



**IMPROVING THE STUDENTS' SKILLS IN WRITING
DESCRIPTIVE TEXT THROUGH RAFT STRATEGY
AT MTs ISLAMIAH MEDAN**

A Skripsi

*Submitted to the Faculty of Tarbiya and Teachers Training State Islamic University
of North Sumatera Medan as a Partial Fullfillment of the Requirements for the
Degree of Sarjana Pendidikan*

By:

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**DEPARTMENT OF ENGLISH EDUCATION
TARBIYA FACULTY AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
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Demikianlah kami sampaikan atas perhatian saudara kami ucapkan
terimakasih.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan atau plagiasi, maka Gelar dan Ijazah yang diberikan oleh universitas dapat dicabut kembali.

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ABSTRACT
Improving The Students' Skills in Writing Descriptive Text Through RAFT
Strategy
at MTs Islamiyah Medan

Saniyatun Hasanah Ritonga (34154208)

This research aimed to improve students' skills in writing descriptive text through RAFT Strategy. The background of the study in this research was based on the students' difficulties in writing descriptive text. In order to solve this problem, the teacher should have creative strategy. RAFT strategy can be used as creative strategy in teaching writing that will make students enjoy and easy to write descriptive text. In this research, the researcher conducted a classroom action research as the methodology. The subject of this research was the seventh grade students of MTs Islamiyah Medan. This research used two types of data, namely qualitative data and quantitative data. The qualitative data were obtained through an interview, observation sheet, field note and documentation. Meanwhile, the quantitative data used test that done before the implementation of the actions (pre-test) and after the implementation of the actions (post-test I and post-test II). The result of this research showed that there was increasing of students in writing descriptive text. The mean of the pre-test was 45.93, the mean of the first cycle was 69.8, and the mean of the second cycle was 79.06. It showed that the mean in the second cycle were better than the pre-cycle and first cycle. And by using t-test, the researcher found that $t_{\text{observation}} (7.09) > t_{\text{table}} (1.09)$. Based on the findings, it can be concluded that RAFT strategy can be used to improve the students' skills in writing descriptive text.

Keywords: RAFT Strategy, Descriptive Text

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The thesis: “Improving Students’ Skills in Writing Descriptive Text Through RAFT Strategy at MTs Islamiyah Medan” is a simple and small creation was created by me to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2019.

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Medan, 26 Agustus 2019

Saniyatun Hasanah Ritonga

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of international languages. Mappiase & Sihes in Rahmah Fithrianis' Doctoral Dissertation (2017), said that after Indonesia gained her independence from the Dutch in 1945, the Dutch language was eliminated and replaced by the English language as the first foreign language in the country with official approval in 1955.¹ Although Indonesia is never colonized by the British, the language has become a significant part of the nation's instruction. The need of the language for communication and business transaction with neighboring countries made the learning inevitable.²

As a consequence, English has become the only foreign language mandatorily taught from secondary up to university level and has even been extended during the last few years to a number of primary schools in capital cities in Indonesia.³ The allotted time to learn English is different from one level to another. Starting from Grade 4, English is officially taught for two to four hours a week. English has four basic skills, they are; Speaking, Listening, Writing and Reading. Speaking and Writing are productive skills. Listening and Reading are receptive skills.

¹ Rahmah Fithriani, (2017), *Indonesian students' perceptions of written feedback in second language writing*, Available at https://digitalrepository.unm.edu/educ_etds/87

² Lauder, (2008), The status and function of English in Indonesia: A review of key factors. *Makara, Social Humaniora*, 12(1), p.9

³ Hamra Hasmiati, (2015), Designing an English course book for high school students based on 2013 curriculum with local content materials. *Journal of Language Teaching and Research*, 6(6), p.1240

Although the interest and concern about English education have been priority in Indonesia, teaching writing has been neglected in English classroom. The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something. However, in practice, writing has been only practiced as a wrap-up activity used to reinforce the learning vocabulary and language structures at the sentence level. The neglect of writing instruction in English classroom can be ascribed to the teaching method and approach used by most English teachers in Indonesia. English teaching is usually dominated by teacher-centered activities in order to meet the language teaching goals. According to Didik Santoso, there is another factor that made English skill is low, it comes from internal and external factors, that are age, skill, motivation, attitude, cognitive style and learning style.⁴

Based on the school based-curriculum as endorsed by Department of National Education of the Republic of Indonesia 2004, the teaching of English writing should cover five different text genres, namely: recount, narrative, procedure descriptive and report at Junior High School.⁵ In this section, the researcher focuses on descriptive text. Descriptive text is one of the monologue texts taught in the first year of Junior High school which describe something, someone, situation and etc.

In learning descriptive text, students have difficulties in learning it. Astri Yanti, university student of English Education in Muhammadiyah University of Surakarta did

⁴ Didik Santoso, (2017), *Keterampilan Berbicara Bahasa Inggris* , Medan: Duta Azhar, ed.2, p.7

⁵ Depdiknas, (2005), *Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 Tentang Standar Nasional Pendidikan*, Jakarta: Depdiknas Republik Indonesia.

a research about some of difficulties in learning descriptive text. The research showed that the mechanism was the aspect in writing descriptive text that become the problem for the students, because based on the fact, mechanism had smallest average. The students' mechanism in writing descriptive text at the seventh grade of SMPN 3 Sawit 2013/2014 academic year can be seen that the average was 60.5, and then, the student also had difficulties in grammar. Because it could be seen from the average of the result, the students' grammar was low, it could be seen that the average was 64.16. Vocabulary also belong to average category with the average was 62.5. Based on the result of data analysis, the researcher took the conclusion that mechanism, grammar and vocabulary become the most problem for student in writing descriptive text.⁶

For conducting the research, the researcher chose MTs Islamiyah Medan based on researcher's experience in the program of Teacher Training Practice (*PPL*: Program Pengalaman Lapangan) MTs Islamiyah Medan is a private school and it is divided into Elementary School and Junior High School. MTs Islamiyah Medan which is located in Suluh Street, Sidorejo Hilir, Medan. When the researcher taught at that school unfortunately, there were some problems that were faced by the students in learning English especially in writing descriptive text.

Based on the teaching learning process and information sharing with other English teacher at MTs Islamiyah Medan, the researcher found some problems regarding to teaching writing. First, a big part of the students had low interest in

⁶ Astri Yanti, (2014), Students' Ability in Writing Descriptive Text At The Seventh Grade of SMPN 3 Sawit in 2013/2014 Academic Year, *e-Journal English Department of Muhammadiyah University of Surakarta*, Retrieved from <http://ejournal-S1.UMS.ac.id>

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, the students cannot write generic structures and language features of descriptive text. As a result, they were not motivated to write because they were lazy and afraid to do it.

Concerning by the facts above, there were situation that could influence students' in learning English. The school environment for instance, in MTs Islamiyah Medan, there were ± 40 students in each class. It made the teaching and learning process in MTs Islamiyah Medan more difficult for the teachers, because the number of students was large and the teacher might not control the class effectively. Based on the preliminary study done in VII-1 of MTs, the researcher found that students had difficult to compose a descriptive paragraph about their friend. It was proved by the result of the students' writing in preliminary study. The mean score of the students' writing was 64.5 while the Minimum Mastery Criterion or Kriteria Ketuntasan Minimal (KKM) for English subject in MTs Islamiyah Medan was 75. The KKM itself was lower than other subjects, yet it was still quite hard for the students to reach it.

To overcome the problem, the researcher decided to apply one strategy of teaching writing that could be used in class related to the teaching writing that was called by Role, Audience, Format, and Topic or RAFT for short. RAFT is one of writing strategies that is believed to be able to help students understand their role as a writer, to choose the audience for their writing, to use a certain writing format and to

determine what kind of topic they will take for the writing. By using RAFT strategy students have opportunity to explore many different discourse forms and to use various formats for their writing exercise⁷. RAFT is a flexible writing strategy that helps students to write. This strategy also gives opportunity for the students to make creative and interesting way of writing.

In Indonesia, some researchers used this strategy to solve problems in writing at junior and senior high level, and most of the result of the research is remain successful. Fransiska Yuniarti, university student of English Education Study Program, Language and Art Education Department Teacher Training and Education Faculty of Tanjungpura University, Pontianak did a research about RAFT strategy. The method of this research was classroom action research. The subject of this research were 32 students at the second semester of the eleventh grade students of SMAN 7 Pontianak in academic year 2013/2014. Based on the data analysis, the result of the research was improved from 69.63 (average) in the first cycle to 79.90 (good) in the second cycle.

Based on the result of the data analysis, the researcher took a conclusion that RAFT strategy worked well in improving students' ability in writing descriptive text. Concerning with the explanation above, the researcher had interest in conducting a research about "Improving Students' Skills in Writing Descriptive Text Through Role, Audience, Format, and Topic (RAFT) Strategy", (A Classroom Action Research in the Seventh Grade of MTs Islamiyah Medan).

⁷ Martha Rapp Ruddell, John Wiley and Sons, (2008), *Teaching Content Reading & Writing fifth edition*, New Jersey: John Wiley and Sons. Inc, p. 304.

B. Identification of the Study

The problems that could be identified based on the background of the study above are:

1. A big part of students in MTs Islamiyah Medan had low motivation in learning English.
2. Most of students could not write generic structures and language features of descriptive text.
3. Most of students could not develop their ideas in writing descriptive text.

C. Limitation of the Study

This study was limited to the seventh grade of MTs Islamiyah Medan in order to improve the students' descriptive writing through Role, Audience, Format, and Topic (RAFT) strategy.

D. Research Problem

The general question of the study was:

1. Can RAFT strategy improve students' skills in writing descriptive text at the seventh grade of MTs Islamiyah Medan

E. Objective of the Research

The study had a general objective to evaluate the English teaching and learning process especially in improving writing skill at MTs Islamiyah Medan. The objective was:

1. To describe RAFT Strategy in improving students' skills in writing descriptive text at the seventh grade of MTs Islamiyah Medan.

F. Significance of the Research

By doing this research, the researcher expected to give valuable contributions to:

1. The students

First, the result of this research can be helpful for student 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 teachers

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

3. The other researchers

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

4. The school

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

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

Theoretical framework was used to explain some concepts that concerned to the research. The aim of this study was to describe RAFT strategy in improving students' skills in writing descriptive text. To support the understanding of the research problem in Chapter I, some theories were reviewed related to the concepts of writing descriptive text and RAFT strategy.

A.1 Writing as a Language Skill

Writing is one of activities that we regularly do in our life since we learnt to write early in the school. When we were young, we started to make scratches in a piece of paper, then by the time, we grew older, our hand-writing improved become more meaningful writing. On the other hand, in the book of Gateways to Academic Writing by Alan Meyers, the word 'writing' comes from a verb, it means an activity or a process⁸. As Utami Dewi stated that writing was the process of transferring the language through letters, symbols, or words⁹. Still in the same source, he also explain that one of ways to produce language is through writing, the concept is merely the same as speaking¹⁰. It is possible to add or correct after we said something but the difference is when we write, we have more time to think about the intended object

⁸ Alan Meyers, (2005), *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, New York: Pearson Education, Inc, p. 1.

⁹ Utami Dewi, (2013), *How to Write*, Medan: La-Tansa Press, p.2

¹⁰ *Ibid.*

and to revise the unfinished work. Moreover, it will be more difficult if we learn to write in other languages; many aspects such as grammar, diction, etc. In order to deliver the whole meaning to the reader. Meyers also adds that “Writing is partly talent, but it is mostly a skill, and like any skill, it improves with practice”.¹¹

In Islam, writing also considered as one of the important skills. Allah says that writing is one of ways to get and development the knowledge and status in society. Allah says in the Al-Qur'an surah Al-A'laq verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ , عَلَّمَ الْإِنْسَانَ
مَا لَمْ يَعْلَمْ

Meaning:

Verse 4: who taught by the pen

Verse 5: taught man what he did not know.

The word “Qalam” in verse 4 has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text.¹² Based on the verse explained that Allah taught human being pen (Qalam). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.¹³

¹¹ *Ibid.*, p. 2.

¹² M.Quraish Shihab. (1997). *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*. Bandung: Pustaka Hidayah. p. 98

¹³ *Ibid.* p.99

The other verse that state the existence of writing that be stated in the holy Qur'an is Surah Al-Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning:

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

In Tafsir by Abdullah Yusuf Ali, in verse 1 means that the strength of the writing and the words are outstanding. (By the pen) the apparent meaning is that this refers to the actual pen that is used to write. The pen is the symbol of the permanent record, the written decree and perfect order in government of the world. And by that token, the man of God comes with a plan and guidance that must win against all destruction.¹⁴.

There is a Hadist that states the existence of writing:

ثَنَا وَكِيعٌ، عَنْ أَبِي كَيْرَانَ، قَالَ: سَمِعْتُ الشَّعْبِيَّ، قَالَ: " إِذَا سَمِعْتَ شَيْئًا فَاكْتُبْهُ وَلَوْ فِي الْحَائِطِ

Meaning: “Has told us wakii’, from Abu Kiiraan, he said: I heard Asy-sya’biy said: “when you heard some knowledge, record it even on the wall” [Hadist shahih by Abu Khaitamah in Al-‘Ilmu no.146]¹⁵

Shaykh Muhammad bin Salih Al ‘Uthaymeen rahimahullah said, “A student of science should be spirit of memorizing what has been learned, whether by memorizing in your heart or by writing it. In truth, mankind is the place of forget,

¹⁴ Zainal Arifin Zakaria, (2013), *Tafsir Inspirasi*, Medan : Duta Azhar, p. 709

¹⁵<http://abul-jauzaa.blogspot.co.id/2011/10/salaf-antara-mencatat-dan-tak-mencatat.html>, accesed on 19th January 2019

then if he was not eager to repeat and review the lessons learned, the knowledge that has been achieved could be lost in vain or he forgotten.” (Kitaabul _Ilmi p.62)¹⁶

In line with Meyers, Langan in his book *English Skills* has the same opinion about writing as a skill; it can be learnt through practice, yet many people believed that writing is more likely a natural gift rather than skill.¹⁷ So, we can say that even great researchers with an amazing writing skill had spent their time through practice because practice makes perfect. On the other hand, Raimes states that writing is a part of communication and it also helps students to learn. She explains it in three reasons:

“First, writing can foster students’ understanding about grammatical structures, vocabulary and idiom that teacher have been taught. Second, students have a chance to explore their language knowledge while they are writing, and they are brave enough to make a mistake. Third, students will engage in a new language when they write, and they use their eye, hand, and brain to express the idea in learning process.”¹⁸

It can be concluded that writing gives some benefits in linguistic competence for students who explore their writing through practice. Moreover, Flynn and Stainthrop argue that “Writing is such a complex activity that it makes considerable demands upon our limited processing capacity”.¹⁹ In order to form a good, logic and meaningful sentences, a writer has to work out their feels and senses. Perhaps, it might not be easy for everyone to do so. Another writing definition from Sale, he

¹⁶<https://kunaasyaa.wordpress.com/2012/11/08/ikatlal-ilmu-dengan-tulisan.html>. Accessed on January 19th 2019

¹⁷ John Langan, (2001), *English Skills*, New York: McGraw-Hill, p. 10.

¹⁸ Ann Raimes, (1983) *Techinques in Teaching Writing*, New York: Oxford University Press, p. 3.

¹⁹ Naomi Fylnn and Rhone Stainthrop, (2006) *The Learning and Teaching of Reading and Writing*, West Sussex: Whurr Publishers, p. 63.

defines that “Writing considered as a mechanical skill”.²⁰ it means that mechanical is performance of a process which involves a series of sets, repeatable steps that can be listed so it turns easier to understand. Anyone who does those activities will have an instinct that in doing a job in this case is writing without have much effort. In other word, if someone practices to write every day, they are trying to make it as a habit. Habit is something we do regularly and we do something we love.

