THE EFFECT OF RAFT STRATEGY ASSISTED BY GRAPHIC IMAGES ON THE STUDENTS' ACHIEVEMENT IN WRITING

SKRIPSI

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ABSTRACT

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The objective of this research was to find out the significant effect of RAFT strategy assisted by graphic images on the students' achievement in writing. The Research used in this study was an experimental research. This research design was conducted at SMA Al-ULUM Medan, located on Jalan Tuasan No.35, Kecamatan Medan Tembung. The population of this research was the eleven grade classes in academic year 2016/2017 which consisted of 2 classes, 51 students. The researcher took two classes by using total random sampling, XI-IPS was as the control class that consisted of 22 students and XI IPA was as the experimental class which involved 29 students. Each class was given a pre-test, treatment, and post-test. The control class was taught by using lecture method meanwhile the experimental class was treated by using RAFT strategy. The instrument of this research was written test. The data were analyzed by using t-test formula. Then, the result showed that $t_{observe}$ (1.76) was higher than t_{table} (1.67) with the degree of freedom (df = 49) for two-tailed test (1.76 >1.67). It meant that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In conclusion, there was the significant effect on the students' achievement in writing by using RAFT Strategy Assisted by Graphic Images

Keyword: RAFT Strategy, Writing, Students' Achievement, Graphic Images.

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<div align="center">بِسْمِ ٱللَّٰهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ</div>

In the name Allah the most Almighty, the most Gracious and the most Merciful. Praise to be Allah, firstly, the researcher would like to express thanks to Allah the most Almighty for giving her ideas and inspiration in finishing and completing the study. Secondly, bless and peace be upon the prophet Muhammad SAW as the figure of good civilization, intellectual, braveness, and loving knowledge.

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The Researcher,

M. Ikhsan Ahmadi Tanjung

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Writing is one of basic skills in English and also as a mean of communication that is used to convey idea, expression, thought and feeling to other. In making a writing requires a process, because it is written communication which contains organized idea, grammar and so on. Spratt, Pulvernes, and Williams (2005) defines that writing is one of the productive language skills which deal with conveying messages with the use of graphic symbols. moreover, writing is an activity to communication's idea by using letters, words, phrases, and clauses to from a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed language.

In global era, writing is very important competence. It is because nowadays people who use technology as their mean of communication seem to be impossible separated from the activity of writing, from simplest one like sending short message through mobile phone and the more complex like making via mail. Furthermore the importance of writing is also seen from the fact that the skill of writing is necessary for people in modern era like job acceptance. Therefore students are expected to be capable of making a good writing.

In Senior High School, there are many kinds of texts that should be learnt by students, one of them is Monologue text. it is like report text, descriptive text,

expository text and etc. All of kinds of text should be comprehended by students, especially report text, because this is one of texts which is very important and need to be mastered by students. In curriculum of KTSP, it states that students are expected to be capable of revealing a meaning in essay text in form of report, narrative, and analytical exposition in context of daily life and also short functional text such as (banner, poster, pamphlet etc) officially and unofficially by using variety of writing-language accurately, fluently in daily life

However, in reality most of the students had problems in writing report text based on the interview to the teacher in AL-ULUM school. For instance, in class B-XI IPA-3, there are 30 students learning report text with lecture method, however when teacher got them to write report text, only 8 students who got score which is suitable to KKM score. It indicates that students' writing skill there was still low in report text. After examined by teacher, seemingly students didn't know how to differentiate generic structure between descriptive text and report text, because both of them told description an object, but descriptive was for specific object meanwhile report was for general object, students had less motivation in learning report text and students were difficult to express their ideas in writing report text, example, when teacher asked them to write a report text, they lost ideas.

Actually some reasons why writing is more difficult for some student are viewed from two sides namely internal and external factor. If seen from internal factor: (a) students were hesitant to write because in writing they must use their own language style even though they had had the source of book, newspaper,

internet and so on, but they are still confused to come up idea and arrange it. (b) they were afraid that they didn't know what to write. Supported by hammer (2004) who says that student's reluctant to write because they rarely writing even in their own language and so the activity of writing seems like alien. (c) some students thought that writing was difficult because they are lack of vocabulary, grammar, cohesion, coherence in writing paragraph or essay. Hammer .(2004:) said that for writing truly accessible needs to be both cohesive, coherence and also the use of grammar and vocabulary in writing. Students who didn't know about vocabulary, grammar, cohesion and coherence in writing paragraph felt difficulty in writing. It happened because they were lazy to read any books about English, so that they are lack of vocabulary and grammar. Therefore they did not understand about using the pattern of grammar in writing sentence, paragraph, essay, and vocabulary. If seen from external side: (a) teacher still used conventional method in teaching report text and (b) the teacher didn't use any media in teaching students,

Therefore, the researcher had new strategy in teaching writing namely RAFT strategy to help students' obstacle in writing report text. Singleton and Newman (2009) classifies that RAFT stands for Role (what is the writer's role), Audience (who will be reading the writing), Format (what form will the writer use), and Topic + strong verb (who or what is the subject of this writing). This strategy allows the students to express the topic from several different perspectives. It also could be done when the writer wants to write something to someone. it meant that students was able to write effectively and clearly if

students passed RAFT strategy in writing because RAFT strategy made students communicate in written and simply come up ideas. In RAFT strategy, a few of advantages of RAFT was students know what their role in wring whom they wrote, what format used in writing report text, and what topic discussed in learning process, so it made them not confused anymore in writing. Furthermore, The power of RAFT had been proved previously from the data of the research was taken from the result of pre-test and post-test in academic year at STKIP PGRI West Sumatera about writing skill. In pre-test, control group got higher score than experimental, but after passing treatment of RAFT strategy. Both showed that the highest score obtained by experimental group was 23 and in control group was 21.5. it indicated that there was effect of RAFT strategy for students' writing skill if implemented. Unfortunately, RAFT strategy still had yet to be introduced in many schools. Therefore the researcher wants to apply RAFT strategy to increase students' writing skill especially writing report text.

The researcher also offered a media in teaching writing report text namely graphic images. Aiex (2008) defines "media as a device used by teacher in teaching-learning process that makes learners understand the material given". Media provides an excellent source for discovering a new way in teaching process and makes students competent more culturally, in other side, (Clark and Lyons 2004) states that the graphical representations are effective because their processing require fewer cognitive transformations. It meant that graphic image was important to increase cognitive skill of students in learning process.

For that reasons, the researcher conducted a research entitles The Effect of RAFT Strategy Assisted by Graphic Images on the Students' Achievement in Writing.

