



**THE EFFECT OF USING ROLE, AUDIENCE, FORMAT, TOPIC (RAFT)
STRATEGY TOWARDS STUDENTS' ABILITY IN WRITING
EXPLANATION TEXT**

**(An Experimental Study of the Eleventh Grade Students of SMA
Muhammadiyah Kota Tegal in the Academic Year of 2024/2025)**

RESEARCH PROJECT

**Submitted as Partial Fulfilment of the Requirement for the Degree of
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By

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This Research Project entitled **"THE EFFECT OF USING ROLE, AUDIENCE FORMAT, TOPIC (RAFT) STRATEGY TOWARDS ABILITY IN EXPLANATION TEXT (An Experimental Study of The Eleventh Grade Students of SMA Muhammadiyah Kota Tegal in the Academic Year of 2024/2025"** Has been agreed by advisors to be examined before the board of examiners, Teacher Training and Education Faculty, Universitas Pancasakti Tegal

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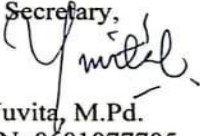
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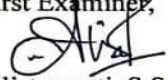
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STATEMENT OF ORIGINALITY

I state that my research project entitled **“THE EFFECT OF USING ROLE, AUDIENCE FORMAT, TOPIC (RAFT) STRATEGY TOWARDS ABILITY IN EXPLANATION TEXT (An Experimental Study of The Eleventh Grade Students of SMA Muhammadiyah Kota Tegal in the Academic Year of 2024/2025)”** is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, 19 February 2025
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MOTTO AND DEDICATION

MOTTO:

“For indeed, with hardship [will be] ease. Indeed, with hardship [will
be] ease.”

(QS. Al-Insyirah: 5-6)

“Perang telah usai, aku bisa pulang. Kubaringkan
panah dan berteriak MENANG!” (Nadin
Amizah)

DEDICATION:

1. Allah SWT, who has consistently given His blessing and love to me.
2. With deep love and gratitude, I dedicate this thesis to my beloved father, Mr. Kasnari. Your endless support, wisdom, and sacrifices have guided me through every challenge. Thank you for always believing in me, encouraging me, and inspiring me to strive for the best. This achievement is as much yours as it is mine.
3. With all my heart, I dedicate this thesis to my beloved mother, Almarhumah Umrotun, who now rests in eternal peace. Mama, your love, strength, and sacrifices have shaped me into who I am today. Though you are no longer

here, your guidance and prayers remain my greatest source of strength. This journey was challenging, but I carried you with me in every step. I hope this achievement makes you proud, as I have always been proud to be your child. May you rest in peace, Mama. This is for you! I LOVE YOU ALWAYS.

4. To my family, with sincerity and gratitude, the researcher would like to thank those of you who always provide constant attention, affection, prayers, and support.
5. Drs. H. Masfuad Edy Santoso, M.Pd and Mrs. Ihda Rosdiana, S.Pd M.Hum., as supervising lecturers, thank you for your guidance, criticism, and suggestions, and always taking the time out of your busy schedule.

ACKNOWLEDGMENT

Praises and thanks to Allah SWT, thanks to His grace, guidance, and permit to all of us, so that the writer can complete the thesis with the title "The Effect of Using Role, Audience, Format, Topic (RAFT) Strategy Towards Students' Ability In Writing Explanation Text: An Experimental Study of the Eleventh Grade Students of SMA Muhammadiyah Kota Tegal in the Academic Year of 2024/2025." Peace and salutation always be upon the Prophet Muhammad SAW, the man who had brought us from the darkness into enlightenment.

This research project is presented to the English Department of the Faculty of Teacher Training and Education, Pancasakti University Tegal as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (SI).

The writer received help from many people in completing this research project, including advice, direction, and suggestions. Therefore, the writer would like to take this chance to express appreciation for:

1. Dr. Taufiqulloh, M.Hum as the Rector of Pancasakti University Tegal.
2. Dr. Yoga Prihatin, S.Pd., M.Pd as the Dean of Teacher Training and Education Faculty, Pancasakti University Tegal.
3. Yuvita, M.Pd as the Head of English Department, Teacher Training and Education Faculty, Pancasakti University Tegal.
4. Drs. H. Masfuad Edy Santoso, M.Pd as the first advisor who has patiently given advice, guidance, and encouragement to the writer in finishing this research project.

5. Ihda Rosdiana, S . P d , M.Hum as the second advisor who has given corrections, suggestions, and guidelines in writing this research project.
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7. Gladi Patriatika P, S.Pd as the English teacher of SMA Muhammadiyah Kota Tegal.
8. Class XI 2 and XI 1 as the sample of the research.

In writing this research project there are still many mistakes and errors. Therefore, all suggestions and criticism will improve the writing of this research project and can be useful for the writer. The writer then hopes that this research project will aid in improving students' writing skills.

Tegal, 12 February 2024



The Writer

ABSTRACT

Hati, Aenun Kusuma 2025. 1619500002 : The Effect of Using Role, Audience, Format, Topic (RAFT) Strategy Towards Students' Ability In Writing Explanation Text: An Experimental Study of the Eleventh Grade Students of SMA Muhammadiyah Kota Tegal in the Academic Year of 2024/2025. Research Project Strata I Program. English Department. Faculty of Teacher Training and Education. Pancasakti University Tegal, The First Advisor is Drs. Masfuad Edy Santoso, M.Pd, and The Second Advisor is Ihda Rosdiana, S.Pd., M.Hum.