Furthermore, Sale adds that “The first writing is usually copying, and in the early stages in writing is the same as handwriting skill”.²¹ He explains that children start to learn from letters, to spell the word and then to tell some words. Therefore, students tend to copy a writing example instead of making their own writing in the first time they learn to write in school. Moreover, at the same time, their teacher does not scold them whenever they make the same writing format. Indeed, learning to write is done through a long process, and to have a good writing, someone has to practice; it does not have instant way. So, we have to keep in mind that a genius is once an amateur.

A.1.1 Writing Class in Indonesian

Mappiase & Sihes in Rahmah Fithrianis’ Doctoral Dissertation (2017), said that after Indonesia gained her independence from the Dutch in 1945, the Dutch language was eliminated and replace by the English language as the first foreign

²⁰ Roger Sale, (1970) *On Writing*, Toronto: Random House Book, p. 15.

²¹ *Ibid.*, p. 17.

language in the country with official approval in 1955.²² Although Indonesia was never colonized by the British, the language has become a significance part of the nation' instruction. The need of the language for communication and business transaction with neighboring countries made the learning inevitable.²³ As a consequence, English has become the only foreign language mandatorily taught from secondary up to university level and has even been extended during the last few years to a number of primary school in capital cities in Indonesia.²⁴ The allotted time to learn English is different from one level to another. Starting from Grade 4, English is officially taught for two to four hours a week. English has four basic skills, they are; Speaking, Listening, Writing and Reading.

Although the interest and concern about English education have been priority in Indonesia, teaching writing has been neglected in English classroom. Al-samdani (2010) said that writing is a complex, challenging, and difficult process because it includes multiple skills such as identification of the thesis statement, writing supporting details, reviewing and editing.²⁵ Based on the school based-curriculum as endorsed by Department of National Education of the Republic of Indonesia 2004, the teaching of English writing should cover five different text genres, namely:

²² Rahmah Fithriani, (2017), Indonesian students' perception of written feedback in second language writing, Available at https://digitalrespository.unm.edu/educ_IIss_etds/87

²³ Lauder, (2008), The status and function of English in Indonesia: A review of key factors. *Makara, Social Humaniora*, 12(1), p.9

²⁴ Hamra Hasmiati, (2015), Designing an English course book for high school students based on 2013 curriculum with local content materials. *Journal of Language Teaching and Research*, 6(6), p.1240

²⁵ Al-samdani, (2010), The Relationship Between Saudia EFL Student' Writing Competence, L1 Writing Proficiency and Self-Regulation. *European Journal of Social Sciences*, 16(1), p.53

recount, narrative, procedure descriptive and report at Junior High School.²⁶ However, in practice, writing has been only practiced as a wrap-up activity used to reinforce the learning vocabulary and language structures at the sentence level. The neglect of writing instruction in English classroom can be ascribed to the teaching method and approach used by most English teachers in Indonesia. English teaching is usually dominated by teacher-centered activities in order to meet the language teaching goals. This is in accordance with what Lestari said about English writing class, “the stereotype pattern of teaching writing is that the teacher gives a topic and the students write a paper on it”.²⁷

Furthermore, teachers focus more on form, such as syntax, grammar and mechanism rather than on the content. When responding to students’ writing, they tend correct the grammatical structure and try to minimize mistakes in term of forms of language. Consequently, there are a lot of teachers who prefer to use grammar translation method principles to teach writing skill.²⁸ This traditional approach to teaching writing also views students’ writing as a product.

Besides the traditional teaching method, there are also some other constraints to the practice of teaching English writing in Indonesia, such as the large class size, the lack of educational resources and the nature of EFL learning environment, which

²⁶ Depdiknas, (2005) *Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 Tentang Standar Nasional Pendidikan*, Jakarta: Depdiknas Republik Indonesia

²⁷ Lestari, (2008), The Interactional Approach to the Teaching of writing and Its Implication for Second Language Acquisition, *TEFLIN Journal*, 19(1), p.43

²⁸ Budiarti & Anggraeni, (2013), Facebook Base Writing Learning for TEFL: A Case Study of ELT in Malang, Indonesia, *FLLT Conference Proceeding by LITU*, 2(1), p. 317

does not provide adequate exposure to English for the majority of the learners.²⁹ Tomlison described Indonesia EFL classrooms follow: “most learners of EFL learn English in school together with a large class of peers of similar age and proficiency. They typically have a coursework, they are preparing for examination and they are taught by teacher who is not a native speaker of English.”³⁰

For example, in learning descriptive text. Descriptive text is one of the monologue texts taught in the first year of Junior High school which describe something, someone, situation and etc. In learning descriptive text, student have difficulties in learning it which the researcher has explained before, there are some strategies that suitable to overcome the difficulties in writing descriptive text. One of the strategies is RAFT Strategy. RAFT is one of writing strategies that is believed to be able to help students understand their role as a writer, to choose the audience for their writing, to use a certain writing format and to determine what kind of topic they will take for the writing. By using RAFT strategy students have opportunity to explore many different discourse forms and to use various formats for their writing exercise³¹.

²⁹ Lie, (2007), Education Policy and EFL Curriculum in Indonesia: Between the Commitment to Competence and the Quest for Higher Score, *TEFLIN Journal*, p. 272

³⁰ Tomlison, (2005), English as a Foreign Language: Matching Procedures to the Context of Learning, *Handbook of Research in Second Language Teaching and Learning* (Hoboken:Lawrence Erlbaum), p.137

³¹ Martha Rapp Ruddell, (2008), John Wiley and Sons, *Teaching Content Reading & Writing fifth edition*. New Jersey: John Wiley and Sons. Inc, p. 304.

A.2 Descriptive Text

Based on the school based-curriculum as endorsed by Department of National Education of the Republic of Indonesia 2004, the teaching of English writing should cover five different text genres, namely: recount, narrative, procedure, descriptive and report at Junior High School.³² In this section, the researcher focuses on Descriptive text. 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 the other, through our senses. Descriptive is usually used by researcher 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 researchers' opinion about description, it has been defined by philosophers as "a mode of perception," or a means of knowing.³³ It gives the researcher 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

³² Depdiknas, (2005) *Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 Tentang Standar Nasional Pendidikan*, Jakarta: Depdiknas Republik Indonesia

³³ Betty Mattix Dietsh, (2003), *Reasoning & Writing Well a Rhetoric, Research Guide, Reader, and Handbook*, New York: McGraw-Hill, p. 138.

experience by taking us to places we might not otherwise know much about”.³⁴ Sometimes, we do not notice that we always find descriptions in our everyday lives. For instance, in mass media, we can easily read an article or 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.

A.2.1 The Purpose of Descriptive Text

We use descriptive text 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, researcher uses description to help readers understand the material qualities and fundamental structure of physical objects, organism, and phenomena. 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.³⁵ However, another source divides several purposes of description, and it can be seen as follows:

³⁴ Barbara Fine Clouse, (2002), *The Student Writer*, New York: McGraw-Hill, p. 142.

³⁵ Dietsh, *op. cit.*, p. 139.

Table 2.1
Think Like a Writer: Purposes for Description.³⁶

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

A.2.2 Types of Descriptive Text

There are two types of descriptive: Objective descriptive and Subjective descriptive. Both types of descriptive serve important purposes. Researchers often combine them in their writing or they only tend to choose one. Subjective descriptive is when the researchers use their personal feelings and reactions by using expressive language as they describe in order to create certain feelings of the reader.³⁷ On the other hand, objective descriptive is describing something objectively, accurately, and

³⁶ *Op. cit.*, p. 143.

³⁷ *Ibid.*, p. 146

as thoroughly as possible as the researcher report what they see, hear, and so on.³⁸ 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, must description is based on unbiased, objective observation. Moreover, most journalist and historians try to remain objective by serving facts, not opinion.

A.2.3 The Linguistics Features of Descriptive Text

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 something familiar to them easily. 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. Researchers use verbs to make descriptions more specific, accurate, and interesting. In other words, we can make our descriptive writer more appealing.³⁹

3. Using Concrete Nouns and Adjectives

In descriptive text, it is important to make the details of our writing as concrete as possible. For example, if we are describing our friends, do not just say

³⁸ Santi V. Buscemi, (2002) *A Reader for Developing Writers*, New York: McGraw-Hill, p. 265.

³⁹ *Ibid.*, pp. 267–268.

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 take 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 are the expressions that convey a meaning beyond their literal sense and it has benefit as one of the best ways to make our writing clear and vivid. Researchers 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.⁴⁰ In short, to write a good descriptive writing, as a writer we should consider those linguistic features in descriptive.

A.2.4 The Generic Structure of Descriptive Text

The schematic or generic structure of descriptive text consists of: Identification and Description. Identification 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:

Identification {

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. The place that we often visit is Bali. Almost every holiday, we go to my grandfathers’ 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.

⁴⁰ *Ibid.*, pp.

Description {

The language features usually found in a descriptive text are:

1. The text is written using Simple Present Tense
2. Comparative degree
3. Article and ‘the’
4. Preposition

A.3 Role, Audience, Format, and Topic (RAFT) Strategy

Based on the school based-curriculum as endorsed by Department of National Education of the Republic of Indonesia 2004, the teaching of English writing has been only practiced as a wrap-up activity used to reinforce the learning vocabulary and language structures at the sentence level. In Indonesian, English teaching is usually dominated by teacher-centered activities in order to meet the language teaching goals.⁴¹ Using of traditional approach to teaching writing also views students’ writing as a product. Thus, to make teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to have the ability to write for different audiences, researcher has interest to apply one strategy namely RAFT strategy.

⁴¹ Depdiknas, (2005) *Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 Tentang Standar Nasional Pendidikan*, Jakarta: Depdiknas Republik Indonesia

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.”⁴²

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.⁴³ 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, and in a form other than a standard assignment or written answer to questions.⁴⁴ 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

⁴² Sons, *op. cit.*, p. 301.

⁴³ Douglas Fisher and Nancy Frey, (2007), *Checking for Understanding: Formative Assessment Techniques for Your Classroom*, Alexandria: Association for Supervision and Curriculum Development, p. 67.

⁴⁴ Doug Buehl, (2013), *Classroom Strategies for Interactive Learning*, New York: International Reading Association, p. 173.

understand everything written.⁴⁵ 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.

- a. 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.
- b. 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

⁴⁵Cathy Allen Simon, (2014), *Using the RAFT Writing Strategy*, <http://www.readwrite-think.org/professional-development/strategy-guides/using-raft-writingstrategy-30625.html> retrieved on December

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?

- c. 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.
- d. 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.⁴⁶

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

⁴⁶ Kurtis S. Meredith and Jeannie L. Steele, (2011), *Classrooms of Wonder and Wisdom: Reading, Writing, and Critical Thinking for the 21st Century*, California: Corwin Press, pp. 137-138.

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 adaptation to consider.⁴⁷

Table 2.2
The Examples of RAFT Format⁴⁸

| Role | Audience | Format | Topic |
|-------------------|---------------------|---------------------------|---|
| Camilla's mother | Doctors | Friendly letter | Please help my Daughter |
| Bob | His mother | E-mail | Send food |
| Students | Principal | Invitation | Come to my party |
| Television actors | Television Audience | Public service Commercial | The importance of Keeping beaches Clean |

A.3.1 Procedure 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:

⁴⁷ *Ibid.*, p. 139.

⁴⁸ Julie Jacobson, Kelly Johnson, and Diane Lapp., (2011), *Effective Instruction for English Language Learners*, New York: The Guilford Press, 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.⁴⁹

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?)

⁴⁹ Buehl, *op. cit.*, p. 175.

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.⁵⁰

Based on the procedures above, the researcher concludes that the point of applying RAFT in classroom is 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.

A.3.2 The Sample of RAFT Strategy

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 Thanks giving dinner (Topic). Below is a sample RAFT using the details listed above:

⁵⁰ Roberta Sejnost and Sharon Thiese, (2010) *Building Content Literacy: Strategies for the Adolescent Learner*, California: Thousand Oaks, 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 while 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,

Turkey⁵¹

From the example above, the researcher used 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.

⁵¹ Mark Overmeyer, (2005), *When Writing Workshop Isn't Working*, Portland: Stenhouse Publishers, pp. 28-29.

A.3.3 The Advantages of RAFT Strategy

When using 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:

- a) Students give more extensive written responses and demonstrate their learning.
- b) Students are more active in processing information rather than simply answer to questions.
- c) 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.
- d) 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.
- e) 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.
- f) RAFT is a strategy that can be used to teach all content areas, including science, social studies, and math.⁵²

Based on the advantages of RAFT above, the researcher concludes that RAFT strategy can make the learners develops their idea and imagination when they write

⁵² Buehl, *op. cit.*, p. 176.

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.

B. Related Studies

The first journal is “The Effect of RAFT Strategy Toward Students’ Writing Achievement in the Eight Grade of SMP N 2 Lengayang” conducted by Yutrima Nengsih from English Department of STKIP PGRI West Sumatra.⁵³ 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 researcher 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.

⁵³ Yutrima Nengsih, (2011), The Effect of RAFT Strategy Toward Students’ Writing Achievement in the Eight Grade of SMP N 2 Lengayang, *e-journal English Department of STKIP PGRI West Sumatra*, Retrieved from <http://ejournal-s1.stkip-pgri-sumbar.ac.id>.

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 Teza Peby Alisa and Rusdi Noor Rosa from English Department of State University of Padang.⁵⁴ 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)

⁵⁴ Teza Peby Alisa, and Rusdi Noor Rosa, (2013), R.A.F.T as a Strategy for Teaching Writing Functional Text to Junior High School Students, *Jurnal English Department of State University of Padang*, (Vol 1). Retrieved from <http://ejournal.unp.ac.id/index.php/jelt/article/view/1094>.

there was 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.⁵⁵ 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. Conceptual Framework

Based on the theory, RAFT strategy can improve students' skill in writing descriptive text because RAFT strategy can help students to write generic structure of descriptive text and easy for them to understand in using language feature in writing descriptive text. RAFT strategy also is an effective strategy for teacher in teaching descriptive text and can develop the students' idea in writing descriptive text. This way gives a chance for students to write confidently and easy to develop their ideas. Through this strategy, the students actively to identify some characteristics in the descriptive paragraph.

Descriptive text is familiar for students that describe about something like thing, place, person that they see in their environment. RAFT strategy and descriptive text

⁵⁵ Ni Made Elis Parilasanti, I Wayan Surnajaya, Asril Marjohan, (2014), 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. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris* (vol. 2). Retrieved from <http://download.portalgaruda.org/article.php>

also have some characteristics. RAFT strategy is effective to use in teaching writing descriptive text. It makes process of teaching writing descriptive text will be more easy. Because of that, RAFT strategy can be useful and helpful for students to write descriptive text creatively.

D. Action Hypothesis

Based on the research problem and theoretical review, the hypothesis of this research is implementing RAFT strategy can improve students' skills in writing descriptive text.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Setting

This research was conducted at MTs Islamiyah Medan. The subject of this research was the seventh grade students. This subject consist of 30 students. It is located on Suluh Street, Sidorejo Hilir, Medan. The researcher chose this school based on researcher's experience in the program of Teacher Training Practice (*PPL: Program Pengalaman Lapangan*). When the researcher taught at that school unfortunately, there were some problems that were faced by the students in learning English especially in writing descriptive text. And then the English teacher at the school never used RAFT strategy in teaching writing descriptive text. The researcher was conducted the research in July until August 2019.

B. Data and Data Source

Data from this research were collected by test, interview sheet, observation sheet, field note and documentation. The data source was taken from the students and the English teacher.

C. The Research Method

This research was conducted by using classroom action research. The researcher chose classroom action research as a method because for research relevant to conduct during learning process. 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.⁵⁶ It can be concluded that action research or classroom action research is a best 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.

