

**THE USE OF RAFT STRATEGY TO ENHANCE THE STUDENTS'
WRITING ABILITY OF DESCRIPTIVE TEXT AT THE
TWELFTH GRADE OF MA BATUSITANDUK**

A Thesis

*Submitted to the English Language Education Study Program of S1 Education
and Teacher Training Faculty of State Islamic University of Palopo in Partial
Fulfillment of Requirement for S.Pd. Degree in English Education*



By:

Kiki Patmala

18 0202 0049

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO**

2025

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
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2025

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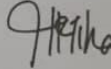
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THESIS APPROVAL

This thesis entitled "*The use of RAFT Strategy to Enhance The Students' Writing Ability of Descriptive Text at The Twelfth Grade of MA Batusitanduk*," which is written by Kiki Patmala, Registration Number 1802020049, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday 29st August, 2025 and coincided with Rabi'ul awal 5th 1447 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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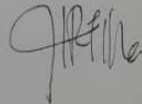
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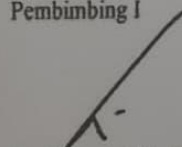
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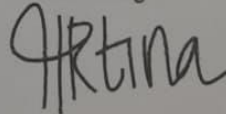
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The researcher expresses gratitude to Allah SWT, who gives us some mercies and blessings so that the researcher could finish this thesis entitled "*The use of RAFT Strategy to Enhance The Students' Writing Ability of Descriptive Text at The Twelfth Grade of MA Batusitanduk*" Shalawat and salam may be given to our prophet Muhammad SAW, for safety and peace be upon him.

The researcher realizes this thesis's existence by receiving many people's advice, guidance, encouragement, and comments. Therefore, the researcher would like to express thanks to:

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Palopo, 13/08/2025

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ABSTRACT

Kiki Patmala, 2025. *“The Use of RAFT Strategy to Improve Students’ Writing Ability of Descriptive Text at the Twelfth Grade of MA Batusitanduk.”* Thesis English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo Palopo. Supervised by Wisran and St. Hartina.

This study aims to provide empirical evidence regarding the effectiveness of the RAFT (Role, Audience, Format, Topic) strategy in enhancing students’ writing ability, particularly in composing descriptive texts. The background of this research lies in the fact that many students still encounter difficulties in writing English texts, especially in vocabulary, grammar, and mechanics. Therefore, the study seeks to determine whether RAFT can significantly improve students’ writing skills compared to conventional teaching methods. This research employed a quantitative approach with a quasi-experimental design, conducted at MA Batusitanduk through purposive sampling. Two classes were selected as the sample: Grade XII Science 1 as the experimental class and Grade XII Social Science 2 as the control class, with a total of 48 students. The experimental class was taught using the RAFT strategy, while the control class received conventional instruction. A pre-test and post-test were administered to both groups to measure students’ writing performance before and after treatment. The pre-test results showed that the experimental class achieved a mean score of 58.79, while the control class obtained 60.29. After the treatment, the experimental class mean score increased to 72.33, whereas the control class reached 65.33. An independent sample t-test revealed a t-value of -5.432, exceeding the t-table value of 1.671, indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) accepted. These findings conclude that the RAFT strategy positively impacts students’ writing skills, particularly in descriptive text writing, and proves more effective in improving vocabulary, grammar, and writing mechanics among MA Batusitanduk students.

Keywords: RAFT Strategy (Role, Audience, Format, Topic), Writing Skills, Descriptive Text

ABSTRAK

Kiki Patmala, 2025. “*Penggunaan Strategi RAFT untuk Meningkatkan Kemampuan Menulis Teks Deskriptif Siswa Kelas 12 MA Batusitanduk.*” Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Wisran dan St. Hartina.

Penelitian ini bertujuan untuk memberikan bukti empiris mengenai efektivitas strategi RAFT (*Role, Audience, Format, Topic*) dalam meningkatkan kemampuan menulis siswa, khususnya dalam menulis teks deskriptif. Latar belakang penelitian ini adalah masih banyaknya siswa yang mengalami kesulitan dalam menulis teks berbahasa Inggris, terutama dalam aspek kosakata, tata bahasa, dan mekanika. Oleh karena itu, penelitian ini bertujuan untuk mengetahui apakah strategi RAFT dapat secara signifikan meningkatkan keterampilan menulis siswa dibandingkan dengan metode pembelajaran konvensional. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen. Penelitian dilaksanakan di MA Batusitanduk dengan teknik *purposive sampling*. Dua kelas menjadi sampel, yaitu kelas XII IPA 1 sebagai kelas eksperimen dan XII IPS 2 sebagai kelas kontrol, dengan total 48 siswa. Kelas eksperimen diajar menggunakan strategi RAFT, sedangkan kelas kontrol menggunakan metode konvensional. *Pre-test* dan *post-test* diberikan kepada kedua kelas untuk mengukur kemampuan menulis siswa sebelum dan sesudah perlakuan. Hasil *pre-test* menunjukkan bahwa skor rata-rata kelas eksperimen adalah 58,79, sedangkan kelas kontrol memperoleh skor 60,29. Setelah perlakuan, skor rata-rata *post-test* kelas eksperimen meningkat menjadi 72,33, sedangkan kelas kontrol mencapai 65,33. Hasil uji-t sampel independen menunjukkan nilai t-hitung sebesar -5,432 yang lebih besar daripada t-tabel sebesar 1,671. Hal ini menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan strategi RAFT memberikan pengaruh positif terhadap keterampilan menulis siswa, khususnya dalam menulis teks deskriptif. Strategi ini terbukti lebih efektif dalam meningkatkan aspek kosakata, tata bahasa, dan mekanika penulisan siswa di MA Batusitanduk.

Kata Kunci: Strategi RAFT (*Role, Audience, Format, Topic*), Keterampilan Menulis, Teks Deskriptif

المخلص

كيكي باتمالا، ٢٠٢٥. "استخدام استراتيجية RAFT (الدور، الجمهور، الشكل، الموضوع) في تنمية مهارة كتابة النصوص الوصفية لطلاب الصف الثاني عشر في المدرسة الثانوية الإسلامية بتوسيتاندوق". رسالة جامعية في برنامج دراسة اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. تحت إشراف ويسران وستي هارتينا.

هدف هذا البحث تقديم دليل تجريبي حول فعالية استراتيجية "رافت" في تنمية مهارة الكتابة لدى الطلاب، خاصة في كتابة النصوص الوصفية. جاء اختيار الموضوع بسبب وجود صعوبات لدى العديد من الطلاب في كتابة النصوص باللغة الإنجليزية، لا سيما في جوانب المفردات، والقواعد، وآليات الكتابة. لذلك، هدف البحث إلى معرفة مدى قدرة استراتيجية "رافت" على تحسين مهارات كتابة الطلاب بشكل ملحوظ مقارنة بالطرق التعليمية التقليدية. استخدم البحث المنهج الكمي مع تصميم شبه تجريبي. ونفذت الدراسة في المدرسة الثانوية الإسلامية بتوسيتاندوق باستخدام تقنية العينة الموجهة. وتم اختيار فصلين كعينتين، هما الصف الثاني عشر علمي ١ كفصل تجريبي، والصف الثاني عشر أدبي ٢ كفصل ضابط، بإجمالي ٤٨ طالبًا. تم تدريس الفصل التجريبي باستخدام استراتيجية "رافت"، بينما استخدم الفصل الضابط الطريقة التقليدية. تم إجراء اختبار قبلي وبعدي لكلا الفصلين لقياس مهارة الكتابة قبل وبعد تطبيق الاستراتيجية. وأظهرت نتائج الاختبار القبلي أن متوسط درجة الفصل التجريبي كان ٥٨,٧٩، بينما حصل الفصل الضابط على ٦٠,٢٩. وبعد التطبيق، ارتفع متوسط درجة الاختبار البعدي للفصل التجريبي إلى ٧٢,٣٣، بينما وصل الفصل الضابط إلى ٦٥,٣٣. وأظهر اختبار t للعينات المستقلة أن قيمة t المحسوبة بلغت -٥,٤٣٢، أكبر من قيمة t في الجدول البالغة ١,٦٧١، مما يدل على رفض الفرضية الصفرية وقبول الفرضية البديلة. وبالتالي، استنتج البحث أن استخدام استراتيجية "رافت" له تأثير إيجابي على مهارات كتابة الطلاب، لا سيما في كتابة النصوص الوصفية، وأن هذه الاستراتيجية أكثر فعالية في تحسين المفردات، والقواعد، وآليات الكتابة لدى الطلاب في المدرسة الثانوية الإسلامية بتوسيتاندوق.

الكلمات المفتاحية: استراتيجية RAFT، مهارة الكتابة، النصوص الوصفية

اللغة تطوير وحدة قبل من التحقق تم

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CHAPTER I

INTRODUCTION

A. Background

Writing is one way for people to communicate ideas. They can express themselves effectively with written form. For students, at school, writing is a medium to express ways of thinking and feeling. Students will improve their ability to think and ideas clearly because they have to organize ideas correctly. it aims to produce and prepare students for critical thinking¹.

Writing is important for students because it has many functions for them. The main function of writing is as a means of communication. Students can communicate with their friends in written language, for example, by using an email or a short message². Then, writing also functions as a means of expression. Students may express their ideas, thoughts, and feelings by writing poems or short stories. Moreover, writing functions in students' English learning. By writing, students practice their knowledge of English they already learn. It is because when the students write, they need the whole mastery of English, such as vocabulary, grammar, punctuation, capitalization, spelling, and the paragraph development.

Meanwhile, from the perspective of Islamic learning, ALLAH SWT has explains that we are born knowing nothing, and he gave us hearing, sight, and intelligence to use properly. In Al-Qur'an Al- A'raf ayat 154

¹Radjab, Suharni, and Mukhaiyar “ *Increasing The Students Writing Ability in Writing Descriptive Text By Role, Audience, Format, Topic Technique*,(Bndung, 2021).

²Kaswan Darmadi “*keterampilan menulis dan permasalahannya*” (1996;3).

يَرْهَبُونَ رَبَّهُمْ لِمَلَأَ نُّورَ حِمَّةٍ هُدًى سَخَتْهَا فِي طُورٍ أَحَاذَلْغَضِبُومُ سَعَسَكَتَوَلَمَّا

Translation:

After Musa AS anger subsided, he took (back) the lauh-lauh (Taurat); in his writings there is guidance and mercy for those who fear their Lord.

(QS. AL-A'rafayat 154).

Tribble said that for the moment that writing is a language skill that is difficult to acquire. Furthermore, one in which relatively few people are required to be an expert³. It means writing is difficult skills because the writer needs skills on how to write words correctly, how to put and arrange those words into sentences that are supposed to be meaningful according to grammatical rules. Brown, (2001) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release⁴.

One type of text that always write by the students is descriptive text. Descriptive text is one of the functional text which is difficult enough to be learnt by the students. It is a text that describes the features of someone, something, or a certain place⁵. It consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas.

³ArtonoWardiman, “*English in Focus, for grade VII Junior high school SMP/MTs*”, (Jakarta: Pusat Pembukuan, DepartemenPendidikanNasional, 2022)

⁴H. Douglas Brown. “*Teaching by Principles An Interactive Approach to Language Pedagogy*”, (New York: Prentice Hall, 2021)

⁵Christoper Tribble, “*Language Teachinng Writing*” (New York: Oxford University Press, 2021)

Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

Based on observations at MA Batusitanduk, the teaching and learning process in the classroom is that students only listen and take notes on what the teacher explains so that students are less active in participating in learning, making students not understand clearly about descriptive texts, how to identify descriptive texts, and how to describe people, places, and objects in English writing. They do not know how to make sentences in English, especially in developing their ideas in writing, the language used is still not good, and there is a lack of interest and enthusiasm from students in participating in learning to write descriptive texts. Based on the problems found, teachers do not use various teaching strategies and find it difficult to understand the material during the teaching and learning process. Researchers think it is necessary to improve the learning process for grade XII students of MA Batusitanduk. This is done with the aim that students can play an active role and make it easier for students to write descriptive texts. One of them is implementing appropriate learning strategies in learning to write, in this case focusing on learning to write descriptive texts. Therefore, teachers need to be more creative in choosing teaching methods, including the use of strategy.

