

**THE USE OF RAFT STRATEGY IN TEACHING WRITING
PROCEDURE TEXT AT THE SECOND GRADE OF SMAN 3
BANDAR LAMPUNG**

(A Script)

By
YoesisIkaPratiwi



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

ABSTRACT

THE USE OF RAFT STRATEGY IN TEACHING WRITING PROCEDURE TEXT AT THE SECOND GRADE OF SMAN 3 BANDAR LAMPUNG

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Yoesis IkaPratiwi

The objectives of this research were to find out whether there is improvement in students' writing ability of procedure text and what problems the students face during the implementation. This research was basically quantitative research which used one group pretest-posttest design.

The population of this research was the second grade students of SMAN 3 Bandar Lampung in the academic year 2015/2016. The sample of this research was XI IPA 1 which consisted of 31 students. This research was conducted from March 3rd to 10th 2016.

The result of the research showed that there was improvement in the students' procedure text writing ability after being taught using RAFT strategy. It could be seen from the increase from the result of the pretest and posttest, 15.82 point, from 61.61 to 77.43. The data were analyzed by using t-test value in which the significance was determined by $p < 0.05$. The problems found in this research were the students lacked of vocabulary when they were drafting and demonstrating a topic; since, RAFT provided them with many ideas to think about. Consequently, the students had difficulties in translating words in English although it could be overcome by using dictionary.

It can be said that there was improvement of the students' procedure text writing ability from the pretest to the posttest. However, the second finding showed that the problems were the students lacked English vocabulary. Briefly, referring to the result above, it can be said that RAFT strategy can be applied to improve students' ability in writing procedure text.

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PROCEDURE TEXT AT THE SECOND GRADE OF SMAN 3
BANDAR LAMPUNG**

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Yoesis Ika Pratiwi

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree at EESP**

in
**English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

Research Title : **THE USE OF RAFT STRATEGY IN
TEACHING WRITING PROCEDURE TEXT
AT THE SECOND GRADE OF SMAN 3
BANDAR LAMPUNG**

Student's Name : **Yoesis Ika Pratiwi**

Student's Number : 1213042083

Department : Language and Arts Education

Study Program : English Education

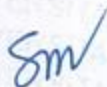
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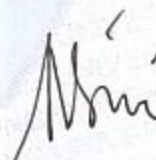
1. Advisory Committee

Advisor I

Advisor II



Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001



Dr. Ari Nurweni, M.A.
NIP 19630302 198703 2 001

2. The Chairperson of
Language and Arts Education



Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

ADMITTED BY

1. Examination Committee

Chairperson : **Prof. Dr. Patuan Raja, M.Pd.**

Sm

.....

Examiner : **Dr. Flora Nainggolan, M.Pd.**

[Signature]

.....

Secretary : **Dr. Ari Nurweni, M.A.**

[Signature]

.....

2. The Dean of Teacher Training and Education Faculty



Dr. H. Muhammad Fuad, M.Hum.

NIP. 19590722 198603 1 003

[Signature]

Graduated on : **June 15th, 2016**

SURAT PERNYATAAN

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NPM : 1213042083
Nama : Yoesis Ika Pratiwi
Judul Skripsi : The Use of RAFT Strategy in Teaching Writing Procedure Text at the Second Grade of SMAN 3 Bandar Lampung
Program Studi : Pendidikan Bahasa dan Seni
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan

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Bandar Lampung, 16 Juni 2016

buat pernyataan



Yoesis Ika Pratiwi
1213042083

CURRICULUM VITAE

The researcher's name is Yoesis Ika Pratiwi. She was born on September 13, 1994 in Kartaraharja, Tulang Bawang Udik, Tulang Bawang Barat. She is the first daughter of Bambang Warsito Hadi and Sri Lestari.

She joined Mardisiwi Kindergarten Kartaraharja in 1998. She continued her study in SDN 3 Kartaraharja and graduated in 2006. After that, she registered in SMPN 1 Tulang Bawang Udik and graduated in 2009. Then, in 2009, she studied in SMAN 1 Tumijajar and graduated in 2012.

She was accepted in English Education Study Program of Teacher Training and Education Faculty in Lampung University through SNMPTN in 2012. She did PPL and KKN in July to September 2015. She taught SMA Bhakti Mulya Tugu Ratu, Suoh, Lampung Barat. She had examination of her script on June 15, 2016.

DEDICATION

I offer up my praise and gratitude to Lord Jesus Christ for the abundant blessing to me; then, I proudly dedicate this script to:

My beloved parents: Bambang Warsito Hadi and Sri Lestari

My sisters: Yosefina Dwi Retnaningrum and Yoseba Tri Angga Dewi

Students of English Department 2012

My Almamater, Lampung University

MOTTO

"And whatsoever you do, do it heartily, as to the LORD, and not unto men"
(Colossians 3:23)

"A humble person is happy to be who they are"
(Joyce Meyer)

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Praise and thanks go to the Almighty God, Lord Jesus Christ for the gracious mercy and tremendous blessing so that the writer is finally able to finish this script entitled “The Use of RAFT Strategy in Teaching Writing Procedure Text at the Second Grade of SMAN 3 Bandar Lampung”. This script is submitted as compulsory fulfillment of the requirements for S1 degree of English Education.

