THE EFFECT OF USING ROLE, AUDIENCE, FORMAT AND TOPIC (RAFT) STRATEGY ON WRITING HORTATORY EXPOSITION TEXT MASTERY AT GRADE XI STUDENTS OF SMA NEGERI 3 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

SISKA WAHYU DALIMUNTHE
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

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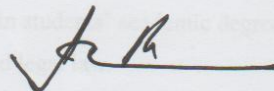Faculty
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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Siska Wahyu Dalimunthe**, entitled **"The Effect of Using Role, Audience, Format and Topic (RAFT) Strategy on Writing Hortatory Exposition Text Mastery at Grade XI Students of SMAN 3 Padangsidimpuan"**, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
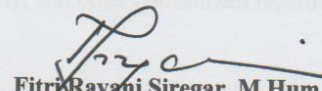
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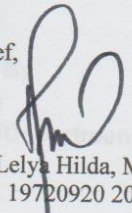**Reg. No. 12 340 0035**
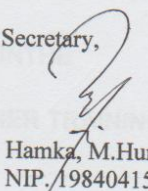
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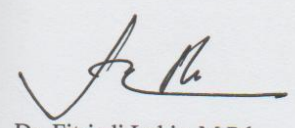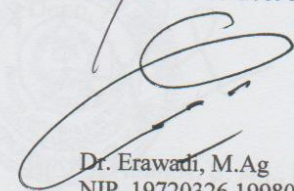
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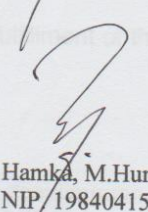
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Title of Thesis	: The Effect of Using Role, Audience, Format and Topic (RAFT) Strategy on Writing Hortatory Exposition Text Mastery at Grade XI Students of SMAN 3 Padangsidimpuan

ABSTRACT

This research focused on the effect of using Role, Audience, Format and Topic (RAFT) Strategy on writing hortatory exposition text mastery at grade XI students of SMAN 3 Padangsidimpuan. The students' problems in writing were: 1) limited on vocabulary, 2) less comprehension about grammar, 3) difficulty in finding the ideas and 4) most of them did not know the easier strategy in writing. The purpose of this research was to describe the effect of Role, Audience, Format and Topic (RAFT) strategy on writing hortatory exposition text mastery at grade XI students of SMAN 3 Padangsidimpuan.

The method was used in this research was experimental method. Two classes were chosen randomly as the sample and total of samples was 59 students. They were XI IPA-5 as the experimental class that consisted of 29 students and XI IPA-3 as the control class that consisted of 30 students. It was taken after conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after using Role, Audience, Format and Topic (RAFT) strategy was higher than control class. Mean score of experimental class in pre-test was 50.83 and mean score of control class in pre-test was 53.70. Meanwhile, mean score of experimental class in post testafter using Role, Audience, Format and Topic (RAFT) strategy was 72.05 and mean score of control class in post test without a treatment was 60.7. Besides, the score of t_{count} was higher than t_{table}(7.29> 2.021). It meant that the hypothesis alternative (H_a) was accepted. It was concluded that there was the effect ofRole, Audience, Format and Topic (RAFT) strategy on writing hortatory exposition text mastery at grade XI students of SMAN 3 Padangsidimpuan.

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Padangsidimpuan, 10 December 2016
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the skills in language. Writing skill is a productive skill. It is called productive skill because a writer must produce his/her own ideas. Generally, writing is an activity of producing and transferring an idea from thought into a paper. Then, an idea should be developed into sentences and paragraphs. So, writing is the activity of producing and expressing an idea into a written form.

Based on curriculum (Kurikulum Tingkat Satuan Pendidikan) for senior high school, writing is one of the skills must be taught in eleventh grade of senior high school. The competence of writing in English refers to capability of students to master functional text and monologue text. Moreover, based on Competency Standard (Standar Kompetensi) and Basic Competency (Kompetensi Dasar), the eleventh grade students are expected to be able to express the meaning in the term of short functional text (banner, poster, pamphlet) and monologue (narrative text, spoof, hortatory exposition, analytical exposition).[1]

Writing takes the important role in language mastery. Writing is important because writing activity is the one and only way to share the opinion, ideas, suggestion or recommendation in a written form. In the other hand, writing

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[1]Herlinda Lubis, as a Teacher of English in SMA Negeri 3 Padangsidimpuan at Grade XI, Private Interview at August 11th, 2016.

mastery is needed to complete other skills; speaking, reading and listening. Those skills cannot be separated each other. It means that there is the relation between writing and other skills.

There are some efforts can be used to improve students' writing mastery. The teachers can make the efforts to improve students' writing mastery, such as by giving task individually or group work. Besides that, teacher also use the media has been prepared by the headmaster, such as in focus. So, from the teachers' efforts, students are hoped to master writing well and have enough writing knowledge.

In fact, students writing mastery is low in SMA Negeri 3 Padangsidimpuan. It makes them spend much time in writing task. They can't use time effectively. Students' problem in writing are; limited on vocabulary, less comprehension about grammar, difficulty in finding the ideas and most of them do not know the easier strategy in writing. Those problems are caused by some factors, such as students' educational background, interesting and motivation, their bad mindset about English and teachers' less strategy in teaching writing.[2]

There are some factors affect students' writing mastery. The factors are media and strategy. The media is used to complete the learning process. Then, the strategy is used to help learning process easier. Besides that, strategy is also used to give the interesting impression in teaching. It means that a teacher must use

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[2]*Ibid.*

various strategies in teaching writing in order to take students' attention and make the learning process fun. So, the students are not bored in learning process.

A strategy is one of the important components in teaching and learning process. Generally, strategy is a way done by someone to reach a goal. The strategies give big supply in writing teaching. By applying various strategies in teaching writing, the good result is not only on students' attention, but also in teaching and learning process. Then, the various strategies in teaching writing will avoid students from bored in learning English. So, strategy is important in teaching writing.

There are many strategies can be used by teachers in teaching writing, such as guided question, learning logs, the journalists' questions, citation guide, group summarizing, Question-Answer Relationship (QAR), and Role, Audience, Format and Topic (RAFT). Those various strategies are suitable and good for enjoyable teaching and learning process in writing class.

One of the strategies in teaching writing is Role, Audience, Format and Topic (RAFT). RAFT strategy is a strategy used in the beginning of writing activity. RAFT is used to find the ideas by knowing their position in writing, audience (the readers), format and topic. So, Role, Audience, Format and Topic (RAFT) strategy is a strategy allows the writers write based on point of view.

In applying Role, Audience, Format and Topic (RAFT) strategy, students have to know about their role as a writer before writing activity is begun. The role

can be a student, children, teacher, etc. After that, the students have to know who the audience. Here, the audience is a person will read their writing. Then, the students have to decide the suitable format of their writing. The format can be a letter, poem, etc. The last is topic of students' writing. The topic should be relevant with the role and audience.

Based on the explanation above, the researcher is interested in conducting experimental research with a title "The Effect of Role, Audience, Format and Topic (RAFT) Strategy on Writing Hortatory Exposition Text Mastery at Grade XI Students of SMA Negeri 3 Padangsidimpuan."

B. Identification of the Problem

Based on the background of the problem above, writing is one of the important skill must be mastered by students. Generally, writing is an activity in producing and transferring an idea from thought into a paper. It can be said that writing is the activity of producing and expressing an idea into a written form. Writing takes the important role in language mastery. Writing is important because writing activity is the one and only way to share the opinion, ideas, suggestion or recommendation in a written form. In the other hand, writing mastery is needed to complete other skills; speaking, reading and listening.

There are some factors that give effect on writing mastery, such as media, students' interesting, material and strategy. There are many strategies can be used in teaching writing such as guided question, learning logs, the journalists'

questions, citation guide, group summarizing, Question-Answer Relationship (QAR), and Role, Audience, Format and Topic (RAFT).

C. **Limitation of the Problem**

Based on the identification of the problem above, there are some factors that affect students' writing mastery, one of the factors is strategy. A teacher should find a strategy in teaching writing. There are many strategies can be used in teaching writing such as guided question, learning logs, the journalists' questions, citation guide, group summarizing, Question-Answer Relationship (QAR), and Role, Audience, Format and Topic (RAFT).

Here, the researcher does not discuss all strategies. The researcher discusses one strategy only. The strategy is Role, Audience, Format and Topic (RAFT). The researcher chooses this strategy because this strategy is easier than others. It is suitable for students to write based on their imagination.

D. **Formulation of the Problem**

1. Is there any effect of Role, Audience, Format and Topic (RAFT) strategy on writing hortatory exposition text mastery at grade XI students of SMAN 3 Padangsidimpuan?

E. **Purpose of the Research**

Based on formulation of the problems above, the purpose of the research is to find out the effect of RAFT strategy on students' writing ability. So, the purpose of this research can be formulated as follows:

1. To describe the effect of Role, Audience, Format and Topic (RAFT) strategy on writing hortatory exposition text mastery at grade XI students of SMAN 3 Padangsidimpuan.