The solution can be applied for solution the writing problem is strategy RAFT a flexible writing strategy that helps students to write⁶. This strategy helps students understand their roles as writers and how to effectively communicate their ideas so that readers can easily understand everything by using RAFT technique students can explore many ideas to write descriptive text and to use various formats for their writing exercise. Furthermore, RAFT helps students focus on the audience they want the address, format for writing, and the topic they will write.

Thus, it is by applying RAFT strategy hoped that students are find it easier to express ideas that will be outlined in descriptive texts. Finally, the researcher interested in conducting research entitled ***“The use of RAFT Strategy to Enhance The Students’ Writing Ability of Descriptive Text at The Twelfth Grade of MA Batusitanduk”***.

B. Problem Statement

Based on the background described above, the researcher formulated the following research questions: “Does the use of RAFT Strategy enhance the students writing ability of descriptive text at MA Batusitanduk”?

⁶Salameh, M.&Abadelqader, L., (2023). *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.5.39.s

C. Objective of The Research

The objective of this research is to find out whether the use of Role, Audience, Format and Topic (RAFT) Strategy enhance the students writing ability of descriptive texts at MA Batusitanduk.

D. Significant of The Research

1. Theoretically

The purpose of this research finds out the way to encourage the students in learning writing by using Role, Audience, Format and Topic (RAFT). furthermore, the researcher hopes that this work will be useful for the English teachers in developing their teaching method and further revolutionized their teaching⁷.

2. Practically

Practically the significance the use of RAFT are followed:

a. For student

The process of increasing own activity opinions and makes it easier to write descriptive text.

b. For teachers

- 1) As a consideration in determining strategy learning in order to increase student activity in brainstorm and make it easier for students to write texts description.

⁷Kheryadi. (2020). *Improving Students' Writing Narrative Through Writing Games For Acceleration Class*. English Education, Literature, and Culture.2.337.

- 2) Can motivate students to think systematically and directed.
- 3) It will be clearer in teaching material about writing description text.
- c. For other researcher

As a development of knowledge about internal research learning to write descriptive text in language subjects Indonesia.

E. Scope of The Research

The RAFT strategy is a learning approach that emphasizes creative writing by encouraging students to consider the Role, Audience, Format, and Topic when producing a text. By applying this strategy, students are expected to develop a deeper understanding of the topic they are writing about, while at the same time improving their writing and reasoning skills. The scope of this research focuses on the use of the RAFT strategy to enhance students' writing ability in descriptive texts at MA Batusitanduk. This strategy is intended to improve students' writing skills by providing assignments that match their interests and by guiding them to view writing topics from different perspectives. RAFT also trains students to position themselves as who (the role), for whom (the audience), in what format (the text form), and on what topic (the subject matter). In this way, students become more engaged with the writing task and are able to focus more clearly on the purpose and structure of their texts.

F. Operational Definition

1. Writing

Writing is a means of communication that the writer conscious learning and part of what makes it difficult to learn is that written words usually have to

express it. Writing is a one way to develop our opinions, ideas in writing the writer have to communicate without facial expressions, gestures, or body language in English of any kind.

2. Descriptive Text

Descriptive text is a type of text that aims to describe or explain something in detail. The object being described can be a person, place, object, or event. The goal is for readers to feel as if they can see, feel, or experience for themselves what is being described in the text.

3. RAFT Strategy

The RAFT strategy is a strategy that gives students the freedom to determine their own roles, such as teacher, doctor, president, etc. RAFT stands for Role, Audience, Format, and Topic. By using this strategy, students can develop a deeper understanding of the topics they are studying and improve their writing and reasoning skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In writing this thesis, the researcher found some researchers who are closely related to this research, those researchers:

Umaemah, Latief, in his researched entitled "*The Use of Raft Strategy To Improve The Students' Writing Ability*⁸". The result of the research is students' writing test indicates that the students' achievement in writing test gradually improved. The students' involvement in the process of learning increased from cycle one (74%) to cycle two (77%). The students' response to the implementation of RAFT strategy also gave positive impact for their writing process. The difference from the above research is that this study used the Classroom Action Research (CAR) method. The similarity with previous researcher is that they used the same the RAFT strategy.

Wayan Suarnajaya, in has researched entitled "*The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2019/2020*⁹". The result showed that (a) there was significant difference in writing competency between students taught by RAFT strategy and those taught by conventional strategy, (b) there was an

⁸Umaemah., Latief., "*The Use of Raft Strategy To Improve The Students Writing Ability*". *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, (2020).

⁹Wayan Suarnajaya in has researched entitled "*The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2019/2020*", (2020)

interactional effect between the implementation of RAFT strategy and the students' anxiety, (c) there was significant difference in the writing competency between the students with high anxiety, taught by RAFT strategy and those who are taught by conventional technique, (d) there was significant difference in the writing competency between the students with low anxiety, taught by implementing RAFT strategy and those who are taught by conventional strategy. The difference from the above research is that this study used the Anxiety upon writing competency. The similarity with previous researcher is that they used the same the quasi experimental.

Hamdani, in his researched entitled *"The Effect of Raft (Role, Audience, Format And Topic) Strategy Towards Students' Writing Skill of Recount Text In SMA Negeri 1 Banyuasin"*¹⁰. Based on the analysis, it was concluded that RAFT strategy gave significant effect toward students' writing skill of recount text rather than conventional strategy. It was proven by students score in experimental class was higher than control class. The difference from the above research is that this study used the recount text using the descriptive text. The similarity with previous researcher is that they used the same the RAFT strategy.

Kamisah, in his researched entitled *"The Effect of Using Raft (Role, Audience, Format, Topic) Model on Students' Ability In Writing Poetry (A Study at the Eleven th Grade Students of SMA Negeri 1 Tukka)"*¹¹. The researcher used

¹⁰Hamdani in his researched entitled *"The Effect Of Raft (Role, Audience, Format And Topic) Strategy Towards Students' Writing Skill Of Recount Text In SMA Negeri 1 Banyuasin"*, (2019)

¹¹Kamisah in his researched entitled *"The Effect Of Using Raft (Role, Audience, Format, Topic) Model On Students' Ability In Writing Poetry (A Study at the Eleven th Grade Students of SMA Negeri 1 Tukka)"*, (2018)

RAFT technique to 7 improve student writing poetry. The researcher concludes that using of RAFT technique can improve the student achievement in learning English especially in learning writing poetry. The result of the research is writing poetry after using RAFT, was 77.39, categorized “Good”. The writer concludes that after using RAFT Model better than before using RAFT Model in teaching writing poetry ability. The difference from the above research is that this study used the writing poetry. The similarity with previous researcher is that they used the same the experimental method.

Anselmus Apri Hariadi, in his researched entitled *“The Effect of Role, Audience, Format, And Topic (RAFT) Strategy Toward Students’ Ability In Paragraph Writing A Study At The First Year Students of College of Teacher Training And Education (STKIP) - PGRI West Sumatera”*¹². This research was conducted by using a quasi experimental method. They conclude that RAFT writing strategy can help the students to understand their role as a writer and learn how to communicate their ideas effectively and clearly in order to make the readers understand about what have been written. The result of this research is between two groups, experimental and control group, experimental group in pretest got 61.31 and the control group in pretest got 55.06. Than, experimental group in posttest got 73.67 and the control group in posttest got 66.26 higher result between pretest and posttest rather than control group. As it is calculated statistically, it clearly indicated that there is a significant effect of using RAFT

¹²Anselmus Apri Hariadi in his researched entitled *“The Effect of Role, Audience, Format, And Topic (RAFT) Strategy Toward Students’ Ability In Paragraph Writing A Study At The First Year Students of College of Teacher Training And Education (STKIP) - PGRI West Sumatera”*, (2020)

writing strategy toward students' ability in paragraph writing. The difference from the above research is that this study used the paragraph writing. The similarity with previous researcher is that they used the same the RAFT strategy.

Overall the similarity between research and previous researchers is that the research uses the RAFT strategy at the high school level to improve students' writing skills.,and this researcher different from the studies above, the difference with previous research is that this researcher focused on enhance students' writing skills, and the material was different, namely describing people. This research will use the raft strategy to improve the writing skills of XII IPA 1 and XII IPS 2 students at MA Batusitanduk . Meanwhile, this strategy is used to improve students' writing skills by giving assignments according to students' tastes and changing students' perceptions of writing topics and events. This strategy designs students to be able to position themselves as who, for whom, in what format, and on what specific topic as writing material. This aims to make students focus more on the writing they are going to write. use of role, audience, format and topic (raft) strategies to improve students' descriptive text writing ability at MA Batusitanduk.

B. Theoretical Review

1. The Concept of Writing

a. Definition of Writing Skill

There are many definition of writing that have been proposed by experts in language learning. According to Kheryadi , writing is a tool of communication in a written form such as email, business letters, newspapers, diary, and so on. This skill is essential part to convey our thoughts, ideas and organize them into sentences or paragraphs.

Writing is a means of communication to express and building ideas Into a papers or other media¹³. As a communication device and act of communication, it suggests an interactive process where writer and readers are placed through the text. The mastery of writing is use for preparing student to acquire knowledge and technology in the globalization era. writing is one of the teaching techniques that become a source for the teacher to solve student's problems to learn writing¹⁴.

Nevertheless, writing is an activity of expressing ideas consisting of words and can be used as communication for the reader. The fact is that writing is not only a means of expression, but also an important criterion of competence in any field. This means writing is see king expression or having something to say through the application of a linguistic system (Yasser Mallapiang)¹⁵. One of four

¹³ *Journal on English as a Foreign*, volume 2, Number 2, September (2019)

¹⁴ Dewi Furwana, Andi Tenrisanna Syam. "Improving Students Writing Skill on Descriptive Text By Estafet Strategy of the Eleventh Year Students of SMA 4 Palopo". IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature,(2019)

¹⁵Yasser, M. "Improving The Students' Writing Skill By Using Sheltered Instruction Observation Protocol (Siop)" (JKIP 2022).

skills in English is writing. Writing in English mainly connected with idea, because pupil cannot write a good composition without idea¹⁶.

Writing is a means of communication that the writer conscious learning and part of what makes it difficult to learn is that written words usually have to express it. Writing is a one way to develop our opinions, ideas in writing the writer have to communicate without facial expressions, gestures, or body language in English of any kind. Writing is not simple as the other language skills. Writing is a combination between process and product. The process of writing includes getting and combining ideas¹⁷.

From the explanation above, it show that writing need a good structure, students need to know about the vocabulary, grammar, and punctuation to deliver our idea in the writing. It shows that to write the good writing, student should practice and try to write.

b. Components of Writing

There are five components of writing namely: content, organization, vocabulary, language use (grammar), and mechanic.

1) Content

The content of writing should be clear to a reader. So that reader can understand message conveyed and gain information from it. There are at last think

¹⁶ Tri Endar Yogi. *"Mind Web In Teaching Writing Skills at English Language Education Study Program of IAIN Palopo"*(2020).

¹⁷ Masruddin. *"Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text"*.(2022)

that can be measured in connecting with component, the commission should contain one central purpose only, should be developed.

