



**IMPROVING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH
RAFT STRATEGY AT AL WASLIYAH 30 BINJAI**

THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan as Partial Fulfillment of
Requirements for S-1 Program**

By:

PUTRI NURUL HUDA

NIM. 34.14.4.012

Advisor I

Advisor II

Dr. Abdillah, M.pd

Drs. H. A. Ramadhan, MA

NIP. 196808051997031002

NIP. 196601151994031002

DEPARTEMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE UNIVERSITY FOR ISLAMIC STUDIES NORTH SUMATERA

MEDAN

2018



**IMPROVING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH
RAFT STRATEGY AT AL WASLIYAH 30 BINJAI**

THESIS

Submit to English Study Program of The Faculty of Tarbiyah

**The State Islamic Center University of North Sumatera in Partial Fulfillment of
Requirement for the Degree of Strats I (S-1)**

ARRANGED BY :

PUTRI NURUL HUDA

NIM. 34.14.4.012

DEPARTEMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE UNIVERSITY FOR ISLAMIC STUDIES

NORTH SUMATERA

MEDAN

2018

ABSTRACT

Putri Nurul Huda: Improving The Students' Ability in Writing Descriptive Text Through RAFT Strategy At AL WASLIYAH 30 BINJAI

Keywords:*RAFT starategy, Students' ability in writing descriptive text*

This research was intended to find out the empirical evidence of the students' achievement in writing by using RAFT strategy at the tent grade of Al-Washliyah 30 Binjai. This research was classroom action research. The population of this research was all students of class X-2 of Al-Washliyah 30 Binjai. Two kinds of data was collected quantitative and qualitative data. The quantitative data was gathered by using a writing test. And qualitative data was collected by using observation and test, the qualitative data was analyzed by using t-test, while the qualitative data was analyzed by using to collect data of the students' activities in teaching and learning process. The trustworthiness of the study was established through triangulation. The result of the research shows that: The Students' Writing Descriptive Text can be Improved through RAFT Strategy.

ACKNOWLEDGEMENT

Bismillahirrahmaanirrahim

Alhamdulillahi rabil 'alamin, I express my highest to Allah SWT for blessing, love, opportunity, chance, and mercy to complete this undergraduate thesis. Shalawat is also to prophet Muhammad SAW who had delivered the truth to human beings and Moslem in particular.

This undergraduate thesis entitle "Improving Students' Ability in Writing Descriptive Text Through RAFT Strategy at Al-Washliyah 30 Binjai" is submitted as final requirement in accomplishing undergraduate degree in English Department at Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra.

In arranging this thesis, a lot of people have provided motivation, advice, and support and even remark that help me. In this valuable chance, I want to express gratitude and appreciation to all of them.

1. Prof. Dr. Saidurrahman, M. Ag as a Rektor of State Islamic University of North Sumatera
2. Dr. Amiruddin Siahaan, M.Pd. as a Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra
3. Dr. Sholihatul Hamidah Daulay, S.Ag. M.Hum. as the Head of English Department and Maryati Salmiah, S.Pd, M. Hum as the secretary, thank for the suggestion in implementing this research.
4. Dr. Abdillah M.Pd. as my advisor I who has given his charm ideas, suggestion, correction, beneficial opinion and encouragement in process of writing this thesis.
5. Drs. H. Achmad Ramadhan, MA. as my advisor II who has given me guidance, dedication, kindness, and support during writing this thesis.
6. All lectures of English Department of UIN-SU who have taught the researcher during her study.

7. The principle of Al-Washliyah 30 Binjai, Supriadi S.Pd., and the English teacher Jordi F.Fatturrachman, S.Pd, and all of the students of X-2 who helped me during the research.
8. Special my beloved parents, my father Sahrul and my mother Neneng suriani who always pray for me, give support, advice, motivation, helps, goodness, care, and all of thing that I need to finish my study.
9. My beloved young brother and sister , and all my families who always support me to finish this research.
10. My beloved friends Maulidatturahmi, Hafid Asfahani, Afika, Defitri, Zulfiani, Zumrotus, Ipeh who have support me to finish this writing and accompany me to make great stories everytime and everywhere.
11. All of my classmates and especially my family in the same struggel PBI 5 stambuk 2014, thankyou so much for your motivation until the end of my study.
12. Other person who cannot be mentioned one by one for their contribution to the researcher during finishing this thesis.

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

Medan, June

The Researcher

TABLE OF CONTENT

ABSTRACT.....	i
ACKNOWLEDGEMENTS	ii
TABLE OF THE CONTENT.....	iv
LIST OF TABLE.....	vii
LIST OF APPENDIXES.....	viii

CHAPTER I : INTRODUCTION

A. Background of the study.....	1
B. Identification of the Study.....	4
C. Limitation of the Study.....	4
D. Formulation of the Problem.....	4
E. Objective of the Study.....	5
F. Significance of the Study.....	5

CHAPTER II: THEORETICAL FRAMEWORK

A. Theoretical Framework.....	7
1. Writing.....	7
2. The Writing Process.....	10
3. Descriptive Text.....	12
4. Role, Audience, Format, and Topic (RAFT) Strategy	18
B. Related Study.....	26
C. Hypothesis.....	29

CHAPTER III: METHODOLOGY OF RESEARCH

A.	Location of The Research.....	30
B.	Research Design.....	30
C.	Research Procedures.....	32
D.	Subject of The Research.....	35
E.	Researcher's Role in The Research.....	35
F.	Research Instruments.....	36
G.	Data Collecting Procedures.....	37
H.	Data Procedures Analysis.....	38
I.	Trustworthiness.....	44

CHAPTER IV : DATA ANALYSIS AND RESEARCH FINDING

A.	Data Analysis.....	45
B.	Research Finding.....	62

CHAPTER V : CONCLUSION AND SUGGESTIONS

A.	Conclusion.....	66
B.	Suggestions.....	66

REFERENCES.....

67

APPENDIX

LIST OF TABLES

Table 2.1	: Purpose of Description
Table 2.2	: The Example of RAFT Format
Table 3.1	: The Analytical Rubric Adapted
Table 4.1	: The Students Score
Table 4.2	: The students' score in pre-test
Table 4.3	: The percentage of students' score in pre-test
Table 4.4	: The students' score in post-test I
Table 4.5	: The percentage of students' score in post test I
Table 4.6	: The students' score in post-test of the second cycle
Table 4.7	: The percentage of students' score in post-test of the second
Table 4.8	: The percentage of the students who got point up to 75
Table 4.9	: Data analysis of students' score post-test of the first cycle and post-test of the second cycle
Table 4.10	: The percentage of students' ability at writing descriptive text by using raft strategy in post-test of the first cycle and post-test of the second cycle.

LIST OF APPENDIXES

APENDIXES

Rencana Pelaksanaan Pembelajaran

Soal pre-test

Soal post-test I

Observation Guide for cycle I

Observation Guide for cycle II

Documentation

Key Answer Pre-test and Post-test I

Key Answer Post-test II

Surat Mohon Ijin Riset

Nomor: Istimewa Medan, July 2018
Lamp : - Kepada Yth :
Perihal : Skripsi Bapak Dekan Fak.
A.n. Putri Nurul Huda Ilmu Tarbiyah dan
Keguruan UIN-SU
di - Medan

Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Putri Nurul Huda** yang berjudul: **Impoving The Students' Ability in Writing Descriptive Text Through RAFT Strategy At AL-WASHLIYAH 30 Binjai** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian suratini kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Advisor I

Advisor II

Dr. Abdillah, M.pd

NIP. 196808051997031002

Drs. H. A. Ramadhan, MA

NIP. 196601151994031002

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertan datangan di bawah ini

Nama : Putri Nurul Huda
Nim : 34.14.4.012
Jur/Program Study : Pendidikan Bahasa Inggris/ S1
Judul skripsi : Impoving The Students' Ability in Writing Descriptive Text Through RAFT Strategy At AL-WASHLIYAH 30 Binjai

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karyas endiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, July 2018

Yang membuat pernyataan

PUTRI NURUL HUDA

34.14.4.012

CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English there are four skills that should be mastered by the students, they are listening, speaking, reading, and writing. Those skills always become the target of the final learning objectives. To be mastered in those four language skills, a learner has to go through a long process of learning. Consequently, The person has to apply the knowledge of language that she or he gets during the process. In everyday life, most people sometimes believed that writing is a “natural gift” rather than a learned skill. So that, they tend to avoid writing because they think their writing is not that good. Such behavior will always break someone’s chance in learning writing because they already feel that they cannot. Writing, like the other skills, can be learnt through practice. What many people find writing difficult is because writing does not simply pour their ideas into some media such as paper and computer.

