

**THE EFFECT OF USING RAFT STRATEGY ON STUDENTS'
ACHIEVEMENT IN WRITING SHORT
FUNCTIONAL TEXT**

SKRIPSI

*Submitted In Partial Fullment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

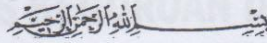
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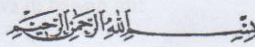


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2/3/2018	Chapter I, II, III Ranah, Instrument of the Research Ranah The Technique of Data Analysis	
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9/3/2018	Chapter V - Conclusion - Suggestion - Observation Sheet	
14/3/2018	- Finishing of Skripsi - Abstract - Grammar - Format of Writing	
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ABSTRACT

Evi Maya Rizky. NPM. 1402050253. “The Effect of Using RAFT Strategy on Students’ Achievement in Writing Short Functional Text” Skripsi: English Education Program. Faculty of Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.

The objective of this study was to find out the significant effect of using RAFT strategy on students’ achievement in writing short functional text. The population of this study was the eight grade students of SMP Tarbiyah Islamiyah at academic year 2017/2018. The population were 90 students which distributed in three classes VIII-1 until VIII-3. The sample of this study was VIII-1 and VIII-3, which was taken by total cluster random sampling technique and then was being as the experimental group, and being treated by using RAFT strategy. The instrument in collecting the data was written test in the form of writing short functional text. Each group was given a treatment, pre-test and post-test. The t-test was 15.76 and t-table was 2.002 which was used 0.05 as the significant level of this research. Because the t-test value is higher than t-table ($15.76 > 2.002$), it show that the result in t-test was accepted (H_a). Based on the result of this research, it can be concluded that there was significant effect of using RAFT strategy on the students’ achievement in writing short functional text.

Key Word : RAFT strategy, writing skill, short funtional text

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In writing this study entitled “**The Effect of Using RAFT Strategy on Students’ Achievement in Writing Short Functional Text**” there were so many troubles, without much help from the following people, it was imposibble for her to complete and finish her skripsi.

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Medan, March 2018

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CHAPTER I

INTRODUCTION

A. Background of the study

In learning English, writing is one the basic language skills that should be mastered by students. Writing is similar to producing speech. Through writing, everybody is not only able to express feeling and ideas, but also to communicate with other. In learning writing, students are taught how to transfrom their ideas and messages into written form that is composing a paragraph or a text (Meyers, 2005:75).

Writing is generally as the most difficult of the four skills, especially in generating and organizing ideas which is completed by the mastery of the aspects of writing such as grammar, spelling, word choice, punctuation, and so on. The students need to think what they will write down and they should be able to use the correct grammar in order to make the reader(s) understand well. Professional writers often say that, “hard writing is easy reading.” In other words, writing is not easy. They should be able to write effectively because they perfrom their writing skill troughout their life for academic and occupational purposes.

Based on *Kurikulum Tingkat Satuan Pendidikan* (2006), teaching English to Junior High School is expected to raise fuctional level. The students should be able to communicate both oral and written from in a daily life, understand and

produce the text in functional level. Therefore, teaching writing to junior high school is more focus on producing functional text rather than monologue text. Functional text refers to a short text that provides information and directions to help a readers. Short functional text is a transcription that meant to help the reader to accomplish an everyday task which contains the command, direction, something to be done or should not be done which may be instructed. Based on Halliday and Hasan (1994:13), a text can be said as functional that means that language in a text is doing something in context and may help the reader in day-to day life.

The fact was found the researcher did the observation in SMP Tarbiyah Islamiyah Hamparan Perak and did interview with the English teacher and some of students. The researcher found that there was still problem in learning writing. The students' achievement in writing is still low. Most of students had difficulty in writing. They were lack of idea or if they have, mostly students didn't know how to write it, did not know the generic structure of each kind of texts, and lack of vocabularies.

By using RAFT strategy, teacher encourages students to write creatively, to think a topic from various points of view, to a specific audience in a variety formats of texts because to convey the reader, the researcher needed to consider those aspects. In guiding students to write a short functional text by using this strategy, the teacher can provides opportunities for the students to demonstrate their understanding or enhance comprehension of a topic or subject through a writing experience that helps them to think about subject and communicate their

understanding of it in creative and interesting way, enhance students' engagement in writing, and encourages students to organize their thoughts, and keeps the students attention because they are focused on the certain topic by considering it in various perspective. Even RAFT strategy would be time consuming, but the teacher that fully implementes RAFT strategy was worth the result (Richard and Skolits, 2009). RAFT strategy was implemented in various subject areas, in social or science studies. Some research found that implementation of RAFT strategy in language studies was successful. RAFT strategy was implemented to find out the students' writing competency. Parilasanti et al (2014) claim there was a significant differences in students' writing competency between the students who taught by RAFT strategy and conventional strategy. RAFT strategy can be chosen for the alternative strategy to teach writing skill especially in writing functional text.

