

The Effect of Raft Strategy on Students' Writing Skill by Using WhatsApp at 11th Grade of MA Mualimin Muhammadiyah Bangkinang

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ABSTRACT

This study was motivated by the number of students who get low scores, especially in writing at 11th grade student of MA Mualimin Muhammadiyah Bangkinang. RAFT strategy is an effective strategy for overcoming this problem. Based on the problem, this research aims to find out whether there is an effect on using RAFT strategies towards the students writing skill in online class, in academic year 2019/2020. This is a quasi-experimental research. This research involves 46 students of two classes, class XI IPA Putri as the experimental class consists of 23 students and class XI IPA Putra as the control class consists of 23 students. The experimental class using RAFT strategies and control class using Teacher's method. The data were obtained by using Pre-test and Post-test. Pre-test was given to both classes before the treatment and Post-test of both classes were analyzed by using t-test analysis. Based on the data analysis of the research showed that the average students post-test in experimental class were 72, and control class has average students post-test were 65. Based on the data analysis of variance it can be seen that the significant (2-tailed) of 0.000 which is smaller than 0.05. It can be concluded that there is the effect of RAFT strategies toward students' writing skill at the eleventh grade of MA Mualimin Muhammadiyah Bangkinang.

Keywords: **RAFT Strategies, Writing Skill, WhatsApp**

INTRODUCTION

According Tarbiyah & Training (cite in Yanti & Hardi, 2019) in mastering English, there are four skills are need to be learned: listening; speaking; reading; and writing. Writing is one way to talk about ideas and information through writing. According to Marleni (2019) writing is one of many ways of communication, but writing is not spontaneous about something. It's mean that writer must consider many things before talking their arguments in their writing. That is why writer must know to what they write and to whom they write.

Writing is a communication tool between teachers and student at school. According to Cahyani et al (2018) writing is considered as an important skill in learning process which is needed to be mastered by the students. It means than understanding writing is important, and also it shows that writing is not an easy skill to be mastered. But writing in English always grows as they of the development of education.

Now, some countries in the world have been infected with the corona virus (covid-19), which results in limited activities outside the home. This virus also has an

impact on the educational environment, many students have to carry out learning activities at home, both through online and off-line facilities. Educators must ensure that teaching and learning activities continue, even if students are at home. The solution, educators are required to design learning media as innovation by utilizing online media. This is in accordance with the Minister of Education and Culture of the Republic of Indonesia in connection with Circular Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Corona Virus Disease Spread (Covid-19).

Students' learning outcome, which is still considered as unsuccessful, has always been the focus of criticism towards the failure of teaching of English in Indonesia (Rianti, 2013). Like at the MA Mualimin Muhammadiyah Bangkinang, there are still many students who get low scores, especially in writing. Based on the interview with the English teacher in MA Mualimin Muhammadiyah Bangkinang, there are many students who have difficulty in writing. The difficulty of students is that the lack of student motivation in writing, the difficulty of students in determining ideas, students can't use grammar correctly, and can't make coherent between paragraphs. Based on the data, many students are at low level in writing skills.

In the learning process the teacher should be able to use the methods or how to teach good so that students can feel interested or not bored during the learning process (Ayu, 2017). Teachers are required to design learning media as innovation by utilizing online media. As one of the popular mobile application, WhatsApp as a social network tool is becoming one of the major tools for education and entertainment. WhatsApp is a globally popular instant messaging application for Smartphone. In the learning process the teacher also assesses the students' writing to know the students' writing skill. According to Masrul (2015) the writing assessment that the process of collecting, analyzing and recording information about student progress towards achievement of syllabus outcomes.

RAFT strategy is an effective strategy for overcoming students' writing skill problems. Alisa, et al (2013) R.A.F.T is an acronym which stands for Role, Audience, Format and Topic. RAFT strategy is a strategy that guides students to write creatively by determining roles, audiences, formats, and topics. This strategy can help students understand their role as writers, the audience they address, the different formats for writing, and the topic they write about (Salameh, 2017).

Based on the explanation and problems experienced by the students above, it is important to conduct a study entitled: "The Effect of RAFT Strategy on Students' Writing Skill by Using WhatsApp at 11th Grade Student of Ma Muallimin Muhammadiyah Bangkinang".