F. Significances of the Research

The significances of the research are:

1. As an input for teachers of English in teaching and learning process.

2. For headmaster to give a direction to the teachers of English about English strategy that is suitable in teaching writing.

3. For the other researchers who wants to conduct further research in the same topic.

G. Outline of Thesis

Chapter 1 consists of seven sub chapter. They are background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of the research, significances of the research and outline of thesis.

Chapter II consists of theoretical description, which explains about concepts of writing, Role, Audience, Format and Topic (RAFT) strategy. Besides that, chapter II consists of review of related findings, conceptual framework and hypothesis.

Chapter III consists of; first, research methodology described about place and time of research where and when the research is done. Second, method of

research is about kinds of research. Third is about population and sample. The last is procedure of research and instrument of collecting data.

Chapter IV consists of; first, description of the data and discussion which research present about the result of the research. Second, result of the hypothesis what the researcher found in the research.

Chapter V consists of; first, conclusion and suggestion which researcher answer formulation of the problem and hypothesis. Second, suggestion about problem solving which researcher found in this research.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

1. Writing

a. Definitions of Writing

There are four skills must be mastered in English, they are; speaking, writing, listening and reading. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening whereas productive skills are speaking and writing. Writing is one of the important skills in learning English besides reading, speaking and listening. Most of students think writing is more difficult than reading or listening because it involves the application of grammatical knowledge which includes sentences patterns and diction.

Writing is an ability to express the idea into a written form. A writer needs a preparation of physical and mental in writing. It is relevant with David Nunan's statement. He says that writing is both a physical and mental act. Writing is the mental work of inventing ideas, thinking about how to express and organize the ideas into statements and paragraphs that will be clear to a reader.[1] It means that a writer needs a preparation of physical and mental in writing because he/she must develop an idea into a

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[1] David Nunan, *Practical English Language Teaching*, New York: Mc. Grown Hill Companies Inc, 2003, p.88

written form. Besides, a writer needs patience because writing activity has some process.

In addition, Olson says that "writing is the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers".[2] Besides that, Hamp-Lyons in Michael O,Malley's books, says that "writing is a personal act in which writers take ideas or prompts and transform them into self initiated topics".[3]

Based on the experts' statement above, it can be concluded that writing is the activity or process of producing ideas then expressing and organizing the ideas into a written form.

b. Process of Writing

Writing is an activity in expressing self or developing an idea. It is a process that is done for a purpose which the result is in a product. To get the result, writing activity needs a process. It is a process of thought and emotion to gain the product and accomplish the purpose. Writing process is a strategy, procedures and decision making employed by writers as they write.[4]

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[2] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, McGraw-Hill Companies, 2005, p.98

[3] J. Michael O,Malley& Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, Addison-Wesley Publishing Company, Inc., 1996, p.136

[4] Jack C. Richard and Richard Schmidt, *Longman: Dictionary of Language Teaching and Applied Linguistic 3rd Edition*, UK: Pearson Education, Inc., 2002, p. 592.

Michael O,Malley says that writing process needs three stages.

They are:

1) Prewriting, or motivation, discussion and concept development.
2) Writing, which takes place in classroom or at home so students can rely on both teachers and other students for feedback and support.
3) Post-writing, in which students share their writing with others, read aloud what they have written or exchange writing with other students.[5]

Meanwhile, Kristine Brown says that there are three steps of writing process. They are:

1. Preparing to write

Most writing requires some preparation. How long a writer spends on this preparation, and what he/she does, largely depends on his/her reader, purpose, content, and writing situation. For example, a quick message to a friend requires different preparation from a letter to a company applying for a job.

2. Drafting

The drafting stage is where the writer really begins writing. The most important thing here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation or the best wording.

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[5]J. Michael O,Malley & Lorraine Valdez Pierce, *Op.Cit,* p.139

3. Revising

> The revising stage is where a writer checks that:

a) He/she have said what he/she wanted to say

b) He/she have said it in a clear and appropriate way.

> Revising might take place while a writer are drafting or after he/she have finished a draft.[6]

So, the researcher concludes that there are four steps of writing. They are:

1. Prewriting is the activity to prepare the writing activity. The activities here are giving motivation, discussion and concept development.

2. Drafting is where the writer really begins writing. A writer can take place in classroom (if the writer is students) or at home. Drafting is not the time to worry about spelling, grammar, punctuation or the best wording.

3. Revising is the activity of a writer to check his/her writing. A writer must check about the spelling, grammar, punctuation or the best wording.

4. Post writing is the last activity of writing. In post writing, a writer shares his/her writing with others.

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[6] Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies for Students of English*, USA: Cambridge University Press, 1989, p.6-20

c. Purposes of writing

There are at least three purposes in writing. They are:

1) Informative Writing.

Informative writing is also known as expository. Informative writing is used to share knowledge and give information, directions or ideas. Informative writing helps a writer to integrate new ideas and examine existing knowledge. The examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, developing new ideas or relationship.

2) Expressive/narrative Writing

Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. It may include an autobiographical incident or a reflection. This type of writing is often used to entertain people with the stories.

3) Persuasive Writing

In persuasive writing, a writer attempt to influence others and initiate action or change. This type is often based on background information and fact. Persuasive writing is used to argue a particular point of view in a convincing way. This type of writing might include

evaluation of book, a movie, a consumer product or a controversial issue or problem.[7]

In addition, Toby Fulwiler says that there are two purpose of writing, they are:[8]

1) Persuasive

Persuasive writing is used if a writer wants to make the reader believe that what he/she says is true.

2) Explain

If a writer purpose is to explain, report, define or describe, then a writer language is clear, direct and neutral in tone.

So, it can be concluded that the purpose of writing are to explain, entertain, report, analyze, argue, interpret, describe and reflect the ideas then the readers can understand the writing clearer.

d. Components of Writing Assessment

According to John Anderson there are five components of writing which must be evaluated and analyzed in writing composition. They are grammar, vocabulary, mechanics, fluency and form (organization).[9] Grammar is important in writing assessment. Grammar is the employment

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[7]J. Michael O,Malley & Lorraine Valdez Pierce, *Op.Cit.*, p.137-138

[8] Toby Fulwiler, *College Writing: a Personal Approach to Academic Writing*, USA: Boynton/Cook Publisher, Inc., 2002, p. 4

[9]Arthur Hughes, *Testing for Language Teacher*, New York: Cambridge University Press, 1990, p.91

of grammatical form and syntactical patterns. Vocabulary is number of words in language that have meaning.

In writing, mechanics refers to punctuation, spelling and capitalization. The use of punctuation such as full stop (.), semicolon (;), comma (,), quotation mark ("_"). Then, the use of capitalization such as the first word of sentence, names of people, nationalities, language, religion, days, months, special days, country and acronyms formed from the first letter of words. Then, fluency refers to style and ease of communication. Form (organization) refers to body of writing paragraph. In writing, form consists of introduction paragraph, discussion paragraph, and concluding paragraph.

e. **Material for Teaching Writing**

Teaching is largely a process of transforming content knowledge into pedagogically effective forms, and this is most an evidence when teachers are considering both their learners and their profession in modifying and creating materials. Materials are used to provide a stimulus to writing, to assist students towards understanding the language they need to write effectively and to help teachers with ideas for organizing lesson activities.[10]

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[10] Brian Tomlinson, *Developing Materials for Language Teaching 2nd Edition*, India: Bloomsbury, 2013, p. 391.

A common source of materials for writing classes is from commercial textbook. Many teachers rely heavily on textbook as a source of ideas for course structure, practice activity and language models. The advantage of textbook is textbook can provide support for novice teacher, reassuring them that they are at least covering what someone else thinks are the important aspects of writing in a logical sequence. Then, the researcher takes the material of lesson unit in senior high school. The materials are report text, narrative text, analytical exposition, hortatory exposition, and spoof. [11] Here the researcher focuses on Hortatory Exposition Text.

1) Definition of Hortatory Exposition

Exposition text is a text to tell something is in a case and to tell something should be or ought to be. There are two kinds of exposition text; analytical exposition and hortatory exposition. The purpose of analytical exposition is to tell something is in a case meanwhile hortatory exposition is to tell something should be or ought to be. In this case, the researcher focuses on hortatory exposition.

Generally, hortatory exposition is a kind of persuasive writing. Based on the purpose of writing, persuasive writing is used to argue a particular point of view in a convincing way.

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[11]F.A Soeprapto and Mariana Darwis, *Linked to the World 2 English for Senior High School Grade XI*, Jakarta: Yudhistira, p.1-92

It means that hortatory exposition text is a text explains a problem comprehensively to persuade another people that it should be or ought to be. So it can be concluded that, hortatory exposition is a text contains of writers' thought about a problem to give advices or suggestion to the readers.

