



## The Effect of Using Role, Audience, Format, Topic (R.A.F.T) Strategy on Students' Ability Writing Greeting Card at Ninth Grade of SMP Jami'iyatul Hujjaj Bukittinggi

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### ABSTRACT

This research looked at how the RAFT technique affected the ninth-grade pupils at SMP Jam'iyatul Hujjaj's capacity to write greeting cards. The research was motivated by the pupils' struggles with writing in their English language studies. This study used a pre-experimental design with a single group undergoing both pre- and post-test design classes. The 26 students enrolled in the ninth grade at SMP Jam'iyatul Hujjaj Bukittinggi made up the research population. The sample utilized in this study was obtained using complete sampling. Writing tests served as the research tool in this study. The paired sample t-test in SPSS 22 was used to evaluate the data. According to the research's findings, there was a noticeable difference in students' capacity to write greeting cards between classes that used the RAFT technique and those who did not. As can be seen, the result obtained ( $5.451 > 2.060$ ) is greater than the value in the table. Based on the statistics, it can be inferred that the RAFT technique significantly improved the writer's capacity to write greeting cards.

### ARTICLE INFO

*Article history:*

Received

05 August 2024

Revised

15 August 2024

Accepted

28 September 2024

**Key Word**

*RAFT Strategy, Writing Ability, Greeting Card.*

**How to cite**

<https://pusdikra-publishing.com/index.php/jsr>



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## INTRODUCTION

One of the key components of the English language curriculum, particularly for kids, is writing. In order to meet the learning goals, students must become proficient writers. One of the language-related skills that is crucial to developing in order to help pupils succeed academically is writing. Furthermore, in this global age, having the ability to write well is crucial for work, as stated by Brown (2003). It implies that writing is a skill that students need to acquire for both their academic career and personal life. In order to prepare pupils for the future, it may be inferred that teaching them to write is essential.

Basic competencies included in the 2013 Curriculum (K13) should be attained by junior high school pupils. One of the fundamental competencies is that junior high school pupils must study about specific types of texts, including functional and genre

texts. Narrative, descriptive, recount, report, explanation, analytical exposition, hortatory exposition, and other types of texts fall under this genre. Invitations, shopping lists, cautions, greeting cards, announcements, advertisements, brief messages, and so on are examples of useful text. A functional text is one that is helpful for daily tasks.

The instructor has to be aware of the requirements of the students in order to help them develop their writing skills, specifically in greeting cards. Effective adoption of writing learning methodologies by students is contingent upon the teacher's involvement. Raimes backed it up, saying that every writing instructor's daily task is to choose classroom tactics. In addition, the instructor must think about the best teaching methods. As a result, the researcher advises teachers to instruct students in greeting card writing using the R.A.F.T Strategy.

As a method for learning how to write One writing technique called RAFT (Role, Audience, Format, Topic) helps students think critically about their writing roles, the audiences they will write for, the many forms they might use, and the topics they will write about. Santa in Buehl, who said that the RAFT technique addresses teachers' worries about students' writing, supports it. This indicates that RAFT is focused on pupils' writing within the educational process. Additionally, as writing requires attention, this tactic might be used in classrooms where students struggle with writing. As a result, the study discovered that the RAFT technique may be used to help pupils who struggle with writing.

Based on preliminary data collected in July 2022 at SMP Jam'iyatul Hujjaj's eighth grade, Hujjaj observed and interviewed students during the English teaching and learning process in the classroom. The researcher discovered a few issues. To begin with, the pupils struggled to begin writing since they lacked ideas. They didn't know where to start when the instructor asked them to write. The study also discovered that the pupils had trouble organizing their thoughts. Although they seem to be having trouble getting started, they are having greater trouble organizing their thoughts. They are unable to comprehend how to organize their thoughts into written form. Consequently, it let the researcher identify the third issue, which is the pupils' continued deficiency in grammar and vocabulary. Due to a lack of vocabulary, the kids were unable to arrange their thoughts into coherent sentences. The investigator discovered that a few pupils took a considerable amount of time to look up an English term in a dictionary. The majority of the kids struggled with writing since they were still unsure of how to construct a well-written phrase.