METHOD

1. Design of the Research

The design of this research is quasi experimental. Quasi-experimental

design is where the treatment variable is manipulated but the groups are not equated prior to manipulate of the independent variable. Quasi-experimental design is used to know the effect of certain treatment. The type used is pretest-posttest group design. Meanwhile, control group is only given a pre-test and post-test without particular treatment as given to the experimental group. There are two variable in this research: namely the effect of RAFT strategy as independent variable (X), and writing skill as dependent variable (Y). This research used two groups as sample. The first is experimental group and another is control group. The experimental treated using RAFT strategy.

2. Population

The population in this research is at all 11th grade students of MA Muallimin Muhammadiyah Bangkinang. The classes are divided into five classes: XI IPA Putri consists of 23 students, XI IPA Putra consists of 23 students, XI Agama Putra consists of 26 students, XI Agama Putri consists of 26 students, and XI IPS consists of 25 students. The population in this research is 123 students of 11th grade of MA Mualimin Muhammadiyah Bangkinang.

3. Sample

In the sample, there are two classes became a sample. To determine the sample the research used clustering sampling. The research divides the population into separate groups, called clusters. When the researchers determine the control class and experiment class, the researcher used a lottery for all classes of the population. Based on the statement, the research take two selected classes as the sample, they are XI IPA Putri and XI IPA Putra. XI IPA Putri as experimental class consists of 23 students and XI IPA Putra as control class consists of 23 students. The sample of this research is 46 students.

4. Instrument

Writing Test

The instrument in this research is writing test. The researcher conduct the writing test for the pre-test and post-test for the experimental group and control group. The purpose of the test is for gaining the data. The data of student's writing skill score before and after the treatment in writing skill.

5. Technique of collecting data

In this research, the writer use test as instrument to collect data. The purpose of the test is for gaining the data on students' writing skill. The tests were divided into two series as follows:

- a. Pre-test is used to determine students' writing skill before getting the treatment.
- b. Post-test is used to determine students' writing skill after getting the treatment.

6. Data Analysis Technique

In this research, the data are analyzed by using statistical method. First, the data analyzed from the classroom observation, the researcher used the category standard as follows:

Table 1
The Classification of Students' Score

No	Categories	Score
1	Excellent	86-100
2	Very good	76-85
3	Good	65-75
4	Fair	55-64
5	Poor	<55

Source: (Purwanti, 2015)

Second, the researcher used students' post-test score of the experimental and the control group as the data of the research. The researcher will analyzed the data by using T-test to know whether the result of the research statistically. The data were analyzed by using SPSS 17 program. The result of the test was compared to know whether there is significant different of the students' writing score. Therefore, the researcher used Independent Sample T-test at SPSS 17 for windows to analyze the data. The researcher used Paired Sample T-test because the data was gotten from two score, the score of pre-test and post-test.

FINDINGS AND DISCUSSION

The purpose of this research was to obtain the data of students' writing skill after learning in online class by using RAFT (role, audience, format, topic). There were two classes which were taken as sample by clustering sampling. It was found that class XI IPA putri as experiment class and XI IPA Putra as control class. Then the researcher gave treatments to experimental class and control class in four meetings.

A. The Data of Students' Writing Skill

1. The data of students' writing skill taught by RAFT strategy

The data of students' writing skill taught by RAFT strategy was obtained from post-test of XI IPA Putri as an experimental class with 23 students. This strategy was used in online class in 4 meetings in the experimental class. The frequency of pre-test and post-test score in experimental class can be seen below:

Table 2. The Frequency of Pre-test Score in Experimental Class
Pre-Test Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	16	69.6	69.6	69.6
	Good	3	13.0	13.0	82.6
	Poor	4	17.4	17.4	100.0
	Total	23	100.0	100.0	

Based on the table above, it could be seen that there were 16 students who got fair category score with the percentage 69.6%. There were 3 students who got good category score with the percentage 13.0%. There were 4 students who got poor category score with the percentage 17.4%. It can be concluded that the highest percentage categories score of students' pre-test score in experimental class was fair categories with the percentage 69.6%. It means that the students' writing skill before taught by using RAFT strategy was categorized into fair.