The writer would like to express her deepest gratitude to all of those who gave her possibility to complete this script. The writer would like to acknowledge her sincere gratefulness to her supervisor committee, Prof. Dr. Patuan Raja, M.Pd. as her first advisor and Dr. Ari Nurweni, M.A., as her second advisor, who had given her many suggestions, knowledge, and encouragement during the accomplishment of this script. Moreover, on this occasion, the writer would like to dedicate her deep gratitude to her examiner, Dr. Flora Nainggolan, M.Pd. who has given her constructive suggestions to complete this script.

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Riani, Sella, Rifka, and Ayu Pratiwi for a pleasure and challenging time to pass each day with.

She realizes that this script has limitation in certain ways; thus, constructive input, comment, critique, and suggestion are expected to compose better paper in the future. Hopefully, this paper would give a positive contribution to the educational development and to those who want to accomplish further research.

Bandar Lampung, June 14th 2016

The writer

Yoesis Ika Pratiwi

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I. INTRODUCTION

This chapter tells about the problem of this research. It consists of background of the problem, research questions, objectives of the research, uses of the research, scope of the research and definition of terms that are used in this research.

1.1 Background

Teaching English is giving knowledge and instruction to develop students' ability in English as foreign language. While teaching English, the teachers are indirectly showing the skills in the target language. In the field of language teaching, it is stated that teaching English focuses on the mastery of four language skills, namely: listening, speaking, reading, and writing (Depdiknas, 2006). In relation with the competence above, writing as one of the four major skills needs to be taught. Among those four skills that are learned by the students, writing is one of language skills which has to be acquired by the students.

Clanchy and Ballard (1987:1) define writing as a process of transferring thoughts into written words and connecting those thoughts systematically one upon another in a coherent manner. To support the concept of writing, Massi (2001:1) defines writing as a transmission process of ideas from an addresser to an addressee via text. In line with the concept above, Phelps (2001:2) explains writing as an activity in processing, interpreting, and evaluating information and putting it in a

logical, coherent, and well-responded arrangement. The function of language is to communicate which is not just by speaking but also by writing. Therefore, it is important to build the writing skill first in order to make the students able to write as what they are thinking of. Teaching writing should guide the students to express and state their thoughts in a written text by following rules appropriate in each communicative circumstance.

According to Raimes (1983), teaching writing is important because of three reasons.

“The first is that writing reinforces the grammatical structure, idiom, and vocabulary that teacher has been working within the class. The second reason is when the student writes, they have a chance to be adventurous with the language. The third reason is that the students become more involved with themselves and their readers.”

When students write, they are applying the knowledge of grammar that they have learned; also they use the vocabulary that they have mastered. Besides that, writing is one way to make students try to learn deeper the structure of sentence; it is the chance which provide them the familiarity of the target language. Students can freely try to combine tenses which they have learned. Most of people who like writing expect their products will be read by others and this is one reason why learning writing is important.

Due to the facts above, it is clearly known that overall objectives of teaching writing are used by the students to express their ideas and thoughts in a written form. Most of students find difficulties in stating their ideas. Actually, they might have something to state in their mind but they often feel confused how to develop or state their thoughts in words and in a good writing. Campbell (2002) claims that the biggest problem that students have in writing is that they can not put their

ideas and facts into papers since they are afraid if their ideas cannot be written correctly in terms of grammar. This condition causes students to stop writing and be anxious.

Cakraverty and Gautum (2000) state further that one of the students' problems is that they have difficulty in arranging information or ideas logically to achieve coherence in their writing, which is the foremost requirement in writing. This has been the most major problem that has to be solved by teacher. Perhaps, students also lack of vocabulary and knowledge of grammar which cause them have no eager to practice writing. Observing these problems, teacher must find the better way in delivering material related to this skill for students. In teaching writing, there should be brainstorming to stimulate the students' ideas before being expressed in written form. Also, teacher should provide adequate warming up activity about topic being discussed. Moreover, during learning writing process, teacher should guide the students to write a good paragraph as well based on the several aspects of writing such as: vocabulary, grammar, organization, content, and mechanic. It can be seen that students need any approach in writing to help them expressing their thought in written form which bring them joyful writing activity; therefore, they will write without any hesitation.

For all problems which appear in English learning, teacher has to overcome those. Thus, it means that teacher must find the better way in delivering material and hopefully, the students will find the better way in learning. In this quantitative research, the researcher focused on the writing skill of the students. Teaching qualities, particularly approach, method and techniques used in teaching process are important. It is the English teacher's responsibility to create and to determine

techniques that may provoke the students to write. It should increase the ability of students in getting ideas, using English words, mastering grammar, and acquiring organization of paragraph or written text.