A language is a means of communication that is used by human to express, convey, and share their thoughts, feelings, ideas, and expression. There are many languages all over the world and one of them is English is one of the international. Languages that has been commonly used in the worldwide conversation

English teach from elementary school to university level, and even now, it will teach in the kindergarten school level as well. The teaching of English to the students is intended to master the four language skills such as listening, speaking, reading, and writing.

A writing is one of the four language skills that plays a very important role in the second language learning. Basically, the writing is needed to express ideas, opinions, experiences, or information in the mind of the writers into the form of written language. It encourages thinking and learning to explore thoughts and ideas and make them visible and concrete.

A text is the original words of something written or printed, as opposed to a paraphrase, translation, revision, or condensation. There are many kinds of the text, such as explanation, spoof, recount, reports, procedure, narrative, descriptive, argumentation, etc.

Descriptive or description is one of ways to tell about something by giving more details so we can visualize what it actually looks, what its taste, and etc through our senses. Descriptive is usually used by writers to create lively object, scene, and place in their work as they give readers more experience while reading it. Hence, the readers will be easier to explore their imagination if the writing is described in a well vivid description.¹

In addition, based on School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan*(KTSP), writing is one of the skills taught in seventh grade of junior high school. The teaching of writing aims at enabling students to master functional texts and monologue texts or paragraphs in the form of descriptive, and procedure. Moreover, based on Competency Standard (*Standar Kompetensi*) and Basic Competency (*Kompetensi Dasar*), the seventh grade students are expected to be able to express meaningful ideas in term of

¹ Betty MattixDietsh, *Reasoning & Writing Well a Rhetoric, Research Guide, Reader, and Handbook*, (New York: McGraw-Hill, 2003), p. 138.

functional texts (instruction, short notice, and warning) and monologue text (descriptive and procedural text).²

For conducting the research, the writer chose AL-WASHLIYAH 30 BINJAI because my sister has taught at that school since August 2014. Based on the teaching learning process and information sharing with other English teachers at Al-washliyah 30 Binjai, the writer found some problems regarding to teaching writing. First, a big part of the students had low interest in learning English. When the teacher gave a task or homework, some students did not do it. Second, they had no idea how to make a sentence in English, especially in developing their idea. Third, their language proficiency was still poor. It was shown when the students wrote a sentence; they made many mistakes because they lack of vocabulary, and sometimes the writer found errors in spelling, grammar and punctuation in their writing. As a result, they were not motivated to write because they were lazy and afraid to do it.

In fact, the Students tried to write a paragraph but it was only copying the example. So that, in order to teach writing for the first grade of Junior High school the teacher must apply a suitable strategy where it could match with the learning objectives and it can make students learn the material easier. Moreover, in School-Based Curriculum or KTSP, the learning process was focused on the students' cognitive aspect; they had to master the material taught by the teacher. Besides, the writer thought that learning environment needed something interesting to encourage students to learn more and to be enthusiast in English.

²4Artono Wardiman, Masduki B. Jahur, and M. SukirmanDjusma. *English in Focus for Grade VII Junior High School (SMP/MTs)*, (Jakarta:DepartemenPendidikanNasional, 2008), p.115.

RAFT is a flexible writing strategy that helps students to write. This strategy also gives opportunity for the students to experience in creative and interesting way of writing. In Indonesia, some researchers had used this strategy to solve problems in writing at junior and senior high level, and most of the result of the researches was remain successful. Concerning with the explanation above, the writer is interested in conducting a research about “Improving Students’ Descriptive Writing Through Role, Audience, Format, and Topic (RAFT) Strategy”.

B. The Identification of the Study

The problems that can be identify based on the background of the study above were:

1. A big part of students had low motivation in learning English.
2. The students felt frustrated in learning grammar.
3. The students lacked of vocabulary.
4. The students also had difficulty in developing their idea.

C. The Limitation of the Study

This study is limit to improve the students’ ability writing descriptive text through RAFT strategy.

D. The Formulation of Study

The formulation of the study will be answer these questions:

1. “How are the students’ ability in writing descriptive text improve through RAFT strategy?”

2. “To what extent is the improvement level of students’ ability in writing descriptive text through RAFT strategy?”

E. The Objectives of the Study

The study is a general objective to evaluate the English teaching and learning process especially in improving writing skill. The other objectives were:

1. To find out the improvement of students’ ability in writing descriptive text through RAFT strategy.
2. To find out what level RAFT strategy improves students’ descriptive writing.

F. The Significance of the Study

By doing this research, the writer expects to give valuable contributions to:

1. The students

First, the result of this research can be helpful for the students who learn English especially in writing descriptive text. By knowing R.A.F.T strategy for improving writing ability, the students are more motivated to express their ideas and develop their creativity in writing.

2. The English teacher

The result of this research can be helpful for the teacher to improve her teaching in classes and to overcome the problems that have been faced in writing descriptive texts.

3. The other researchers

This research has purpose to stimulate other people or researchers to replicate for further investigation about this certain issue.

4. The school

This research is expected to improve the school quality in education, especially in teaching and learning English.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Writing

Writing is one of language skills that can be used as a means to express the writers' idea based on their thoughts and feelings. By writing, the writers can express what happen in their minds so that the readers know what the writers think and feel. Writing is a difficult skill because writers must balance multiple aspects such as content, organization, purpose, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for non native speakers because they are expected to create written products that demonstrate the mastery of all elements above in a new language.

Nowadays, there were many ways which using of communication among people around the world. One of them called writing. As one of ways communication, writing is important in life, especially for the students, because by writing they can share much information, ideas and try to find new words as long as doing the communication through paper or article.

Moreover, writing was detached from the practical purposes and personal experiences of the writer.³ In other words, writing is a skillful activity combining knowledge, idea and experience. It is supported by Caroline who states that writing is a combination of process and product. The process refers to the act of

³Ken Hyland. 2003. *Second language writing*. New York: Cambridge University Press. p 7

gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.⁴

In addition, Nunan states that writing has evolved in societies as result of cultural changes creating communicative needs which cannot be readily met by the spoken language. He speculates that with the emergence of cultures based on agriculture rather than hunting and gathering, there developed a need for permanent records which could be referred to over and over again. In the modern world written language serves a range of functions in everyday life, including the following : primarily for action, primarily for information, primarily for entertainment.⁵

Writing was actually a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment. What students need is to practice more and more. Brown illustrates that writing is like swimming.⁶ When people want to be able to swim, they must have like an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their 9 friends (not professional instructors). After they got the basic ways to swim, they will develop based on their own style. The more chance they get to swim, the more perfect they will be. Writing has similar illustration with swimming. At the first time, there

⁴Carolin T. Linse. 2005. *Practical English Language Teaching : Young Learners*. New York : McGraw Hill. p 98

⁵ David Nunan.2007. *Language Teaching Methodology*.Sydney : Longman.p 84

⁶H.Douglas Brown.2001. *Teaching By Principles AnInteractive Approach to Language Pedagogy*. San Francisco : Longman. p 334

will be teachers who guide students to write. They will show students principles of writing. After students get the principles, they will try to develop their writing according to their own style. Students should get sufficient writing practices to acquire writing ability. These practices are aimed to stimulate their skill in expressing thoughts in a good passage. It is impossible to be able to write the researcher and effectively without sufficient practice.

