

**THE EFFECT OF USING RAFT (ROLE, AUDIENCE, FORMAT,  
TOPIC) STRATEGY TOWARD ABILITY IN WRITING  
ANALYTICAL EXPOSITION TEXT AT THE  
SECOND YEAR STUDENTS OF STATE  
ISLAMIC SENIOR HIGH SCHOOL  
(MAN) TEMBILAHAN**



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PEKANBARU  
1433 H/2012 M**

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## ABSTRAK

Sri Hasfadillah (2012) : “Pengaruh Penggunaan Strategi RAFT (Role, Audience, Format, Topic) terhadap Kemampuan Menulis Teks Analytical Exposition Siswa Kelas Dua Madrasah Aliyah Negeri (MAN) Tembilahan”

Berdasarkan Kurikulum Tingkat Satuan Pendidikan (KTSP), menulis, sebagai salah satu kemampuan berbahasa, harus diajarkan dan dipelajari di Sekolah Menengah Atas. Madrasah Aliyah Negeri (MAN) Tembilahan adalah salah satu sekolah yang menggunakannya sebagai petunjuk dalam proses belajar dan mengajar. Setelah melakukan observasi awal di MAN Tembilahan, sebagian besar siswa kelas dua mempunyai kemampuan yang rendah dalam menulis. Kemampuan menulis mereka masih jauh dari harapan dari KTSP tersebut. Dengan demikian, penulis tertarik untuk melakukan penelitian yang berjudul “Pengaruh Penggunaan Strategi RAFT (Role, Audience, Format, Topic) terhadap Kemampuan Menulis Teks Analytical Exposition Siswa Kelas Dua Madrasah Aliyah Negeri (MAN) Tembilahan.”

Penelitian ini memiliki 3 formulasi permasalahan yaitu bagaimana kemampuan siswa dalam menulis teks analytical exposition dengan menggunakan strategi RAFT; bagaimana kemampuan siswa dalam menulis teks analytical exposition tanpa menggunakan strategi RAFT; dan apakah ada efek yang signifikan dari penggunaan strategi RAFT terhadap kemampuan menulis teks analytical exposition. Tipe penelitian ini adalah penelitian kuasi. Subjek penelitian ini adalah siswa kelas dua MAN Tembilahan. Dalam penelitian ini, penulis mengambil 2 kelas dengan cara pengambilan sampel secara acak berdasarkan grup; kelas eksperimen dan kelas kontrol. Dalam penelitian ini, 77 siswa dijadikan sebagai sampel dari total populasi 362 siswa. Dalam mengumpulkan data, penulis menggunakan test dan observasi. Tes yang digunakan adalah tes menulis. Dalam menganalisis data, penulis menggunakan formula regresi dengan SPSS versi 17.

Akhirnya, penelitian ini menemukan bahwa angka signifikan  $0.002 < 0.05$ . Berdasarkan hasil signifikan tersebut,  $H_a$  diterima dan  $H_o$  ditolak. Disamping itu, hal ini dapat dibuktikan dengan nilai rata-rata menulis siswa pada post-test pada kelas eksperimen adalah 53.74, sedangkan nilai rata-rata menulis siswa pada post-test pada kelas kontrol adalah 44.26. Selain itu, peningkatan nilai rata-rata siswa pada kelas eksperimen adalah 14.51 (37%), sedangkan pada kelas kontrol hanya meningkat 5.21 (13%). Kesimpulannya, ada efek yang signifikan dari penggunaan strategi RAFT terhadap kemampuan menulis teks analytical exposition siswa kelas dua madrasah aliyah Tembilahan.

## ABSTRACT

Sri Hasfadillah (2012) : “The Effect of Using RAFT (Role, Audience, Format, Topic) Strategy toward Ability in Writing Analytical Exposition Text at the Second Year Students of State Islamic Senior High School (MAN) Tembilahan”

Based on School Based Curriculum (KTSP), writing, as one of the language skills, should be taught and learned in Senior High School. State Islamic Senior High School (MAN) Tembilahan is one of the Schools in Tembilahan using it as the guidance in teaching and learning process. After doing preliminary observation at MAN Tembilahan, most of the students at the second year had low ability in writing. Their writing ability was still very far from the expectation of the basic competence of School Based Curriculum. Thus, the writer is interested in conducting the research entitled “The Effect of Using RAFT (Role, Audience, Format, Topic) Strategy toward Ability in Writing Analytical Exposition Text at the Second Year Students of State Islamic Senior High School (MAN) Tembilahan”.

This research has 3 formulations of the problems that how students’ ability in writing analytical exposition text by using RAFT strategy is; how students’ ability in writing analytical exposition text without using RAFT strategy is; and whether or not there is any significant effect of using RAFT strategy toward students’ ability in writing analytical exposition text. The type of the research was quasi-experimental research. The subject of this research was the second year students of MAN Tembilahan. In this research, the writer took two classes by using clustering sample randomly based on groups; experimental and control class. There were 77 students as the sample of this research from 362 students of population. In collecting the data, the writer used test and observation list. The test used was written test. In analyzing the data, the writer used the regression formula through SPSS17 version.

Finally, the research found that the significant number was  $0.002 < 0.05$ . Based on the significant result above,  $H_a$  is accepted and  $H_o$  is rejected. Besides, it can be proved from mean score of students’ writing ability of post-test at experimental class, 53.74. While students’ writing ability of post-test at control class was 44.26. Furthermore, the mean score improvement of students’ writing at experimental class was 14.51 (37%) while in control class was only 5.21 (13%). In conclusion, there is a significant effect of using RAFT strategy toward ability in writing analytical exposition text at the second year students of state Islamic senior high school Tembilahan.

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

Writing is a crucial activity needed by students in learning language (English) and it is one of the productive language skills. As one of the productive skills, it is needed by the students to express their ideas. Dealing with this, Hughey states that through writing, the students express their feelings-their hopes, dreams, and joys as well as fears, angers, and frustations.<sup>1</sup> Writing, as the productive language skill, requires students to produce written text. Writing cannot be produced without the mastery of grammar, verb tenses, vocabulary, and etc. Without mastering some aspects above, the writing produced by the writer will be difficult to be understood by the readers. In accordance with the idea above, Lane states that a writer must be able to control verb tenses in order that the reader understands when actions and events take place.<sup>2</sup>

As one of the language skills, writing has an important role for the people, especially for literated society. Therefore, writing should be taugth to the students as literated society. In addition to the importance of writing skill, Harmer indicates that there are some reasons for teaching writing to the students of

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<sup>1</sup> Jane B. Hughey., et. al. *Teaching ESL Composition: Principles and Techniques*. London: Newbury House Publisher, 1983. p. 6.

<sup>2</sup> Janet Lane, and Ellen Lange. *Writing Clearly: An Editing Guide*. London: Heinle & Heinle Publishers, 1993. p. 2.

English as foreign language including reinforcement, language development, learning style, and writing as a skill in its own right.<sup>3</sup>

In teaching and learning English process, writing skill is categorized into the last language skill that needs to be mastered by all of the students. In order to accomplish students' need toward writing, School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) provides writing as one of the skills that must be taught and learned in Senior High School. Based on School Based Curriculum (KTSP), the purpose of teaching English are as follows:<sup>4</sup>

1. Developing the communicative competence in oral and written form to achieve informational literacy level.
2. Having awareness about the sense and the significance of English in order to increase national competence in global society.
3. Developing understanding of students about the relationship between language and culture.

In accordance with the purpose above, English is a tool to communicate in oral and written form, so all the communicative competences should be developed very carefully and effectively. The communicative ability means that the students are able to understand and produce oral and written text in four skills: speaking, listening, reading, and writing. Therefore, in teaching and learning English process, it should be suitable with the means of communicative language

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<sup>3</sup> Jeremy Harmer. *How to Teach English*. England: Addison Wesley Longman, 1998. p. 79.

<sup>4</sup> Badan Standar Nasional Pendidikan. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah (Standar Kompetensi dan Kompetensi Dasar SMA/MA)*. Jakarta: Unpublished, 2006. p. 126.

teaching. In communicative language teaching, the meaning of language is measured by the competence of students in communicating the idea or opinion to be accepted by the other people.<sup>5</sup> So that, the implementation of communicative language teaching in school based curriculum is important to make the students more active in using English as the tool to communicate. Furthermore, the communicative language teaching is very important to develop the integrated skill of communication.

Furthermore, School Based Curriculum specifically explains the standard competence for writing skill that is expressing the various meaning (interpersonal, ideational, textual) in various text interactional and monologue especially in the form of descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, analytical exposition, hortatory exposition, discussion, commentary, and review. The interpersonal means that the language is used to encode the meaning of attitude, interaction, and relationship. Ideational means that the language is used to encode the experience about the world logically. Textual means that the language is used to arranged the meaning of experience and interpersonal in oral and written form coherently.

State Islamic Senior High School (MAN) Tembilahan is one of the schools in Tembilahan using School Based Curriculum as the guidance in teaching and learning process. According to the syllabus of English lesson for the second year students of MAN Tembilahan, the basic competence of writing English refers to the capability of students to express the meaning of monologue texts or essays

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<sup>5</sup> Patel, Jain, and Praveen. *English Language Teaching (Methods, Tools, and Techniques)*. Jaipur: Sunrise Publisher and Distributor, 2008. p. 97

that use various written language accurately, fluency, and contextually in the form of texts such as report, narrative, and analytical exposition.<sup>6</sup>

Grounded on the citation above, it is clear that writing skill needs many aspects that should be mastered by the students. Therefore, Writing skill has been taught to the students of State Islamic Senior High School (MAN) Tembilahan. Based on preliminary observation at MAN Tembilahan, in that school, especially in teaching writing, the teacher uses some strategies. Generally, the teacher explains the generic structure of each text, the purpose of the text, and the language features of the text. The aim is that the students know about the kind of text and its language features. The teacher explains based on the textbook used. Then, the teacher gets the students to write by imitating the text provided in the textbook. After writing the simple text, the teacher will give correction and feedback toward students' writing. Based on the description above, students have been taught writing maximally. Ideally, the students are able to write analytical exposition text.

However, based on the teacher's explanation, he found that most of the students are not able to write. Most of the students still face some problems and difficulties in writing, especially in writing analytical exposition text. Their writing ability is still very far from the expectation of the basic competence of School Based Curriculum. It can be proved by the following symptoms:

- a. Most of the students get difficulties to express their ideas in writing, especially in writing analytical exposition text.

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<sup>6</sup> Syafaruddin. *Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP) 2010/1011*. Unpublished.

- b. Most of the students are not able to write the organization of analytical exposition (thesis, arguments, and reiteration) correctly.
- c. Most of the students are not able to use appropriate vocabularies in writing analytical exposition text.
- d. Most of the students are not able to use correct tenses in writing sentences in writing analytical exposition text.
- e. Most of the students are not able to write sentences with the correct spelling and punctuation.

Based on the facts above, it is necessary for language teacher to foster writing skill on their students, especially in writing analytical exposition text. It can be done by developing interesting strategy in teaching and learning process. One of the strategies that can be used in writing is RAFT strategy. RAFT strategy is one of the strategies that can help students in writing analytical exposition text. Analytical exposition text is a text used to persuade readers by presenting arguments. It means that analytical exposition is a kind of persuasive writing. According to Crawford, RAFT strategy is one of the variations in persuasive writing.<sup>7</sup>

RAFT strategy will help students as writers to focus on what their writing is about. In addition, Wormeli states that the RAFT strategy teaches divergent

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<sup>7</sup> Alan Crawford, et. al. *Teaching and Learning Strategies for the Thinking Classroom*. New York: The International Debate Education Association, 2005. p. 129.

thinking, students' choice, and complexity. The acronym RAFT stands for *role, audience, form, topic*.<sup>8</sup>

Based on the explanation and the problems above, the writer is interested in conducting a research entitled "THE EFFECT OF USING RAFT (ROLE, AUDIENCE, FORMAT, TOPIC) STRATEGY TOWARD ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT THE SECOND YEAR STUDENTS OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN) TEMBILAHAN."

## **B. The Definition of the Terms**

### **1. RAFT Strategy**

RAFT strategy is a writing strategy that stands for *role, audience, form, topic*.<sup>9</sup>

- a. *Role of the writer*. What is the writer's role: reporter, observer, eyewitness?
- b. *Audience*. Who will be reading this writing: the teacher, other students, people in the community?
- c. *Format*. What is the best way to present this writing: in a letter, an article, a report, a poem?
- d. *Topic*. Who or what is the subject of this writing: a famous person, an event, an idea, a place?

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<sup>8</sup> Rick Wormeli. *Summarization in Any Subject*. Alexandria: Association for Supervision and Curriculum Development (ASCD), 2005. p. 133.

<sup>9</sup> Ibid

In this research, the RAFT strategy is used to help students at the second year of State Islamic Senior High School (MAN) Tembilahan to consider about the *role, audience, form, and topic* in their writing.

## **2. Writing**

Writing is about expressing knowledge, and makes the students express their knowledge as thoughtfully and clearly as they can.<sup>10</sup>

In this research, it refers to the ability in writing analytical exposition text at the second year students of State Islamic Senior High School (MAN) Tembilahan.

## **3. Analytical Exposition Text**

Analytical exposition text is a text used to persuade by presenting arguments and to analyze or to explain the readers.<sup>11</sup> In this research, analytical exposition text tends to persuasive text by giving thesis (introduction of the topic) at the first paragraph, arguments that support the thesis, and reiteration (conclusion) at the end of text as the reinforcement of the arguments.

## **C. The Problems**

### **1. Identification of the Problems**

- a. Why do most of the students get difficulties to express their ideas in writing, especially in writing analytical exposition text?

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<sup>10</sup> Vicki Urquhart, and Monette McIver. Op.cit. p.23

<sup>11</sup> Sudarwati, and Eudia Grace. *Look Ahead (An English Course for Senior High School Students Year XI)*. Jakarta: Erlangga, 2007. p.116



- b. Why do most of the students have unadequate vocabularies in writing analytical exposition text?
- c. Why are not most of the students able to write thesis (introduction) in writing an analytical exposition text?
- d. Why are not most of the students able to write arguments in writing an analytical exposition text?
- e. Why are not most of the students able to write reiteration (conclusion) in writing an analytical exposition text?
- f. Why are not most of the students able to make correct spelling and punctuation in writing sentences?
- g. What factors make most of the students unable to use the correct tenses in writing analytical exposition text?

## **2. Limitation of the Problems**

Based on the identification of the problems above, thus the problems of this research are limited to :

- a. Students' ability in writing analytical exposition text by using RAFT strategy.
- b. Students' ability in writing analytical exposition text without using RAFT strategy.
- c. The effect of using RAFT strategy toward students' ability in writing analytical exposition text.

### **3. Formulation of the Problems**

- a. How is the ability in writing analytical exposition text by using RAFT strategy of the second year students at state Islamic senior high school Tembilahan?
- b. How is the ability in writing analytical exposition text without using RAFT strategy of the second year students at state Islamic senior high school Tembilahan?
- c. Is there any significant effect of using RAFT strategy toward ability in writing analytical exposition text of the second year students at state Islamic senior high school Tembilahan?