Considering to the statement above, the researcher is inspired to apply RAFT strategy in teaching writing. Since, RAFT is one of writing strategies that can be applied in teaching writing and can be used to improve students' writing competence. In addition, this strategy can help the students understand their role as a writer, the audience they were address, the varied formats for writing, and the varied topic they were writing about (Santa, 1988). RAFT strategy is the acronym of R (Role of the writer), A (Audience to whom the product is being directed), F (Format of the product being created), and T (Topic of the product). Parilasanti states:

RAFT technique provides opportunities for the students to demonstrate their understanding of a topic or subject through a writing experience that helps them to think about subject and communicate their understanding of it in creative and interesting way, encourages students to organize their thoughts, and keeps the students' attention because they are focused on the writing activity (2014:2).

She conducted a research which focused on the effect of RAFT strategy on students' writing competency with consideration of students' anxiety at seventh grade students of SMP Negeri 3 Mengwi in academic year 2013/2014. For data collection instrument, writing competency test (post-test) and anxiety questionnaire were administered. She found that there was significant difference in students' writing competency between the students who were taught by RAFT strategy and conventional strategy; also, there was a significant interactional effect between RAFT strategy and anxiety on students' writing competency.

In line with the research above, Lindawati (2014) conducted a research at the first grade of SMA Tunas Bangsa Kubu Raya to find out how the implementation of RAFT strategy enhance the students' skill in writing a formal letter and to investigate how RAFT strategy improve the students' writing. The research was classroom action research which used field notes and observational checklist as data collection. Having conducted three cycles of action research, the researcher found out that the students' writing scores also improved from cycle to cycle in terms of content and language. The students were able to write more effectively as they were aware who they were writing as, to whom they were writing, what format their writing was and the topic of their writing. The students wrote more purposively and focused after being introduced to RAFT writing strategy.

The similar research was also conducted by Alisa and Rosa (2013) who investigated the implementation of RAFT strategy for teaching writing functional text to junior high school students. They applied RAFT strategy in teaching advertisement as one of functional texts and proposed the teaching stages. As the result they found that this strategy encouraged students to write creatively, to think a topic from various points of view, to a specific audience in a variety formats of functional texts because to convey the reader, the writer needs to consider those aspects. This strategy gives a contribution in motivating students in writing activity.

Based on the result of the three studies, RAFT strategy provokes the students to think and understand deeper about what they are supposed to write and to whom they will direct their writing. The purpose of the emplementation of RAFT is to give students a fresh way to think about approaching their writing. It also can be

the way to bring together students' understanding of main ideas, organization, elaboration, and coherence. RAFT is especially engaging because students write to an audience other than their teacher, and they write for a specific purpose. Since writing is specific and focused, students better understand the need to explain the topic clearly and completely.

In short, some of previous studies focus on functional texts such as letter and advertisement as the target of the implementation of RAFT strategy. In high school, the focus of teaching writing can be at the two kinds of texts namely functional texts and monologue texts (Alisa and Rosa, 2013). There is still no further investigation on the monologue texts in applying RAFT strategy. There are five monologue texts that must be learnt by the students and one of them is procedure text (Hamidi and Adnan, 2013). A research about teaching procedure text through demonstration was conducted by Prawati (2013). As quoted by her, Anderson and Kathy say that procedure text is the kind of text which has purpose to instruct how to do something or make something in particular structures such as goal, ingredients/materials, method and conclusion/evaluation.

For this reason, the researcher was interested in applying RAFT as the teaching strategy to find out the implementation and the impact on students' writing ability of procedure text at the second grade of SMAN 3 Bandar Lampung. In this case the researcher would focus on RAFT strategy and writing as one of language skills. The use of this strategy was supposed to develop the students' writing ability of procedure text; since, they were free to write based on their thoughts and ideas in every role, form, topic, and addressee that they wanted. Hopefully, RAFT strategy could help students to increase their writing ability.

1.2 Research Questions

Based on the background problems, the researcher formulated the research questions as follows:

1. Is there any improvement in students' writing ability of procedure text after being taught using RAFT strategy?
2. What are the problems which students face during the implementation of RAFT strategy in teaching writing procedure text?

1.3 Objectives

The objectives of this research are:

1. To find out whether there is improvement in students' writing ability of procedure text after being taught using RAFT strategy.
2. To find out the problems which students face during the implementation of RAFT strategy in teaching writing procedure text

1.4 Uses

The uses of this research are:

1. Theoretically, the result of this research is to contribute useful information for the future research of teaching writing. It is expected that this study can be as empirical information for the English teachers about using RAFT as a strategy in teaching writing.
2. Practically, it is hoped that this study will be used as information and knowledge to find a creative activity for teachers in order to develop the students' writing in a joyful way.