## RESEARCH METHOD

### 1. Research design

This study was designed using an experimental approach. In an experiment, the researcher modifies one or more independent variables, keeps other pertinent factors under control, and tracks the impact on one or more dependent variables. While there are many other forms of experimental research that may be conducted, in this study the researcher utilized a pre-experimental one group pretest-posttest design. In order to determine the link between the variables, this study tested the idea using a quantitative technique.

### 2. Population and sample

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### 3. Instrumentation

Using an exam, the researcher in this study determined the students' level of writing skill. The exam was given in two sessions: a pretest and a posttest. The pretest was used to determine the students' writing proficiency before the treatment started. After the intervention, a posttest was given to the students to determine their improvement. The researcher worked with English teachers to construct the test. The exam was designed with the intention of obtaining the proper level of knowledge and training. To make sure the test was legitimate, the researcher used its validity..

#### a. Validity

The researcher used content validity in this study. The test's content validity is evaluated to see whether it aligns with the information that was taught or not. This implies that in order to assess the test in accordance with the learning goals, the researcher must take into account the test's aim and choose the suitable validity. Because they had previously consulted experts to assess the validity of the instruments, the researcher utilized content validity. The UIN Sjech M.Djamil Djambek Bukittinggi professors and the English teachers at SMP in Bukittinggi served as the validators.

#### b. Reliability

Inter-rater reliability was used by the researcher in this study. Inter-rater reliability, on the other hand, refers to a process that uses two observers to evaluate each observer's observation and assess the data's dependability; this

is done to prevent bias. Inter-rater reliability is a technique that double-checks test results by using two raters. The researcher enlisted the assistance of the second and third raters – English instructors at SMP in Bukittinggi – in order to verify the validity of the assessments. Next, using SPSS 22, the researcher calculated the inter-rater reliability using Cronbach's Alpha.

#### 4. Technique of data collection

The information from the writing exam is relevant to the study design mentioned above. Prior to administering the therapy, the researcher conducted a pre-test. To determine the pupils' proficiency in composing greeting cards, a pre-test was administered. Following then, there were three sessions for the therapy. The post-test was then administered in order to determine the treatment's major impact. Finally, in order to maintain the validity, the pre- and post-test results were rated by instructors from different schools

#### 5. Technique of data analysis

The purpose of the data analysis was to test the hypothesis. SPSS version 22 was used by the researcher to examine the data in this study. Ttest was used by the researcher to analyze the data. According to Brata, the best statistical formula for a one-group pretest-posttest design is to use Ttest to determine if the mean score differences between the pretest and posttest are significant. To determine if there was a difference in the average between two paired samples in this study, the researcher utilized a paired sample Ttest..

## RESULT AND DISCUSSION

### Description of the data

The research conducted at SMP Jam'iyatul Hujjaj Bukittinggi's ninth grade provided the basis for the data used in this study. The pre- and post-test results from a single class served as the source of the data for this study. The six standardized criteria for measuring writing tests, particularly greeting cards, were used to determine the results. These criteria include content, organization, grammar, vocabulary, mechanics, and inventiveness. The population of this study consists of only one class, consisting of 26 pupils, and total sampling, which uses every member of the population as a sample.

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PreTest	26	54	92	70.85	10.314	106.375
PostTest	26	49	93	81.00	10.774	116.080
Valid N (listwise)	26					

It is clear from the aforementioned statistics that 26 students took part in the pre- and post-tests. At the start of the meeting, the students were given a pre-test. During a writing assessment, the pupils were requested to create a greeting card. The results of the computation using SPSS 22 revealed that there were 26 students, with a mean score of 70.85, a standard deviation of 10.314, a variance of 106.375, and a lowest score of 54 and a maximum score of 92.