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulvernness, and Williams state that writing and speaking belong to productive skills. That's mean they involve producing language rather than receive it.⁷ It means that writing and speaking will produce an output as an indicator that students have learn both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types.

When we talk about writing, in Holy Qur'an also explain about it. Allah the Almighty says in the Holy Qur'an Al-Qalam: 1 :

نَ وَالْقَلْمَ وَمَا يَسْطُرُونَ

The meaning :

Nun. By the pen and by the (record) which (men) write.⁸

And also hadits about writing :

فِيَدُوا الْعِلْمَ بِالْكِتَابِ

⁷Mary sprett, et all. 2005. The TKT (Teaching Knowledge Test) course. UK : University Press,Cambridge. p26

⁸<https://quran.com/68/1-7> acussed on 08-03-2018. At 00.35 A.m

The meaning :Tie the science with the book (by writing it). (H.R. Sayyidina 'Ali bin Abi Tholibra)

So, students can arrange ideas into sentences, then the sentences to be good paragraphs. Writing is said as a unit of discourse because the process of writing is not short. It needs long process to make a good writing. If the students do it well, their hand writing can be succeed and understood by the reader.

2. The Writing Process

Meyers in his book *Gateways to Academic Writing* states that “Writing well comes from working through a process of writing. When we read a book, it is the finished product of many hours of composing and revising. We did not see the draft making, and so on.” Writing process can be seen as a four main stages: planning, drafting, revising and editing.⁹ In making a good piece of writing, ideally it has to be done in some stages but it might be varied for everyone.

a. Planning

Planning or pre-writing considered as a basic for kinds of writing, reading, thinking and learning.¹⁰ It is also viewed as an activity that encourages people to write. This stage will stimulate us to generate and gather information for writing and this stage can be done through these following activities: Brainstorming,

⁹ Jack C. Richard and Willy A. Renandya (eds.), *Methodology in Language Teaching an Anthology oCurrent Practice*, (New York: Cambridge University Press, 2002), p. 315.

¹⁰ Martha Rapp Ruddell, John Wiley and Sons, *Teaching Content Reading & Writing (5thed)*. (New Jersey: John Wiley and Sons. Inc, 2008), p. 295.

Clustering, Free Writing, Wh-questions and etc.¹¹ In short, in the planning stage, every writer can have different prewriting strategy before producing a fine writing.

b. Drafting

At this stage, the writer focuses on the fluency of writing but does not think about grammatical accuracy or the neatness of the draft. Spivey describes drafting as a process in which writer constructs knowledge, transforms that knowledge through organizing, selecting, and connecting ideas and then develops it in a written text.¹⁴ Consequently, students will think about some ideas that will be useful to finish his or her work. The drafting may relate to the topic or the writers' purpose at the beginning.

c. Revising

Revising was not simply checking for language errors. Hence, it is done to improve the content and the organization of ideas so that the writer's purpose is made clearer to the reader. For instance, students revise when they are given a feedback by their teacher or friends for their writing. It means that different people tend to have different opinion about something and it is commonly found in writing. Another reason is to make students more motivate in producing a good writing.

d. Editing

At this stage, language errors, such as grammar, spelling, punctuation, diction, sentence structure and accuracy should be fixed in order to prepare the

¹¹ Martha Rapp Ruddell, John Wiley and Sons, *Teaching Content Reading & Writing (5thed)*. (New Jersey: John Wiley and Sons. Inc, 2008), p. 295.¹³ Renandya, *op. cit.*, p. 316.

final draft for evaluation. The mistakes might be found during self rechecking or analyzing peer's work. In editing, there is usually a rubric to recognize errors and mistakes in writing and it is useful to identify what kind of errors we or our friend made. Moreover, in editing process, it makes students see the connection between their own work and the exercise in order to create clear and unambiguous communication.

3. Descriptive Text

a. The Definition of Descriptive

Descriptive or description is one of ways to tell about something by giving more details so we can visualize what it actually looks, what its taste, and etc through our senses. Descriptive is usually used by writers to create lively object, scene, and place in their work as they give readers more experience while reading it. Hence, the readers will be easier to explore their imagination if the writing is described in a well vivid description.

In line with the writer's opinion about description, it has been defined by philosophers as "a mode of perception," or a means of knowing.¹² It gives the writer to record sensory details, to reflect on an experience and think about its advantage. Furthermore, in a book *Students' Writer* it states that "Description adds an important dimension to our lives because it moves our emotional and expands our experience by taking us to places we might not otherwise know much about".¹³ Sometimes, we did not notice that we always find descriptions in our everyday lives. For instance, in mass media, we can easily read an article or

¹²Betty MattixDietsh, *Reasoning & Writing Well a Rhetoric, Research Guide, Reader, and Handbook*, (New York: McGraw-Hill, 2003), p. 138.

¹³Barbara Fine Clouse, *The Student Writer*, (New York: McGraw-Hill, 2002), p. 142.

news that describes about popular issues or when we had a bad experience and we tell about it to our friends in much detail, they will feel it too. But, if we slightly talked about our vacation to someone, perhaps he or she would not get the whole picture.

b. The Purpose of Descriptive

We used descriptive in various kind of writing, such as college paper, job application, report, or other documents. On the other hand, in different scope, in research, business, and technical writing for example, writers use description to help readers understand the material qualities and fundamental structure of physical objects, organism, and phenomena. And, in expressive writing such as personal essays and narratives, autobiographies, and poems, the writers will guide the emotional responses of reader. It can be assumed that each kind of descriptive writings has different purposes and a suitable descriptive detail can strengthen the main idea. Therefore, successful description has a purpose: giving details to the thesis or the point of the description so the reader will catch the message. However, another source divides several purposes of description, and it can be seen as follows:

Table 2.1
Purpose of Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom

To express feelings	A description of your favorite outdoor retreat so your reader understands why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To Inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade women)	A description of a degrading music Video

c. Types of Descriptive

There are two types of descriptive: Objective descriptive and Subjective descriptive. Both types of descriptive serve important purposes. Writers often

combine them in their writing or they only tend to choose one. Subjective descriptive is when the writers use their personal feelings and reactions by using expressive language as they describe in order to create certain feelings of the reader. On the other hand, objective descriptive is describing something objectively, accurately, and as thoroughly as possible as the writers report what they see, hear, and so on.¹⁴ It means that the description uses impartial and impersonal tone and it is also literal, factual, and fair kinds of writing. In scientific and business writing, most description is based on unbiased, objective observation. Moreover, most journalists and historians try to remain objective by serving facts, not opinion.

d. The Linguistic Features of Descriptive

1. Using Proper Noun

In order to put a descriptive writing with concrete details and figures of speech, we might have to put a number of proper nouns or the names of particular persons, places, and things. Including proper nouns that readers recognize easily can make what we are describing more familiar to them. In other words, it makes our writing more believable.

2. Using Effective Verbs

Not only important for narration, but effective verb can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. We can choose *chiseled* to picture of the winds action

¹⁴Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill, 2002), p. 265.

than *made* does. In other words, the right word we use can make our descriptive writer more appealing.

3. Using Concrete Nouns and Adjectives

In descriptive, it was important to make the details of our writing as concrete as possible. For example, if we are describing our friends, do not just say that “He” s not a neat dresser” or that his “Wardrobe could be improved.” The function of concrete nouns and adjectives is to make the readers to come to the same conclusion. Moreover, it is also used when we want to describe objects and places.

4. Using Figures of Speech

Figures of speech were the expressions that convey a meaning beyond their literal sense. And it has its benefit as one of the best ways to make our writing clear and vivid. Writers really depend on figures of speech when they need to explain or clarify abstract, complex, and unfamiliar ideas. Metaphor, simile, and personification can be used to compare an aspect of the person or thing being described to something with which readers are already familiar. In addition, figures of speech make it possible for writers to dramatize or make vivid feelings, concepts, or ideas that would remain abstract and difficult to understand.²² In short, to write a good descriptive writing, as a writer we should consider those linguistic features in descriptive.