## **D. The Objective and Significance of the Problems**

### **1. Objectives of the Research**

- a. To know the data about the students' ability in writing analytical exposition text by using RAFT strategy.
- b. To obtain the data about the students' ability in writing analytical exposition text without using RAFT strategy.
- c. To elicit the data about the significant effect of using RAFT strategy toward students' ability in writing analytical exposition text.

### **2. Significance of the Research**

- a. This research is hopefully contributing the writer as a researcher in term of learning research as a novice researcher.

- b. This research finding is also expected to give positive contribution related to the process of teaching and learning English, especially in writing at State Islamic Senior High School (MAN) Tembilahan.
- c. This research finding is also expected to develop the theories on teaching and learning English as a foreign language, and for those who are concerned very much in the world with language teaching and learning in general.
- d. This research is also expected to enhance the researcher's knowledge about teaching writing by using RAFT strategy.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Review of Related Theories

##### 1. The Writing Ability

Writing is an activity to produce understandable written text. Writing is difficult for most of the students. The writer in her/his writing is not only gathering her/his ideas into written text but also considering some aspects related to process of writing it self. Dealing with this, Westwood cited in Sturm and Koppenhaver tells that composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organisation, purpose, audience, clarity, sequence, cohesion, and trans-cription.<sup>1</sup>

Furhermore, Hughey states that writing is complex, difficult, frustrating, and even exhausting. But writing can also be challenging, rewarding, and exciting for both teacher and learner.<sup>2</sup> Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers.

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<sup>1</sup> Peter Westwood. *What Teachers Need to Know about Writing and Reading Difficulties*. Australia: ACER Press, 2008. p.56.

<sup>2</sup> Jane B. Hughey., et. al. *Teaching ESL Composition: Principles and Techniques*. London: Newbury House Publisher, 1983. p. 6.

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.<sup>3</sup> This ability is not an easy matter and can not be gained for a short time. Writing ability is a process, and takes long and continuous process. It not only puts the words in a correct grammar but also make the words understandable and meaningful for the readers.

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language. In addition, Canale and Swain's in Hyland state that writers need, at least:

- a. *Grammatical competence* – a knowledge of grammar, vocabulary, and the language system.
- b. *Discourse competence* – a knowledge of genre and the rhetorical patterns that create them.
- c. *Sociolinguistic competence* – the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
- d. *Strategic competence* – the ability to use a variety of communicative strategies.<sup>4</sup>

In conclusion, writing, as the productive skill, requires students to produce a written text. It is not as easy as we imagine. In writing, students not only generate and organize the ideas but also translate the ideas into readable text. Besides that by writing, the writer also can foster the other competences such as grammatical and sociolinguistic competence. Through writing, the

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<sup>3</sup>SIL International."What are Writing Skills?". Version 4. [www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm](http://www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm). 1999. p.1

<sup>4</sup>Ken Hyland. *Second Language Writing*. New York: Cambridge University Press, 2004. p. 32.

writer can learn various grammar in different text because every text has different language features or grammar.

## **2. The Purpose of Writing**

Writing for some writers have different purpose. Writing is not only used to express ideas, hopes, or feeling but also is used for the other reasons. Students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If students do not have clear purpose of writing, they will feel bored and can not focus on their writing. By knowing the purpose, students will be easy to decide the strategies to achieve good writing. Therefore, students need to identify a purpose of their writing.

There are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or convince. Furthermore, Grenville points out the purpose of writing:<sup>5</sup>

### **a. Writing to Entertain**

Writing to entertain means that it does not necessarily make the readers laugh, but at least engage their feelings in some way. Writing to entertain is also known as creative writing or imaginative writing. The examples of creative writing are novels, stories, poems, song lyrics, etc.

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<sup>5</sup> Kate Grenville. *Writing from Start to Finish: A Six Step Guide*. Australia: Giffin Press, 2001. p.1.

b. Writing to Inform

Writing to inform means that it tells the reader about something. This writing is used to give important information related to the readers. The examples of writing to inform are newspapers, reports, articles, procedures, etc.

c. Writing to Persuade

Writing to persuade means that it tries to convince the readers about something. This writing tries to make the reader agree with the writer's opinion. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.

According to Patel and Friends, writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.<sup>6</sup>

Furthermore, writing is an efficient tool to facilitate and to reinforce other language skills. Reading, vocabulary, and grammar skills are employed in the act of writing.<sup>7</sup>

Based on the explanation above, it is clear enough that writing is necessary. By writing, the writer not only expresses his/her ideas in written form but also in order to give information, entertainment, etc to the readers.

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<sup>6</sup> Patel, Jain, and Praveen. *English Language Teaching (Methods, Tools, and Techniques)*. Jaipur: Sunrise Publisher and Distributor, 2008. p. 126.

<sup>7</sup> Jane Hughey., et. al. *Teaching ESL Composition (Principles and Techniques)*. London: Newbury House Publishers, 1983. p. 6.

Furthermore, through writing, the other skills such as reading, vocabulary, and grammar will be activated. In writing, the mastery of vocabulary and grammar has main role. Having good grammar and vocabulary will lead the writer to have good writing. So, by writing, the other skills will be learned indirectly.

### **3. The Process of Writing**

Writing is not an easy job. Writing is a process to produce written text. The process of writing is called as composing. The students should do the process to produce the product of writing. Doing the process, the students should do the right stages started before writing until being finished. By doing the stages carefully, the students will produce a good written. Williams states that there are various stages of composing.<sup>8</sup> They are invention, planning, drafting, pausing, reading, revising, editing, and publishing. But not all the stages of writing above should be done by the students. The main stages are planning, drafting, revising, and editing. While the rest can be involved in the four main stages.

#### **a. Planning**

Planning is very important in the process of writing. The students have to plan what they will write that can make them easier in drafting. Dealing with this, Siach tells that if the students have a clear structure in their mind, then it will be easier for the students to organize their content and present it in

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<sup>8</sup> James D. Williams. *Preparing to Teach Writing: Research, Theory, and Practice*. New Jersey: Lawrence Erlbaum Associates, Inc., 2003. p. 101.



a way that will represent their knowledge of the topic in the best possible light.<sup>9</sup>

In planning, the first task of the students is to decide what to write about, that is to develop a specific writing idea.<sup>10</sup> Developing ideas for some students is not an easy matter. Some students have difficulties in developing their ideas. Sometimes the students spend much time in developing details and supporting ideas.<sup>11</sup> There are some strategies that students as the writers can use in generating details.

- 1) Listing : Finding and limiting a subject
- 2) Brainstorming : Generating ideas, information, new perspectives
- 3) Loop Writing : Finding a focus for the subject
- 4) Outlining : Finding a focus, relating and ordering ideas.

In developing the ideas, students are expected to identify the audiences that will read their writing, to decide the purpose of the writing, and to select the topic that will interest the reader. It makes the students easier in writing.

#### b. Drafting

Drafting means that writing the ideas in a paper. Some learners are able to say their ideas orally but have difficulty in putting it into written text. Therefore, before drafting, students should have plans in their minds. After having planning, students will be easy to make a draft. Students have to write

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<sup>9</sup> Don Siach. *How to Write Essays*. Oxford: How to Content, 2007. p. 6.

<sup>10</sup> Beth Means, Lindy Lindner. *Teaching Writing in Middle School: Tips, Tricks, and Techniques*. Englewood: Teacher Ideas Press, 1998. p. 3.

<sup>11</sup> Joy Reid. *The Process of Composition*. New Jersey: Prentice Hall Regents, 1998. p. 17.

what they have plan in planning stage and generate their ideas into readable text.

Through drafting, students write their ideas in good order, correct sentences, appropriate vocabularies, and correct grammar. The way learners organise ideas gives them a chance to put their own point of view and their own thought into their writing.<sup>12</sup>

#### c. Revising

Clark states that revision is now seen as crucial to shape and discover meaning during composing.<sup>13</sup> In revising, students may ask their friends to give correction and comments to the writing. It is called peer correction. When students revise, they can cut, rearrange, add, or rewrite, in the following order:

- 1) Cut: Cut unnecessary sections, paragraphs, sentences, or words to remove everything that conceals the good parts of students' story.
- 2) Rearrange: Rearrange the order of the paragraphs into a clearer design.
- 3) Add: Add any information that is needed.
- 4) Rewrite: Rewrite to improve sentences and paragraphs.

#### d. Editing

Nation states that editing involves going back over the writing and making changes to its organisation, style, grammatical and lexical

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<sup>12</sup> I.S.P Nation. *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009. p. 119.

<sup>13</sup> Irene L. Crack. *Concept in Composition: Theory and Practice in the Teaching of Writing*. New Jersey: Lawrence Erlbaum Associates, 2003. p. 127.

correctness, and appropriateness.<sup>14</sup> In editing, the students should consider about some mistakes. There are seven types of incorrectnesses:

- 1) Careless slips, confusions and omissions
- 2) Spelling mistakes
- 3) Punctuation mistakes
- 4) Grammatical incorrectness
- 5) Formed sentences
- 6) Grammatical inappropriateness
- 7) Semantic or lexical incorrectness.<sup>15</sup>

In conclusion, writing is not only about the product but also the process. The stages above is necessary to make good writing. If the writer makes a writing in a good order, the reader will not be confused to catch the idea of the writer.

#### **4. The Assessment of Writing**

Assessing students' achievement in writing is not as easy as assessing reading skill. In assessing writing, the teacher can not measure the students ability by giving them multiple choice, or short answer that can be done in assessing reading or listening. The teacher should ask the students to write in order to know students' achievement.

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<sup>14</sup> I.S.P Nation. *Op. Cit.* p. 120

<sup>15</sup> Jeffcoate Robert. *Starting English teaching*. New York: Routledge, 2003. p. 147.

Assessing and scoring students' writing can be done by using the ESL Composition Profile. The ESL Composition Profile provides some criterias that should be measured by the teacher. It can be explained as follow:<sup>16</sup>

**Table II.1**  
**ESL COMPOSITION PROFILE**

|                     | Score | Level                  | Criteria  |
|---------------------|-------|------------------------|---|
| <b>CONTENT</b>      | 30-27 | EXCELLENT TO VERY GOOD | knowledgeable, substantive, thorough 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 topic, but lacks detail. |
|                     | 21-17 | FAIR TO POOR           | limited knowledge of subject , little substance, inadequate development of topic.                                     |
|                     | 16-13 | VERY POOR              | does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.                        |
| <b>ORGANIZATION</b> | 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 ideas 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              | does not communicate, no organization, OR not enough to evaluate.   |
| <b>VOCABULARY</b>   | 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 errors of word/idiom form, choice, usage, but meaning not obscured.                        |
|                     | 13-10 | FAIR TO POOR           | limited range, frequent errors of word/idiom form, choice, usage, meaning confused.                                   |
|                     | 9-7   | VERY POOR              | essentially translation, little knowledge of English vocabulary, idiom or word form, OR not enough to evaluate.       |

<sup>16</sup> Arthur Hughes. *Testing for Language Teachers: Second Edition*. New York: Cambridge University Press, 2003. p. 104

|                     |       |                        |  |
|---------------------|-------|------------------------|--|
| <b>LANGUAGE USE</b> | 25-22 | EXCELLENT TO VERY GOOD | effective complex construction, few errors of agreement, tense, word order, articles, pronoun, and prepositions.   |
|                     | 21-18 | GOOD TO AVERAGE        | effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order, but meaning seldom obscured.                      |
|                     | 17-11 | FAIR TO POOR           | major problems in simple and complex construction, frequent errors of negation, agreement, tenses, number, word order, articles, pronoun, preposition, 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.   |
| <b>MECHANICS</b>    | 5     | EXCELLENT TO VERY GOOD | demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.  |
|                     | 4     | GOOD TO AVERAGE        | occasional errors of spelling, punctuation, capitalization, paragraphing but the meaning obscured.   |
|                     | 3     | FAIR TO POOR           | frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.  |
|                     | 2     | VERY POOR              | no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate                              |

Besides that, there is an assessment that can be used in assessing writing especially in analytical exposition text. The assessment is based on the appropriate generic structural and grammatical feature of analytical exposition text.<sup>17</sup>

- a. *Genre-based* criteria deal with the macro-level features of the text. This level covers the first set of criteria:
  - 1) does the text argue and/or persuade?
  - 2) is the theme of the writing consistent with the task?

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<sup>17</sup> Peter Knapp and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press Ltd, 2005. pp. 210-211

- 3) is the writing well organised and logical, and does it include a statement of thesis, arguments and a conclusion?
  - 4) does the writing use appropriate rhetorical, persuasive devices such as modality, rhetorical questions and refutation?
  - 5) does the writing use a range of effective language (vocabulary)
  - 6) is the argument written in first, second or third person?
- b. *Textual language* criteria deal with the way that the text is held together, the way that sentences are structured and how sentences work with one another. This level covers the next set of criteria:
- 1) does the text use a range of simple, compound and complex sentence structures?
  - 2) is the choice of tense appropriate and consistently maintained?
  - 3) is the text cohesive through the appropriate use of pronouns?
  - 4) does the text make appropriate use of a variety of connectives?
- c. *Syntactical language* criteria deal with the internal structure of the sentences used. This level covers the next criteria:
- 1) do the sentences have essential elements such as a main verb and do statements have the subject and main verb in the correct order?
  - 2) do the subject and main verb agree in person and number?
  - 3) are prepositions used appropriately?
  - 4) are articles always used correctly?
  - 5) is simple and complex punctuation correct?
- d. *Spelling* deals with the way that individual words across the text are spelt. This level comprises the following criteria:
- 1) are most high-frequency words spelt correctly?
  - 2) are most less frequently used words and words with common but not simple patterns spelt correctly?
  - 3) are most words with difficult or unusual patterns spelt correctly?
  - 4) are most challenging words appropriate to the task spelt correctly?
  - 5) are all challenging words appropriate to the task spelt correctly?

Both assessments are similar. But the second assessment focuses on the text directly. While the first assessment that is ESL composition profile is more general, not focusing on the type of the text.

But in this research, the writer used the assessment of writing of the school, that is focusing more on the type of the text. There are some aspects that should be measured by the teacher to know the ability of the students in writing analytical exposition text. It can be explained as follow:

**TABLE II.2  
THE ASSESSMENT OF WRITING ANALYTICAL  
EXPOSITION TEXT**

| No | Aspects Assessed   | Score |   |   |   |
|----|--|-------|---|---|---|
|    |  | 1     | 2 | 3 | 4 |
| 1  | Content  |       |   |   |   |
| 2  | Organization<br>a. Thesis<br>b. Arguments<br>c. Reiteration                          |       |   |   |   |
| 3  | Vocabulary   |       |   |   |   |
| 4  | Grammatical features<br>1. Action verbs<br>2. Trantitional Words<br>3. Present Tense |       |   |   |   |
| 5  | Spelling & Punctuation   |       |   |   |   |
|    | Total  | 20    |   |   |   |

### **5. Writing an Analytical Exposition Text**

Analytical Exposition Text is a text used to analyse, to give information, to explain something or to persuade by presenting arguments to the readers. Moreover, Hasibuan tells that expositions are used to argue or

persuade a case for or against a particular point of view.<sup>18</sup> Analytical exposition text is a form of text-type that relies on arguments, so sometimes it is called an argument text. Its social function is to persuade the reader or listener that something in the case. So, sometimes it is called a persuasive text.

