategy. In overcoming the problem above, the teacher must practice to teach writing by using the strategy chosen before apply the strategy to the students.

Second problem is the teacher felt difficult to ask the students to concentrate and pay attention to the teacher. Graham and Haris suggest that the strategy used should be

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[62] Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties*, (Australia: ACER Press, 2008), 75.
[63] Peter Westwood, *What Teachers Need...* 74

discussed with other teachers.[64] In fact, English teachers should make a discussion about the students and the subject. Sharing with other teachers is better to increase the learning goals in learning process. When the teacher faces the problem about a situation in the class like the students very attractive in the class or have low motivation to learn, teacher can modify the strategy effectively to be more appropriate with the class environment. In this case, creative teachers are needed. Good teachers cannot only find and apply a good strategy but also can modify the strategy in a variety of situations such as in small or large classes and characters of the students. As we know that every students have different characters. It is exactly that each students has different capacity and motivation in writing. As stated by previous studies that there are found students who lack interest in writing and it can make the teacher do more effort to solve it. The difficulty is asking students' attention to listen teacher's explanation about the strategy work because we know that writing class need concentration. Therfore, the teacher must be able to make the class more enjoyable and attract the students.

Considering those problems of the teacher, Vanderburg stated that when applying this strategy, the teacher should know four possible obstacles. First, the teacher does not find the strategy useful. Second, the teacher knows that it is useful but still do not remember to use it. Third, the teacher does not use it because the class is big and the teacher is overstretched. Last, it is not enough time to apply the strategy.[65] The findings of the research support the theory of Vanderburg.

The researcher understands that this strategy needs concentration and attention from the students. The students should focus to the teacher. The weakness of this strategy is that it does not require the students' to be active in learning. It only make students focus on teachers' explanation. Moreover, the teacher said that this strategy was not enough to make

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[64] Peter Westwood, *What Teachers Need...* 75
[65] Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties*, (Australia: ACER Press, 2008), 74.

students capable from all aspects of writing. Then, to make students understand with grammar, the teacher needs to explain more. So that, the teacher needs other strategy to support the writing skill of students.

Based on statements above, a successful strategy implementation depends on the teacher and the students. Using or not using the strategy surely have the problems in teaching learning processes. As Yulianza's study mentioned that students' proficiency of English language become the core of the problem of writing.[66] In addition, Idayanti's studyalso showed that psychological factor, such as motivation, interest, and attention can influence students' writing ability.[67]Moreover, other problem of students' writing also mentioned in thesis by Riyanti, she added that low interest in learning and the difficulties to develop idea may also give the impact to students.[68]

All those problems cannot be separated with the role of teacher. One of the studies which shows the teacher problems in teaching writing is the journal article written by Asan and Susanto which focuses on descriptive text. The differentiations of this study and the present study is about the use of the strategy, this study does not use specific strategy, it is only directly implemented in teaching writing, whereas the present study uses one of strategies to be implemented, that is RAFT strategy. The results of this study showed that some problems faced by the teacher in teaching writing are lack of motivationfrom the students in writing, less language proficiency, the difficulties to attract students' attention in the

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[66] Sabni Yulianza, Thesis: "*Increasing Students' Ability in Writing a Short Functional Text (Short Message) By Drill Method at the Eight Year Students (VII.A) Of Madrasah Tsanawiyah Negeri Padang Mutung Kampar"*. (Pekanbaru*: UIN Sultan Syarif Kasim Riau, 2011), 5

[67] Ni Made Idayanti, Thesis: "*The Efficacy of Raft in Improving Writing Skill of The Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2013/2014"*. (Denpasar: Mahasaraswati Denpasar University, 2014), 2

[68] Yana Riyanti, Thesis: "*Improving Students' Descriptive Writing through Role, Audience, Format, and Topic (Raft) Strategy"*. (Jakarta: UIN Syarif Hidayatullah, 2015), 3

class, and neglecting behavior shown by the students.[69]The similarity of this study is the sample used was students in second grade who are less motivated in writing. It becomes the problems for the teacher, so this study used film as media, while this present study applied RAFT strategy.