2) Generic Structure of Hortatory Exposition

The generic structures of hortatory exposition consist of thesis, arguments, and recommendations. The explanation can be seen below:

a) Thesis

Thesis is also called general statement. It contains a writers' statement of his/her position about a certain topic or problem.

b) Argument

Argument contains of explanation and description of facts to support his/her statement in the thesis.

c) Recommendation

Recommendation contains a suggestion, an advice or recommendation. A writer gives the recommendation or suggestion should be or not done by the readers.[12]

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[12]Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Andi Offset, 2007), p. 229

3) **Example of Hortatory Exposition**

CHILDREN AND USING COMPUTER

Thesis:

Computer and internet are useful as well as powerful. To protect children, information on the safe usage of computer and internet should be owned by each family.

Arguments 1:

Computer connected to internet is powerful way to socialize with other. It can not only be good but also bad. Recently we hear a lot of children get the advantage of social networking sites but we often see the news about the disadvantage of it for children.

Arguments 2:

The role of parents in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parents. They see that all of they have done are their privacy and no one may know.

Arguments 3:

We cannot prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games. There is a tendency, especially teenagers, want to become acquainted with many strangers out there.

Recommendation:

The lack parental supervision of children's activities is likely to pose a potential danger to them. So, parental monitor against the use of computer should be done from time to time. Here is what parents can do; setting reasonable rules for computer used by children getting to know the ISP (Internet Service Provider) which children used, and considering purchasing certain filtering software.

Based on the explanation above, the researcher concludes that the definition of writing is the activity or process of producing ideas then expressing and organizing the ideas into a written form. Meanwhile, hortatory exposition text is a text contains of writers' thought about a problem to give advices or suggestions to the readers. So, the meaning of writing hortatory exposition text is the activity or process of producing and expressing the ideas to give advices or suggestions then organizing them into hortatory exposition text type.

2. **Role, Audience, Format and Topic (RAFT) Strategy**

a. **Definition of Role, Audience, Format and Topic (RAFT) Strategy**

RAFT strategy is one of the strategies in teaching writing. RAFT strategy can be used to help students in finding the ideas before writing a paragraph. Actually, RAFT consists of four words. They are; R (role), A (audience), F (format) and T (topic). Urquhart and Mclver say that RAFT is an acronym that stands for:

1) *Role of the writer*. What is the writer's role: reporter, observer, eyewitness?
2) *Audience*. Who will be reading this writing: the teacher, other students, people in the community, people who lived during a specific era or experienced a new innovation?
3) *Format*. What is the best way to present this writing: in a letter, an article, a report, a poem?
4) *Topic*. Who or what is the subject of this writing: a famous person, an event, an idea, a place?[13]

The similar idea is also stated by Alan Crawford. He says that RAFT stands for Role (who is writing?), Audience (who receives it?), Format (what form?) and Topic (what is it about?).[14]

Based on the definition for each word of RAFT strategy, it can be said that RAFT strategy is a writing strategy that helps students understand their role as a writer, the reader for their writing and the suitable format for the reader. It is used to demonstrate a students'

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[13] Vicki Urquhart and Monette Mclver, *Teaching Writing in the Content Areas*, USA: Association for Supervision and Curriculum Development, 2005, p.96.
[14] Alan Crawford et.al, *Op.Cit,* p.129

knowledge using a defined point of view. By using this strategy, students' writing goes to the audience not only for the teacher but also for other audience in their mind. Alan states that RAFT strategy changes the focus of artificial writing assignment to authentic assignment in which students have a purpose for writing (other than writing for a teacher and a grade) and an audience in mind.[15] Beside, this strategy requires students to write using an assigned format to the audience.

This strategy also allows the writer to determine the topic from several different perspectives as well as an opportunity to write for someone. Sejnost and Thiese say that RAFT strategy is effective because it requires that students examine a topic have studied from a different perspective from their own and then write about that topic for an audience.[16] So, the topic of writing is determined by seeing the audience.

RAFT strategy influences a writer's work. It is relevant with Urquhart's statement. Urquhart and McIver state that a writer's work will be influenced by knowing who the audience and purpose of writing.[17] It means that a writer will write carefully by knowing the audience and purpose of writing. He/she cares about the diction (choice of word) and the content of writing.

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[15] *Ibid.*

[16]Roberta L. Sejnost and Sharon M. Thiese, *Building Content Literacy: Strategies for the Adolescent Learner*, (USA: Corwin, 2010), p. 94.

[17]Vicki Urquhart and Monette McIver, *Op.Cit.,* p. 96.

Based on the explanation above, the researcher concludes that RAFT strategy is an acronym used to describe the elements of writing; Role of the writer, Audience for the writing, Format of the writing and Topic for writing. Additionally, this strategy helps students to think creatively during the process of writing because it is used to demonstrate students' knowledge by using defined point of view.

b. **Procedures of Implementing Role, Audience, Format and Topic (RAFT) Strategy**

Procedure refers to the steps that should be done to reach a goal in applying something. RAFT strategy also has procedures to reach a goal in writing. As stated by Urquhart, the procedures of RAFT strategy are:

1) Brainstorm possible roles students could assume in their writing and discuss how each role will impact their draft.
2) Teacher and students decide who the audience will be and determine how the audience will influence the draft. For example, if the audience is knowledgeable about biological concepts, students will not need to define commonly understood terms.
3) Determine the format most appropriate for the audience and discuss why that format is appropriate.
4) Have students share their drafts with peers to determine the fit of the RAFT[18]

In the other hand, Alan says that there are four activities in RAFT strategy, they are:

1) The teacher assigns a RAFT activity, usually as a consolidation activity. Sometimes, the students are given a role that emerges

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[18]Vicki Urquhart and Monette Mclver, *Op.Cit.,* p. 96-97.

from the lesson, but this varies. The students might write as individuals, as pairs, or as small cooperative learning groups. When students identify and develop their roles, they should consider: personality (who am I and what am I like); attitude (my feelings, beliefs, concern); and information (what I need to know about myself in the new role).

2) The students select an audience for their message.
3) Then the students select a format appropriate for their role, audience and topic.
4) The students should have the opportunity to "publish" their message. This could be an oral reading, a proclamation, sharing in small groups, posting on a bulletin board, publishing in a class newspaper or magazine, sending a letter, reading from the author's chair, etc.[19]

The last, Sejnost states that the procedures of RAFT strategy are:

1) First, teacher introduces the elements of RAFT strategy to the students.
   a) R = role of the writer (Who is the writer? What role does he or she play?)
   b) A = audience for the writer (To whom are you writing? Who will read your writing?)
   c) F = format of the writing (What form will your writing take?)
   d) T = topic of the writing (What will you be writing about?)
2) Next, together with the students, teacher determines the important ideas, concepts or information to determine the topic of assignment.
3) Then, with the students, brainstorm possible roles class members could assume in their writing. It will determine the role for the assignment.
4) Then, teacher asks students to determine the audience for this writing.
5) Finally, decide the format of the writing.[20]

In addition, he states that the procedures above are used for

students unfamiliar with using RAFT strategy. Until students become

familiar with using RAFT strategy, it is usually more effective to assign

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[19]Alan Crawford et.al, *Op.Cit.*, p. 130.
[20]Roberta L. Sejnost and Sharon M. Thiese, *Op.Cit.*, p. 85

all students in the same role, audience, format and topic for their writing. Then, as students become familiar with the process, they should be allowed to brainstorm their own role, audience, format and topic. [21]

Finally, the researcher concludes that the procedures of RAFT strategy are:

1) First, teacher introduces the elements of RAFT strategy to students. The elements should be introduced are:

   a) R = role of the writer (Who is the writer? What role does he or she play?)

   b) A = audience for the writer (To whom are you writing? Who will read your writing?)

   c) F = format of the writing (What form will your writing take?)

   d) T = topic of the writing (What will you be writing about?)

2) Next, together with the students, teacher determines the important ideas, concepts or information to determine the topic assignment. So, the teacher and students discuss the topic in this step.

3) After that, determines the possible role. Teacher and students take a part in determining the role. It can be done by brainstorming.

4) Then, teacher and students decide who the audience will be and determine how the audience will influence the draft.

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[21] *Ibid.*

5) Determine the format most appropriate for the audience. Teacher and students also discuss why the format is appropriate.

6) The students should have the opportunity to "publish" their writing. This could be an oral reading, sharing in small groups, posting on a bulletin board, publishing in a class newspaper, etc.

c. The Advantages of Role, Audience, Format and Topic (RAFT) Strategy

There are some advantages of RAFT strategy. Buehl says that the advantages of RAFT strategy are:

1) Students offer more thoughtful and often more extensive written responses as they demonstrate their learning.
2) Students are actively involved in processing information rather than merely writing answers to question.
3) Students are given a clear structure for their writing; they know what point of view to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outline clearly.
4) Students are more motivated to undertake a writing assignment because the task involves them personally and allows for more creative responses to learning the material.
5) Students are encouraged to reread to examine a text from perspective other than their own and to gain insights on concepts and ideas that may not have occurred to them during the initial reading of an assignment.
6) RAFT is an adaptable strategy for all content areas, including science, social studies, and math.[22]

So, it can be concluded that RAFT strategy can make the learners develop their ideas and imagination when they write. Moreover, students

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[22] Doug Buehl, Classroom Strategies for Interactive Learning, retrieved from *https://books.google.co.id/books?id=Nar4AAAAQBAJ&pg=PA173&dq=RAFT+strategy&hl=id&sa=X&redir_esc=y#v=onepage&q=RAFT%20strategy&f=false*, on December 11th 2015, at 11.00 pm.