Although RAFT strategy were initially developed as a literacy and writing tool, it has been adaped to other disicplines (Buehl, 2001). Richard and Skolits (2009) claim RAFT strategy was successful implemented in science class. They found that the RAFT strategy was easy to impelement and effective at engaging their students in higher levels of thinking while promoting cooperative team work among students. In line with Groenke and pucket (2006) that state RAFT strategy has been used in science classes to enable students to address enviromental literacy and citizenship and to develop skills that will be beneficial beyond the classroom. RAFT strategy has been implemented in science classes to integrate and asses science literacy, including writing in small-group literature circles,

keeping science journals, and creating nonfiction science books (Senn, et al, 20013). So that, the researcher challenged and want to prove that RAFT strategy can help students' problem in writing advertisement as a kind of short functional text.

By considering the importance of the statements and facts above, the researcher is motivated to do a research on the effect of students' achivement in writing short funcional text escpecially advertisement by using RAFT strategy.

B. The Identification of the Problem

The problem of this study were identified as follow

1. The students have difficulties to understand about how to write short functional text.
2. The students have limited vocabulary.
3. The English teacher has little creativity in using a teaching technique.

C. The scope of the study

This study aim focused in writing. The limitation of the study is on the students' writing short functional text at the eight grades of SMP Tarbiyah Islamiyah at academic year 2017/2018 by using RAFT strategy.

D. The formulation of the problem

Based on the identification of problem, the problem is formulated as follow “ Is there any significant Effect of using RAFT strategy on students’ achievement in writing short functional text?”

E. The Objective of the study

Based on the formulation of problem above, the objective of the research is to find out the Effect of using RAFT strategy on students’ achievement in writing short functional text.

F. The Significance of the Study

The result of the study were expected to be used theoretically and practically:

a. Theoretically

This study is expected to be able to strengthen some typically previous research, give contribution in educational research development in Indonesia and becomes reference for futher references.

b. Practically

1. For the students, this study is expected to help the students in learning RAFT strategy in writing short functional text.

2. For the English teacher, the result of this study was directly intended to provide them with understanding of RAFT strategy in teaching writing.
3. For the researcher, this research gives contribution to the research in helping find out the best techniques for teaching and get more information from this research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Writing is language skill in producing organized word, sentence and paragraph into one idea in a paper. This is called as written communication. Writing is an action- a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them and he also states that writing is a way to produce language when you do and when you speak (Meyers, 2005). It means that writing is a process of producing language from our thought into a paper and done with a purpose to convey a message in written form to others. A writing itself is always influenced by genre of writer in writing. Moreover the students have to be creative in generating and organizing their ideas into meaningful written text. Writing is as a form of problem solving in which the writer is faced with two main tasks: a) generating ideas, and b) composing these ideas into a written text that meets the needs of a reader and efficiently communicates the authors message (Hamp, Lynons, Heasley, 2006).

In addition in writing is the communication of content for a purpose to an audience (Peha (2010). It means that writing is communication should have content such as organized idea or message with a certain purpose which is formed in written language and given to audience or called as other people.

Based on those definitions above, it could be concluded that writing was a result of thought process and formed to be a written language. To make a good writing should know how to come up idea, form organization text, and so on. However, in doing so was not easy because most students were still low in writing. Therefore they needed to learn some writing methods, strategy, and technique to form a good writing.

1.1 The Purposes of Writing

According to Coffin (2003), the purposes of writing consist:

(1)Writing assessment, (2)Writing is as an aid to critical thinking, understanding, and memory (3)Writing to extend student “learning beyond lectures an other formal meetings (4)Writing to improve student’s communication skills (5)Writing to train; students as future professionals in particular discipliner.In addition Javed, et al (2013) says that another goal of writing in school is to provide students with opportunity for self-exploration. It meant that students should be encouraged in writing a lot by school as much as possible to make sure they are capable of writing. For instance, writing journal, essay, personal statement, personal recount and so on. By doing so, opportunity of students in increasing their ability of writing will be simpler to be seen.

1.2 The Processes of Writing

That good writing starts with process, there are four basic steps in writing anything: prewriting, writing, revising, and proofreading by (Sorenson (2010) :

1.2.1 Pre-writing

The prewriting process refers to the kinds of activity that students do to get ready to write something. The activities of prewriting usually helped students to find a good topic, narrow topics that are too broad, and look at purpose. This was a warm-up activity in writing. The students were stimulated to gather thoughts and information in order to get ready in choosing the topic. Tells that one of the ways to find the topic is daily experiences of what you see and hear. Sometimes students might be stimulated to write as a result of something they have seen like a film, an art exhibit, an animal in distress, a rare flower, a tornado, or a champion swimmer. After gathering thought and information, they chose a topic that is right for them. If the topic was too general, they could narrow a subject to suit the length of the paper they plan to write. As the students were writing, they must have a purpose of their writing, namely to inform, to persuade, and to amuse others. So as the students started to write something, they must decide the purpose of their writing. Next is analyzing the reader. The readers determined dozens of details about the students writing such as vocabulary, sentence structure, formality, and organization. If the writings were presented for children, so it must use simple vocabulary and sentence structure. After knowing the purpose and understanding the reader, students wrote topic sentence or thesis sentences. Topic

sentence is for a paragraph while thesis sentences are for a multi-paragraph paper. Finally, the last stage in prewriting activity was organizing the material. Organization was the plan for presenting the main ideas. It was generally about the chronological order which was arrangement in time and spatial order which is arrangement in space (Sorenson, 2010).