5. The Generic Structure of Descriptive Text

The schematic or generic structure of descriptive text consists of: Introduction and Description. *Introduction* is the part of the paragraph that

identifies phenomenon to be described. *Description* is the part of the paragraph that describes parts, qualities, and characteristics.

For example:

introduction { My name is Kevin. My parents" names are Mr. and Mrs. Steward. I have two elder sisters. Their names are Jessica and Hanna. We like travelling.

description { The place that we often visit is Bali. Almost every holiday, we go to my grandfather" s house in Bali. He has a restaurant near Kuta Beach. The restaurant faces directly to the beach so that the people in the restaurant can see the sunset. The tourists like to visit my grandfather" s restaurant.¹⁵

The language features usually found in a descriptive text are:

- a. The text is written using Simple Present Tense
- b. Comparative degree
- c. Article „a“ and „the“
- d. Preposition

¹⁵ ArtonoWardiman, Masduki B. Jahur, and M. SukirmanDjusma, *English in Focus for Garde VII Junior High School (SMP/MTs)*, (Jakarta: PusatPerbukuanDepdiknas, 2008), p. 94.

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

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

This strategy has 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?)

According to Fisher and Frey, RAFT provides a scaffold for students as they explore their writing based on various roles, audiences, formats and topics.¹⁶

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 student, to an audience other than the teacher, an in a form other than a standard assignment or written answer to questions.¹⁷ 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

¹⁶ Douglas Fisher and Nancy Frey, *Checking for Understanding: Formative Assessment Techniques for Your Classroom*, (Alexandria: Association for Supervision and Curriculum Development, 2007). p. 67.

¹⁷ Doug Buehl, *Classroom Strategies for Interactive Learning*, (New York: International Reading Association, 2013), p. 173.

can easily understood everything written.¹⁸ 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 about. 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. Applying RAFT is relatively easy once students understand the fundamental elements of writing.

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 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

¹⁸Cathy Allen Simon, *Using the RAFT Writing Strategy*, (<http://www.readwritethink.org/professionaldevelopment/strategy-guides/using-raft-writing-strategy-30625.html>) retrieved on December, 15th 2014.

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 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 writing.

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 through specific writing prompts, they might like to pursue in an effective way to engage them in writing about central issues for class.¹⁹

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

¹⁹Kurtis S. Meredith and Jeannie L. Steele, *Classrooms of Wonder and Wisdom: Reading, Writing, and Critical Thinking for the 21st Century*, (California: Corwin Press, 2011), pp. 137—138.

times when this might be unnecessary. However, it is an interesting adaptation to consider.²⁰

Table 2.2
The Example of RAFT Format²¹

Role	Audience	Format	Topic
Camilla's mother	Doctor	Friendly Letter	Please help My daughter
Bob	His mother	E-mail	Send food
Students	Principal	Invitation	Come to my party
Television Actor	Television audience	Public service Commercial	The importance of keeping beaches clean

b. 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 strategy. According to Buehl, using RAFT strategy can be done as follows:

²⁰*Ibid.*, p. 139.

²¹ Julie Jacobson, Kelly Johnson, and Diane Lapp., *Effective Instruction for English Language Learners*, (New York: The Guilford Press, 2011), p. 60.

- a. Analyze the important idea or information that you want students to learn from a story, a textbook passage, or other appropriate text.
- b. 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.
- c. 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.
- d. 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:

- a. First introduce the elements of the RAFT strategy to the students.
- b. R = role of the writer (Who is the writer? What role does he or she plays?)
- c. A = audience for the writer (To whom are you writing? Who will read your writing?)
- d. F = format of the writing (What form will your writing take?)
- e. T = topic of the writing (What will you be writing about?)
- f. 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.
- g. Then, with students, brainstorm possible roles class members could assume in their writing. This will determine the role for the assignment.

h. Now, ask the students to determine the audience for this writing.

i. Finally, decide the format writing will take.²²

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 teacher's help.

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.

Details: Imagine you are a turkey (Role) writing to a farmer (Audience) in the form of a letter (Format) and you are begging the farmer to choose some other turkey for Thanksgiving dinner (Topic).

Below is a sample RAFT using the details listed above.

²²Roberta Sejnost and Sharon Thiese, *Building Content Literacy: Strategies for the Adolescent Learner*, (California: Thousand Oaks, 2010), p. 85.

November 20, 2002

Dear Farmer Bob:

I understand you are about to choose a turkey for this year“ s feast. Well,

you can pass right by my coop. I have been really sick---chicken pox!

Those chickens came to visit us last week to brag about being safe for

awhile this month, and before you know it, I got sick. You certainly do not

want your family to catch this disease, so choose another turkey. I think

Sam in coop 5 looks healthy and fat this year. I am losing weight daily, so

I could never feed you and your wife and kids. Maybe next year. . .

Your friend,

Turkey²³

²³ Mark Overmeyer, *When Writing Workshop Isn’t Working*, (Portland: Stenhouse Publishers, 2005), pp. 28—29.

From the example above we know that the writer uses his or her imagination to write this letter. He or she has a role as a turkey. As we know, turkey is an animal, and animal cannot write. Therefore, in this writing the turkey is able to write a letter to the farmer Bob informing that he was sick to be a meal for year" s feast, and he suggested the farmer to choose another turkey that looks healthy and bigger than him. We can see that the writer used his or her imagination to create a scared, yet a cunning turkey. Actually, the letter is quite fun to read, and to create such writing, it depends on the writer" s skill to use imagination because the concept of RAFT is to provide a creative and motivated way to write.

d. The Advantages of RAFT Strategy

When used a certain strategy, the teacher has to know the advantages of the strategy before implementing it in the class. There are some advantages of RAFT strategy that teacher should know, as follows:

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

4. Students are more motivated to do a writing assignment because the task involves them personally and allows for more creative responses to learning the material.
5. 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 to them during the initial reading of an assignment.
6. RAFT is a strategy that can be used to teach all content areas, including science, social studies, and math.

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 writers. 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.

B. Related Study

The first journal is “The Effect of RAFT Strategy Toward Students’ Writing Achievement in the Eighth Grade of SMP N 2 Lengayang” conducted by YutrimaNengsih from English Department of STKIP PGRI West Sumatra.³⁵ The research had an aim to know the effect of RAFT Strategy combined with Interactive Writing Strategy to improve students’ ability in writing. The research design used in this journal was experimental study where there were two classes

(VIII E and VIII D) used as the experimental class and the control, class and the treatment given to those classes were 8 times. The result of the research was there was a significant improvement from RAFT strategy; it was proved by the calculated (4.55) was higher than t-table (2.00). The difference between this research and the writer research was the research design, so it would affect the number of students, the treatment given in the class, and the analyzing of the research. Therefore, the aim of the study was either to improve the students' ability in writing.

The second is "R.A.F.T as a Strategy for Teaching Writing Functional Text to Junior High School Students" this journal was written by TezaPeby Alisa and Rusdi Noor Rosa from English Department of State University of Padang.³⁶ The aim of the research is to motivate the students to write, and to give some benefits to the teacher in teaching writing skill. The result of the research is RAFT strategy could improve students' motivation in learning writing, and they could organize idea easier when they wrote functional text. The research design used by the researchers are not identified because they only explained the preparation and the steps (pre-activity, whilst, and post-activity) in teaching using RAFT strategy. The focus of the research is to improve students' ability in writing functional text, and it is different from the writer who focused on improving students' descriptive writing skill.

The third is journal of "The Effect of RAFT Strategy and Anxiety upon Writing Competency of the Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year 2013/2014", an experimental study conducted by Ni Made Elis Parilasanti, I Wayan Surnajaya, Asril Marjohan from

Universitas Pendidikan Ganesha, Denpasar. The research had an aim to investigate the effect of RAFT strategy and anxiety upon writing competency. 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 interactional effect between the implementation of RAFT strategy and the students' anxiety, (c) there is significant different 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' low anxiety, taught by implementing RAFT strategy and those who are taught by conventional strategy.³⁷ Therefore, this research has different focus if it is compared with the writer research. The writer did not implement an experimental study but classroom action research, and there were two variables used in this research.