2) Organization

In organization of writing concert with the way he writes arrange and organization the ideas or the message in the writing the purpose of organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

3) Vocabulary

The effective use the words will always result good writing both specific and technical writing, the dictionary is very considerable¹⁸. Vocabulary is one of component in writing, we can express ideas deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in a language, list of their meaning especially in book for learning a foreign language.

4) Language Use (Grammar)

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than liter separate items of language function. And also grammar can help students improve the use of formal language.

5) Mechanics

¹⁸Harmer, J. (2004). *How to Teach Writing*. Edinburgh: Longman. Journal of Languages and Literature.2.70.

There are two parts of mechanics in writing, namely function and capitalization. Function is important as the way to clarify meaning. In English writing capital letters have to participate first they used to distinguish between particular and thing second, it used adjective, act. This aspect is very important since it leads reader to understanding or recognize immediately what writer means to express definitely.

c. The Importance of Writing

Writing is often considered more difficult than other language skills because learners must first master grammar and vocabulary¹⁹. The researcher has found some reference of the importance of the writing activities states, there are a lot of the reason why the writing is very important, as follows:

- 1) Writing help us to organize our ideas, can arrange them into the coherent form.
- 2) Writing down ideas allows us to distance ourselves when we write the topic.
- 3) Writing is a tool of discovery, stimulate our thought process by act of writing into information and image who have our unconscious mind.
- 4) Writing can generate new ideas by helping us to make connecting and relationship²⁰.

d. The Teaching of Writing

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly

¹⁹Magfirah Thayyib, Devi Ismayanti. *"Writing and Sharing (Wish) Book"*(2021)

²⁰Brown , H.D. *Language Assessment : Principles And Classroom Practice*.(2004)

writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message. Taiga stated that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys.

Urquhart and McIver states “Teaching writing is unique. It benefits both teacher and the students, serving as communication vehicle, assessment tool, and intellectual exercise”. To teach writing description text needs something that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teacher’s explanation. Discussions on blogging and its effects on learning have expanded in second-language writing due to increased access to technologies in the classroom²¹. Based the psycholinguist Eric Lundeberg once noted, in a discussion of “species-specific” human behavior, that human being universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behavior and writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally with the interact with the message²².

²¹ St. Hartina. “*Blog-Based Writing Instruction in Fostering EFL Writing Performance: Students’ Belief and Attitudes*”(2023).

²²Listiani. Peer Review “Untuk Pengajaran Keterampilan Menulis Kalimat Bahasa Inggris. Ilmiah Kependidikan. IX.3” (2020).

2. The Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a kind of monolog text that describe the characterization of object with clear details to help readers visualize an object is being described²³. Ghaith (2002) state that descriptive writing portrays people, place, things, moment and theories with enough detail to help the writer create a mental picture of what is being written about. Just like other text types, descriptive text has a generic structure and language feature as well.

So, based on the statements above, it can be concluded that descriptive text is a text which describe the characteristics of a particular person, place, or thing. It have a some elements: first, generic structure consist of description and identification and the second is language features.

b. Kinds of Descriptive Text

There are three kinds of describing in text is describing place, people and things. So, it normally takes on three forms, they are:

1) Description of a People

Description of people is a text that describes that people looks, such as the face, body etc. People are different, and writing description of people is different. You are probably already aware of some of the complications because you have

²³Rahmadhani, N. & Hamdani., Kristiawan, M .., *The Effect of Raft (Role, Audience, Format And Topic) Strategy Towards Students' Writing Skill of Recount Text*. Britania (2020).

often been asked, “What’s so-and-like?” You might resort to identification, an impression, or a character sketch, depending on the situation. Let’s examine each.

2) Description of a Place

Description of place is a text that describes the place looks, such as the condition, the situation etc. In describing a place for example a room, what should you describe first? The walls, the floor, unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph²⁴. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depends on your subject and purpose.

3) Description of a Things

Description of thing is a text that describes the things looks, such as the conditions, functions etc. To describe a thing the writer must have a good imagination about that thing that will be describe²⁵. Besides, to make or subjects as interesting and as vivid to our readers as they are to us: using proper nouns and

²⁴Marjohan, S. & Ni Made, E.P., I Wayan,S., *The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2021/2022..* Program Pascasarjana Universitas Pendidikan Ganesha. 2.3.

²⁵Hafidz, A.M. & Rizky, A., “*Teaching Writing A Descriptive Text To Senior High School Students By Using The Csw Game.* Journal of English Language Teaching”(2022). 2. 79

effective verbs. In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things.

c. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures for our writing to be true. The arrangement is²⁶:

- 1) Identification: contains about the introduction of a person, place, animals or object will be described.
- 2) Description: contains a description of something such as animals, things, place or person by describing its features, forms, colors, or anything related to what the writer describes.

d. Process in Writing Descriptive Text

In teaching writing, teacher should not only focus on the students writing, but on the process that lead to the product. RAFT strategy provides opportunities for students to communicate 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, encourages students to organize their thoughts and keeps the students' attention because they are focused on the writing activity.

RAFT strategy provides opportunities for the students to demonstrate their understanding of a topic or subject through a writing experience that helps them to

²⁶SanjayaWina, "*Penelitian Tindak Kelas*", Jakarta: Kencana ,(2019).

think about subject and communicate their understanding of it in creative and interesting way. This strategy can help the students understand their role as a writer, the audience they were address, formats for writing, and the topic they were writing about. In order to do RAFT writing, students have to think critically about taking a new role, matching the audience to the role, create a format that would fit that role, and cover specified topics from the content²⁷. RAFT product can be used for assessment, class presentation, or portfolio projects or s a creative response to content. Alisa and Rosa (2013:43) said that RAFT strategy gives students a choice to consider earlier to drafting their work. First, they need to consider what is the role that they author will be when writing text. Second, they have to consider their audience that they will address. After that, they should think what the format of their writing is. The last one, they also need to think the topic for their writing.

3. The Concept of RAFT

a. The Definition of Role, Audience, Format, and Topic (RAFT) Strategy

One of the strategies which can be used to be a creative writer is RAFT. The teachers should make sure that all of the students have been familiar with the elements of RAFT (Strayer&Strayer2007) as follows²⁸:

²⁷Khayatul, N.V. (2016). *Teaching Writing Skill By Using Brainwriting Strategy*.

²⁸Strayer, B. &Strayer, T. “.Strareggies for Differentiating in the Content Areas”. (New York, NY: Scholastic, 2020).

1) Role of the writer

The students are given a freedom to decide their own role, such as a parent, a student, a teacher, a president, a doctor, or a dentist. For example, the students decide their role as a teacher, so they have to imagine, or take their position as a real teacher. In this case, they write as a real teacher (they put their position as a teacher who wants to write something). It is beneficial for the students to organize their ideas and also to decide the language style of a teacher appropriately. In short, deciding the writer's role in this strategy is only for controlling the students writing. While writing, they have to remember their role.

2) Audience

Deciding the audiences who want to read the completed writing is really important for the writer, especially for the students. In this case, the students have to recognize their the audiences or people who want to read their writing. Recognizing the audiences will help the students to consider what their audiences need to know. For example, the students decide their role as a teacher, so their audiences who want to read their writing may be the students, the parents, or the other teachers. If they choose their role as a teacher and the audiences are the students, it means that the student thinks that she/he is a real teacher and she/he writes for her/his students. In short, deciding the audiences is very essential for the writers to develop their writing.

3) Format

The terms “*format*” in this strategy deals with the text types such as narrative, descriptive, recount, essay as well as exposition or the other types. In this strategy,

basically, the students are given freedom to choose their own format, but to analyze the students writing easily, the teachers may also be able to decide the format of text writing for the students.

4) Topic

In this section, the teachers provide a number of topics which are appropriate to the materials being taught, and then ask the students to choose one of the topics which is appropriate with their role, audience as well as the format of their writing. One the other hand, the students are also able to choose their own topic which is appropriate to the materials. Both the teachers and the students should choose the most interesting topic because it can stimulate the students motivation to write.

This strategy is developed by Carol Santa in 1988 and it has a purpose “To increase the quality of students writing by personalizing the task and transforming students perception of both the writing topic and writing event.” RAFT is an acronym for the following:

R—Role of the writer (Who are you?)

A—Audience for the writer (To whom are you writing?)

F—Format of the writing (What form will your writing take?)

T—Topic of the writing (What are you writing about?)

RAFT provides a scaffold for students as they explore their writing based on various role, audiences, formats and topics. As Buehl states, a RAFT activity gives a writing assignment with imagination, creativity, and motivation. The

strategy involves writing from a viewpoint other than that of a students, to an audience other than the teacher, an in a form other than a standard assignment or written answer to questions. The more often students write, the more proficient they become as writers. RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas clearly so that the reader can easily understand everything written.

Based on the definitions proposed by some experts, it can be concluded that RAFT strategy gives a refreshment for the students while they are assigned to write because it provides a new, creative, and interesting way to develop and communicate their writing. Additionally, RAFT helps students focus on the audience they will address, the varied formats for writing, and the topic they will be writing about²⁹. By using this strategy, teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to have the ability to write for different audiences.

b. Elements of RAFT

In applying RAFT Strategy is relatively easy once students understand the fundamental Elements of RAFT.

1).Role: One critical element that students must understand is about all writing reflects perspectives or point of view, and there is no writing without bias. This idea affects students to be mature and they also realize the significance of

²⁹Sugiyono.(2014)*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung. Alfabeta.

perspective in writing. Because students need to be familiar with the different roles they can act as writers.

2). Audience: It can be one of the most fun and challenging elements of writing. Students can learn some critical lessons about writing as a medium for communication by writing on similar topics but to varying audiences. Otherwise, students might be assigned a topic and a single audience to address and then compare their writing to see how each approached that particular audience. Another possibility is to present a topic and ask if writing varies according to audience and format. How might students present an issue if they were texting a friend, twittering or blogging, or writing a formal letter to the president?

3). Format: As students learn and become practiced with various writing formats, they are putting more tools in their communications toolbox. Students are often eager to learn various formats for writing and seek alternatives to basic narrative writing. Varying format offers opportunities for creative writing and avenues for expressions that might not surface if students are limited to basic essay writing³⁰.

4). Topic: Selection of writing topic often presents the greatest struggle in content area writing. Teachers usually have some specific essential questions for students to address. When considering topics, it is useful to think in terms of what kind of questions students should address; the students have to consider the conceptual ways in which that essential point can be approached. This can be determined through different topic prompts. Moreover, giving writers the opportunity to think

³⁰Marjohan, S.&Ni Made, E.P., I Wayan,S., (2014) *The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2013/2014..* Program Pascasarjana Universitas Pendidikan Ganesha. 2.3.

through specific writing prompts, they might like to pursue in an effective way to engage them in writing about central issues for class. One adaptation to RAFT is by adding “S” to make the acronym RAFT(S). The “S” refers to “Strong Verb” and suggests students to show how strongly they feel about particular topic, whether they are bothered, angry, curious, confused, or relieved, for example. Because there are the times when students strong feeling about a topic may be important for the presentation, yet there are times when this might be unnecessary. However, it is an interesting adaption to consider.

c. The Sample of RAFT Writing

To know further about the implementation of RAFT strategy in writing, here is a sample of writing task from When Writing Workshop Isn't Working book. Below is a sample RAFT using the details listed above.

I have a classmate at school. Her name is mark lee. We met often to play and he was always nice to me. Mark's body was tall and well-proportioned. His slender body made his friends envious. Mark also has an actor-like face which many female students like.