1.2.2 Writing

In writing activity, students should write their ideas smoothly. They should feel free to express their ideas without worrying about mechanical details, sentence structure and other formal writing techniques. Because they want to express their ideas smoothly, they must situate themselves in a comfortable spot and be free from distractions. In this stage, they write a rough draft and ignore technical details like mechanics, grammar, and structure in order not to lose their ideas.

1.2.3 Revising

Revising is an activity which needs a hard work to polish the writing such as improving the content, structure, emphasis, and continuity. When students revised, they reviewed their text on the basis of the feedback given in the previous stage. They reexamined what was written to see how effectively they have communicated their meanings to the reader. Revision added variety, emphasis, coherence, transition, and detail. It eliminates wordiness, irrelevancies, and

inconsistencies. It polished, hones, and perfects. Hence, revising was a tough part in writing.

1.2.4 Proofreading

After revising, students should do proofreading. Proofreading is an activity which focuses on getting rid of the mechanical errors, like spelling, grammar, and punctuation. Students need to read their writing several times and pay attention on each sentence. Students may ask someone else to proofread.

Based on explanation above, the processes of writing consists of 4 item namely pre-writing, writing, revising, and proof reading. In order to get good writing, students should get collect a lot of information and then determine the topic by writing topic and some information, this was called as pre-writing. After that, writing those information to be one idea or paragraph, then looking for irrelevance of coherence, idea or grammar which was called as revision, and at last student should do proofreading by reading in more detailed about spelling, grammar and punctuation to lose mechanical error.

1.3 Students' Writing Achievement

Abdurahman (2003:7) said that achievement is the ability of the students after take the teaching and learning process. Meanwhile, philip state in Yulianti (2005:15) the students' achievement is the ruslt of what the students been learns and other word the students are the outcome of the students. Shortly, students' achievement in learning English is the result of the what the students gain after

they learn a subject that that teacher gave. Students' achievement in the research is indicated in the form of the scores that students get. The score are determine based on the cognitive, affective, and psychomotoric domains.

Bloom's (1956) identifies three domains of educational activities, these are cognitive, affective and psychomotor. The cognitive domain involves knowledge and development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. The affective domain includes the manner in which deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivation, and attitudes. Psychomotoris is the skill to do something, ready to do it based on physics and emotion, self-control and became a habit.

1.4 Writing Assesment

Heaton (1989:5) clearly contends that teaching and evaluation are closely interrelates. Writing is complex activity, it may be hard to evaluate. Ideally, the teachers should assess aspects and skills involves in writing, in this case, short functional text especially advertisement, but many teachers find in impossible to do. According to Heaton (1989:147) there are sokme aspects that should be consideres in scoring writing including grammar, vocabularies, mechanics, that refers to punctuation and spelling. In assessing the text writing of the students, the teachers can make use different from of assesment.

Tribble (1996:43) states that the range of knowledge that a writer requires when undertaking a specific task can be summarize in the following way:

- 1) **Content knowledge**- knowledge of concepts involves in the subject area;
- 2) **Context knowledge**- knowledge of context in which the text will be read;
- 3) **Language system knowledge**- knowledge of these aspects of the language system necessary for the completion of the task; and
- 4) **Writing process knowledge**- knowledge of the most appropriate way of preparing for a specific writing task.

Furthermore, Tribble (1996:130) says that in terms of the writing assessment, a text is not assessed in a single dimension. It is viewed as being the result of a complex of different skills and knowledge. Each skill and knowledge makes a significant contribution to the development of the whole. There are five major aspects used for writing assessment. They are:

- 1) **Content** – the ability to think creatively and develop thought including all of the relevant to assigned topic;
- 2) **Organization** – the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, to organize and other relevant information;
- 3) **Vocabulary** – the ability to write the word effectively and to appropriate register;
- 4) **Language use** – the ability to write with correct and appropriate sentence; and
- 5) **Mechanics** – the ability to use correct these conventions

In this study, writing assessment for short functional text especially advertisement only use three aspects. They are, Content, organization, and mechanics. In writing short functional text advertisement, students are not tied in structural features just like another types of writing. They are free to use any kind of vocabulary and language use to make their advertisement more interesting for reader to fulfill the purpose of the advertisement itself.

2. Short Functional Text

2.1 Definition of Short Functional Text

Short Functional Text is a type of information/factual text to give information or warning to the listener or reader that something is important to be known. This type of text is characterized by the use of simple, concise sentences, particular words, expression, and symbols to make the information easily understood or remembered by the readers. Short functional text is a short text containing the command, direction, something to be done which may be prohibition, advertisement, announcement, invitations, greeting cards, messaging, shopping list, warning (notice) and others that contain the meaning that are used in daily communication.

2.2 Kinds of Short Functional Text

Based on Kurikulum Tingkat Satuan Pendidikan 2006 Santoso (2011) for teaching in Junior High School, the types are reduced into ; memo, notice, invitation letters, announcement, greeting card, and advertisement.

1. Memo is used to convey some basic information, particularly to persuade action, to issue a directive, or to provide a report.
2. Invitation card is to give information for other people to invite or request their coming in a program, party, celebration, etc.
3. Announcement is something said, written or printed to make known what was happened or what will happen.
4. Notice is a symbol or text to inform or instruct people to do not to do something.
5. Greeting card is an illustrated piece of card or high quality paper featuring an expression of friendship or other sentiment.
6. Advertisement is to inform and draw attention to persuade audience to do something or to take some action.