1.5 Scope

This research was conducted at SMAN 3 Bandar Lampung of academic year 2015/2016. The population and sample of this research were the second grade students. There are many strategies that can help teacher in teaching learning process to reach the goal of it. In this case, the researcher used RAFT as a strategy in teaching writing. Based on 2013 curriculum of senior high school, the researcher found that there were many kinds of writing forms which were supposed to be learned and mastered by students. However, this research was limited to the investigation of RAFT strategy in teaching procedure text. Hence, this research was focused on developing writing ability of the students through RAFT strategy. This strategy included all of writing forms so the students could choose what kind of writing form they wanted. The evaluation would consider suitable vocabulary, grammar, punctuation, organization, and content for their level.

1.6 Definition of Terms

In this research, there are several definition of terms which are used by the researcher as follows:

1. Teaching writing is guiding, giving knowledge, and instructing students to develop their ability to transfer their thought into words by following rules.
2. RAFT strategy is one of guided writing which provokes the students to think and understand deeper about what they are supposed to write and to whom they will direct their writing. RAFT strategy is the acronym of R (Role of the writer), A (Audience to whom the product is being directed), F (Format of the product being created), and T (Topic of the product).

3. Procedure text is a kind of text which has purpose to instruct how to do something or make something in particular structures such as goal, ingredients/materials, method and conclusion/evaluation.

Those are the explanation of background of the problem, research questions, objectives of the research, uses of the research, scope of the research and definition of terms that are used in this research.

II. LITERATURE REVIEW

This chapter discusses about writing, aspects of writing, teaching writing, procedure text, strategy in teaching, RAFT strategy, RAFT strategy in teaching writing, procedure of teaching writing by using RAFT strategy, advantages and disadvantages using RAFT strategy, theoretical assumption, and hypothesis.

2.1. Writing

Writing is one of the four skills in learning language. The researcher focused on this skill and tries to find out its definition; moreover, it may the basic theory of this research.

Phelps (2001:2) explains writing as an activity in processing, interpreting, and evaluating information and putting it in a logical, coherent, and well-responded arrangement. In producing writing, a writer may hold a thinking activity which enable him to put a words in a paper. Writing is a skill in which we express the ideas, feeling and thoughts arranged in words, sentences and paragraph using eyes, brain, and hand (Raimes, 1983). A writer uses knowledge of structure and vocabulary to combine his ideas as a means of communication. Furthermore, Linderman (1983) states that writing is a process of communication that uses conventional graphic system to convey a message to readers. Writing has been a means of communication which must be as communicative as speaking; nevertheless, the way of communication makes it different between them. Writing

is also social because it is a social artefact and is carried out in a social setting. What we write, how we write and who we write to is shaped by social convention and social interaction (Weigle in Ahlsen and Lundh, 2007:4).

When someone expresses about his ideas, he clarifies his thinking. He can communicate his idea through written form such as letter, message, or invitation for communication. It is as Tarigan (1987) says that writing is a language skill which is used for indirect communication. However, producing a written form is not an instant but it needs a process; also, the writer should think first then he can conduct a text. In conducting a written form, a writer should concern some efforts such as selecting, adding, revising, and rearranging the words or sentences to produce an acceptable text. Moreover, Homstad and Thorson (1994) state that writing has commonly been viewed as a support skill, used to reinforce the acquisition of grammar. Writing proves how much someone acquires and learns about grammar; moreover, he or she is able to apply that in a written form. Writing encourages thinking and learning; therefore, it depends on the thought of the writer and the knowledge of grammar.

Based on the statement above, the researcher confirms that writing is a very complex process that encourages thinking and learning to explore thoughts and ideas; also, it is communicative. Creating a written text can be said difficult because a writer should concern with grammar; also, he should consider the aspects of writing.

2.2.Aspects of Writing

Conceivably, there are principles in writing in order to write. They include what to say (content), how to sequence what to say (organization and mechanic), and how to express what was said (language use and vocabulary). It can be said that a writer

is success if his writing contains the aspects of writing. Quellmalz and Burry (1983:14) said that “there are four elements to assess writing which are general competence; focus and organization; support; and grammar/mechanics”. They believed that the four elements are “used for assessing how well a student writes in the narrative mode” (1983:13). Nevertheless, Jacob et al (1981:90) and Hosseinpour (2014:4) states that there are five aspects of writing as follows:

1. Content

Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. This term is related with the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis. Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea. If a sentence does not relate to the idea, it should be omitted. In addition, Hosseinpour (2014:4) states that content includes knowledge of subject, development of thesis, converge of topic, relevance of details, substance, and quality of details of writing.

2. Organization

Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. While smooth flow refers to how well one idea or sentence leads into another. Organization concerns with fluency of expression, clarity in the statement of ideas, support, organization of ideas, sequencing and development of ideas (Hosseinpour, 2014:4). Organization is concerned with the composition of structure and flow of ideas – within and between – paragraphs (Quellmalz and Burry, 1983:14).

3. Vocabulary

Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he or she can. A general rule, clarity should be the primary objective. The selections of words that express the meaning correctly is considered much. Furthermore, Hosseinpour (2014:4) says that vocabulary concerns with range, accuracy of word or idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission of meaning.