He has straight hair with black color. His hobbies are running, swimming and writing a poem. Mark is not only handsome, but also very friendly to his friends and polite to his teachers. Mark always smiled for those who greeted him. Every morning, mark and i used to go to school together. At school, wherever i went, mark was always with me. He is quite hyperactive and has a funny response. During the holidays, mark often came to my house to play. Sometimes mark would also stay at my house and come home in the morning. We often go outside to visit exciting places.

d. Procedures of RAFT Strategy

In teaching writing, especially when using a certain strategy, the teacher must understand and comprehend the procedures of its strategy. Some experts give their points of view of applying RAFT strategy³¹. According to Buehl, using RAFT strategy can be done as follows:

- 1) Analyze the important idea or information that you want students to learn from a story, a textbook passage, or other appropriate text.
- 2) Brainstorming possible roles that students could assume in their writing. Then, decide who the audience will be for this communication and determine the format for the writing.
- 3) After students complete the reading assignment, write “RAFT” on the chalkboard and list the role, audience, format, and topic for their writing. Students can be assigned with the same role for the writing or several different roles which they can choose. Give sample of authentic examples for a specific RAFT project for students to consult as they plan their writing. Similarly to Buehl, Sejnost also explains some steps in using RAFT strategy in classroom. They are:

First introduce the elements of the RAFT strategy to the students.

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

A = audience for the writer (To whom are you writing?)

F = format of the writing (What form will your writing take?)

³¹Supiani. (2012) *Improving The Students' Ability In Writing Descriptive Texts Through Collaborative Writing Technique*. Journal on English as a Foreign Language.2.11

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

- 4). Next, together with the students, determine the important ideas, concept, or information from the reading assignment in order to determine the topic of the assignment.
- 5). Then, with students, brainstorm possible roles class members could assume in their writing. This will determine the role for the assignment.
- 6). Now, ask the students to determine the audience for this writing.
- 7). Finally, decide the format writing will take.

Based on the procedures above, the writer concludes that the point of applying RAFT in classroom is that the teacher has to give a reading passage in order to introduce the students of elements in that strategy. After students understand, they can determine the Role, Audience, Format, and Topic of their own writing, indeed, with the teachers help.

e. The Advantages and Disadvantages of RAFT Strategy

Kamisah and Simanullang explains that there are several advantages of RAFT technique, There are some advantages of RAFT strategy that teacher should know, as follows³²:

³²Kamisah.,& Simanullang. (2017). *The Effect of Using RAFT (Role, Audience, Format, Topic) Model on Students Ability in Writing Poetry (A Study at The Elevent Grade Students of SMA Negeri Tukka)*. Education And Development STIKIP Tapanuli Selatan. 7. 22-27.

1) Advantages of RAFT Strategy

a. Enhances creativity in writing

Students learn to write from different perspectives (Role), for a specific audience (Audience), with a clear format (Format), and a well-defined topic (Topic).

b. Helps organize students' thinking

RAFT provides a clear guide so students are not confused in starting and developing their ideas.

c. Increases motivation

Writing becomes more engaging because it is connected to real roles and relevant audiences.

d. Students are encouraged to reread to examine a text from perspectives other than their own and to gain insights on concepts and ideas that may not have occurred them during the initial reading of an assignment.

2) Disadvantages of RAFT Strategy

a. Takes more time

Since students need to think about the role, audience, format, and topic the writing process may take longer than usual methods.

b. Not all students are used to imagination

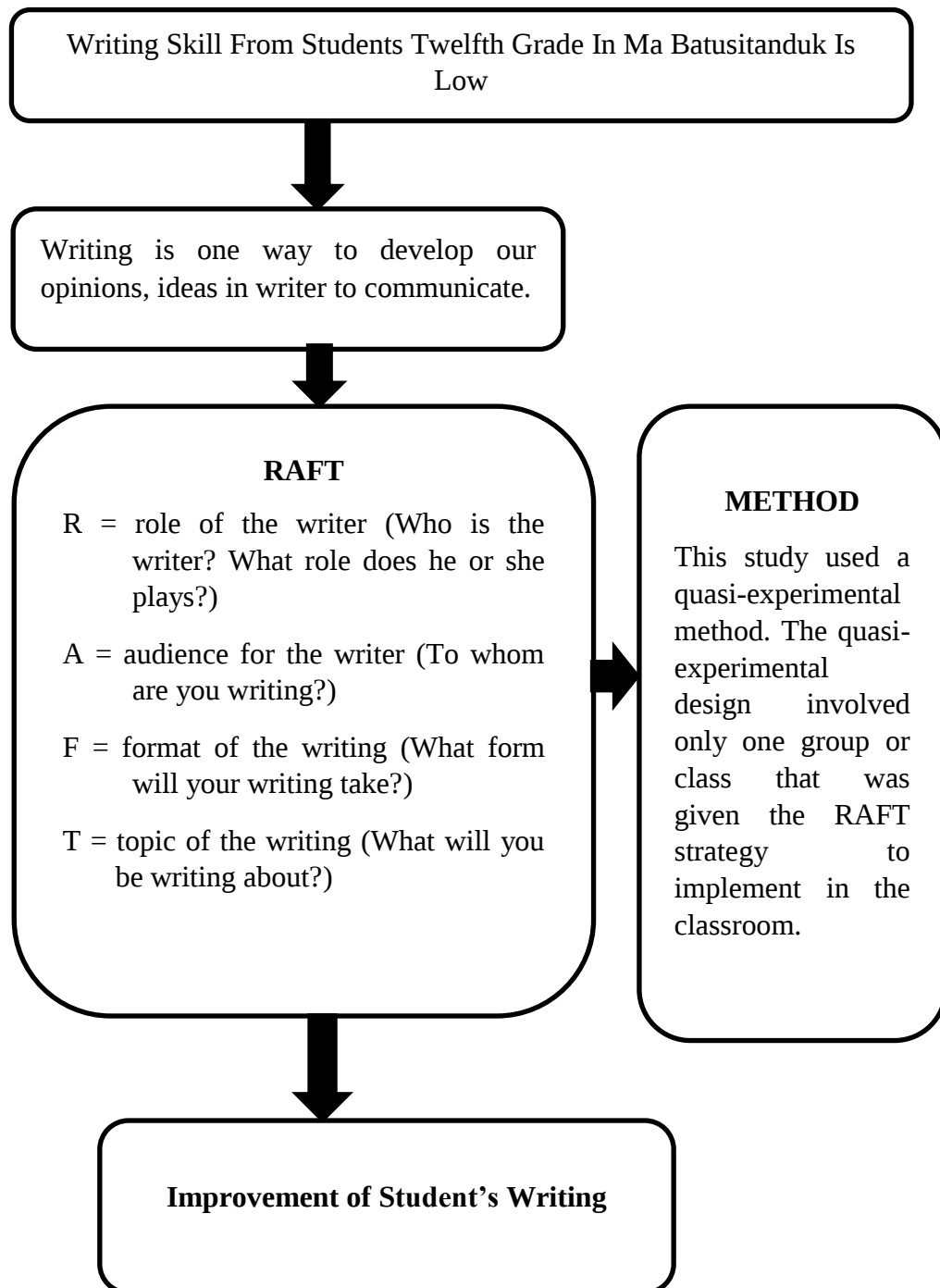
Students who are less creative may have difficulty in embracing certain roles.

c. Requires intensive teacher guidance

Without clear examples or instructions, students may become confused with the RAFT concept.

Based on the advantages of RAFT above, the writer concludes that RAFT strategy can make the learners develop their idea and imagination when they write and turn them to be more creative writer. Moreover, they can explore their role as a writer, determine their audience, use certain format, and write something based on a given topic. On the other hand, RAFT strategy is used not only in teaching literature but also for other content areas such as science, social studies, and math so all teachers can use this strategy to build a new refreshing learning atmosphere. Based on the statement above, the researcher focuses on the students' perception towards teachers' strategies in teaching writing skill at the eleventh grade of MA Batusitanduk.

C. Conceptual Framework



The RAFT strategy flow involves selecting the writer role, target audience, writing format, and topic to be discussed, so students can write more creatively and purposefully. The following is a more detailed explanation of the RAFT strategy. Role students are asked to determine what role they was play when

writing. Audience, after determining their role, students must identify the audience who will read their writing. Format, the next step is to choose a writing format that suits the role and audience. Topic, finally, students determine the specific topic they will discuss in their writing. This topic should relate to the role, audience, and format they have chosen.

D. Hypothesis

The hypothesis that propose if teacher teaches writing descriptive text by using RAFT technique are :

1. Alternative Hypothesis (H_a) : There is significant difference between students' writing descriptive text score before treatment and after treatment. The RAFT technique is effective in teaching descriptive text.
2. Null Hypothesis (H_o) : There is no significant difference between students' writing descriptive text score before treatment and after treatment. The RAFT technique is not effective in teaching descriptive text.

CHAPTER III

RESEARCH METHOD

A. Method of Research

This research used the quasi-experimental method. The quasi experimental design only included one group or class that was given the pre-test and post-test used in this study as part of the quasi experimental research design. Experimental research methods are used to find the effect of certain treatments on other treatments under controlled conditions. The purpose of this research is to find out whether the use of Role, Audience, Format and Topic (RAFT) strategy can help students improve their ability to write descriptive text. This research used a quantitative research. Variables were separated into two types, they are independent variable and dependent variable. Independent variable is the variable that estimation of which influences the estimation of another variable is known as independent variable. According to Sugiyono (2014) quantitative research method is method can be interpret as research method based on philosophy of positivism, use to research at certain population or sample, collecting data using research instrument, data analysis and hypothesis.

The form of non-equivalent control group design is as the follow:

O ₁	X	O ₂
O ₄		O ₃

Where,

O₁ : The pre-test given for the experimental group

O₂ : The post-test given for the experimental group

X : Treatment

O₃ : The pre-test given for the control group

O₄ : The post-test given for the control group

The researcher gave a pretest for these groups to know the condition between experimental group and control group before a treatment. The researcher held treatment twice for each group. The experimental group was treated by the researcher using RAFT technique in learning process³³. Meanwhile, the control group treated using direct method in learning process. Then, the researcher gave a posttest. It is aimed to know about students' writing descriptive text improvement in the experimental group and control group.

The researcher wants to know the effect of RAFT method on the students writing ability in descriptive text. In this research, two classes of the fourth grade students in MA Batusitanduk involved as the experimental and control class. Both classes test by pre-test and post-test. XII IPA 1 and XII IPS 2 chose as the sample of the study. For the experimental class the researcher use XII IPA 1 and XII IPS 2 as control class.

³³Radjab, D. & Suharni, Mukhaiyar., (2013) *The Effect of Role, Audience, Format, And Topic (Raft) Strategy Toward Students' Ability in Paragraph Writing A Study at The First Year Students of College of Teacher Training And Education (Stkip) - Pgri West Sumatera*. Journal English Language Teaching (ELT).1.109.

B. Location and Time of The Research

Research conducted at MA Batusitanduk, located in the of Kec. Walenrang, Kab. Luwu, Sulawesi Selatan Indonesia. As for the research time, the research conduct the study from february to March 2025.

C. Population and Sample**1) Population**

Population is a generalization region consist of object or subject that have certain qualities and characteristics by researcher to be studied and then drawn conclusions (Sugiyono 2014). There are Sixth classes with 24 students in each class. The total students are 320 students.

2) Sample

This research was be conducted in class XII, namely XII IPA 1 as the experimental class and XII IPS 2 as the control class, each class consisting of 24 students. In this study the samples were taken using purposive sampling technique because the diversity of students in each class was homogenous.