B. Identification of Problems

In line with the background of study, the problems were identified as follows:

1. Students were confused to differentiate generic structure between report text and descriptive text.

2. Students were difficult to express ideas into a written text.

3. Students were lack of grammar and vocabulary.

4. Teacher was still using conventional method in teaching report text.

5. Teacher didn't use any media in teaching report text.

C. The Scope and Limitation

The study focused on writing skill and it was limited on writing report text.

D. The Formulation of the Problem

The problem of this study was formulated as the follows: Was there any significant effect of RAFT Strategy Assisted by Graphic Images on the Students' Achievement in writing?

E. The Objective of the Study

The objective of this study was to investigate the effect of RAFT Strategy Assisted by Graphic Images on the Students' Achievement in writing.

F. The Significance of the Study

The result of this study was expected to be useful theoretically and practically. Theoretically, it was valuable reference for reader especially students who write report text, and also add new insight as well as information in writing especially report text.

Practically, the result of this research was expected to give benefit to the students in obtaining new way in writing report text and teacher was also expected to have varies strategy in teaching as well as other researcher will have reference in continuing research

CHAPTER II

REVIEW OF LITRATURE

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. As Meyers (2005) states that 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. 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. As Hamp, Lynons, Heasley, (2006) classifies that 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

In addition Peha (2010) defines that writing is the communication of content for a purpose to an audience. 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

Sorenson (2010) states that good writing starts with process. According to him, there are four basic steps in writing anything: prewriting, writing, revising, and proofreading.

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. Sorenson (2010) 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.

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 The Criteria of Writing Score

To know the students' ability in writing there are some criteria of scoring the test. Hughes (2003) divides there are five scoring components scales namely: (a) content, (b) organization, (c) vocabulary, (d) language use and (e) mechanism.

a. Content

There score of content depends on the students ability to write ideas, information in the form of logical sentences.

Table 2.1
The Criteria of Scoring Content

27-30	Excellent to very good: knowledge able to substantive through development of topic sentence-relevant to assigned topic
22-26	Good to average : some knowledge able to subjective-adequate range-limited development of topic sentence-mostly relevant to topic
17-21	Fair to poor : limited knowledge of subject-little substance inadequate
13-16	Very Poor : does not show knowledge of subject-not substantive not partinent-or not enough to evaluate

b. Organization

The organization refers to the students' ability writes the ideas, information logical order. The topic and supporting sentences were clearly stated.

Table 2.2

The Criteria of Scoring Organization

18-20	Very good : exact word, effective word choice and usage, word from mastery appropriate register
14-17	Good to average : adequate range, occasional error of words choice but meaning not obscured
10-13	Fair to poor : limited range, frequent error of words, choice usage, meaning confused, our obscured
7-9	Very Poor : essentially in translation, knowledge of english vocabulary, word form or enough to evaluate

c. Vocabulary

Vocabulary refers to the students' achievement in using word to express idea logically. It also refers to the achievement to use synonym, prefix, suffix exactly.

Table 2.3
The Criteria of Scoring Vocabulary

18-20	Very good : exact word, effective word choice and usage, word from mastery appropriate register
14-17	Good to average : adequate range, occasional error of words choice but meaning not obscured
10-13	Fair to poor : limited range, frequent error of words, choice usage, meaning confused, our obscured
7-9	Very Poor : essentially in translation, knowledge of english vocabulary, word form or enough to evaluate

d. Language Use

It refers to the student's achievement in writing simple, complex, or compound sentence correctly and logically. It also refers to the ability to usage agreement of the sentence and some other words such as noun, adjectives, verbs, and the time signals

Table 2.4
The Criteria of Scoring Language Use

22-25	Excellent to very good: affective complex construction-few errors argument, test, word order/function, articles, pronouns, prepositions.
18-21	Good average: effective but simple construction-minor problems in complex construction-several errors of argument. Tense, number-word order/function, articles, pronouns, preposition, but meaning seldom obscured.
11-17	Fair to poor: major problems in simple-complex constructions frequent of errors of negotiation, agreement, tense, pronoun, preposition or fragments, deletions-meaning, confused or obscured.
5-10	Very Poor : virtually no mastery of sentence construction rules dominated by error-does communicate or not enough to evaluate

e. Mechanism

Mechanism refers to the students' achievement in using words appropriately and using function correctly: paragraph and text can read correctly.

Table 2.5
The Criteria of Scoring Mechanism

05	Excellent to very good: demonstrate mastery of conversation- few error spelling, punctuation and capitalization writing sentences.
04	Good to average : occasional errors of spelling, punctuation and capitalization writing sentences.
03	Fair to poor : frequent errors spelling, punctuation and capitalization, writing sentence-poor hand writing meaning confused or obscured
02	Very Poor : no mastery of conventions-dominate by errors spelling, punctuations and capitalization, paragraph-hand writing illegal-or not enough to evaluate

Based on these criteria, then the students ability in writing report text using chronological order is classified to quantitative and qualitative system. The scales are as follows.

Table 2.6
The Scales of Qualitative and Quantitative

Qualitative Form	Quantitative
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very Poor	0-29

2. Report text

According to Rusman (2010), report text is text which presents information about something, as it is as a result of systematic observation and analysis. It means that report text is a text which presents information of one object either creature living or a thing after several procedure of research, observation, analysis. Moreover, the purposes of report text are derived from the views of some expert: (a) to write report text to oral form (Hardy and Klarwein, 2000). (b) to provide about natural and natural phenomena, (Hammond, 2002), (c)"to document, organize, and store factual information on a topic classify and describe the phenomena of our world about a whole class of things not about specific thing about living things like plants and animals and non living things like phones, bike, or oceans (Derewiank, 2000). (d) "to describe the way things are with reference to a range of natural, man-made and social phenomenon in our environment to describe the way things are, with reference to whole range of phenomena, natural, synthetic and social in our environment" (Gerot and wignell,1994). They also divide that the generic Structure of report text are two parts, (a) General Classification, and (b) Description.

a) General classification

It introduces the topic of the report such as: the class or sub-class. It is starting classification of general aspect of thing; animals, plant and etc. which will be discussed in general.

b) Description

It is describing the things which will be discussed more detail or specific; part per parts, customs or deed for living creature and usage material.

Moreover Pardiyono (2009) divides, there are four dominant grammatical aspects of the report text (a) The use of general nouns (e.g.: whales, some species. (b) The use of relating verbs (e.g : are, has, is). (c) The use of present tense (e.g. whales are sea-living mammals). (c)The use of behavioral verbs (e.g : snake often sunbathe). (d) The use of technical terms (e.g : whales breathe oxygen but cannot survive on the land).

Based on those explanations above, it was concluded that report text is a text which explains information about something or object in general. It also followed with research, observation and analysis. Report text has two generic structures such as: General Classification, and Description

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. According to Syrja (2011) 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.

