



**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER I INTRODUCTION

### I.1 Background of the Study

English as an international language and has become a tool to communicate, to interact, and to deal from one country to other countries. English is very needed by people in globalization era now in education, information, communication, government, law, etc. There are four skills of English that should be mastered by someone who wants to be a master of English. They are listening, speaking, reading and writing skills.

English becomes more important in many fields, particularly in transferring knowledge, such as; science, technology, trades, politics, businesses. It is used not only by native speakers but also by non-native speakers to communicate with each other. Brown (2001:232), states that there are four skills in English that should be possessed. They are speaking, listening, writing, and reading. Writing is one of the four language skills that can support students in English.

Alice Oshima and Ann Hogue (1999:3) state that writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Writing is also a powerful instrument for students to express their thoughts, feelings, and judgments about what they have read, seen or experienced. In addition, they claim that in particularly academic writing is not

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

easy. It takes study and practice to develop this skill. Therefore, the students must consider that writing is a habit in their daily lives. Writing is one of the language skills because it is part of important communication tool. Through writing, everybody is not only able to express feelings and ideas, but also to communicate with others and have remembering facts and ideas.

Moreover, Patel (2008:125) says that, “Writing is a kind of linguistics behavior; a picture is not. It presents the sounds of language through visual symbols.” Writing also functions to express the writer’s feeling indirectly to the readers. Everybody can write anything in their mind and show their ideas that needs written medium like letters, numbers or punctuation marks.

Understanding writing, School Based Curriculum as the educational orientation for most of the schools in Indonesia expects the students are able to write various types of genres. According to the school curriculum / KTSP of Junior High School, the students are expected to be able to write at least five genres: narrative, recount, descriptive, report, and procedure in the context of daily life.

Narrative text is one of the text types that must be mastered by academic students. The students have to know what the purposes of the text area, the social function of the text, organizational structure of the text types and the language feature that can be used in the narrative text.

To support students in writing and comprehending of reading texts, knowledge about the types of texts is needed, Depdiknas (2006) explains that there are thirteen genres of the texts that must be known by academic students, namely:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Narrative, recount, procedure, descriptive, news item, analytical exposition, hortatory exposition, report, spoof, explanation, discussion, review, and anecdote.

A narrative text is one of reading genres that is used to inform or tell a story to readers or listeners. Derewianka (1995:40) stated that the basic purpose of narrative text was to entertain, i.e. to gain and hold the reader's interest in a story. And also a narrative text is a kind of text to retell the story that past tense. However, narratives may also seek to teach or inform to embody the writer's reflection on experience, and perhaps more important to nourish and extend the reader's imagination.

Suharto (2005:16) stated that Narrative text was a story with characters, setting, and plot that was written mostly in chronological (time) order. This usually fiction, but may also be non fiction that tells a true story. It means that, in the other words, the story narrative texts can be imaginary, factual, or combination of both. The imaginary story can be fairy tales, romances, horror stories, etc. the factual story such as; personal experience, biography, adventure, etc.

Sofyanda et al (2007:95), recount text is a text that reports of the event or activity in the past and functions to inform, to retell or to entertain the readers. The structure of recount text usually consists of orientation, report of an event or activity, and reorientation. Orientation gives general information about who, what, when and where. In report of an event or activity, ordinarily, it tells what happened and in what sequence an activity occur. In re-orientation, we can put a personal comment as a closing or conclusion on the events.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretches out much information about certain people, things, and place clearly detail.

Report text is a text which presents information about something, and the purpose is to present information about something. According to Bima (2005:73), procedure text is to inform and to direct someone on how to do something. The purpose of procedure text type is to explain how something can be done.

Moreover, Urquhart and McIver (2005:6) point out that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Most of students have learnt writing English since primary school, but most of them cannot write well. They frequently are being confused about what to write and how to start. This condition affects the students' achievement in writing skill. It is needed, some creative and engaged strategies to solve the problem. Writing recount text is one of the problems for the students. Based on the writer's observation found in the field generally the ability of students' writing is still weak, just some of the students can write including recount text. One of the indicators is the low quality of students' writing in grammar, development and organizing ideas this makes the students' writing skill is low. Richards and Renandya (2002: 30) state that "There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on the problem, the researcher wants to solve the problem (students' writing skill in), teaching techniques play the important roles to achieve the objective of school learning. In the writing process, sometimes a teacher does not give the example and guidance how to develop ideas. This causes learning, writing skill based solely on the result rather than on the process.