Keyword : *Writing, Explanation Text, RAFT strategy*

The objectives of this research are 1) To find out the effect of using the RAFT strategy on improving students' writing skills. 2) To find out if there are any significant differences between the students who are taught using the RAFT strategy and students who are not taught using the RAFT strategy.

This research used quantitative and quasi-experimental methods as research design. The research hypothesis is a significant effect of using RAFT strategy on students' writing skills in explanation text. In this research, the population is the eleventh-grade students of SMA Muhammadiyah Kota Tegal, which is 60 students. The writer uses purposive sampling with two group designs. The total sample is 60 students, from the experimental and control group. The experimental group employed Role, Audience, Format, Topic (RAFT) as a strategy with explanation text as the material. While the control group was employed without using Role, Audience, Format and Topic (RAFT) strategy. After teaching for eight meetings, the writer gave a writing test to the experimental and control group.

The result of the test revealed that the experimental group had improved their writing ability more than the control group, this is evidenced by the mean value of the experimental group post-test 85.83 higher than the mean value of the control group 80.00. The Paired T-test was used revealing that the two-tailed significance level is $0.000 < 0.05$. It shows that the post-test means of the experimental and control groups are statistically different. In addition, the majority of the students agree that raft strategy helps to improve students' writing skills. In conclusion, teaching writing explanation text using raft strategy has a positive effect on students' writing skills.

ABSTRAK

Hati, Aenun Kusuma 2025. 1619500002 : The Effect of Using Role, Audience, Format, Topic (RAFT) Strategy Towards Students' Ability In Writing Explanation Text: An Experimental Study of the Eleventh Grade Students of SMA Muhammadiyah Kota Tegal in the Academic Year of 2024/2025. Skripsi Program S1. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Pancasakti Tegal, Pembimbing I Drs. Masfuad Edy Santoso, M.Pd, dan Pembimbing II Ihda Rosdiana, S.Pd., M.Hum.

Kata Kunci : *Writing, Explanation Text, RAFT strategy*

Tujuan dari penelitian ini adalah 1) Untuk mengetahui pengaruh penggunaan raft strategy terhadap peningkatan kemampuan menulis. 2) Untuk mengetahui apakah ada perbedaan yang signifikan antara siswa yang diajar dengan menggunakan strategi RAFT dengan siswa yang tidak diajar dengan menggunakan strategi raft.

Penelitian ini menggunakan metode kuantitatif dan kuasi-eksperimental sebagai desain penelitian. Hipotesis penelitian ini adalah adanya pengaruh yang signifikan dari penggunaan strategi RAFT terhadap kemampuan menulis siswa dalam teks eksplanasi. Dalam penelitian ini, populasinya adalah siswa kelas sebelas SMA Muhammadiyah Kota Tegal yang berjumlah 60 siswa. Peneliti menggunakan purposive sampling dengan desain dua kelompok. Total sampel adalah 60 siswa, dari kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen menggunakan Role, Audience, Format, Topic (RAFT) sebagai strategi dengan materi teks eksplanasi. Sedangkan kelompok kontrol mendapat pembelajaran tanpa menggunakan strategi RAFT. Setelah mengajar selama delapan kali pertemuan, peneliti memberikan tes menulis kepada kelompok eksperimen dan kelompok kontrol.

Hasil tes menunjukkan bahwa kelompok eksperimen mengalami peningkatan kemampuan menulis yang lebih baik dibandingkan kelompok kontrol, hal ini dibuktikan dengan nilai rata-rata post test kelompok eksperimen 85,83 lebih tinggi dibandingkan nilai rata-rata kelompok kontrol 80,00. Uji Paired T-test yang digunakan menunjukkan bahwa tingkat signifikansi dua sisi (two tailed) sebesar $0,000 < 0,05$. Hal ini menunjukkan bahwa nilai rata-rata post-test kelompok eksperimen dan kelompok kontrol berbeda secara statistik. Selain itu, mayoritas siswa setuju bahwa strategi RAFT membantu meningkatkan kemampuan menulis siswa. Kesimpulannya, pengajaran menulis teks eksplanasi dengan menggunakan strategi RAFT memiliki efek positif terhadap kemampuan menulis siswa.

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CHAPTER I

INTRODUCTION

This chapter describes the background of the problem, identification of the problem, limitation of the problem, statement of the problem, objectives of the research, and significance of the research.

1.1 Background of The Problem

Clausen (2006) defines language proficiency as four distinct skill areas: speaking, writing, reading, and listening. Speaking and writing involve producing language (productive skills), whereas listening and reading focus on receiving and understanding information (receptive skills). Each of the four skills serves a distinct purpose and complements the others. Students need to become proficient in these four areas in order to use English appropriately and correctly.

Writing is an important skill among the four fundamental aspects of language learning. It can help students to learn English easily. Clausen (2006) explains that writing is an English skill in which learners reproduce the written form of an item. However, it is potentially one of the most difficult skills in schools and universities.

A comparison between the writing abilities of high school and college students:

1) Writing Complexity and Structure

According to Applebee and Langer (2011), high school students tend to show more structured yet simple writing skills, while college students

show the ability to develop more complex and in-depth arguments.

2) Use of Sources and References

Lunsford and Lunsford (2008) found that college students used a variety of academic sources to support their writing more often than high school students. College students were also more skillful in citing and referencing sources appropriately.