The generic structure of analytical exposition text are thesis, arguments, and reiteration. A thesis (introduction) in analytical exposition text tells the topic that will be discussed in the text. The arguments are the supporting details of the thesis. The arguments of the writer should be clear. The number of point of arguments may vary, but each must be supported by discussion and evidence. The reiteration (conclusion) is the restatement of the thesis. In reiteration, writer should make strong word to make sure the reader about the topic discussed.

Language Features of Analytical Exposition Text :

- a. Students are able to use action verbs
- b. Students are able to use transitional words well to link the arguments
- c. Students are able to use present tense

## **6. The Concept of RAFT Strategy**

### **a. The Definition of RAFT strategy**

RAFT strategy is one of the writing strategies that is very useful for students in drafting. RAFT is a kind of graphic organizer. This organizer

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<sup>18</sup>Kalayo Hasibuan, and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press, 2007. p. 132



helps students plan successful writing.<sup>19</sup> RAFT stands for role, audience, format, and topic.

- 1) Role of the writer. What is the writer's role: reporter, observer, eyewitness?
- 2) Audience. Who will be reading this writing: the teacher, other students, people in the community, people who lived during a specific era or experienced a new innovation?
- 3) Format. What is the best way to present this writing: in a letter, an article, a report, a poem?
- 4) Topic. Who or what is the subject of this writing: a famous person, an event, an idea, a place?

RAFT strategy is a strategy that can make students easier in writing. Dealing with this, Urquhart cited in Santa stated that RAFT strategy helps writers make these determinations while they are drafting. Knowing who the audience will be and the purpose for the writing influences how writers proceed with their work.<sup>20</sup>

RAFT strategy is modified for teaching persuasive text. Dealing with this, Buss states that RAFT strategy is modified for teaching persuasive text. This strategy encourages students to read and write persuasive text effectively by asking the following questions:

- 1) Who is the writer?

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<sup>19</sup>Katherine S. McKnight. *The Teacher's Big Book of Graphic Organizers*. San Francisco: Jossey-Bass, 2010. p.212

<sup>20</sup> Vicki Urquhart, and Monette Mclver. *Teaching Writing in the Content Areas*. Alexandria: McREL, 2005. pp. 96-97.

- 2) Who is the intended audience?
- 3) What is the form of writing?
- 4) What is the topic of the piece, and what techniques are used to persuade or convince?<sup>21</sup>

It is particularly good choice for building background knowledge. This strategy encourages students to read and write persuasive text effectively by asking some questions related to the role of writer it self, the intended audience, the format of the writing, and topic of writing.

Based on the school based curriculum, the basic competence of writing English refers to the capability of students to express the meaning of monologue texts or essays that use various written language accurately, fluency, and contextually in the form of text such as report, narrative, and analytical exposition. It means that there is no a persuasive text that should be learned by the students. Therefore, in this research the writer modifies the RAFT strategy into analytical exposition text.

Analytical exposition text is a text used to persuade the readers by presenting some arguments. While the persuasive text is used to present an argument or an opinion in an attempt to convince the reader to accept the writer's point of view.<sup>22</sup> Based on those theories, it is clear that persuasive text and analytical text have the same purpose, that it is about persuading the readers by giving the arguments.

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<sup>21</sup>Kathleen Buss, and Lee Karnowski. *Reading and Writing Nonfiction Genre*. California: The International Reading Association, 2004. p. 80.

<sup>22</sup>Kathleen Buss, and Lee Karnowski. *Op. Cit.* p.76

## **b. The Advantages of RAFT Strategy**

RAFT strategy is very useful for the students through the writing process. Foster states that using RAFT offers some advantages for the students as the writers plan their writing.<sup>23</sup> First, it helps the students to focus on what they will write by thinking about which variables are required and which variables are optional. Second, RAFT will help students to form ideas for their writing. For example, the students might employ different details and arguments if they are writing for adult audience compared to classmate to persuade them that the voting age should be lowered to 16. Furthermore, by using RAFT strategy, the students think carefully about the audience. By thinking about the audience, it will help students to select the most appropriate details and arguments. Keeping the audience makes the writing strong.

Dealing with the explanation above, Buehl states that RAFT strategy infuses a writing assignments with imagination, creativity, and motivation.<sup>24</sup> Therefore, through writing process the students will be easy to develop their ideas. The students can imagine what they will write and to whom their writing are. They will be creative to write different format and topic of writing for different audiences.

RAFT strategy can foster students' thinking and produce different perspective in their writing. In addition, Ganske and Fisher tell that RAFT (role, audience, format, and topic) provides a great framework for students to

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<sup>23</sup>Graham Foster. *The Writing Triangle*. Canada: Pembroke Publisher, 2010. p.8.

<sup>24</sup>Doug Buehl. *Classroom Strategies for Interactive Learning*. California: International Reading Association, 2009. p.144.

play with ideas they are studying by sharing them in different formats from different perspectives.<sup>25</sup> Furthermore, Fisher and Frey state that RAFT writing prompts were designed to help students take different perspectives in their writing and thus their thinking.

Furthermore, the RAFT strategy is also good for developing the other skills, such as reading, listening, and speaking. According to Fisher and Frey, RAFT is also good to check the understanding of students. The teacher can use RAFT based on all kinds of content, from lectures to film, reading, or labs.<sup>26</sup> By using RAFT strategy, the students can set the real purpose of reading by creating product rather than just to finish the text.<sup>27</sup> In addition, in implementing the RAFT strategy, the teacher has the students share the drafts. In this step, the students can discuss that engages the students to speak and listen of the other students' suggestion. The students also read the other students' drafts. The students can learn the new words from the other students' drafts. It means that the RAFT strategy is not only used to improve writing skill but also to improve the other skills; reading, speaking, and listening.

Based on the explanation above, it is clear enough that RAFT writing strategy is very useful for students in writing. It not only helps students to focus on the writing by determining the role, audience, format, and topic but also it foster students' thinking and students' persepective in their writing.

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<sup>25</sup>Kathy Ganske, and Douglas Fisher. *Comprehension Across the Curriculum*. New York: The Guilford Press, 2010. p. 170.

<sup>26</sup>Douglas Fisher, and Nancy Frey. *Checking for Understanding*. Alexandria: Association for Supervision and Curriculum Development, 2007. p. 67.

<sup>27</sup> Kathy Ganske, and Douglas Fisher. *Op.Cit.* p. 121.

For example, students are given task to make a writing telling about the headmaster will make a new regulation about prohibition to bring mobile phone to school. In this writing, the students can be act as the student who do not agree with the regulation or student who agree with the regulation. After deciding the role, the students have to decide the audience, for whom they write. The audience can be the teacher or the headmaster or their friends. By knowing the audience, it will determine the arguments that are appropriate for the audience. The students also should decide the most appropriate format for their writing. The format can be a letter if the students want to write for the headmaster. The topic that students will choose should be suitable with the role. If the students do not agree with the new regulation, the topic should be to persuade that prohibit students to bring mobile phone to school is not good. The text below is the example of RAFT writing.

R : Student who does not agree with the new regulation  
A : Headmaster  
F : Letter  
T : To persuade the headmaster not to prohibit students bring mobile phone to school

Dear my beloved headmaster,

I am writing for you about the new regulation about the prohibition of bringing mobile phone to school. I personally disagree with the regulation. Why do I say that?

Firstly, it is difficult for the student to call the parents to pick up when the study time is over. Secondly, by bringing mobile phone, I will not be bored when the rest time. I can play game and music in my mobile phone. Thirdly, if I bring mobile phone, it is easy to tell parents if there is a problem in the school.

So that, I hope you can understand and not prohibit students to bring mobile phone to school. I promise that I and my friends will not play mobile phone when study and not take the bad pictures.

Your student

### c. The Procedure of Using RAFT Strategy

RAFT is an organizing concept which directs the learner to identify the Role of the writer (reporter, letter writer, researcher, narrator, etc.), the Audience the writer is writing to (newspaper reader, corporate sponsor, home owners, etc.), the Format of the writing (news article, persuasive letter, etc.), and the Topic (current event, lab report and directions, etc.)<sup>28</sup>

The implementation of RAFT strategy should be suitable with the communicative language teaching and the expectation of school based curriculum. In school based curriculum, the writing skill is the integrated skill means that the teacher not only teach the students writing skill but also the other skills; speaking, listening, and reading. Therefore, in the implementation of RAFT strategy, all of the language skills should be involved.

Furthermore, the implementation of RAFT strategy should be correlated to the expectation of school based curriculum that is expressing the meaning of interpersonal, ideational, and textual. In using RAFT strategy in the classroom, the students choose the role and audience based on their knowledge and experiences. In addition, Crawford says that when students identify and develop their roles, they should consider: personality (who am I and what am I like); attitude (my feeling, beliefs, and concerns); and information (what are my experiences for the role).<sup>29</sup> By sharing the draft, the

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<sup>28</sup> Debra L. Cook Hirai., et. al. *Academic Language/Literacy Strategies for Adolescents*. New York: Routledge, 2010. p. 114.

<sup>29</sup> Alan Crawford, et. al. *Teaching and Learning Strategies for the Thinking Classroom*. New York: The International Debate Education Association, 2005. p. 130.

students can interact with each others. It means that when implementing RAFT strategy, the interpersonal meaning of language is also involved. In conclusion, when the RAFT strategy is implemented, the meaning of language (interpersonal, ideational, and textual) can be achieved.

RAFT strategy is used in the drafting process. Urquhart says that although the RAFT strategy can be used in all stages of the writing process, it is included in the drafting section. Writers who determine the purpose for their text and the audience for whom the writing is designed can maintain the focus throughout the drafting process.<sup>30</sup>

There are some steps in conducting RAFT strategy in the classroom, especially in teaching and learning writing. The steps are based on the acronym of the RAFT itself. The steps of using RAFT strategy are explained as follows:

- 1) Brainstorm possible roles that students could assume in their writing and discuss how each role will impact their draft.

In this step, the teacher should brainstorm which roles that are possible for the students. The roles chosen should be able to be assumed in the writing by the students. Deciding the role of the students for their writing is very important. The students may act as eyewitness, reporter, observer, etc.

After knowing the role, the teacher together with the students discuss how each role will impact the draft. If the students know about their role in

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<sup>30</sup> Vicki Urquhart, and Monette McIver. *Op. Cit.* pp. 96-97.

their writing, they will be easy in developing their ideas through writing. The students will focus on what they will write appropriately with their role in their writing. In discussing the roles, the students can give their ideas or opinion about the impact of the role toward the draft. It means that the speaking skill and listening skill are used to communicate the idea or opinion.

- 2) Decide who the audience will be and determine how the audience will influence the draft.

In this step, the teacher decides who the audience will be and discuss it. The audience should be appropriate to the role of the writer and the topic of writing. Knowing the audience of our writing will make us focus more on our writing. Reid explains that the audience is an essential part concept for all writers. Writers choose their topics and the ways of presenting it according to to who will read the finished product. The decisions about who the writer is and who the audience is will determine:<sup>31</sup>

- a). What the writer write: what does the audience know? What are the interest, the needs, and the expectations of the audience? What does the audience not know? What might the audience want to know?
- b). How the writer writes: will the writer use the short sentences and simple language? Will the writer use sophisticated concept and terms?

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<sup>31</sup> Joy M. Reid. *The Process of Composition (Second Edition)*. New Jersey: Prentice Hall Regents, 1988. p. 2



Furthermore, Syafi'i states that audience is one of the most crucial parts in term of writing.<sup>32</sup> Therefore, this step is very important. Deciding the audience is needed very much through writing process. When writing analytical exposition text, the students have to keep their audiences in mind at all time. The draft will be running well if the students know to whom they write. The students not only know about their audiences but also they should know what facts/informations/arguments that the audiences need in their writing, the appropriate vocabulary for different audiences, and etc.

The audiences can be their classmates, the teacher, parents, public, people in the community, people who lived during a specific era or experienced a new innovation, and even them self. Fulwiler presents some audiences that can be considered by the students in their writing. The students may be writing for teachers, for classmates, for publication, for them self.<sup>33</sup>

- 3) Determine the format most appropriate for the audience and discuss why the format is appropriate.

After knowing who the audiences are, the teacher should decide the appropriate format for the audiences and discuss it. Format of writing can be a letter, article, report, poem, paragraph or essay, and etc. In writing analytical exposition text, the students that choose their classmates for

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<sup>32</sup> Syafi'i, Fauzan Ansyari, and Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007. p. 110

<sup>33</sup> Toby Fulwiler. *College writing : A Personal Approach to Academic Writing..* Portsmouth, NH: Boynton/Cook Publishers, Inc., 2002. pp 7-13.

their audience may write a format of letter to convince and persuade them to agree with them.

After knowing the role, audience, and format, the teacher has the students to write analytical exposition text by considering the variables of RAFT that they have chosen.

- 4) Have the students share their drafts with peers to determine the fit of the RAFT.

The students have to be clear about their topic. Not having clear persuasive stance will weaken the arguments. The choice of audience will help the students to determine the topic of their writing. In this step, the teacher has the students share their drafts with the peers to check the fit of RAFT, whether or not the topic is appropriate for the audience, and the role of the writer it self. By sharing the drafts, the students will give corrections and suggestions each others. By sharing the drafts, the students will read the other students' drafts. In reading the draft, the students not only check the compability of RAFT but also can learn the new vocabularies. In conclusion, in implementing the RAFT strategy, it not only develops the writing skill but also develop the other skills such as listening, speaking and reading.

There is an assesment in using RAFT strategy in writing analytical exposition text. Teacher should consider the:

- a) Appropriateness of role and audience for topic

- b) Appropriateness of format for topic; possible formats include: letter, note, telegram, proclamation, e-mail, wall newspaper, advertisement, poem, poster, warning, news story, diary, brochure, essay, report, summary, and many others.
- c) Coherence of message
- d) Mechanics
- e) Appropriate use of content information (facts to support the topic).<sup>34</sup>

## **B. The Relevant Research**

This research has relevance with the other researchers. Eka Lismia who was the students of English education department of the university of educational university of Indonesia (UPI) conducted a research entitled “The Effectiveness of Process Genre Approach to Teaching Writing.” Analytical Exposition genre became the target text in the research. The research was included into True-Experimental research. Pretest Posttest Control Group design was used to conduct the research. The research findings show that there is significant difference between the scores obtained by the experimental group in the pretest and the posttest. In that research, the Process Genre approach is proven to be effective to teaching writing to the second grade students of senior high school.<sup>35</sup>

Stacey Elmeer at National Writing Project Invitational Summer Institute 2010 did a research entitled “Will the inclusion of creative writing activities help

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<sup>34</sup> Alan Crawford, et. al. *Teaching and Learning Strategies for the Thinking Classroom*. New York: The International Debate Education Association, 2005. p. 130

<sup>35</sup> Eka Lismia. “*The Effectiveness of Process Genre Approach to Teaching Writing*”. <http://abstrak.digilib.upi.edu/Direktori/SKRIPSI/FPBS/PEND. BAHASA INGGRIS/Eka Lismia The Effectiveness of Process Genre Approach to Teaching Writing.pdf>

my students become better at literary analysis?”<sup>36</sup> In her research, she used RAFTS where she changed the roles, audiences, formats, and topics for students, so that they could move beyond the drudgery of predictable writing formats.