2.3 Function of Short Functional Text

The function of short function text is to provide complete and clear information about certain events or occasion.

Some characteristics of short functional texts are straightforward and ease the readers to get information quickly, keep it short, inviting, and to the point, clear and complete, make a direct and no nonsense statement.

3. RAFT Strategy

RAFT is role, audience, format and topic. This is a writing strategy which simplifies students to write by coming up idea and forming it into organized paragraph. RAFT is an acronym which is used to describe the four critical

ingredients of writing, namely R for Role of the writer, A for Audience for the writing, F for Format the writing will take, and T for Topic which covered in the writing. This strategy helps the students to think critically and creatively about the content that they are studying. They can make connection to the events, people, times, and places they are reading about, and then they can combine all of the information into a creative piece of writing (Syrja, 2011).

RAFT strategy involves writing from a point of view. It infuses a writing assignment with full of imagination, creativity and motivation. Students' writing goes to the audience not only for the teacher, they write their writing in a form not in a standard assignment. It means that the students will develop their ability in writing by expressing their idea clearly and effectively in a certain form and for the audience that they choose as their target (Buehl, 2009).

Based on those definitions above, it was concluded that RAFT was effective strategy which should be implemented to solve students' problem in writing because RAFT helped by providing what content need writing, what format used, what topic was it and so on. Therefore RAFT deserved to be chosen as learning strategy in writing skill.

3.1 The Advantages of RAFT Strategy

There are a lot of advantages of using R.A.F.T strategy in increasing and motivating students to write at Junior High School (Alisa and Rosa, 2013). They are:

- a. R.A.F.T strategy will help students to understand their role as writer, the audience they will address, the variety format and the topic of their writing.
- b. This strategy provides opportunities for the students to demonstrate their understanding of a topic or subject and communicate their understanding of it in creative and interesting way.
- c. This strategy can be great pre-writing tool because it encourages students to organize their thoughts and brings life and creativity to their writing.
- d. After finished RAFT assignment, students will more proficient to develop their style of writing.
- e. And the end, this strategy increase the students' motivation in writing, because when the students can keep their attention and they are interested with the writing activity, they automatically will increase their motivation in learning English.

3.2 The Disadvantages of RAFT Strategy

There are also some disadvantages:

1. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing (Mayasari,
2. RAFT does not always allow students the opportunity to explore other possible perspectives on the topic (Garcia, 2013).

As a matter of fact, every strategy, media, technique, or step bears some advantages and disadvantages. Therefore, it is important for the teacher to

consider each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective and successful.

3.3 Procedures of Using RAFT Strategy

In teaching writing, especially when using RAFT strategy, the teacher must understand and comprehend the procedures of its strategy. Some experts give their points of view of applying RAFT strategy. Buehl (2009) states that classifies RAFT strategy was done as following:

- a. Analyzing the important idea or information that you want students to learn from a story, a textbook passage, or other appropriate text.
- b. Brainstorming possible roles that students could assume in their writing. Then, decide who the audience will be for this communication and determine the format for the writing.
- c. After students complete the reading assignment, write “RAFT” on the chalkboard and list the role, audience, format, and topic for their writing.

Students can be assigned with the same role for the writing or several different roles which they can choose.

- d. Giving sample of authentic examples for a specific RAFT project for students to consult as they plan their writing.

Similarly to Buehl, Sejnost (2010) also divides some steps in using RAFT strategy in classroom. They are:

- a. First introduce the elements of the RAFT strategy to the students.

- b. R = role of the writer (Who is the writer? What role does he or she plays?)
- c. A = audience for the writer (To whom are you writing? Who will read you writing?)
- d. F = format of the writing (What form will your writing take?)
- e. T = topic of the writing (What will you be writing about?)
- f. Next, together with the students, determine the important ideas, concept, or information from the reading assignment in order to determine the topic of the assignment.
- g. Then, with students, brainstorm possible roles class members could assume in their writing. This will determine the role for the assignment.
- h. Now, ask the students to determine the audience for this writing.
- i. Finally, decide the format writing will take.

Based on the procedures above, the writer concluded that the point of applying RAFT in classroom was that the teacher had to give a reading passage in order to introduce the students of elements in that strategy. After students understood, they could determine the Role, Audience, Format and Topic of their own writing, indeed, with the teacher's help.

B. Previous Related Research

The relevant studies are based on the similarities in variable of study even in dependent variable although independent variable. Some of the relevants of the study with the research are as follow by:

1. Yoesis Ika Pratiwi (2016) in Universitas Lampung. The researcher investigated that theory was a significant effect of students' writing skill. The result of use this strategy is significantly different between RAFT Strategy and Lecturing method. RAFT Strategy more easily to students and effective to increase students' in learning writing skill.
2. *The Effect of RAFT Strategy Assisted by Graphic Images on the Students' Achievement in Writing* by M.IkhsanAhmadiTanjung (2016) in University Muhammadiyah Sumatera Utara. The researcher investigated that theory was a significant effect of student's writing skill. The result of use this strategy is significantly different between RAFT Strategy and Lecturing method. RAFT Strategy more easily to students and effective to increase students' in learning writing skill.