3) Depth of Analysis and Argument

According to Beareiter and Scardamalia (1987), college students are more capable of conducting critical analysis and developing more complex arguments than high school students, who are usually still at the descriptive and exploratory stages of writing.

4) Writing Style and Tone

Research by Faigley and Witte (1981) shows that college students tend to have more varied and adaptive writing styles according to their purpose and audience, compared to high school students who are more likely to follow the standardized rules taught.

5) Reflection and Idea Development Skills

According to McCutchen (2006), college students have better reflective ability in writing, which allows them to develop original and critical ideas. High school students, on the other hand, are still developing this ability.

Overall, the literature shows that college students' writing skills are more advanced in various aspects compared to high school students. These include complexity of writing, use of sources, depth of analysis, writing style, and reflection skills. These studies support the view that higher education demands and develops more critical and in-depth writing skills than secondary education.

According to the writer's observations at SMA Muhammadiyah Kota Tegal, the writing ability of class XI students at SMA Muhammadiyah Kota Tegal, especially in writing paragraphs, is still low. The students experienced problems in the writing process and outcomes. They faced difficulties in structuring, organizing, spelling, using punctuation, selecting appropriate words, reviewing their writing, as well as generating and arranging ideas in composing explanatory texts.

Writing skills, especially writing explanatory texts, are skills that every student must achieve. Many factors contribute to students' low writing skills, especially their low ability to write explanatory texts, including low motivation to learn and the lack of interesting teaching strategies.

Given the facts mentioned above, applying learning strategies that support students in enhancing their writing skills is essential. Teachers can apply different strategies to assist students in developing their text-writing skills. However, not all of these strategies can be used to teach certain materials, such as composing explanatory texts. Compiling an explanation text requires the ability to master elements other than language because an

explanation text serves as a form of writing that explains chronology or phenomena, both natural and social, to clarify the process of such events. The Role-Audience-Format-Topic (RAFT) strategy is one of the instructional methods that can be utilized to teach students how to write explanatory texts.

By using the Role, Audience, Format, and Topic (RAFT) strategy, students can better grasp their position in writing and communicate their thoughts and objectives to readers in a manner that ensures everything they write is clear and comprehensible. In addition, RAFT assists students in maintaining focus on the subject they will be writing about, the intended audience, and the various writing formats. Teachers implement this approach to motivate students to write creatively, examine topics from various viewpoints, and adapt their writing for diverse audiences.

Based on the fact above, the writer is interested in doing research entitled “The Effect of Using Role, Audience, Format, Topic (RAFT) Strategy Towards Students' Ability In Writing Explanation Text: An Experimental Study of the Eleventh Grade Students of SMA Muhammadiyah Kota Tegal in the Academic Year of 2024/2025”. It is an experimental research about the effect of the application of role, audience, format, and topic (RAFT) strategy for writing explanation text achievement of the eleventh grade students of SMA Muhammadiyah Kota Tegal.

1.2 Identification of the Problem

Based on the background of the problem, the writer identifies some problems as follows:

1. The students have trouble to put their ideas into written form.
2. The methods of learning used by the teacher are not interesting.

1.3 Limitation of the Problem

In this research, the writer limits the problem that is the effect of using Role, Audience, Format, and Topic (RAFT) strategy on the writing explanation text achievement of the eleventh grade students of SMA Muhammadiyah Kota Tegal.

1.4 Statement of the Problem

Based on the background, identification, and limitation of the problem explained previously, so the writer takes the main problems of the research are:

1. How effective is the use of the RAFT strategy on students' writing skills in explanation texts?
2. Is there a significant difference between students who are taught using the RAFT strategy and those who are not?

1.5 Objective of the Study

Based on the problem statement above, the writer formulates the study objectives as follows:

1. To find out the effect of using the RAFT strategy on improving students' writing skills in explanation texts in the eleventh grade of SMA Muhammadiyah Kota Tegal.
2. To identify whether there are significant distinctions between students taught with the RAFT strategy and those taught without it.

1.6 Significances of the Research

The writer hopes this study to provide the following significance: By using this research, there is some significance to the students, teachers, readers, other researchers, and the writer herself.

1.6.1 Theoretical Significance

Theoretically, the writer will apply the results of this research as a source of information and a reference when teaching English. It is anticipated to support the advancement of English language teaching, especially in the field of writing instruction.

1.6.2 Practical Significances

Practically, there is more significance that the writer takes the study, especially for students, English teachers and other researchers. The finding of this study is hoped to have implications for:

a. For Students

To increase students' understanding of a text while also motivating them to enhance their writing abilities.

b. For English teacher

To find out the best strategy for teaching writing. So it can increase the students' writing achievement.

c. For Researcher

The writer hopes this study can be a reference and resource to other researchers using the Role, Audience, Format, and Topic (RAFT) strategy to improve students' writing achievement.

CHAPTER II

REVIEW OF RELATED THEORIES, THEORETICAL FRAMEWORK AND HYPOTHESIS

This chapter describes review of related theories, theoretical framework, and hypothesis of the research.