The researchers above are different from the research that will be conducted by the writer. The first research has the similarity in the use of text, analytical exposition text. But it has different method in teaching the text. The writer, as the researcher, will conduct a research about the effect of using RAFT strategy toward writing analytical exposition text.

While in the second research above, it has similarity in using the strategy that is RAFT strategy. In that research, the teacher used RAFT strategy to help her students become better at literary analysis. But in this research, the writer will only focus on the analytical exposition text.

### **C. The Operational Concept**

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is the effect of using RAFT strategy. Variable Y is the students' ability in writing analytical exposition text.

The indicators of variable X:

1. The teacher brainstorms possible roles that students could assume in their writing.

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<sup>36</sup> Stacey Elmeer. “*National Writing Project Invitational Summer Institute 2010*”. [http://coe.fgcu.edu/FGCUNWP/files/092310JF01\\_National\\_Writing\\_Project\\_Anthology-9-22-2010.pdf](http://coe.fgcu.edu/FGCUNWP/files/092310JF01_National_Writing_Project_Anthology-9-22-2010.pdf). pp 14-16

2. The teacher together with students discuss how each role will impact their drafts.
3. The teacher decides who the audience will be.
4. The teacher determines how the audience will influence the draft.
5. The teacher determines the format most appropriate for the audience.
6. The teacher together with students discuss why the format is appropriate.
7. The teacher has the students share their drafts with peers to determine the fit of the RAFT.

The indicators of variable Y:

1. The students are able to write a thesis (introduction)
2. The students are able to write arguments
3. The students are able to write a reiteration of the thesis (conclusion)
4. The students are able to use action verbs
5. The students are able to use transitional words well to link the arguments
6. The students are able to use present tense well

#### **D. The Assumption and Hypothesis**

##### **1. Assumption**

- a. Analytical exposition text has been learned by the second year students at the first semester. It is assumed that the second semester of the second year students of state Islamic senior high school (MAN) Tembilahan are able to write the analytical exposition text well.

b. The better RAFT strategy is applied, it is assumed that the easier students are able to write analytical exposition text.

## **2. Hypothesis**

Ho : There is no significant effect of using RAFT (Role, Audience, Format, Topic) strategy toward ability in writing analytical exposition text at the second year students of State Islamic Senior High School (MAN) Tembilahan.

Ha : There is a significant effect of using RAFT (Role, Audience, Format, Topic) strategy toward ability in writing analytical exposition text at the second year students of State Islamic Senior High School (MAN) Tembilahan.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The type of this research is an experimental research. This research used quasi-experimental research design with nonequivalent control group. John Creswell states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly.<sup>1</sup> The writer used intact groups, the first class was as the experimental groups and the second class was as the control group. Furthermore, Gay and Peter Airasian state that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments.<sup>2</sup>

In conducting quasi-experimental research, the writer assigned intact groups the experimental and control treatments, using pretest and posttest to both groups, conducting experimental treatment activities with the experimental group only.

In this research, the writer used two classes. The first class was used as experimental class which was taught by RAFT writing strategy and another one was used as control class which was taught without using RAFT writing strategy. So, the design of this research can be illustrated as follows:

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<sup>1</sup> John W Creswell. *Educational Research (Third Edition)*. New York: Pearson Prentice-Hall, 2008. p. 313

<sup>2</sup> L.R. Gay, and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall, 2000. p.394

**TABLE III.1**  
**THE RESEARCH DESIGN**

|   |                           |        |          |              |           |
|---|---------------------------|--------|----------|--------------|-----------|
| 1 | <b>Experimental Class</b> | Sample | Pre-test | Treatments   | Post-test |
| 2 | <b>Control Class</b>      | Sample | Pre-test | No treatment | Post-test |

**B. Time and Location of the Research**

This research was conducted from 9<sup>th</sup> January 2012 to 3<sup>rd</sup> March 2012. This research was conducted at the second year of State Islamic Senior High School (MAN) Tembilahan at Jl. Pelajar Tembilahan Hulu.

**C. Subject and Object of the Research**

**1. Subject of the Research**

The subject of this research was the second semester of the second year students of State Islamic Senior High School (MAN) Tembilahan in the academic year of 2011/2012.

**2. Object of the Research**

The object of this research was the effect of using RAFT strategy toward students' ability in writing analytical exposition text.

**D. Population and Sample**

**1. Population**

The population of this research was all of the second year students of State Islamic Senior High School (MAN) Tembilahan. The total population was 301 students that can be seen as follows:



**TABLE III.2**  
**THE TOTAL POPULATION OF THE SECOND YEAR**  
**STUDENTS OF MAN TEMBILAHAN 2011/2012**

| No | Class / Major | Number of Students |
|----|---------------|--------------------|
| 1  | XI MAK        | 41                 |
| 2  | XI IPA 1      | 32                 |
| 3  | XI IPA 2      | 34                 |
| 4  | XI IPA 3      | 34                 |
| 5  | XI IPS 1      | 39                 |
| 6  | XI IPS 2      | 41                 |
| 7  | XI IPS 3      | 40                 |
| 8  | XI IPS 4      | 40                 |
|    | <b>Total</b>  | <b>301</b>         |

## 2. Sample

In this research, the writer used the clustering sample randomly based on group as the way to choose the sample of population.

The writer choosed the class of XI IPS 1 and XI IPS 4 as the sample of population. Based on the preliminary study by asking the teacher in State Islamic Senior High School (MAN) Tembilahan, the two classes were almost homogenous for the total of the students in the class even the achievement in learning. Therefore, the sample of this research was XI IPS 1 which contained 38 students used as the experimental class, was XI IPS 4 which contained 39 students used as the control class. The total sample of this research was 77 students.

## **E. Technique of Collecting the Data**

### **1. Observation**

An observation is the current status of a phenomenon determined by observing.<sup>3</sup> In this research, the observation was divided into two parts:

- a. Observation done to know students difficulties in writing had been conducted at the beginning of doing the research by the result in the background at the first chapter.
- b. Observation was used to observe the activity in the classroom during teaching and learning process by using RAFT strategy. This observation was used to know whether or not the RAFT strategy was implemented. The observer of this research was the teacher of English at State Islamic Senior High School (MAN) Tembilahan, named Syafaruddin, S.Pd.

### **2. Written Test**

In this research, the writer used test as the technique of collecting data. The test was the written test. The teacher provided some topics. Then, the students were asked to write analytical exposition text based on the topic that they had chosen.

The tests were given before and after the writer, as the researcher, teaching the students by using RAFT strategy to the experimental class and without using RAFT strategy to the control class. It was called pre-test and post-test. The pre-test was done in order to know students' ability in writing

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<sup>3</sup> Ibid. L.R Gay. p. 294

before taught by RAFT strategy and the post-test was done in order to know the influence and the effectiveness of using RAFT strategy toward students' ability in writing analytical exposition text. To get data about students writing ability, the writer used the assessment of the school it self.

**TABLE III.3**  
**THE ASSESSMENT OF WRITING ANALYTICAL**  
**EXPOSITION TEXT**

| No | Aspects Assessed   | Score |   |   |   |
|----|--|-------|---|---|---|
|    |  | 1     | 2 | 3 | 4 |
| 1  | Content  |       |   |   |   |
| 2  | Organization<br>a. Thesis<br>b. Arguments<br>c. Reiteration                          |       |   |   |   |
| 3  | Vocabulary   |       |   |   |   |
| 4  | Grammatical features<br>5. Action verbs<br>6. Trantitional Words<br>7. Present Tense |       |   |   |   |
| 5  | Spelling & Punctuation   |       |   |   |   |
|    | Total  |       |   |   |   |
|    | Maximum Score  | 20    |   |   |   |

Explanation of Score:

- 1 = Incompetent
- 2 = Competent enough
- 3 = Competent
- 4 = Very Competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

## F. Technique of Data Analysis

In analyzing the data of this research, the writer used the statistical calculation of simple regression formula. The regression formula is used in order to find out whether or not there is a significant effect of using RAFT strategy toward students' ability in writing analytical exposition text. The data were calculated by using program SPSS 17 version.

The  $F_{\text{calculated}}$  is obtained by considering variable of  $dk$  as follows:<sup>4</sup>

$$dk = N - \text{Independent variable} - 1$$

$N$  = Number of cases

The significant level chosen in analyzing the score  $F_{\text{calculated}}$  through using SPSS 17 version is 5% or 0.05. Statistically the hypotheses are:

$$H_0 : F_{\text{calculated}} < F_{0.05} \text{ or } \text{Significant}_{\text{value}} > \text{Significant} \quad (0.05)$$

$$H_a : F_{\text{calculated}} > F_{0.05} \text{ or } \text{Significant}_{\text{value}} < \text{Significant} \quad (0.05)$$

$H_0$  is accepted if  $F_{\text{calculated}} < F_{0.05}$  or there is no significant effect of using RAFT strategy toward students' ability in writing analytical exposition text.

$H_a$  is accepted if  $F_{\text{calculated}} > F_{0.05}$  or there is a significant effect of using RAFT strategy toward students ability in writing analytical exposition text.

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<sup>4</sup> Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Belajar, 2008. p.171

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Description of the Data**

The aim of this research is to obtain the significant effect of using RAFT strategy toward ability in writing analytical exposition text at the second year students of State Islamic Senior High School Tembilahan.

The first data of this research were from observation checklist; when the RAFT strategy was implemented. This observation checklist was used to know how well the RAFT strategy was implemented in the classroom. The observation checklist was taken in every meeting of the research. The writer, as the researcher, taught within 8 (eight) meeting that consisted of twice in a week.

The second data of this research were the score of the students' pre-test and post-test both experimental class and control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. In giving test, the students were asked to write analytical exposition text. Then the test was evaluated by concerning the five components of writing in that text: content, organization (thesis, arguments, reiteration), vocabulary, grammatical features (action verbs, transitional words, present tense), and spelling and punctuation. Each component had its score.

## **B. The Data Presentation**

The data of this research consisted of two. The first data were the checklist observation for the implementation of RAFT strategy. While, the second data were the writing test for testing students' ability in writing.

### **1. The Implementation of RAFT Strategy**

The items of observation list are as follows:

- a. The teacher brainstorms possible roles that students could assume in their writing.
- b. The teacher together with students discuss how each role will impact their drafts.
- c. The teacher decides who the audience will be.
- d. The teacher determines how the audience will influence the draft.
- e. The teacher determines the format most appropriate for the audience.
- f. The teacher together with students discuss why the format is appropriate.
- g. The teacher has the students share their drafts with peers to determine the fit of the RAFT.

Pertaining to the items of implementation of RAFT strategy above, it can be presented by the following table data that show the implementation of RAFT strategy generally from the beginning of taking the data until the end completed by its percentage.

**TABLE IV.1**  
**THE RECAPITULATION PERCENTAGE**  
**OF OBSERVATION RESULT**

| No           | Meeting |     |      |      |      |      |      |      | Yes |       | No |       |
|--------------|---------|-----|------|------|------|------|------|------|-----|-------|----|-------|
|              | 1       | 2   | 3    | 4    | 5    | 6    | 7    | 8    | F   | P (%) | F  | P (%) |
| 1            | ✓       | ✓   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | 8   | 100%  | 0  | 0%    |
| 2            | ✓       | ✓   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | 8   | 100%  | 0  | 0%    |
| 3            | ✓       | ✓   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | 8   | 100%  | 0  | 0%    |
| 4            | -       | -   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | 6   | 75%   | 2  | 25%   |
| 5            | ✓       | ✓   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | 8   | 100%  | 0  | 0%    |
| 6            | -       | -   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | 6   | 75%   | 2  | 25%   |
| 7            | ✓       | ✓   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | 8   | 100%  | 0  | 0%    |
| <b>Total</b> | 5       | 5   | 7    | 7    | 7    | 7    | 7    | 7    | 52  | 93%   | 4  | 25%   |
| <b>P (%)</b> | 71%     | 71% | 100% | 100% | 100% | 100% | 100% | 100% |     |       |    |       |

Based on the table above, RAFT Strategy has been implemented well.

It can be seen from its percentage, that is 93 %. But not all of the procedures of RAFT strategy were implemented in every meeting. At the first and second meeting, there were only 5 of 7 procedures (71 %) implemented. While, at the third until the end of meeting, all of the procedures were implemented (100%).

## 2. The Effect of Using RAFT Strategy toward Students' Writing Ability

The second data were the students' writing score at the pre-test and post-test both control class and experimental class. The data were collected through the following procedures:

- a. The writer, as the teacher, asked the students either experimental or control class to write an analytical exposition text.

- b. The writing was written in the blank sheet. Then, it was collected to evaluate the appropriate of content, organization, vocabulary, language use (grammar), and spelling.
- c. The students' writing results were evaluated by two raters.
- d. The writer added the scores from the raters and divided it.