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

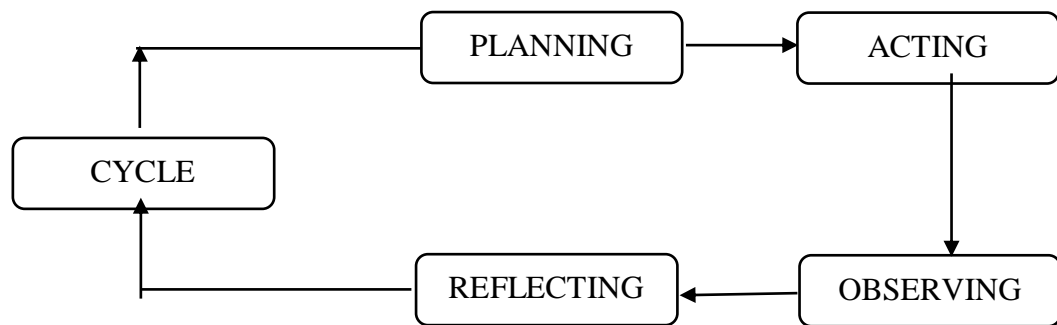


Figure 3.1

Kurt Lewin's Action Research Design⁵⁷

The procedure of this action research as follows:

1. Cycle I

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research. Researcher prepared some materials

⁵⁶ John W. Creswell, (2012), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research in Education fourth edition*, New Jersey: Pearson Education Inc, p. 578.

⁵⁷ Kurt Lewin in John W. Creswell, (2012), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research in Education fourth edition*, New Jersey: Pearson Education Inc, p. 580.

that used in research process. Such as lesson plan based on the teaching material, chose the theme, prepared the materials and media that needed in the learning process, and prepared checklist for observation and test.

Action is a treatment to implementation a plan that discussed before. In this research, researcher implemented the scenario of learning process. Researcher gave the students treatment ways to remember the materials, gave students assignments in individual, evaluated their mistakes and made summarize about materials.

Observation is an activity in the classroom to collect information about learning process of descriptive text based on the treatment that was give. In doing observation, researcher used observation sheet, interview sheet, field note and documentation to collect the data. Through observing, interview and field notes researcher would get the information to do reflection for arrange re-planning in the next cycle. The observation would use to know the problem of the students and the lack of the media.

Reflection is an activity to evaluate all of the action that happened by analyzing the data. The purpose of this stage in order to determine the alternative steps that are probably made to gate the final goals of the research.

2. Cycle II

The second cycle would be conducted to get the better result in students' writing descriptive text and the researcher would be continued to the second cycle if the first cycle fail. In the cycle II would continue of four steps same like the first cycle but the cycle II consist of one meeting. The stages of cycle II were: planning, acting, observing and reflecting.

Planning in this stage researcher would do re-planning after conducting cycle I and find some problems. Researcher would prepare some materials again and made new lesson plan, chose the theme, and media that needed in the learning process.

Action was implemented the scenario of teaching learning process by using RAFT strategy. Researcher gave the students treatment ways to remember the materials, gave students assignments in individual, evaluated their mistakes and made summarize about materials. In this stage would be hoped to solve the problem that got in the first stage.

Observation happened in the class during teaching learning process and would use observation sheet, interview sheet, field notes and documentation to collect the data. Observation was done to know the problem of the treatment and collected the information during learning process.

Reflection in cycle II would be conducted to analyze the data that collected when did the observation. The purpose of this stage in order to determine the alternative steps that are probably made to gate the final goals of the research.

D. Instrument of Collecting Data

In this research, the instrument of the data divided into two kinds: quantitative and qualitative. The instrument of quantitative data was test. Test is a tool to measure a person's knowledge or performance with the aid of a numerical. In assessing the students' writing, the researcher used scoring rubric proposed by Jacobs et al (1981) which focuses on five aspects of writing. They are the content, the organization, the vocabulary, the language use, and the mechanics aspect.

The instrument of qualitative data were interview, Field note, observation sheet and documentation. Interview is a tool that used to gather data from people about opinions, beliefs, and feeling about situations in their own words. Field note is a tool to collect the data during observation. Field note was used to report all of things that happened when the subject of research doing something. And observation is a tool to monitor and observe people interaction. The observation sheet was used to observe the teaching and learning processes and to take a record of the classroom activities during the implementation of the actions. The documentation is a valuable source of information in qualitative research.

E. The Technique of Collecting Data

In this research, technique of collecting data was used to describe how researcher in using the instrument. There were: test, interview, field note, observation sheet and documentation.

Test in this research was divided into two kinds: pre-test and post-test. Pre-test was done before doing treatment to the students. This test used to know the basic skill and knowledge of students about descriptive text. Post-test was done after the implementation actions to the students. In this research, post-test was done twice in cycle I and cycle II. Post-test I was used to measure the improvement of students' score after implementation the actions and post-test II was used to know the movement of students' score from post-test I to post-test II. The form of this test was essay test. (see appendix III, IV and V). Besides that, the researcher was needed to use the scoring rubric as follow:

Table 3.1**Table of scoring writing skill by Jacobs *et al* (1991)⁵⁸**

| Score | Level | Criteria |
|--------------|--------------|--|
| Content | 30-27 | Excellent to very good: Knowledgeable, substantive, through development of thesis, relevant to assigned topic |
| | 26-22 | Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lack detail |
| | 21-17 | Fair to poor: Limited subject of knowledge, little substance, inadequate development of thesis |
| | 16-13 | Very poor: does not show knowledge of subject, no substantive, not pertinent. |
| Score | Level | Criteria |
| Organization | 20-18 | Excellent to very good: fluent expression, idea clearly, well organized, logical sequencing, cohesive |
| | 17-14 | Good to average: somewhat choppy, loosely organized but idea stand out, limited support, logical but incomplete sequencing |
| | 13-10 | Fair to poor: non fluent, ideas confused, lack sequencing and development |
| | 9-7 | Very poor: does not communicate, no organization, OR not enough to evaluate |
| Vocabulary | 20-18 | Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register |
| | 17-14 | Good to average; Adequate range, occasional error word/idiom, choice, usage but meaning not obscured |
| | 13-10 | Fair to poor: limited range, frequent errors of word/idiom |
| | 9-7 | Very poor: essentially translation, little knowledge of vocabulary, idioms, not enough to evaluate |
| Language Use | 25-22 | Excellent to very good: effective complex construction, few error of agreement, tenses, |

⁵⁸ Jacobs et al in Sara Cushing Weigle. (2009). *Assessing Writing*. UK : Cambridge University Press. p. 116

| | | |
|-----------|-------|---|
| | | number |
| | 21-18 | Good to average: effective but simple construction, minor problem of complex constructions. |
| | 17-11 | Fair to poor: frequent error of spelling, punctuation, capitalization |
| | 10-5 | Very poor: virtually no mastery of construction rule |
| Mechanism | 5 | Excellent to good: demonstrates mastery of conventions: few errors of spelling, punctuation |
| | 4 | Good to Average: occasional errors of spelling, punctuations |
| | 3 | Fair to poor: Frequent error of spelling, punctuation, capitalizations |
| | 4 | No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization |

Interview in this research was conducted before and after giving treatment. The object of interview were students and English teacher. The interview of the students was done before the implementation the actions because to know the students' problem in learning writing descriptive text. And also conducted after the implementation the actions to know the effect of RAFT strategy. For the teacher, interview was conducted to know the teachers' opinion about RAFT strategy in teaching writing descriptive text. (see appendix XVI, XVII, XVIII).

Field note in this research was conducted by researcher during learning process to report all of things that would happened in the classroom and related to the students such as their responses and attitude in the classroom. Field note written in the notebook of researcher. Field note was done before the implementation the action (pre-test) and after the implementation the actions (cycle I and cycle II).

Observation sheet in this research was refer to the students and researcher. Observation for the students was conducted by the researcher and to observe the students in every meeting. And for teacher, the observation was conducted by the English teacher to observe the researcher in teaching. The classroom observation was used to record the activities happened in the classroom. (see appendix X, XI, XII, XIII, XIV and XV).

Documentation could be written and picture by researcher that could be used to obtain information. In conducting documentation method, the researcher could provide pictures, magazines, books, documents, and the other. The function of documentation is to make credible the result of observation or interview.

F. The Technique of Analyzing Data

The students' score can be determined increase, if the students get more than 75 point for the writing score. The formula to get the mean of students' descriptive writing score as follow:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = the means of the students' score

$\sum x$ = the total score

N = the number of the students⁵⁹

⁵⁹ Sudjana, (2000), *Metode Statistika*, Bandung: PT. Tarsito, p. 67.

After that, the analysis of quantitative data used t-test. T-test is used to compare the two means from cycle one and cycle two. The formula of the t-test as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = mean of difference between post-test one and post-test two

D = difference

N = subject of students⁶⁰

For qualitative data, the researcher used Miles and Huberman's theory in analyzing the data. There are three steps to do, they are : data reduction, data display, and conclusion drawing/verification.⁶¹

Data reduction become the first steps to do in analyzing the data in this research. According to Miles data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.⁶² Data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized or set aside completely for the purposes of the project at hand. In this research, the data were taken from interview

⁶⁰ Donald Ary and friends. (2010). *Introduction to Research in Education*. Canada : Wadsworth Cengage Learning. p. 177

⁶¹ M.Q. Miles and Huberman. (1994). *Qualitative Data Analysis*. Newbury Park. 2nd Ed. p 10

⁶² *Loc.cit*

checklist and field note. And researcher would analyze the data after writing all of things that happened in the classroom.

The second steps data display. According to Miles, generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.⁶³ A display could be extended piece of text or a diagram, chart or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data display help us to understand what is happening and to do something-further analysis or caution on that understanding. In this research, the data display was written by giving narration word.

After finishing the data reduction and data display, the last steps to analyze the data in this research was drawing conclusion. According to Miles, final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.⁶⁴ Drawing conclusion is the result which is used to take the action. Researcher took conclusion after interpreting the data taken from the interview, observation sheet and field note and documentation.

⁶³ *Ibid.* p.11

⁶⁴ *Loc.cit*

G. Trustworthiness

In this research, validity and reliability include four criteria, they are : credibility, transferability, dependability and confirmability.⁶⁵

First, credibility is criteria to fulfil the truth of value from data and collected information. It means that all of the result of the research can be trusted by all reader as serious and from the respondent as informant.

Second, transferability is criteria use to fulfil the criteria indeed the result of the research which was did in the certain context/ setting can be transferred in the other subject which has same typology.

Third, dependability is criteria to fulfil for appreciating what the process of qualitative research have quality or not, using dependability audit through asking dependent and independent auditor for review the researcher activities.

Fourth, confirmability is the criteria to assess the quality of the result of the research. If the dependability is used to assess the quality from the process which is did by researcher, so confirmability is for assess the quality of the result of the research.

Lewis and Ritchie state that triangulation assumes that the use of different source of information will help to confirm and to improve the clarity or precision, of a research finding.⁶⁶ Triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings. Lewis and Ritchie state there are four

⁶⁵ Ritchie, Jane and Jane Lewis. (2003) *Qualitative Research Practice. Aguide for Social Science Students and Researchers*. London : SAGE Publications Ltd. p. 275

⁶⁶ *Ibid.* p. 276

kind of triangulation, they are: methods triangulation, triangulation of source, triangulation through multiple analyses and theory triangulation.⁶⁷

Methods triangulation: comparing data generated by different methods (e.g. qualitative and quantitative). Triangulation of sources: comparing data from different qualitative methods (e.g. observations, interviews, documented accounts). Triangulation through multiple analyses: using different observers, interviewers, analyst to compare and check data collection and interpretation. Theory triangulation: looking at data from different theoretical perspective.

In this research, the researcher used methods triangulation. In triangulation by using method, the researcher compared the data of the test to the data interview, field note and observation.

⁶⁷ *Loc.cit*

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Description

This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation and reflection). In the first meeting the students did pre-test. The first cycle was conducted two meetings. The second cycle was conducted one meeting.

1. Cycle I

Cycle I was done in two meetings that every meeting consists of four stages, they were:

a. Planning

The planning was arranged before the researcher conduct the research. First researcher prepared the lesson plan, material about descriptive text, and assessment. The researcher also prepared the research instrument such as observation sheet, and question of interview.

b. Action

In this step, the researcher did some action. In the introduction, the researcher opened the teaching and learning process by greeting, asked students condition, prayed together and checked the attendance. The researcher also introduced the topic that studied and informed the learning objective of the topic.

In the core activities of first meeting, the researcher as a teacher explained about simple present tense, comparative degree, article and 'the', preposition

(language features of descriptive text) and generic structures of descriptive text. Next, the researcher explained about RAFT strategy that has four elements (Role, Audience, Format, Topic). After that, the researcher divided into some group that consist of 5-6 students. The researcher gave them a picture about Idol and asked them to make a descriptive paragraph about that picture. And then, every group presented their work in front of class.

In the core activities of second meeting, the researcher explained about descriptive text again. Like the last meeting, the researcher divided students into some group and gave them their descriptive paragraph from last meeting. The researcher asked students to identify RAFT of the paragraph. After that, all of students with the teacher discussed together. To assess the students, the researcher asked the students to make a descriptive text about their idol on the piece of paper based on RAFT elements determined by the researcher. After 50 minutes, all of the students collected their work to the researcher.

In the closing activities, the researcher concluded the material together with the students. The meeting was closed by delivering the next topic and praying together.

c. Observation

The observation was done to observe how the students' behavior and what the students' problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process and also most of students joined the class activities. But they were difficult to develop their ideas and there were some students still difficult to distinguish the generic structure of

descriptive text. The observation can be seen from observation sheet, field note and the students' score in writing descriptive text.

d. Reflection

Based on the result of the score and the observation, action of improving was needed. The researcher stated to continue in cycle II in hoping it could be better than before. Actually, their score in cycle I was improved than score on pre-test. But it was needed to solve their problem. The cycle II was held to achieve the improvement score of the students and to solve their problem.

2. Cycle II

The researcher was conducted the cycle II in one meeting. The Researcher expected that the cycle II of action research would get better than cycle I. The cycle II also consist of four steps, they were:

a. Planning

The cycle II was done based on the result of reflection from the cycle I. This cycle done to solve the students' problem in writing descriptive text and to know the movement of students' score. Because of that, the researcher made some planning that was need in this cycle. The researcher prepared for the research instrument such as lesson plan, present list, some materials, teaching aim, observation checklist, and evaluation test.

b. Action

In this step, the researcher did some activities like the cycle I. In the introduction, the researcher opened the teaching and learning process by greeting,

asked students condition, prayed together and checked the attendance. The researcher also introduced the topic that studied and informed the learning objective of the topic.

Before entering in the core activities, the researcher divided them into some group but different member from last meeting. And then the researcher gave them the new paragraph about descriptive text. The researcher remembered the students about descriptive text.

After that, the researcher asked the students to identify the generic structure and language features of the paragraph that researcher modified. After that, the researcher and the students discuss together about the generic structure and language features. To assess, the researcher asked the students to write personal descriptive text and the topic is up to them in a piece of paper. When the time was over, all of the students collected their work.

In the closing activities, the researcher and the students concluded the material together to know how far the students understand about the material.

c. Observation

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about writing and they enjoyed and their problem was decreased. They understood to make descriptive text and also more active than before. The observation can be seen from the interview of students and field note.

d. Reflection

Based on the result of observation and students' score, it can be concluded that students' writing descriptive text can improve. And there was no problem of

students again in writing descriptive text. So the researcher states to leave off in this cycle. The students' score in the cycle II had improved than the cycle I.