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 teach writing.

Based on the whole explanation, the researcher concludes that Role, Audience, Format and Topic (RAFT) strategy is a writing strategy for all content areas that helps students to understand their role as a writer, focus on the audience or reader will read the writing, the varied formats for writing and the topic will be writing about.

3. Conventional Strategy

Conventional strategy is a traditional way that is used by a teacher in teaching and learning process. Conventional strategy is the strategy or the way that usually used by the teachers to teach the text to students.[23] According to Hudson that conventional strategy is the strategy used by the teachers based on mutual agreement in a school.[24] So, the researcher concludes that conventional strategy is the strategy used by a teacher in common ways.

The teacher in SMA Negeri 3 Padangsidimpuan teaches writing by giving the explanation about the text. The teacher of English says that the

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[23]Jhon Deriden. Conventional Strategy, retrieved from: *http://www.britania .com/ EBchecked/ topic/421797/nnuclear-strategy/52993/conventional-strategy* on October 7th 2016 at 10.00 p.m.

[24]Hudson, The Meaning of Conventional Strategy, retrieved from*: http://www.conventional-strategy/topic/54372-strategy* on October 7th 2016 at 10.00 p.m.

procedures that have been used in applying conventional strategy in teaching writing are as follows:

a) Tell about the task that will be done by students, the task is writing a text.

b) Give the explanation about definition of the text.

c) Explain the generic structure and language features of the text.

d) Give the task about writing a text based on the topic that has been given by the teacher.

B. Review of Related Finding

This research is not the first research that has been done in writing mastery. There are some related findings relate to this research. The first is Ni Made Idayanti's research, the title is "The Efficacy of RAFT in Improving Writing Skill of the Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2013/2014." She concluded that RAFT strategy could improve students' writing skill of the eighth grade SMPN 1 Mengwi in academic year 2013/2014. It was revealed by the significant improvement of the mean scores. The result of cycle I and cycle II showed the mean figures of 70.97 and 83.77.[25] It means that there is an improvement of students' writing mastery by using RAFT strategy.

Next, Yana Riyanti's research, the title is "Improving Students' Descriptive Writing through Role, Audience, Format and Topic (RAFT) Strategy in the Seventh Grade of SMP Paramarta Jombang". She concluded that RAFT

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[25]Ni Made Idayanti, "The Efficacy of RAFT in Improving Writing Skill of the Eight Grade Students of SMPN 1 Mengwi in Academic Year 2013/2014", retrieved from *http://unmas-library.ac.id/wp-content/uploads/2014/10/THESIS1.pdf*, on October 3rd 2016, at 10.00 am.

strategy can improve students' writing mastery. It can be seen from the increase of the mean score. In the first cycle, the mean score is 68.0 and 73.5 in the second cycle.[26]

Then, Atika Laela Fitriani's research, the title is "Peningkatan Keterampilan Menulis Argumentasi Menggunakan Strategi RAFT (Role, Audience, Format and Topic) pada Siswa Kelas XI Teknik Gambar Bangunan (TGB) 1 SMK Negeri 2 Yogyakarta." She concluded that RAFT strategy can improve students' writing mastery. It can be seen from the mean score of cycle one and two. In the cycle one, the mean score is 72.45. Meanwhile, the mean score in cycle two is 76.03.[27]

In summary, based on the result above, the researcher concludes that a Role, Audience, Format and Topic (RAFT) strategy has an effect on students writing mastery.

C. Conceptual Framework

Writing is one of the important skills in learning English besides reading, speaking and listening. Writing is the activity or process of producing ideas then expressing and organizing the ideas into a written form. The successful of teaching and learning writing depends on many factors. One of them is strategy.

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[26]Yana Riyanti, "Improving Students' Descriptive Writing through Role, Audience, Format and Topic (RAFT) Strategy in the Seventh Grade of SMP Paramarta Jombang", retrieved from *http://repository.uinjkt.ac.id/dspace/bitstream/123456789/29609/3/YANA%20RIYANTI-FITK.pdf*, on October 3rd 2016, at 10.00 am.

[27]Atika Laela Fitriani, Peningkatan Keterampilan Menulis Argumentasi Menggunakan Strategi RAFT (Role, Audience, Format and Topic) pada Siswa Kelas XI Teknik Gambar Bangunan (TGB) 1 SMK Negeri 2 Yogyakarta", retrieved from *http://eprints.uny.ac.id/18279/1/Atika% 20Laela %20 Fitriani%2010201241013.pdf,* on October 4th 2016, at 09.30 pm.

There are many strategies that can be used in teaching writing. One of them is RAFT strategy. The researcher describes the conceptual framework as follow:

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┌─────────────────────────────────────┐
│ Students' problem in writing are;    │
│ limited vocabulary, less             │
│ comprehension about grammar,         │
│ difficulty in finding the ideas and  │
│ do not know the easier strategy in   │
│ writing                              │
└─────────────────────────────────────┘
                  │
                  ▼
      ┌──────────────────────────┐
      │ Treatment of Role,        │
      │ Audience, Format and      │
      │ Topic (RAFT) strategy     │
      └──────────────────────────┘
                  │
                  ▼
            ┌──────────┐
            │ Pre-test │
            └──────────┘
           ┌──────┴──────┐
           ▼             ▼
┌────────────────────┐ ┌────────────────────┐
│ Experiment class   │ │ Control class by    │
│ by using RAFT      │ │ using conventional  │
│ strategy           │ │ strategy            │
└────────────────────┘ └────────────────────┘
           └──────┬──────┘
                  ▼
            ┌───────────┐
            │ Post-test │
            └───────────┘
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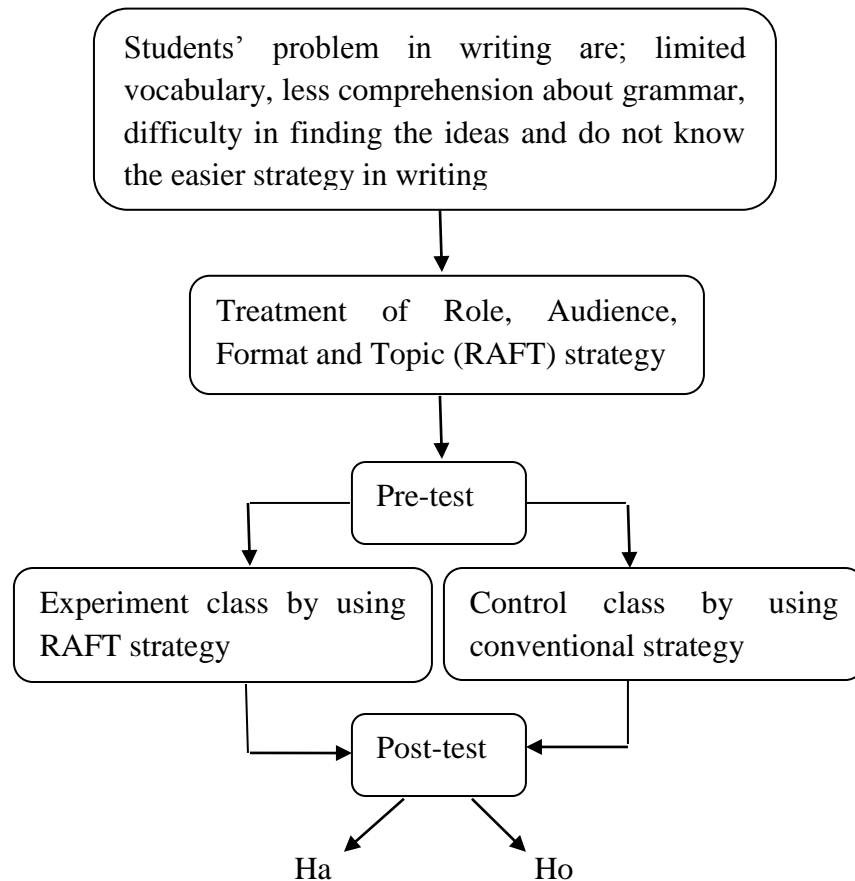
Figure 1: Conceptual Framework

Based on the schema above, the students' problems in writing are limited on vocabulary, less comprehension about grammar, difficulty in finding the ideas and do not know the easier strategy in writing. To solve those problems, teachers can use one of the strategies in teaching writing. The strategy is Role, Audience, Format and Topic (RAFT) strategy. In this research, RAFT strategy is a method

used by the researcher on teaching writing hortatory exposition text. RAFT strategy is taught in experiment class. Meanwhile, control class is taught by using conventional strategy. After doing post-test, it can be known whether Ha is accepted or not.