1) Pre-Test

**TABLE IV.2**  
**THE STUDENTS' SCORE OF PRE-TEST**  
**OF EXPERIMENTAL CLASS**

| No          | Ss  | Aspects Assessed |   |     |              |   |     |            |             |     |         |   |             |          |     | Total | Score       |    |   |             |  |  |              |
|-------------|-----|------------------|---|-----|--------------|---|-----|------------|-------------|-----|---------|---|-------------|----------|-----|-------|-------------|----|---|-------------|--|--|--------------|
|             |     | Content          |   |     | Organization |   |     | Vocabulary |             |     | Grammar |   |             | Spelling |     |       |             |    |   |             |  |  |              |
|             |     | Rater            |   | T   | Rater        |   | T   | Rater      |             | T   | Rater   |   | T           | Rater    |     |       |             | T  |   |             |  |  |              |
|             |     | 1                | 2 |     | 1            | 2 |     | 1          | 2           |     | 1       | 2 |             | 1        | 2   |       |             |    | 1 | 2           |  |  |              |
| 1           | S1  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 3           | 2        | 2.5 | 10.5  | 42          |    |   |             |  |  |              |
| 2           | S2  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 2        | 3   | 2.5   | 10          | 40 |   |             |  |  |              |
| 3           | S3  | 1                | 2 | 1.5 | 1            | 1 | 1   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2.5 | 9     | 36          |    |   |             |  |  |              |
| 4           | S4  | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 1 | 1           | 2        | 3   | 2.5   | 9           | 36 |   |             |  |  |              |
| 5           | S5  | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 1           | 1   | 1       | 2 | 1.5         | 3        | 2   | 2.5   | 9           | 36 |   |             |  |  |              |
| 6           | S6  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 3        | 2   | 2.5   | 10          | 40 |   |             |  |  |              |
| 7           | S7  | 2                | 2 | 2   | 1            | 2 | 1.5 | 2          | 2           | 2   | 1       | 2 | 1.5         | 2        | 2   | 2     | 9           | 36 |   |             |  |  |              |
| 8           | S8  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 2        | 2   | 2     | 9.5         | 38 |   |             |  |  |              |
| 9           | S9  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 1 | 1           | 2        | 2   | 2     | 9           | 36 |   |             |  |  |              |
| 10          | S10 | 2                | 2 | 2   | 1            | 2 | 1.5 | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2   | 2.5   | 10          | 40 |   |             |  |  |              |
| 11          | S11 | 2                | 3 | 2.5 | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 3        | 2   | 2.5   | 10.5        | 42 |   |             |  |  |              |
| 12          | S12 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 1 | 1           | 2        | 3   | 2.5   | 9.5         | 38 |   |             |  |  |              |
| 13          | S13 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3   | 3     | 11          | 44 |   |             |  |  |              |
| 14          | S14 | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 1 | 1           | 2        | 2   | 2     | 8.5         | 34 |   |             |  |  |              |
| 15          | S15 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3   | 3     | 11          | 44 |   |             |  |  |              |
| 16          | S16 | 1                | 1 | 1   | 2            | 1 | 1.5 | 2          | 2           | 2   | 1       | 1 | 1           | 2        | 2   | 2     | 7.5         | 30 |   |             |  |  |              |
| 17          | S17 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3   | 3     | 11          | 44 |   |             |  |  |              |
| 18          | S18 | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 2           | 1.5 | 1       | 2 | 1.5         | 2        | 2   | 2     | 9           | 36 |   |             |  |  |              |
| 19          | S19 | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3   | 3     | 10.5        | 42 |   |             |  |  |              |
| 20          | S20 | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 1 | 1           | 2        | 3   | 2.5   | 9           | 36 |   |             |  |  |              |
| 21          | S21 | 2                | 3 | 2.5 | 2            | 3 | 2.5 | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3   | 3     | 12          | 48 |   |             |  |  |              |
| 22          | S22 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 2        | 3   | 2.5   | 10          | 40 |   |             |  |  |              |
| 23          | S23 | 2                | 3 | 2.5 | 3            | 3 | 3   | 2          | 2           | 2   | 1       | 2 | 1.5         | 3        | 3   | 3     | 12          | 48 |   |             |  |  |              |
| 24          | S24 | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 2        | 3   | 2.5   | 10          | 40 |   |             |  |  |              |
| 25          | S25 | 1                | 2 | 1.5 | 2            | 1 | 1.5 | 2          | 2           | 2   | 1       | 2 | 1.5         | 2        | 3   | 2.5   | 9           | 36 |   |             |  |  |              |
| 26          | S26 | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 3        | 2   | 2.5   | 9.5         | 38 |   |             |  |  |              |
| 27          | S27 | 1                | 2 | 1.5 | 2            | 2 | 2   | 1          | 1           | 1   | 2       | 2 | 2           | 3        | 3   | 3     | 9.5         | 38 |   |             |  |  |              |
| 28          | S28 | 2                | 3 | 2.5 | 3            | 3 | 3   | 2          | 2           | 2   | 1       | 2 | 1.5         | 3        | 3   | 3     | 12          | 48 |   |             |  |  |              |
| 29          | S29 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 2        | 3   | 2.5   | 10          | 40 |   |             |  |  |              |
| 30          | S30 | 1                | 1 | 1   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 1 | 1           | 2        | 3   | 2.5   | 8.5         | 34 |   |             |  |  |              |
| 31          | S31 | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 2           | 1.5 | 1       | 1 | 1           | 2        | 3   | 2.5   | 9           | 36 |   |             |  |  |              |
| 32          | S32 | 2                | 2 | 2   | 2            | 1 | 1.5 | 1          | 2           | 1.5 | 2       | 2 | 2           | 3        | 3   | 3     | 10          | 40 |   |             |  |  |              |
| 33          | S33 | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 2           | 1.5 | 1       | 1 | 1           | 2        | 3   | 2.5   | 9           | 36 |   |             |  |  |              |
| 34          | S34 | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 1 | 1           | 2        | 2   | 2     | 8.5         | 34 |   |             |  |  |              |
| 35          | S35 | 1                | 2 | 1.5 | 2            | 1 | 1.5 | 2          | 2           | 2   | 1       | 1 | 1           | 2        | 3   | 2.5   | 8.5         | 34 |   |             |  |  |              |
| 36          | S36 | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 2           | 1.5 | 1       | 2 | 1.5         | 2        | 3   | 2.5   | 9.5         | 38 |   |             |  |  |              |
| 37          | S37 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 3        | 3   | 3     | 10.5        | 42 |   |             |  |  |              |
| 38          | S38 | 2                | 2 | 2   | 1            | 2 | 1.5 | 2          | 2           | 2   | 2       | 2 | 2           | 2        | 3   | 2.5   | 10          | 40 |   |             |  |  |              |
| 39          | S39 | 2                | 3 | 2.5 | 3            | 3 | 3   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3   | 3     | 12.5        | 50 |   |             |  |  |              |
| <b>Mean</b> |     |                  |   |     | <b>1.87</b>  |   |     |            | <b>1.97</b> |     |         |   | <b>1.88</b> |          |     |       | <b>1.53</b> |    |   | <b>2.55</b> |  |  | <b>39.23</b> |

Based on the table of writing components of students' writing ability at experimental class above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 1.53 and the highest mean score was spelling; 2.55. While the content of students' writing was 1.87, organization was 1.97 and vocabulary was 1.88.

According to the writing assessment of State Islamic Senior High School (MAN) Tembilahan, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above was categorized into incompetent to competent enough, so this indicates that the students had low ability in using those components that had important role in writing. However, the total of mean score of students' writing ability at pre-test of experimental class was 39.23.

**TABLE IV.3**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST**  
**SCORES OF EXPERIMENTAL CLASS**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 30 | 1         | 2.6     | 2.6           | 2.6                |
| 34       | 4         | 10.3    | 10.3          | 12.8               |
| 36       | 10        | 25.6    | 25.6          | 38.5               |
| 38       | 5         | 12.8    | 12.8          | 51.3               |
| 40       | 8         | 20.5    | 20.5          | 71.8               |
| 42       | 4         | 10.3    | 10.3          | 82.1               |
| 44       | 3         | 7.7     | 7.7           | 89.7               |
| 48       | 3         | 7.7     | 7.7           | 97.4               |
| 50       | 1         | 2.6     | 2.6           | 100.0              |
| Total    | 39        | 100.0   | 100.0         |                    |

Referring to the table above, it shows that there was 1 student who got score 30 (2.6%), 4 students who got 34 (10.3%), 10 students who got 36 (25.6%), 5 students who got 38 (12.8%), 8 students who got 40 (20.5%), 4 students who got 42 (10.3%), 3 students who got 44 (7.7%), 3 students who got 48 (7.7%), and 1 student who got 50 (2.6%)

Based on table above, it can be seen that the total number of students was 39 students. The highest score was 50 and the lowest score was 30. The highest frequency was 10 at the score of 36. While, the statistic of these data is in the following table:

**TABLE IV.4  
STATISTICS**

|                    |         |        |
|--------------------|---------|--------|
| N                  | Valid   | 39     |
|                    | Missing | 0      |
| Mean               |         | 39.23  |
| Std. Error of Mean |         | .715   |
| Median             |         | 38.00  |
| Mode               |         | 36     |
| Std. Deviation     |         | 4.463  |
| Variance           |         | 19.919 |
| Range              |         | 20     |
| Minimum            |         | 30     |
| Maximum            |         | 50     |
| Sum                |         | 1530   |

**TABLE IV.5**  
**THE STUDENTS' SCORE OF PRE-TEST**  
**OF CONTROL CLASS**

| No   | Ss  | Aspects Assessed |   |     |              |   |     |            |   |     |         |   |     |          |   | Total | Score |       |
|------|-----|------------------|---|-----|--------------|---|-----|------------|---|-----|---------|---|-----|----------|---|-------|-------|-------|
|      |     | Content          |   |     | Organization |   |     | Vocabulary |   |     | Grammar |   |     | Spelling |   |       |       |       |
|      |     | Rater            |   | T   | Rater        |   | T   | Rater      |   | T   | Rater   |   | T   | Rater    |   |       |       | T     |
|      |     | 1                | 2 |     | 1            | 2 |     | 1          | 2 |     | 1       | 2 |     | 1        | 2 |       |       |       |
| 1    | S1  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2 | 2   | 2       | 2 | 2   | 3        | 2 | 2.5   | 10.5  | 42    |
| 2    | S2  | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 1 | 1   | 2        | 3 | 2.5   | 9     | 36    |
| 3    | S3  | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 2 | 1.5 | 1       | 1 | 1   | 2        | 3 | 2.5   | 9     | 36    |
| 4    | S4  | 2                | 2 | 2   | 2            | 3 | 2.5 | 2          | 2 | 2   | 2       | 2 | 2   | 3        | 2 | 2.5   | 11    | 44    |
| 5    | S5  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 1 | 1   | 2        | 2 | 2     | 9     | 36    |
| 6    | S6  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 2 | 1.5 | 2        | 2 | 2     | 9.5   | 38    |
| 7    | S7  | 1                | 2 | 1.5 | 2            | 2 | 2   | 1          | 2 | 1.5 | 1       | 1 | 1   | 3        | 3 | 3     | 9     | 36    |
| 8    | S8  | 1                | 1 | 1   | 1            | 2 | 1.5 | 2          | 2 | 2   | 1       | 1 | 1   | 3        | 3 | 3     | 8.5   | 34    |
| 9    | S9  | 1                | 2 | 1.5 | 1            | 2 | 1.5 | 2          | 2 | 2   | 1       | 1 | 1   | 2        | 2 | 2     | 8     | 32    |
| 10   | S10 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2 | 2   | 2       | 1 | 1.5 | 3        | 2 | 2.5   | 10    | 40    |
| 11   | S11 | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 2 | 1.5 | 2       | 2 | 2   | 3        | 2 | 2.5   | 10    | 40    |
| 12   | S12 | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 2 | 1.5 | 2       | 2 | 2   | 3        | 3 | 3     | 10.5  | 42    |
| 13   | S13 | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 1 | 1   | 3        | 2 | 2.5   | 9     | 36    |
| 14   | S14 | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 2 | 1.5 | 2       | 2 | 2   | 3        | 3 | 3     | 10.5  | 42    |
| 15   | S15 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 2 | 1.5 | 3        | 2 | 2.5   | 10    | 40    |
| 16   | S16 | 1                | 2 | 1.5 | 1            | 2 | 1.5 | 2          | 2 | 2   | 1       | 2 | 1.5 | 2        | 3 | 2.5   | 9     | 36    |
| 17   | S17 | 2                | 2 | 2   | 2            | 2 | 2   | 1          | 2 | 1.5 | 1       | 2 | 1.5 | 2        | 2 | 2     | 9     | 36    |
| 18   | S18 | 3                | 3 | 3   | 3            | 2 | 2.5 | 3          | 2 | 2.5 | 2       | 2 | 2   | 3        | 3 | 3     | 13    | 52    |
| 19   | S19 | 2                | 2 | 2   | 2            | 3 | 2.5 | 2          | 2 | 2   | 1       | 1 | 1   | 2        | 3 | 2.5   | 10    | 40    |
| 20   | S20 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 1 | 1   | 2        | 2 | 2     | 9     | 36    |
| 21   | S21 | 3                | 2 | 2.5 | 3            | 3 | 3   | 2          | 2 | 2   | 2       | 2 | 2   | 3        | 3 | 3     | 12.5  | 50    |
| 22   | S22 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 2 | 1.5 | 2        | 2 | 2     | 9.5   | 38    |
| 23   | S23 | 1                | 2 | 1.5 | 2            | 2 | 2   | 1          | 1 | 1   | 1       | 1 | 1   | 2        | 2 | 2     | 7.5   | 30    |
| 24   | S24 | 1                | 2 | 1.5 | 1            | 2 | 1.5 | 2          | 2 | 2   | 1       | 1 | 1   | 2        | 2 | 2     | 8     | 32    |
| 25   | S25 | 2                | 2 | 2   | 1            | 1 | 1   | 2          | 2 | 2   | 1       | 2 | 1.5 | 2        | 2 | 2     | 8.5   | 34    |
| 26   | S26 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 1 | 1   | 2        | 3 | 2.5   | 9.5   | 38    |
| 27   | S27 | 2                | 2 | 2   | 3            | 3 | 3   | 2          | 2 | 2   | 1       | 2 | 1.5 | 2        | 2 | 2     | 10.5  | 42    |
| 28   | S28 | 2                | 3 | 2.5 | 2            | 2 | 2   | 1          | 2 | 1.5 | 2       | 2 | 2   | 3        | 2 | 2.5   | 10.5  | 42    |
| 29   | S29 | 2                | 3 | 2.5 | 2            | 2 | 2   | 2          | 3 | 2.5 | 2       | 2 | 2   | 2        | 3 | 2.5   | 11.5  | 46    |
| 30   | S30 | 1                | 2 | 1.5 | 1            | 1 | 1   | 2          | 2 | 2   | 1       | 1 | 1   | 2        | 2 | 2     | 7.5   | 30    |
| 31   | S31 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 2 | 1.5 | 2        | 2 | 2     | 9.5   | 38    |
| 32   | S32 | 2                | 3 | 2.5 | 3            | 3 | 3   | 2          | 3 | 2.5 | 2       | 2 | 2   | 3        | 3 | 3     | 13    | 52    |
| 33   | S33 | 1                | 2 | 1.5 | 2            | 2 | 2   | 2          | 2 | 2   | 1       | 1 | 1   | 2        | 2 | 2     | 8.5   | 34    |
| 34   | S34 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 3 | 2.5 | 1       | 2 | 1.5 | 2        | 2 | 2     | 10    | 40    |
| 35   | S35 | 2                | 2 | 2   | 2            | 3 | 2.5 | 2          | 2 | 2   | 2       | 1 | 1.5 | 2        | 2 | 2     | 10    | 40    |
| 36   | S36 | 2                | 3 | 2.5 | 1            | 2 | 1.5 | 2          | 2 | 2   | 3       | 3 | 3   | 2        | 2 | 2     | 11    | 44    |
| 37   | S37 | 1                | 2 | 1.5 | 2            | 2 | 2   | 1          | 1 | 1   | 2       | 2 | 2   | 2        | 3 | 2.5   | 9     | 36    |
| 38   | S38 | 2                | 3 | 2.5 | 2            | 2 | 2   | 2          | 2 | 2   | 2       | 2 | 2   | 2        | 3 | 2.5   | 11    | 44    |
| Mean |     |                  |   | 1.9 |              |   | 2   |            |   | 1.9 |         |   | 1.5 |          |   | 2.4   |       | 39.05 |

Based on the table of writing components of the students' writing ability at control class above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 1.5 and the highest mean score was spelling; 2.4 while the content of students' writing was 1.9, organization was 2 and vocabulary was 1.9.

According to the writing assessment of State Islamic Senior High School (MAN) Tembilahan, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above was categorized into incompetent to competent enough, so this indicates that the students had low ability in using those components that had important role in writing. However, the total of mean score of students' writing ability at pre-test of control class was 39.05

**TABLE IV.6**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST**  
**SCORES OF CONTROL CLASS**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 30 | 2         | 5.3     | 5.3           | 5.3                |
| 32       | 2         | 5.3     | 5.3           | 10.5               |
| 34       | 3         | 7.9     | 7.9           | 18.4               |
| 36       | 9         | 23.7    | 23.7          | 42.1               |
| 38       | 4         | 10.5    | 10.5          | 52.6               |
| 40       | 6         | 15.8    | 15.8          | 68.4               |
| 42       | 5         | 13.2    | 13.2          | 81.6               |
| 44       | 3         | 7.9     | 7.9           | 89.5               |
| 46       | 1         | 2.6     | 2.6           | 92.1               |
| 50       | 1         | 2.6     | 2.6           | 94.7               |
| 52       | 2         | 5.3     | 5.3           | 100.0              |
| Total    | 38        | 100.0   | 100.0         |                    |

Referring to the table above, it shows that there was 2 students who got 30 (5.3%), 2 students who got 32 (5.3%), 3 students who got 34 (7.9%), 9 students who got 36 (23.7%), 4 students who got 38 (10.5%), 6 students who got 40 (15.8%), 5 students who got 42 (13.2%), 3 students who got 44 (7.9%), 1 student who got 46 (2.6%), 1 student who got 50 (2.6%), and 2 students who got 52 (5.3%).

Based on table above, it can be seen that the total number of students was 38 students. The highest score was 52 and the lowest score was 30. The highest frequency was 9 at the score of 36. While, the statistic of these data is in the following table:

**TABLE IV.7  
STATISTICS**

|                    |         |        |
|--------------------|---------|--------|
| N                  | Valid   | 38     |
|                    | Missing | 0      |
| Mean               |         | 39.05  |
| Std. Error of Mean |         | .866   |
| Median             |         | 38.00  |
| Mode               |         | 36     |
| Std. Deviation     |         | 5.337  |
| Variance           |         | 28.484 |
| Range              |         | 22     |
| Minimum            |         | 30     |
| Maximum            |         | 52     |
| Sum                |         | 1484   |

2) Post-Test

**TABLE IV.8**  
**THE STUDENTS' SCORE OF POST-TEST**  
**OF EXPERIMENTAL CLASS**

| No          | Ss  | Aspects Assessed |   |            |              |   |            |            |   |            |         |   |            |          |   | Total      | Score |              |
|-------------|-----|------------------|---|------------|--------------|---|------------|------------|---|------------|---------|---|------------|----------|---|------------|-------|--------------|
|             |     | Content          |   |            | Organization |   |            | Vocabulary |   |            | Grammar |   |            | Spelling |   |            |       |              |
|             |     | Rater            |   | T          | Rater        |   | T          | Rater      |   | T          | Rater   |   | T          | Rater    |   |            |       | T            |
|             |     | 1                | 2 |            | 1            | 2 |            | 1          | 2 |            | 1       | 2 |            | 1        | 2 |            |       |              |
| 1           | S1  | 3                | 2 | 2.5        | 3            | 2 | 2.5        | 3          | 3 | 3          | 2       | 3 | 2.5        | 4        | 3 | 3.5        | 14    | 56           |
| 2           | S2  | 2                | 3 | 2.5        | 3            | 3 | 3          | 3          | 3 | 3          | 3       | 2 | 2.5        | 3        | 3 | 3          | 14    | 56           |
| 3           | S3  | 3                | 3 | 3          | 3            | 3 | 3          | 3          | 3 | 3          | 3       | 2 | 2.5        | 3        | 3 | 3          | 14.5  | 58           |
| 4           | S4  | 2                | 2 | 2          | 2            | 2 | 2          | 2          | 2 | 2          | 2       | 2 | 2          | 3        | 2 | 2.5        | 10.5  | 42           |
| 5           | S5  | 2                | 2 | 2          | 2            | 2 | 2          | 2          | 2 | 2          | 2       | 2 | 2          | 2        | 2 | 2          | 10    | 40           |
| 6           | S6  | 2                | 3 | 2.5        | 2            | 3 | 2.5        | 2          | 3 | 2.5        | 2       | 2 | 2          | 3        | 2 | 2.5        | 12    | 48           |
| 7           | S7  | 3                | 3 | 3          | 3            | 3 | 3          | 3          | 3 | 3          | 3       | 3 | 3          | 3        | 3 | 3          | 15    | 60           |
| 8           | S8  | 3                | 3 | 3          | 4            | 3 | 3.5        | 3          | 2 | 2.5        | 3       | 3 | 3          | 3        | 3 | 3          | 15    | 60           |
| 9           | S9  | 2                | 3 | 2.5        | 3            | 3 | 3          | 3          | 3 | 3          | 3       | 2 | 2.5        | 3        | 2 | 2.5        | 13.5  | 54           |
| 10          | S10 | 3                | 3 | 3          | 3            | 3 | 3          | 3          | 2 | 2.5        | 2       | 3 | 2.5        | 3        | 3 | 3          | 14    | 56           |
| 11          | S11 | 3                | 3 | 3          | 3            | 4 | 3.5        | 3          | 3 | 3          | 3       | 3 | 3          | 3        | 3 | 3          | 15.5  | 62           |
| 12          | S12 | 3                | 4 | 3.5        | 3            | 3 | 3          | 3          | 2 | 2.5        | 3       | 3 | 3          | 3        | 3 | 3          | 15    | 60           |
| 13          | S13 | 3                | 4 | 3.5        | 3            | 3 | 3          | 3          | 3 | 3          | 2       | 3 | 2.5        | 3        | 3 | 3          | 15    | 60           |
| 14          | S14 | 3                | 3 | 3          | 2            | 3 | 2.5        | 2          | 3 | 2.5        | 2       | 3 | 2.5        | 3        | 3 | 3          | 13.5  | 54           |
| 15          | S15 | 3                | 3 | 3          | 3            | 3 | 3          | 3          | 3 | 3          | 2       | 2 | 2          | 3        | 3 | 3          | 14    | 56           |
| 16          | S16 | 3                | 2 | 2.5        | 2            | 2 | 2          | 2          | 2 | 2          | 2       | 3 | 2.5        | 3        | 3 | 3          | 12    | 48           |
| 17          | S17 | 3                | 3 | 3          | 3            | 3 | 3          | 3          | 3 | 3          | 2       | 2 | 2          | 3        | 3 | 3          | 14    | 56           |
| 18          | S18 | 2                | 3 | 2.5        | 3            | 3 | 3          | 3          | 3 | 3          | 3       | 2 | 2.5        | 3        | 3 | 3          | 14    | 56           |
| 19          | S19 | 3                | 3 | 3          | 3            | 2 | 2.5        | 3          | 3 | 3          | 3       | 3 | 3          | 3        | 3 | 3          | 14.5  | 58           |
| 20          | S20 | 3                | 3 | 3          | 2            | 2 | 2          | 3          | 2 | 2.5        | 2       | 2 | 2          | 3        | 3 | 3          | 12.5  | 50           |
| 21          | S21 | 3                | 3 | 3          | 3            | 4 | 3.5        | 3          | 3 | 3          | 2       | 3 | 2.5        | 3        | 3 | 3          | 15    | 60           |
| 22          | S22 | 3                | 3 | 3          | 3            | 3 | 3          | 3          | 3 | 3          | 2       | 3 | 2.5        | 3        | 3 | 3          | 14.5  | 58           |
| 23          | S23 | 3                | 3 | 3          | 3            | 4 | 3.5        | 3          | 3 | 3          | 3       | 3 | 3          | 3        | 3 | 3          | 15.5  | 62           |
| 24          | S24 | 2                | 3 | 2.5        | 2            | 3 | 2.5        | 2          | 3 | 2.5        | 2       | 3 | 2.5        | 2        | 2 | 2          | 12    | 48           |
| 25          | S25 | 2                | 3 | 2.5        | 1            | 2 | 1.5        | 2          | 3 | 2.5        | 1       | 2 | 1.5        | 3        | 2 | 2.5        | 10.5  | 42           |
| 26          | S26 | 2                | 2 | 2          | 2            | 2 | 2          | 2          | 2 | 2          | 1       | 2 | 1.5        | 3        | 3 | 3          | 10.5  | 42           |
| 27          | S27 | 3                | 3 | 3          | 2            | 3 | 2.5        | 3          | 3 | 3          | 2       | 2 | 2          | 2        | 2 | 2          | 12.5  | 50           |
| 28          | S28 | 3                | 3 | 3          | 3            | 3 | 3          | 3          | 3 | 3          | 3       | 3 | 3          | 3        | 3 | 3          | 15    | 60           |
| 29          | S29 | 2                | 3 | 2.5        | 2            | 3 | 2.5        | 3          | 3 | 3          | 2       | 2 | 2          | 3        | 3 | 3          | 13    | 52           |
| 30          | S30 | 3                | 3 | 3          | 3            | 3 | 3          | 3          | 3 | 3          | 2       | 2 | 2          | 3        | 3 | 3          | 14    | 56           |
| 31          | S31 | 3                | 3 | 3          | 3            | 3 | 3          | 2          | 2 | 2          | 2       | 3 | 2.5        | 3        | 3 | 3          | 13.5  | 54           |
| 32          | S32 | 2                | 2 | 2          | 2            | 3 | 2.5        | 2          | 3 | 2.5        | 2       | 3 | 2.5        | 3        | 3 | 3          | 12.5  | 50           |
| 33          | S33 | 2                | 2 | 2          | 1            | 2 | 1.5        | 2          | 3 | 2.5        | 1       | 2 | 1.5        | 3        | 3 | 3          | 10.5  | 42           |
| 34          | S34 | 3                | 2 | 2.5        | 3            | 3 | 3          | 3          | 2 | 2.5        | 2       | 2 | 2          | 3        | 3 | 3          | 13    | 52           |
| 35          | S35 | 2                | 2 | 2          | 2            | 2 | 2          | 2          | 2 | 2          | 2       | 2 | 2          | 3        | 2 | 2.5        | 10.5  | 42           |
| 36          | S36 | 3                | 3 | 3          | 4            | 3 | 3.5        | 4          | 3 | 3.5        | 3       | 3 | 3          | 3        | 3 | 3          | 16    | 64           |
| 37          | S37 | 3                | 3 | 3          | 3            | 4 | 3.5        | 3          | 3 | 3          | 3       | 3 | 3          | 3        | 3 | 3          | 15.5  | 62           |
| 38          | S38 | 3                | 2 | 2.5        | 3            | 3 | 3          | 3          | 3 | 3          | 2       | 2 | 2          | 3        | 3 | 3          | 13.5  | 54           |
| 39          | S39 | 3                | 3 | 3          | 3            | 3 | 3          | 2          | 3 | 2.5        | 2       | 3 | 2.5        | 3        | 3 | 3          | 14    | 56           |
| <b>Mean</b> |     |                  |   | <b>2.7</b> |              |   | <b>2.7</b> |            |   | <b>2.7</b> |         |   | <b>2.4</b> |          |   | <b>2.9</b> |       | <b>53.74</b> |

Based on the table of writing components of students' writing ability at experiment class above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 2.4 and the highest mean score was spelling; 2.9 while content of students' writing was 2.7, organization was 2.7, and vocabulary was 2.7.

According to the writing assessment of State Islamic Senior High School (MAN) Tembilahan, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above was categorized into competent enough to competent, so this indicates that the students still had average ability in using those components that had important role in writing. However, the total of mean score of students' writing ability at post-test of experimental class was 53.74.

**TABLE IV.9**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST**  
**SCORES OF EXPERIMENT CLASS**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 40 | 1         | 2.6     | 2.6           | 2.6                |
| 42       | 5         | 12.8    | 12.8          | 15.4               |
| 48       | 3         | 7.7     | 7.7           | 23.1               |
| 50       | 3         | 7.7     | 7.7           | 30.8               |
| 52       | 2         | 5.1     | 5.1           | 35.9               |
| 54       | 4         | 10.3    | 10.3          | 46.2               |
| 56       | 8         | 20.5    | 20.5          | 66.7               |
| 58       | 3         | 7.7     | 7.7           | 74.4               |
| 60       | 6         | 15.4    | 15.4          | 89.7               |
| 62       | 3         | 7.7     | 7.7           | 97.4               |
| 64       | 1         | 2.6     | 2.6           | 100.0              |
| Total    | 39        | 100.0   | 100.0         |                    |



Referring to the table above, it shows that there was 1 student who got 40 (2.6%), 5 students who got 42 (12.8%), 3 students who got 48 (7.7%), 3 students who got 50 (7.7%), 2 students who got 52 (5.1%), 4 students who got 54 (10.3%), 8 students who got 56 (20.5%), 3 students who got 58 (7.7%), 6 students who got 60 (15.4%), 3 student who got 62 (7.7%), and 1 student who got 64 (2.6%).

Based on table above, it can be seen that the total number of students was 38 students. The highest score was 64 and the lowest score was 40. The highest frequency was 8 at the score of 56. While, the statistic of these data is in the following table:

**TABLE IV.10  
STATISTICS**

|                    |         |        |
|--------------------|---------|--------|
| N                  | Valid   | 39     |
|                    | Missing | 0      |
| Mean               |         | 53.74  |
| Std. Error of Mean |         | 1.060  |
| Median             |         | 56.00  |
| Mode               |         | 56     |
| Std. Deviation     |         | 6.620  |
| Variance           |         | 43.827 |
| Range              |         | 24     |
| Minimum            |         | 40     |
| Maximum            |         | 64     |
| Sum                |         | 2096   |

**TABLE IV.11**  
**THE STUDENTS' SCORE OF POST-TEST**  
**OF CONTROL CLASS**

| No          | Ss  | Aspects Assessed |   |     |              |   |     |            |             |     |         |   |             |          |   | Total | Score    |    |  |  |             |  |  |              |
|-------------|-----|------------------|---|-----|--------------|---|-----|------------|-------------|-----|---------|---|-------------|----------|---|-------|----------|----|--|--|-------------|--|--|--------------|
|             |     | Content          |   |     | Organization |   |     | Vocabulary |             |     | Grammar |   |             | Spelling |   |       |          |    |  |  |             |  |  |              |
|             |     | Rater            |   | T   | Rater        |   | T   | Rater      |             | T   | Rater   |   | T           | Rater    |   |       |          | T  |  |  |             |  |  |              |
|             |     | 1                | 2 |     | 1            | 2 |     | 1          | 2           |     | 1       | 2 |             | 1        | 2 |       |          |    |  |  |             |  |  |              |
| 1           | S1  | 3                | 4 | 3.5 | 3            | 2 | 2.5 | 3          | 3           | 3   | 2       | 2 | 2           | 3        | 2 | 2.5   | 13.5     | 54 |  |  |             |  |  |              |
| 2           | S2  | 3                | 2 | 2.5 | 2            | 2 | 2   | 2          | 2           | 2   | 3       | 2 | 2.5         | 2        | 2 | 2     | 11       | 44 |  |  |             |  |  |              |
| 3           | S3  | 2                | 2 | 2   | 3            | 2 | 2.5 | 3          | 2           | 2.5 | 2       | 2 | 2           | 2        | 3 | 2.5   | 11.5     | 46 |  |  |             |  |  |              |
| 4           | S4  | 3                | 2 | 2.5 | 2            | 2 | 2   | 3          | 2           | 2.5 | 3       | 2 | 2.5         | 4        | 3 | 3.5   | 13       | 52 |  |  |             |  |  |              |
| 5           | S5  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2 | 2.5   | 10.5     | 42 |  |  |             |  |  |              |
| 6           | S6  | 2                | 2 | 2   | 2            | 2 | 2   | 3          | 2           | 2.5 | 2       | 2 | 2           | 3        | 2 | 2.5   | 11       | 44 |  |  |             |  |  |              |
| 7           | S7  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 2        | 3 | 2.5   | 10.5     | 42 |  |  |             |  |  |              |
| 8           | S8  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 2        | 3 | 2.5   | 10.5     | 42 |  |  |             |  |  |              |
| 9           | S9  | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 2        | 3 | 2.5   | 10.5     | 42 |  |  |             |  |  |              |
| 10          | S10 | 3                | 2 | 2.5 | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2 | 2.5   | 11       | 44 |  |  |             |  |  |              |
| 11          | S11 | 2                | 2 | 2   | 2            | 3 | 2.5 | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3 | 3     | 11.5     | 46 |  |  |             |  |  |              |
| 12          | S12 | 2                | 2 | 2   | 2            | 3 | 2.5 | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2 | 2.5   | 11       | 44 |  |  |             |  |  |              |
| 13          | S13 | 3                | 2 | 2.5 | 3            | 2 | 2.5 | 3          | 2           | 2.5 | 2       | 2 | 2           | 3        | 3 | 3     | 12.5     | 50 |  |  |             |  |  |              |
| 14          | S14 | 2                | 2 | 2   | 3            | 2 | 2.5 | 3          | 2           | 2.5 | 2       | 2 | 2           | 3        | 2 | 2.5   | 11.5     | 46 |  |  |             |  |  |              |
| 15          | S15 | 2                | 2 | 2   | 1            | 2 | 1.5 | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3 | 3     | 10.5     | 42 |  |  |             |  |  |              |
| 16          | S16 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 2        | 2 | 2     | 10       | 40 |  |  |             |  |  |              |
| 17          | S17 | 3                | 2 | 2.5 | 3            | 2 | 2.5 | 3          | 2           | 2.5 | 2       | 2 | 2           | 2        | 2 | 2     | 11.5     | 46 |  |  |             |  |  |              |
| 18          | S18 | 3                | 2 | 2.5 | 2            | 3 | 2.5 | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3 | 3     | 12       | 48 |  |  |             |  |  |              |
| 19          | S19 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3 | 3     | 11       | 44 |  |  |             |  |  |              |
| 20          | S20 | 2                | 2 | 2   | 3            | 2 | 2.5 | 3          | 2           | 2.5 | 2       | 2 | 2           | 2        | 2 | 2     | 11       | 44 |  |  |             |  |  |              |
| 21          | S21 | 3                | 2 | 2.5 | 3            | 3 | 3   | 3          | 2           | 2.5 | 3       | 2 | 2.5         | 3        | 2 | 2.5   | 13       | 52 |  |  |             |  |  |              |
| 22          | S22 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2 | 2.5   | 10.5     | 42 |  |  |             |  |  |              |
| 23          | S23 | 2                | 2 | 2   | 1            | 2 | 1.5 | 2          | 2           | 2   | 2       | 2 | 2           | 2        | 2 | 2     | 9.5      | 38 |  |  |             |  |  |              |
| 24          | S24 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 1 | 1.5         | 2        | 3 | 2.5   | 10       | 40 |  |  |             |  |  |              |
| 25          | S25 | 3                | 2 | 2.5 | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2 | 2.5   | 11       | 44 |  |  |             |  |  |              |
| 26          | S26 | 3                | 2 | 2.5 | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2 | 2.5   | 11       | 44 |  |  |             |  |  |              |
| 27          | S27 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 1 | 1.5         | 3        | 2 | 2.5   | 10       | 40 |  |  |             |  |  |              |
| 28          | S28 | 2                | 2 | 2   | 3            | 3 | 3   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2 | 2.5   | 11.5     | 46 |  |  |             |  |  |              |
| 29          | S29 | 3                | 2 | 2.5 | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3 | 3     | 11.5     | 46 |  |  |             |  |  |              |
| 30          | S30 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 2        | 3 | 2.5   | 10       | 40 |  |  |             |  |  |              |
| 31          | S31 | 3                | 2 | 2.5 | 3            | 2 | 2.5 | 3          | 2           | 2.5 | 2       | 2 | 2           | 2        | 3 | 2.5   | 12       | 48 |  |  |             |  |  |              |
| 32          | S32 | 2                | 2 | 2   | 2            | 2 | 2   | 3          | 3           | 3   | 3       | 3 | 3           | 3        | 3 | 3     | 13       | 52 |  |  |             |  |  |              |
| 33          | S33 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 2 | 2.5   | 10.5     | 42 |  |  |             |  |  |              |
| 34          | S34 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 2        | 2 | 2     | 10       | 40 |  |  |             |  |  |              |
| 35          | S35 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 2        | 2 | 2     | 10       | 40 |  |  |             |  |  |              |
| 36          | S36 | 2                | 2 | 2   | 2            | 2 | 2   | 3          | 2           | 2.5 | 2       | 2 | 2           | 3        | 2 | 2.5   | 11       | 44 |  |  |             |  |  |              |
| 37          | S37 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 1       | 2 | 1.5         | 2        | 2 | 2     | 9.5      | 38 |  |  |             |  |  |              |
| 38          | S38 | 2                | 2 | 2   | 2            | 2 | 2   | 2          | 2           | 2   | 2       | 2 | 2           | 3        | 3 | 3     | 11       | 44 |  |  |             |  |  |              |
| <b>Mean</b> |     |                  |   |     | <b>2.18</b>  |   |     |            | <b>2.16</b> |     |         |   | <b>2.18</b> |          |   |       | <b>2</b> |    |  |  | <b>2.53</b> |  |  | <b>44.26</b> |

Based on the table of writing components of students' writing ability at control class above, it can be seen that the students' writing ability in each component was various proven by each mean of each component; content, organization, vocabulary, grammar, and spelling. Among the five components that have been mentioned, the lowest mean score was grammar; 2 and the highest mean score was spelling; 2.53 while content of students' writing was 2.18, organization was 2.16 and vocabulary was 2.18.

According to the writing assessment of State Islamic Senior High School (MAN) Tembilahan, the lowest score is 1 (incompetent) and the highest score is 4 (very competent), while the score of 2 is competent enough, and 3 is competent. Referring to that assessment, the score of students' writing above was categorized into incompetent to enough competent, so this indicates that the students still had low ability in using those components that had important role in writing. However, the total of mean score of students' writing ability at post-test of control class was 44.26

**TABLE IV.12**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST SCORES OF CONTROL CLASS**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 38 | 2         | 5.3     | 5.3           | 5.3                |
| 40       | 6         | 15.8    | 15.8          | 21.1               |
| 42       | 7         | 18.4    | 18.4          | 39.5               |
| 44       | 10        | 26.3    | 26.3          | 65.8               |
| 46       | 6         | 15.8    | 15.8          | 81.6               |
| 48       | 2         | 5.3     | 5.3           | 86.8               |
| 50       | 1         | 2.6     | 2.6           | 89.5               |
| 52       | 3         | 7.9     | 7.9           | 97.4               |
| 54       | 1         | 2.6     | 2.6           | 100.0              |
| Total    | 39        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that there were 2 students who got 38 (5.3%), 6 students who got 40 (15.8%), 7 students who got 42 (18.4%), 10 students who got 44 (26.3%), 6 students who got 46 (15.8%), 2 students who got 48 (5.3%), 1 student who got 50 (2.6%), 3 students who got 52 (7.9%), and 1 students who got 54 (2.6%).

Based on the table above, it can be seen that the total number of students was 38 students. The highest score was 54, and the lowest score was 38. The highest frequency was 10 at score of 44. While, the statistic of these data is in the following table:

**TABLE IV.13  
STATISTICS**

|                    |         |        |
|--------------------|---------|--------|
| N                  | Valid   | 38     |
|                    | Missing | 0      |
| Mean               |         | 44.26  |
| Std. Error of Mean |         | .641   |
| Median             |         | 44.00  |
| Mode               |         | 44     |
| Std. Deviation     |         | 3.950  |
| Variance           |         | 15.605 |
| Range              |         | 16     |
| Minimum            |         | 38     |
| Maximum            |         | 54     |
| Sum                |         | 1682   |

However, generally the statistical description of data can be seen in the following table description:

**TABLE IV.14**  
**STATISTICAL DESCRIPTION BOTH PRE AND POST TEST**  
**OF EXPERIMENTAL AND CONTROL CLASS**

|                    |         | Pre-Ex | Pre-Con | Post-Ex | Post-Con |
|--------------------|---------|--------|---------|---------|----------|
| N                  | valid   | 39     | 38      | 39      | 38       |
|                    | missing | 0      | 0       | 0       | 0        |
| Mean               |         | 39.23  | 39.05   | 53.74   | 44.26    |
| Std. Error of Mean |         | .715   | .866    | 1.060   | .641     |
| Median             |         | 38.00  | 38.00   | 56.00   | 44.00    |
| Mode               |         | 36     | 36      | 56      | 44       |
| Std. Deviation     |         | 4.463  | 5.337   | 6.620   | 3.950    |
| Variance           |         | 19.919 | 28.484  | 43.827  | 15.605   |
| Range              |         | 20     | 22      | 24      | 16       |
| Minimum            |         | 30     | 30      | 40      | 38       |
| Maximum            |         | 50     | 52      | 64      | 54       |
| Sum                |         | 1530   | 1484    | 2096    | 1682     |

Based on the statistical description table above, it shows the detail description of all the data. It can be seen from the differences of mean, std. error of mean, median, mode, std. deviation and other data of both experimental and control class.

### **C. The Reliability and Validity**

The test used for testing students' writing ability had to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.<sup>1</sup> It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the

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<sup>1</sup> Op.cit. L.R. Gay. P. 169

writing test, the writer as the researcher used inter rater reliability, because the writer had two raters in order to score the students' writing ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using pearson product moment correlation formula through SPSS 17 Version:

**TABLE IV.15  
CORRELATIONS**

|         |                     | Rater.1 | Rater.2 |
|---------|---------------------|---------|---------|
| Rater.1 | Pearson Correlation | 1       | .687**  |
|         | Sig. (2-tailed)     |         | .000    |
|         | N                   | 39      | 39      |
| Rater.2 | Pearson Correlation | .687**  | 1       |
|         | Sig. (2-tailed)     | .000    |         |
|         | N                   | 39      | 39      |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation is 0.687 will be correlate to r table, df=76. Because df=76 was not found from the r table, so the writer took df=75 to be correlated either at level 5% or 1%. At level 5% r table is 0.227, while at level 1% r table is 0.296. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the writer concluded that there is a significant correlation between score of rater 1 and score of rater 2. In other words, the writing test is reliable. The reliability of writing test is moderate.

To know the validity of the test, the writer used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured is called content validity.<sup>2</sup> It means the test had fulfilled the validity of the content. In other words, the materials of the test had been taught at the second year of MAN Tembilahan. It was familiar materials to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials were taken from the guide book for the students and other related resources. Here, the writer as the researcher prepared some topics based on the topics discussed at the time. The topic would be chosen freely by students and they wrote an analytical exposition text based on topic chosen.

#### **D. The Data Analysis**

The data analysis presents the statistical result followed by the discussion about how students' ability in writing analytical exposition text by using RAFT strategy is, how students' ability in writing analytical exposition text without using RAFT strategy is, and the significant effect of using RAFT strategy toward ability in writing analytical exposition text at the second year students of MAN Tembilahan. The writer used regression formula from SPSS.17 version to analyze the effect of using RAFT strategy toward ability in writing analytical exposition text at the second year students of State Islamic Senior High School Tembilahan.

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<sup>2</sup> Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu.2006. p. 23

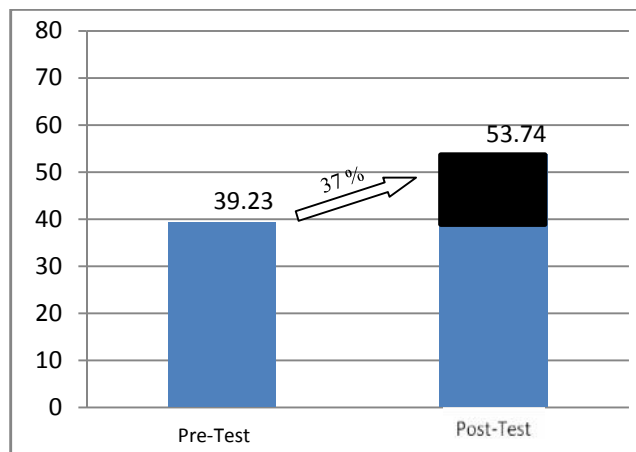
**1. The Data Analysis of Students' Ability in Writing Analytical Exposition  
Text by Using RAFT Strategy**

**TABLE IV.16  
THE STUDENTS' WRITING SCORE  
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS**

| No          | Students | Pre-test     | Post-test    | Gain         | Percentage |
|-------------|----------|--------------|--------------|--------------|------------|
| 1           | S1       | 42           | 56           | 14           | 33%        |
| 2           | S2       | 40           | 56           | 16           | 40%        |
| 3           | S3       | 36           | 58           | 22           | 61%        |
| 4           | S4       | 36           | 42           | 6            | 17%        |
| 5           | S5       | 36           | 40           | 4            | 11%        |
| 6           | S6       | 40           | 48           | 8            | 20%        |
| 7           | S7       | 36           | 60           | 24           | 67%        |
| 8           | S8       | 38           | 60           | 22           | 58%        |
| 9           | S9       | 36           | 54           | 18           | 50%        |
| 10          | S10      | 40           | 56           | 16           | 40%        |
| 11          | S11      | 42           | 62           | 20           | 48%        |
| 12          | S12      | 38           | 60           | 22           | 58%        |
| 13          | S13      | 44           | 60           | 16           | 36%        |
| 14          | S14      | 34           | 54           | 20           | 59%        |
| 15          | S15      | 44           | 56           | 12           | 27%        |
| 16          | S16      | 30           | 48           | 18           | 60%        |
| 17          | S17      | 44           | 56           | 12           | 27%        |
| 18          | S18      | 36           | 56           | 20           | 56%        |
| 19          | S19      | 42           | 58           | 16           | 38%        |
| 20          | S20      | 36           | 50           | 14           | 39%        |
| 21          | S21      | 48           | 60           | 12           | 25%        |
| 22          | S22      | 40           | 58           | 18           | 45%        |
| 23          | S23      | 48           | 62           | 14           | 29%        |
| 24          | S24      | 40           | 48           | 8            | 20%        |
| 25          | S25      | 36           | 42           | 6            | 17%        |
| 26          | S26      | 38           | 42           | 4            | 11%        |
| 27          | S27      | 38           | 50           | 12           | 32%        |
| 28          | S28      | 48           | 60           | 12           | 25%        |
| 29          | S29      | 40           | 52           | 12           | 30%        |
| 30          | S30      | 34           | 56           | 22           | 65%        |
| 31          | S31      | 36           | 54           | 18           | 50%        |
| 32          | S32      | 40           | 50           | 10           | 25%        |
| 33          | S33      | 36           | 42           | 6            | 17%        |
| 34          | S34      | 34           | 52           | 18           | 53%        |
| 35          | S35      | 34           | 42           | 8            | 24%        |
| 36          | S36      | 38           | 64           | 26           | 68%        |
| 37          | S37      | 42           | 62           | 20           | 48%        |
| 38          | S38      | 40           | 54           | 14           | 35%        |
| 39          | S39      | 50           | 56           | 6            | 12%        |
| <b>Mean</b> |          | <b>39.23</b> | <b>53.74</b> | <b>14.51</b> | <b>37%</b> |



The table above describes about the differences between students' writing score before and after giving treatment at experimental class. Before giving a treatment, the students' writing mean score was about 39.23, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' writing ability improved. It was 53.74. The improvement of each students was various, there was drastically improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.



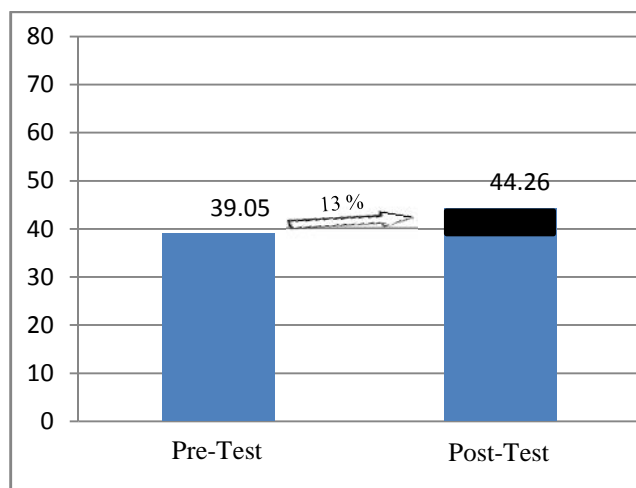
Referring to the chart above, the students' writing score improved. It means that the students' ability in writing analytical exposition text became better after using RAFT strategy. The students' writing score at the pre-test to post-test improved 37%.

**2. The Analysis of Students' Ability in Writing Analytical Exposition Text without Using RAFT Strategy**

**TABLE IV.17  
THE STUDENTS' WRITING SCORE  
AT PRE-TEST TO POST-TEST AT CONTROL CLASS**

| No          | Students | Pre-test     | Post-test    | Gain        | Percentage |
|-------------|----------|--------------|--------------|-------------|------------|
| 1           | S1       | 42           | 54           | 12          | 29%        |
| 2           | S2       | 36           | 44           | 8           | 22%        |
| 3           | S3       | 36           | 46           | 10          | 28%        |
| 4           | S4       | 44           | 52           | 8           | 18%        |
| 5           | S5       | 36           | 42           | 6           | 17%        |
| 6           | S6       | 38           | 44           | 6           | 16%        |
| 7           | S7       | 36           | 42           | 6           | 17%        |
| 8           | S8       | 34           | 42           | 8           | 24%        |
| 9           | S9       | 32           | 42           | 10          | 31%        |
| 10          | S10      | 40           | 44           | 4           | 10%        |
| 11          | S11      | 40           | 46           | 6           | 15%        |
| 12          | S12      | 42           | 44           | 2           | 5%         |
| 13          | S13      | 36           | 50           | 14          | 39%        |
| 14          | S14      | 42           | 46           | 4           | 10%        |
| 15          | S15      | 40           | 42           | 2           | 5%         |
| 16          | S16      | 36           | 40           | 4           | 11%        |
| 17          | S17      | 36           | 46           | 10          | 28%        |
| 18          | S18      | 52           | 48           | -4          | -8%        |
| 19          | S19      | 40           | 44           | 4           | 10%        |
| 20          | S20      | 36           | 44           | 8           | 22%        |
| 21          | S21      | 50           | 52           | 2           | 4%         |
| 22          | S22      | 38           | 42           | 4           | 11%        |
| 23          | S23      | 30           | 38           | 8           | 27%        |
| 24          | S24      | 32           | 40           | 8           | 25%        |
| 25          | S25      | 34           | 44           | 10          | 29%        |
| 26          | S26      | 38           | 44           | 6           | 16%        |
| 27          | S27      | 42           | 40           | -2          | -5%        |
| 28          | S28      | 42           | 46           | 4           | 10%        |
| 29          | S29      | 46           | 46           | 0           | 0%         |
| 30          | S30      | 30           | 40           | 10          | 33%        |
| 31          | S31      | 38           | 48           | 10          | 26%        |
| 32          | S32      | 52           | 52           | 0           | 0%         |
| 33          | S33      | 34           | 42           | 8           | 24%        |
| 34          | S34      | 40           | 40           | 0           | 0%         |
| 35          | S35      | 40           | 40           | 0           | 0%         |
| 36          | S36      | 44           | 44           | 0           | 0%         |
| 37          | S37      | 36           | 38           | 2           | 6%         |
| 38          | S38      | 44           | 44           | 0           | 0%         |
| <b>Mean</b> |          | <b>39.05</b> | <b>44.26</b> | <b>5.21</b> | <b>13%</b> |

The table above describes about the differences between students' writing score at pre-test and post-test at control class. At the pre-test, the students' writing mean score was about 39.05. While at the post-test, the mean score of students' writing ability improved. It was 44.26. The improvement of each students was various, there was drastically improved, but there was not drastically improved. But generally, the improvement can be seen at mean score.



Reffering to the chart above, the students' writing score improved. The students' writing score at the pre-test to post-test improved 13%. It means that the students without using RAFT strategy had low improvement.

**3. The Analysis of Significant Difference of Improvement of Students' Writing Ability by Using RAFT Strategy and without Using RAFT Strategy**

**TABLE IV.18  
THE STUDENTS' WRITING SCORE  
OF POST-TEST AT EXPERIMENT AND CONTROL CLASS**

| No          | Students | Control      | Experiment   |
|-------------|----------|--------------|--------------|
| 1           | S1       | 54           | 56           |
| 2           | S2       | 44           | 56           |
| 3           | S3       | 46           | 58           |
| 4           | S4       | 52           | 42           |
| 5           | S5       | 42           | 40           |
| 6           | S6       | 44           | 48           |
| 7           | S7       | 42           | 60           |
| 8           | S8       | 42           | 60           |
| 9           | S9       | 42           | 54           |
| 10          | S10      | 44           | 56           |
| 11          | S11      | 46           | 62           |
| 12          | S12      | 44           | 60           |
| 13          | S13      | 50           | 60           |
| 14          | S14      | 46           | 54           |
| 15          | S15      | 42           | 56           |
| 16          | S16      | 40           | 48           |
| 17          | S17      | 46           | 56           |
| 18          | S18      | 48           | 56           |
| 19          | S19      | 44           | 58           |
| 20          | S20      | 44           | 50           |
| 21          | S21      | 52           | 60           |
| 22          | S22      | 42           | 58           |
| 23          | S23      | 38           | 62           |
| 24          | S24      | 40           | 48           |
| 25          | S25      | 44           | 42           |
| 26          | S26      | 44           | 42           |
| 27          | S27      | 40           | 50           |
| 28          | S28      | 46           | 60           |
| 29          | S29      | 46           | 52           |
| 30          | S30      | 40           | 56           |
| 31          | S31      | 48           | 54           |
| 32          | S32      | 52           | 50           |
| 33          | S33      | 42           | 42           |
| 34          | S34      | 40           | 52           |
| 35          | S35      | 40           | 42           |
| 36          | S36      | 44           | 64           |
| 37          | S37      | 38           | 62           |
| 38          | S38      | 44           | 54           |
| 39          | S39      |              | 56           |
| <b>Mean</b> |          | <b>44.26</b> | <b>53.74</b> |

The table above describes about the comparison between students' writing score of both experimental and control class after giving treatment. The mean of score of experimental class is 53.74 while the mean score of control class is 44.26. Both of the classes have their improvement from pre-test score, but the improvement is different; the score of students' writing ability at experimental is higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment. The score of experimental class was better than control class.

Besides, from the analysis at table 16 and 17 above, it can be seen that there is a different improvement of students' writing ability at Experimental and Control class. It showed that the difference of mean score improvement at the experimental class was 14.51 by percentage 37% while at control class was 5.21 by percentage 13%.

Based on the percentage influence found for both classes, it is clear that the percentage of influence improvement of RAFT strategy on students' writing ability is higher than control class. It means that the RAFT strategy is one of the factors that gives the influence toward students' writing ability. It can be proved from the influence of improvement of RAFT strategy itself was 37%, while the students without using RAFT strategy influenced 13%.

After knowing about the percentage of different improvement from both of the classes, to know clearly and to know the significant difference

of both classes, then the writer analyzed it by using independent sample T-Test.

**TABLE IV.19  
GROUP STATISTICS**

|   | X | N  | Mean  | Std. Deviation | Std. Error Mean |
|---|---|----|-------|----------------|-----------------|
| Y | 1 | 38 | 44.26 | 3.950          | .641            |
|   | 2 | 39 | 53.74 | 6.620          | 1.060           |

Based on the table above, it can be seen that the total students' from each class, the control class consisted of 38 students; while for the experimental class consisted of 39 students. The mean of control class was 44.26, and mean of experimental class was 53.74. Standard deviation from control class was 3.950, while standard deviation from experimental class was 6.620. Standard error mean from control class was 0.641, and experimental class was 1.060.

**TABLE IV.20  
INDEPENDENT SAMPLES TEST**

|   |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|---|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|   |                             |   |      |                              |        |                 |                 |                       | 95% Confidence Interval of the Difference |        |
|   |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower                                     | Upper  |
| Y | Equal variances assumed     | 10.350                                  | .002 | -7.606                       | 75     | .000            | -9.480          | 1.246                 | -11.964                                   | -6.997 |
|   | Equal variances not assumed |   |      | -7.653                       | 62.302 | .000            | -9.480          | 1.239                 | -11.956                                   | -7.005 |

Independent-Sample T-test shows Levene's Test to know the same variance.

Significant value > Significant (0.05)

Significant value < Significant (0.05)

Based on the output SPSS above, it can be seen that Significant value (0.000) < Significant (0.05). It can be concluded that there is a significant difference of both classes; experimental class by using RAFT strategy and control class without using RAFT strategy.

**4. The Analysis of Significant Effect of Using RAFT Strategy toward Ability in Writing Analytical Exposition Text by Using Regression Formula**

**TABLE IV.21  
DESCRIPTIVE STATISTICS**

|           | Mean  | Std. Deviation | N  |
|-----------|-------|----------------|----|
| Pre.Test  | 39.23 | 4.463          | 39 |
| Post.Test | 53.74 | 6.620          | 39 |

Based on the table above, it can be seen that the mean score of students' writing at pre-test is 39.23 and 53.74 at the post test.

**TABLE IV.22  
CORRELATIONS**

|                     |           | Pre.Test | Post.Test |
|---------------------|-----------|----------|-----------|
| Pearson Correlation | Pre.Test  | 1.000    | .485      |
|                     | Post.Test | .485     | 1.000     |
| Sig. (1-tailed)     | Pre.Test  | .        | .001      |
|                     | Post.Test | .001     | .         |
| N                   | Pre.Test  | 39       | 39        |
|                     | Post.Test | 39       | 39        |

The correlation between pre-test and post-test is 0.485. Based on the table of interpretation of coefficient correlation product moment in Hartono,<sup>3</sup> the strength of relationship for the coefficient of  $r = 0.485$  is moderate relationship.

**TABLE IV.23**  
**VARIABLES ENTERED/REMOVED<sup>B</sup>**

| Model | Variables Entered      | Variables Removed | Method |
|-------|------------------------|-------------------|--------|
| 1     | Post.Test <sup>a</sup> |                   | .Enter |

a. All requested variables entered.

b. Dependent Variable: Pre.Test

**TABLE IV.24**  
**MODEL SUMMARY<sup>B</sup>**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .485 <sup>a</sup> | .235     | .214              | 3.956                      |

a. Predictors: (Constant), Post.Test

b. Dependent Variable: Pre.Test

R square = 0.214 indicates the amount of relationship between pre-test and post-test is about 21.4%. It means that the RAFT strategy contributes 21.4% toward students' writing ability.

**TABLE IV.25**  
**ANOVA<sup>b</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 177.894        | 1  | 177.894     | 11.367 | .002 <sup>a</sup> |
|       | Residual   | 579.029        | 37 | 15.649      |        |                   |
|       | Total      | 756.923        | 38 |             |        |                   |

a. Predictors: (Constant), Post.Test

b. Dependent Variable: Pre.Test

<sup>3</sup> Hartono. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Belajar. p.87



From the table above, it can be seen that  $F_{\text{value}} (11.367) > F_{0.05, 1, 37} (4.11)$  and  $\text{Significant}_{\text{value}} (0.002) < \text{Significant} (0.05)$ . It means that  $H_0$  is rejected, and  $H_a$  is accepted. Referring to the analysis above, it can be concluded that there is a significant effect of using RAFT strategy toward ability in writing analytical exposition text at the second year students of State Islamic Senior High School Tembilahan.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. The Conclusion

Referring to the data analysis and data presentation explained at the chapter IV, finally the writer concludes the answers of the formulation of the problems:

1. Students' ability in writing analytical exposition text by using RAFT strategy is drastically improved. It can be seen from the students' score from pre-test to post-test. The mean score of students' writing at pre-test is 39.23. After giving the treatment, the mean score of students' writing is 53.74. The students' score improves 14.51 by percentage 37 %. It means that students at experimental class using RAFT strategy have better score.
2. Students' ability in writing analytical exposition text without using RAFT strategy is not drastically improved. It can be seen from the students' score from pre-test to post-test. The mean score of students' writing at pre-test is 39.05. While at the post-test, the mean score of students' writing is 44.26. The students' score only improves 5.21 by percentage 13 %. It means that students at control class without using RAFT Strategy still have low score.
3. From the analysis of regression formula, there is a significant effect of using RAFT strategy toward students' ability in writing analytical exposition text at the second year students of State Islamic Senior High School (MAN) Tembilahan. The  $H_0$  is rejected and  $H_a$  is accepted

because  $F_{\text{value}} (11.367) > F_{0.05,1,37} (4.11)$  and  $\text{Significant}_{\text{value}}(0.002) < \text{Significant} (0.05)$ . Besides, the mean of students' score at experimental class improved drastically. The mean score of students' writing at pre-test is 39.23. After giving the treatment, the mean score of students' writing is 53.74. The students' score improves 14.51 by percentage 37 %. While, at the control class, the mean score of students' writing at pre-test is 39.05 and the post-test is 44.26. The students' score only improves 5.21 by percentage 13 %. It means that the students using RAFT stragey toward writing ability have better score than students not using it. Using RAFT strategy gives significant effect on students' ability in writing analytical exposition text.

## **B. The Suggestion**

Pertaining on the research finding, the writer would like to give some suggestion to the teacher, students and the school.

1. In the teaching and learning process, the teacher should use various strategies that are suitable with the teaching material. In teaching writing, especially in writing analytical exposition text, teacher should teach the students about how to use the variables in RAFT strategy. The teacher should make the students involve in the learning process. The teacher should have the students write. By using RAFT strategy, the students will create their own writing based on their perspective of the variables (role, audience, format, topic) of RAFT strategy. Therefore, the students will be easy in writing analytical exposition text. So, it is better for the teacher to

implement the RAFT strategy in his/her classroom. But, in implementing the RAFT strategy, it will be better if the teacher combine it with the other strategies.

2. For the students, they have to have hard effort to improve their writing ability. The students have to have much practice. In writing, the students should know to whom they write, and in what form that their writing are good. The students should consider the variables of RAFT strategy (role, audience, format, and topic) in their writing.
3. For the institution, it will be more effective if this strategy is implemented in the small class because the teacher can control the students' learning activities.

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