



CHAPTER V

THE CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

V.1 Conclusions

The main purpose of this research was to investigate the comparison between the effect of using RAFT Strategy and POWER Strategy on Students' writing ability at SMP N 1 Bangkinang. Based on the four hypotheses of this study, so the last findings of the research are described as follows:

- a. After collecting and finding the results on this study, it was calculated that there was no a significant difference of the pre-test mean score of writing ability between the Experimental Group 1 and the Experimental Group 2. Then, it can be inferred that both classes had similar ability in writing ability. Because the students' pre-test mean score of Experimental group 1 and Experimental group 2 were 71.41 by using RAFT strategy and 70.16 by using POWER strategy. It shows that there was no a significant difference at pre-test writing ability between the experimental 1 and the experimental group 2. T-test result is 1.1, its df was 58, standard deviation of the experimental group 1 was 2.95 and the experimental group 2 was 4.93. So, in the conclusion $p = 0.273$, the 2-tailed value was bigger than 0.05 ($p > 0.05$). The result shows that the mean scores do not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment at SMPN 1 Bangkinang.

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b. After doing treatment in the class, the experimental group 1 had a significant difference between their pre-test and the post-test mean score of writing ability. From the findings, the output of paired sample test showed it was clear that the output of paired sample t-test shows that the t-test result was -8.5, its df was 29, by comparing number of significance. If probability >0.05 , null hypothesis (H_0) was rejected. If probability <0.05 alternative hypothesis (H_a) was accepted. Because the significance is $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected. Then, the percentage of significance effect between the pre-test and the post-test of the experimental group 1 was 71 %. The percentage was got by looking for the effect size or eta-squared. So, it can be concluded, there was a significant difference of students' writing ability in the Experimental Group 1 between their pre-test and post-test mean score. In other words, RAFT strategy gave effects to the students in improving their writing ability in Experimental group 1.

c. In same way on point (b), the experimental group 2 had also a significant difference between pre-test and post-test mean score in writing ability. From the findings, the output of paired sample test showed the mean score of the pre-test was 70.2 and the mean score of the post-test was 76.7. The output of paired sample t-test shows that the t-test result was -5.01, its df was 29, by comparing number of significance. If probability >0.05 , null hypothesis (H_0) was rejected. If probability <0.05 alternative hypothesis (H_a) was accepted. Because the significance is $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected. Then, the percentage of significance effect was 46%. The percentage

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was got by looking for the effect size or eta-squared. So, it can be concluded, there was an improvement of students' writing ability in the Experimental Group 2. In other words, POWER strategy gave effects to the students in improving their writing ability in the Experimental group 2.

- d. Finally, after getting the results of both groups' score, both groups had significant difference of their post-test mean score of writing ability. It can be inferred from the percentage of effect size. They were 71% and 46%. In conclusion, RAFT strategy (71%) was higher than the POWER strategy (46%) or the mean score of POWER (76.7) was higher than the mean score of RAFT (76.4). So, it can be concluded that there was a significant difference of students' writing ability in Experimental group 2 and Experimental group 1.

V.2 Implications

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning, especially for writing (Crowford, 2007). Peter Elbow (1981:7) states that Writing is a process of thinking in expressing ideas of someone. The ideas are coming from the trusted references, especially in academic writing. It means that in order to create, produce, or compose a great writing product. Writer needs to find the information from any resources. Say for example, resources from books, article, journal, internet and the others. In this research, Role Audience Format Topic (RAFT) and Planning Organizing Writing Editing Revising

(POWER) strategies are compared on students' writing ability. Both strategies are suitable to carry out in teaching writing ability or writing skill.

According to Santa (2002), RAFT strategy is a useful strategy for helping students to write a paragraph. The students can write English well because the students can express their ideas and feeling on a paper. Besides that, they can share some information with their friends when they do discussion in the writing class. RAFT is good strategy that can motivate students to write by allow them to choose and play any role they want in order to express their ideas. The students are involved in the topic as if they are saying something to someone. It helps students to generate ideas because they have so many ideas by feel themselves as something or someone that want to say something. Vicki (2005: 96) states that Role, Audience, Format, Topic (RAFT) Strategy is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas clearly so that the reader can easily understand everything written.