Moreover Buehl (2009) states that a 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.

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 and Disadvantage of RAFT Strategy

Beuhl (2013) classifies there are some advantages of RAFT strategy that teacher should know, as follows: (a) Students give more thoughtful and often more extensive written responses as they demonstrate their learning, (b) Students are more active in processing information rather than simply answer to questions, (c) Students are given a clear structure for their writing; they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly, (d) Students are more motivated to do a writing assignment because the task involves them personally and allows for more creative responses to learning the material, (e) Students are encouraged to reread

to examine a text from perspectives other than their own and to gain insights on concepts and ideas that may not have occurred them during the initial reading of an assignment, and (f) 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

Based on the advantages of RAFT above, it was concluded that RAFT strategy can make the learners develop their idea and imagination when they write and turn them to be more creative writer. Moreover, they can explore their role as a writer, determine their audience, use certain format, and write something based on a given topic. On the other hand, RAFT strategy is used not only in teaching literature but also for other content areas such as science, social studies, and math so all teachers can use this strategy to build a new refreshing learning atmosphere.

3.1 Procedures of Applying 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) 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.

4. Graphic Images

Graphic images are a teaching media that function to stimulate students' interest in studying. According to Andrew Wright (2003), graphics can stimulate interest and motivation to improve understanding ability of language, and offer especial reference object and topic. Graphics played a very important role in language teaching process. Graphics refer to images and pictures, such as chart, diagram, and photograph, which contain no movement.

Moreover according to Canning-Wilson (2001). Graphic images also help students to create relations amongst the words, 'bringing out more detailed, knowledgeable, responsive, awareness to the object, situation or text being communicated' Canning-Wilson (2001). Canning also points that the graphic can help the student to work with more abstract thoughts and organizing skills through the use of logical structure.

Graphics have played key roles in scientific textbooks for centuries, Brooks, Nolan & Gallagher, (2001). Graphics were used to stimulate interest in students and increase their involvement for instructional purposes.

Based on the explanation above, it was concluded that graphic images were very important media in language teaching class. Not only giving understanding ability of language, but also making students more responsive and

also aware toward text being communicated. Furthermore, students were easier doing their work with logical structure because media helped them to write systematically from abstract thought into organized communicated writing. However, the researcher focuses on chart as well as diagram only in this research.

5. The Implementation of RAFT Strategy Assisted by Graphic Images.

In line with procedure of RAFT strategy, Buehl (2009) classifies there are some steps to implement in using RAFT Strategy Assisted by Graphic Images as following:

a. The researcher showed graphic images to the students.

b. The researcher gave explanation about graphic images

c. The researcher gave a question from the graphic images to the students

d. The researcher asked students to answer question as much as possible

e. The researchers ordered students to invite around the room (friends around them) asked for the other students to answer the question that the students did not know how to answer, to encourage the students to help each other

f. After that, the teacher asked the students to collect the answer

g. Asked students to return to their chair and to review the answer

h. Fill the answers that can't be answer by the students

i. Using this information as a way to introduce important topic in these subject

6. Lecture Method

Lecture is a teaching method where a teacher/lecturer is the central focus of information transfer. Typically, a teacher will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use an overhead projector to provide visuals for students. (Edwards, Smith and Webb, 2001) states that A lecture is defined as one person speaking, more or less continuously, to a group of people on a particular subject or theme. For the university administrator, a lecture is "a slot in the timetable where students are taught in a designated space, a lecture theatre, in a group which size can vary from 20 to 800 and more, and where one lecturer has the primary responsibility for 'delivering content'. It means that, the students only listened and take notes ideas and statement what considered important. Meanwhile the teacher only spoke up in front of the class like giving a preach to the students. Ramsden (2003) describes this didactic method as education through the transmission of information and suggests that this theory of learning assumes that students are passive recipients of knowledge transmitted by the lecturer. It means that students are the passive recipients in term of transmission of information in learning process.

The lecture is one of the oldest and, maybe still, the most widely promulgated teaching method in tertiary educational institutions. It has been a primary component in the teaching and learning programs of Universities since the very early days of university education (Bligh, 2000).

From the passage above, it can be concluded that lecture method is teaching method where the teacher/lecturer become the learning-center and the

students only respond what the teacher asks and no movement or effective interaction during learning process.

6.1 Advantages of Lecture Method

The lecture is a widely accepted instructional method. It is good for teaching specific facts and basic skills (Killen 2007), factual material are presented in a direct, logical manner (Killen 2007:128); It is good for introduction of new subject or topic to learners. It is used to present new material not yet available in print or books (Killen 2007:128). It is regarded as an efficient method to transmit content to a large group of learners. Lectures can also present large amounts of information to large groups (Freiberg and Driscoll 2000). It is the best method to use when the facts or problems are conflicting or confusing in nature; when there is shortage of time, the lecture method is the best to use (Freiberg and Driscoll 2000).When the best way to understand a topic is through oral presentation, the lecture method is the best. Lectures explain, clarify and organize difficult concepts. Lectures challenge beliefs and habits of learning; Lecture breeds enthusiasm and motivation for further study; the lecturer has full control of whatever is happening in the lecture. The lecture presents little risk to students who are not very creative and innovative. The lectures appeal to those learners who learn by listening (Killen 2007:127).

So in lecture the students listen the explanation of the teachers about the subject. When teachers explain about the subject, the teachers present large amount of information by clarifying and organize difficult concept to challenge belief and habit of learning, so they can easily understand with high motivation.

6.2 Disadvantages of Lecture Method

The lecture method can stifle learners' creativity (Killen 2007). Learners are often passive (Freiberg and Driscoll 2000). Learning is very difficult to judge. There is little check of learner's understanding (Killen 2007). Pure lecture fails to give feedback to both the teacher and the learners. Lectures cannot keep student attention for a long time or for the whole lesson. Information tends to be forgotten quickly if taught through the lecture method. Lectures assume that all learners have the same learning styles (Killen 2007). In its purest form, it is a passive method of learning. It lacks learner participation. Encourages learner passiveness, if used badly, the lecture method can give poor results, the lecture method of instruction needs thorough preparation and planning on the part of the teacher. The teacher works harder than the learners. He learns more than the learners (Killen 2007).

So the weakness in lecture method, the learning process is not interactive because the students just listen the explanation of the teachers. The students become passive because they are lack of participation in learning. The teacher dominates the class by only presenting large amount of information. Conversely, to make interactive class, they should not only pay more attention if they want to understand about the subject, but also take part more in learning process, such as the students present information and question or make group discussion. meanwhile lecture method doesn't provide such class. Therefore the lecture method is not effective enough for learning process.