2.1 Previous Studies

There are pertinent previous studies that substantiate the originality of this research. The first study was authored by Intharakasem and Boonhok (2019) and is titled " The Effects of Using RAFT Strategy On Thai Creative Writing Ability of Undergraduate Students." This study involved action research. The objectives of this study were to examine students' ability to write creatively using the RAFT strategy at two points. The selected participants of the 1st semester of 2018 were 30 first-year students from the Department of Thai Language at the Faculty of Education of Suan Sunandha Rajabhat University. The research tools consisted of creative writing tasks utilizing the RAFT strategy, including writing letters, essays, and articles. The results showed an average score in creative writing, indicating that 70% of the students met the standard. The percentage was 83.20 in the 1-6 experiment and 81.44 in the retest. Implementing the RAFT strategy motivates students to imagine their writing, utilize various languages, express creative ideas, and build a sense of

confidence in themselves. In addition, it awakens the students' enthusiasm for developing their skills in writing clearly and competently.

The second study was authored by Kabigting (2020) and is titled "Utilizing the RAFT Strategy: Its Effects on the Writing Performance of Filipino ESL Learners." This research aimed to assess the impact of the RAFT strategy on the writing skills of Filipino ESL learners. This study uses experimental research methods. In this study, the tool used for data collection was a written exam. The writer used the T-test, the mean, and the standard deviation included in the Statistical Package for the Social Sciences (SPSS). The findings indicated that the participants possessed a relatively similar level of knowledge in writing essays. The post-experimental test conducted with the RAFT strategy achieved a score of 91.35 percent, which was described as excellent, while the control group, exposed to the conventional strategy, scored 88.55, which is considered very satisfactory. Additionally, notable variations existed in the outcomes of the pre-test and post-test for both groups. Therefore, it can be inferred that employing the RAFT strategy in writing instruction, especially for teaching persuasive and argumentative essays, has been shown to be effective.

The third study was authored by Riswanti and Masrul (2021) and is titled "The Effect of RAFT Strategy on Students' Writing Skill By Using WhatsApp." This study aims to determine if applying RAFT

strategies affects students' writing skills in online classes during the 2019/2020 academic year. This research is a quasi-experimental study involving 46 students divided into two classes: the 11th grade IPA Putri, serving as the experimental group with 23 students, and the 11th grade IPA Putra, acting as the control group with 23 students. The experimental group employs RAFT strategies, whereas the control group follows the teacher's conventional method. Based on the data analysis, the average post-test score for students in the experimental class was 72, compared to 65 in the control class. This suggests that RAFT strategies have an impact on the writing skills of eleventh-grade students at MA Mualimin Muhammadiyah Bangkinang.

The fourth study was authored by Nurhidayati et al. (2022) and is titled "The Effect of RAFT Strategy on Students' Writing Ability". This study aimed to assess the impact of the RAFT strategy on the development of writing skills in descriptive texts among 10th-grade high school students. The author conducted action research in the classroom. Data collection tools using tests and documentation. The study findings indicate that applying the RAFT strategy can enhance the development of writing skills.

The fifth study was authored by Intan (2023) and is titled "Improving Students' Writing Skill by Using Role, Audience, Format, Topic (RAFT) Strategy". This research aimed to enhance students' writing abilities by utilizing the RAFT method. This study involved

action research in teaching (PTK) with 25 students from class VII A at SMPN

2 Jujuhan Bungo. The research was conducted over two cycles, consisting of five sessions each. Data were gathered from various sources, including writing tasks, writing tests, interviews, and field notes. The research resulted in improved writing skills among students through the RAFT method, influenced by factors such as materials, media, learning activities, instructional guidance, teacher approach, and teaching strategies.

Drawing from the aforementioned previous study, it can be concluded that this research shares both similarities and differences with prior studies. One similarity with the first study is the focus on the same component, namely writing skills. The second study shares a similarity with this research in terms of methodology, as both employ experimental research and utilize writing test instruments. Likewise, the third study also adopts an experimental research design and involves the same population, specifically eleventh-grade senior high school students. The fourth study aligns with this research in both its focus on writing skills and its use of an experimental research approach. Similarly, the fifth study shares the same emphasis on writing skills and employs writing test instruments.

However, this study exhibits several distinctions from the five previously conducted studies. The difference between the first research and this research is the sample the first research took the first-year

students of Thai major, Faculty of Education, Suan Sunandha Rajabhat University as population while this research took the eleventh grade of senior high school as population. The next difference is in the method, the first study used the action research method while this study used the quantitative method. The distinction between the second study and this study is in the sample; the first study involved 10th-grade Filipino ESL learners as its population, while this study targeted eleventh-grade senior high school students. Comparing the third study with the current study, the third study focuses on online learning using the WhatsApp application. The variation between the fourth study and this study is in the sample; the fourth study involved tenth-grade senior high school students as the population, while this study targeted eleventh-grade senior high school students. The next difference is in the instrument, the fourth study used a test sheet and documentation instrument while this study used a writing test instrument. The distinction between the fifth study and the present study lies in the sample; the fifth study selected students from class VIII A at SMPN 2 Jujuhan, Bungo, as the population. The next difference is in the method, the fifth study used the action research method while this study used the quantitative method.

Taking into account the similarities and differences in the aforementioned previous studies regarding the effective implementation of the RAFT strategy, the writer conducted a more

in-depth study entitled *The Effect of Using Role, Audience, Format, Topic (RAFT) Strategy Towards Students' Ability in Writing Explanation Text (An Experimental Study of the Eleventh Grade Students of SMA Muhammadiyah Kota Tegal in the Academic Year of 2024/2025)* as the title. This study aimed to improve students' writing skills through the application of the RAFT strategy. It is hoped that the findings will offer beneficial insights for English teachers and enhance the English learning process.