D. Hypothesis

A hypothesis is a researcher's tentative prediction of the results of the research findings. It states the researcher's expectation concerning the relationship between the variables in the research problem.[28] It is also supported by Creswell's statement, "hypothesis is predictions the researcher holds about the relationship among variables."[29]

Based on the definition above, the hypothesis of this research stated as follows: There is an effect of Role, Audience, Format and Topic (RAFT) strategy on writing hortatory exposition text mastery at grade XI students of SMAN 3 Padangsidimpuan.

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[28]L.R Gay and Peter Airasian, *Educational Research for Analysis and Application*, America: Prentice Hall, 1992, p. 71.

[29] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 2nd Edition*, USA: Sage Publication Inc., 2003, p. 108.

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of Research

The research was done at State Senior High School (SMAN) 3 Padangsidimpuan. The location is at Perintis Kemerdekaan Street, Padangsidimpuan. Its location is about 3 km from the central city of Padangsidimpuan to the southern area.

The time of this research was from May 23, 2016 up to December 03, 2016.

B. Research Design

Kind of this research is quantitative research with experimental method. L.R Gay says, "Experimental research is the only type of research that can test hypothesis to establish cause and effect."[1] In the other hand, Creswell says, "experimental research included the experiment with the random assignment of subject to treatment condition as well as quasi experiment that use none randomized."[2]

From the definitions above, the researcher concludes that the experimental research is a kind of research that has aim to know the causal effect relationship between one or more variable to other variable. Relevant with the definition, this

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[1]L.R Gay and Peter Airaisan, *Op.Cit.*, p.367
[2]Jhon W. Creswell, *Op.Cit.*, p.14

research has aim to examine the cause effect relation between RAFT strategy and students' writing mastery.

The design was used in this research was Pretest-Posttest Control Group Design. It means there were two classes chosen randomly, then given pretest to know the basic condition of the two classes. Next, the both classes were given post test. The result of the test was compared to know the different effect of treatment to experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below:

Table 1
Table of Research Design
Pretest-Posttest control group design

E	O_1	X	O_2
P	O_1	-	O_2

Where:

E = Symbol for experimental class

P = Symbol for control class

X = Symbol for treatment[3]

In this model, both of classes are given pre-test (O_1). Then, in experimental group is given a treatment (X) and control class is not given a treatment. After giving a treatment, both of classes are given post-test (O_2).

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[3]Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p. 276.

C. Population and Sample

1. Population

According to Gay's statement, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable.[4]

Based on the explanation above, the research was done for the grade XI of SMA Negeri 3 Padangsidimpuan. The population of research consists of 11 classes with 352 students. It can be seen from the table below:

Table 2
Population of Grade XI SMA Negeri 3 Padangsidimpuan

No	Class	Total of Students
1.	XI IPA 1	33
2.	XI IPA 2	33
3.	XI IPA 3	30
4.	XI IPA 4	31
5.	XI IPA 5	29
6.	XI IPA 6	32
7.	XI IPS 1	32
8.	XI IPS 2	33
9.	XI IPS 3	35
10.	XI IPS 4	33
11.	XI IPS 5	31
Total of Students		352

2. Sample

A sample is a subgroup of the population the researcher is interested in. Gay says that, "sample comprises the individuals, items or events selected

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[4]L.R Gay and Peter Airaisan, *Op.Cit.,* p.122

from a larger group referred to as a population."[5] So, it can be concluded that sample is a part of population selected from its population. The sample of this research was two classes of SMAN 3 Padangsidimpuan. One class was the experimental class, and another one was the control class

In this research, the researcher used classes random sampling. Before use random sampling, the researcher used normality and homogeneity test, as follow:

a) Normality Test

Normality test is used to know whether the data normal or not. The data can be tested by using Chi-quadrate, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)^2$$

Where;

x^2 = Chi-quadrate

f_0 = Frequency is gotten from sample/result of observation (questioner).

f_h = Frequency is gotten from sample as image from frequency is hoped from population.[6]

[5] *Ibid,* p. 121.

[6] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada. 2005) p. 298.

To calculate the result of *Chi-Quadrate*, it is used significant level 5% (0,05) and degree of freedom as big as total of interval class is lessened 1 (df= k-1). If result $x^2_{count} < x^2_{table}$, it can be concluded that data is distributed normal.

b) Homogeneity

Homogeneity test is used to find out whether control class and experimental class have the same variant or not. If both of classes are same, it can be called homogenous. To test it, the researcher used formula as follow:

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

Hypothesis is accepted if $F_{count} \leq F_{table}$ while hypothesis is rejected if $F_{count} \geq F_{table}$. Hypothesis is rejected if $F \leq F$ ½ a $(n_1 - 1)$ $(1 = n_2 - 1)$ while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator is $(n_2 - 1)$.

Based on the explanation above, the researcher had given pre-test to know whether the samples are homogenous and normal or not. After calculating the data, the researcher had found that the samples were homogenous and normal (see appendix 6 and 7). So, the researcher chose two classes as the sample. They were XI IPA-3 and XI IPA-5. XI IPA-3

class consisted of 30 students and XI IPA-5 class consisted of 29 students.Here is the sample:

Table 3
Sample of the Research

Sample	Class	Total
Experimental Class	XI IPA-5	29
Control class	XI IPA-3	30
Total		59

D. Definition of Operational Variable

The terms are used in this research are as follows;

1. Writing Hortatory Exposition

Generally, writing is the activity or process of producing ideas then expressing and organizing the ideas into a written form. Meanwhile, hortatory exposition text is a text contains of writers' thought about a problem to give advices or suggestions to the readers. So, the meaning of writing hortatory exposition text is the activity or process of producing and expressing the ideas to give advices or suggestions then organizing them into hortatory exposition text type.

2. Role, Audience, Format and Topic (RAFT) Strategy

Role, Audience, Format and Topic (RAFT) strategy is a writing strategy for all content areas that helps students to understand their role as a

writer, focus on the audience or reader will read the writing, the varied formats for writing and the topic will be writing about.

E. Instrument of Collecting Data

The instrument of a research is a tool of facility used by a researcher in collecting data. The instrument of collecting data for this research was test. The researcher used essay test. The researcher divided the score into five criteria, they are score of grammar, vocabulary, mechanics, fluency, and form (organization). It can be described as follows:

1. Grammar

No.	Indicator	Score
1	Few (if any) noticeable errors of grammar or word order	6
2	Some error of grammar or word order which do not however, interfere with comprehension	5
3	Errors of grammar or word order fairly frequent occasional re-reading necessary for full comprehension	4
4	Errors of grammar of word order frequent: efforts of interpretation sometimes required on reader's part	3
5	Errors of grammar and word order very frequent; reader often has to rely on own interpretation	2
6	Errors of grammar or word order so severe as to make comprehension virtually impossible	1

2. Vocabulary

No.	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	6
2	Occasionally uses in appropriate terms or relies on circumlocution: expression or ideas hardly impaired	5
3	Uses wrong or inappropriate word fairly frequently; expression of ideas maybe limited because of	4

No.	Indicator	Score
	inadequate vocabulary	
4	Limited vocabulary and frequent errors clearly hinder expression of ideas	3
5	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation	2
6	Vocabulary limitations so extreme as to make comprehension virtually impossible	1

3. Mechanic

No.	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	6
2	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension	5
3	Errors in punctuation or spelling fairly frequent occasional re-reading necessary for full comprehension	4
4	Frequent error in spelling or punctuation sometimes to obscurity	3
5	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation	2
6	Errors in spelling or punctuation so severe as to make comprehension virtually impossible	1

4. Fluency

No.	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	6
2	Occasional lack of consistently in choice of structures and vocabulary which does not, however, impair overall ease of communication	5
3	'Patchy', with some structures or vocabulary items noticeably in appropriate to general style	4
4	Structures or vocabulary items sometime not only in appropriate but also misused little sense of ease of communication	3
5	Communication often impaired by completely inappropriate or misused structures or vocabulary items	2
6	A 'hotch-potch' of half learned misused structures and	1

	vocabulary items rendering communication almost impossible.	

5. Form

No.	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer	6
2	Material well organized linked could occasionally be clearer but communication not impaired	5
3	Some lack of organization; re-reading required for clarification of ideas	4
4	Little or no attempt at connectivity, though reader can deduce some organization.	3
5	Individual ideas may be clear, but very difficult to deduce connection between them	2
6	Lack of organization so severe that communication is seriously impaired. [7]	1

F. Validity and Reliability

1. Validity

The instrumentation of collecting the data in this research was test. A test is said to be valid if it measures accurately what it is intended to measure.[8] In this research, the researcher used construct validity to establish validity of the instrument. A test is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure.[9]

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[7]Arthur Hughes, *Op.Cit.,* p.91-93
[8]Arthur Hughes, *Op.Cit.,* p.22
[9]*Ibid*., p.26

2. Reliability

The instrument of a research is reliable when the instrument believable to be used as an instrument of collecting data because the instrument is good. In this research, the researcher used standardized test.