4. Language use or grammar

Language use refers to the use of correct grammatical and syntactic pattern or separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph. Grammar focuses on accurate use of sentence structures and constructions; accuracy and correctness in the use of agreement, number, tense, word order, articles, pronouns, prepositions, and negations (Hosseinpour, 2014:4).

5. Mechanic

Mechanic refers to the use of graphic conventional of the language. For instance are the steps of arranging letters (spelling), punctuation, hyphenation, capitalization, and paragraph indentation (Hosseinpour, 2014:4).

Thus, there are five aspects in writing: content, organization, vocabulary, language use, and mechanic (Jacob et al, 1981:90 and Hosseinpour, 2014:4). All of those aspects should be covered so the intended readers can understand the message or information shared by the writer effectively.

2.3. Teaching Writing

Teaching known as “instruction” which means process that makes someone do learning. Teaching might be a process of giving guidance to the students in order to reach the goals.

Brown (1980:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, a teacher helps students and guides them to learn a material easily. Writing is more complex than speaking; hence writing pedagogy is important, as Brown in Ahlsen and Lundh states by claiming that writing is “as different from speaking as swimming is from walking” (2007:7).

Hedge in Ahlsen and Lundh (2007), says that writing is more than producing accurate and complete sentences and phrases. She states that teaching writing is about guiding students to: “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.” Therefore effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one’s written text. All these points might make the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies.

According to Raimes (1983) learning to write is not only learning how to use orthographic symbol, but primarily how to select and organize experience according

to certain purpose. Consequently, writing is seen as a difficult skill to master. Moreover, in order to be successful in writing, an English teacher should guide the students in writing, in which the material presented are relevant to their interests, needs, capacities, and age until they are able to make a composition with few or even no error. The aspects of writing such as content, organization, vocabulary, language use, and mechanic can not be separated each other. In teaching writing, the teacher should concern to all aspects but still the material must be considered based on students' level.

Writing needs thinking process so while teaching writing, a teacher should persuade students to think about something. Before putting the words in a written form, students have to organize and develop their ideas in mind. It does not end on that step; students have to transfer their thought into words in the target language. Therefore, they also need translating process of the whole key words in their mind. It seems that writing can not be done in short time. Thus, teaching writing also needs steps in order to make students easier in organizing their thought.

Unger and Fleischman in Ahlse and Lundh (2007:9) said that there are some steps that accomplished writers engage in as they write: planning and organizing ideas, translating ideas into text and reviewing and revising the result. However, Mather et al (2002) state that in teaching writing as a foreign language is not only focusing on the instruction on basic writing skills, it also emphasized on communication. Furthermore, they proposed that writing is required time for planning (prewriting), composing (writing), revising (rewriting), and sharing as follows:

1. Prewriting

In this step, teacher provides writing guidance in generating writing topics such as

making foods, drinks, or directing to do something. It is used to involve brainstorming and sharing ideas with others for additional topics. As students think of new topics, they will plan the steps by thinking out what one wants to state before composing. Thus, this step includes brainstorming, clustering ideas, and self-questioning. In the prewriting process, “writers form an internal representation of the knowledge that will be used in writing”; also, they “generate, develop, and organize ideas in memory” (Flower and Hayes, 1981:372).

2. Writing

After choosing the topics, students should create the first draft. They may not overly concern about handwriting or spelling, but they concern with the developing of the topics. In this step, a writer does translating process of representing one thought in mind into words (Flower and Hayes, 1981:373). It means that the writer’s task is to translate a meaning (in mind) which may be embodied in key words; then, he puts those into written form descriptively.

3. Revising and editing

In this step, students focus on the clarity of their message such as organizing ideas and selecting more precise vocabulary. In editing, the students proofread for and correct errors in spelling, punctuation, capitalization, and usage. Graham (2003) writes about the importance of feedback regarding process of writing. Since, students will learn further about what should be written besides they have a chance to be adventurous with the target language.

4. Sharing

When students feel they are completes their paper or stories, students may wish to type it or have it typed, illustrate it, and create a cover for it. Subsequently, it may be placed in the classroom, school newspaper, or library. Through this, students

develop the sense that they are writing for audiences and that their writing are read and understood by others. As stated by Murau (1993), Mittan believes that the process of sharing impact on students' confidence in their writing.

Briefly, there are four steps of teaching writing: prewriting, writing, revising and editing, also sharing (Mather et al, 2002). Teaching writing involves these steps in order to built good paragraph. Therefore, teacher can conduct the class applying these steps.

2.4. Procedure Text

Procedure text is one of monologue texts that must be learnt by the students (Hamidi and Adnan, 2013). As quoted by Hastomo (2013), Anderson states that procedure text is a piece of text type to explain how something can be done. He also quotes Derewianka who believes that procedure text is a kind of text which is designed to demonstrate how something is completed through a sequence actions or steps.