2.2 Review of Related Theories

2.2.1 The Nature of Writing

English encompasses four skills: listening, speaking, reading, and writing. Mastering these four skills is crucial when acquiring the English language. One of these skills is writing. Huy (2015) stated that writing is the most crucial skill in English, as it serves not an academic skill but a basic skill that can be used in all professional fields such as business, science, and technology.

Many experts have proposed an explanation of writing. Writing serves as a learning method, an ability which gives students the opportunity to create meanings that influence those with whom they share their text Fazel and Ahmadi (2011). Furthermore, Khanalizadeh & Allami (2012) said that writing can also be viewed as a cognitive process that emphasizes the mental activities experienced by writers. David (2010) states that writing is both a physical and mental activity.

Mentally, writing involves the process of generating ideas, then structuring and arranging them into sentences along with paragraphs which are easily comprehensible to the reader. Therefore, an author needs to prepare both physically and mentally, as they need to develop ideas into written form. Additionally, patience is essential since writing is a process that consists of several stages. Put another way, writing involves merging the writer's ideas with language and structure to communicate with readers, conveying thoughts, feelings, experiences, and ideas. Since writing involves a variety of talents, it is a challenging subject to study and teach. A writer must first acquire a great deal of information by talking to others, listening to others, and conducting discussions.

According to the description above, Writing is a productive skill in written language that serves as a means of communication with others. In essence, it allows readers to grasp the information conveyed by the author. The author should select an interesting topic and convey it effectively to attract and maintain the readers' attention.

2.2.2 The Purposes of Writing

The most essential element in writing is its purpose. It will deliver the message of the text to the readers. Each writer has different purposes in writing. As outlined by Grenville (2001:1-2) the purposes of writing are classified as follows:

1) Writing to entertain

Writing has the purpose to entertain the readers if it raises the readers' emotions. Writing engages the readers' feelings in some way. In other words, the readers feel happy, funny, or even sad when they read it.

2) Writing to inform

Writing aims to inform readers by presenting specific facts. Therefore, after reading, readers receive new information and expand their knowledge. It could also entertain the readers. This includes newspaper articles, scientific or business reports, procedures, as well as scholarly papers for academic purposes.

3) Writing to persuade

The goal of writing is to influence readers to accept a specific belief or engage in a particular action. Persuasive writing involves the reader's opinion. This type of writing includes some arguments as reasons for the idea to convince the readers. Examples include advertisements, certain newspaper and magazine articles, and various types of essays.

2.2.3 The Type of Writing

Brown (2004:220) classifies writing into four types. These are the categories of writing skills:

1) Imitative writing

In imitative writing, the writer's primary task is to accurately write letters, words, punctuation, and short sentences. This category emphasizes correct spelling, with form taking precedence over context and meaning. Imitative writing is particularly appropriate for elementary school students.

2) Intensive writing

In intensive writing, writers use appropriate word choice, collocations and expressions, as well as correct grammatical features, to form long sentences. In this category, meaning and context are important to determine accuracy and appropriateness. In addition, the assessment task is focused on format and strictly controlled by the test design. Intensive writing is suitable for junior high school students.

3) Responsive writing

In responsive writing, the author explains how to connect sentences and create a logically coherent sequence of paragraphs. The author is free to express his ideas. However, context and meaning are heavily emphasized. The assessment tasks include short narratives and descriptions, summaries, brief responses to

readings, and diagram or graphic interpretations. Responsive writing is appropriate to apply for senior high school students.

4) Extensive writing

In extensive writing, the writer may start with an essay, term paper, project report, or even a thesis. It refers to the successful implementation of all writing processes and strategies for any purpose. The writer begins to reflect on fulfilling the purpose of writing. Furthermore, the writer focuses on organizing and developing ideas, as well as providing details to support those ideas. Extensive writing is appropriate to apply for university students.

The type of writing applied in this research is responsive writing because this research is conducted in senior high school. In teaching writing, the students rewrite the summary based on the text in their own words, but they should pay attention to the context and meaning. In addition, the writing assignments conducted in this research are simple paragraphs.

2.2.4 The Writing Process

Writing constitutes a medium for articulating thoughts and fostering idea development. It is a structured process carried out with a specific purpose, resulting in a final product. Writing requires a process to achieve the desired result. It is a thought and emotion-driven process that results in the product and accomplishes the goal.

According to Richards & Schmidt (2013) the writing process is a set of strategies, procedures, and decision-making that writers use while writing.

Michael O'Malley explains that the writing process consists of three stages:

1. Prewriting, which involves motivation, discussion, and idea development.
2. Writing, which can be done in class or at home, allowing students to seek feedback and support from both teachers and peers.
3. Pos-writing, is where students present their work by reading it aloud, sharing it with others, or exchanging their writing with classmates.

Meanwhile, Kristine Brown describes the writing process as consisting of three steps. They are:

1. Preparing to write

Most writing activities require preparation, though the time and steps involved depend on factors such as the audience, purpose, content, and context. For instance, writing a short note to a family member requires a different level of preparation compared to drafting a research report for an academic assignment.

2. Drafting

The drafting phase is when the writer starts putting ideas into written form. At this stage, the primary focus is to transfer thoughts onto paper without being concerned about spelling, grammar, punctuation, or choosing the perfect wording.

3. Revising

Revising may occur while a writer is drafting or after he or she has completed a draft. The revision stage is when a writer ensures that:

- a) Their message conveys the intended meaning.
- b) The ideas are expressed clearly and appropriately.