C. Conceptual Framework

Writing is one of the important skills for junior high schools in the English learning. Writing itself has a purpose that is to convey the messages in a written form. In teaching and learning process of writing, it really needs some competencies in the practice. Students are demanded to have linguistic competencies, such as vocabulary, grammar, mechanics, and spelling to be able to

produce a written text. Students also need many ideas, thoughts and developments in arranging English words, sentences, paragraph into a good text. In practice, students make many mistakes on their writing product related to both content and form. They cannot directly produce a good written text in one writing practice. Therefore, writing is not an instant activity considering that there are some steps in this activity.

Short Functional Text is a type of information/factual text to give information or warning to the listener or reader that something is important to be known. This type of text is characterized by the use of simple, concise sentences, particular words, expression, and symbols to make the information easily understood or remembered by the readers. Short functional text is a short text containing the command, direction, something to be done which may be prohibition, advertisement, announcement, invitations, greeting cards, messaging, shopping list, warning (notice) and others that contain the meaning that are used in daily communication.

To make the students feel easier and interest in writing short functional text, there is one strategy which appropriate in writing short functional text namely RAFT strategy can be helpful in teaching writing on short functional text. Short Functional Text can make the learners develop their idea and imagination when they write and turn them to be more creative writer.

RAFT is a strategy that can be used to teach all content areas, including science, social studies, and math, however even though RAFT strategy has many

strength in teaching writing, it also has disadvantage such as; Students only consider one point of view per writing activity.

C. Hypothesis

The hypothesis of this research are formulate as following :

H_a : There is a significant Effect of using RAFT Strategy on
Students' Achievement in Writing Short Fuctional Text.

H_0 : There is no significant Effect of RAFT Strategy on Students'
Achievement in Writing Short Fuctional Text.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at SMP TARBIYAH ISLAMIYAH, Hamparan Perak, JL. Perintis Kemerdekaan, Hamparan Perak, Sumatera Utara of academic year 2017/2018. The reason of choosing this school because based on the researcher observation and interview with the English teacher in this school, it is found that the students' achievement in learning short functional text were still low. The researcher is interested in solving the students' problem by RAFT Strategy in Junior High School.

B. Population and Sample

1. Population

The population of this research is taken from eight grade students of SMP TARBIYAH ISLAMIYAH of academic year 2017/2018 at JL. Perintis Kemerdekaan, Hamparan Perak, Sumatera Utara. The eighth grade has three paralel clases, there are VIII-1, VIII-2, and VIII-3. Each class consists of 30 students. So the total of population is 90 students.

Table 3.1
Population and Sample of the Research

No.	Classes	Population
1	VIII-1	30
2	VIII-2	30
3	VIII-3	30
4	Total	90

2. Sample

The samples in this research were class VIII-1 consisted of 30 students and VIII-3 consisted of 30 students which were taken by using Total Cluster Random Sampling Technique. It meant that whole population of students were involved to be sample in this research and one of both classes were chosen as control group and another as experimental group. The researcher chosen VIII-1 as experimental classes and VIII-3 as control classes. The table of population and sample of the research were seen in table 3.2 below.

Table 3.2
Sample of the Research

No.	Classes	Sample
1	VIII-1	30
2	VIII-3	30
3	Total	60

C. Research Design

This research was conducted by using an experimental quantitative research which consisted of pre-test, treatment, and post-test in order to know the effect of RAFT Strategy on the students' Achievement in Writing Short Functional Text. In

conducting the experimental research, the sample was divided into two groups, there were experimental and control group. The experimental was taught by using RAFT Strategy and the control group was taught by using Lecturing Method. The design of this research was illustrated as follow.

Table 3.3
Experimental and Control Group

Group	Pre-test	Treatment	Post-test
Experimental Group	√	RAFT Strategy	√
Control Group	√	Lecturing Method	√

In this research, there were three procedures used to collected the data. Those were Pre-test, Treatment and Post-test gave to the experimental and control groups.

a. Pre-test

The pre-test was conducted to find out the students' achievement in Writing Short Functional Text before having the treatment. The pre-test was given to the experimental group and control group and their works are scored. The result of the pre-test was considered as the preliminary data.

b. Treatment

The experimental and control group was taught by using the same materials but different treatment. In the experimental group, the researcher used RAFT Strategy on students' achievement in writing short functional text, while the control group was taught by using Lecturing Method.

Table 3.4
Treatment for Experimental Group

Theacher' Activity	Students' Activity
1. Theacher introduced the short functional text and gave some example	1. The students listened to the teachers explanation and asked some question about the explanation
2. Teacher asked some questions based on the sample of short functional text	2. The students answered the question
3. Teacher explained the main focus of kinds of short functional text	3. The students listened to the teachers explanation
4. Teacher explained about advertisement from the examples gave before	4. The students asked some question to the teacher
5. Teacher explained the strategy that the students would use writing short functional that would be RAFT Strategy	5. The students listened to the explanation
6. Teacher divided students into several group	6. The students followed teacher intruction

Table 3.5
RAFT Format Table

Idea	Role	Audience	Format	Topic
selling milk	Milk seller	Teenagers	Advertisement <i>-using attractive sentence</i> <i>-using suggestive expression</i>	Drink milk to get height without worrying the fat
	Milk seller	Parents (mother)	Advertisement Vocabularies: different taste, smart, drink	Milk for baby's brain and intellegency

c. Post-test

After conducting the treatment, a post-test was given to the students. The post-test function to know whether the treatment of the effect of RAFT strategy on the students' achievement in writing. It was administrated to experimental group and control group. The administrating of the post-test to find the differences scores of both experimental and control groups by using RAFT Strategy and using Lecturing method.