Table 3.1 Table of Sample

No	Class	Group	Total Students
1	XII IPA 1	Experiment	24
2	XII IPS 2	Control	24
Total			48

D. Instrument of the research

1. Test

The instrument of the research is writing test. It gave in the pre-test and post-test. The pre-test was used to determine the students initial knowledge about writing and post-test was used to determine the students initial knowledge after learning writing by using RAFT strategy³⁴. The test purposed that the students can used RAFT strategy to improve writing.

a. Pre-test

Pre-test given before treatment. The pre-test provides a measure of some of the attributes or characteristics that you score for participants in the experiment before they receive the treatment. This means that the pre-test is to find out students' writing abilities before being given treatment. The test is carried out by asking students to write their descriptive text based on the topics provided.

³⁴ David Kember, Action Learning & Action Research: *Improving the Quality of Teaching and Learning*, (New York: Routledge, 2000).

Assessment is based on vocabulary, language use, and mechanics. Topics were chosen based on previously studied material, namely describing people, places, and things. These topics are suitable for students because these topics are familiar to students.

b. Post-test

Post-test has been given to measure whether there is an increase in students' ability to write descriptive text. Students are assigned to write a descriptive text by selecting one of the topics provided, then students describe it based on the topic that will be displayed. The topic chosen was based on previously studied material, namely describing people. The topic is suitable for students because the topic is familiar to students.

E. Data Collection Procedure

The data collection procedure is described below:

1. Pre-test: The researcher gave a written test in the form of a picture, then students described the picture into a sentence. The test is about descriptive text with the topic of describe people. In the topic describe people the researcher used the same picture in the pre-test and post-test in order to maintain the consistency of the research instrument, the picture is president Indonesia. I chose the pictures of President because they are familiar figures for the students, making them easier to describe. familiar figures motivate students to write and help them enrich their vocabulary. using the same pictures in the pre-test and post-test also maintains the consistency of the research instrument. By using the same picture, the

researcher could more easily compare the students' writing performance before and after the treatment. The difference in scores can therefore be attributed to the application of the RAFT strategy, not to the difference in the test stimulus. Moreover, using the same picture ensures fairness among students and strengthens the validity of the research data and gave thirty minutes to do the test.

2. Treatment: This treatment is complemented by the Role, Audience, Format, Topic (RAFT) strategy. Researcher will conduct treatment with four meetings. The steps given for treatment are as follows:
 - a. The teacher explained to the students about the meaning of writing a text description and steps of the RAFT strategy (Role, Audience, Format, Topic).
 - 1) Role: The teacher asks students to write from a specific role → for example, as a best friend.
 - 2) Audience: Students are directed to write for a specific audience → for example, classmates.
 - 3) Format: The writing format is determined → descriptive paragraph.
 - 4) Topic: The topic is given → Describe your best friend / your English teacher.
 - b. The teacher asked each student to choose a topic and do it exchange opinions on the chosen topic with other students (Format).
 - c. Each student alternately played the role of resource person related to the chosen topic and answers the questions asked (Topic).

- d. If the student acting as a resource person has run out of ideas to answer the question, then other students can help answer by presenting the ideas they have (Role).
 - e. Each student individually wrote a description text based on ideas obtained from other students.
 - f. After the activity of writing descriptive text is completed, students exchange the results of writing descriptive text with other students for correction (Audience).
 - g. Descriptive text that has been corrected, returned to the owner for correction.
3. Post-test: In the post-test, the researcher instructed the students to write the describe people, through the pictures that had been given. Furthermore, the results of the pre-test and post-test were calculated to measure whether the effect of using the RAFT strategy could improve the quality of students' writing.

F. Technique Analysis Data

The data or the score of experimental and control class test was be analyzed to know the effectiveness of RAFT strategy in this research. The researcher divides the test result into two groups, they are experimental group and control group. The score of the written test of both groups will be analyze³⁵. The

³⁵ David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Iowa: Department of Physics and Astronomy, 2008).

researcher uses statistical analysis to analyze the collect data using t-test formula by using SPSS program SPSS 20 version. T-test technique is a statistical technique which is used to test the difference significance of 2 mean which comes from distributions. Based on the statement above, this research use t-test in order to differences the students result of writing a descriptive text who were teach by using RAFT and teach without using RAFT significant or not.

To analyze the data, the researcher uses the following steps:

1. Scoring the students' correct answer pre-test and post-test.

$$\text{Score} = \frac{\text{students correct answer}}{\text{total number}} \times 100$$

2. Classifying students' results on the test into the following criteria.

Rating	Classification
86-100	Excellent
71-85	Good
55-70	Average
25- 54	Poor

Assessment instrument use to measure student learning outcome that will be assess must meet the requirement of homogeneity and normality.

Adapted from (Brown, 2004, pp. 244-245)

Categories	Vocabulary	Rating
Excellent	▪ Appropriate register ▪ Word form mastery ▪ Sophisticated range ▪ Effective word/idiom usage	86-100
Good:	▪ Adequate range ▪ Occasional error word/idiom usage but meaning not obscured	71-85
Average	▪ Limited range ▪ Frequent error word/idiom usage ▪ Meaning obscured or confused	55-70
Poor	▪ Little knowledge of English vocabulary ▪ Essentially transition	25-54

Categories	Language use (Grammar)	Rating
Excellent	▪ Native-like fluency in English grammar ▪ No fragment or run-on sentences	86-100
Good:	▪ Advanced proficiency in English grammar ▪ Occasional error word/idiom usage but meaning not obscured	71-85
Average	▪ Limited range ▪ Frequent errors word/idiom usage ▪ Major problems in construction ▪ Meaning obscured or confused	55-70
Poor	▪ No mastery of sentence construction rules ▪ Dominated by error	25-54

Categories	Mechanics	Rating
Excellent	▪ Correct use of English writing convention ▪ Few errors of writing conventions ▪ Very neat	86-100
Good:	▪ Some problems with writing convention. ▪ Occasional errors of spelling, punctuation, capitalization, paragraphing.	71-85
Average	▪ Uses general writing conventions, has 3 some errors. ▪ Spelling problems distract reader	55-70
Poor	▪ No mastery convention ▪ Dominated by error of writing conventions	25-54

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Result of Students' Writing Test in the Pre-Test

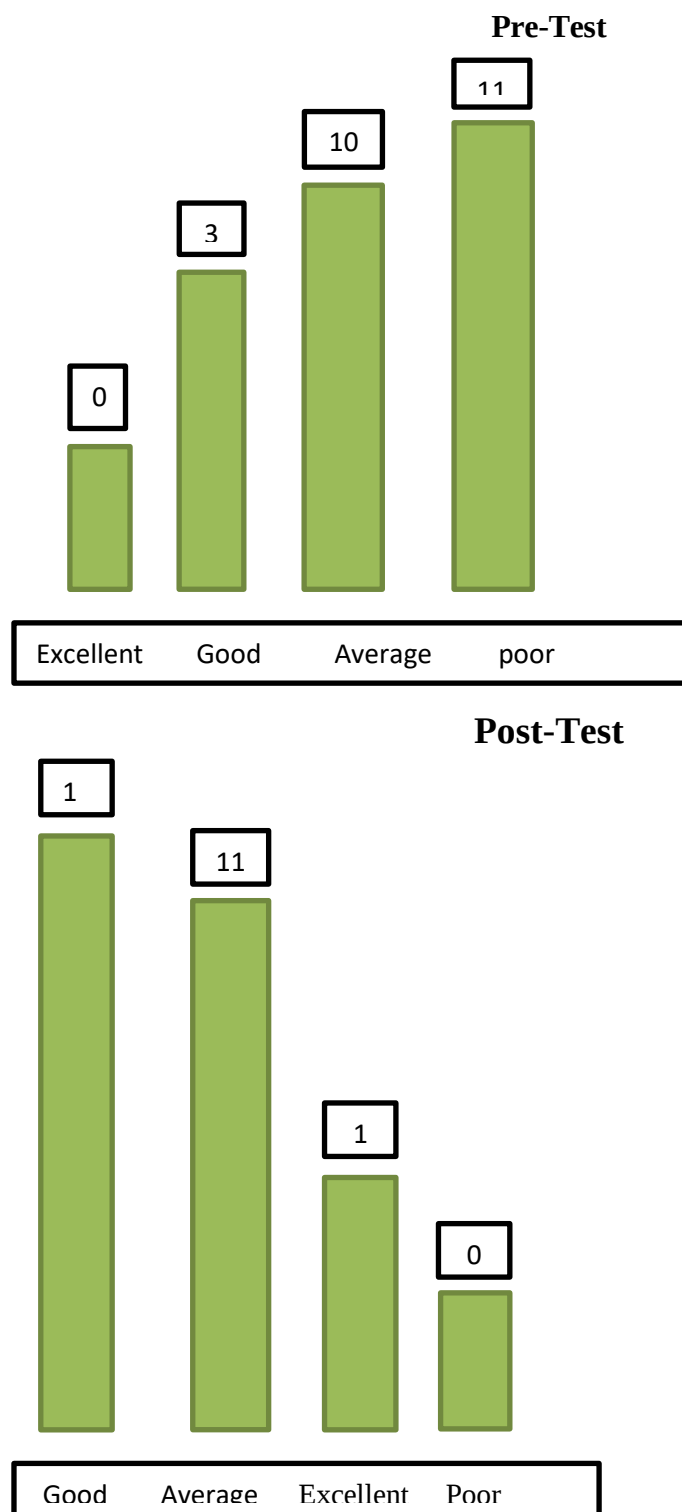
In this part, the result of the research was presented. The researcher began this research from Februari until March 2025. The objective of this research was divided in two class, it is class XII IPA 1 (consist 24 students) as the experimental class and XII IPS 2 (consist 24 students) as the control class. Teaching writing in the experimental class was by used RAFT strategy, while the control class teaching by used conventional teaching. In the following description, it was presented the research finding. The finding was gained from the result of the experimental and control class on pre-test and post-test score.

1. The Result of Writing Ability Test

This section describes and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group. The pre-test was given to the students before the experimental was conducted and the post-test was given at the end of the experimental.

1.1 The description of pre-test and post-test Score in experimental class

The data were collected from the result of the students score of pre-test and post-test in experimental class. the following are description of the students' score in the experimental class.

Figure 4.1**The Students' Score of Experimental Class**

Based on figure 4.1, the post test score was higher than pre-test score. It means teaching writing ability by using RAFT Stretegy could increase the students' writing ability score. The data showed that the mean score of pre-test was 58,79 from 24 students. The highest score in pre-test is 72 obtained by 1 students and the lowest score in pre-test is 36 obtained by 1 students. From the analyzing, it could be seen that most of the XII IPA 1 Class students' writing ability is still very low. Further, the description from the table above also presented the score of post-test. The score which was gained after the treatment of RAFT Strategy was done. According to the result of post-test above, it could be seen that the mean of post-test was improved and was 72.58. From the description of score in experimental class above, the highest score of post-test was 86 obtained by 1 students and the lowest score in post-test was 56 obtained by 4 students. From the data description above, it could be concluded that there was significant effect of using buzz group technique on students writing ability.