2.2.5 The Elements of Assessing Writing

Several components are evaluated in writing assessment. Brown (2004:244-245) outlines the elements of writing that need to be assessed as follows:

1) Organization

The arrangement of a written work is known as its organization. The organizational structure should adhere to a specific pattern, such as chronological order, comparison, or another logical sequence. Organization is sometimes referred to as generic structure in genre texts.

2) Content

The first thing to think about while creating a written piece is content. It speaks to the order, consistency, precision, and uniqueness of the composition. The thesis statement, concepts, ideas developed via experience, illustrations, facts, views, comparison, causation, and consistency of focus are also included in the material.

3) Grammar

The writer must focus on applying correct grammar rules in their writing. Grammatical accuracy in writing helps readers easily comprehend the writer's intended message.

4) Punctuation and Spelling

To prevent misspelling words that are similar, the writer must use a dictionary to verify the correct spelling of each word. Additionally, the writer must correctly use commas, full stops, and other punctuation in their sentences. Punctuation indicates to readers the beginning and end of sentences. As a result, the text is simple for readers to understand.

5) Word choice

Word choice is the process of choosing words that fit the ideas. Additionally, using the right words helps to communicate ideas or thoughts clearly. As a result, when writing, the writer must carefully select their words.

The scoring rubric and criteria for the writing test can be seen in the appendix. (see appendix 7 and appendix 8).

2.2.6 Teaching Writing in Senior High School

According to Wells (1987) as cited in Awaludin (2010), states that there are four levels of literacy: performative, functional, informational, and epistemic. People can read, write, and speak at the performative level by using symbols. After that, people can function at a daily level by using the language to meet their needs. People can use their language skills to access knowledge at the informational level. In the meantime, knowledge can be exchanged on an epistemic level. Senior high school students are encouraged to develop informational-level skills, as they prepare either for higher education or for entering the workforce.

Although teaching adolescents can be highly engaging, it can also present a number of challenges for the teacher. It is the period when most youngsters begin to consider other viewpoints related to themselves and complex ideas about moral, politics, religion, etc. Adolescents are highly creative, have enormous learning potential, and pay close attention to things that pique their interest. They would rather react to any circumstance with their own ideas and perspectives.

Senior high school students often deal with fluctuating emotions, which can complicate learning overall and writing in particular. Their motivation to learn is significantly influenced by their mood. It's easy for them to grow bored.

As a result, occasionally they would be active one day and passive the next. When the material is too simple, they might not pay close attention. If it's too difficult, they might not be as motivated. Teaching teenagers can be challenging, so in order to keep them interested and inspired to write more, teachers should incorporate diverse writing activities into their lessons.

Given the importance of writing, teachers must teach it in senior high school. In fact, it may reinforce a person's understanding of grammatical structures and word choice. It requires students to practice expressing their thoughts in writing. Writing has become an essential skill in a globally literate community. The teacher's main responsibility is to inspire students to write and to write more frequently. Students' writing abilities will improve if they are willing to write.

2.2.7 The Materials of Teaching English

The English curriculum for senior high school students in the second semester is based on the school's syllabus and curriculum. The content that needs to be taught in the second semester of senior high school for eleventh grade students is divided into five themes, per the teacher's textbook "When English Rings the Bells." It has something to do with certain content, particularly the text's genre. The curriculum Merdeka mandates that senior high school students be proficient writers of various genre texts. Explanation texts are the genres that senior high school students should be taught in the eleventh grade.

A. Explanation text

According to Kosasih (2014) as cited in Hutasuhut et al. (2019), an explanation text refers to a text that provides information about cultural, and natural phenomena. According to Dirgeya (2016) as cited in Saragih et al. (2019), explanation texts are a type of genre text that aims to explain how natural, social, or cultural phenomena occur. Furthermore, Rudi and Hartono (2017:89) describe an explanation text as a form of writing that clarifies the formation of social, scientific, natural, or cultural phenomena. An explanation text aims to clarify the reasons behind and the process of how a phenomenon occurs. Textbooks on science, geography, and history frequently contain it. In summary, an explanation text is designed to explain thorough and organized explanations of a phenomenon, process, or concept.

Based on the explanation about explanation text above, Rudi and Hartono (2017:89) identify:

a) The social functions

To explain how natural or sociocultural phenomena form and function.

b) The generic structures

The structural components of an explanation text consist of a general statement, a sequence of explanations, and a closing.

- 1) General Statement: provides information about the event or subject discussed in the text.
- 2) Sequenced of explanation: provides insight into the topic's reasoning and process in the text.
- 3) Concluding paragraph: describes the text's conclusion or closing paragraph.

c) The language features

According to Rudi and Hartono (2017:89), the language features of the explanation text are as follows:

- 1) Focus on generic, non-human participants
- 2) Using a simple present
- 3) Using temporal and causal conjunctive relations
- 4) Primarily using material or action clauses; some passive verbs to theme right

2.2.8 RAFT Strategy

a. Definition of RAFT Strategy

Students use the RAFT strategy when writing paragraphs to develop their ideas. According to Santa (1998:120), the RAFT strategy teaches students about their role as authors, the target audience, the various writing formats, and the expected content. Giving students a new perspective on writing is the goal of RAFT (Riswanti & Masrul, 2021). Even so, you can apply the RAFT technique at any point during the writing process. It implies that the writers can stay focused if they decide what their text's purpose is and who the writing is intended for. The aforementioned explanation leads one to the conclusion that RAFT is a writing method that empowers learners to imagine and produce a text in which they play a part. This is one type of guided writing that can be used to help students become more proficient writers while teaching writing. It provides students with an option for their writing assignments and can be utilized in all subject areas.