Following therapy, the students completed a post-test that included a writing component and asked them to create greeting cards. It revealed that there were 26 students, that the mean score was 81.00, that the standard deviation was 10.774, that the variance was 116.080, and that the lowest score was 49 and the best score was 93. This indicates that pupils who received instruction after using the RAFT strategy performed better than those who did not.

**a. Analysis of the data**

Two types of data were assessed in this study: pre- and post-tests from one class that served as the experimental class. The researcher received the results after obtaining the mean score and standard deviation. Next, using SPSS, the t-test data were computed as follows.

**Paired Samples Test**

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Test - Post Test	-10.154	9.498	1.863	-13.990	-6.317	-5.451	25	.000

It was evident from the preceding paired sample t-test table that t was 5.451, df was 25, and sig (2-tailed) was 0.000. The significant t-table (5.451 > 2.060) indicated that the obtained value was greater than ttable 0,05. It indicates that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was

rejected. It is possible to infer that the RAFT Strategy had a major impact on students' capacity to write greeting cards.

#### **b. Testing the hypothesis**

After reviewing the pre- and post-test results, the study's researcher tested the hypothesis. The subsequent hypothesis testing study:

1. The descriptive hypothesis ( $H_a$ ) is accepted if the value of acquired was greater than the value of the  $t_{table}$ . Nonetheless, the null hypothesis ( $H_o$ ) is accepted if the value of  $t_{ob}$  obtained is equal to or less than the value of the  $t_{table}$ .
2. The null hypothesis ( $H_o$ ) was accepted if the posttest mean scores exceeded the pretest mean scores. After adopting the RAFT technique to teach greeting card writing, the students' proficiency improves.

Using the paired sample t-test in the SPSS 22 software, the researcher examined the outcomes of the pretest and posttest

#### **Discussion**

One of the key components of the English language curriculum, particularly for kids, is writing. In order to meet the learning goals, students must become proficient writers. One of the language-related skills that is crucial to developing in order to help pupils succeed academically is writing. Writing is challenging since there are a lot of factors to consider (topic, structure, grammar, vocabulary, and mechanics). Thus, the researcher discovered a useful writing technique to improve pupils' writing proficiency. The RAFT approach is one of the available tactics.

First, the paired sample t-test results revealed that, when the  $t_{obtained}$  and  $t_{table}$  were compared with the same degree of freedom and significance level, the  $t_{obtained}$  value was greater than the  $t_{table}$  value. This indicates that the RAFT technique had a noteworthy impact on students' capacity to write greeting cards. Thus, the RAFT method improved the writing skills of the pupils.

Second, it was evident from the comparison that the post-test mean score was greater than the pre-test mean score. The results show that after using the RAFT technique during instruction, students' proficiency in composing greeting cards improves. Thus, using the RAFT technique enhanced the writing skills of the pupils.

Both the instructor and the students found value in the RAFT technique. The pupils were able to write more easily when the RAFT technique was used. As a result, the RAFT technique is a useful one that teachers may use while instructing writing. Additionally, it indicates that the RAFT technique is helpful and may support educators in helping students meet learning objectives, particularly when producing written texts. In conclusion, the RAFT technique is helpful in assisting students in developing their writing skills.

## CONCLUSION

Based on the study's results and discussion, the researcher came to the following conclusions on how using the RAFT technique affected students' ability to create greeting cards:

1. Students' writing abilities are significantly improved when the RAFT approach is taught to them. By comparing the obtained value to the table on the same degree of freedom and level of significance, the paired sample t-test data revealed that the obtained value was greater than the table value ( $5.451 > 2.060$ ). The RAFT technique has a considerable impact on pupils' writing abilities, it may be determined.
2. The descriptive statistics that SPSS 22 computed. The posttest mean value is greater than the mean score, which was  $81.00 > 70.85$ . This indicates that the students' writing skills in introducing themselves to other students after learning the RAFT technique are superior to those of the students who learned it earlier.
3. Ultimately, the study came to the conclusion that the RAFT technique had a positive impact on ninth-grade students at SMP Jamiyyatul Hujjaj Bukittinggi's capacity to write greeting cards.

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