C. Hypotheses

Based on the theoretical and conceptual framework, so the writer formulate the hypotheses as follows :

Ho: There is no significant effect of RAFT strategy on students' ability in writing hortatory exposition text between those who are taught by using RAFT strategy and those who are not at the second year students' of MAN BINJAI.

Ha: There is significant effect of using RAFT strategy on students' ability in writing persuasive text between those who are taught by using RAFT strategy and those who are not at the second year students' of MAN BINJAI.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The research conducted from May up to June 2018. The research took place at AL-WASHLIYAH 30 BINJAI which are location at Jl. PerintisKemerdekaanBinjai Utara. The reason of taking the research for this educational level, because this level should master descriptive text. It was one of the important kinds of texts for final test or national final examination.

B. Research Design

The writer used Classroom Action Research (CAR) as the method of the research. This kind of research has systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and to improve the ways educational setting involved teaching and students learning.²⁴

Moreover, there were several conceptions of action research defined by some experts. For instance, Hopkins suggests that the combination of action and research can be used as a personal attempt to understand, improve, and reform practice.²⁵ Another expert, Corey defines

²⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research in Education fourth edition*, (New Jersey: Pearson Education Inc., 2012), p. 578.

²⁵ Louise Cohen, Lawrence Manion, and Keith Morisson, *Research Methods in Education (6thed)*, (New York: Routledge, 2007), p. 297.

action research as a process in which problems are studied scientifically by practitioners so that they can evaluate, improve, direct decision-making, and practice.²⁶ Also Kemmis and McTaggart argue that to do action research is the practitioners have to plan, act, observe, reflect more carefully and more systematically than what they do in their everyday life.²⁷

Based on the definitions above, it can be concluded that action research or classroom action research is a method that is used to improve the quality of teaching and learning condition in a class scientifically throughout systematic processes. The processes are planning, acting, observing, and reflecting.

Additionally, there were several major characteristics of action research listed by Kember as follows:

- Concerned with social practice;
- Aimed towards improvement;
- A cyclical process;
- Pursued by systematic enquiry;
- A reflective process;
- Participative;
- Determined by the practitioners.²⁸

Related to the processes of action research, the writer will use design proposed by Kurt Lewin. There are four phases in conduction CAR according to Kurt Lewin's design, the figure can be seen below:

²⁶*Ibid.*

²⁷*Obcid.*

²⁸David Kember, *Action Learning & Action Research: Improving the Quality of Teaching and Learning*, (New York: Routledge, 2000), p. 24.

Planing-Acting-Observing-Reflecting-Cycle

Referring to Kurt Lewin's action research design, the writer made the research procedure of classroom action research which is to be implemented in the tenth grade of AL-WASHLIYAH 30 Binjai.

C. Research Procedures

There were four phases that needed to be done by the practitioner in one cycle of action research, and the cycle can be repeated in the next cycle in order to show an evidence of any improvement done by the subject of the research. Therefore, before the writer did an action in planning phase, preliminary study is done first. According to Analytic Quality Glossary, preliminary study is an initial exploration of issues related to a proposed quality review or evaluation.²⁹ It will aim to identify and analyze students' problem in learning writing that needed to be solved.

In conducting this study, the writer carried out several activities, the activities were: (a) observing the students' condition during teaching and learning writing, (b) giving questionnaire to the students in terms of learning English, and (c) assigning students to write a descriptive paragraph in order to identify and analyze students' problem in writing that kind of text. After carrying out the preliminary study, the writer continued to the next phase. To give more understanding, the four phases are:

²⁹Lee Harvey, *Analytic Quality Glossary: Quality Research International*, (<http://www.qualityresearchinternational.com/glossary/preliminarystudy.htm>) retrieved on April 20th, 2015.

1. Planning

After identifying the students' problem through preliminary study, the writer prepare all things related to the implementation of action research in class. The preparation consist of choosing the suitable material and media, designing the lesson plan, preparing observation sheet, and developing evaluation for students based on the writing result.

The lesson plan designed by the writer based on the syllabus where she make four lesson plans for two cycles. Then, the writer chose material taken from tenth grade of senior high school English text book, *English in Focus*, written by Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma and published by Pusat Perbukuan Depdiknas in 2008. For RAFT writing prompt, the writer adapted a prompt from the internet. Then, the writer made observations sheets to record the students' participation and the teacher's performance when the teaching and learning writing process happened in the class. Furthermore, in doing evaluation, if the students got 75.0 score for their writing it means they would pass the Minimum Mastery Criterion or *Kriteria Ketuntasan Minimal (KKM)*. The purpose of the writing test in the cycles was to know whether there are some improvements on the students' writing achievement from each cycle.

2. Acting

In this phase, the writer has done to implement what she already plan at the beginning. Firstly, the writer explained about the generic structures and linguistic features of descriptive text. Secondly, the students will identify and analyze the generic structures and the linguistic features

of descriptive text. Thirdly, the writer explained about Role, Audience, Format and Topic strategyconcept. Fourthly, the writer who acted as a teacher started to give the explanationof RAFT apply in writing especially in the descriptive paragraph. Afterexplaining RAFT concept, the writer ask the students to identify RAFTelements in several short descriptive texts. The last is the studentsassign to produce their own writing by using RAFT writing prompt; in the firstmeeting, the students assign to make their own prompt, and in the nextmeeting the topic was determined by the teacher based on the material that theywill learn.

3. Observing

After doing the acting phase, the writer observation all activities happen inthe class. It included classroom situation and condition, the students' participationand responses, and the teacher's performance during teaching and learningprocess in the class. While doing the observation, the writer will use observationchecklist as a guideline to observe students' participation. After taking notes ofstudents' activities, the writer also collect the data derived from the writing testafter the implementation of RAFT strategy. It will done to give additionalevidence that there was an improvement of the students' descriptive writingability. In the other word, the important aspects of observing phase are sources ofthe data, instruments use in collecting the data, and technique in collecting thedata.

4. Reflecting

The writer evaluated the teaching and learning process, and analyze the students' writing achievement after RAFT strategy was implemented in the class. Furthermore, if the cycle has not been successful, the writer would revise and do another cycle to make sure that there was positive changing of students' descriptive writing skill.

D. Subject of the Research

The subject of the research will X 2 students of Al-Washliyah 30 Binjai in academic year 2018/2019. The class consists of 39 students. Therefore, there were only 20 students taken as the subject of the research because some of the students did not come to the class when the writer conducted the research. Few students were only taking one of the writing tests so the data were not complete. Moreover, the class was chosen based on the observation and the fact that this class' descriptive writing skill needed to be improved. Therefore, the finding of any classroom action research could not be generalized to other groups of students even though they might be at the same school.

E. Researcher's Role in the Research

In this research, the writer was as an active participant who had a role not only as a planner but also as a teacher when taking action such as making a lesson plan and giving assessment. Therefore, the writer needed an observer to observe her performance when she taught writing using

RAFT strategy and to check the students' participation during teaching and learning process in the class.

F. Research Instruments

The writer used two kinds of instruments to collect the data in Classroom Action Research. The instruments divided into two types: test and non-test. The test consisted of 1 pre-action test and 2 post-action tests, while the non-test consisted of observation sheet, questionnaire, and test.

1. Observation

This kind of instrument was used to collect the data of the students' activities in teaching and learning process, while the writer was doing the research in the classroom. To record the students' activities, the writer already determined or listed the phase of activities for the students in each meeting, and the writer also gave a sign to the students who did the certain activities. The activities monitored by the writer were during pre, whilst, and post activities. For additional information found by the writer, she would make some notes related to the real condition in the class. Moreover, result of the data will be considered in taking the following cycle if it is necessary.