G. Technique of Collecting Data

In determining the result of research, the researcher used test. The researcher used some steps to collect the data. The steps were:

1. Pre-test

Pre-test is conducted to find out the homogeneity of sample. The function of pre-test is to find out the mean scores of experimental class and control class before the researcher gave a treatment to experimental class. The steps in pre-test were below:

a. The researcher prepared test items.

b. The researcher distributed the test to be answered by students and gave time.

c. The students did the test.

d. The researcher calculated the mean score of students' test result.

2. Treatment

After giving pre-test, students were given a treatment. The experimental class was taught by using a treatment (RAFT strategy) and control class was taught by using lecturing method.

3. **Post-test**

>   After giving treatment, the researcher conducted a post-test. The post-test was the final test of the research. After conducting the post-test, the researcher analyzed the data then the researcher found out the effect of using Role, Audience, Format and Topic (RAFT) strategy in experimental class.

H. **Technique of Analyzing Data**

>   Technique of analyzing data in this research as follow:

1. **Requirement Test**

   a) **Normality Test**

   >   Normality test was used to find out whether the data was normal or not. The researcher used normality test by using Chi-quadrate formula, as follow:

   $$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)^2$$

   >   where;

   > x^2= Chi-Quadrate

   > f_o= Frequency is gotten from the sample/result test.

   > f_h = Frequency is gotten from the sample as image from frequency is hoped from population.

   b) **Homogeneity**

   >   Homogeneity test was used to find out whether control class and experimental class have the same variant or not. If both of classes were

same, it could be called homogenous. To test it, the researcher used formula as follow:

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

Hypothesis is accepted if $F_{count} \leq F_{table}$ while hypothesis is rejected if $F \geq F_{table}$.

2. Hypothesis Test

In this research, data analysis was used to test hypothesis by using t-test, as follow:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

Tt : t-test

M_1 : The mean of experimental group

M_2 : The mean of control group

n_1 : Total number of experimental class

n_2 : Total number of control class

S_1^2 : Variant of experimental class

S_1^2 : Variant of control class[10]

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[10]Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2011) p. 138-139

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned is earlier chapter, in order to describe the effect of using RAFT strategy on writing hortatory exposition text mastery, the researcher has calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data before Using Role, Audience, Format and Topic (RAFT) Strategy

a. Pre-test Score of Experimental Class

Based on students' answers in pre-test the researcher has calculated the students' score in appendix 5 and 6. Then, the researcher drawn the table sum in the following:

Table 5
The Score of Experimental Class in Pre-test

Total	1536
Highest score	73
Lowest score	30
Mean	50.83
Median	53.68
Modus	51.19
Range	43
Interval	9
Standard deviation	13.59
Variant	170.39

Based on the table above the total score of experimental class in pre-test was 1639, mean score was 50.83, median was 53.68, modus was 51.19, range was 43, interval was 9, standard deviation was 13.59, and variant was 170.39. The researcher got the highest score was 73 and the lowest score was 30. It can be seen on appendix 6. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution as follow:

Table 6
Frequency Distribution of Experimental Class (Pre-test)

No	Interval	Frequency	Percentages
1.	30 – 38	4	13.79%
2.	39 – 47	5	17.24%
3.	48 – 56	8	27.58%
4.	57 – 65	7	24.13%
5.	66 – 74	5	17.24%
$i=9$		29	100%

Based on the table above, it can be concluded that most of students are in interval 48 – 56 (8 students/27.58%). The least of students is 30 – 38 (4 students/13.79%). Clear description of the data is presented in histogram on the following figure:
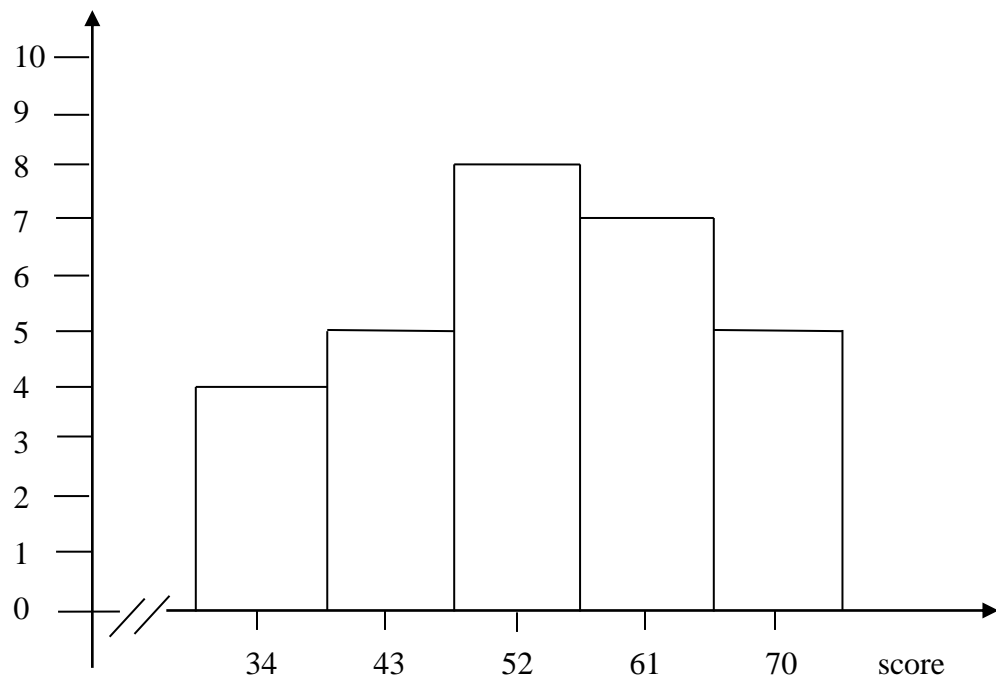
Figure 2: Description of Experimental Class (Pre Test)

Based on the figure above, the frequency of students' score from 30 up to 38 was 4; 39 up to 47 was 5; 48 up to 56 was 8; 57 up to 65 was 7; 66 up to 74 was 5. The histogram shows that the highest interval (66-74) was 5 students, and the lowest interval (30-38) was 4 students.

b. Pre-test Score of Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering matching test. The score of pre-test control class can be seen in the following table:

Table 7
The Score of Control Class in Pre-Test

Total	1639
Highest score	76
Lowest score	33
Mean	53.70
Median	55
Modus	54.64
Range	43
Interval	9
Standard deviation	11.49
Variant	146.58

Based on the table above the total score of control class in pre-test was 1639, mean score was 53.70, standard deviation was 11.49, variant was 146.58, range was 43, interval was 9, median was 55, and modus was 54.64. The researcher got the highest score was 76 and the lowest score was 33. It can be seen on appendix 6. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 8
Frequency Distribution of Control Class (Pre-Test)

No	Interval	Frequency	Percentages
1.	33 – 41	4	13.33%
2.	42 – 50	7	23.33%
3.	51 – 59	8	26.66%
4.	60 – 68	6	20%
5.	69 – 77	5	16.66%
$i = 9$		30	100%

From the table above, it can be concluded that the middle interval (51 – 59) had the biggest frequency (8 students/26.66%). The highest interval (69 – 77) had 5 students and the lowest interval was 33 – 41 with 4 students.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
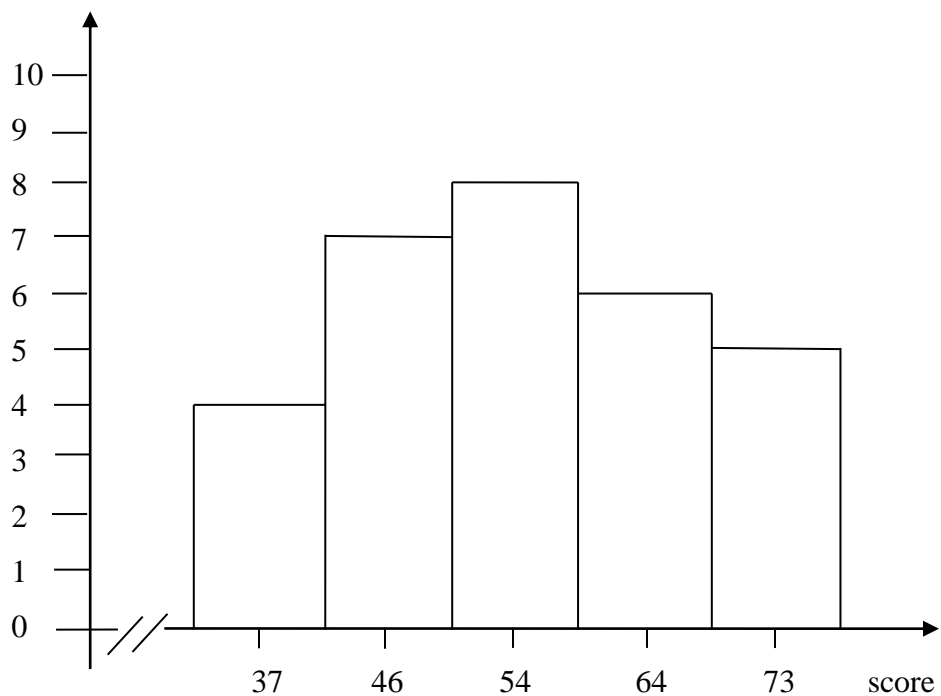

Figure 3: Description of Control Class (Pre-Test*)*

Based on the figure above, the frequency of students' score from 33 up to 41 was 4; 42 up to 50 was 7 ; 51 up to 59 was 8; 60 up to 68 was 6; 69 up to 77 was 5.