Table 3. The Frequency of Post-test Score in Experimental Class
Post-test Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	2	8.7	8.7	8.7
	Good	12	52.2	52.2	60.9
	Very good	9	39.1	39.1	100.0
	Total	23	100.0	100.0	

Based on the table above, it could be seen that there were 2 students who got fair category score with the percentage 8.7%. There were 12 students who got good category score with the percentage 52.2%. There were 9 students who got very good category score with the percentage 39.1%. It can be concluded that the highest percentage categories score of students' post-test score in experimental class was good categories with the percentage 52.2%. It means that the students' writing skill after being taught by using RAFT strategy was categorized into good.

2. The Data of Students' Writing Skill Taught without RAFT Strategies

The data of the students' writing skill was taught without RAFT strategy was obtained from post-test in XI IPA Putra. The researcher taught in online class for 4 meetings in the control class. The frequency of pre-test and

post-test score in control class can be seen below:

Table 4. The Frequency of Pre-test Score in Control Class
Pre-Test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	18	78.3	78.3	78.3
	Good	4	17.4	17.4	95.7
	Poor	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

The table above shows that there were 18 students who classified into fair category with the percentage 78.3%. There were 4 students who classified into good category with the percentage 17.4%. There was 1 student who classified into poor category with the percentage 4.3%. It can be concluded that the highest percentage categories score of students' pre-test score in control class was fair categories with the percentage 78.3%. It means that, the pre-test score of students' writing skill taught without RAFT strategy was categorized into fair.

Table 5. The Frequency of Post-test Score in Control Class
Post-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	12	52.2	52.2	52.2
	Good	8	34.8	34.8	87.0
	Very good	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

The table above shows that there were 12 students who classified into fair category with the percentage 52.2%. There were 8 students who classified into good category with the percentage 34.8%. There were 3 students who classified into very good category with the percentage 13%. It can be concluded that the highest percentage categories score of students' post-test score in control class was fair categories with the percentage 52.2%. It means that, the post-test score of students' writing skill taught without RAFT strategy was categorized into fair.

B. The Data Analysis

The data analysis presented the result of how the students' writing skill taught by using RAFT strategies and how students' writing skill taught without

using RAFT strategies, whether there is any significant effect of sing RAFT strategies on students' writing skill at the eleventh grade students of MA Mualimin Muhammadiyah Bangkinang.

1. The Data Analysis on Students' Writing Skill in Experimental and Control Class

The researcher applied RAFT strategies in experimental class as a treatment. To know the result of students' writing skill score, the researcher conducted post-test. The statistical description of students' score of post-test in experimental class was described as follows:

Table 6. The Descriptive Statistics of Post-test in Experimental and Control Class

Descriptive Statistics

	N	Mean	Std. Deviation
Experiment	23	72.5217	4.71814
Control	23	65.5652	5.99868
Valid (listwise)	N 23		

From the table above, it could be seen that the mean score of experimental class with 23 students which taught by using RAFT strategies was 72.52 and the standard deviation was 4.71. Meanwhile, the mean score of control class with 23 students which taught by teacher's method was 65.56, the standard deviation was 5.99.

2. The Significant Difference of Students' Writing Skill in Experimental and Control Class

In order to know whether there is or no the significant difference of students' writing skill by using RAFT strategies and teacher's method at the eleventh grade of MA Mualimin Muhammadiyah Bangkinang, the researcher used Paired Sample T-test as the formula to analyze the data. In this research, the researcher analyzed the data by using SPSS (Statistical Product and Service Solutions) 17 version program. Before analyzing the data, firstly the researcher analyzed the normality of the test for both classes. the result is below:

**Table 7. Test of Normality
One-Sample Kolmogorov-Smirnov Test**

		Post-test
N		23
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.71077535
Most Extreme Differences	Absolute	.157
	Positive	.139
	Negative	-.157
Kolmogorov-Smirnov Z		.752
Asymp. Sig. (2-tailed)		.625

a. Test distribution is Normal.

b. Calculated from data.

Hypothesis:

Ho: Data is normality distributed

Ha: Data is abnormally distributed

Testing Criteria:

If probability (sig) > 0.05, Ho is accepted

If probability (sig) < 0.05, Ho is rejected

Based on the table above, it shows that the significant level of post-test data of experimental and control class was 0.625, it means that $0.625 > 0.05$. The conclusion was the data in normal distribution. Finally, it can be concluded that Ho was accepted and Ha was rejected. In other words, the data were normally distributed.