In School Based Curriculum, there are two competences namely standard competence and basic competence which needs to be mastered by students, and these competences are stated in the syllabus as guidance for teachers in arranging teaching and learning design or lesson plan. In junior high school, the standard competence is to understand the meaning short essay of various genres. Based on the curriculum and syllabus (2015/2016), the students are required to be able to comprehend many kinds of genres, such as: descriptive, narrative, recount, etc, which are useful for communication purpose, related to their environment (Badan Standar Nasional Pendidikan, 2006:31).

English is one of compulsory subjects that must be taught to students. It is taught twice a week with a duration of 80 minutes (2 x 40) minutes in one meeting. The students do not seem good in English and many students still have difficulties in writing. Meanwhile, this school has a program to improve English, which the teacher has been using the Competence Based Curriculum in teaching and learning process, but the technique that teacher uses is not successful enough in teaching writing yet.

Based on preliminary study at junior high school 1 Kuantan Hilir Seberang, the teacher explained about teaching and learning process in the class.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students are not able to identify the orientation, events, re-orientation in writing recount text. Students are not able to make the orientation of recount text. Students are not able to make the events of recount text. Students are not able to make the re-orientation of recount text. Students are not able to use the transition signal in every paragraph. Students are not able to write grammatically. Students are not able to alter the vocabulary of the text in writing recount text.

However, the writer also finds the problems that need the solution. The first, students felt difficulty start to make a simple writing related to the topic which they are learning. This condition makes they spent much time just to make one simple paragraph. Then, they felt difficulty in finding and organizing ideas that related to the topic given. The third is many sentences that they write in their papers are not related to the main idea. Fourth, grammatical error in their writing happens. Furthermore, based on a preliminary study conducted on September 2016, one class of grade eight consisted of 23 students was involved. They were asked to write text writing. They were given a time to write it by themselves without using any strategies. From the preliminary study, it can be inferred that they are not able to write the text by considering some factors in writing ability.

From the explanation above, ideally the students at the eighth grade of junior high school 1 Kuantan Hilir Seberang are not able to read and understand the English text as well. Unfortunately, the fact had shown that the students were not able to writing text and some of the students did not fulfill the minimum criteria of passing grade (KKM).The teacher said that the passing grade of learning English especially in writing is 75. However, based on the interview with

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

one of English teacher at junior high school 1 Kuantan Hilir Seberang showed that there were difficult for the students to achieve the passing grade (KKM). It means that maybe the teachers' strategy or maybe the students' lower understanding of the material so that students could not pass passing grade (KKM).

To improve the students' writing ability of the text, the teacher needs to apply an appropriate strategy or a technique to help them solve their problem. Based on the problems above, there are strategies in learning English that can improve students' writing ability. So, to reach the effectiveness the researcher use REAP and RAFT strategies. Groenke And Puckett (2006) State that the Strategy helps incorporate prior knowledge by connecting it to new knowledge while encouraging creativity in a structured writing assignment.

The REAP and RAFT Strategies were developed to improve students' ability to visualize and led to an improvement in students' ability to spontaneously recall details of a text and students' understanding of the text. Eanet and Manzo (1976) praise those REAP as a strategy which will ensure meaningful reading and encourage concise writing and thinking. According to Buehl (2009:144), RAFT is a writing strategy that helps students understand their role as a writer and they can communicate their ideas effectively. The reason why the researcher chosen REAP and RAFT strategies are because no one researchers researching both this strategies. Moreover the researcher use REAP and RAFT strategies to be experimented and compared whether there is a significant improvement in applying both strategies. In addition, the researcher wants to compare which strategies will available to teach in the classroom. In the other hand, the researcher



also uses the previous thesis, journal and the theory that support students need to write text by using these strategies.

This strategy has already been researched by another researcher in writing ability and different skill. Both strategies were researched in separate places and different title based on international journal. These reasons why researchers choose to research the comparative of REAP and RAFT strategies to be applied in the class experiment group and control group and to prove which strategies are available to be applied.

Based on the explanation and problem above, carried out this a research entitled **“A Comparative Study On The Effect Of Using REAP and RAFT Strategies on Students’ Writing Ability at Junior High School 1 Kuantan Hilir Seberang”**.