B. Conceptual Framework

Writing is one of the important skills for senior 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.

Report text is a text which presents something general. It's one of descriptive texts, because report text describes an object such as human, animal, plantation, and things. But this is not similar to descriptive text commonly. Descriptive text describes an object specifically for instance, animal like cat, descriptive text tells what name cat is, is it sweet or not?, and so on, meanwhile report text tells an object in general, for instance: animal like elephant, report text tells character of elephant, temper, size, weight, where it lives in general and so on.

To make the students feel easier and interest in writing report text, there is one strategy which appropriate in writing report namely RAFT strategy assisted

by graphic images can be helpful in teaching writing on report text, graphic images is very suitable to be applied to the students as a media in writing report text like generating and organizing their ideas in writing through graphic images.

C. Hypothesis

The hypothesis of this research were formulated as following :

H_a : There was a significant Effect of RAFT Strategy Assisted by Graphic Images on the Students' Achievement in Writing

H_0 : There was no significant Effect of RAFT Strategy Assisted by Graphic Images on the Students' Achievement in Writing

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMA Al-ULUM Medan, which is located Jalan Tuasan No.35, Kecamatan Medan Tembung. It was conducted during 3 months (February-April 2017) of academic year 2016/2017. The reason of choosing this school because the researcher obtained information from the teacher there that most of the students were low in writing. It was seen from their achievement in English learning, especially in writing report text.

B. Population and Sample

1. Population

The population of this research were the eleven grade students of SMA Al-ULUM Medan in academic year 2016/2017, which consisted of 2 classes namely XI- IPA amounted to 29 students and XI-IPS were 22. So, the total population were 124 students.

2. Sample

The samples in this research were class XI- IPA that amounted to 29 students and XI- IPS that amounted to 22 students which were taken by using Total Random Sampling Technique. It means that whole population of students was involved to be sample in this research and one of both classes was chosen as control group and another as experimental one. The researcher chose XI IPA as

experimental class and XI IPS as control class. The table of population and sample of the research were displayed in table below.

Table 3.1
Population and Sample of the Research

No.	Classes	Population	Sample
1	XI-IPA	29	29
2	XI-IPS	22	22
Total		**51**	**51**

C. Research Design

This research was conducted by using an experimental quantitative research which consisted of pre-test and post-test in order to know the effect of RAFT strategy assisted by graphic images on the students' Achievement in Writing. In conducting the experimental research, the sample was divided into two groups, there were experimental and control group. The experimental was treated by using RAFT Strategy Assisted by Graphic Images and the control group was taught by using Lecture method. The design of this research was illustrated as follow.

Table 3.2
Experimental and Control Group

Group	Pre-test	Treatment	Post-test
Experimental Group	√	RAFT Strategy Assisted by Graphic Images	√
Control Group	√	Lecture Method	√

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

a. Pre-test

The pre-test was conducted to find out the students' ability in narrative text especially in writing report text before having the treatment. The pre-test was given to the experimental group and control group and their works were scored. The result of the pre-test was considered as the preliminary data.

b. Treatment

A treatment was given to the students. The experimental group was taught by using RAFT Strategy assisted by Graphic Images, while the control group was taught by using Lecture Method.

c. Post-test

After conducting the treatment, a post-test was given to the students. The post-test functioned to know whether the treatment of the effect of RAFT strategy assisted by graphic images on the students' achievement in writing. It was administrated to experimental group and control group. The administrating of the post-test was meant to find the differences scores of both experimental and control groups by using RAFT Strategy Assisted by Graphic Images and using Lecture method.

D. Instrument of the Research

The instrument of this research was collected by using written test. In the test, the students wrote their own report text based on graphic images given. The material of the test was taken from LKS English Senior High School. Therefore to collect the data, (a) the researcher gave the same pre-test to both of the groups, (b) applied the treatment by using RAFT Strategy was given to the experimental group and lecture method was given to the control group, (c) gave same post-test to both of the groups, and (d) collected the students' work sheet. Continuously, the students' work sheets were scored based on the criteria of scoring writing proposed by Hughes (2003)

E. Technique of Analyzing Data

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

1. Correcting the students' answer

2. Scoring the students' answer for correct answer and wrong answer

3. Listing their score in two tables, first for experimental group scores and second for control group

4. Calculating the total score pre-test and post-test in experimental group and control group.

5. Finding the mean of the score of pre-test and post-test in experimental group and control group by (Sudjono 2009)

6. Finding the standard deviation of variable X and Y. (Sudjono 2009)

7. Testing hypothesis by applying T test. (Sudjono 2009)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The following sample in this research was 51. Both experimental and control groups got pre-test and post-test. The scores of pre-test and post-test in each groups were presented in Table 4.1 and Table 4.2 below.

Table 4.1
The Scores of Pre-test and Post-test in Control Group

No.	Students' Initial	Pre-test	Post-test
1	ARS	30	40
2	AB	15	30
3	DK	35	45
4	FH	30	45
5	FNA	20	70
6	FAN	35	60
7	FW	40	60
8	JS	30	40
9	MG	40	50
10	MA	50	80
11	MI	30	65
12	MDH	35	50
13	NN	40	55
14	NF	55	60
15	OY	40	50
16	PM	60	85
17	RS	45	50
18	RF	35	40
19	SAN	55	60
20	SZ	40	55
21	KHNSA	55	80
22	YIH	35	40
	Total Score	**850**	**1210**

As shown in the Table 4.1, it showed that the total score of pre-test was 850 with the lowest was 10 and the highest one was 60. Meanwhile, the total score of post-test was 1210 with the lowest score was 30 and the highest score was 85.

Table 4.2
The Scores of Pre-test and Post-test in Experimental Group

No.	Students' Initial	Pre-test	Post-test
1	ARS	60	60
2	ASR	60	85
3	DAP	50	60
4	DL	55	70
5	DTA	60	85
6	FLR	40	70
7	FS	70	80
8	HHS	30	50
9	HAF	30	60
10	LF	20	60
11	MRIS	50	70
12	MFH	40	70
13	MFR	30	70
14	MHP	60	80
15	MR	65	85
16	NNDS	70	85
17	NNM	60	80
18	NMF	60	60
19	PAZAA	50	70
20	QRH	70	80
21	RAEP	40	50
22	RA	30	75
23	RA	60	70
24	SM	20	50
25	SF	65	70
26	TDH	40	70
27	WRG	40	60
28	MP	60	85
29	RDPR	55	85
Total Score		**1440**	**2045**

Based the Table 4.2, it showed that the lower score of pre-test was 20 and the highest score was 70, while the lower score of post-test was 50 and the highest score of post-test was 85. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievements in reading comprehension after receiving the treatment.