B. Data Analysis

The data was analyzed by the instrument of collecting data that such as test, interview, observation sheet, field note, and documentation. The quantitative data were taken from the mean of the students' score in taking writing test. The qualitative data were taken from interview, observation sheet, field note and documentation.

1. The Quantitative Data

The quantitative data were taken from the result of the tests during the research that was conducted in fourth meetings. The pre-test was given in the first meeting. The post-test I was given in the third meeting and the post-test II was given in the fourth meeting. The result of the test score of the students were shown in the appendix. From the data, the researcher found that there was improvement of students' score from pre-test, post-test 1 and post-test II. It can be seen from the appendix VI in giving mean of the score from the pre-test, post-test of cycle I and post-test of cycle II that improve.

Based on the students' score in pre-test, there were 3 students got success, and the students did not get success were 27 students. To see the mean of the students in this test, the researcher applied the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = means of the students

$\sum x$ = means of x_1 variable

N = number of the students

So the mean of the students was $\bar{x} = \frac{1378}{30} = 45.93$

From the analysis above, the students' writing was low. The mean of the students' score was 45.93. (see appendix VII).

Based on the students' score in post-test I (first cycle), there were 17 students got success, and the students did not get success were 13 students. So the mean of the students was:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{2094}{30} = 69.8$$

From the analysis above, the students' writing in post-test I still low. The mean of the students' score was 69.8. It means that the score did not success categorize. But it can be concluded that the students' writing in post-test I was higher than in pre-test. Even though, it is still needed more improvement because it cannot achieve yet 75% as the target of success this research. Based on the problem above, researcher conducted cycle II in order to improve the students' writing descriptive text. (see appendix VIII)

The students' score of post-test II (second cycle), the students who got success were 26 students and the students who un-success were 4 students. The total score of the students was 2372. So the mean of the students was:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{2372}{30} = 79.06$$

From the data analysis above, the students' writing in post-test II improved. It can be seen of the mean score of the students was 79.06. It means that the score was categorized success and improved and also categorized in high score. So the researcher stopped in this cycle. (see appendix IX)

Table 4.5

The Mean Score of pre-Test, post-Test I and post-Test II

| \bar{x} | Pre-test | Post-test I | Post-test II |
|-----------|----------|-------------|--------------|
| Mean | 45.93 | 69.8 | 79.06 |

The mean of the students' score in the post-test II of cycle II (79.06) was highest than the post-test I (69.8) and the pre-test (45.93). So it can be concluded that the students' writing descriptive text through RAFT strategy improved from 45.93 to 79.06.

To analysis the data, the researcher also used t-test to examine action hypothesis in research as follow:

Table 4.6

**The Statistic Analysis of the Result of Students' Score in First Cycle and the
Second Cycle**

| No | Initial of Students | Post-Test I | | Post-Test II | | D | D² |
|-----------|--------------------------------|--------------------|------------|---------------------|------------|----------|----------------------|
| | | M | S/U | M | S/U | | |
| 1 | AM | 75 | S | 80 | S | 5 | 25 |
| 2 | ARS | 67 | U | 76 | S | 9 | 81 |
| 3 | AAS | 75 | S | 77 | S | 2 | 4 |
| 4 | AN | 82 | S | 89 | S | 7 | 49 |
| 5 | ANa | 84 | S | 88 | S | 4 | 16 |
| 6 | ANav | 57 | U | 77 | S | 20 | 400 |
| 7 | BP | 75 | S | 82 | S | 7 | 49 |
| 8 | CAP | 79 | S | 90 | S | 11 | 121 |
| 9 | CA | 54 | U | 83 | S | 29 | 841 |
| 10 | DP | 76 | S | 89 | S | 13 | 168 |
| 11 | DE | 64 | U | 78 | S | 14 | 196 |
| 12 | FA | 70 | U | 79 | S | 9 | 81 |
| 13 | GP | 79 | S | 83 | S | 4 | 16 |
| 14 | HA | 47 | U | 63 | U | 16 | 256 |
| 15 | KNS | 56 | U | 75 | S | 19 | 361 |
| 16 | KPL | 53 | U | 71 | U | 18 | 324 |

| | | | | | | | |
|----|------|-------------------|---|-------------------|---|----------------|-------------------|
| 17 | MAK | 88 | S | 92 | S | 4 | 16 |
| 18 | MAA | 80 | S | 83 | S | 3 | 9 |
| 19 | MIFL | 75 | S | 75 | S | 0 | 0 |
| 20 | MDA | 41 | U | 60 | U | 19 | 361 |
| 21 | Na | 62 | U | 76 | S | 14 | 196 |
| 22 | NA | 73 | U | 86 | S | 13 | 169 |
| 23 | RN | 63 | U | 77 | S | 14 | 196 |
| 24 | RA | 76 | S | 88 | S | 12 | 144 |
| 25 | SP | 76 | S | 78 | S | 2 | 4 |
| 26 | SN | 76 | S | 80 | S | 4 | 16 |
| 27 | SW | 78 | S | 80 | S | 2 | 4 |
| 28 | TAS | 77 | S | 78 | S | 1 | 1 |
| 29 | USP | 80 | S | 83 | S | 3 | 9 |
| 30 | YAM | 56 | U | 58 | U | 2 | 4 |
| | | $\sum x_1 = 2094$ | | $\sum x_2 = 2372$ | | $\sum D = 280$ | $\sum D^2 = 4117$ |

From the table was:

$$\bar{D} = \frac{\sum D}{N} = \frac{280}{30} = 9.3$$

The calculation was done as the formula as follow:

$$\begin{aligned}
t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
&= \frac{9.3}{\sqrt{\frac{4117 - \frac{(280)^2}{30}}{30(30-1)}}} \\
&= \frac{9.3}{\sqrt{\frac{4117 - \frac{(78400)}{30}}{30(29)}}} \\
&= \frac{9.3}{\sqrt{\frac{4117 - 2613.3}{870}}} \\
&= \frac{9.3}{\sqrt{\frac{1503.7}{870}}} = \frac{9.3}{\sqrt{1.72}} \\
&= \frac{9.3}{1.31} = 7.09
\end{aligned}$$

From computation above, it can be seen that the coefficient of $t_{\text{observation}} = 7.09$.

If $df = N-1 = 30-1 = 29$, with the level $\alpha = 0.05$ or 5% and $t_{\text{table}} (1.69)$, so $t_{\text{observation}} (7.09) > t_{\text{table}} (1.69)$. Thus, alternative hypothesis (H_a) can be accepted. Based on the finding, the alternative hypothesis (H_a) stating that the implementing of RAFT strategy can improve the students' skills in writing descriptive text.

2. The Qualitative Data

a. Interview

The interview was done before conducting the first cycle to know the students' problem in writing recount text. The researcher interviewed the students. This interview also done after implementing RAFT Strategy with the students and the teacher. The interview of students showed that there were differences feeling before and after the implementation. The teacher saw that the students were really enjoyed in the class was alive during the learning process. The students showed that they felt pleasure when learned writing through RAFT strategy. (See the appendix XVI, XVII and XVIII).

b. Observation

The researcher observed the classroom atmosphere and what problem was found during the teaching learning process. In the observation sheet, there were some items that are supposed represents the situation during the accomplishment of each cycle of this research. There were two kinds of observation sheet. The first observation sheet used to observe the researcher as the teacher in cycle I and cycle II. This observation sheet was done by the English teacher. The result showed that the researcher was done all of the item of the observation sheet.

The second observation sheet used to observe the students during learning process in cycle I and cycle II. This observation sheet was done by the researcher. From the observation sheet, the students did not really get bored and some of them enjoy the learning process. The observation sheet also done by the English teacher to observe the researcher in teaching descriptive text. The result showed that the

researcher done the teaching based on the lesson plan and could handle the situation of the classroom. (See the observation sheet X, XI, XII, XIII, XIV, and XV).

c. Field Note

Field note was written by the researcher during conducting the research in every meeting. Form the pre-test, the field note showed that students were not interesting and did not know about descriptive text and the situation was noise. The field note showed in cycle I, the students were interested but the situation of the classroom still crowded and there were some students still confused. In cycle II, the students more interested and seriously to learn. The students were seemed master the lesson. (See the appendix XIX).

d. Documentation

Documentation was written and picture by researcher that could be used to obtain information. In conducting documentation method, the researcher could provide pictures, magazines, books, documents, and the other. The function of documentation is to make credible the result of observation or interview.

C. Research Findings

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from pre-cycle to cycle I and cycle II. The mean of the pre-test 45.93, it was very low. The mean of the post-test I cycle I was 69.8, then the mean of post-test II cycle II was 79.06. It was indicated that the scores and the mean in second cycle were better than pre-test and post-test I. The students who got point ≥ 75 of the pre-test were 3 students. In the post-test I students who got point \geq

75 were 17 students. It means that there was increase from pre-test to post -test I. The post-test II of cycle II, students who got point ≥ 75 were 26 students. It means that most of students were success in writing descriptive text while 4 students were un-success.

From the qualitative data; interview, observation sheet and field note, all of these data was indicated that the students gave good response during teaching-learning process. From interview, it was found that the students felt interesting in every meeting. From observation sheet for the students, it can be concluded that the students were active during teaching-learning process. Although at the first meeting they were little confused and some of them found chatting and made some noisy. But the next meeting was better than the previous meeting because they were not confused and enjoy the process. From field note, it was found that students were active and enthusiastic in following teaching-learning process.

Based on the students' score and responses in teaching-learning process, the researcher concluded that RAFT strategy can improve students' skills in writing descriptive text.

D. Discussion

In this research, RAFT strategy is used to help the students to improve students' skill in writing descriptive text. RAFT strategy made the students more active to learn descriptive text. Through RAFT strategy, each students can develop their idea in writing descriptive text.

From the statistic data, it can be seen that the students' skills in writing descriptive text improved by seeing the students' score from the pre-test, post-test I and post-test II. And then from t-test, it can be seen that $t_{\text{observation}} > t_{\text{table}}$. It means that RAFT strategy can improve students' skills in writing descriptive text. From qualitative data, it showed that increasing of teachers' and students' activity during teaching-learning process. The good responses of the students can be seen in the interview sheet, observation sheet, field note, and documentation.

The data qualitative found that RAFT strategy was good strategy to increase students' skills in writing descriptive text because this strategy made students enjoy, active, easy and freely to write descriptive text. Based on the explanation above, it showed that RAFT strategy has good improvement on the students' skills in writing descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the result and discussion about RAFT strategy in improving students' skills in writing descriptive text can be concluded that:

1. The students' response in using RAFT strategy to improve students' skills in writing descriptive text was good. It can be shown by showing qualitative data that consist of students' answer in interview, observation sheet and field note. From the interview, students felt enjoy and interesting during teaching-learning process. From the observation sheet, it can be shown that students can active during teaching-learning process. And from filed note, that students were active and enthusiastic in following teaching-learning process. All of the students' responses show that RAFT strategy can improve students' skill in writing descriptive text.
2. Students' skill in writing descriptive text can be improved through RAFT strategy. It can be shown by students' score. The mean of the pre-test was 45.93, post-test I in the first cycle was 69.8, and post-test II in the second cycle was 79.06. There was improvement in every cycle. And by using t-test, the researcher found that $t_{\text{observation}} > t_{\text{table}}$, $7.09 > 1.69$. It means that there was improvement during teaching-learning process through RAFT strategy in writing descriptive text.

B. Suggestions

Based on the result of this research, the suggestions from the researcher as follows:

1. For the English teachers,

It is recommended for the English teachers in MTs Islamiyah Medan in academic year 2018/2019 to implement RAFT strategy as an alternative and interactive strategy in teaching writing. It is because RAFT strategy can help students to write their descriptive paragraph more focus because they know exactly what is their role as the writer, the audience who will read their writing, the format they will use and the topic they will write.

2. For the school

The school have to give the facilities to the English teachers to implement RAFT strategy in teaching writing descriptive text.

3. For the other researcher

There are few researches conducting RAFT strategy, therefore more researchers are expected to do further investigation in the field related to this research. The future researcher can use this study as reference, develop the implementation of RAFT strategy, or combine with other strategy to get better result.

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APPENDIX I

LESSON PLAN

(cycle I)

School : MTs Islamiyah Medan
Class/semester : VII-A
Subject : English
Skill Focus : Writing Descriptive Text
Time : 4 x 40 Minutes (2 Meetings)

1. Core Competency

KI-1. Respect and appreciate the religion that she/he followed

KI-2. Respect and appreciate behavior of honest, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social environment and natural within the range of society and existence.

KI-3. Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events that appear of the eye.

KI-4. Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) suitable with what is learned in school and the other sources in the same perspective /theory.

2. Basic Competency and indicators

Basic competency:

3.6. Comparing the social function, generic structure, and language features of some texts about something with give and take information about something such as things, place, and person shortly and simply, based on the context.

4.6. Arranging descriptive text, very short and simple, based on their environment, with looking the social function, generic structure and language feature as true and based on the context.

Indicators:

Students can communicate as interactive with the teacher and friends in short interaction and simple, about give and take information about something such as things, place, and person related their environment, house, school and society during learning process as contextual with looking three aspects as follows:

1. Social function

- Reporting, and giving information

2. Generic structure of text

- Identification, Description

3. Language feature

- Simple present tense, Comparative degree, Article and 'the', Preposition

4. Learning Object

- Students can implement the generic structure and language feature about descriptive text
- Students can explain and ask about descriptive text
- Students can understand meaning of descriptive text shortly and simply about something such as things, person and place.

5. Learning Material**a. Social function**

- To describe particular person, thing and person

b. Generic structure of text

- Identification and description

c. Language feature

- Simple present tense
- Comparative degree
- Article and 'the'
- Preposition

6. Source and Media

- Source : Internet, textbook
- Media : Pictures, Projector

Example of a descriptive text based on the picture



My Cat

That is my cat. Its name is Amy. Amy is an adorable cat. It has beautiful paws and cute ear. It has big eyes, clean fur and long whiskers. Although its fangs are so sharp. Amy never bites me. I love Amy very much

7. Learning Method

Method : Cooperative learning

8. Learning Activity

First Meeting

| No | Teachers' activities | Students' activities | Time |
|-----------------------|---|--|------------|
| 1. OPENING | - The teacher opens the class by greeting the students | - Students greet back the teacher | 10 minutes |
| | - Pray together before starting lesson | - Students pray | |
| | - The teacher checks the students' attendance | - Students say present if come | |
| | - The teacher asks about last material | - Students explain about last material | |
| | - The teacher motivates the students and arise their attention to the topic which will be learned | - Students pay attention | |

| | | | |
|-----------------------------------|--|---|------------|
| | <ul style="list-style-type: none"> - The teacher introduces the topic and explain the purpose of the topic | <ul style="list-style-type: none"> - Students pay attention | |
| 2. MAIN ACTIVITIES | <ul style="list-style-type: none"> - The teacher explains about descriptive text, definition, generic structure and language features and explain about RAFT strategy and the elements of RAFT strategy | <ul style="list-style-type: none"> - Students pay attention about teachers' explanation | 60 minutes |
| | <ul style="list-style-type: none"> - The teacher divides the students into some group and give them the idol picture to the each group | <ul style="list-style-type: none"> - Students sit into a group | |
| | <ul style="list-style-type: none"> - The teacher asks the member of each group to write a descriptive paragraph about that picture | <ul style="list-style-type: none"> - Every group write a descriptive paragraph about that picture | |
| | <ul style="list-style-type: none"> - The teacher walks around to help students if they face any difficulties in writing | <ul style="list-style-type: none"> - Students ask to the teacher if they face any difficulties in writing | |
| | <ul style="list-style-type: none"> - The teacher asks every group present their work in front of the class and the teacher asks the students collect their work. | <ul style="list-style-type: none"> - Students present their work in front of the class and collect their work. | |
| 3. CLOSING | <ul style="list-style-type: none"> - The teacher together with students make a conclusion about descriptive text | <ul style="list-style-type: none"> - Students together with teacher make a conclusion | |
| | <ul style="list-style-type: none"> - The teacher introduces the next topic | <ul style="list-style-type: none"> - Students pay attention | |

| | | | |
|--|---|--|--|
| | - The teacher closes the lesson by saying alhamdulillah | - Students say alhamdulillah together with the teacher | |
|--|---|--|--|

Second Meeting

| No | Teachers' Activities | Students' Activities | Time |
|---------------------------------|---|---|------------|
| 1. OPENING | - The teacher opens the class by greeting the students | - Students greet back the teacher | 10 minutes |
| | - Pray together before starting lesson | - Students pray | |
| | - The teacher checks the students' attendance | - Students say present if come | |
| | - The teacher motivates the students and arise their attention to the topic which will be learned | - Students pay attention | |
| | - The teacher explains again about descriptive text and RAFT strategy shortly - The teacher asks the students to sit on their group and give their descriptive paragraph from last meeting | - Students pay attention - Students sit on their group | |
| 2. MAIN ACTIVIES | - The teacher asks the students identify RAFT element of paragraph | - Students identify RAFT of paragraph | 60 Minutes |
| | - The teacher walks around to help students if they face any difficulties in writing | - Students ask the teacher if they have difficulties in writing | |

| | | | |
|-----------------------|---|---|------------|
| | - The teacher together with the students discuss about RAFT of the paragraph | - Students together with the teacher identify the RAFT of the paragraph | |
| | - The teacher explains the reason used RAFT strategy in learning writing descriptive text | - Students pay attention | |
| 3. CLOSING | - The teacher together with students make a conclusion about descriptive text | - Students together with teacher make a conclusion about descriptive text | 10 minutes |
| | - The teacher introduces the next topic | - Students pay attention | |
| | - The teacher closes the lesson by saying alhamdulillah | - Students say alhamdulillah together with the teacher | |

9. Assessment

- Technique : Written Text
- Form : Essay Text

Writing Task :

Write down a descriptive paragraph about your idol based on RAFT elements that determined by the teacher.