## **I.2 Statement of the Problem**

The study tries to determine The Comparison of the Using REAP and RAFT Strategies on Students’ Writing Ability at Junior High School 1 Kuantan Hilir Seberang. The problems deal with students writing skill in the teaching - learning process, especially teaching learning of writing recount text. The problems might come from students and teachers. However, those problems are needed to solve immediately. Based on the background above, Students are not able to identify the orientation, events, re-orientation in writing recount text. Students are not able to make the orientation of recount text. Students are not able to make the events of recount text. Students are not able to make the re-

orientation of recount text. Students are not able to use the transition signal in every paragraph. Students are not able to write grammatically. Students are not able to alter the vocabulary of the text in writing recount text. Finally, it can be inferred that strategy used by teacher did not really improve students writing ability yet.

Based on Robert and Verterman (1987:131) state that writing is one of the four language skill, which is very important to be mastered by students. Writing is a powerful learning tool. It can be used to convey our ideas, message, feeling, and the others. Writing skill through learning, practicing will encourage students to move beyond formulaic organization and to develop their own sense of organization and style of work with the various forms and consider their audience. The students engage the process of writing by exploring ideas, reconsidering strategies, revising their work and become more aware of their own composing processes.

It has been recognized that some of the students at Junior High School 1 Kuantan Hilir Seberang. Still, face the problems in writing ability, especially in comprehending question. Some questions need to be addressed. Why are some students not able to make the orientation of recount text? Why are the students not able to make the events of recount text? Why are the students not able to make the re-orientation of recount text? Why are the students not able to use the transition signal in every paragraph. Why are the students not able to write grammatically. What make the students not able to alter the vocabulary of the text in writing recount text. The REAP Strategy is an Annotation Strategy for

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

improving reading and writing skills. Annotating has several benefits (Strode, 1993). Besides making texts more meaningful, annotating improves student attention while reading and makes reading a more active process. Melin And Schiller (2011) State that the RAFT Strategy allows for differentiated choice in activities, which can be used as either formative or summative assessments.

### **I.3 Limitation of the Problem**

Based on the background and a statement of problems about students' writing ability above, the study focused on the effect of Using REAP and RAFT Strategies on writing ability at Junior High School 1 Kuantan Hilir Seberang. The scope of the study is limited as follows:

For the research subject, three classes were chosen as samples of the research at Junior High School 1 Kuantan Hilir Seberang. They were divided into an experimental group and a control group of the eighth class at Junior High School 1 Kuantan hilir seberang. The classes chosen based on the English teacher's information that all three classes should be homogenous and taught by the same English teacher

### **I.4 Purpose and Objectives of the Study**

The purpose of this study was to find out A comparative Study on the effect of Using REAP and RAFT Strategies on Students' Writing Ability at Junior High School 1 Kuantan Hilir Seberang. The objectives of this study can be stated as follows:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. To find out a significant difference of students' writing ability pretest mean score between an experimental group 1 and a control group at SMPN 1 Kuantan Hilir Seberang .
2. To find out a significant difference of students' writing ability pretest mean score between an experimental group 2 and a control group at SMPN 1 Kuantan Hilir Seberang .
3. To find out a significant difference of students' writing ability pretest mean score between an experimental group 1 and an experimental group 2 at SMPN 1 Kuantan Hilir Seberang.
4. To find out a significant difference of pre-test and post-test mean score on the experimental group 1 at SMPN 1 Kuantan Hilir Seberang.
5. To find out a significant difference between pre-test and post-test mean score on the experimental group 2 and at SMPN 1 Kuantan Hilir Seberang.
6. To find out a significant difference between pre-test and post-test mean score on the control group at SMPN 1 Kuantan Hilir Seberang.
7. To find out a significant difference of students' writing ability posttest mean score between an experimental group 1 and a control group[at SMPN 1 Kuantan Hilir Seberang.
8. To find out a significant difference of students' writing ability post-test mean score between an experimental group 2 and a control group at SMPN 1 Kuantan Hilir Seberang.



- 9 To find out a significant difference of students' writing ability post-test mean score between the experimental group 1 and experimental group 2 at SMPN 1 Kuantan Hilir Seberang.