Aimah (2011) quotes Anderson and Anderson who say that procedure text means a piece of text that gives us instructions for doing something. The purpose of this text is to explain how something can be done such as directions, recipes, instruction, and manual. Anderson and Anderson state that the generic structure of a procedure text contains:

1. An introductory statement that gives the aim or goal. this may be the title of the text or on introductory paragraph
2. A list of the materials that will be needed to complete procedure. This may be a list or a paragraph. This step may be left out in some procedures.

3. A sequence of steps in the order they need to be done. Numbers can be used to show first, second, third, and so on. The order is usually important; such words as now, next, and after this can be used. Usually the steps begin with a command such as add, stir, or push.

While there are some linguistic features of a procedure text and those are: the use of technical language; sentences that begin with verbs and are stated as commands; the use of time words or numbers that tell the order for doing the procedure; the use of adverbs to tell how the action should be done.

In short, procedure text is a piece of text type to explain how something can be done through a sequence actions or steps. In addition, it uses detail information about the materials and commands which guide readers to complete the steps. This kind of text can also be said as directions, instructions, and manuals.

2.5. Strategy in Teaching

Strategy may concern with a detailed plan for achieving success. Teaching strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. As quoted by Thomson (2012), Herrell and Jordan define strategies as the approaches that can be used across curricular areas to support the learning of students.

In teaching learning process, students need stimulation which will get them to know what is being taught by teacher as McGonigal (2005) believes “no matter what teachers teach, they face a challenge for bringing students from point A – what they currently know – to point B – the learning process of a course”. That is the reason

why strategy is really needed to make the understanding of the material come to students easier.

Teaching and learning strategies which are essential in ensuring lessons are effective and lead to successful outcomes (Whitton, 2015). Armstrong (2013) investigates that teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

Realizing that there are various kinds of strategy which can be used in the teaching and learning process, the teachers should know what kind of strategy which is suitable to the students. Some strategies perhaps deliver students in such kind of confusion because those can be complicated to understand which will lead students learning the strategy not the material. Moreover, appropriate strategy will make the teaching learning process more effective because the applying of strategy is hoped can motivate and attract students in studying.

In brief, strategy refers to method used to help students learn and achieve the goals of learning. It stimulates students' way of thinking about the material and makes them easy to understand the point of learning process in a course. Effective teaching and learning strategies are important in ensuring lessons and able to lead to good outcomes.

2.6. RAFT Strategy

RAFT is strategies applied in this research. RAFT is the acronym of R (Role of the

writer), A (Audience to whom the product is being directed), F (Format of the product being created), and T (Topic of the product). There are some reasons which support the use of this strategy.

This strategy addresses teacher to concern with students' writing; moreover, it is a strategy for creating differentiated performance tasks and originally developed to help teachers think about and plan for teaching different kinds of writing (Santa, as quoted by Doubet and Hockett, 2015:232). They believe that RAFT is a flexible strategy that can be used to design sense-making activities, jigsaw, homework tasks, or summative assessments; also, the best RAFTs have clear knowledge, understanding, and skill goals. A RAFT activity infuses a writing assignment with imagination, creativity, and motivation. It involves writing from a viewpoint other than that of a student, to an audience other than the teacher, and in a form other than a standard assignment or written answers to questions (Buehl, 2014).

Parilasanti (2014) quotes Santa who states that RAFT strategy is one of guided writing that can be applied in teaching writing and can be used to improve students' writing competence. This strategy can help the students understand their role as a writer, the audience they were address, the varied formats for writing, and the topic they were writing about. In order to do RAFT writing, students have to think critically about taking a new role, matching the audience to the role, create a format that would fit that role, and cover specified topics from the content. It can be used in any content area with equally delightful result. RAFT product can be used for assessment, class presentation, or portfolio projects or s a creative response to content. Allen and Landaker (2005:75) state that

“The creative students imagine many roles they can take as writers. Those

give them idea of who the audience will be for their writing from each role perspectives. They are able to brainstorm possible writing formats. They agree that regardless of the role, audience, and format they choose; then, they will cover the topic points.”

As quoted by Parilasanti (2014), Groenke says that RAFT strategy can help students make connections between prior and new knowledge, and among interconnected concepts, and provides a context for thinking deeply about a topic. This strategy has potential to help students connect prior and new knowledge, to write in a rich context, and to develop literacy skills that will serve them far beyond the classroom. In line with that statement, Flood as quoted by Alisa and Rosa (2013) said that RAFT strategy gives students a choice to consider earlier to drafting their work. First, they need to consider what is the role that they author will be when writing text. Second, they have to consider their audience that they will address. After that, they should think what the format of their writing is. The last one, they also need to think the topic for their writing.

The researcher focuses on teaching writing procedure text and she uses RAFT as a strategy. In short, RAFT strategy can be the guiding strategy which enables students to be more focus about their written text by being aware of their role, audience, format of their writing, and topic.