RAFT stands for Role, Audience, Format, and Topic.

- 1) **Role:** It includes the point of view or role taken by the writer while writing. In this students choose who want to be.
- 2) **Audience:** This refers to the person or group who is the target reader of the article. In this students choose who the audience will be appropriate with their writing.

- 3) Format: Format is the type of writing or structure the writer chooses. In this students decide the kind or form of text, like a letter, diary, journal etc.
- 4) Topic: This is the subject or point that will be discussed in the writing. In this students choose the topic in report, like holiday, sad and happy experiences etc.

B. The Procedure of RAFT Strategy

Ruddel (2005) identified seven stages of the R.A.F.T method. This will be explained as follows Ruddel (2005):

- 5) The first step is for the teacher to present the objectives and learning materials.
- 6) The second step is to have students choose a topic, which is the beginning of this step. The topic is the main part that will be developed in the writing. In this step, students must know what they are writing.
- 7) The third step is for students to choose a role, the writer's role must be appropriate to the topic. The purpose of this role is so that students can imagine wanting to be anyone as a writer.
- 8) The fourth step, students choose the audience, the audience must be appropriate to the topic and role. Students identify audiences relevant to the chosen topic and role.

- 9) The fifth step is the students choose the format, the format is the form of the text. It decides kind or form of the text. Format should related with the topics, roles, and audience, that the students get maximum result.
- 10) The sixth step is getting information, data, material and start to write. Then students gather and combine all information and arrange it into good writing.
- 11) The last step is evaluation, the teacher check the students' work while they were writing about explanation text.

2.3 Theoretical Framework

The Role, Audience, Format, and Topic (RAFT) strategy is highly effective for teaching English, especially writing skills. It can increase students' motivation to write and make their writing more beneficial for learning English. Additionally, educators have the opportunity to make English lessons, especially writing, more efficient and enjoyable. In this research, by considering a lot of explanation and relevant research about Role, Audience, Format and Topic (RAFT) strategy above, the writer assumed that the better implementing Role, Audience, Format and Topic (RAFT) strategy, the better writing ability of the Eleventh Grade Students at SMA Muhammadiyah Tegal will be.

2.4 Hypothesis

As stated by Arikunto (2010:112), this research includes two hypotheses: the null hypothesis (H_0) and the alternative hypothesis (H_a). These hypotheses are formulated based on a review of relevant theories and the theoretical framework. Those will be formulated as follows:

1. Alternative Hypothesis (H_a); There is a positive effect of using Role, Audience, Format and Topic (RAFT) strategy students' writing explanation text achievement for teaching writing to the eleventh-grade students of SMA Muhammadiyah Kota Tegal in the academic year 2024/2025.
2. Null Hypothesis (H_0); There is no positive effect of using Role, Audience, Format and Topic (RAFT) strategy on students' writing explanation achievement for teaching writing to eleventh-grade students of SMA Muhammadiyah Kota Tegal in the academic year 2024/2025.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research approach, research type, research design, population and sample of the research, sampling technique, research variables, data collecting technique, research instrument, and technique of data analysis.

3.1 Approach, Type and Design of the Research

3.1.1 Approach of the Research

Khotari (2004:5) identifies two fundamental research approaches: quantitative and qualitative. Within this study, the writer employed a quantitative approach. The quantitative approach is concerned with collecting data and analyzing it numerically using statistical techniques. The writer used numbers to collect and process data to demonstrate the findings of this research.

In this approach, all subjects were assessed, but solely the experimental group was given the treatment. The writer used the post-test to assess how much their writing achievement has improved, especially in writing explanation texts.

3.1.2 Type of the Research

In this research, the writer carried out experimental research. This approach is utilized to examine the impact of a specific treatment on another variable within controlled conditions. Sugiyono (2013: 72). Since this study

is a type of quantitative research, it has distinct features, notably the inclusion of a control group. Its goal is to determine the significant effect of implementing the RAFT Strategy on students' achievement in writing explanation texts.

3.1.3 Design of the Research

A research design refers to the collection of methods and procedures used to gather and analyze data on the variables outlined in the research problem, as described by Yin (2014). Pre-experimental, quasi-experimental, and true experimental designs are the three types of research designs. The writer used two group designs in this research, comprising an experimental group and a control group. The writer then only used the post-test. Sugiyono (2013:76) states that this design uses a sampling technique to create two groups. The first group is referred to as the experimental group (with treatment), and the second as the control group (without treatment).

According to the above design, the writer divided subjects into two groups: experimental and control. The instrument was evaluated to ensure its validity and reliability. Following that, the experimental group received their treatment. The experimental group underwent instruction using the RAFT strategy, while the control group was taught through traditional writing methods. Both groups utilized the same materials. After the treatment, a post-test was conducted.

3.2 Population, Sample, and Sampling Technique

3.2.1 Population

Population, in the words of Sudjana (2015:71), refers to all the vast and limitless research sources. All eleventh grade students at SMA Muhammadiyah Kota Tegal in Academic Year 2024/2025 make up the population of this study. There are 60 pupils enrolled in the eleventh grade overall, divided among 2 classes.