10. Rubric Writing Score by Jacob et. al (1981)

| Score | Level | Criteria |
|---------|-------|--|
| CONTENT | 30-27 | Excellent to very good: knowledgeable, substantive, through the development of idea, relevant to assigned topic. |
| | 26-22 | Good to average : some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail. |
| | 21-17 | Fair to poor : limited knowledge to subject, little substance, inadequate development of topic. |

| | | |
|--------------|-------|--|
| | 16-13 | Very poor : limited knowledge of subject, not substantive, not pertinent or not enough to evaluate. |
| ORGANIZATION | 20-18 | Excellent to very good : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive. |
| | 17-14 | Good to average : somewhat choppy, loosely organized but main idea stand out, limited support, logical but in complete sequencing. |
| | 13-10 | Fair to poor : non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
| | 9-7 | Very poor : doesn't communicate, no organization, or not enough to evaluate. |
| VOCABULARY | 20-18 | Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery and appropriate register. |
| | 17-14 | Good to average : adequate range, occasional error of word/idiom form, choice, usage, but meaning not obscured or confused. |
| | 13-10 | Fair to Poor : limited range, frequent errors of word/idiom form, choice usage and meaning obscured or confused. |
| | 9-7 | Very poor : essentially translation, little of English vocabulary, idioms or word form or not enough to evaluate. |
| LANGUAGE USE | 25-22 | Excellent to very good : effective complex, construction, few error of agreement, tense, number, word order/function, articles, pronoun and preposition. |
| | 21-18 | Good to average : effective but simple construction, minor problems in complex constitution, several errors of agreement, tense, number, word order/function, articles, pronoun and prepositions, but meaning seldom obscured. |
| | 17-11 | Fair to poor : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun and preposition or fragments, |

| | | |
|-----------|------|---|
| | | deletions and meaning confused of obscured. |
| | 10-5 | Very poor : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate |
| MECHANICS | 5 | Excellent to very good : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing. |
| | 4 | Good to average : occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured. |
| | 3 | Fair to poor : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused of obscured. |
| | 2 | Very poor : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate. |

Explanation

Content = 30 point

Organization = 20 point

Vocabulary = 20 point

Language use = 25 point

Mechanics = 5 point +

100 point

Known by:

Head Master of MTs Islamiyah Medan

English teacher

Rustam, S.Pd.I

Abdan Ebi Purba, S.Pd

Researcher

Saniyatun Hasanah Ritonga

NIM : 34154208

APPENDIX II

LESSON PLAN

(cycle II)

School : MTs Islamiyah Medan
Class/semester : VII-A
Subject : English
Skill Focus : Writing Descriptive Text
Time : 2 x 40 Minutes

1. Core Competency

KI-1. Respect and appreciate the religion that she/he followed

KI-2. Respect and appreciate behavior of honest, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social environment and natural within the range of society and existence.

KI-3. Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events that appear of the eye.

KI-4. Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) suitable with what is learned in school and the other sources in the same perspective /theory.

2. Basic Competency and indicators

Basic competency:

3.6. Comparing the social function, generic structure, and language features of some texts about something with give and take information about something such as things, place, and person shortly and simply, based on the context.

4.6. Arranging descriptive text, very short and simple, based on their environment, with looking the social function, generic structure and language feature as true and based on the context.

Indicators:

Students can communicate as interactive with the teacher and friends in short interaction and simple, about give and take information about something such as things, place, and person related their environment, house, school and society during learning process as contextual with looking three aspects as follows:

3. Social function

- Reporting, and giving information

4. Generic structure of text

- Identification, Description
- Language feature
- Simple present tense, Comparative degree, Article and 'the', Preposition

5. Learning Object

- Students can implement the generic structure and language feature about descriptive text
- Students can explain and ask about descriptive text
- Students can understand meaning of descriptive text shortly and simply about something such as things, person and place.

6. Learning Material

- Social function
To describe particular person, thing and person
- Generic structure of text
Identification and description
- Language feature
Simple present tense
Comparative degree
Article and 'the'
Preposition

7. Source and Media

- Source : Internet, textbook
- Media : Pictures, Projector

Example of a descriptive text.

My New Friend

Bimo is my new friend. He comes from Nusa Tenggara Timur and he just moved to my school. He is one year older than me. He is tall and slim. His short curly hair looks nice on him. His complexion is dark. He has a pointed nose and big eyes. He always wears sneakers everywhere because he is also a runner. He loves running. Do you want to meet him?

8. Learning Method

Method : Cooperative learning

9. Learning Activity

| No | Teachers' activities | Students' activities | Time |
|-----------------------|---|--|------------|
| 1. OPENING | - The teacher opens the class by greeting the students | - Students greet back the teacher | 10 minutes |
| | - Pray together before starting lesson | - Students pray | |
| | - The teacher checks the students' attendance | - Students say present if come | |
| | - The teacher asks about last material | - Students explain about last material | |
| | - The teacher motivates the students and arise their attention to the topic which will be learned | - Students pay attention | |
| | - The teacher introduces the topic and explain the purpose of the topic | - Students pay attention | |

| | | | |
|-----------------------------------|--|---|------------|
| 2. MAIN ACTIVITIES | OBSERVING <ul style="list-style-type: none"> - The teacher asks the students to sit in their new group - The teacher gives a new descriptive paragraph - The teacher asks the students to observe that descriptive paragraph | <ul style="list-style-type: none"> - Students sit on their group - Students read and observe the descriptive paragraph | 60 minutes |
| | QUESTIONING <ul style="list-style-type: none"> - The teacher asks the group to identify the descriptive paragraph (language features and generic structure). | <ul style="list-style-type: none"> - Every group identify the descriptive paragraph | |
| | COLLECTING INFORMATION <ul style="list-style-type: none"> - The teacher explain shortly about descriptive text (definition, generic structure and language features) | <ul style="list-style-type: none"> - Students collect the information about recount text by understanding teachers' explanation | |
| | ASSOCIATING <ul style="list-style-type: none"> - Teacher asks every member of the group to make personal descriptive text and the topic is up to them - The teacher walks around to help students if they | <ul style="list-style-type: none"> - Every students make personal descriptive text - Students ask to the teacher if they face any | |

| | | | |
|----------------|---|---|--|
| | face any difficulties in writing | difficulties in writing | |
| | COMMUNICATING - The teacher asks some students to present their works in front of class | - Students one by one present their works in front of class | |
| CLOSING | - The teacher together with students make a conclusion about descriptive text by using diary | - Students together with teacher make a conclusion | |
| | - The teacher introduces the next topic | - Students pay attention | |
| | - The teacher close the lesson by saying alhamdulillah | - Students say alhamdulillah together with the teacher | |

10. Assessment

- Technique : Written Text
- Form : Text

Writing Task :

Write down a descriptive text and the topic is up to you

11. Rubric Writing Score by Jacob et. al (1981)

| Score | Level | Criteria |
|---------|-------|--|
| CONTENT | 30-27 | Excellent to very good: knowledgeable, substantive, through the development of idea, relevant to assigned topic. |
| | 26-22 | Good to average : some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail. |
| | 21-17 | Fair to poor : limited knowledge to subject, little substance, inadequate development of topic. |
| | 16-13 | Very poor : limited knowledge of subject, no |

| | | |
|--------------|-------|--|
| | | substantive, not pertinent or not enough to evaluate. |
| ORGANIZATION | 20-18 | Excellent to very good : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive. |
| | 17-14 | Good to average : somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplete sequencing. |
| | 13-10 | Fair to poor : non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
| | 9-7 | Very poor : doesn't communicate, no organization, or not enough to evaluate. |
| VOCABULARY | 20-18 | Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery and appropriate register. |
| | 17-14 | Good to average : adequate range, occasional error of word/idiom form, choice, usage, but meaning not obscured or confused. |
| | 13-10 | Fair to Poor : limited range, frequent errors of word/idiom form, choice usage and meaning obscured or confused. |
| | 9-7 | Very poor : essentially translation, little of English vocabulary, idioms or word form or not enough to evaluate. |
| LANGUAGE USE | 25-22 | Excellent to very good : effective complex, construction, few error of agreement, tense, number, word order/function, articles, pronoun and preposition. |
| | 21-18 | Good to average : effective but simple construction, minor problems in complex contribution, several errors of agreement, tense, number, word order/function, articles, pronoun and prepositions, but meaning seldom obscured. |
| | 17-11 | Fair to poor : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun and preposition or fragments, |

| | | |
|-----------|------|---|
| | | deletions and meaning confused or obscured. |
| | 10-5 | Very poor : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate |
| MECHANICS | 5 | Excellent to very good : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing. |
| | 4 | Good to average : occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured. |
| | 3 | Fair to poor : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused or obscured. |
| | 2 | Very poor : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate. |

Explanation

Content = 30 point

Organization = 20 point

Vocabulary = 20 point

Language use = 25 point

Mechanics = 5 point +

100 point

Known by:

Head Master of MTs Islamiyah Medan

English teacher

Rustam, S.Pd.I

Abdan Ebin Purba, S.Pd

Researcher

Saniyatun Hasanah Ritonga

NIM : 34154208

APPENDIX III**PRE-ACTION TEST**

Write down a descriptive paragraph about your chairmate consisting 5 sentences!

APPENDIX IV**POST-TEST I**

Write a descriptive paragraph about your idol based on the prompt below!

| | |
|----------------------------|--------------------------------|
| Role : Yourself | Format : Short paragraph |
| Audience : Your classmate | Topic : Your idol in Indonesia |
| Write your paragraph here! | |

APPENDIX V**POST-TEST II**

Write a descriptive paragraph and the topic is up to you! Don't forget think about the RAFT elements before you start to write.

Write your paragraph here!

APPENDIX VI

The Students' Score during pre-Test and Cycle I (post-test I) and Cycle II (post-test II)

| NO | INITIAL OF STUDENTS | PRE-TEST | POST-TEST I (CYCLE I) | POST-TEST II (CYCLE II) |
|----|---------------------|----------|-----------------------|-------------------------|
| 1 | AM | 45 | 75 | 80 |
| 2 | ARS | 37 | 67 | 76 |
| 3 | AAS | 46 | 75 | 77 |
| 4 | AN | 75 | 82 | 89 |
| 5 | ANa | 76 | 84 | 88 |
| 6 | ANav | 34 | 57 | 77 |
| 7 | BP | 44 | 75 | 82 |
| 8 | CAP | 64 | 79 | 90 |
| 9 | CA | 54 | 54 | 83 |
| 10 | DP | 45 | 76 | 89 |
| 11 | DE | 32 | 64 | 78 |
| 12 | FA | 49 | 70 | 79 |
| 13 | GP | 34 | 79 | 83 |
| 14 | HA | 38 | 47 | 63 |
| 15 | KNS | 41 | 56 | 75 |
| 16 | KPL | 40 | 53 | 71 |
| 17 | MAK | 75 | 88 | 92 |
| 18 | MAA | 64 | 80 | 83 |
| 19 | MIFL | 70 | 75 | 75 |
| 20 | MDA | 38 | 41 | 60 |
| 21 | Na | 47 | 62 | 76 |
| 22 | NA | 40 | 73 | 86 |
| 23 | RN | 41 | 63 | 77 |

| | | | | |
|--------------|-----|--------------------------------------|-------------------------------------|--------------------------------------|
| 24 | RA | 49 | 76 | 88 |
| 25 | SP | 62 | 76 | 76 |
| 26 | SN | 50 | 76 | 80 |
| 27 | SW | 56 | 78 | 80 |
| 28 | TAS | 53 | 77 | 78 |
| 29 | USP | 38 | 80 | 83 |
| 30 | YAM | 42 | 56 | 58 |
| TOTAL | | $\sum x = 1378$ $\bar{X} = 45.93$ | $\sum x = 2094$ $\bar{X} = 69.8$ | $\sum x = 2372$ $\bar{X} = 79.02$ |

APPENDIX VII

The Students' Score in pre-Test

| NO | INITIAL OF STUDENTS | SCORE | PASSING GRADE OF STUDENTS ≥ 75 |
|----|---------------------|-------|-------------------------------------|
| 1 | AM | 45 | FAILED |
| 2 | ARS | 37 | FAILED |
| 3 | AAS | 46 | FAILED |
| 4 | AN | 75 | PASSED |
| 5 | ANa | 76 | PASSED |
| 6 | ANav | 34 | FAILED |
| 7 | BP | 44 | FAILED |
| 8 | CAP | 32 | FAILED |
| 9 | CA | 34 | FAILED |
| 10 | DP | 45 | FAILED |
| 11 | DE | 32 | FAILED |
| 12 | FA | 49 | FAILED |
| 13 | GP | 34 | FAILED |
| 14 | HA | 38 | FAILED |
| 15 | KNS | 41 | FAILED |
| 16 | KPL | 40 | FAILED |
| 17 | MAK | 75 | PASSED |
| 18 | MAA | 34 | FAILED |
| 19 | MAFL | 70 | FAILED |
| 20 | MDA | 38 | FAILED |
| 21 | Na | 47 | FAILED |
| 22 | NA | 40 | FAILED |
| 23 | RN | 41 | FAILED |
| 24 | RA | 49 | FAILED |

| | | | |
|--------------|-----|--------------------------------------|---------------|
| 25 | SP | 43 | FAILED |
| 26 | SN | 50 | FAILED |
| 27 | SW | 56 | FAILED |
| 28 | TAS | 53 | FAILED |
| 29 | USP | 38 | FAILED |
| 30 | YAM | 42 | FAILED |
| TOTAL | | $\sum x = 1378$ $\bar{x} = 45.93$ | — |