2.7. RAFT Strategy in Teaching Writing

Perhaps, teaching writing is teaching the students how to use the language for communicating, transferring idea and thought through written text.

RAFT strategy is one of guided writing that can be applied in teaching writing and can be used to improve students' writing competence. This strategy can help

students understand their role as a writer, the audience they were address, the varied formats for writing, and the varied topic they were writing about (Santa, 1988). RAFT strategy provides opportunities for students to demonstrate their understanding of a topic or subject through a writing experience that helps them to think about subject and communicate their understanding of it in creative and interesting way, encourages students to organize their thoughts and keeps the students' attention because they are focused on the writing activity (Parilasanti, 2014:2). In her research she also finds that this strategy encourages students to write creatively, to think a topic from various points of view, to consider a specific audience in a variety formats of functional texts because to convey the message to the reader, the writer needs to consider those aspects.

Alisa and Rosa (2013) also discover that RAFT strategy gives a contribution in motivating students in writing activity. As quoted in Parilasanti (2014), Holston and Santa believe that this strategy also empowers students with an easy and significant way to integrate writing into content-area instruction. This is the reason why this strategy motivates students' writing activity that RAFT provides them clear way to think about their writing product deeply. It means that students are supposed to write to an audience other than their teacher; moreover, they are writing for a specific purpose. Since writing is specific and focused, students better understand the need to explain the topic clearly and completely.

Furthermore, Lindawati (2014) investigates the implementation of RAFT strategy in teaching formal letter. She did class room action research for three cycles and found out that students' writing scores improved from cycle to cycle. She states that the

students wrote more purposively and focus after being introduced to RAFT strategy. It is because they are aware who they are writing as, to whom they are writing, what format their writing is, and the topic of their writing.

One illustration, students are to create a text. Then, they choose their role as a doctor, their audience is a patient, their format is a recipe, and their topic is how to use the medicine. When students have already know the purpose of their writing, they will be more focus and their writing will be well-structured. Moreover, they may choose the appropriate words and language use which is suitable to their audience. The writing activity will be interesting and joyful. Briefly, teaching writing using RAFT is effective. It stimulates students' idea in writing and it guides students about what should be written.

2.8. Procedures of Teaching Writing Using RAFT Strategy

In practicing writing by using RAFT strategy and observing the process, the researcher followed the following procedure (Mather et al, 2002):

1. Prewriting

Prewriting activity would be associated with developing learner's comprehension strategies or stimulating student's background. Teacher introduced the students the topic of learning which was about procedure text. RAFT strategy that was used in teaching learning process was also explained to them until students understand. (Buehl as quoted by Mayasari, 2014) Teacher introduced this strategy by explaining its acronym. Teacher gave any brainstorming which is explaining the R- Role of the writer (the students must know who is their role in writing), A- Audience to whom the product is being directed, (the students must know who will read their writing), F- Format of the product being created (the students must know what is form of

their writing), T- Topic of the product (the students must know what is supposed to write). The students are familiarized with RAFT strategy and they are asked to choose what they want to be as a writer, the audience they are address, the varied formats for writing, and the varied topic they are writing about (Santa, 1988). Teacher gives some examples of using RAFT:

<i>role</i>	<i>: mother</i>	<i>role</i>	<i>: parents</i>
<i>audience:</i>	<i>children</i>	<i>audience:</i>	<i>teenagers</i>
<i>format</i>	<i>: procedure text</i>	<i>format</i>	<i>: procedure text</i>
<i>topic</i>	<i>: how to make wash your shoes</i>	<i>topic</i>	<i>: how to make friends</i>

After that, students write about their roles, audiences, formats, and topics; nevertheless, the formats of this writing have been decided that is procedure text. Teacher asks students about their choices and students read theirs. Teacher shows how to create a procedure text using RAFT strategy by writing it in a white board as an example.

In this step, teacher also observes the problem might appear during the introduction or the beginning of teaching learning process of the implementation of RAFT strategy in teaching writing procedure text. She uses observation sheet which helps her to identify the problems.

Example of procedure text (R, A, F, T = Parents, Teenagers, Procedure text, How to make friends)

Recipe for Making Friends

Ingredients :6 cups of kindness, 1 cup of love, 2 cups of sincerity, 2 cups of honesty, one ton trust

Tools : respect and remember that everyone is a different, unique, and special person

Directions: Mix one ton of trust with 6 cups of kindness, 1 cup of love, 2 cups of sincerity, and 2 cups of honesty using respect. Remember that everyone is a different, unique, and special person. Respect the way other people are, and get to know them. They will respect you, and want to get to know you too. Next, to make a friend, be a friend. If someone needs you, be there. Be a friend to someone you do not know. Finally, You have always to be kind to everyone, no matter what.

Nutritional Information: You will be surprised how many great friends are waiting for you. Friendship is very good for your health.