### 1.5 Research Questions

The problems of this research as be formulated in these following questions:

1. Is there any significant difference of pre-test writing ability mean score between an experimental group 1 and control group at SMPN 1 Kuantan Hilir Seberang?.
2. Is there any significant difference of pre-test writing ability mean score between an experimental group 2 and a control group at SMPN 1 Kuantan HilirSeberang?.
3. Is there any significant difference of pre-test writing ability mean score between an experimental group 1 and experimental group 2 at SMPN 1 Kuantan Hilir Seberang.?
4. Is there any significant difference between pre-test and post-test mean score on experimental group 1 at SMPN 1 Kuantan Hilir Seberang?
5. Is there any significant difference between pre-test and post-test mean score on experimental group 2 at SMPN 1 Kuantan Hilir Seberang.
6. Is there any significant difference between pre-test and post-test mean score on control group at SMPN 1 Kuantan Hilir Seberang.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

7. Is there any significant difference of post-test writing ability mean score between an experimental group 1 and a control group at SMPN 1 Kuantan Hilir Seberang.
8. Is there any significant difference of post-test writing ability mean scores between an experimental group 2 and a control group at SMPN 1 Kuantan Hilir Seberang.
9. Is there any significant difference of post-test writing ability mean score between an experimental group 1 and an experimental group 2 at SMPN 1 Kuantan Hilir Seberang.

#### **I.6 Significance of the Study**

The significance of the study addresses to create teaching-learning process strategy in the class. This study can be used for the writer and readers to get the information about the comparison between the use of Reap and Raft Strategies on students' writing ability. Besides, this study can be used to give positive contribution to students at Junior High School 1 Kuantan Hilir Seberang in improving student's writing ability.

In the other words, it can be used to increase the teacher's knowledge about teaching writing ability by using Reap and Raft Strategies. The teachers give students chances to be creative in solving the problems about the subject matter. By knowing good strategies through this study is very important not only to the students as object of education, but also for teachers to improve the students' achievement, especially in writing ability.



## 1.7 Rationale of the Study

Writing is a process of creating, organizing, writing, and polishing (Oshima and Hogue 2006:265). Writing Strategies deliberate, focused ways of thinking about writing. A writing strategy can take many forms. It can be a formal plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled.

Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language. This strategy can be used to assist student's improving their writing ability by using Reap and Raft Strategies. Bygate (1987) states that through writing, we can express our ideas, our feelings, our plans, our recommendations, our values, and our commitments to the other persons. Therefore, we have to be able to make the readers understand what we want to inform.

The REAP Strategy is an Annotation Strategy for improving reading and writing skills. Annotating has several benefits (Strode, 1993). Besides making texts more meaningful, annotating improves student attention while reading and makes reading a more active process. Annotation writing enhances information processing and, in turn, improves registration of information in memory. There is less information to remember when it has been summarized in an annotation, and annotations are written in a student's own words.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students exposed to annotation writing are better able to write succinct summaries of texts, which may improve performance on exams and standardized tests. Annotating focuses student attention on those aspects of the text often overlooked while reading. While the strategy may be used for nearly any subject, it is especially helpful in English courses in which summary and critique writing are common requirements. **Read;** The first step of the strategy is to read the text. The second is **an Encode;** After reading the text, the information is paraphrased by the student into his/her own words. The third is **Annotate;** Annotations are brief summaries of a text that explain and/or critique the text. Different aspects of the text are handled differently when writing annotations. Therefore, there are several types of annotations that may be written for a single text.

Strode's (1993, p. x) summary of Eanet and Manzo's (1976) ten annotation types is presented below. The last is **Ponder;** the student evaluates the annotation for accuracy and completeness. Consider how the text relates to other readings, to course objectives, and to classroom activities. Annotation Types in the REAP Strategy .The ten annotation types employed with the REAP strategy are described below (Strode 1993).

Groenke And Puckett (2006) Focus on how the RAFT Strategy can be used in a science class it does not take away from the fact that in can be implemented in any discipline. Nowadays, using appropriate strategies in teaching and learning process especially in writing ability is very important to enhance the students' capability to achieve certain the learning objectives. Learning strategies help to make language learning easier, faster, more self-directed, more effective

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and more transferable to new situations (Rubin 1987 and Oxford 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language.

### **1.8 Definition of Key Terms**

To avoid misunderstanding and misinterpretation, it is necessary to define the terms used:

1. The quasi experiment design involves selecting two groups differing on some independent variable and comparing them on some dependent variable. (L. R Gay (2000: 364). In this case, a comparative study on the use of Reap and Raft Strategies on students' writing ability.
2. The REAP Strategy is an Annotation Strategy for improving reading and writing skills. Annotating has several benefits (Strode, 1993). Besides making texts more meaningful, annotating improves student attention while reading and makes reading a more active process.
3. Melin and Schiller (2011) state that the RAFT strategy allows for differentiated choice in activities, which can be used as either formative or summative assessments.
4. Patel (2008:125) says that, "Writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols."

Writing also functions to express the writer's feeling indirectly to the readers.



**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.