2. Test

The students will follow two kinds of test; Pre-action test and Post-action test. Pre-action test will give before the implementation of RAFT strategy given to the students. Post-action test is the test will give when the teacher already implemented RAFT strategy in teaching descriptive

writing. In this test, the students have to identify RAFT elements in some descriptive text, and they have to write a descriptive text based on RAFT that they determined. The aim of giving those tests is also to show supporting evidence that the students' understanding about RAFT strategy would improve their ability in writing.

G. Data Collecting Procedures

There are two techniques used in collecting data for the Classroom Action Research study; they are observation and, test. The explanation of the procedures will be seen in this research can be seen below.

1. Observation Sheet and Checklist for Students' Participation

In this research, the writer has an observation in X-2 class, which consists of 20 students. Some students are enthusiastic in learning English. The students will give a chance to read descriptive paragraph as the implementation of RAFT strategy in the text, and then the writer asks them to identify the Role, Audience, Format, and Topic aspects in the paragraph by using their own words. The last is the students were assigned to write a story based on the RAFT writing prompt given by the teacher. To get the data about the students' participation in the class, the writer will use observation sheet. There are two kinds of observation sheets used in the research: observation checklist and observation notes.

2. Writing Test

In this research, the test aim to show the result of students' writing by using RAFT strategy in writing descriptive paragraph. The writer will also compare the mean of Pre-action and Post-action score in order to know how students' improvement. In calculating students' score, the writer will use a certain formula to get the mean score of each test and also the improvement of students' descriptive writing per cycle.

H. Data Analysis Procedures

In analyzing the data, all of the data that is collected by using observation notes/checklist and test. In analyzing them, the writer will use the following steps:

1. Classifying the data

The data from observation are gathered, evaluated, and then classified based on the topic of the research problems.

2. Describing the data

After the data is classified, the writer described the data as follows:

- a. The data from observation was described by using descriptive form.
- b. The data from questionnaire was described by using table.
- c. The data from the test was described by table and calculation.

3. Finding

In answering the first problem statement the writer will use the qualitative method. The qualitative method is a method used to analyze the data through words using descriptive analysis. This qualitative

method is gathered by using the observation. It means, after having observation in the classroom the writer analyzes the data by making description from the result. In answering the second problem statement the writer used quantitative method. The data got from the questionnaire and tests were analyzed using a certain formula. To get the mean of students' descriptive writing score within one cycle, the formula used is:³⁰

$$M = \frac{x}{N}$$

Explanation:

M : Mean

X : Individual score

N : Number of students

Next, to get percentage which the minimum mastery criteria-kriteria Ketuntasan Minimal (KKM) 77. The score percentage of each cycle will be calculated by using the following formula :

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : The class percentage of students who get the point (≥ 75)

R : Total percentage of students.

³⁰Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 1997), p.77.

T : The total number of students who do test.³¹

On the other hand, in analyzing the data obtained from the students' descriptive writing paragraph, the writer used analytical scoring rubric adapted from Jacobs *et al.*'s scoring profile. In the Jacob *et al.* Scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics.³² Therefore, the writer modified the aspects and the weight of each aspect. The analytical score rubric adapted by the writer as follows:

Table 3.1
The Analytical Rubric Adapted

Aspect	Score	Performance Description	Weighting
Content (C) 20% - Topic - Detailed	4	The topic is complete and clear and the details are relating to the topic	x20
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to	

³¹Purwanto M. Ngah (2002), *Prinsip-Prinsip dan Pembelajaran*, Bandung : PT. Remaja Rodakarya, p. 132

³²Sarah Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 115.

		the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20%	4	Identification is complete and descriptions are arranged with proper connectives	x20
- Identification - Description	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	

Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement Inaccuracies	x20
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement Inaccuracies	
Vocabulary (V) 20% - Diction	4	Effective choice and words and wordforms	x20
	3	Few misuse of vocabularies, word forms, but not change the meaning.	

	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, wordforms and not understandable	
Mechanic (M) 20%	4	It uses correct spelling, punctuation and Capitalization	x20
- Spelling	3	It has occasional errors of spelling, punctuation and capitalization	
- Punctuation	2	It has frequent of spelling, punctuation and capitalization	
- Capitalization	1	It is dominated by errors spelling, punctuation and capitalization	

I. Trustworthiness

To establish credibility or confidence in the 'truth' of the findings and confirmability or the degree of neutrality that the findings were based on the subject of the research and not from the researcher's bias, motivation, and interest, so that the writer used these techniques:

a. Triangulation

It defines as an investigation to produce understanding involves using several data sources. Some see triangulation as a method for corroborating findings and as a test for validity. The verification of findings can be done by (1) referring to several sources of information (including literature), (2) using some methods of data collection, and often (3) acquiring observations from several inquirers. In other words, to prove the research done was credible, the writer has to consider several findings got from data collecting in the research in order to make a conclusion.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

The data were analyzed by quantitative and qualitative approach. The quantitative data were taken from the mean of the students' score in taking test. The qualitative data were taken from observation and test. This research was conducted in one class with 19 students'. Each cycle consisted of four steps of action research (planning, action, observing, and reflecting).

The first cycle including pre-test conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle. The students were taken the test as the post test.

Table 4.1

The Students Score

number	intial of name	Score		
		pre-test	post-testI	post-testII
1	CI	79	80	90
2	RT	69	75	90
3	BP	78	70	80
4	DP	69	70	77
5	SC	75	75	77
6	MR	65	68	80

7	DA	65	67	90
8	ISR	71	74	80
9	ADS	64	70	80
10	P	66	70	77
11	DD	70	72	85
12	NFA	74	74	90
13	DK	66	70	85
14	R	66	69	69
15	DR	72	75	75
16	DFY	76	79	90
17	AHA	73	82	85
18	SIM	65	70	82
19	NN	78	81	90
20	VF	75	79	85
	TOTAL	1416	1470	1657
	MEAN	70.8	73.5	82.85

From the data above, it was found that the students' score in pre-test was 1416, the students' mean score was 70,8 in post-test I 1470 with the students' mean score was 73,5 and in post-test II was 1657 with the students' mean score 82,85.

1. The Qualitative Data

The qualitative data taken the observation. The observation was done before conducting the first cycle. The researcher found out that teacher's problem in teaching writing text was the unappropriate use of teaching method. The researcher also found out that the students will have difficulties in following lesson especially in learning writing . it is shown from the result of observation, there are not active in the process of learning in class.

From the result of observation with the English teacher showed that so they need ambience and new method in process of learning so that they not feel bored in the class and motivation students in study can increase especially learning writing. Teacher stated that the students were very difficult to be focus in following the lesson of writing.

2. The Quantitative Data

1.1 The Students' Ability of Writing Descriptive Text Before Treatment

The writer gave a pre-test. The total score of the students was 1416 and the number of the students who did the test were 20, so the mean of the students score was 70,8. Here the students' score of pre-test as follow:

Tabel 4.2**The students' score in pre-test**

Number	initial of name	Score	
		pre-test	Criteria of success ≥ 75
1	CI	79	Successful
2	RT	69	Unsuccessful
3	BP	78	Successful
4	DP	69	Unsuccessful
5	SC	75	Successful
6	MR	65	Unsuccessful
7	DA	65	Unsuccessful
8	ISR	71	Unsuccessful
9	ADS	64	Unsuccessful
10	P	66	Unsuccessful
11	DD	70	Unsuccessful
12	NFA	74	Unsuccessful
13	DK	66	Unsuccessful
14	R	66	Unsuccessful
15	DR	72	Unsuccessful
16	DFY	76	Successful
17	AHA	73	Unsuccessful
18	SIM	65	Unsuccessful
19	NN	78	Successful

20	VF	75	Successful
TOTAL		1416	
		70.8	

From the table above, the students' who got point up 75 were 6, and the were 16 students unsuccessful. In addition, the total score of the students' score was 1416 and the number of the students who did the test were 20, so the mean of the students was :

$$M = \frac{x}{N}$$

$$M = \frac{1416}{20}$$

$$M = 70,8$$

From the formula above, the students ability at writing descriptive text was low . the mean of the students score was 70,8. The percentage of students who were success in writing descriptive was calculated by using the formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{6}{20} \times 100\%$$

$$= 30 \%$$

$$P2 = \frac{14}{20} \times 100\%$$

$$= 70 \%$$

Table 4. 3**Percentage of the score pre-test**

	Criteria	Total Students	Percentage
P1	Successful	6	30%
P2	Unsuccessful	14	70%
Total		20	100%

From the data analysis above, the students writing descriptive test achievement was low. It could be seen from the mean of the students' score was 70,8. The percentage of the students' score denoted that 6 students got successful score or it was 30%. In the other hand, 14 students got unsuccessful score or it was 70%. It can be concluded that the students' writing ability in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

1. The Treatment Done in Cycle I

The writer gave test in post-test I, the test was given after being throught by using Chain writing. The writer found improvement of the students' who got point 75 up in post-test I of the cycle. Here students' score of post-test in the first cycle.