B. Data Analysis

Based on the data from the test, the score were analyzed in order to calculate the differences of pre-test and post-test of the experimental group and control group.

Table 4.3
The Differences Score between Pre-test and Post-test of the Experimental Group

No.	Students' Initial	Pre-test (x_1)	Post-test (x_2)	X (x_2-x_1)
1	ARS	50	60	10
2	ASR	60	85	25
3	DAP	50	60	10
4	DL	55	70	15
5	DTA	60	85	25
6	FLR	40	70	30
7	FA	70	80	10
8	HHS	30	50	20
9	HAF	30	60	30
10	LF	20	60	40
11	MRIS	50	70	20
12	MFH	40	70	30
13	MFR	30	70	40
14	MHP	60	80	20
15	MR	65	85	20
16	NNDS	70	85	15
17	NNM	60	80	20
18	NMF	50	60	10
19	PAZAA	50	70	20
20	QRH	70	80	10

No.	Students' Initial	Pre-test	Post-test	(x₂-x₁)
21	RAEP	40	50	10
22	RA	30	75	35
23	RA	60	70	10
24	SM	20	50	30
25	SF	65	70	5
26	TDH	40	70	30
27	WRG	40	60	20
28	MP	60	85	25
29	RDPR	55	85	30
Total		$\sum$=1440	$\sum$=2045	$\sum$=615

Referring Table 4.3 above, the mean score of experimental group was

calculated as the follow:

$$\text{Mx} = \frac{\sum X}{N} = \frac{615}{29} = 21{,}2$$

Which:

Mx : The mean score of experimental score

$\sum X$: The score of $x_2 - x_1$

N : The sample of experimental group

Table 4.4
The Differences Score between Pre-test and Post-test of Control Group

No.	Students' Initial	Pre-test	Post-test	Y (y_2-y_1)
1	ARS	30	40	10
2	AB	15	30	15
3	DK	35	45	10
4	FH	30	45	15
5	FNA	20	70	50
6	FAN	35	60	25
7	FW	40	60	20
8	JS	30	40	10
9	MG	40	50	10
10	MA	50	80	30
11	MI	30	65	35
12	MDH	35	50	15
13	NN	40	55	15
14	NF	55	60	5
15	OY	40	50	10

16	PM	60	85	25
17	RS	45	50	5
18	RF	35	40	5
19	SAN	55	60	5
20	SZ	40	55	5
21	KHNSA	55	80	25
22	YIH	35	40	5
Total		**∑= 850**	**∑=1210**	**∑=350**

As written on the Table 4.4 above, mean score of control group was calculated as the follows:

$$My = \frac{\sum Y}{N} = \frac{350}{22} = 15,9$$

Which:

My : The mean score of control group

$\sum Y$: The score of $y_2 - y_1$

N   : The sample of control group

Based on the mean scores of both sample groups, the following tables were the tables for calculating standard deviation scores in both groups.

Table 4.5
The Calculation of Mean and Standard Deviation Score of
Experimental Group

No.	Students' Initial	X (x_2-x_1)	X = X-Mx	(X-Mx)^2
1	ARS	10	-11,2	125,44
2	ASR	25	3,8	14,44
3	DAP	10	-11,2	125,44
4	DL	15	-6,2	38,44
5	DTA	25	3,8	14,44
6	FLR	30	8,8	77,44
7	FA	10	-11,2	125,44
8	HHS	20	-1,2	1,44
9	HAF	30	8,8	77,44

10	LF	40	18,8	353,44
11	MRIS	20	-1,2	1,44
12	MFH	30	8,8	77,44
13	MFR	40	18,8	353,44
14	MHP	20	-1,2	1,44
15	MR	20	-1,2	1,44
16	NNDS	15	-6,2	38,44
17	NNM	20	1,2	1,44
18	NMF	10	-11,2	125,44
19	PAZAA	20	-1,2	1,44
20	QRH	10	-11,2	125,44
21	RAEP	10	-11,2	125,44
22	RA	35	13,8	190,44
23	RA	10	-11,2	125,44
24	SM	30	18,8	353,44
25	SF	5	-16,2	262,44
26	TDH	30	18,8	353,44
27	WRG	20	-1,2	1,44
28	MP	25	3,8	14,44
29	RDPR	30	8,8	77,44
Total		**∑x=615**		**∑x²=3184,76**

As presented in the Table 4.5 above the standard deviation of experimental group was calculated as follow:

$$SDx = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3184,76}{29}} = \sqrt{109,82} = 10,48$$

Table 4.6
The Calculation of Mean and Standard Deviation Score of Control Group

No.	Students' Initial	Y (y_2-y_1)	Y = Y-My	$(Y-My)^2$
1	ARS	10	-5,9	34,81
2	AB	15	-0,9	0,81
3	DK	10	-5,9	34,81
4	FH	15	-0,9	0,81
5	FNA	50	34,1	1162,81
6	FAN	25	9,1	82,81
7	FW	20	4,1	16,81
8	JS	10	-5,9	34,81
9	MG	10	-5,9	34,81
10	MA	30	14,1	198,81

11	MI	35	19,1	364,81
12	MDH	15	0,9	0,81
13	NN	15	0,9	0,81
14	NF	5	-10,9	118,81
15	OY	10	-5,9	34,81
16	PM	25	9,1	82,81
17	RS	5	-10,9	118,81
18	RF	5	-10,9	118,81
19	SAN	5	-10,9	118,81
20	SZ	5	-10,9	118,81
21	KHNSA	25	9,1	82,81
22	YIH	5	-10,9	118,81
Total		$\sum y$=**350**		$\sum y^2$=**2881,82**

In line with the Table 4.6 above, the standard deviation of control group was calculated as the follows:

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2881,82}{22}} = \sqrt{103,72} = 10,18$$

Based on the calculations above, it was shown the following facts:

SDx = 10,48

SDy = 10,18

N1 = 29

N2 = 22

X = 615

Y = 350

Mx = 21.2

My = 15,9

$(X-Mx)^2$ = 3184,76

$(Y-My)^2$ = 2881,82

Therefore, the following formula was implemented:

Standard Error of Experimental Group:

$$\text{SE } M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{10,48}{\sqrt{29 - 1}} = \frac{10,48}{\sqrt{28}} = \frac{10,48}{5,29} = 1.99$$

Standard Error of Control Group:

$$\text{SE } M_2 = \frac{SD_2}{\sqrt{N_2 - 2}} = \frac{10,18}{\sqrt{22 - 2}} \frac{10,18}{\sqrt{20}} = \frac{10,18}{4,47} = 2,27$$