2. Writing

Students have understood about their role, audience, format, and topic. Then, teacher asks them to start writing their procedure text. Teacher monitors the activity and lets them to work in group but each student writes their own topic. Teacher makes sure that students do not forget about their RAFT by asking them to write it on the top of their writing. The topic of their writing should be the one which can be mostly needed or appropriate to their audience. Students are allowed apply their creativity in writing moreover, teacher tells them that their language use should be suitable to their audience. Furthermore, they have to recall about their role as the author. Students should focus on their work on the clarity of the message from particular structures that procedure text concerns with. Students should not overly concern about handwriting, and the spelling; nevertheless, they should concern about the developing ideas of their text. This step can be the difficult one during teaching learning process because students are asked to explore their ideas. Moreover, they have to produce their text based on the RAFT strategy. If there are some problems might appear during the process of this step, researcher will take a note and put it on the observation sheet which contains some specification about the problems.

3. Revising and editing

After finishing writing, students work in group to observe the organizing idea and vocabulary of their writing result; it means that students can exchange their work with their friend and they give comment if it is necessary. Firstly, students must be focused on the punctuation. Then, they have to pay more attention to the vocabulary

including spelling and grammar. After that, students must read the content and match their friends' work with the role, audience, format, and topic which have been chosen by them; also, the language use in the text must be checked for it has to be appropriate to their RAFT. In editing, they should correct the errors in spelling, punctuation, capitalization, and usage (grammar). Perhaps, students face difficulties in checking and revising their works. Researcher also finds out the problems in this steps using observation sheet. Teachers guide the students to revise their work.

4. Sharing

When the students feel they have completed their texts, they can type it or decorate their paper. Teacher allows them to stick the papers on wall magazine at the school. Thus, the students develop the sense that they are writing for being read by other students or teachers and can be understood by them. Students are instructed to direct their product to the audience that they have chosen based on the RAFT. In mean that they put the *audience* at the top of the paper such as *to: teenagers*. Researcher still observes the problems which students face during the sharing process.

Based on procedure above, the researcher surely think that it can help the teacher and the students more active, creative and also enjoyable in delivering and accepting the material by using RAFT strategy in teaching-learning process. The steps of this procedure also become the basis in researcher's observation to the problems of students.

2.9. Advantages and Disadvantages Using RAFT Strategy

There are several advantages and disadvantages of teaching writing by using RAFT strategy.

Advantages

There are some advantages:

1. RAFT strategy can help the students understand their role as a writer, the audience they were address, the varied formats for writing, and the topic they were writing about (Santa,1988).
2. Students are given a clear structure for their writing; also,students more motivated to undertake a writing assignment because it involves them personally and allows for more creative response to learning the material (Buehl, 2014:176).
3. RAFT strategy provides opportunities for the students to demonstrate their understanding of a topic or subject through a writing experiencethat helps them to think about subject and communicate their understanding of it in creative and interesting way (Parilasanti, 2014)
4. RAFT strategy encourages students to organize their thoughts, and keeps the students attention because they are focused on the writing activity (Parilasanti, 2014).
5. RAFT strategy increases students' motivation in writing because this strategy helps them to write for a specific purpose (Holston and Santa, in Parilasanti, 2014)

Disadvantages

There are also some disadvantages:

1. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing (Mayasari, 2014).

2. RAFT does not always allow students the opportunity to explore other possible perspectives on the topic (Garcia, 2013).

As a matter of fact, every strategy, media, technique, or step bears some advantages and disadvantages. Therefore, it is important for the teacher to consider each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective and successful.

2.10. Theoretical Assumption

In teaching writing, there are some strategies that can help the teacher to reach the aim of teaching learning process. There are many ways in teaching writing and teacher should have the ability to choose an appropriate way and implement it in the teaching learning process to obtain the goal. The use of guiding strategy is necessary for teaching writing. RAFT strategy is used in teaching writing because it makes students think and understand deeper about what they are supposed to write and to whom they will direct their writing. Moreover, RAFT gives students a fresh way to think about approaching their writing and they write for a specific purpose. Therefore, RAFT strategy can be an effective and interesting way in teaching writing.

Perhaps, this kind of experience will increase students' interests in writing and cause them to be easier in putting their ideas and thoughts through words. Furthermore, this will make sure that students already have topics in their mind; it will make them easier to write. When, they know what they are going to write and to whom their writing will be directed, they perhaps feel easier in stating

their thoughts systematically. It also can be the way to bring together students' understanding of main ideas, organization, elaboration, and coherence.

Writing is a language skill which is used for indirect communication. A writer uses knowledge of structure and vocabulary to combine his ideas as a means of communication. The objective of teaching writing is students are able to produce written form of their ideas and thoughts correctly based on writing aspects. Implementing RAFT strategy in teaching writing procedure text can help students understand their role as a writer, the audience they were address, the varied formats for writing, and the varied topic they were writing about.

During the implementation of RAFT strategy in teaching writing procedure text, the researcher tries to find out the problems which might be faced by students. Since, this strategy is commonly used in teaching writing letter not procedure text. