



IMPROVING STUDENT'S ABILITY IN WRITING RECOUNT TEXT THROUGH ROLE AUDIENCE FORMAT TOPIC (RAFT) STRATEGY

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Abstract

This Study aims to find out the relevance of adopting the RAFT strategy to improve students' writing abilities in recount text at SMA 2 Kutablang. This research used quantitative design with experimental. The instrument in this research was Test. The participant in this research were 26 tenth grade students of SMAN 2 Kuta Blang. The study focused on evaluating the effectiveness of RAFT (Role, Audience, Format, and Topic) strategies in enhancing students' recount text writing skills. The initial analysis of pre-test scores revealed that students exhibited poor writing skills, particularly in recount texts, characterized by issues in vocabulary, structure, coherence, and mechanical errors. Upon implementing the RAFT strategy, a remarkable improvement was observed, with the average student score increasing from 49 to 78.36. The findings underscored that the RAFT strategy not only positively influenced students' writing skills but also heightened their enthusiasm and engagement in the learning process. Students displayed enhanced imagination, motivation, and willingness to express ideas, contributing to the development of well-crafted recount texts. The strategy addresses various aspects of writing, including content, grammar, structure, vocabulary, and mechanics. By mitigating boredom and fostering active participation, the RAFT strategy emerges as a meaningful and practical approach in the teaching and learning of writing skills, contributing positively to the overall English education curriculum.

Keywords: Writing Skill, Role Audience Format Topic (RAFT)

INTRODUCTION

Writing is a fundamental skill in English and a mode of communication used to convey ideas, expressions, thoughts, and feelings to others. Writing requires a process because it is written communication that includes organized ideas, syntax, etc. According to Margono (2019:1), Writing is crucial since it allows pupils to build their ideas into a strong paragraph. Writing is the most crucial and difficult skill to master compared to others. Therefore, Mulyani (2019: 232), writing serves as an indirect communication tool, functioning as a skill through which students express their thoughts and ideas. This form of communication involves conveying the content of their minds through written expression.

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Writing is an essential component of English teaching. Writing is vital for a variety of reasons. To begin, writing is a talent that demands pupils to generate words in order to communicate in the form of writing. Second, it can help with other language skills, including listening, reading, and speaking (Hamdani, Kristiawan, and Rahmadhani, 2017:138). Thus, Writing is one method of communicating thoughts and information. They can successfully express themselves in writing (Sisalima & Sánchez, 2023:2285).

According to Lindawati & Sada (2014:1), writing is a skill that can be improved occasionally. It allows people to express themselves and share their ideas and points of view with others. Writing is an essential part of schooling. Teachers must teach their students how to write well. Therefore, writing must be connected to the learning process in education or academics, especially when studying a language. Writing is one of the language skills introduced in Senior High School.

Senior high school students study various short functional texts, including description, recount, narrative, procedural, and report. The types of those texts would educate pupils on the social functions, generic structures of each text, and language characteristics of the types. As a result, individuals may compose texts on their own in the correct order of generic structures and with the correct usage of genre-specific language elements.

One of the texts that learn by the students is recounting text. According to Husna & Multazim (2019:53), a recount text retells something that already happened, whereas a narrative text is made up to entertain and teach the readers. The social role of the text is to recount past events chronologically. Experiences, diaries, personal correspondence, and incident reports are examples of recounts. Thus, this text is essential to learn because it helps the students to tell their experiences or events that happened in the past.

Recount text typically consists of three major sections, which are as follows: (1) Orientation: Identify a person or item who acted or became involved in the event, including the time, location, situation, and so on. (2) A chronological arrangement of events. (3) Reorientation: not usually (optional), but it includes personal remarks. People frequently refer to this material while discussing prior experiences or events published for information or pleasure.

However, the majority of the students struggled to write recount text. The researcher discovered that the kids had trouble writing, particularly formal letters, after observing the compositions of Grade 10 students at a senior high school called SMA 2 Kutablang. On the

other hand, students should focus on higher-level planning and organizational skills. The challenge increases if the student's command of the language is limited. Moreover, Tanjung (2017) stated that some of the reasons why writing is more difficult for some students can be divided into two categories: internal and external factors. According to internal factors: (a) students were afraid to write because writing requires them to utilize their linguistic style, even if they had access to sources such as books, newspapers, and the internet. (b) they were terrified of not knowing what to write. (c) several students said writing was challenging because they needed more language, grammar, cohesiveness, and consistency when writing a paragraph or essay. Students who needed help understanding language, grammar, cohesiveness, and consistency in writing paragraphs struggled to write. It happened because they were too indolent to study English books, resulting in a lack of vocabulary and grammar. As a result, they needed to comprehend how to use grammar patterns in writing sentences, paragraphs, essays, and vocabulary.

From the outside, the instructor continued to utilize the traditional way of teaching report text, and (b) the teacher did not employ any media in teaching students. Traditional teaching methods are no longer relevant today since they limit students' interest and motivation in the learning process, resulting in pupils who need to be more excited and want to learn more.

The teacher should employ an appropriate method to make writing more enjoyable and exciting. On the other hand, utilizing a strategy may impact the student's ability to teach writing. It can reduce student anxiety and boost writing achievement by employing an effective method (Herlinsari, 2020:4). As a result. The researcher devised a new technique for teaching writing, the RAFT strategy, to assist students with difficulty creating recount texts.

According to Samosa et al. (2021:58), RAFT is regarded as an effective writing method for resolving some of the challenges students encounter while learning to write. Umaemah, Latief, and Irawati (2017:3) also said that RAFT (Role-Audience-Format-Topic) assists students in understanding the fundamental factors for arranging papers in student writing. Furthermore, RAFT assists students in focusing on the audience they wish to address, the writing format, and the topic they will write about.

Furqon (2015:3) added that RAFT is a writing approach that requires pupils to decide on four aspects before beginning to write. These are their writing role, the audience they will target, the writing kinds or formats they will use, and the topic they will write about. Using this method, the teacher encourages students to write imaginatively, analyze a topic from

various angles, and acquire writing practice for various audiences. Furthermore, the RAFT technique can help students understand their position in writing a text or passage to convey something intensely, and it can help students produce a text or passage that is effective for the reader.

The statement above is supported by several experts who have successfully applied the RAFT Strategy. The first previous research by Herlinsari (2000), entitled *Increasing The Students Writing Ability In Descriptive Text By Role, Audience, Format, And Topic, (Raft) Technique (A Quasi-Experimental Research at tenth Grade Student of Sma Islam Jepara In Academic Year 2019/2020)*. The author employed the t-test. The degree of freedom (df) was 50. The significant level was 0,05, and the table value was 2,000. It meant that $t_0 > \text{table}$ ($10,548 > 2,000$). The RAFT technique can help pupils enhance their writing skills. This signifies that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Based on the testing criteria, it is possible to conclude that the RAFT Strategy influences students in tenth grade at SMA Islam Jepara in composing descriptive texts.

The second previous research was by Tanjung (2017), titled *The Effect of Role, Audience, Format, Topic (RAFT) Strategy Assisted by Graphic Images on The Students' Achievement in Writing*. The t-test formula was used to assess the data. The degree of freedom ($df = 49$) for the two-tailed test ($1.76 > 1.67$) revealed that observation (1.76) was more significant than table (1.67). It meant the null hypothesis (H_0) had been rejected while the alternative hypothesis (H_a) had been accepted. In conclusion, adopting the RAFT Strategy Assisted by Graphic Images significantly affected students' writing achievement.

The last previous research was by Lindawaty, Sudarsono, and Sada (2014) titled *Implementing Raft Strategy To Enhance Student's skill In Writing Formal Letters*. The researcher discovered that teaching techniques and student writing scores improved from cycle to cycle regarding content and language. Students could write more successfully because they knew whom they were writing, to whom they were writing, their writing style, and what topic they were writing about. The pupils wrote with greater purpose and attention after being introduced to the RAFT writing approach.

Based on the description above, the researcher is interested in conducting a study titled *Improving Student's Ability In Writing Recount Text Through Role Audience Format Topic (RAFT) Strategy (An Experimental Study for Class X Students of SMA 2 Kutablang)*. The research question what is the relevance of adopting the RAFT strategy in improving students' writing abilities in recount text at SMA 2 Kutablang tenth grade?

RESEARCH METHOD

The researcher applied a quantitative approach to determine the strength of the relationship between two or more variables. Quantitative research means something that amounts. Or, to put it another way, the method places a lot of emphasis on measuring something or variables that are present in the social world (Rahman, 2020:105).

Creswell (2015:58), defined a quantitative research as an investigation aligned with the quantitative paradigm. It involves exploring a social or human problem by testing a theory that comprises variables measured with numerical data. The analysis is carried out using statistical procedures to ascertain the validity of predictive generalizations derived from the theory. The researcher used pre-experimental design as part of their study strategy. The researcher instructed and mentored students in the group to create recount texts utilizing the RAFT Technique following the pre-test. The second test is a post-treatment examination. The final exam aims to determine the importance of learning outcomes, particularly in terms of student writing performance. The participants of this research were Students of X IPS at SMAN 2 Kutablang in the academic year 2023–2024 served as the research's criterion. 26 students make up the entire sample. The data was immediately analyzed for the research. In order to assess the efficacy of the RAFT strategy in this study, the data or test results from the class were analyzed. The group's written test score was scrutinized. To analyze the collected data, the researcher employed statistical analysis and the t-test formula using SPSS.

RESULTS AND DISCUSSION

The results of this study were related to the classification of students' pretest and posttest. To found out the answers to the research questions in the previous chapter, the researcher gave the test twice. The pre-test is given before treatment which aims to determine students' ability to write recount text before being given treatment. Conversely, a post-test was given after the treatment to determine students' writing skills after the treatment was carried out and the results of the post-test of this study could answer the first question of this study which aims to determine improvement. Students' ability to write recount text using the RAFT strategy.

Table 1. Score of Pre-Test

Students	Rating Aspect					
	Content	Organization	Grammar	Mechanic	Vocabulary	Result

1	9	10	10	10	9	48
2	8	9	10	9	9	45
3	8	9	10	11	11	49
4	8	9	10	10	11	48
5	8	8	9	8	8	41
6	8	9	10	10	10	47
7	8	8	9	10	9	44
8	9	9	9	11	9	47
9	9	9	9	10	11	48
10	10	12	12	12	13	59
11	9	9	10	10	12	50
12	8	9	10	11	11	49
13	7	10	10	11	12	50
14	7	12	12	12	12	55
15	8	9	9	10	10	46
16	9	10	11	11	12	53
17	7	10	10	8	11	46
18	8	10	9	9	11	47
19	9	9	10	10	11	49
20	10	12	14	13	14	63
21	7	10	10	10	10	47
22	7	9	10	9	10	45
23	6	10	10	10	11	47
24	8	10	10	10	11	49
25	10	12	10	10	11	53
Score	205	243	253	255	269	1225
Average						49

Table 2. Score of Post-Test

Students	Rating Aspect					Result
	Content	Organization	Grammar	Mechanic	Vocabulary	
1	17	14	17	16	18	82
2	16	17	17	16	14	80
3	14	16	14	13	15	72
4	15	15	14	14	17	75
5	15	14	13	15	17	74
6	16	14	15	13	16	74
7	15	15	16	15	17	78
8	18	17	14	16	16	81
9	16	18	17	14	17	82
10	13	18	14	15	16	76
11	15	14	15	16	18	78
12	17	15	17	13	16	78
13	14	15	14	16	17	76
14	17	16	15	14	17	79

Students	Rating Aspect					Result
	Content	Organization	Grammar	Mechanic	Vocabulary	
15	17	14	14	14	16	75
16	15	16	15	16	16	78
17	14	17	16	14	16	77
18	16	16	13	15	17	77
19	17	18	14	16	17	82
20	16	15	16	16	17	80
21	15	16	18	18	17	84
22	16	16	15	16	17	80
23	17	17	13	17	15	79
24	16	17	15	16	17	81
25	15	18	15	16	17	81
Score	392	398	376	380	413	1959
Average						78,36

Table 3. The test result of experimental class

Students	Pre-Test	Post-Test	Gained Score	Gained Score (%)
1	48	82	0,65	65
2	45	80	0,64	64
3	49	72	0,45	45
4	48	75	0,52	52
5	41	74	0,56	56
6	47	74	0,51	51
7	44	78	0,61	61
8	47	81	0,64	64
9	48	82	0,65	65
10	59	76	0,41	41
11	50	78	0,56	56
12	49	78	0,57	57
13	50	76	0,52	52
14	55	79	0,53	53
15	46	75	0,54	54
16	53	78	0,53	53
17	46	77	0,57	57
18	47	77	0,57	57
19	49	82	0,65	65
20	63	80	0,46	46
21	47	84	0,70	70
22	45	80	0,64	64
23	47	79	0,60	60
24	49	81	0,63	63
25	53	81	0,60	60
Mean		N-Gain	0,57	57

Table 4. Statistic of N-Gain Experimental Class

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std.Deviation</i>
<i>N-Gain</i>	25	0,41	0,70	0,57	0,07074
<i>N-Gain (%)</i>	25	41.46	69,81	57	7.07382

Table 5. Interprets N-Gain

Percentage	Interpretation
< 40	In effective
40 – 55	Less effective
056 – 75	Enough effective
>76	Effective

Based on the results of the calculation of the N-gain score test above, shows that the average N-gain score for the experimental class is 0.57 or 57%, which is Enough effective. The minimum N-gain value is 41.46% and the highest is 69.81%. Therefore, it can be concluded that the use of the RAFT strategy is enough effective in increasing interest in learning, especially in writing recount text.

The use of RAFT strategies to improve recount text writing skills. This is indicated by the student scores on the pre-test and post-test of 25 students. The researcher found that before being given treatment using the RAFT strategy, students had an average score of 49. Therefore, before being given treatment, students had poor writing skills, especially recount texts.

From the aspect of vocabulary, it can be concluded that the use of words is good, the selection of words and phrases is not appropriate, and vocabulary is still low. Students often make mechanical errors in their writing. Mechanical problems were related to capitalization, punctuation and spelling errors and students had problems using structures that suited their writing and coherence. Second, the assessors also concluded that the administration of the pre-test and post-test was approved by the text for upper middle-class respondents well. Schematic coherence and appropriate structure.

However, after being given treatment using the RAFT strategy, the average student score rose from 49 to 78.36. Therefore, the results of the study show that the use of the RAFT strategy can improve recount text writing skills.

In other words, using the RAFT strategy can improve students' writing skills, especially in recount text. Using the RAFT strategy makes students more enthusiastic and interested in the process of teaching and learning to write. The students did not hesitate to express their ideas. Because the use of RAFT strategies can make students' imaginations

develop more and make students more motivated to make good recount texts. Therefore, the results of this study also show that the use of the RAFT strategy can improve students' writing skills, especially in recount text which focuses on five aspects of writing namely content, grammar, structure, vocabulary and mechanics.

Previous researchers have also proven that this strategy can be used to improve students' writing skills that has relevance to the problem of writing skills was conducted by Septi Wuryani (2016) conducted research with the title "Improving News Writing Skills Using Role-Audience-Format-Topic (RAFT) Learning Strategies for Grade VII Students of SMPN 3 Pajangan, Bantul" research results it is concluded that by using this learning strategy can improve students' writing skills. The RAFT strategy (Role, Audience, Format, Topic) is a strategy developed by Carol Santa in 1988 (Ruddell, 2005). This strategy is used to improve students' writing skills by giving assignments according to students' tastes and changing students' perceptions of writing topics and events.

Furthermore, the findings show that the average score in the pre-test was 49 and after treatment it became 78.36, so that the post-test score > pre-test. Other findings from this study indicate that the average N-gain score of the experimental class is 0.57 or 57%, which is quite effective. The minimum N-gain value is 41.46% and the highest is 69.81% and the Wilcoxon test is known as Asymp.Sig. (2-tailed) of 0.001 is smaller than the probability value of 0.05. Based on the description above it can be concluded that (H_0) is rejected. Otherwise, the alternative hypothesis (H_a) is accepted. In other words, using the RAFT strategy can improve the ability to write recount text

Based on the research above, the use of RAFT strategies to improve students' recount text writing skills has a significant effect on the teaching and learning process. The use of the RAFT strategy is very suitable as a learning tool for English teachers to get rid of students' boredom in learning to write, such as writing recount texts, and other.

CONCLUSIONS AND SUGGESTIONS

Based on the conducted research at SMA 2 Kutablang, the teaching and learning processes are summarized as follows. Firstly, the implementation of the Role Audience (RAFT) Strategy proved effective in enhancing students' writing ability. This strategy not only improved academic achievements but also boosted motivation and confidence in learning writing. The collaborative nature of this strategy, along with the use of engaging and comprehensible materials, contributed to its success in the classroom.

Upon analyzing the collected data from the teaching cycles, the researcher observed significant improvements in students' mean scores between cycle one and cycle two. In cycle one, the test scores averaged 61.72, while in cycle two, there was a notable increase to an average of 83.36. This outcome underscores the success of employing the Role Audience (RAFT) Strategy to elevate students' writing skills during the teaching and learning process.

In conclusion, the research at SMA 2 Kutablang highlights the positive impact of the Role Audience (RAFT) Strategy on students' writing abilities. However, certain limitations should be acknowledged. The study's confined setting raises concerns about generalizability to other contexts, considering factors like varied student populations and teacher approaches. The constrained intervention duration limits insights into the long-term effects of the strategy. The reliance on a single data collection method, predominantly test scores, and the limited exploration of external factors and teacher implementation variability further contribute to the study's constraints. Recognizing these limitations is crucial for a cautious interpretation of the findings and provides valuable guidance for future research in this area.

In light of the findings, several suggestions are offered. Firstly, it is recommended that teachers consider adopting the Role Audience Strategy as an alternative approach in teaching writing to second-year students at SMA 2 Kutablang. Additionally, students are encouraged not to hesitate in practicing the provided teaching materials using the Role Audience (RAFT) Strategy. The researcher also urges continued exploration of writing skills by other scholars, given the persisting challenge of low achievement in writing skills among high school students.

Furthermore, students are encouraged to use English whenever possible, particularly in English classes. Despite the inherent difficulties, the researcher emphasizes the importance of students putting in their best effort. Lastly, teachers are advised to maintain control over students' activities and present language materials in an enjoyable, relaxed, and understandable manner during the teaching and learning process of writing.

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