D. Instrument of the Research

The instrument for collecting data was used written test. The students was asked to write a short functional text based on the topic given.

To score the students' achievement in writing short functional text, some criteria were used. The cumulative score was ranged from (0-100). To know the students achievement in writing there is some criteria considered there are five scoring components scales namely content, organization, vocabulary, language use, and mechanism. Hughes (2003) divides there are five scoring components scales namely:

a. Content

The scoring of the content depends on the students ability in write their idea and information on the form of logical sentences.

Score	Description
30-27	nowledgeable, substantive development of thesis, relevant to assigned topic.
26-22	Some knowledge of subject, adequate range, limited development of thesis mostly relevant to topic but lacks detail.
21-17	Limited knowledge of subject, little substance, in adequate development of topic.
16-13	Doesn't show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.

b. Organization

The organization refers to students ability write the ideas, information in logical order. The topic and supporting sentences are clearly states.

Score	Description
20-18	Clear expression, ideas clearly stated/supported, succinct, well organized, logical sequencing cohesive.
17-14	Somewhat choppy, loosely or organized but main ideas stand put,

	limited support, logical but incomplete sequencing.
13-10	n-fluent, ideas confused or disconnected, lacks logical sequencing and development.
9-7	es not communicate, no organization, or nor enough to evaluate.

c. Vocabulary

Vocabulary refers to the students' ability in word or idiom to express idea logically, it also refers to the ability to using use synonym, prefix, suffix, exactly.

The criteria of scoring vocabulary used are:

Score	Description
20-18	phisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
17-14	equate range, occasional errors of word/idiom choice, usage, but meaning not obscured.
13-10	hited range, frequent of word/idiom choice, usage, meaning confused or obscured.
9-7	entially translation, little, knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

d. Language Use

Language use refers in the students' ability in using some article or conjunction. The score of language use will be taken from five criteria had the highest score oris 25 point. They use consist of tense, article, pronoun preposition and structure.

The criteria the language use as follow:

Score	Description
25-22	effective and complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
21-18	effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
17-11	major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
10-5	virtually no mastery of sentence constructions rules, dominated by errors, doesn't communicate, or not enough to evaluate.

e. Mechanism

Score	Description
5	demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
4	occasional errors of spelling punctuation, capitalization, paragraphing, but meaning not obscured.
3	frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
2	no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

Based on these indicators, then the students achievement in writing short functional text is classified quantitative system, the scale are as follow:

Table 3.6
Scale of Score Quantitative

Quantitative form
90-100
70-85
30-86
0-29

E. The Technique of Collecting Data

The data was collected by giving the test to the students. Several steps are use to collect the data:

1. Giving Pre-test to Experimental and Control Group.
2. Submit Pre-test to Experimental and Control Group.
3. Giving treatment to Experimental Group by using RAFT strategy.
4. Giving Post-test to Experimental and Control Group.
5. Submit Post-test to Experimental and Control Group.
6. Listing the score of Pre-test and Post-test in table to the Experimental and Control Group.

F. The Technique of Analyzing the Data

After collecting the data from the test, the data were analyzed by using the following procedures:

1. Scoring the students' answer for correct and wrong answers.
2. Listing the scores into two tables; first for the experimental group scores as X variable, the second for the control group scores as Y variable.
3. Calculating the total score of pre-test and post-test in experimental group and control group. Calculating would be conducted by using t-test as shown below, according to Sugiyono (2015):

a. Calculating Mean Score :

$$\bar{x} = \frac{\sum x}{nx} \quad \text{for the experimetal class (Sugiyono,2015)}$$

$$\bar{y} = \frac{\sum y}{ny} \quad \text{for the control class (Sugiyono,2015)}$$

b. Standard Deviation

$$SD_1 = \sqrt{\frac{n(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1-1)}} \quad \text{for the experimetal class(Sugiyono,2015)}$$

$$SD_2 = \sqrt{\frac{n(\sum y_1^2) - (\sum y_1)^2}{n_1(n_1-1)}} \quad \text{for the control class (Sugiyono,2015)}$$

c. Calculating correlation Product Moment between X and Y

$$R = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\}\{n\sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono,2015})$$

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \quad (\text{Sugiyono, 2015})$$

e. Finding degree of freedom (df) or t-table as formula :

$$Df = 2N - 2$$

Where :

t = t-test

\bar{X}_1 = Mean of variable 1 (experimental group)

\bar{X}_2 = Mean of variable 2 (control group)

SD_1 = Standard deviation of sample 1 (experimental group)

SD_2 = Standard deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

N = Total of sample

N_1 = Number of cases for variable 1 (experimental group)

N_2 = Number of cases for variable 2 (control group)

R = Correlation of product moment between X and Y

Df = degree of freedom (df) or t-table

G. Statistical Hypothesis

Ha : There was significant effect of using RAFT Strategy (the hypothesis would be accepted)

Ho : There was no a significant effect of using RAFT Strategy (the hypothesis would be rejected)

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data this study were the result of writing on short fuctional text. The data were divided into two groups, namely experimental group and control group. This study was conducted in four meeting for each group either experimetal group and control group. Both of group were given the same test form in writing on short fuctional text in pre-test and post-test.