According to Vicki (2005:96) states that RAFT strategy is one of the writing strategies that are very useful for students in drafting. RAFT is a kind of graphic organizer. This organizer helps students' plan successful writing. The RAFT strategy provides a focused writing assignment and encourages students to analyze the content while assuming different roles and addressing different audiences. The strategy motivates students by allowing for choice and involving them in the topic in a personal way. Buelh(2009:144) adds that RAFT strategy is activities influence a writing assignment with imagination activity, creativity and motivation. The strategy involves writing from a view point other than that of a

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student, to the audience. RAFT strategy involves writing from a point of view. It infuses a writing assignment with full of imagination, creativity and motivation. Students' writing goes to the audience not only for the teacher, they write their writing in a form not in a standard assignment. It means that the students will develop their ability in writing by expressing their idea clearly and effectively in a certain form and for the audience that they choose as their target. Furthermore, Rachel (2011:179) confirms that RAFT Strategy is the strategy that helps students think critically and creatively about the content they are studying, make connection to the event, people, time and place they are reading about and be able to synthesize all of that information into a creative of writing other than the teacher.

Groenke (2008:56) said that RAFT strategy helps students make connection between prior and new knowledge, and among interconnected concepts, and provides context for thinking deeply about the topic. Hairston (2006:211) said that the teacher should understand process of how their preparation can be done by applying RAFT strategy to help them express the meaning in a clear way. RAFT is first introduced by Santa and Havens in 1995. The acronym stands for Role, Audience, for that RAFT strategy gives students a choice to consider earlier to drafting their work. First, they need to consider what is the role that they author will be when writing the text. Second, they have to consider their address. After that, they should think what the format of their writing is. The last one, they also need to think the topic for their writing.

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According to Flood (2002:128), The RAFT strategy that has successfully improved the students' writing quality as well as their attitude to the process of learning consisted of three steps: prewriting stage, whilst writing stage and post writing stage.

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According to Department of education and training (2007:95) power writing is a strategy to help students to organize their ideas by using a complete structure that students can understand more easily. It means that, Power strategy can be

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make students easier in writing. Because, this strategy an effective way to teach in writing skill. Especially, when they make assignment given by the teacher. In power writing strategy, the teachers' guides the students start from organize their idea until the students can make their own writing. Meanwhile, Johnson (2008:185) mentions that power strategy is a strategy that requires student to write as many words as they can do on topic. This strategy expects student to begin writing immediately. Through this strategy the students builds the energy and confidence in writing. So, power writing strategy can guide students to make them can write many words and ideas on the topic.

Then, Harris and Graham (2006:134) proposes, the procedure of Power writing strategy as follow: *Planning*, Students are encouraged to focus on three things: the audience for the paper, the purpose of the paper, the background knowledge that necessary to write the paper. *Organizing*, students complete a patterns guide to help them organize their paper. This is an organizing think sheet and represents the text structures being studied. *Writing*, involves the students taking the information from the planning guide and generating a first draft. *Editing*, this steps, students critique their own writing and to identify areas in which they need clarification or assistance. *Revising*, in this step, the teacher and the students have a conference, where changes in writing mechanics are suggested. Next, Johnson (2008:186) says procedure of power write strategy: The students find an idea from the text. Associate: attach first word or image that comes to mind. Next, write quickly: keep the pencil moving. The students has



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write for two to three minutes. The last, The teacher look for ideas to use students, and begin draft.

POWER strategy as the staging tool is very useful for the students the writing process. This writing strategy organizes all the steps in the writing process. The first advantage of POWER strategy is that it teaches students four different organizational structures for writing papers: stories, comparison-contrast, explanations, and problem/solution. It means that POWER strategy has some stages to help students easy in writing based on what students need to write. While, second advantage of POWER strategy according to Luke is demonstrated that students can be taught to use strategies that they have developed themselves. Strategies also play a key role in the effectiveness of good readers. In fact, strategies play a key role in all learning tasks.

According to Johnson (2008) this strategy very beneficial for learners such as, make the time use more effective, give opportunity for practicing skill, enrich creativity or idea, allow students to become independent learner, and the students can explore their ideas and put on the paper. Besides, Richards (2004) confirms that this strategy will gives power to the students to be succeed when writing by encouraging them to use an organized and systematic process.