2. Description of data after Using Role, Audience, Format and Topic (RAFT) Strategy

a. Post-test Score of Experimental Class

The calculation of the result that had been gotten by the students in answering the question (test) after the researcher did the treatment by using Role, Audience, Format and Topic (RAFT) strategy can be seen in the following table:

Table 9
The Score of Experimental Class in Post Test

Total	2164
Highest score	90
Lowest score	56
Mean	72.05
Median	74.05
Modus	72.3
Range	34
Interval	7
Standard deviation	8.75
Variant	92.45

Based on the table above, total score of experiment class in post-test was 2164, mean score was 72.05, standard deviation was 8.75, variant was 92.45, median was 74.05, range was 34, modus was 72.3, and interval was 7. The students' highest score was 90 and the lowest score was 56. It can be seen on appendix 9. Then, the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	56 – 62	4	13.79%
2.	63 – 69	4	13.79%
3.	70 – 76	10	34.48%
4.	77 – 83	6	20.68%
5.	84 – 90	5	17.24%
	$i = 7$	29	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:
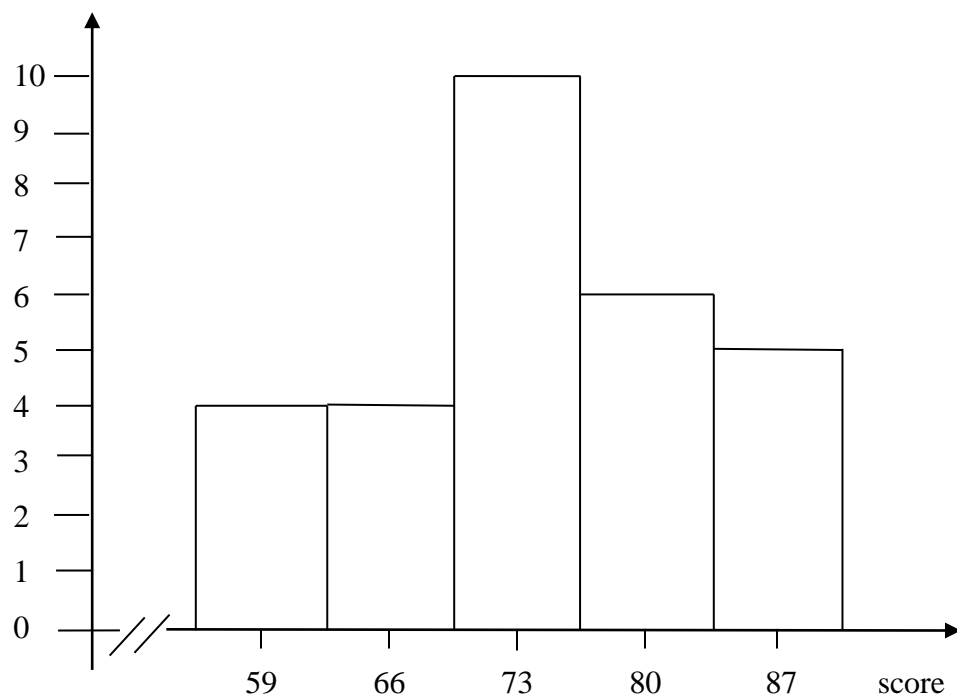

Figure 4: Description of Experimental Class (Post-Test)

Based on the figure above, the frequency of students' score from 56 up to 62 was 4; 63 up to 69 was 4; 70 up to 76 was 10; 77 up to 83 was 6;

84 up to 90 was 5. Then, the interval which had highest frequency was 70 – 76 and the interval which had lowest frequency was 56 – 62 and 63 – 69 (the lowest interval).

b. Post-test Score of Control Class

The result that had been gotten by the students in answering the question (test) after the researcher taught the writing by using conventional strategy can be seen in the following table:

Table 11
The Score of Control Class in Post-Test

Total	1859
Highest score	80
Lowest score	36
Mean	60.7
Median	60.43
Modus	57.55
Range	44
Interval	9
Standard deviation	11.41
Variant	159.75

Based on the above table the total score of control class in post-test was 1859, mean was 60.7, standard deviation was 11.41, variant was 159.75, median was 60.43, range was 44, modus was 57.55, and interval was 9. The researcher got the highest score was 80 and the lowest score was 36. It can be seen on appendix 9. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 12
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	36 – 44	3	10%
2.	45 – 53	5	16.66%
3.	54 – 62	9	30%
4.	63 – 71	6	20%
5.	72 – 80	7	23.33%
	$i = 9$	30	100%

For the clear description of the data, the researcher presents them

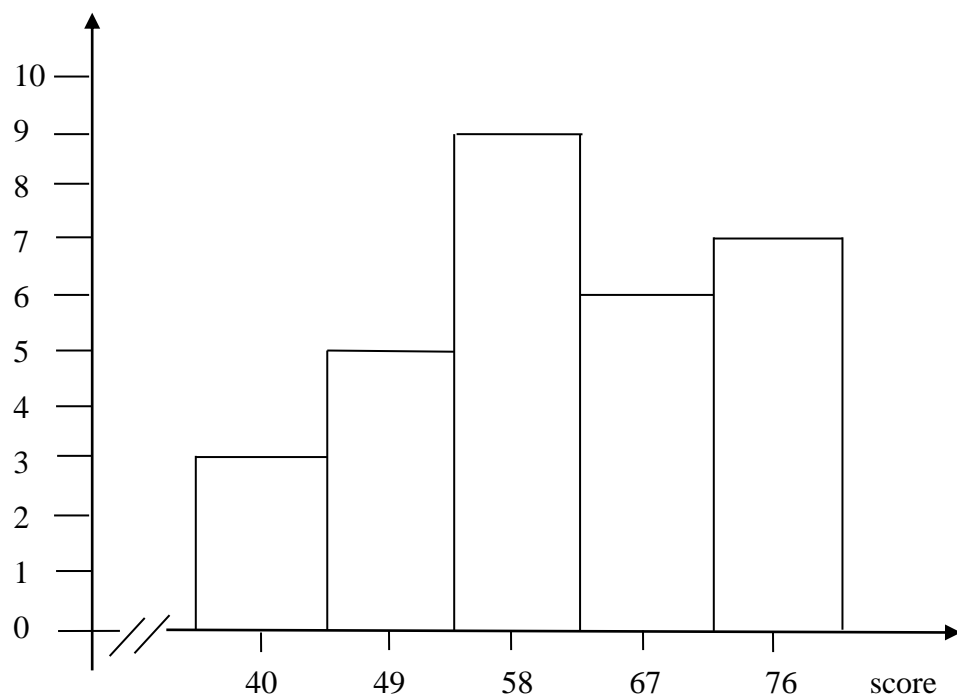in histogram on the following figure:

Figure 5: Description of Control Class (Post-Test)

Based on the figure above, the frequency of students' score from

36 up to 44 was 3; 45 up to 53 was 5; 54 up to 62 was 9 ; 63 up to 71 was

6; 72 up to 80 was 7. Then, the interval which had highest frequency was

54 – 62 (9 students) and the interval which had lowest frequency was 36 –

44 (3 students).

B. Data Analysis

    1. Requirement Test

        a. Normality and Homogeneity of Experimental and Control Class in Pre-Test

Table 13
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	f_{count}	f_{table}
Experimental Class	2.452	9.488	$1.16 < 2.021$	
Control Class	2.573	9.488		

Based on the table above, the score of experiment class Lo = 2.452< Lt = 9.488 with n = 29 and control class Lo = 2.573 < Lt = 9.488 with n = 30, and real level α 0.05. Cause Lo < Lt in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen on appendix 6.

The coefficient of F_{count}= 1.16 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = N-1 = 29 -1 = 28 and denominator dk N-1 = 30 –1 = 29. So, by using the list of critical value at F distribution is got F 0.05 = 2.045 and 2.048. It showed that F_{count} (1.16) < F_{table} (2.045 and 2.048). It showed that both

experimental and control class were homogeneous. The calculation can be seen on appendix 7.

b. **Normality and Homogeneity of Experimental and Control Class in Post-Test**

<div align="center">

Table 14
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	F_{count}	F_{table}
Experimental Class	9.262	9.488	$1.72 < 2.021$	
Control Class	5.208	9.488		

</div>

The previous table shows that the score of experimental class Lo = 9.262 < Lt = 9.488 with n = 29 and control class Lo = 5.208 < Lt = 9.488 with n = 30, and real level α 0.05. Because Lo < Lt in the both class, it means H_a was accepted. It meant that experiment class and control class were distributed normal. It can be seen on appendix 9.