Table 4.4**The student' score in post-test 1**

Number	Initial of name	Score	
		post-test1	criteria of success ≥ 75
1	CI	80	Successful
2	RT	75	Successful
3	BP	70	Unsuccessful
4	DP	70	Unsuccessful
5	SC	75	Successful
6	MR	68	Unsuccessful
7	DA	67	Unsuccessful
8	ISR	74	Unsuccessful
9	ADS	70	Unsuccessful
10	P	70	Unsuccessful
11	DD	72	Unsuccessful
12	NFA	74	Unsuccessful
13	DK	70	Unsuccessful
14	R	69	Unsuccessful
15	DR	75	Successful
16	DFY	79	Successful
17	AHA	82	Successful
18	SIM	70	Unsuccessful
19	NN	81	Successful

20	VF	79	Successful
		1470	
TOTAL		73.5	

From the result in the table above in post-test I, the students' who get point ≥ 75 was 8 students', and the students' did not get point ≥ 75 was 12 students'. The total students' who follow test was 20, so the mean of the students was.

$$M = \frac{x}{N}$$

$$M = \frac{1470}{20}$$

$$M = 73.5$$

From the data result above, the students' ability at writing descriptive test was low. The mean of the students score was 73.5. The percentage of students who were success in writing descriptive text was calculated by using the formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{8}{20} \times 100\%$$

$$= 0.4 \%$$

$$P2 = \frac{12}{20} \times 100\%$$

$$= 0.06 \%$$

Table 4. 5

	Criteria	Total Students	Percentage
P1	Success	8	40%
P2	Unsuccess	12	60%
Total		20	100%

From the data analysis above, the students writing descriptive test achievement was low. It could be seen from the mean of the students' score was 73.5. The percentage of the students' score denoted that 8 students got successful score or it was 40%. In the other hand, 12 students got unsuccessful score or it was 60%. It can be concluded that the students' writing ability in post-test was categorized unsuccessful. The writer would continue in the second cycle.

2. The First Cycle

The writer also have done some steps in the first cycle, they were planning, action, observing, reflecting. Here the activities that have done in every steps:

- a. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing observation sheet 1 made the lesson plan for two cycle.

b. Action

In this step, there were some activities that had been done by the researcher. Firstly, the researcher explained about descriptive text, and give some example to make the students more understood. After they were know to different the kind of writing, the teacher was applied raft strategy and explained the function of using raft strategy in increase their writing in descriptive text.

c. Observing

In observing, the researcher ask the students' put their writing at whiteboard. We can see from their mark there are 14 students' who got score up 75, it is better than their pre-test that there is 6 students' got score up 75.

d. Reflecting

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning writing by implementing of Chain Writing, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting.

The evaluation become the reflection to the researcher cycle two. From the students' responses and the students' score above, the researcher stated to continue in cycle two in hoping to be better than before.

3. The Treatment Done in Cycle II

The researcher choose to continue the researcher in cycle two. The aim to seen raising the students' score in writing descriptive text after doing post-test I in the first cycle. Here the students' score of post-test II in the second cycle.

Table 4.6

The students' score in post-test of the second cycle

Number	Initial of name	Score	
		Post-test II	criteria of success ≥ 75
1	CI	90	Successful
2	RT	90	Successful
3	BP	80	Successful
4	DP	77	Successful
5	SC	77	Successful
6	MR	80	Successful
7	DA	90	Successful
8	ISR	80	Successful
9	ADS	80	Successful

10	P	77	Successful
11	DD	85	Successful
12	NFA	90	Successful
13	DK	85	Successful
14	R	69	Successful
15	DR	75	Successful
16	DFY	90	Successful
17	AHA	85	Successful
18	SIM	82	Successful
19	NN	90	Successful
20	VF	85	Successful
TOTAL		$\Sigma X =$ 1657	
		X = 82.85	

From the data of post-test II in the second cycle, the students who got point up 75 was 20, and the students' did not get point up 75 was 0. And the total score of the students was 1657 and the number of students who took the test was 20, so the mean of the students was:

$$M = \frac{x}{N}$$

$$M = \frac{1657}{20}$$

$$M = 82.85$$

From the analysis data above, the students' writing ability in post-test II was improved. It could be seen of the mean score of the students was 82.85. it means that the score was categorized success. The percentage of students who were success in writing text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{20}{20} \times 100\%$$

$$= 100\%$$

$$P2 = \frac{0}{20} \times 100\%$$

$$= 0\%$$

Table 4.7**The percentage of students' score in post-test of the second**

	Criteria	Total Students	Percentage
P1	Success	20	100%
P2	Unsuccess	0	0
Total		20	100%

From the data analysis in post-test II, the researcher concluded that the students' writing descriptive test achievement was improved. it could be seen from the mean of the students' score was 82.85. The percentage of the students' score of 20 students got 20 students who is successful or it was 100%. In the other hand, there is no students got unsuccessful It score. it can be concluded that the students' writing ability in post-test II in the second cycle was categorized success and increase. So, the researcher finished the study in this cycle.

4. The Second Cycle

The students reponses in the second cycle were very well. The students' ability at writing descriptive text were increase continuously. The students' were more enthusiastic and serious when the students had understood how to write descriptive text. And the condition in the class

were also good and the students had good responses to the researcher's explanation.

The researcher also have done some steps in the second cycle, they were planning, action, observing, reflecting here the activities that have done in every steps.

a. Planning

In this phase, the researcher prepared lesson plan and emphasized the teaching learning process in teaching at writing descriptive text. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about explanation at writing narrative text from the researcher. Besides that, the researcher as the teacher used the method to make the students more interested and developed their creativity and also more focused in the material. The researcher also created the supportive situation in the class during teaching learning process.

a. Action

In this step, there were some activities that had been done by the researcher. Firstly, the researcher explained about descriptive text, and gave some example to make the students more understood. After they knew the different kind of writing, the researcher applied raft strategy and explained the function of using raft strategy to students.

b. Observing

The researcher was very proud of the result of students' tests. From the last result it indicated that the students were able to write at narrative text by using raft strategy. Most of students' got score up 75.

c. Reflecting

After checking the students' written test of descriptive text by giving test to them, it was found that the students' score showed the increasing. Based on the observation and the result of their test, researcher concluded that the students' could improve their writing ability by using raft strategy. The students' score in the second cycle was higher than the score in the first cycle.

Table 4.8

The percentage of students who got point up to 75

Competence test	Percentage
Pre-test	30%
Post-test I	40 %
Post-test II	100 %

The result of percentage of students' ability during the researcher showed that percentage of students' ability improved in each test. In the pre-test there was only 30% (6 students') who got point 75. It was caused

by the teacher did not give the treatment to the students' before they learn about writing descriptive text.

In the post test there was the improvement of percentage of students' who got point up 75 namely 40% or 8 students. In post- test I cycle, the students did not get meaningful change score from pre-test to post-test I, although the teacher had applied Raft Method in teaching descriptive text. It was caused by some of students' still did not know how to write well in writing descriptive text and students' still confused how the applied the method writing descriptive text, when the teacher explained raft strategy they did not give attention well.