Furthermore, in order to know whether the objects researched had the same variance or not, the researcher previously described the homogeneity analysis as follows:

Table 8. Test of Homogeneity of Variance

Test of Homogeneity of Variances

Dependent Variable: Post-test

Levene Statistic	df1	df2	Sig.
1.163	1	44	.287

The table above explains the probability (sig) was 0.287. It was upper than 0.05 ($0.287 > 0.05$). It can be concluded that the data was homogenate.

After calculating the normality and homogeneity of the test, the data would be analyzed by using by SPSS to find out Paired Sample T-test.

Table 9. The Analysis of Variance

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1 pretestexp – posttestexp	-13.040	2.75480	.57442	-14.23474	-11.85221	-22.707	22	.000

The table shows that the significant (2-tailed) was 0.000 smaller than 0.05. It can be concluded that the post-test score in experimental class have an effect toward the students' writing skill.

Based on the output SPSS above, it answered the hypothesis of the research that H_a was accepted because $0.000 < 0.05$ and H_o was rejected. It means that there is an effect toward the students' writing skill by using RAFT strategies of eleventh grade of MA Mualimin Muhammadiyah Bangkinang.

DISCUSSION

Based on the research finding above, the researcher found that the total score of post-test in experimental class was 1668, the total number of the students was 23 students. The highest score was 80 and the lowest score was 64. The highest categories score was good category was 12 students. The mean of post-test in experimental class was 72. It means that the students' writing skill after learning by RAFT strategies was categorized into good level.

Meanwhile, the total score post-test in control class was 1508, the total number of the students was 23 students. the highest score was 76 and the lowest score was 56. The highest categories was fair category which were 12 students .The mean of post-test in control class was 65. It means that the students' writing skill without learning by RAFT strategies was categorized into fair level.

There is significant different on students' writing skill by using RAFT strategies and teacher's method at the eleventh grade of MA Mualimin Muhammadiyah Bangkinang. The researcher used Paired Sample T-test as the formula to analyze the data. Before analyzing the data, firstly the researcher analyzed the normality of the test for both classes by using Kalmogorov Smirnov formula. Then, the researcher analyzed

the homogeneity of the test in order to know whether the objects researched had some variance or not. The researcher found out there is significant effect on students' writing skill by using RAFT strategy of the eleventh grade at MA Mualimin Muhammadiyah Bangkinang.

According to Buehl (cites in Suharni, 2013), RAFT is a writing strategy that helps students understand their role as a writer and they can communicate their ideas effectively. It also helps the students focus on their writing task and discover ideas from writing. By using this strategy, the teacher can encourage the students to write creatively and effectively, and the product of students' writing can be understood easily.

CONCLUSION

It can be concluded that there is a significant effect on students' writing skill after the application at the eleventh grade of MA Mualimin Muhammadiyah Bangkinang. The students' writing skill in experimental class is higher than control class. It can be seen in the data analysis that there are many students who get a good score in the class with RAFT strategies than the students in control class.

SUGGESTION

After conducting the research, the researcher gives several recommendations for the students, English teacher, and other researchers below:

1. Students of Senior High School

The English teaching and learning process can run effectively and communicatively if every participant involved gives positive contribution during the teaching and learning process in online class. The students, as the subject in the teaching and learning process, should involve more and actively participate in the activities during online class. They also need to be serious and build more confidence to learn English, especially in writing. They need to keep practicing if they want to master the writing skill.

2. English Teacher

Writing is one of the English skills that causes student problems in the teaching and learning process. It is essential for the English teacher to apply various kinds of strategy teaching and learning English in online class, especially writing. RAFT strategy is an effective strategy for overcoming students' writing skill problems. Teachers must be able to create an atmosphere where it is comfortable and it is challenging for the students to maintain their motivation on learning online class.

3. Other Researcher

For the other researchers who are interested in conducting research in same field, before implementing RAFT strategy, it would be better if the other researchers got to know the student knowledge related the topic. For the future researcher by RAFT strategy without online class, they can improve students' writing skill by increasing students' motivation in determining ideas in writing.

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