B. Data Analysis

The effect of Using RAFT Strategy on the Students' Achievement in Writing Short Func tional Text. Based on the data from the test the score were analyzed in other to know differences between pre-test and post-test of experimental group it could be seen on table 4.1 below.

Table 4.1
Differences between pre-test and post-test of experimental group

No	Student's Initial	Pre-test	Post-test	$\sum X_1^2$	$\sum X_2^2$
1	AP	40	75	1600	5625
2	DS	50	90	2500	8100
3	NH	40	75	1600	5625
4	SAP	35	70	1225	4900
5	ADA	40	75	1600	5625
6	RP	40	80	1600	6400
7	AS	35	70	1225	4900
8	MAW	50	85	2500	7225
9	IDL	40	80	1600	6400
10	SF	50	90	2500	8100
11	DA	45	80	2025	6400
12	MSR	45	80	2025	6400
13	TA	40	80	1600	6400
14	WA	35	70	1225	4900
15	ADN	60	95	3600	9025
16	ATP	50	90	2500	8100
17	AA	45	85	2025	7225
18	MR	35	75	1225	5625
19	HAP	45	80	2025	6400
20	AAT	35	85	1225	7225
21	DW	45	80	2025	6400
22	RYN	50	95	2500	9025
23	HA	35	77	1225	5929
24	AAS	45	90	2025	8100
25	FRD	40	85	1600	7225
26	AYN	40	84	1600	7056
27	BRD	40	86	1600	7396

28	MRR	55	95	3025	9025
29	NAN	42	82	1764	6724
30	RAB	48	88	2304	7744
TOTAL		ΣX_1 = 1295	ΣX_2 = 2472	ΣX_1^2 = 57093	ΣX_2^2 = 205224

Based on the table 4.1 above it could be seen that there was different between pre-test and post-test of experimental class. After calculated the data for the experimental group above score for pre-test was 1295 and the total post-test was 2472. It meant the score for post-test is higher than pre-test. The mean score was calculated as follows ;

a. The average (Mean)

$$\begin{aligned}
 x &= \frac{\Sigma x}{n_x} \\
 &= \frac{2472}{30} \\
 &= 82,4
 \end{aligned}$$

b. Standards deviation of X variable

$$SD_1 = \sqrt{\frac{n (\Sigma x_1^2) - (\Sigma x_1)^2}{n_1(n_1 - 1)}}$$

$$= \sqrt{\frac{30 (205224) - (2472)^2}{30 (30 - 1)}}$$

$$= \sqrt{\frac{6156720 - 6110784}{870}}$$

$$= \sqrt{\frac{45936}{870}}$$

$$= \sqrt{52,8}$$

$$= 7,26$$

Table 4.2
Differences between pre-test and post-test of control group

No	Student's Initial	Pre-test	Post-test	$\sum X_1^2$	$\sum X_2^2$
1	AIN	40	70	1600	4900
2	AFN	42	83	1764	6889
3	CA	30	62	900	3844
4	DA	38	60	1444	3600
5	DA	40	58	1600	3364
6	DK	39	64	1521	4096
7	EAF	40	75	1600	5625
8	FA	33	73	1089	5329
9	FDUBK	41	73	1681	5329
10	HDN	35	70	1225	4900
11	IRYN	35	65	1225	4225
12	MNA	37	64	1369	4096
13	MA	39	65	1521	4225
14	MF	30	65	900	4225

15	MHG	34	74	1156	5476
16	MN	34	73	1156	5329
17	MR	35	69	1225	4761
18	MRS	30	70	900	4900
19	MN	35	70	1225	4900
20	RSS	38	71	1444	5041
21	SDWN	40	75	1600	5625
22	SGNW	38	68	1444	4624
23	SSR	53	85	2809	7225
24	SWD	40	69	1600	4761
25	SPT	44	75	1936	5625
26	SP	47	86	2209	7396
27	SFT	40	65	1600	4225
28	UEV	39	69	1521	4761
29	WMS	42	70	1764	4900
30	ZKN	32	68	1024	4624
TOTAL		ΣY_1 = 1140	ΣY_2 = 2104	ΣY_1^2 = 44052	ΣY_2^2 = 148820

a. The average (Mean)

$$x = \frac{\Sigma x}{n_x}$$

$$= \frac{2472}{30}$$

$$= 82,4$$

b. Standart deviation of Y variable

$$\begin{aligned}
 SD_2 &= \sqrt{\frac{n (\sum y_1^2) - (\sum y_1)^2}{n_1(n_1 - 1)}} \\
 &= \sqrt{\frac{30 (148820) - (2104)^2}{30 (30-1)}} \\
 &= \sqrt{\frac{4464600 - 4426816}{870}} \\
 &= \sqrt{\frac{37784}{870}} \\
 &= \sqrt{43,42} \\
 &= 6,58
 \end{aligned}$$