3.2.2 Sample

A sample is a portion of the population that has been selected at random Bordens and Abbott (2011:163). A sample is a subject selected for an investigation from the population, according to Sudjana (2015:71). To obtain the research sample, the writer employed random sampling. The writer took two eleventh-grade classes at SMA Muhammadiyah Kota Tegal and divided them into two groups. The experimental group is made up of 30 students, whereas the control group includes 30 students.

3.2.3 Technique of Sampling

The sampling technique is the approach used to select individuals, locations, or objects for research purposes. In this research, the author employed purposive sampling as the selected technique. Retrieved from Sugiyono (2013), purposive sampling is a sampling method for data sources that takes particular elements into consideration. This particular consideration, for instance, might be the selection of an entire population that meets specific research criteria.

In this study, the sample consisted of all 60 students from class XI, as they were deemed the most suitable group to examine the effectiveness of the RAFT strategy in writing explanation texts. Thus, purposive sampling was used not to select a subset of the population but because the entire population aligned with the research objectives.

3.3 Research Variable

According to Sugiyono (2013:38), he states that variable can be defined as all conceivable things that are determined by the writer to be examined for obtaining information, which is then used to draw a conclusion. Meanwhile according to Sudjana (2015:23), a variable is an individual characteristic, object, indication, event that can be measured quantitatively or qualitatively.

Variables are classified into two categories: independent and dependent variables. Sugiyono (2013:39). An independent variable is a factor that is selected, modified, or measured by the writer to examine its connection to an observed phenomenon. Based on the research title, the use of the RAFT Strategy serves as the independent variable. Meanwhile, the dependent variable is the factor that is observed and assessed to evaluate the influence of the independent variable. In this study, the dependent variable is students' writing achievement.

3.4 Data Collecting Technique

Before testing the hypotheses, it is necessary to collect data. In this study, the writer implemented a pre-experimental (post-test) design to obtain the data. The data collection process consists of the following steps.:

3.4.1 Pre-Test

The pre-test is conducted before the writer implements the treatment on the sample. During this stage, the writer prepares learning materials, designs lesson plans, and prepares research instruments.

3.4.2 Treatment

Both the control group and the experimental group will receive some treatment. The experimental group will utilize the RAFT strategy to enhance writing skills, whereas the control group will utilize conventional methods.

3.4.3 Post-Test

The post-test was conducted after the treatment to assess students' achievements and progress following the learning process using the RAFT strategy to enhance writing skills.

3.5 Research Instrument

The instrument serves as a means to collect research data. In quantitative research, various methods and instruments can be employed, including tests, interviews, observations, and documentation. In this study, the research instrument utilized is a writing test, which is explained as follows:

3.5.1 Writing Test

According to Brown (2004), a test may be considered a tool to assess an individual's skills or knowledge in a specific subject. In this study, a post-test will be administered to both the experimental and control classes at the end of the study. The test includes instructions for writing an explanation text consisting of 3 to 4 paragraphs with a minimum of 200 words. The text should adhere to the generic structure of an explanation text, comprising a general statement followed by a sequence of explanations. The results from the experimental and control classes will then be analyzed to determine if there is a statistically significant difference between them.

Thus, validity and reliability are crucial factors in assessing the quality of research instruments. The next section outlines the criteria for assessing the validity and reliability of the research instrument.

1. Validity

The validity of a test is a crucial aspect to consider. To assess whether a test or instrument is valid, it is first administered to a class before being given to both groups. The research instrument must prove that it is suitable for measuring the intended aspect. According to Sugiyono (2011), validity refers to the extent to which the data collected from the object aligns with the data obtained by the writer.

In this study, the writer employed internal validity to measure the test's accuracy. The assessment of validity was conducted using SPSS 22. An instrument is considered valid if the significance value (Sig.) is less than 0.05.

2. Reliability

In this research, the writer employed Cronbach's Alpha in SPSS 22 to evaluate reliability, focusing solely on the validated test items. The reliability assessment was carried out using the Alpha method through SPSS version 22.

The obtained reliability coefficient was then compared to the standard reliability levels based on the following criteria:

No.	Value Interval	Criteria
1.	0,8000-1,000	Very Strong
2.	0,600-0,799	Strong
3.	0,400-0,599	Currently
4.	0,200-0,399	Low
5.	0,000-0,199	Very Low

(Sugiyono, 2017)

3.6 Technique of Analyzing Data

The test requirement analysis is performed to guarantee the precision of the conclusions. The initial analytical prerequisites include normality and homogeneity tests, which must be performed before proceeding with the analysis.

3.6.1 Normality test

The normality test aims to evaluate whether the way each variable's scores are distributed follows a normal distribution pattern. In this study, the One-Sample Kolmogorov-Smirnov test in SPSS 22 was used to assess normality, following the significance value (α) = 0.05 with the criteria below:

1. H_0 : If the value of significance > 0.05 , means data is normal distribution.
2. H_1 : If the value of significance < 0.05 , means the distribution data is not a normal distribution.

3.6.2 Homogeneity test

The variance homogeneity test is performed using SPSS Statistics 22 with a significance level of $(\alpha) = 0.05$. Before performing the homogeneity test, the writer formulates the following hypotheses:

1. H_0 : If the value of significance > 0.05 , means data is homogeny.
2. H_1 : If the value of significance < 0.05 , means data is not homogeny.

3.6.3 T-test

In this study, the writer utilized an independent sample t-test in SPSS 22. This test was applied to address the research question: "Is there a significant difference in students' writing skills between those taught using the RAFT strategy and those who are not?"