APPENDIX VIII**The Students' Score in post-Test I (First Cycle)**

| NO | INITIAL OF STUDENTS | SCORE | PASSING GRADE OF STUDENTS ≥ 75 |
|-----------|----------------------------|--------------|---|
| 1 | AM | 75 | PASSED |
| 2 | ARS | 67 | FAILED |
| 3 | AAS | 75 | PASSED |
| 4 | AN | 82 | PASSED |
| 5 | ANa | 84 | PASSED |
| 6 | ANav | 57 | FAILED |
| 7 | BP | 75 | PASSED |
| 8 | CAP | 79 | PASSED |
| 9 | CA | 54 | FAILED |
| 10 | DP | 76 | PASSED |
| 11 | DE | 64 | FAILED |
| 12 | FA | 70 | FAILED |
| 13 | GP | 79 | PASSED |
| 14 | HA | 47 | FAILED |
| 15 | KNS | 56 | FAILED |
| 16 | KPL | 53 | FAILED |
| 17 | MAK | 88 | PASSED |
| 18 | MAA | 80 | PASSED |
| 19 | MIFL | 75 | PASSED |
| 20 | MDA | 41 | FAILED |
| 21 | Na | 62 | FAILED |
| 22 | NA | 73 | FAILED |
| 23 | RN | 63 | FAILED |
| 24 | RA | 76 | PASSED |

| | | | |
|--------------|-----|-------------------------------------|---------------|
| 25 | SP | 76 | PASSED |
| 26 | SN | 76 | PASSED |
| 27 | SW | 78 | PASSED |
| 28 | TAS | 77 | PASSED |
| 29 | USP | 80 | PASSED |
| 30 | YAM | 56 | FAILED |
| TOTAL | | $\sum x = 2094$ $\bar{x} = 69.8$ | — |

APPENDIX IX**The Students' Score in post-Test II (Second Cycle)**

| NO | INITIAL OF STUDENTS | SCORE | PASSING GRADE OF STUDENTS ≥ 75 |
|-----------|----------------------------|--------------|---|
| 1 | AM | 80 | PASSED |
| 2 | ARS | 76 | PASSED |
| 3 | AAS | 77 | PASSED |
| 4 | AN | 89 | PASSED |
| 5 | ANa | 88 | PASSED |
| 6 | ANav | 77 | PASSED |
| 7 | BP | 82 | PASSED |
| 8 | CAP | 90 | PASSED |
| 9 | CA | 83 | PASSED |
| 10 | DP | 89 | PASSED |
| 11 | DE | 78 | PASSED |
| 12 | FA | 79 | FAILED |
| 13 | GP | 83 | PASSED |
| 14 | HA | 63 | FAILED |
| 15 | KNS | 75 | PASSED |
| 16 | KPL | 71 | FAILED |
| 17 | MAK | 92 | PASSED |
| 18 | MAA | 83 | PASSED |
| 19 | MIFL | 75 | PASSED |
| 20 | MDA | 60 | FAILED |
| 21 | Na | 76 | PASSED |
| 22 | NA | 86 | PASSED |
| 23 | RN | 77 | PASSED |
| 24 | RA | 88 | PASSED |

| | | | |
|--------------|-----|--------------------------------------|---------------|
| 25 | SP | 78 | PASSED |
| 26 | SN | 80 | PASSED |
| 27 | SW | 80 | PASSED |
| 28 | TAS | 78 | PASSED |
| 29 | USP | 83 | PASSED |
| 30 | YAM | 58 | FAILED |
| TOTAL | | $\sum x = 2372$ $\bar{x} = 79.06$ | — |

APPENDIX X**OBSERVATION SHEET FOR STUDENTS CYCLE I (first meeting)**

| No | Observation item | Cycle I | |
|----|--|---------|----|
| | | Yes | No |
| | Pre-teaching | ✓ | |
| | 1. Students greet back the teacher's greeting and tell their condition | ✓ | |
| | 2. The students pray together | ✓ | |
| | 3. The students give attention to teacher's explanation about reviews the previous materials | ✓ | |
| | 4. The students give attention to teacher's explanation about new topic | ✓ | |
| | 5. The students give attention to teacher's explanation about the objective and learning process | | ✓ |
| | Whilst-teaching | | |
| | - The students can use RAFT elements | ✓ | |
| | - The students can answer teacher's question | ✓ | |
| | - The students give question to the teacher | ✓ | |
| | - The students find some problem in learning process | ✓ | |
| | - The students get bored when the teacher explaining | ✓ | |
| | - The students are enthusiastic in responding teachers' question | ✓ | |
| | - The students are active in learning process | ✓ | |
| | Post-teaching | | |
| | - The students can make summarize about the lesson | | ✓ |
| | - The students give attention about upcoming materials from the teacher | ✓ | |
| | - The students pray together | ✓ | |

Medan, 02 August 2019

The Researcher

APPENDIX XI

OBSERVATION SHEET FOR STUDENTS CYCLE I (second meeting)

| No | Observation item | Cycle I | |
|----|--|---------|----|
| | | Yes | No |
| | Pre-teaching | ✓ | |
| | 1. Students greet back the teacher's greeting and tell their condition | ✓ | |
| | 2. The students pray together | ✓ | |
| | 3. The students give attention to teacher's explanation about reviews the previous materials | ✓ | |
| | 4. The students give attention to teacher's explanation about new topic | ✓ | |
| | 5. The students give attention to teacher's explanation about the objective and learning process | ✓ | |
| | Whilst-teaching | | |
| | 1. The students can use RAFT elements | ✓ | |
| | 2. The students can answer teacher's question | ✓ | |
| | 3. The students give question to the teacher | ✓ | |
| | 4. The students find some problem in learning process | ✓ | |
| | 5. The students get bored when the teacher explaining | ✓ | |
| | 6. The students are enthusiastic in responding teachers' question | ✓ | |
| | 7. The students are active in learning process | ✓ | |
| | Post-teaching | | |
| | 1. The students can make summarize about the lesson | ✓ | |
| | 2. The students give attention about upcoming materials from the teacher | ✓ | |
| | 3. The students pray together | ✓ | |

Medan, 06 August 2019

The Researcher

APPENDIX XII

OBSERVATION SHEET FOR STUDENTS CYCLE II

| No | Observation item | Cycle II | |
|----|--|----------|----|
| | | Yes | No |
| | Pre-teaching | ✓ | |
| | 1. Students greet back the teacher's greeting and tell their condition | ✓ | |
| | 2. The students pray together | ✓ | |
| | 3. The students give attention to teacher's explanation about reviews the previous materials | ✓ | |
| | 4. The students give attention to teacher's explanation about new topic | ✓ | |
| | 5. The students give attention to teacher's explanation about the objective and learning process | ✓ | |
| | Whilst-teaching | | |
| | 1. The students can use RAFT elements | ✓ | |
| | 2. The students can answer teacher's question | ✓ | |
| | 3. The students give question to the teacher | ✓ | |
| | 4. The students find some problem in learning process | ✓ | |
| | 5. The students get bored when the teacher explaining | ✓ | |
| | 6. The students are enthusiastic in responding teachers' question | ✓ | |
| | 7. The students are active in learning process | ✓ | |
| | Post-teaching | | |
| | 1. The students can make summarize about the lesson | ✓ | |
| | 2. The students give attention about upcoming materials from the teacher | ✓ | |
| | 3. The students pray together | ✓ | |

Medan, 09 August 2019

The Researcher

APPENDIX XIII

OBSERVATION SHEET FOR TEACHER CYCLE I (first meeting)

| No | Observation item | Cycle I | |
|----|--|---------|----|
| | | Yes | No |
| | Pre-teaching | ✓ | |
| | - The teacher greets and asks the students' condition | ✓ | |
| | - The teacher leads a prayer | ✓ | |
| | - The teacher reviews the previous materials | ✓ | |
| | - The teacher introduces the new topic to the students | ✓ | |
| | - The teacher tells the objective and learning process | | ✓ |
| | Whilst-teaching | | |
| | - The teacher explains material by using RAFT strategy | ✓ | |
| | - The teacher gives question to the students | ✓ | |
| | - The teacher can answer students' question | ✓ | |
| | - The teacher tries to solve the students problem | ✓ | |
| | - The teacher observes the students who answer the question about recount text | ✓ | |
| | - The teacher manages the condition and situation in the classroom | | ✓ |
| | - The teacher manages the time effectively and efficiently | | ✓ |
| | Post-teaching | | |
| | - The teacher summarizes and reflects the lesson | ✓ | |
| | - The teacher previews on the upcoming materials | ✓ | |
| | - The teacher closes the teaching and learning process and praying together | ✓ | |

Medan, 02 August 2019

The Observer

APPENDIX XIV

OBSERVATION SHEET FOR TEACHER CYCLE I (second meeting)

| No | Observation item | Cycle I | |
|----|---|---------|----|
| | | Yes | No |
| | Pre-teaching | | |
| | 1. The teacher greets and asks the students' condition | ✓ | |
| | 2. The teacher leads a prayer | ✓ | |
| | 3. The teacher reviews the previous materials | ✓ | |
| | 4. The teacher introduces the new topic to the students | ✓ | |
| | 5. The teacher tells the objective and learning process | ✓ | |
| | Whilst-teaching | | |
| | 1. The teacher explains material by using RAFT strategy | ✓ | |
| | 2. The teacher gives question to the students | ✓ | |
| | 3. The teacher can answer students' question | ✓ | |
| | 4. The teacher tries to solve the students problem | ✓ | |
| | 5. The teacher observes the students who answer the question about recount text | ✓ | |
| | 6. The teacher manages the condition and situation in the classroom | ✓ | |
| | 7. The teacher manages the time effectively and efficiently | ✓ | |
| | Post-teaching | | |
| | 1. The teacher summarizes and reflects the lesson | ✓ | |
| | 2. The teacher previews on the upcoming materials | ✓ | |
| | 3. The teacher closes the teaching and learning process and praying together | ✓ | |

Medan, 06 August 2019

The Observer

APPENDIX XV

OBSERVATION SHEET FOR TEACHER CYCLE II

| No | Observation item | Cycle I | |
|----|---|---------|----|
| | | Yes | No |
| | Pre-teaching | | |
| | 1. The teacher greets and asks the students' condition | ✓ | |
| | 2. The teacher leads a prayer | ✓ | |
| | 3. The teacher reviews the previous materials | ✓ | |
| | 4. The teacher introduces the new topic to the students | ✓ | |
| | 5. The teacher tells the objective and learning process | ✓ | |
| | Whilst-teaching | | |
| | 1. The teacher explains material by using RAFT strategy | ✓ | |
| | 2. The teacher gives question to the students | ✓ | |
| | 3. The teacher can answer students' question | ✓ | |
| | 4. The teacher tries to solve the students problem | ✓ | |
| | 5. The teacher observes the students who answer the question about recount text | ✓ | |
| | 6. The teacher manages the condition and situation in the classroom | ✓ | |
| | 7. The teacher manages the time effectively and efficiently | ✓ | |
| | Post-teaching | | |
| | 1. The teacher summarizes and reflects the lesson | ✓ | |
| | 2. The teacher previews on the upcoming materials | ✓ | |
| | 3. The teacher closes the teaching and learning process and praying together | ✓ | |

Pematangsiantar, 09 August 2019

The Observer

APPENDIX XVI

INTERVIEW SHEET FOR STUDENT BEFORE IMPLEMENTING RAFT STRATEGY

R (researcher)

S (students)

1. The First student

R : Miss boleh tanya-tanya sebentar?
(can I ask you a few minutes?)

S : Tentu miss, silahkan.
(of course miss)

R : Oke. Kamu tahu gak apa itu menulis?
(ok. What the meaning of writing?)

S : Menulis? Apa ya? ya nulis miss. Kayak menulis cerita gitu.
(writing? what is it? Yes, just write miss. like write a story maybe.)

R : Oke. Kamu tahu apa itu descriptive text?
(ok. Do you know about descriptive text?)

S : Pernah dengar miss. Tapi gak ingat saya miss.
(I ever heard miss. but I am Forget, miss)

R : Menurut kamu, bagaimana cara mengajar sir Abdan di kelas?
(in your opinion, how sir Abdans' teaching in the class?)

S : Biasa aja miss. Kayak guru-guru yang lain.
(standard miss. like another teachers)

R : Menerangkan di papan tulis gitu?
(he explains on the whiteboard, right?)

S : Ia miss. Pake buku paket, terus sir Abdan sambil bicara depan kelas, jadi kayak mendengarkan ceramah miss.
(yes, miss. using a book, then, sir Abdan speaks in front of the class, like we're hearing a speech)

R : Kamu tertarik tidak dengan cara mengajar sir Abdan yang seperti itu?

(are you interest with sir Abdans' teaching?)

S : Tidak miss, bosen miss, ngantuk jadinya.

(no, miss. I am bored. Make me so sleepy)

R : Oke, thank you.

(ok. Thank you)

S : Sama-sama miss.

(my pleasure, miss)

2. The second student

R : Miss boleh interview sebentar?

(can I interview you a few minutes?)

S : Boleh miss. mau nanyak apa miss?

(yes, miss. what is it, miss?)

R : Kamu tahu apa itu menulis?

(what the meaning of writing?)

S : Setahu saya miss menulis itu menuangkan apa yang ada di dalam otak kita.

(as I know, miss. writing is the process of pour something from our brain)

R : Oh begitu. Kamu suka menulis ya?

(oh, like that. Do you like writing?)

S : Gak pala sih miss.

(no much, miss)

R : Kalau begitu, kamu tahu apa itu descriptive text?

(so, do you know about descriptive text?)

S : Oh itu, descriptive text itu text yang menjelaskan ciri-ciri suatu benda kan miss.

(oh. Descriptive text is the text that tell the characteristic of a thing, miss)

R : Udah pernah belajar di kelas?

(have you studied it in the class?)

S : Belum miss. Saya belajarnya waktu les di Prospec.

(not yet, miss. I study about it in Prospec.

R : Oh begitu. Menurut pendapat kamu, bagaimana cara mengajar sir Abdan di kelas?

(oh, like that. In your opinion, how sir Abdans' teaching in the class?)

S : Gimana ya miss. lumayanlah miss.

(not bad, miss)

R : Lumayan gimana? Paham gak apa yang sir Abdan ajarkan?

(how is it? Do you understand what sir abdan teach?)

S : Kadang paham kadang enggak miss. Soalnya sir terkadang cepat kali jelasinnya udah gitu kadang teman-teman di belakang bising kali miss. jadi gak konsentrasi miss.

(sometimes, I understand, sometimes not. Because sir Abdan explains lesson so fast, and my friends are always noisy. So, I am not concentration, miss.

R : Menurut kamu, bagaimana cara sir Abdan mengajar bahasa inggris selama ini?

(in your opinion, how sir Abdans' teaching English during you study here?)

S : Cara ngajar nya membosankan miss, monoton lagi, sir Abdan ngomong terus, kami cukup mendengarkan saja, jadi kami sulit menuangkan ide ide menulis kami miss. Padahal sebenarnya kami gak mengerti apa yg sir bilang.

(his teaching is so bored, monotonous also, sir Abdan always speak up. We just hear him, so we have difficult to pour our idea in writing. Exactly, we don't understand what sir Abdan says)

R : Menurut kamu, ada peningkatan gak sama nilai bahasa inggris kamu selama ini?

(in your opinion, is there improvement in your score in learning English?)

S : Enggak miss. Makanya saya ikut les miss.

(I think no, miss. because of that, I join English course.

R : Oke, thank you ya udah luangin waktunya.

(ok. Thank you)

S : Iya miss. sama-sama miss.

(my pleasure, miss)

3. The third student

R : Miss tanya-tanya sikit boleh ya?

(can I ask you?)

S : Tentu miss.