Next, the following was implemented to find out the error standard deviation between M_1-M_2 :

$$\text{SE } M_1\text{-}M_2 = \sqrt{SEM_1{}^2 + SEM_2{}^2}$$

$$= \sqrt{(1,99)^2 + (2.27)^2}$$

$$= \sqrt{3.96 + 5,15}$$

$$= \sqrt{9,11}$$

$$= \mathbf{3,01}$$

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$= \frac{21,2 - 15.9}{3,01}$$

$$= \frac{5,3}{3,01}$$

$$= 1,76$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis were tested as follows:

Ha : the value of the $t_{observe}$ was higher than the value of the t_{table} ($t_{observe} > t_{table}$). Where t_{table} value for the degree of freedom, the calculation showed as follow:

$$df = (N1 + N2 - 2)$$
$$= (29 + (22 - 2)$$
$$= (29 + 20)$$
$$= 49$$

Based on the table of distribution, it was got pride t_{table} for 5% or 0.05. with the degree of freedom (df) 49 at the level of significance 5% showed the critical value ($t_{observe}$) was 1,76 and t_{table} 49 (1.67). The result of computing, $t_{observe}$ was higher than t_{table} ($t_{observe} > t_{table}$); 1.76 >1.67. It showed that hypothesis was accepted.

D. Research Finding

It was found that the using of RAFT Strategy on the students' achievement in writing report text gave the significant effect. The students' were taught by using RAFT Strategy got the higher score than those taught by using lecture method. The result of the test showed that the $t_{observe}$ was higher than t_{table} (1.76 > 1.67). It means that the RAFT Strategy gave the significant effect on the students' achievement in writing report text.

So, the researcher concluded the alternative hypothesis was accepted that there was a significant effect of using RAFT Strategy on the students' achievement in writing report text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions were drawn as following:

1. Based on the data analysis, it was found that there was the significant effect of using RAFT Strategy on the students' achievement in writing report text, which was proven from the result of pre-test before giving treatment and the post-test after giving treatment, 1440 and 2.025 respectively. Thus, it was found $t_{observe} > t_{table}$ or $1.76 > 1.67$ with df = 49 (29+22-2).

2. Most of students responded well the lesson by using RAFT Strategy. It was characterized by the increase of students' learning outcomes. So, RAFT Strategy was indicated to be effective.

B. Suggestion

Referring to the previous conclusions, some suggestions were stated as the followings:

1. The English teacher can use RAFT Strategy in teaching writing. The teacher can easily teach writing because it can be an alternative strategy to motivate the students in writing report text. Moreover, it can be contribution for English teacher to improve their teaching strategies.

2. The students are expected to use RAFT Strategy by themselves to encourage their confidence in order to improve their achievement in reading.

3. It is suggested to the other researchers to use this findings as source of the research.

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

5. It was also suggested to school management to encourage the teachers to improve their teaching skills, not only by RAFT Strategy but also other strategy or model that is believed to give better understanding for students in their effort to get information from report text.

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Appendix I

FORMULAS USED IN DATA ANALYSIS

1. Finding the mean of the score of pre-test and post-test in experimental group and control group by   (Sudjono 2009)

    a. Mean of variable X (variable 1)

$$M_x = \frac{\sum X}{N}$$ (Sudijono, 2009)

    b. Mean of variable Y (variable 2)

$$M_y = \frac{\sum Y}{N}$$

2. Finding the standard deviation by using formula:

    a. Standard of Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$ (Sudijono, 2009)

    b. Standard of Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

    c. Standard Error of mean of variable 1

$$SE\ M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$ (Sudijono, 2009)

    d. Standard Error of mean of variable 2

$$SE\ M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

e. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE \ M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2}$$ (Sudijono, 2009)

3. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$ (Sudijono, 2009)

Notes:

M_x = mean for variable 1 or X

M_y = mean for variable 2 or Y

$\sum X$ = total of students' score

$\sum Y$ = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

Appendix 2

LESSON PLAN

(EXPERIMENTAL GROUP)

School   : SMA AL-ULUM MEDAN

Grade/ Semester   : XI/II

English   : English

Topic   : Report Text

Time Allocation   : 2 x 40 minutes/ meeting

A. Standard Competence

1.2 Expressing the meaning in short essay text (report text), fluently and acceptably in the context of daily life.

B. Basic Competence

12.1 Expressing the meaning in short essay text (report text) accurately, fluently and acceptably in the context of daily life.

C. Indicator

1. Identifying the definition of report text

2. Identifying the communicative function of report text

3. Identifying generic structure of report text

4. Identifying the linguistic characteristics of report text

5. Identifying the kind of report text

6.Discussing the sample of report text

7. Writing the report text

D. Learning Objective

1. The students are able to identify the definition of report text

2. The students are able to identify the communicative function of report text

3. The students are able to identify generic structure of report text.

4. The students are able to identify the linguistic characteristics of report text

5. The students are able to identify the kind of report text

6. The students are able discussing the sample of report text

7. The students are able writing the report text

E. Learning Material

Meeting 1- 2   : The concept and social function of report text

Meeting 3   : Structure of report text

Meeting 4   : The language features of reporttext

Meeting 5   : The Kind of reporttext

Meeting 6 - 9   : Discussing the samples of report text

Meeting 10   : Writing The report text

F. Source of Material

1.Guiding Book (LKS English Senior High School.

2.Teaching Genre Based Writing (Dirgeyasa)

3.Internet

G. Learning Strategy

 Using RAFT Strategy

H. Supporting Media

Whiteboard, Board Marker, Graphic Images, Projector, Laptop

I. Learning Activities

1. Opening

- Greeting the students

- Asking the students to pray before starting the lesson

- Checking attendance list

- Giving the motivation and apperception

2. Exploration

1. The researcher gives the students some questions orally related to the topic.

- Do you like reading news, ?

- What story do you like ?

- Can you tell me about your favorite news?\

2. The researcher shows a Graphic Images about report text

3. The researcher explains the Graphic Images about report text

4. The researcher asks some question related to the Graphic Images, such as

- What is a tiger?

- Where does it live ?

- Why does it undertake extinction?

  .

3. **Elaboration**

1. The researcher explains definition of report text

2. The researcher explains social function of report text

3. The researcher explains generic structure of report text

4. The researcher explains characteristic of report text

5. The researcher explains kinds of report text

6. The researcher discuss the sample of report text

7. The researcher explains about RAFT Strategy and how to use it

8. The researcher ask the students to write report text

9. After that, the students are given chance to write the text

10. The students collect their answers and the researcher give the right answers

4. **Confirmation**

1. The researcher gives feedback to the students who finished the works

2. The researcher gives confirmation about the students' work

3. The researcher gives motivation to all the students

5. **Closing**

- The researcher gives chance to the students to ask some questions

- The researcher gives conclusion about the lesson and close the lesson

- Greeting

J. Assessment

Please, write down your own report text based on the following graphic images?