The coefficient of F_{count}= 1.72 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and the different numerator dk = N-1 = 29-1 = 28 and denominator dk N-1 = 30-1 = 29. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 2.048 and 2.045. It showed that F_{count} (1.72) < F_{table} (2.048 and 2.045). So, the researcher concluded that the variant from the data of the students' writing mastery at SMA Negeri 3 Padangsidimpuan in experimental and control class was homogenous. It can be seen on appendix 10.

2. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experimental and control class was normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was "there is the effect of using Role, Audience, Format and Topic (RAFT) Strategy on writing hortatory exposition text mastery at grade XI students of SMAN 3 Padangsidimpuan." The result of t-test was as follow:

Table 15
Result of T-test

T-test	
t_{count}	t_{table}
7.29	2.021

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation, researcher found that t_{count} 4.35 while t_{table} 2.021 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 29 + 30 - 2 = 57$. Cause $t_{count} > t_{table}$ (7.29 > 2.021), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the effect of using Role, Audience, Format and Topic (RAFT) strategy on writing hortatory exposition text mastery at grade XI students of SMAN 3 Padangsidimpuan. The calculation of hypothesis test can be seen on appendix 12.

C. Discussion

The researcher discussed the result of this research with the theory that related to the Role, Audience, Format and Topic (RAFT) strategy. In this case, the theory which has been discussed by the researcher was from Sejnost and Thiese that stated that RAFT, an acronym for Role, Audience, Format and Topic, is a popular writing strategy that fosters students' ability to think critically.[1] Furthermore, RAFT strategy is effective because it requires that students examine a topic they have studied. This strategy requires students to write using an assigned format to an audience other than a teacher.

The theory has proven that this strategy is good and effective where the students were so enthusiastic to follow the writing lesson because they wrote based on the topic for an audience in a format or it can be said that it was new for them. The students directly had spirit when they were invited by the researcher to determine the role, audience, and format. The students gave the reason for the role, audience, and format that had been chosen. So, in writing activity they were free to explore their ideas because they wrote for a person who would read their writing (audience). This proofs show that Role, Audience, Format and Topic (RAFT) strategy is suitable to be applied in teaching writing.

To prove the theory above, the researcher discussed the result of this research and compared with the related findings. The first is Yana Riyanti's research, the title is "Improving Students' Descriptive Writing through Role,

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[1] Roberta L. Sejnost and Sharon M. Thiese, *Op.Cit.,* p. 85.

Audience, Format and Topic (RAFT) Strategy in the Seventh Grade of SMP Paramarta Jombang". She concluded that RAFT strategy can improve students' writing mastery. It can be seen from the increase of the mean score. In the first cycle, the mean score is 68.0 and 73.5 in the second cycle.[2] It means that there was the improvement on students' writing ability by using RAFT strategy.

Then, Atika Laela Fitriani's research, the title is "Peningkatan Keterampilan Menulis Argumentasi Menggunakan Strategi RAFT (Role, Audience, Format and Topic) pada Siswa Kelas XI Teknik Gambar Bangunan (TGB) 1 SMK Negeri 2 Yogyakarta." She concluded that RAFT strategy can improve students' writing mastery. It can be seen from the mean score of cycle one and two. In the cycle one, the mean score is 72.45. Meanwhile, the mean score in cycle two is 76.03.[3] It means that there is the improving of students' writing mastery from cycle one to cycle two.

From the result of the research that is previously stated, it was proved that the students who were taught by using Role, Audience, Format and Topic (RAFT) strategy got better result. As in this research, the mean score of experimental class was higher than control class (72.05 > 60.7). Role, Audience, Format and Topic (RAFT) strategy had been proved can increase writing mastery. It can be seen

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[2] Yana Riyanti, "Improving Students' Descriptive Writing through Role, Audience, Format and Topic (RAFT) Strategy in the Seventh Grade of SMP Paramarta Jombang", retrieved from *http://repository.uinjkt.ac.id/dspace/bitstream/123456789/29609/3/YANA%20RIYANTI-FITK.pdf*, on October 3rd 2016, at 10.00 am.

[3] Atika Laela Fitriani, Peningkatan Keterampilan Menulis Argumentasi Menggunakan Strategi RAFT (Role, Audience, Format and Topic) pada Siswa Kelas XI Teknik Gambar Bangunan (TGB) 1 SMK Negeri 2 Yogyakarta", retrieved from *http://eprints.uny.ac.id/18279/1/Atika% 20Laela %20 Fitriani%2010201241013.pdf,* on October 4th 2016, at 09.30 pm.

from the result of pre-test that increased to post test. Some students that got low score in pre-test reached high score in post test. Even the students with highest score in post test didn't get the highest score in her pre test before.

It means that Role, Audience, Format and Topic (RAFT) strategy gives the effect on students' writing mastery. So, the theory that had been stated by the expert about RAFT strategy was proved effective in teaching writing.

D. Limitation of the Research

The research was limited in some situations. It was the problem in the class that appeared during doing the research, but the researcher couldn't hold or improve those things. The limitation of the research was as follow:

1. The researcher was not sure whether all of students in the experimental class and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.

2. Some of students were not too serious in answering the pre-test and post-test. It may caused by the test, because they knew before that the test would not influence their score in school. It made them answer the test without thinking hard and the answer of the test was not pure because they did not do it seriously.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research is there was the effect of using Role, Audience, Format and Topic (RAFT) strategy on writing hortatory exposition text mastery at grade XI students of SMAN 3 Padangsidimpuan. It could be seen from the mean score of experimental class and control class in pre-test (50.83 < 53.70) compared with mean score of experimental class and control class in post-test (72.05 > 60.7) and H_a was accepted with $t_{count} > t_t$ (7.29 > 2.021).

B. Suggestion

After finishing the research, the reseracher got many informations in English teaching and learning. Therefore, from that experience, the researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. The researcher hopes to the teacher of English, especially in SMA Negeri 3 Padangsidimpuan, to apply Role, Audience, Format and Topic (RAFT) strategy and other strategies in teaching writing, especially in teaching writing hortatory exposition text.

2. The researcher also suggests the headmaster to motivate teachers of English to use Role, Audience, Format and Topic (RAFT) strategy and other

strategies in teaching English, especially in teaching writing. The headmaster also must prepare the media to support the learning process, especially the learning process of English.

3. For the other researchers, to develop the findings of this research largely by adding variables, enlarging sample, or making combination in research approach.

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CURRICULUM VITAE

A. Identity

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Place and Birthday   : Padangsidimpuan, May, 26th 1993

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3. Senior High School : SMA Negeri 3 Padangsidimpuan   (2011)

4. Institute   : IAIN Padangsidimpuan   (2016)

:80/ In.19/E.6a/PP.00.9/10/2015   Padangsidimpuan,13 Oktober 2015
: Biasa
:-
: Pengesahan Judul dan Pembimbing skripsi

Kepada Yth Bapak/Ibu
1. Dr. Fitriadi Lubis, M.Pd   (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum   (Pembimbing II)
Di –
    Padangsidimpuan
    Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM   : Siska Wahyu Dalimunthe
NIM   : 12 340 0035
Jurusan   : Tadris Bahasa Inggris
Judul Skripsi   **The Effect of Using Role, Audience, Format and Topic (RAFT) Strategy on Writing Hortatory Exposition Text Mastery at Grade XI Students of SMAN 3 Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

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Pernyataan Kesediaan sebagai Pembimbing

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
Pembimbing I   Pembimbing II

Dr. Fitriadi Lubis, M.Pd   Fitri Rayani Siregar, M.Hum

Nomor : B - 2015 /In.14/E.4c/TL.00/10/2016   26. Oktober 2016
Hal   : **Izin Penelitian**
              Penyelesaian Skripsi.

Yth. Kepala SMA N 3 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama   : Siska Wahyu Dalimunthe

NIM   : 123400035

Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Alamat   : Perumnas Pijorkoling

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Role, Audience, Fprmat and Topik (RAFT) Strategy on Writing Hortatory Exposition Text Mastery at Grade XI Students of SMA N 3 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Lelya Hilda, M.Si
NIP.19720920 200003 2 002

SURAT KETERANGAN
Nomor : 430.4/ 173 /SMA-3/2016

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama	:	SISKA WAHYU DALIMUNTHE
NIM	:	123400035
Fakultas/ Jurusan	:	Tarbiyah dan Ilmu Keguruan/ TBI
Alamat	:	Perumnas Pijorkoling

Benar telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan dengan judul " **The Effect of Role,Audience, Format and Topik (RAFT) Strategy on Writing Hortatory Exposition Txet Mastery at Grade XI Students SMA Negeri 3 Padangsidimpuan**".Sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan Nomor: B-2015/ln.14/E.4c/TL.00/10/2016 tanggal 26 Oktober 2016, tentang Izin Penyelesaian Skripsi.

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 29 Oktober 2016
Kepala SMA Negeri 3
Padangsidimpuan

MANGSUR NASUTION,S.Pd
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