Table 4.1

The Score Distribution in Experimental Class

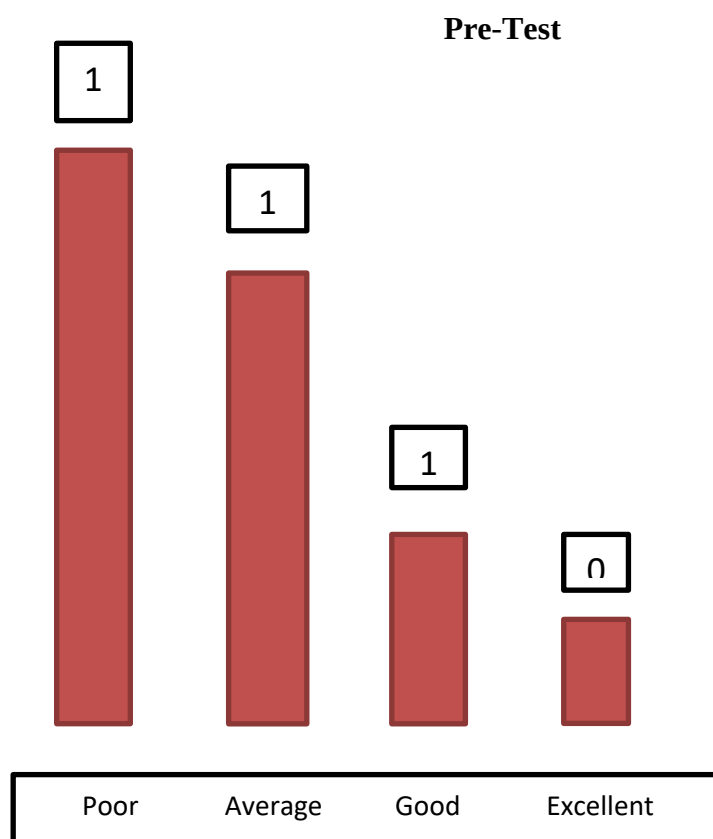
Score interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excellent	0	0%	1	4%
71-85	Good	3	16%	12	50 %
56-70	Average	10	42%	11	46%
41-55	Poor	11	42%	0	0%

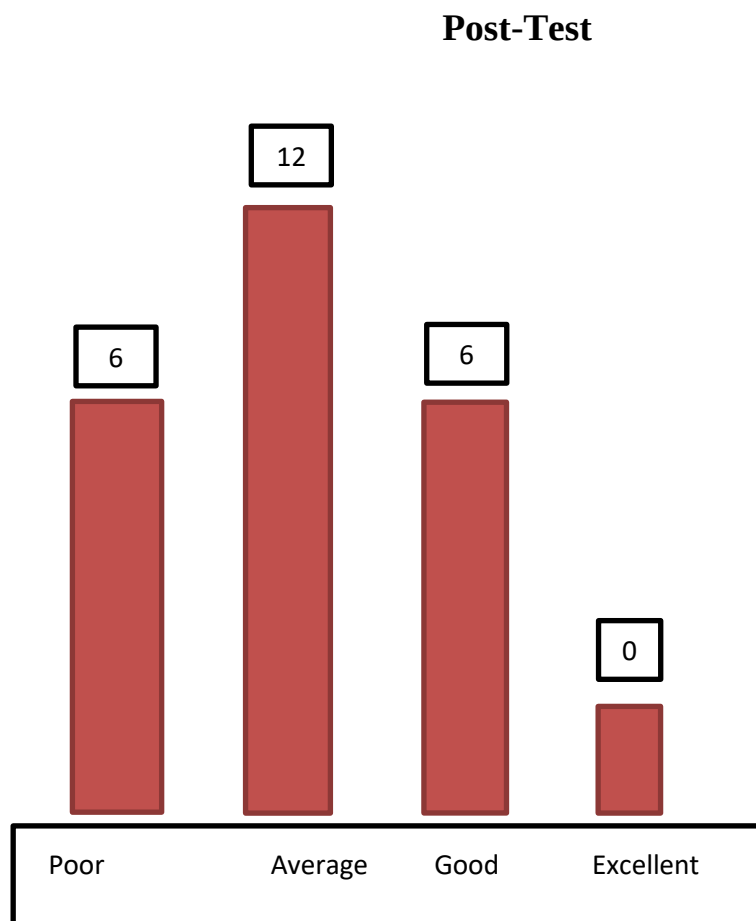
Based on the table 4.1, the pre-test in the experimental group, there was 0 (0%) students in excellent category, 3 (16%) students was in good category, 10 (42%) students were average category, 11 (42%) students were in poor category. While in the post-test, there was 1 (4%) students in excellent category, 12 (50%) students was good category, 11 (46%) students were average category, 0 (0%) students were poor category.

The description of pre-test and post-test Score in the control class. The data were collected from result of the students score of pre-test and post-test in control class. The following are description of the students' score in the control class:

Figure 4.2

The Students' Scores of Control Class





Based on figure 4.2, it was showed that the post-test score and the pre-test score were relatively same. The data showed that the mean score of pre-test was 53,08 from 24 students. Moreover, the highest score in pre- test was 72 obtained by 1 students and the lowest score in pre-test was 36 obtained by 1 students. From the analyzing it could be seen that most of the XII IPS 2 also still low ability in writing.

According to the result of post-test above, it could be seen that the main of post-test in control class also improved, it was 60.58. From the description of score in the control class above, the highest score of post- test was 80 obtained by 1 students and the lowest score in post-test was 40 it was obtained by 1 students. The distribution of pre-test and post-test scores in the control class can be seen on table 4.2.

Table 4.2

The Score Distribution in Control Class

Score interval	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excellent	0	0%	0	0%
71-85	Good	1	16%	6	21%
56-70	Average	10	42% %	12	54%
41-55	Poor	13	42%%	6	25%

Based on the table 4.2, the pre-test in the control class, there was 0 (0%) students in excellent category, 1 (16%) was in good category, 10 (42%) students were in average category, 13 (42%) students were in poor category. While in post-test there was 0 (0%) students was in excellent category, 6 (21%) students was in good category, 12 (54%) students were in average category, 6 (25%) students were in poor category.

The differences in students' score in table 4.1 and 4.2, it can concluded that there is positive effect of RAFT strategy in teaching writing because in the post-test the result score of using RAFT strategy was higher than without Raft Strategy.

1. The Statistically Analysis Result

3.1. Paired Sample t-Test Analysis

This part described and analyzed the test after the treatment was given to the students Statistical Analysis on the Result of pre-test and post-test in the experimental class.

Table 4.1 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	54.08	24	10.155	2.073
Post-Test	72.58	24	8.717	1.779

Based on the table 4.1, the mean of writing pre-test in the experimental class was 54.08 and the standard deviation was 10.155. The mean of writing ability post-test in the experimental class was 72.58 and the standard deviation was 8.717.

Table 4.11 Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test Post-test	-18.500	6.079	1.241	-21.067	-15.933	-14.908	23	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of writing in the experimental class was - 18.500 with standard deviation of 6.079 with standard and t-obtained - 14.908 at the significant level of 0,05 and the degree of freedom 23 and the critical value of t-table for tailed test was 1,70. From the table 4.9, it can be seen that t-obtained -14.908 was higher than the critical value of t-table 1,70 it can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It means that there was significant difference is writing within the students in experimental class.

Table 4.12 Paired Sample t-test of Pre-test and Post-test in Control Class
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	53.08	24	9.886	2.018
Post-Test	60.58	24	10.459	2.135

Based on the table above 4.12, the mean of writing pre-test in the control class was 53.08 and the standard deviation was 9.886. The mean of writing post-test in the control class was 60.58 and the standard deviation was 10.459.

Tabel 4.13 Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test - Post-Test	-7.500	4.054	.828	-9.212	-5.788	-9.063	23	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of writing ability in the control class was -7.500 with standard deviation of 4.054 with standard and t-obtained -9.063 at the significant level of 0,05 and the degree of freedom 23 and the critical value of t-table for tailed test was 1,70. From the table 4.10, it can be seen that t-obtained -9.063 was higher than the critical value of t-table 1,70 it can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

3.2 Independent Sample t-test Analysis of Students Writing Test

Table 4.14 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal Variances assumed	.861	.358	-6.772	46	.000	-18.500	2.732	-23.999	-13.001
Equal variances not Assumed			-6.772	44.968	.000	-18.500	2.732	-24.002	-12.998

Based on the table above 4.14, the value t -obtained was -6.772 at the significance level 0,05 in two tailed testing with df was 46. The conclusion that alternative hypothesis was accepted and null hypothesis was rejected. It means that there was significant effect in writing within the students in experimental class, who were taught by using RAFT strategy and those who were not.

B. Discussion

Writing is one way to develop our opinions and ideas. In writing, writers must communicate without facial expressions, gestures, or body language in any form of English. There are five aspects of writing: content, organization, vocabulary, language usage (grammar), and mechanics. Of these five aspects, researchers chose only three because the most frequently used and fundamental aspects of writing are grammar, vocabulary, and mechanics. Of these three aspects, the one that is easiest for students to understand is vocabulary because in writing, we can search for and use new words to convey ideas effectively. Thus, students can exchange vocabulary ideas with one another, with students who do not have new vocabulary sharing with those who already have new vocabulary. Meanwhile, in terms of mechanics, students can improve because they are very meticulous in the use of punctuation and capital letters, so the researchers did not encounter significant difficulties in enhancing students' mechanical skills using the Raft strategy. However, the aspect that is most challenging for students to grasp is grammar. The writing aspect related to grammar is particularly difficult for some students to understand because sentence structure in writing can be complex, especially with various tenses and the use of different pronouns.

Mechanical problems related to capitalization, punctuation, and spelling errors and students have problems using the right structure for their writing and coherence. In other words, utilizing the RAFT strategy can improve students' writing skills. This finding is also consistent with Febriadi and Umaemah which confirmed that the RAFT strategy is very effective in improving writing skills.

The students enjoyed following the learning to write descriptive texts through the RAFT (Role, Audience, Format, Topic) strategy. Students are very enthusiastic about following the learning, in addition, students also feel great benefits from learning to write descriptive texts from the RAFT (Role, Audience, Format, Topic) strategy. The benefits obtained include other students who gain experience, knowledge, and a new atmosphere in learning. Students can also use this learning as a means to practice writing skills, especially in writing descriptive texts and create togetherness among other students.

In this part, the result of the research was presented. The researcher began this research from Februari until March 2025. The objective of this research was divided in two class, it is class XII IPA 1 (consist 24 students) as the experimental class and XII IPS 2 (consist 24 students) as the control class. Teaching writing in the experimental class was by used RAFT strategy, while the control class teaching by used conventional teaching. In the following description, it was presented the research finding. The finding was gained from the result of the experimental and control class on pre-test and post-test score.

In the experimental class, the learning process of students who were given the role, audience, format, and topic methods was more focused because they

already knew who they were (role), who they were writing to (audience), the form of writing used (format), the topic to be explained (topic), and writing became more systematic, not confused in starting, then writing skills also developed especially in the aspects of grammar and vocabulary to be more improved because students were trained to use vocabulary according to role and format. While in the control class, many students were confused about how to start writing so that the writing tended to be random, unfocused, or off topic then for writing skills, especially in the aspects of grammar and vocabulary, often did not match the context.

This strongly supports this study which focuses on the activity of writing descriptive texts because the reality that occurs after the implementation of RAFT (Role, Audience, Format, Topic) strategy learning in class, students no longer feel dizzy in writing or pouring their ideas into writing, in addition, students easily write and compose sentences into paragraphs and form a complete writing. The results show that student learning achievement, especially in writing descriptive texts, has increased.

The experimental and control classes have the same level of writing as indicated by the writing pre-test were given before the treatment. The mean score of pre-test in experimental class was 54.08 and the mean score of control class was 53.08. Based on the result of the study, the following interpretations were presented to strengthen the value of the study. After doing the post-test, the result showed a statistically significant *The use of role, audience, format and topic (raft) strategy to enhance the students writing ability of descriptive text* and those who

were not. The mean score of the post-test in experimental class (72.58) was higher than the mean score of the post-test control class (60.58).

It was understood that RAFT Strategy gave significant effect on students' writing skill. The value t -obtained is -14.908 at a significant level of 0.05 in testing two tails with df is 23. Where the critical value of t -table (1,70). Because the value t -obtained is -14.908 was higher than the critical value of t -table (1,70), it is accepted and H_0 is rejected. It means that there are significant differences in writing skill of students taught using RAFT strategy.