Meanwhile, the similar problems found in this study and this present study is the difficulties to attract students' attention, but the reason of this case is different. This study mentioned that the difficulties to attract students' attention because of lack of motivation from students and felt boring. Whereas, in the present study, the teacher felt difficult to attract students' attention because of little bit confused and cannot master it well in applying RAFT strategy, so the teacher felt little overstretched and has impact in students' concentration.

All in all, one of main causes of teacher problems faced in teaching writing is the use of strategies applied. Whatever the strategies, the teacher must be able to master it well. Although the teacher does not use the strategy, it also must be able to make the class conducive, so there is no feeling of overstretched. But at least by applying the strategy can improve students' writing ability and motivate the students. Therefore, the teacher must know how to improve students' writing ability by applying the suitable strategy, one of the strategies is RAFT strategy. As the stragy does not make language proficiency of students improved but it is improving students' writing skill.

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[69] Stillman Miliam Asan, "Problems Encountered by Teacher and Students in Teaching and Learning Writing Descriptive Text". Journal of English Language Teaching, Summer 2015, 4.

CHAPTER V
CONCLUSION AND SUGGESTION

Based on the findings and discussion, this chapter presents the conclusion of the research and the suggestion for the teacher, students, and further researcher. The result of the finding and discussion can be concluded as the following representation.

A. Conclusion

Based on the data were analysed, the researcher sums up that:

1. The gain of students' writing mean score in the pre-test and the post-test are 63.41 to 81.03. The effect size of the treatments with Cohen value was 1.679, shows that there is strong effect using RAFT strategy in writing invitation text. The result of calculating data from students' writing task by SPSS 17.0 using Paired Sample Test shows that Paired Sample Correlation = 0.147 and Sig. (2-tailed) = 0.000. So that, the significance level of 2 tails is lower than 0.05, it means there is significant differences score of students' writing skill before and after being taught using RAFT strategy. Then, the t_{count} is higher than t_{table} (6.916 >1.701) it means the alternative hypotheses (Ha) is not rejected and the null hypothesis (Ho) is rejected. It can be concluded that RAFT strategy can improve students writing invitation text skill in MTs Nurul Huda Sedati.

2. There are two problems faced by teacher during implementation of RAFT strategy. The first problem is the teacher was little bit overstretched to apply the strategy because the teacher low memorizing the procedure of the strategy and have the impact with mastering the strategy. Even though the procedure of RAFT strategy is simple to use but the teacher did not remember how the strategy works. The second problem is the teacher felt difficult to ask the students to concentrate whereas students' concentration needed to apply this strategy.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions concerning the application of RAFT strategy in teaching writing and learning process to the English teacher, students and further researcher.

1. English Teacher

    It is suggested for English teachers to apply RAFT strategy in teaching writing. It is because RAFT strategy can help students to focus and explore their idea and organize invitation text because there are role play as the writer, the audience that receives, the format used, and topic chosen. The impact of implemented RAFT strategy is the students have a good writing product. In addition, the teacher should master how the strategy works, so the strategy can be successful to increase students' writing skill.

2. Students

    In learning English, especially in writing the students should be more motivated. Considering that writing is the most challenging skill. To mastery writing skills, the students should understand what aspects are included in writing and what the generic structure of the text. They should follow the writing stages process and the generic structure to produce the good writing. The last, it is suggested for the students to apply an effective strategy to help them in writing.

3. Further Researcher

    As this research is not completed yet, the researcher suggests for further researchers who are interested in the same topic to conduct a research about the impact of RAFT strategy towards student's aptitude and writing behaviour. It is important to know how far the student interests in writing. The other kinds of functional text can also be applied, such as greeting card, announcement, letter, and so the like. As this strategy needs a lot of concentration, the other strategies or combined strategies may also be applied for further research to support writing skill. The sample of the study may also be added or it can be compared with others by using controlling group to.get better result.

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