(of course, miss)

- R : kamu tahu apa itu menulis?
(what the meaning of writing?)
- S : setahu saya menulis itu kayak menulis cerpen menulis pr gitu miss.
(as I know, writing is the process of write something like short story or homework, miss)
- R : yang benar menulis pr atau mengerjakan pr?
(writing homework or doing homework?)
- S : oh iya miss. Mengerjakan pr kan ditulis juga miss.
(yes, miss. Doing homework is written too.)
- R : oke-oke. Kalau descriptive text tahu gak itu apa?
(ok. So, do you know about descriptive text?)
- S : Enggak tahu miss. Baru dengar ini juga.
(no, miss. I just hear it now)
- R : Oh gitu ya. Menurut kamu, cara sir Abdan ngajar di kelas bagaimana?
(oh, like that. In your opinion, how sir Abdans' teaching in the class?)
- S : Gimana apa maksudnya miss?
(what do you mean, miss?)
- R : Maksud miss kamu kalau sir Abdan ngajar di depan kelas suka gak?
(do you like with sir abdans' teaching?)
- S : Sukak lah miss. Sir Abdan baik orangnya miss gak tukang marah-marah. Jarang jugak miss ngasi pr.

(I like it, miss. sir Abdan is nice, he doesn't like angry. And then, he seldom gives us the homework)

R : Kamu paham apa yang sir Abdan ajarkan?

(do you understand what sir Abdan teach?)

S : Enggak paham miss.

(no, miss)

R : Kalau lagi gak paham, kamu bertanya gak sama sir Abdan?

(if you don't understand, do you ask sir Abdan?)

S : Enggak miss, malas miss, karna sir Abdan fokus dengan apa yg dibilangnya tanpa bertanya kami paham atau tidak.

(no, miss. I am lazy, because sir Abdan just focuses with his telling without we understand or not.

R : Dengan cara ngajar yang seperti itu, apakah kamu semangat ketika belajar bahasa inggris?

(with his teaching like that. Are you spirit when teaching English?)

S : Enggaklah miss, gak seru. Padahal saya maunya sir abdan itu ngasi pengajaran yg baru dan menarik miss. Biar kami semangat dan paham kalau belajar bahasa ingris

(no, miss. Actually, I want sir Abdan gives us the interest teaching. So, we are spirit and understand when learning English.

R : Ok, makasih banyak ya.

(ok. Thank you so much)

S : Oke, miss.

(ok, miss)

APPENDIX XVII

INTERVIEW SHEET FOR STUDENT AFTER IMPLEMENTING RAFT STRATEGY

R (researcher)

S (students)

1. The first student

R : Miss mau tanya boleh kan?

(can I ask you?)

S : Boleh miss.

(yes, miss)

R : Kitakan udah belajar tentang descriptive text, jadi miss mau tanya apa itu descriptive text?

(we already study about descriptive text. So, I want to ask you, what is descriptive text?)

S : Teks yang menjelaskan tentang seseorang seperti Aliando, idola saya.

(descriptive text is the text that explain about someone like Aliando, my idol)

R : Bagaimana pendapat kamu tentang menulis descriptive text dengan menggunakan RAFT strategi itu?

(what do you think about the using of RAFT strategy in writing descriptive text?)

S : Seru miss. Saya suka.

(I like it, miss)

R : Ada tidak kesulitan yang kamu alami selama belajar dengan menggunakan RAFT strategi?

(do you have difficulties during learning English by using RAFT strategy?)

S : Gak ada miss.

(nothing, miss)

R : Oke. Apakah setelah belajar descriptive text dengan memakai RAFT ini, membuat kamu suka menulis descriptive text?

(ok. After we study descriptive text by using RAFT strategy, do you like writing descriptive text?)

S : Sukak miss. Soalnya kita jadi tau apa yg mau kita tulis, gak bingung lagi.

(I like it miss. Because, we know what will we write. We aren't confused anymore.

R : Oke, thank you ya atas waktunya.

(ok. Thank you for your time)

S : Oke. Sama-sama miss.

(my pleasure, miss)

2. The second student

R : Miss mau wawancara boleh kan?

(can I interview you?)

S : Boleh miss. Tapi jangan susah-susah ya miss.

(yes, miss. but, don't be difficult, miss)

R : Oke. Kamu tahu tidak apa itu descriptive text?

(ok. Do you know about descriptive text?)

S : Descriptive text adalah teks yang mendeskripsikan suatu benda, orang dan tempat miss.

(descriptive text is the text that describe about things, someone and places, miss)

R : Bagus. Lalu bagaimana pendapat kamu tentang menulis descriptive text dengan memakai RAFT strategi?

(good. What do you think about RAFT strategy in writing descriptive text?)

S : Menarik miss. Saya suka. Soalnya RAFT strategi ini membuat saya lebih mudah membuat descriptive text miss. karna sebelumnya,

saya sudah tahu benda yg mau saya deskripsikan, tapi saya bingung membuat kata-kata nya.

(I am interest, miss. I like it, because RAFT strategy makes me easier in writing descriptive text. Before it, I know the thing that will I describe, but I am still confuse to make the sentences of it.

R : Ada tidak kesulitan yang kamu dapatkan selama belajar descriptive text ini?

(do you have difficulties during learning descriptive text with this strategy?)

S : Gak ada miss. soalnya dengan strategi ini, saya lebih mudah menangkapnya. Miss juga enak cara ngajarnya.

(nothing, miss. because this strategy, I am easy to understand about descriptive text, and your teaching is good, miss)

R : Apakah setelah ini kamu menjadi suka menulis descriptive text?

(by using RAFT strategy, do you like write descriptive text?)

S : Iya miss. mudah soalnya.

(yes, miss. make me easier)

R : Oke. Thank you ya.

(ok. Thank you)

S : Welcome miss.

3. The third student

R : Miss mau tanya-tanya kayak kemarin boleh ya.

(can I ask you anymore?)

S : Tentu miss.

(of course, miss)

R : Sekarang, kamu tahu tidak apa itu descriptive text?

(now, do you know about descriptive text?)

S : Descriptive text adalah teks yang mendeskripsikan suatu benda, orang, atau tempat yg kita lihat, pertama kita buat dulu identification nya kemudian description nya.

(descriptive text is the text that describe about things, someone, places that we see. The first one, we make the identification and the second one, we make the description)

R : Iya, benar sekali. Nah, kan kita belajar descriptive text pakai RAFT strategi. Nah bagaimana pendapat kamu tentang penggunaan RAFT strategi dalam menulis descriptive text.

(yes, it's right. After we study about descriptive text by using RAFT strategy, what do you think about RAFT strategy in writing descriptive text?)

S : Saya suka miss. kebetulankan saya suka nulis dan suka pelajaran bahasa inggris. jadi waktu belajar jadi asik aja gitu. Apalagi menarik kan miss.

(I like it, miss. Actually, I like writing especially writing something in English, so, the time for studying to be enjoyable.

R : Ada gak kesulitan yang kamu hadapi selama belajar descriptive text ini?

(do you have difficulties during learning descriptive text with this strategy)

S : Gak ada miss. Seru-seru aja miss.

(nothing, miss. I enjoy, miss)

R : Jadi sekarang kamu suka gak menulis descriptive text?

(so now, do you like write descriptive text?)

S : Sukak banget miss. apalagi sekarang saya tahu membedakan antara identification dan description.

(I like so much, miss. Now, I know the different between identification and description in descriptive text

R : Oke. Thank you ya sudah meluangkan waktunya.

(ok. Thank you for your time)

S : Iya miss. Sama-sama.

(yes, miss. my pleasure)

APPENDIX XVIII

INTERVIEW WITH THE TEACHER

The researcher: Assalamu'alaikum sir.

The teacher : Wa'alaikumussalam.

The researcher: Permisi, sir. Saya ingin mengajukan beberapa pertanyaan mengenai penelitian saya sir.

(excuse me, sir. I want to ask you about my research, sir)

The teacher : Ok, silahkan.

(ok. Yes)

The researcher : Menurut pendapat sir, seberapa pentingnyakah penggunaan strategi dalam belajar bahasa Inggris?

(in your opinion, how the important of strategy in teaching English?)

The teacher : Menurut sir sangat penting ya. Karena strategi yg kita gunakan akan berpengaruh besar dengan hasil belajar siswa. Apalagi inikan bahasa asing, tentunya kita sebagai guru harus membuat siswa tertarik dulu dengan mata pelajaran ini. Tidak mudah bagi siswa untuk dapat memahami pelajaran bahasa inggris. Karenanya, kita harus membuat strategi mengajar sekreatif mungkin, agar siswa paham dengan apa yg kita ajarkan.

(I think, it's important. Because the strategy that we use will be the big influence for student' scores. Moreover, this is a foreign language, of course, we are as a teacher have to makes our students be interest with our subject. It's not easy for the students in understanding about English. Because of that, we have to make a creative strategy in teaching English, so that, students understand what we teach to them.

The researcher : Setelah melihat siswa belajar descriptive text dengan RAFT strategi, bagaimana menurut sir kemampuan siswa setelah itu?

(after I implement RAFT strategy in teaching descriptive text, what do you think about that?

The teacher : Bagus ya. mereka jadi cepat paham tentang descriptive text dan mudah menangkap. Sir perhatikan mereka juga enjoy. Padahal biasanya mereka itu susah memahami pelajaran.

(it's good. They understand about descriptive text quickly. and I think, they enjoy also, as I know, they have difficult to understand about the subject.

The researcher : Menurut sir, apakah RAFT strategi ini cocok untuk digunakan dalam pembelajaran descriptive text?

(in your opinion, does RAFT strategy suitable to use in teaching descriptive text?

The teacher : Menurut sir, RAFT strategi ini cocok digunakan dalam menulis descriptive text. Awalnya saya berfikir bagaimana cara mengaplikasinya? Apakah bisa? Dan ternyata terbukti bisa. Kamu hebat bisa menerapkan strategi ini dan membantu siswa dalam menulis descriptive text.

(in my opinion, RAFT strategy suitable to use in writing descriptive text, in the beginning, I think, how you implement it? How can? In the fact, you can do it, good job, you can implement this strategy and helping the students in writing descriptive text.

The researcher : Apakah sir termotivasi untuk menggunakan strategi ini kedepannya dalam mengajarkan descriptive text kepada siswa?

(do you want to use this strategy in teaching descriptive text for the next time)

The teacher : Tentu, saya termotivasi. Karena biasanya itu, murid kelas VII ini sangat berisik sekali kalau sir lagi mengajar. Nah, waktu melihat kamu menggunakan strategi ini, sir lihat mereka semua tertarik dan tidak ribut, karena sir lihat mereka lagi diskusi. Dan juga sir lihat mereka cepat paham gitu tentang descriptive text.

(of course, I want. Because, as long as I teach them, they are so noisy. When you use this strategy, they are interest and not noisy, they discuss together, and then, they understand about descriptive text quickly)

The researcher: Oke, thank you atas waktunya sir.

(ok, thank you for your time, sir)

The teacher : Oke, sama-sama.

(you welcome)

APPENDIX XIX

FIELD NOTE

PRE-TEST

Date : Tuesday, 23th July 2019

Pre-test done on Tuesday, 23th July 2019. Researcher entered in the classroom with the English teacher at 8.00 am. The English teacher opened classroom by giving explanation to the students that researcher want to do research in their class. Researcher introduced herself and all of students welcome to her. Some of students asked about her biodata. The English teacher left researcher alone in the classroom. Before the researcher gave them pre-test, she asked to the students about descriptive text. Most of them answered did not know. Because of that, researcher explained shortly that descriptive text is a text that describe about someone, things and places.

Researcher also gave example as short and showed the generic structure. She also explained that simple present tense is important in writing descriptive text. After that, researcher started to give them the pre-test to write their personal descriptive text about their chair mate. She gave them time to write until 40 minutes. But most of them disagree. So the researcher added the time become 50 minutes. After 10 minutes, researcher walked around of the students to see their activities. Most of students did not write descriptive text and still confused because they did not about descriptive text and how to started.

The condition of the class not conducive because most of them were noisy. Some of boys disturbed the girls. 30 minutes pass and there are two students finished theirs' work. The researcher done interview to them. After 40 minutes, students who collected theirs' work just five people. Researcher instructed the time only ten minutes more. Most of students become noisy and the condition become not conducive. Finally, the time is over and all of students collected theirs' works. The researcher closed the meeting and introduced the new topic that students studied in the next meeting.

CYCLE I

First meeting

Date: Friday, 2th August 2019

Cycle I in the first meeting conducted on Friday, 2th August at 09.20 a.m. The researcher entered in the classroom and started to do learning process. She greeted the students and the students gave good responses. After that the researcher prayed together with the students and checked their attendance list. There are three students did not come without information. The researcher asked about the last material and most of students answered. And then the researcher introduced the new topic.

The researcher started to divide the students into some groups. The situation is not good when the researcher wanted to divide the group. And finally, they divided their group as they like. But the group was not fair because all of the boys in one group. So, the researcher entered some boys in the other group to make them in harmony. After that, the researcher gave every group the idol picture and asked them make a descriptive text about that picture.

Most of students started to enthusiastic after the researcher told about idol. And then, the researcher explains about definition of descriptive text and explain about RAFT strategy. And asked them what the correlation between descriptive text and RAFT strategy. Most of them could answer the question. After that the researcher continued to explain about the language features (simple present tense, comparative degree, article and 'the' and preposition. Because they have studied about simple present tense, so the researcher shortly to explain. But most of students still confused and couldn't understand about simple present tense. Because of that, the researcher made many example to make them understand about it. After that, the researcher asked students to see their descriptive paragraph that researcher gave and they must identify the generic structure, simple present tense, comparative degree, article and 'the' and preposition from the descriptive paragraph. Students identified three writing in the descriptive paragraph. The researcher gave 15 minutes to do that and most of students complained to add 10 minutes more. And the researcher gave 20 minutes to do it.

The researcher observed and saw the students so enthusiastic but they were noisy and the researcher couldn't handle it. After 5 minutes, the researcher walked around to see their works. But there is one group did not write anything in their paper. They said that they didn't understand what they will do. The researcher explained again to them and told them what will they do. They said they had difficulties because all of them were boy and did not good in English. The researcher helped them and explained slowly. After 20 minutes, the students and the teacher corrected together. Started from group one, they red their works until the last group. The last group was noisy cause they did not finish yet. And they tried to see from the other group but they couldn't and finally they just do half from the tasks. When group one red their works.

There was one student was silent and when I asked to the leader, she said that he did not help them to identify the writing. The second be a good and active group when they corrected their woks. After that, the ball rang and they rested. After fifteen minutes, the students entered the class and the researcher explained about generic structure of descriptive text shortly. But most of students did not focus and still eat their snacks. The researcher gave them five minutes to finish their food. After that, learning process continued about generic structure. There were two students knew because they learned in private course. The researcher gave them the example on the whiteboard and asked them to show where was the identification and description from the example. After that, the researcher asked the students to looking for the generic structure on the descriptive paragraph, present or not. And all of the group got the instruction. There were 10 minutes before class ended, so the researcher asked the students about their problem in this lesson and whether they understood or not. There were some students asked about simple present tense and preposition.

Researcher closed the class by asking the students to make the conclusion of the lesson today. Most of them can answered the question and enthusiastic to answer. The class closed by praying together and the researcher convey the new topic on the next meeting.

CYCLE I

Second Meeting

Tuesday, 6th August 2019

As usual, the researcher opened the class, greet the students, pray and checked the attendance list. After that the researcher gave motivation to all the students in the classroom. The students gave good response to the researcher. There were not students did not come in this meeting. After that the researcher reviewed descriptive text to make the students memorized the descriptive text. Most of students could follow this material and remembered the topic. In this meeting, the researcher gave the post-test I to the students. The test was different with the pre-test. The topic about their idol but they wrote descriptive text base on RAFT element determined by the researcher. The test needed 50 minutes. The situation was different from the pre-test. In the pre-test, the students were noisy. But in the post-test I the students kept silent although some of them still made noisy. The situation on post-test I was better than in pre-test. Some of students in this test also still asked to the researcher about some vocabularies that they did not know. After 50 minutes, the students finished and collected their work. Then the researcher closed the meeting and did not forget to introduces the new topic for next meeting.