According to Fearn and Farnan (2011:142), Power strategy is a strategy to improve writing fluency through brief, time writing events. It means that, students need to increase their writing ability to make them fluency in writing. So, power writing is the appropriate strategy to make it happened. Furthermore, According to Department of education and training (2007:95) power writing is a strategy to help students to organize their ideas by using a complete structure that students

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can understand more easily. It means that, Power strategy can be make students easier in writing. Because, this strategy an effective way to teach in writing skill. Especially, when they make assignment given by the teacher. In power writing strategy, the teachers' guides the students start from organize their idea until the students can make their own writing. POWER writing strategy is a strategy that helps students to organize their ideas and develop their ideas in writing. POWER strategy can be make students easier in writing. Because, this strategy an effective way to teach in writing skill. Johnson (2008:185) states that power strategy is a strategy that requires student to write as many words as they can do on topic. This strategy expects student to begin writing immediately. Through this strategy the students builds the energy and confidence in writing. So, power writing strategy can guide students to make them can write many words and ideas on the topic.

V.3 Research Recommendations

Referring to the research findings, discussions, and the conclusions of the research, the researcher proposes some recommendations regarding the application of RAFT strategy and POWER strategy in teaching reading especially for teaching descriptivetext. The use of RAFT strategy and POWER strategy were highly recommended to be applied in teaching learning process in writing ability, especially for teaching descriptive text. They were effective and appropriate strategies to make students actively engaged on the writing ability especially in descriptive text.

The research findings have found out that there is no significant difference on students' writing ability by comparing Role Audience Format Topic (RAFT)

strategy and Planning Organizing Writing Editing Revising (POWER) strategy in applying to teach writing skill.

It means that both RAFT and POWER strategies are suitable strategies to apply in teaching writing skill. Despite the research findings show significant improvement on students' writing ability of both RAFT and POWER strategies, and there are still gaps which could be filled with new and further researches.

The researcher would like to recommend for the future research of comparison teaching strategies of both RAFT and POWER strategies on the students' writing ability as follows: the first recommendation is to continue the research to more teachers and students of various schools in Riau Province especially to teachers and students at junior high school levels. In this research, the number of students involved was only 90 participants of SMPN 1 Bangkinang. The next research would be spread out to other schools in the other ten regencies, Pekanbaru city and one administrative town of Riau province.

Another aspect which is also related to sample or participant is focused on students, teachers, instructors as well as the educational context concerned. Even though, the need to improve learning is more emphasized on English learners, the person in charge of the class namely the teachers should be able to conduct or apply the RAFT and POWER strategies in teaching writing ability especially descriptive paragraph. It is also recommended that the students on high level capability, POWER is used in teaching writing ability because the students will be able to enhance understanding and comprehension audio.

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Thus, this strategy helps to strengthen writing skill. It monitors the reader's awareness of whether or not ability is occurring. It is also based on the expert concept that POWER is used for the students who have experienced with RAFT strategy. The success of teaching to achieve the final goal is determined more by teachers.

The researcher also recommends to the ministry of education of Riau province in order to administer teachers' training program of, in twelve regencies, one administrative town and a capital city of Riau province to apply the RAFT and POWER strategies in teaching writing ability especially descriptive. This is due to implement the law of Indonesian education system, number 20, year 2003, chapter IV, verses 1 and 10 dealing with the right and authority both central and local governments to direct, lead and supervise the implementation accorded with rule and regulation. And then, the implementation of Law number 32, year 2004 dealing with local government which claims that the right and authority of local government becomes greater to determine and implement its own education system.

Finally, another focus for future research could be the involvement of researchcentre of tertiary education in Riau province especially Institute for Research Center and Community Development of State Islamic University Sultan SyarifKasim Riau for the study of interactive learningand other Research Centers of various universities in Riau province.

The present study focuses more on quantitative in term of data collection and analysis and it uses a quasi-experimental research design. Having the



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involvement of research centre of tertiary education, it would further study and examine the effects of applying the RAFT and POWER strategies in teaching writing ability especially descriptive paragraph using more qualitative research instruments such as observation, field notes and interview. In addition, more researchers and experts would be able to involve in this study, and then, SMPN 1 Bangkinang as the school model for this research.

RAFT strategy and POWER strategy were good ways to make students pay longer attention. It is a good strategy to be used for gaining more attention from the students in teaching learning process. Teaching writing ability to the students should be continuously developed to build learners capability in writing ability in the modern era nowadays. By using RAFT strategy and POWER strategy are as the writing strategy in teaching writing ability, the teacher should consider the variety of learners in the class. Each of them may have different interests and background. So, the teacher should facilitate their capability in combining some learning aid. The teacher also has to pay attention to the time allocation provided for each meeting.

For those who are interested in conducting the similar research, it is suggested to collect the data from more perspectives to more comprehensive result as well others skills such as speaking, listening, reading, and writing. Moreover, RAFT strategy and POWER strategy can be implemented in other level of education such as elementary school, junior high school, senior high school, to university.

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