Their score improving from pre-test until post-test II. It was caused in this cycle the teacher still applied raft strategy and explained it more detail, and also the teacher additional activities that were based on the reflection done by the teacher and collaboration to prevent the same mistakes in cycle I and to get better improvement of the students' score. Teacher motivated students' to generate their interest in learning English, give punishment to the students' were noisy to stand up in front of the class gave more chance and attention to students' were not confidence to present their work or to ask what they had not understand.

From the data, it indicated that using raft strategy in learning descriptive text in writing was improve, and the data above can be concluded that the students' ability have been increased by using raft strategy.

B. Research Finding

The result was indicated that there was increasing of the students writing ability by using raft strategy. It was supported by the mean of the students' score in every meeting that increased. Here the data analysis of the students' score every meeting.

Table 4.9

Data analysis of students' score post-test of the first cycle and post-test of the second cycle.

No	Name	Cycle I		Cycle II	
		Post-test I		Post-test II	
		Score	Criteria Success ≥ 75	Score	Criteria Success ≥ 75
1	CI	80	success	90	Successful
2	RT	75	success	90	Successful
3	BP	70	unsuccess	80	Successful
4	DP	70	unsuccess	77	Successful
5	SC	75	success	77	Successful
6	MR	68	unsuccess	80	Successful
7	DA	67	unsuccess	90	Successful
8	ISR	74	unsuccess	80	Successful
9	ADS	70	unsuccess	80	Successful

10	P	70	unsuccess	77	Successful
11	DD	72	unsuccess	85	Successful
12	NFA	74	unsuccess	90	Successful
13	DK	70	unsuccess	85	Successful
14	R	69	unsuccess	69	Successful
15	DR	75	success	75	Successful
16	DFY	79	success	90	Successful
17	AHA	82	success	85	Successful
18	SIM	70	unsuccess	82	Successful
19	NN	81	success	90	Successful
20	VF	79	success	85	Successful
TOTAL		1470		1657	
		73.5		82.85	

It could be seen that the mean of the first cycle was 73.5. it was still low and did not get point up 75 because the students' still felt difficult and not confident to write descriptive text. But, the mean in the second cycle was better than the first cycle. It was 1657 or it was 82.85, from the result of data analysis showed that there was an improvement at the writing students' ability by using raft strategy. It was showed from the mean of post-test in the first cycle was 73.5 and post-test in the second cycle was 82.85. So, there was improvement in every cycle.

Table 4.10

The percentage of students' ability at writing descriptive text by using raft strategy in post-test of the first cycle and post-test of the second cycle.

Competence test		he Students Who Got Up To 75	Percentage
cycle I	post-test		%
post-test II	post-test		0%

Based on the table above, the result indicated that there was an improvement on the students' ability at writing descriptive text by using raft strategy. The mean of the cycle was 73.5, it was good enough. The mean of the second cycle were better than the first cycle. The percentage of students who got point 75 also grew up. On the pre-test, the students' who got point 75 up were 6 students (30%). In the post-test of cycle I students who got point 75 up were 8 students (40%). It means that there was an increasing about 40%. The post-test of cycle II, students who got point 75 up there were 20 students (100%). For the total increasing of the students' score from pre-test to post-test of cycle II was 100%. In the other words, the students' ability in writing descriptive text and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the quantitative data. The qualitative data were organized from the observation sheet and test

sheet. All of these data indicated that the students' given their attitude and responses during teaching learning process. Based on the result of the qualitative and quantitative data, it could be concluded that raft strategy could improve students' ability in writing descriptive test especially the students' at Al-Washliyah 30 Binjai.

5. Discussion on Research Finding

The research was conducted to find out the improving the students' ability at writing descriptive text by using raft strategy. Raft strategy was one of methods that could help the students be easier in learning writing especially writing descriptive text.

The research that had been done by the researcher that raft strategy was effective. It could be seen from the table showed us the increasing of the students' score from pre-test, post-test I and II. In pre-test students' who got mean score 75 just 6%, it because students less understand with teacher explanation, in post-test I students who got mean score 75 just 8%, it because some students still not listen teacher explanation, in post-test II students who got mean score 75 were 20% in post-test II students' more active and listen teacher explanation and students' not many played.

Based on the explanation above, it shows that improving the students' achievement at writing descriptive text got good improvement. There was improvement on the students' achievement at writing descriptive text by using raft strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

From the result and discussion about increasing the students' ability at writing descriptive text by using raft strategy could be concluded that :

1. The students' ability at writing descriptive text could increase after using RAFT strategy. It was showed by pre-test 70.8 and post-test I 73.5 and post-test II 82.85. There was improvement in every cycle. RAFT strategy could increase the students' ability at writing descriptive text at Al-Washliyah 30 Binjai
2. The students' respond to language teaching when they were being taught by using RAFT strategy was very good. It can be seen from the observation sheet of teacher activity in cycle I until cycle II.

B. Suggestions

Based on the result of this research, the writer suggestion:

1. For the teacher, this study can be an alternative solution to increase students ability at writing descriptive text.
2. For the researcher, the other researcher can use this study to do deeper related research.

REFERENCES

Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma, *English in Focus for Grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan Depdiknas, 2008)

Barbara Fine Clouse, *The Student Writer*, (New York: McGraw-Hill, 2002) Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill, 2002)

Betty Mattix Dietsh, *Reasoning & Writing Well a Rhetoric, Research Guide, Reader, and Handbook*, (New York: McGraw-Hill, 2003)

Brown, H. Douglas. 2001. *Teaching By Principles An Interactive Approach to Language Pedagogy*. San Francisco : Longman.

Cathy Allen Simon, *Using the RAFT Writing Strategy*, (<http://www.readwritethink.org/professional-development/strategy-guides/using-raftwritingstrategy-30625.html>) retrieved on December, 15th 2014.

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)

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

Doug Buehl, *Classroom Strategies for Interactive Learning*, (New York: International Reading Association, 2013)

Douglas Fisher and Nancy Frey, *Checking for Understanding: Formative Assessment Techniques for Your Classroom*, (Alexandria: Association for Supervision and Curriculum Development, 2007)

Dr. Syafaruddin, M.Pd, & Asrul, M.Si (2010) *Pedoman Penulisan Skripsi*: Badan Penerbit Fakultas Tarbiyah IAIN SU Jl. Illiem Iskandar Pasar V Medan Estate.

Harmer, Jeremy. 2004. *How to teach writing*. England : Longman. Jack C. Richard and Willy A. Renandya (eds.), *Methodology in Language Teaching an Anthology of Current Practice*, (New York: Cambridge University Press, 2002)

John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research in Education fourth edition*, (New Jersey: Pearson Education Inc., 2012)

Julie Jacobson, Kelly Johnson, and Diane Lapp., *Effective Instruction for English Language Learners*, (New York: The Guilford Press, 2011)

Ken Hyland. 2003. *Second language writing*. New York: Cambridge University Press. Carolin T. Linse. 2005. *Practical English Language Teaching : Young Learners*. New York : McGraw Hill

Kurtis S. Meredith and Jeannie L. Steele, *Classrooms of Wonder and Wisdom: Reading, Writing, and Critical Thinking for the 21st Century*, (California: Corwin Press, 2011)

Lee Harvey, *Analytic Quality Glossary: Quality Research International*, Louise Cohen, Lawrence Manion, and Keith Morisson, *Research Methods in Education (6th ed)*, (New York: Routledge, 2007)

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

Nunan, David. 2007. *Language Teaching Methodology*. Sydney : Longman.

Pardiyono. 2007. *PastiBisa, Teaching Writing-Genre Best Writing*. Yogyakarta : CV. AndiOffset.

Reid, Robert and Torri Ortiz Lienemann. 2008. *Strategy Instruction for Students*. New York: The Guilford Press

Roberta Sejnost and Sharon Thiese, *Building Content Literacy: Strategies for the Adolescent Learner*, (California: Thousand Oaks, 2010)

Wikipedia. *Definition of writing*. Accessed from en.m.wikipedia.org/wiki/writing. Accessed