Percentage Change in Weights of Tiger Cubs in Pounds
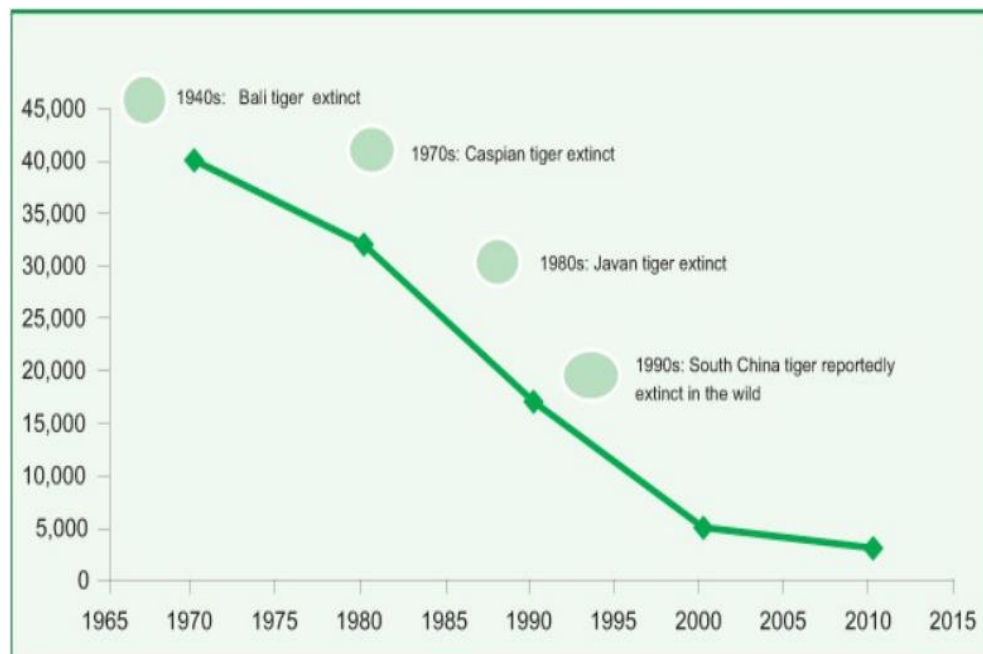
K. Rubric

Name :		
Aspect of Scoring	**Score**	**Comment**
Content		
Organization		
Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Scores :

1. Content : 30

2. Organization : 20

3. Vocabulary : 20

4. Language Use : 25

5. Mechanics : 5

Medan,   Maret 2017

Teacher Class   Researcher

(Hildani Sari Harahap S.Pd.,M.Hum)   (M.Ikhsan Ahmadi Tanjung)

The Head Master of SMA AL-ULUM

(Abdul Hidayat S.Pd)

LESSON PLAN

(CONTROL GROUP)

School   : SMA AL-ULUM MEDAN

Grade/ Semester   : XI/II

English   : English

Topic   : Report Text

Time Allocation   : 2 x 40 minutes/ meeting

A. Standard Competence

1.2 Expressing the meaning in short essay text (report text), fluently and acceptably in the context of daily life.

B. Basic Competence

1.2.1 Expressing the meaning in short essay text (report text) accurately, fluently and acceptably in the context of daily life.

C. Indicator

1. Identifying the definition of report text

2. Identifying the communicative function of report text

3. Identifying generic structure of report text

4. Identifying the linguistic characteristics of report text

5. Identifying the kind of report text

6. Discussing the sample of report text

7. Writing the report text

D. Learning Objective

1. The students are able to identify the definition of report text

2. The students are able to identify the communicative function of report text

3. The students are able to identify generic structure of report text

4. The students are able to identify the linguistic characteristics of report text

5. The students are able to identify the kind of report text

6. The students are able discussing the sample of report text

7. The students are able writing the narrative text

E. Learning Material

Meeting 1- 2   : The concept and social function of ReportText

Meeting 3   : Structure of Report Text

Meeting 4   : The language features of Report Text

Meeting 5   : The Kind of Report Text

Meeting 6 - 9   : Explaining the samples of Report Text

Meeting 10   : Writing The Report Text

F. Source of Material

1.Guiding Book (LKS English Senior High School)

2.Teaching Genre Based Writing (Dirgeyasa)

3.Internet

G. Learning Strategy

- Lecture Method

H. Supporting Media

- Whiteboard, Board Marker, Laptop

I. Learning Activities

1. Opening

- Greeting the students

- Asking the students to pray before starting the lesson

- Checking attendance list

- Giving the motivation and apperception

2. Exploration

The researcher gives the students some questions orally related to the topic.

- What is a report text?

- Where does it live ?

- Why does it undertake extinction?

3. Elaboration

1. The researcher explains definition of report text

2. The researcher explains social function of report text

3. The researcher explains generic structure of report text

4. The researcher explains characteristic of report text

5. The researcher explains kinds of report text

6. The researcher discuss the sample of report text

7. The researcher ask the students to write report text

8. The students collect their answers and the researcher give the right answers

4. Confirmation

- The researcher gives feedback to the students who finished the works

- The researcher gives confirmation about the students' work

- The researcher gives motivation to all the students

5. Closing

- The researcher gives chance to the students to ask some questions

- The researcher gives conclusion about the lesson and close the lesson

- Greeting

J. Assessment

Please, write down your own report text with the topic "Tiger"

K. Rubric

Name :		
Aspect of Scoring	**Score**	**Comment**
Content		
Organization		
Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Score :

6. Content   : 30

7. Organization   : 20

8. Vocabulary   : 20

9. Language Use : 25

10. Mechanics   : 5

Medan   Maret 2017

Teacher Class   Researcher

(Hildani Sari Harahap S.P.d.,M.Hum)   (M.Ikhsan Ahmadi Tanjung)


The Head Master of SMA AL-ULUM Medan

(Abdul Hidayat S.Pd)