The increase in the average value of these students occurred due to improvements. These improvements include changes in determining the theme. The researcher changed the formation because many students had difficulty choosing a theme when they wanted to write. The choice of theme is free for every student who wants to start writing, but this is an obstacle because almost most students find it difficult and it takes a long time to think.

To overcome this, the researcher determines the theme for each student so that students are not confused in determining the theme. This improvement effort is the material or steps for implementing this strategy that the researcher provides, which are not changed by the researcher because students are happy with the strategy that the researcher provides, namely expressing ideas by playing roles. The researcher provides motivation to students to improve existing deficiencies and motivation to students to understand aspects of writing. The researcher does this to motivate students so that they are aware and willing to practice writing seriously.

In this research, there were 24 students in experimental group and 24 students in control group. Based on the analysis of the result above, it can be interpreted that using RAFT Strategy technique in teaching writing can enhance the students writing skill. It proved that RAFT Strategy helps the students to organize their idea than before. Based on the findings, the researcher draws several conclusions as follows: students are more active and enjoy the teaching and learning process in class using the raft strategy. The teacher's creativity in developing materials in this case makes it easier for students to understand writing skills. This strategy helps students understand their role as writers and how to communicate their ideas effectively so that readers can easily understand everything that is written. The application of raft is done by first providing an explanation of the raft strategy and descriptive text. So when implementing raft, students are made into actors of a character from what will be described. The advantages of the raft strategy is students are more active in processing information rather than simply answer to questions, students give more thoughtful and often more extensive written response as they demonstrate their learning.

Previous researchers have also proven that this strategy can be used to improve students' writing skills and relevance to the problem of writing skills was conducted by Wuryani conducted research with the title "Improving News Writing Skills Using Role-Audience-Format-Topic (RAFT) Learning Strategies for Grade VII Students of SMPN 3 Pajangan, Bantul" research results it is concluded that by using this learning strategy can improve students' writing skills. When compared with the results of research conducted by three previous

researchers, namely Septi Wuryani, Heti Risdiawati and Yulita Noor Dwi Astuti. Heti Risdiawati and Yulita Noor Dwi Astuti have the same type of research, namely Classroom Action Research (CAR), while Septi Wuryani uses an experimental research type. Yulita Noor Dwi Astuti and Septi Wuryani apply the same strategy, namely RAFT (Role, Audience, Format, Topic) using the same skills as the research, namely writing skills, but with different materials. While Heti Risdiawati uses the same skills and materials as Yulita Noor Dwi Astuti but using different media.

Based on the three studies, the results of the research by Septi Wuryani, Heti Risdiawa, and Yulita Noor Dwi Astuti show that the use of the RAFT (Role, Audience, Format, Topic) learning strategy and the ability to write descriptive texts are used in learning Indonesian. This is evidenced by the results of this study showing a significant increase in the planning, implementation, and evaluation stages. The classroom atmosphere seemed conducive and students seemed more enthusiastic and motivated to follow the learning, work together in groups and seemed active in writing descriptive texts and the results of student learning achievement increased.

The theory that supports this study is Shearer's theory in Ruddeil this started from the very few choices of writing forms made by students, Shearer solved this problem by making a decision, namely by developing a "model and map" into a RAFT strategy (Role, Audience, Format, Topic) with several stages so that students become successful in writing. Furthermore, Carol Santa examined and investigated the effect of RAFT learning (Role, Audience, Format, Topic) on

student learning outcomes and skills in the subject matter. Carol Santa argues that RAFT learning (Role, Audience, Format, Topic) is an activity that can free students to choose their own writing topics and can exchange ideas with their group members about topics that will be developed into a descriptive text. So that the results of the activities can motivate and provide students' attraction in the process and the results of student learning increase. In addition, students have the opportunity to create and develop writing, create little by little according to their abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted on twelfth grade students of MA Batusitanduk, the researcher formulated the problem as follows: "Does the use of RAFT Strategy improve students' descriptive text writing skills at MA Batusitanduk?". The use of RAFT strategy in writing skills has a significant influence on students who are taught using RAFT strategy and those who do not use RAFT strategy. Students who use RAFT strategy in the experimental class have higher scores than students who do not use RAFT strategy in the control class. The findings show that students who were taught by using the RAFT strategy obtained higher writing achievement compared to those who were taught without the RAFT strategy. The average post-test score of the experimental class reached 72.58, which indicates an increase of approximately 23% from their pre-test average (58.79). Meanwhile, the control class, which was taught without the RAFT strategy, only increased from 53.08 in the pre-test to 60.58 in the post-test, or an improvement of about 14%. Finally, the application of the RAFT strategy proved to be effective in enhancing students' descriptive writing skills. It encouraged students to write with a clearer perspective, organize their ideas more systematically, and produce texts with better structure and content. Therefore, it can be concluded that the RAFT strategy is an appropriate and effective method for improving descriptive text writing skills of the students at MA Batusitanduk.

B. Suggestion

Some suggestions are made to participants who are intimately involved in this research. The recommendations are based on the research findings. Here is a list of some of them:

1. For the Teacher

Based on this research, the researcher suggests that teachers create a fun teaching and learning process. This RAFT strategy can be one of the strategy in the learning process. so that students can improve their writing skills.

2. For the Students

Students are suggested to actively apply the RAFT strategy not only during classroom activities but also in their independent practice. By adopting the RAFT approach, students can train themselves to think critically about the role, audience, format, and topic of their writing, which will help them develop more organized and meaningful texts.

3. For the further Researcher

The researcher suggests other techniques for further research in improving students' writing skills by using the raft strategy in order to compare the results of further research. Furthermore, the researcher hopes that readers or other researchers will use this research as a reference for alternative and interesting ways in teaching and learning English, especially writing skills. The researcher also hopes that other researchers can repeat this research using different objects and research methods. In addition, the researcher suggests that other researchers

can creatively explore the use of the RAFT strategy. The RAFT strategy is not only used in writing but can also be used in speaking, reading, and listening.

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Appendix I: Lesson Plan

LESSON PLAN (1st MEETING)

School	: MA Batusitanduk
Subject	: English
Class	: 12th Grade Students
Main Purpose	: Enhancing Writing
Time	: 2 x 30 Minutes
Meeting	: 1st Meeting

Learning Objectives :	
a. Students use Role, Audience, Format, and Topic (RAFT) strategy in the learning.	
b. Students are able to mention the character and the characteristics in the text	
c. Find out the new vocabulary list	
d. Connecting the questions and answers in the text	
Subject Materials	: Descriptive text
Core Competence	: Understand the content of the descriptive text
Basic Competence	a. Finding new vocabulary

A. Indicators:

1. Participate actively in writing learning activities. Determine the communicative purpose of the text.
2. Identifying the structure of the text, Capturing the nature and characteristics of descriptive text accurately and fluently.

B. The purpose of learning

Students are able understand the structure of descriptive text and identifying the meaning of the text.

C. Learning materials:

1. Descriptive text

Descriptive text is a kind of monolog text that describe the characterization of object with clear details to help readers visualize an object is being described.

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

RAFT strategy is one of the strategy which can be used to be a creative writer.

D. Learning methods:

1. Writing

E. Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	• Greeting and do self-introduction. • Asking about the students' condition then praying. • Ice breaker.	3 minutes
	Lead-in	• Serving some clues for students about the activity. • Prompt the students to guess the lesson. • Giving motivation to the students.	2 minutes

	Presentation	• Describing the learning activity. • Mention the topic and explain the part of the descriptive text.	10 minutes
Practice	Controlled practice/ skill practice	• The researcher explained about descriptive text and gives examples of how to describe people. • After that the researcher explained what the	

		RAFT strategy was to students about how to implement this strategy. • After students understood the descriptive text and the strategy, the researcher gives positive feedback to students regarding this strategy. • The researcher concluded the learning topics that have been discussed at the first meeting.	30 minutes
Producing	Practice result/ close activity	• The researcher checks and evaluates the student's answers. • Evaluating the lesson about the topic and what the students have done. • Asking the students problem during the process of learning. • Closing the class and praying.	15 minutes

F. Material and media:

1. Marker
2. Whiteboard
3. Laptop

LESSON PLAN (2nd MEETING)

School : MA Batusitanduk

Subject : English

Class : 12th Grade Students

Main Purpose : Enhancing Writing

Time : 2 x 30 Minutes

Meeting : 2^{sd} Meeting

Learning Objectives:

- a. Students use Role, Audience, Format, and Topic (RAFT) strategy in the learning.
- b. Students are able to mention the character and the characteristics in the text
- c. Find out the new vocabulary list
- d. Connecting the questions and answers in the text

Subject Materials : Descriptive text

Core Competence : Understand the content of the descriptive text

Basic Competence a. Finding new vocabulary

A. Indicators:

1. Participate actively in writing learning activities. Determine the communicative purpose of the text.
2. Identifying the structure of the text, Capturing the nature and characteristics of descriptive text accurately and fluently.

B. The purpose of learning

Students are able understand the structure of narrative text and identifying the meaning of the text.

C. Learning materials:

1. Descriptive text

Descriptive text is a kind of monolog text that describe the characterization of object with clear details to help readers visualize an object is being described.

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

RAFT strategy is one of the strategy which can be used to be a creative writer.

D. Learning methods:

1. Writing

E. Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	• Greeting and do self-introduction. • Asking about the students' condition then praying. • Ice breaker.	3 minutes
	Lead-in	• Serving some clues for students about the activity. • Prompt the students to guess the lesson. • Giving motivation to the students.	2 minutes

	Presentation	• Describing the learning activity. • Mention the topic and explain the part of the descriptive text. • Serving the examples of descriptive text.	10 minutes
Practice	Controlled practice/ skill practice	• The researcher ask other students to describe the professions that have been done by their friends, based on the strategies that has been taught before. • Researchers evaluated students answer.	30 minutes
Producing	Practice result/ close activity	• The researcher checks and evaluates the student's answers. • Evaluating the lesson about the topic and what the students have done. • Asking the students problem during the process of learning. • Closing the class and praying.	15 minutes

F. Material and media:

1. Marker
2. Whiteboard
3. laptop

LESSON PLAN (3rd MEETING)

School : MA Batusitanduk

Subject : English

Class : 12th Grade Students

Main Purpose : Enhancing Writing

Time : 2 x 30 Minutes

Meeting : 3rd Meeting

Learning Objectives:

- a. Students use Role, Audience, Format, and Topic (RAFT) strategy in the learning.
- b. Students are able to mention the character and the characteristics in the text
- c. Find out the new vocabulary list
- d. Connecting the questions and answers in the text

Subject Materials : Descriptive text

Core Competence : Understand the content of the descriptive text

Basic Competence a. Finding new vocabulary

A. Indicators:

1. Participate actively in writing learning activities. Determine the communicative purpose of the text.
2. Identifying the structure of the text, Capturing the nature and characteristics of descriptive text accurately and fluently.

B. The purpose of learning

Students are able understand the structure of descriptive text and identifying the meaning of the text.

C. Learning materials:

1. Descriptive text

Descriptive text is a kind of monolog text that describe the characterization of object with clear details to help readers visualize an object is being described.

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

RAFT strategy is one of the strategy which can be used to be a creative writer.