CYCLE II

Friday, 09th August 2019

Researcher came to the classroom and started to do learning process. She greeted the students and the students gave good response. After that the researcher prayed together with the students and checked their attendance list. All of the students presented in this meeting. The researcher asked about the last material and most of students answered. And then the researcher introduced the new topic.

In this meeting, the researcher explained more about descriptive text. She asked to the students to sit in their group like the last meeting. After that the researcher gave them a new descriptive paragraph. She asked with every group to observe the descriptive paragraph about generic structure, and language use. This activity was same like last meeting but the descriptive paragraph was different. They were so active and did not confused again to do what the researcher asked. They were noisy because discussed their answered. This activity needed 10 minutes. After that, the researcher discussed together with students about the answer.

The next activities did post-test II. The researcher asked the students to make personal descriptive paragraph and the topic is up to them. The response of the students was good. They are happy because the topic was free. They wrote on the piece of paper. The time to finish the task was 50 minutes. They did not surprise because it was same like the last meeting.

The students look serious to do their test. All of them were kept silent. While the students did the test, the researcher called them one by one to interview what they felt after learning descriptive text by using RAFT strategy. After that, time was over and they collected their work after that the researcher closed the meeting.

APPENDIX XX**THE STUDENTS' ATTENDANCE LIST DURING THE RESEARCH**

| NAME OF STUDENTS | MEETINGS | | | |
|--------------------------------|----------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1. Aditty Maulana | ✓ | ✓ | ✓ | ✓ |
| 2. Alya Rezi Safira | ✓ | - | ✓ | ✓ |
| 3. Anas Akbar Syahputra | ✓ | ✓ | ✓ | ✓ |
| 4. Annisa Nursyahfirda | ✓ | ✓ | ✓ | ✓ |
| 5. Atika Nabila | ✓ | ✓ | ✓ | ✓ |
| 6. Amanda Navila | ✓ | ✓ | ✓ | ✓ |
| 7. Bagus Pratama | ✓ | ✓ | ✓ | ✓ |
| 8. Chasya Amanda Putri | ✓ | ✓ | ✓ | ✓ |
| 9. Chesya Audia | ✓ | ✓ | ✓ | ✓ |
| 10. Dewi Prastika | ✓ | ✓ | ✓ | ✓ |
| 11. Dimas Elo | ✓ | ✓ | ✓ | ✓ |
| 12. Fahmi Alwi | ✓ | ✓ | ✓ | ✓ |
| 13. Guslitio Prayoga | ✓ | ✓ | ✓ | ✓ |
| 14. Hairil Afandi | ✓ | ✓ | ✓ | ✓ |
| 15. Khairani Nur Syafira | ✓ | ✓ | ✓ | ✓ |
| 16. Khairul Pahmi Lubis | ✓ | ✓ | ✓ | ✓ |
| 17. M. Adhlin Khairul | ✓ | - | ✓ | ✓ |
| 18. Mhd. Al-ilma Ahlana | ✓ | ✓ | ✓ | ✓ |
| 19. Mhd. Ilham Fahcrisal Lubis | ✓ | ✓ | ✓ | ✓ |
| 20. Muhammad Dahril Azmi | ✓ | - | ✓ | ✓ |
| 21. Nabila | ✓ | ✓ | ✓ | ✓ |
| 22. Nadien Az-zuhra | ✓ | ✓ | ✓ | ✓ |
| 23. Rahma Nayla | ✓ | ✓ | ✓ | ✓ |
| 24. Rifqi Agustiar | ✓ | ✓ | ✓ | ✓ |

| | | | | |
|--------------------------------|---|---|---|---|
| 25. Sandi Pratama | ✓ | ✓ | ✓ | ✓ |
| 26. Silfiana Nuraini | ✓ | ✓ | ✓ | ✓ |
| 27. Silvi Wardani | ✓ | ✓ | ✓ | ✓ |
| 28. Taufik Azhari Siregar | ✓ | ✓ | ✓ | ✓ |
| 29. Umami Sahfitri Putri | ✓ | - | ✓ | ✓ |
| 30. Yulaiya As-shifa Matondang | ✓ | - | ✓ | ✓ |

APPENDIX XXI**STUDENTS' NAME AND INITIAL**

| No | Name of Students | Initial of Students |
|-----------|----------------------------|----------------------------|
| 1 | Adittya Maulana | AM |
| 2 | Alya Rezi Safira | ARS |
| 3 | Anas Akbar Syahputra | AAS |
| 4 | Annisa Nursyahfirda | AN |
| 5 | Atika Nabila | ANa |
| 6 | Amanda Navila | ANav |
| 7 | Bagus Pratama | BP |
| 8 | Chasya Amanda Putri | CAP |
| 9 | Chesya Audia | CA |
| 10 | Dewi Prastika | DP |
| 11 | Dimas Elo | DE |
| 12 | Fahmi Alwi | FA |
| 13 | Guslitio Prayoga | GP |
| 14 | Hairil Afandi | HA |
| 15 | Khairani Nur Syafira | KNS |
| 16 | Khairul Pahmi Lubis | KPL |
| 17 | M. Adhlin Khairul | MAK |
| 18 | Mhd. Al-ilma Ahlana | MAA |
| 19 | Mhd. Ilham Fahcrisal Lubis | MIFL |
| 20 | Muhammad Dahril Azmi | MDA |
| 21 | Nabila | Na |
| 22 | Nadien Az-zuhra | NA |
| 23 | Rahma Nayla | RN |
| 24 | Rifqi Agustiar | RA |
| 25 | Sandi Pratama | SP |

| | | |
|----|----------------------------|-----|
| 26 | Silfiana Nuraini | SN |
| 27 | Silvi Wardani | SW |
| 28 | Taufik Azhari Siregar | TAS |
| 29 | Ummi Sahfitri Putri | USP |
| 30 | Yulaiya As-shifa Matondang | YAM |

APPENDIX XXII**DOCUMENTATION****Interview with the student****Interview with the English Teacher**

The researcher explained the material (cycle I)



The Students' Activities in Cycle I



The Researcher explained in Cycle II



Students' Activities in Cycle II



Appendix XXIII

STUDENTS' WORK

Pre-test

Nama: Khairani nur Syafira
 Kelas: ~~VII~~ VII
 Mapel: B. Inggris

I write down a descriptive text about your chairmate Consis-
 ting 5 sentences!

Dewi

I HAVE a ~~mess~~ Chairmate, Her name is dewi Prastira, She
 is a smart girl, She is Diligent ~~exa~~, She is fat girl,
~~the~~ ~~she~~ She is the clean student. She is a beautiful
 girl, She is funny and cute, She is ~~very~~ tall and she
 also a beautiful girl

C : 13
 O : 9
 L : 10
 M : 2
 V : 7.

41

Peringat
 cek untuk anak
 anda berakutansi

LK-11
 101-005 101275

Post-test I

Date : _____

Nama : Khairani nur Syafira
 Kelas : VII-1
 Mapel : B. Inggris

Role : yourself Format : short Paragraph
 Audience : your classmate Topic : Idol

Alando Syarif

I have Idol. His name is Alando Syarif. I like Alando because he come to Medan. Alando is handsome. his hair is black and short. His body is tall. His birth is Jakarta. 12 Juni 1996. Alando acton in tv in film Ganteng Ganteng Serigala.

C : 23
 O : 10
 L : 10
 M : 3
 V : 10

56.

Post-test II

Date : _____

Nama : Khairani Nur Syafira
 Kelas : VII-1
 Mapel : B. Inggris

Write down a descriptive paragraph and the topic is up to you !

Siantar Zoo

Siantar zoo located at Siantar. Siantar zoo is quite extensive, because when walking around it, we will feel tired. In Siantar zoo, there are many types of animals, such as Monkeys, elephants, lions, tigers, snakes, various of birds and others. And there are a dock boats in the lake that rented for tourist that come in there. The Admission fee is very cheap. Unfortunately, the zoo not clean and very dirty. There many tourists that come when holiday of school or the day off working.

| | | |
|---|---|----|
| C | : | 23 |
| O | : | 18 |
| L | : | 15 |
| M | : | 4 |
| V | : | 15 |

75

ALBINO

Pre-test

Date: _____

☐ Nama : Rohma Rayla
☐ Kelas : VII-1
☐ Mapel : Bahasa

1. Write down a descriptive text about Your Chairmate Consisting 5 Sentences!



Alya

I have a Chairmate, her name is Alya, Her is ~~Cute~~ Cute, alya is tall, alya is beautiful, alya is black, alya is Sweet, alya is Slim, alya is Diligent ~~de~~ and Clever. alya ~~is~~ Run Fast, and alya is Young.

C : 13
 O : 10
 L : 9
 M : 2
 V : 7

41

SNI ISO 9124-1:2010
 SNI ISO 9124-2:2010
 SNI ISO 9124-3:2010
 LSP-001-04
 101-006 101373

Post-test I

☐ Nama : Rahma Nayla
☐ Kelas : VII-1
☐ Mapel : Bahasa Inggris

☐ Role : Yourself Format : short Paragraph
☐ Audience : yourclassmate Topic : Idol

☐ Prilly Latuconsina

☐ I have a Idol . Her name is Prilly Latuconsina
☐ Her birth is makassar , 12 September 1997. she lives
☐ in jakarta. she have fat body. her body is short.
☐ hair is Long. I see prilly in film matt & moe.
☐ I like prilly so much. Because she is beautiful
☐ and cute.

☐ C : 28
☐ O : 15
☐ L : 10
☐ M : 3
☐ V : 13
☐ 63

Post-test II

Date : _____

☐ Nama : Rahma Nayla
☐ kelas : VII-1
☐ Mapel : B. Inggris

☐ Write down a descriptive text ~~about~~ and the
☐ topics is up to you

★ Grandfather's Restaurant ★

☐ My name is rahma. My parent's name are
☐ Mr. joko and Mrs. Cut ida. I have two elder
☐ sisters. their names are Mila dan Rika. we like
☐ travelling. The place that we often visit is Aceh.
☐ Almost every holiday, we goto my grandfather's
☐ house in Aceh. He has a restaurant near Rubiah
☐ beach. The restaurant faces to the beach, so
☐ that the people in the restaurant can see the
☐ sunset. The tourist like to visit my grandfather's
☐ restaurant.

| | | |
|---|---|----|
| L | : | 25 |
| D | : | 15 |
| L | : | 15 |
| M | : | 4 |
| V | : | 15 |

77

Pre-test

Date : _____

☐ Nama = Dewi Prastika
☐ Kelas = VII-1
☐ Mapel = B. Inggris

☐ 1. Write down a descriptive text about your
 Chairmate Consisting 5 Sentences !

Khairani

I have a chairmate, her name is Khairani. She
 is a cute, smart, short. She is slim and
 she is diligent, he is weak, he is clever.
 She is small, she is beautiful girl, and she
 is black sweet

C : 13
 O : 10
 L : 10
 M : 2
 V : 10
 45

Per
Tidak boleh
Bertukar dengan...

Lampiran - no. 1000
101-000 101010

Post-test I

Nama = Dewi Prastika
 Kelas = VII-1
 Mapel = B. Inggris

Role = Yourself
 Audience = four classmate

Format : Short Paragraph
 Topic : Idol

Rizky Nazar

My idol is Rizky Nazar. His birth is Bali, 21 April 1996. He has a sister. Her name is Rizkita Nazar. He have not a father anymore. He lives in Jakarta. I like Rizky Nazar because, he is handsome, his body is tall, and he has white skin. Rizky Nazar is a Nice boy and always care with his fans.

Rizky Nazar has a good Action. I like to watch his film, such as Ily from 38.000 Feet and London love story I love you Rizky Nazar.

C : 24
 O : 15
 L : 15
 M : 18
 V : 4

76

Post-test II

Nama = Dewi Prastika

Kelas = VIII - 1

Mapel = B. Inggris

Write down a descriptive paragraph and the topic is up to you!

※ My Family. ※

There are 6 people in my family. I have two brothers and one sisters. I am the second oldest of my brothers and sisters. My dad goes to work every day from 8 am to 8 pm. His job is to communicate with Vietnamese people. My mom doesn't work outside the home. She stays home and takes care of the house. She also raises the kids and cooks everyday. My oldest brother is 23 years old. He doesn't work or go to school. He also spends a lot of money.

My younger brother is just the opposite. He is 18 years old. Everyday he goes to school and sometimes he goes to work. He also helps my parents. Finally is my sister is 11 years old and a cute girl. She is in the Fifth grade. I think she is a very smart girl. I love her and my parents very much.

C : 27

O : 18

L : 22

M : 4

V : 18

89

Pre-test

Date: _____

No: _____

☐ Nama : Nadien Az-zuhra

☐ Kelas : VII¹

☐ Mapel : B. Inggris

☐ I. Write down a descriptive text about your chairmate consisting 5 sentences!

Yulayya

☐ I have a chairmate, her name is yulayya, he is

☐ Fat, Yulayya is clean, Yulayya is Hight, Yulayya is

☐ Strong, Yulayya is sweet, Yulayya is diligent

☐ , Yulayya is Black sweet, Yulayya is Big, ~~the~~

☐ Yulayya is Happy, Yulayya is young.

C : 13
 O : 7.
 L : 10
 M : 3
 V : 7.

 40

Post-test I

No. _____
Date: _____

☐ Nama : Nadien Az-Zuhra
☐ Kelas : VII
☐ Mapel : B. Inggris

☐ Role : Yourself Format : Short Paragraph
☐ Audience : Your classmate Topic : Idol


☐ Atta Halilintar

☐ I have a idol . He is Atta Halilintar. He has eight
☐ family. They are gen halilintar. His birth is jakarta,
☐ 17 mei 1996. Atta halilintar is also a youtuber. I
☐ like his youtube channel, because, his youtube consist
☐ funny video. I like to watch his youtube channel.
☐ Atta halilintar lives in jakarta. He has brown hair.
☐ he is tall and his skin is blacksweet. he have many
☐ car. And he like Travelling.

☐ C : 21
☐ O : 15
☐ L : 15
☐ M : 18
☐ U : 4

☐ 73

People become fools when they stop asking questions



Post-test II

No. _____
Date: _____

☐ Nama : Nadien Az-zuhra
☐ Kelas : UI'
☐ Mapel : B. Inggris

My New House

☐ My Family and I move to a new house. It is small but beautiful. It has one living room, two bedrooms, one kitchen, one dining room, two small bathrooms, and a garage. There is a small beautiful garden in front of the house.

☐ I also have a new friend. It is a white rabbit, I call her sweetie. We often play in the garden.

☐ My favorite room in my new house is the kitchen because I like to help my mom make cakes.

☐ I like my new house.

☐ C : 24
☐ O : 18
☐ L : 22
☐ M : 4
☐ V : 18

86

People become fools when they stop asking questions

BOY

BIOGRAPHY

Name : Saniyatun Hasanah Ritonga

Reg. Number : 34.15.4.208

Department : English Education

Place/Date of Birth : Bulu Rejo, July 12rd 1997

Address/Email : Dusun II, Desa Aek Tapa, Kec. Marbau, Kab. Labuhanbatu Utara / hasanahsaniyatun@gmail.co.id

Phone Number : 082272041318

Thesis Title : Improving Students' Skills in Writing Descriptive Text Through RAFT Strategy at MTs Islamiyah Medan

Advisors : 1. Rahmah Fithriani, SS., M.Hum., Ph.D
2. Yani Lubis, S.Ag., M.Hum

Motto : Be the best, For the best