Based on the previous data it was concluded in the following table :

Table 4.3

Calculating Correlation Product Moment between X1 and X2

No	Student's Initial	Pre-test (X ₁)	Post-test (X ₂)	∑X ₁ ²	∑X ₂ ²	∑X ₁ X ₂
1	AP	40	75	1600	5625	3000
2	DS	50	90	2500	8100	4500
3	NH	40	75	1600	5625	3000

4	SAP	35	70	1225	4900	2450
5	ADA	40	75	1600	5625	3000
6	RP	40	80	1600	6400	3200
7	AS	35	70	1225	4900	2450
8	MAW	50	85	2500	7225	4250
9	IDL	40	80	1600	6400	3200
10	SF	50	90	2500	8100	4500
11	DA	45	80	2025	6400	3600
12	MSR	45	80	2025	6400	3600
13	TA	40	80	1600	6400	3200
14	WA	35	70	1225	4900	2450
15	ADN	60	95	3600	9025	5700
16	ATP	50	90	2500	8100	4500
17	AA	45	85	2025	7225	3825
18	MR	35	75	1225	5625	2625
19	HAP	45	80	2025	6400	3600
20	AAT	35	85	1225	7225	2975
21	DW	45	80	2025	6400	3600
S22	RYN	50	95	2500	9025	4750
23	HA	35	77	1225	5929	2695
24	AAS	45	90	2025	8100	4050
25	FRD	40	85	1600	7225	3400
26	AYN	40	84	1600	7056	3360
27	BRD	40	86	1600	7396	3440
28	MRR	55	95	3025	9025	5225
29	NAN	42	82	1764	6724	3444
30	RAB	48	88	2304	7744	4224
TOTAL		X₁ = 1295	X₂ = 2472	ΣX₁² = 57093	ΣX₂² = 205224	ΣX₁X₂ = 107813

$$\begin{aligned}
R &= \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\}\{n\sum y_i^2 - (\sum y_i)^2\}}} \\
&= \frac{30(107813) - (1295)(2472)}{\sqrt{\{30(57093) - (1295)^2\}\{30(205224) - (2472)^2\}}} \\
&= \frac{3234390 - 3201240}{\sqrt{\{1712790 - 1677025\}\{6156720 - 6110784\}}} \\
&= \frac{33150}{\sqrt{\{35765\}\{45936\}}} \\
&= \frac{33150}{\sqrt{\{1642901040\}}} \\
&= \frac{33150}{40,53} \\
&= 817,9
\end{aligned}$$

Determining the value of t-test with formula :

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right) - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \\
&= \frac{82.4 - 70.1}{\sqrt{\left(\frac{52,8}{30} + \frac{43,42}{30}\right) - 2(817.9)\left(\frac{7,26}{\sqrt{30}}\right)\left(\frac{6,58}{\sqrt{30}}\right)}} \\
&= \frac{82.4 - 70.1}{\sqrt{(1.76 + 1.44) - 2(817.9)\left(\frac{7,26}{5,47}\right)\left(\frac{6,58}{5,47}\right)}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{12,3}{\sqrt{(1,76 + 1,44) - (1,635)(1,32)(1,20)}} \\
&= \frac{12,3}{\sqrt{3,2 - 2,589}} \\
&= \frac{12,3}{\sqrt{0,611}} \\
&= \frac{12,3}{0,78} \\
&= 15,76
\end{aligned}$$

After measuring the data above by using t-test formula. It showed that t-test value was 15.76. After seeking the table of the distribution of t-test as the accounting in certain degree of freedom (df). The calculation showed that :

$$\begin{aligned}
Df &= 2N-2 \\
&= 2(30)-2 \\
&= 60-2 \\
&= 58
\end{aligned}$$

c. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution written test method as basic of counting t-critical degree of freedom (df), the calculation shows that df is (2n-2=60-2=58) in line 58 that t-table is 2.002 for 0.05. It could be concluded t-test > t-table or 15.76 > 2,002. So, Ho is rejected and Ha is accepted or there was the

effect of using RAFT Strategy on the Students' Achievement in Writing Short
Functional Text.

d. Research Findings

Based on the data analysis above, the findings of this reseach were described that the students who were taught by using RAFT Strategy got higher score than those who were taught by using Lecturing Method. It was proved from the result of t-test which was 15.76 and t-table which was 2.002 (t-test > t-table, $15.76 > 2.002$). It means that the students' achievement in writing by using RAFT Strategy was significant that using Lecturing Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that there was the significant effect of using RAFT Strategy on the students' achievement in writing short functional text, which was prove from the total scoresof pre-test before giving treatment, 1295 and 2472 Espectively. It was found t-test higher than t-table or $15.76 > 2.002$ with $df = 58$, $\alpha = 0.05$.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use RAFT Strategy in teaching writing. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in writing. Besides it can be contribution for English teacher to improve their teaching strategies.
2. The students are suggested to do a lot of practice to master of writing and easy using RAFT Strategy is excellent strategy, because the students enjoy in learning process and easy to comprehend the text and answer the questions. Students could compare about RAFT Strategy and using

Lecturing Method to take the best technique in writing especially in short functional text.

3. The readers, especially at UMSU library encourages to have a lot of information about teaching learning experiences for them.

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