D. Learning methods:

1. Writing

E. Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	- Greeting and do self-introduction. - Asking about the students' condition then praying. - Ice breaker.	3 minutes
	Lead-in	- Serving some clues for students about the activity. - Prompt the students to guess the lesson. - Giving motivation to the students.	2 minutes
	Presentation	- Describing the learning activity. - Mention the topic and explain the part of the descriptive text. - Serving the examples of descriptive text.	10 minutes
Practice	Controlled practice/ skill	The researcher again	

	practice	explained about the description answers that the students have done. • Researchers talk students to go up and other professions. • Then the researcher ask other students to describe the professions. • Researchers evaluated students answer.	30 minutes
Producing	Practice result/ close activity	• The researcher checks and evaluates the student's answers. • Evaluating the lesson about the topic and what the students have done. • Asking the students problem during the process of learning. • Closing the class and praying.	15 minutes

F. Material and media:

1. Marker
2. Whiteboard
3. laptop

LESSON PLAN (4th MEETING)

School : MA Batusitanduk

Subject : English

Class : 12th Grade Students

Main Purpose : Enhancing Writing

Time : 2 x 30 Minutes

Meeting : 4th Meeting

Learning Objectives:

- a. Students use Role, Audience, Format, and Topic (RAFT) strategy in the learning.
- b. Students are able to mention the character and the characteristics in the text
- c. Find out the new vocabulary list
- d. Connecting the questions and answers in the text

Subject Materials : Descriptive text

Core Competence : Understand the content of the descriptive text

Basic Competence a. Finding new vocabulary

A. Indicators:

1. Participate actively in writing learning activities. Determine the communicative purpose of the text.
2. Identifying the structure of the text, Capturing the nature and characteristics of descriptive text accurately and fluently.

B. The purpose of learning

Students are able understand the structure of descriptive text and identifying the meaning of the text.

C. Learning materials:

1. Descriptive text

Descriptive text is a kind of monolog text that describe the characterization of object with clear details to help readers visualize an object is being described.

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

RAFT strategy is one of the strategy which can be used to be a creative writer.

D. Learning methods:

1. Writing

E. Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm-up	- Greeting and do self-introduction. - Asking about the students' condition then praying. - Ice breaker.	3 minutes
	Lead-in	- Serving some clues for students about the activity. - Prompt the students to guess the lesson. - Giving motivation to the students.	2 minutes
	Presentation	- Describing the learning activity. - Mention the topic and explain the part of the descriptive text. - Serving the examples of descriptive ext.	10 minutes
Practice	Controlled practice/ skill practice	The researcher give an image containing pictures of people.	

		• Then students describe the picture. • Researchers evaluated students answer.	30 minutes
Producing	Practice result/ close activity	• The researcher checks and evaluates the student's answers. • Evaluating the lesson about the topic and what the students have done. • Asking the students problem during the process of learning. • Closing the class and praying.	15 Minutes

F. Material and media:

1. Marker
2. Whiteboard
3. Laptop

Appendix II: Surat Izin Menelit



PEMERINTAH KABUPATEN LUWU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jln. Jend. Sudirman, Kelurahan Senga, Kecamatan Belopa, Kab. Luwu Telpn : (0471) 3314115

Nomor : 0076/PENELITIAN/19.08/DPMTSP/II/2025
Lamp : -
Sifat : Biasa
Perihal : Izin Penelitian

Kepada
Yth. Ka. MA Batusitanduk
di -
Tempat

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo : B-0488/In.19/FTIK/HM.01/01/2025 tanggal 22 Januari 2025 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama	: Kiki Patmala
Tempat/Tgl Lahir	: Limbang / 21 November 1999
Nim	: 18 0202 0049
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Limbong Desa Limbong Kecamatan Walenrang Utara

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE USE OF ROLE, AUDIENCE, FORMAT AND TOPIC (RAFT) STRATEGY TO ENCHANCE THE STUDENTS WRITING ABILITY OF DESCRIPTIVE TEXT AT THE MA BATUSITANDUK

Yang akan dilaksanakan di **MADRASAH ALIYAH BATUSITANDUK**, pada tanggal **10 Februari 2025 s/d 10 Mei 2025**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Diterbitkan di Kabupaten Luwu
Pada tanggal : 10 Februari 2025
Kepala Dinas



Drs. MUHAMMAD RUDI, M.Si
Pangkat : Pembina Utama Muda IV/c
NIP : 19740411 199302 1 002

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Kiki Patmala;
5. Arsip.

Appendix III: Surat Izin Selesai Meneliti



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LUWU
MADRASAH ALIYAH BATUSITANDUK
Alamat : Batusitanduk Desa Bolong Kec. Walenrang Utara, Kab. Luwu Kode Pos 91952
Email: ma.batusitanduk@gmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 033 /Ma.21.09.17/PP.00.6/02/2025

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Batusitanduk menerangkan bahwa:

Nama	: KIKI PATMALA
Tempat/Tgl.Lahir	: Limbong, 21 November 1999
NIM	: 18 0202 0049
JenisKelamin	: Perempuan
Jurusan/Prodi	: Pendidikan Bahasa Inggris
Alamat	: Desa Limbong Kec. Walenrang Utara

Benar telah melakukan penelitian di Madrasah Aliyah Batusitanduk dalam rangka penyusunan Karya Ilmiah (Skripsi) dengan judul :

"THE USE OF ROLE, AUDIENCE, FORMAT, AND TOPIC (RAFT) SRATEGY TO ENCHANCE THE STUDENTS WRITING ABILITY OF DESCRIPTIVE TEXT AT THE MA BATUSITANDUK"

Terhitung mulai Tanggal 10 Februari s/d 07 April 2025.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.



Batusitanduk, 10 April 2025
Kepala Madrasah,

ABDAS SAL S.Ag. M.Si
NIP. 19720415201410 1 001

Tembusan kepada yang terhormat :

1. Bupati Luwu (Sebagai Laporan) di Belopa
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa
3. Dekan Institut Agama Islam Negeri Palopo
4. Mahasiswa yang bersangkutan
5. Arsip

Appendix IV: Lembar Validasi Instrumen

LEMBAR VALIDASI INSTRUMEN PRE-TEST DAN POST-TEST

Judul: The Use of Role, Audience, Format And Topic (Raft) Strategy To Enhance The Students Writing Ability of Descriptive Text at The MA Batusitanduk.

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut :
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	KOMPONEN PENILAIAN	SKALA PENILAIAN				
		1	2	3	4	5
1	Kejelasan setiap butir soal.					
2	Kejelasan petunjuk pengisian soal.					
3	Ketepatan soal dengan kompetensi dasar.					
4	Butir soal berkaitan dengan materi.					
5	Tingkat kebenaran butir.					
6	Butir soal berisi satu gagasan yang lengkap.					
7	Kata-kata yang digunakan tidak bermakna ganda.					
8	Bahasa yang digunakan mudah dipahami.					

9	Bahasa yang digunakan efektif.						
10	Penulisan sesuai dengan EYD.						

C. Komentar

You should not focus on describing the person's characters. The students can describe about the person's physical appearance and/or character, or the students can describe about the person's identity.

D. Saran

.....

Kesimpulan

Instrumen pre-test dan post-test ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
- ③ Dapat digunakan dengan perbaikan sebagai berikut

Perhatikan saran saya di atas.

.....

Palopo, 12/12/2024
 Validator,

Andi Tenrisanna Syam, S.pd., M.pd
 NIDN. 0923048601

**SURAT KETERANGAN VALIDASI INSTRUMENT PRE-TEST DAN
POST-TEST**

Yang bertanda tangan dibawah ini :

Nama : Andi Tenrisanna Syam, S.pd., M.pd
 Instansi : IAIN (Institut Agama Islam Negeri) Palopo
 Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul **"The Use of Role, Audience, Format And Topic (Raft) Strategy To Enhance The Students Writing Ability of Descriptive Text at The MA Batusitanduk"** oleh peneliti :

Nama : Kiki Patmala
 NIM : 18 0202 0049
 Prodi : Pendidikan Bahasa Inggris

Setelah membaca instrumen yang telah dibuat, maka adapun saran dan masukan untuk soal pre-test dan post-test tersebut adalah :

Seharusnya peneliti tidak berfokus pada karakter orang
yang ada di gambar agar siswa bisa mendeskripsikan
hal lain dari orang tersebut

Demikian surat keterangan in dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 12/12/2024
 Validator,


Andi Tenrisanna Syam, S.pd., M.pd
 NIDN. 0923048601

Appendix V: Soal Pre-Test dan Post-Test**PRE-TEST**

Make a sentence consisting of one or two paragraphs about describing the person and the character of the person, based on the picture below!



POST-TEST

Make a sentence consisting of one or two paragraphs about describing the person and the character of the person, based on the picture below!



Appendix VI: Pre-Test and Post-Test Result

PRE-TEST

PRE-TEST AND POST-TEST

Pre-Test

Make a sentence consisting of one or two paragraphs about describing the person and the character of the person, based on the picture below!



Jokowi is a quite popular leader with his simple character. The simplicity of a state leader is the most admirable. Jokowi's character can break all views about a president who is rigid, scary and distant from his people. No one is successful without hard work, and Jokowi is no different. As the highest leader in this country, we work morning, noon and night to ensure that development in Indonesia runs smoothly so that the impact can be felt by the Indonesian people. President Jokowi as a leader always thinks for ahead. What Mr Jokowi is doing is not only for the current generation, but also for Indonesia in the future. Humble and modest as a leader, Jokowi falls into the category of humble and modest leaders. A leader character that is difficult to compare. This is also one of the factors why Jokowi is loved by his people.

Nama : Nisa

Kelas : XII

Materi : Ineqs

Rusmadi XII

PRE-TEST AND POST-TEST

Pre-Test

Make a sentence consisting of one or two paragraphs about describing the person and the character of the person, based on the picture below!



Joko Widodo was born at Miharyo Hospital on June 12 1961, he has a father named Sujatni. Jokowi is the first or eldest child and has 3 younger sisters, namely Lili Sujatni, Ida Gati and Titik Rulati. Jokowi's father worked as a wood and bamboo seller around the banks of the Kengayeh River.

POST-TEST

Rusmadi XII

Post-Test

Make a sentence consisting of one or two paragraphs about describing the person and the character of the person, based on the picture below!



Prabowo Subianto, born 17 October 1951, is a politician, businessman and military officer who served as Indonesia's President from 2024 and the 26th defense minister under the leadership of Joko Widodo from 2019 to 2024. Prabowo is Indonesia's third president with a military background after Suharto and Susilo Bambang Yudhoyono and is the oldest president in Indonesian history.

Post-Test

Make a sentence consisting of one or two paragraphs about describing the person and the character of the person, based on the picture below!



Prabowo Subianto is an Indonesian politician, businessman and high-ranking military officer. Prabowo studied and had a career in the military for 28 years. It all started in 1976, he began his military career in the Indonesian Army as a second lieutenant after graduating from the military academy in Magelang. From 1976 to 1988 Prabowo served in sandy Yudha troop command or Kopasandha, which at that time was an army special forces. One of his first assignments was as a platoon commander in group 1/para commando which was part of the Panggala operational force in East Timor.

Nama : Nica

Kls : XII

Mapel : Inggris

Appendix VII

Documentation



PRE-TEST



METODE RAFT



POST-TEST

BIOGRAPHY



Kiki Patmala, was born on November 21, 1999 in Limbong. She is the fifth child of her father Bakri Dg Jarung and her mother Isma (Almh). Currently the author resides in Limbong Village, Kec. Walenrang Utara, Kab. Luwu. The author started his education at SDN 381 Kanan

and graduated in 2012 then continued his education at MTS Batusitanduk and graduated in 2015 then continued his education at SMAN 2 Walenrang and graduated in 2018. The author continued his education at the State Islamic Institute (IAIN) Palopo which has now been transformed into the State Islamic University (UIN) Palopo in the Department of English Education (S-1), Faculty of Tarbiyah and Teacher Training.

The contact person researcher:

kiki_patmala@iainpalopo.ac.id.