Appendix 4

INSTRUMENT OF RESEARCH

EXPERIMENTAL GROUP

Please, write down your own report text based on the following graphic images?
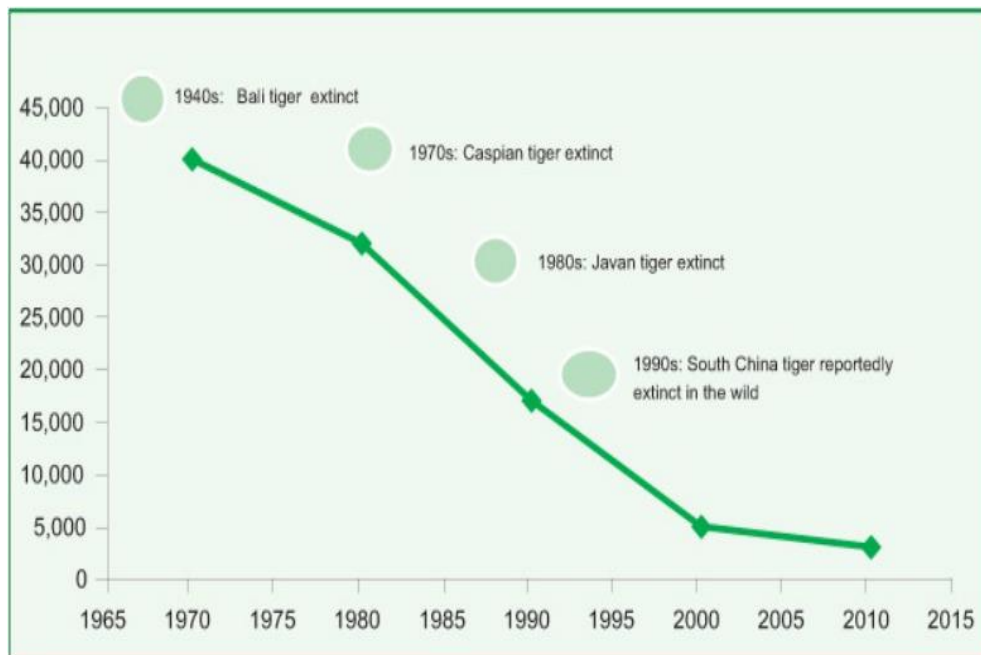
Appendix 5

INSTRUMENT OF RESEARCH

(CONTROL GROUP)

Please, write down your own report text with the topic "Tiger "

Appendix 6

Expected Answer Sheet

Role   : Teacher

Audience: Pupils

Format: Information

Topic : Learn about tiger

"Tiger is an original animal from Indonesia. Like Sumatera tiger is only found in Sumatera island. This tiger is the smallest tiger of this species. Tiger's body is patterned with black and orange color which transverses in their body. Sumatera tiger in its natural habitats eats a medium sized mammal such as deer, wild bear and also small sized mammal such as monkeys, bird and other reptilian whom they meet in the woods or forest. Moreover, their finger enables them to swim quickly.

This tiger is the smallest tiger of his species, Sumatera tiger has a height about 80 cm, length about 240 cm and weight about 250 kg. tiger's body has a beauty color in its body is orange and black. Sumatera tiger is able to live anywhere, from small forest to mountain one. The Sumatra tiger population in the world is undertaking a threat. They lose natural habitat because of the opening of forest as farm land"

Appendix 7

The Students' Answer in Pre-test and Post-test (Experimental Group)

Pre-test

Post-Test

Appendix 8

The Students' Answer in Pre-test and Post-test (Control group)

Pre-test

Post-Test

Appendix 9

STUDENTS' ATTENDANCE LIST (EXPERIMENTAL GROUP)

No	NAMES	SIGNATURE									
		Meet-ing 1	Meet-ing 2	Meet-ing 3	Meet-ing 4	Meet-ing 5	Meet-ing 6	Meet-ing 7	Meet-ing 8	Meet-ing 9	Meet-ing 10
1	Abdu Rahman Siregar										
2	Aulia Syafira Ramadhani										
3	Dandy Aulia Pratama										
4	Dyta Lufita										
5	Dodi Tisna Amijaya										
6	Fadhlurohman										
7	Farisha Sabila										
8	Hafiz Hawari Siregar										
9	Haikal Al Fayed										
10	Luqman Fathurahman										
11	Muhammad Revani Irvani										

No	Nama											
	Sirait											
12	Muhammad Faiz Hadi											
13	M. Fathur Rahman											
14	M. Harunsyah Putra											
15	M.Razzaq											
16	Nadia Namira Devita Sinaga											
17	Naurah Nabila Mumtaz											
18	Nurul Meili Fanny											
19	Putri Ayu Zahara Arka Arma											
20	Qori Ramadhan Harahap											
21	Reza Ansyofi effendi pane											
22	Rifqah Amalia											

No	Name										
23	Rizki Aulia										
24	Shahlia Mariam										
25	Suci Farhannah										
26	Tasya Dwi Hardiyani										
27	Wahyu Rozaq Ginting										
28	Monalisa Pratiwi										
29	Rofi Dwi Putri Ramadhani										

Medan,   February 2017

The Head Master of   Researcher

SMA SWASTA Al-ULUM Medan

Abdul Hidayat S.Pd   M. Ikhsan Ahmadi Tanjung

Appendix 10

STUDENTS' ATTENDANCE LIST (CONTROL GROUP)

No	NAMES	SIGNATURE									
		Meet-ing 1	Meet-ing 2	Meet-ing 3	Meet-ing 4	Meet-ing 5	Meet-ing 6	Meet-ing 7	Meet-ing 8	Meet-ing 9	Meet-ing 10
1	Abdillah Rizki Sitompul										
2	Arif Budiarto										
3	Dedy Kurniawan										
4	Farawangsa Harahap										
5	Fauziah Nur Arafah										
6	Fazli Ahmad Nst										
7	Fina Widya										
8	Joby Singomenggolo										
9	Mazaya Ghassani										
10	M. Aljody										

11	M. Isa										
12	M. Daffa Harahap										
13	Nadila Nopriyanti										
14	Nurul Fadila										
15	Oppi Yolanda										
16	Pande Muhammad										
17	Rahmadhani Syafitri										
18	Rani Fikriah										
19	Siti Aisyah Nst										
20	Sulaiman Zuhadi										
21	Khairunnisa										
22	Yussil Ihza Mahendra										

Medan,   February 2017

Head Master of   Researcher

SMP SWASTA AL ULUM Medan

Abdul Hidayat S.Pd   M. Ikhsan Ahmadi Tanjung

Appendix 11

The Documentations of Research

A. Activities in Control Class

Picture 1 : The students did pre- test in report text by their own

Picture 2: The researcher taught report text by using conventional method

Picture 3 : The researcher gave explanation about material Report text

Picture 4 : The researcher had the students make post-test by their own

B. Activities in Experimental Class

Picture 1 : The students did pre-test about report text

Picture 2 : The researcher taught RAFT Strategy to students about report text

Picture 3: The researcher explained report text to the students

Picture 4: The researcher showed graphic images to the students before making report text thorough RAFT strategy

Picture 5 : the students wrote report text by using RAFT Strategy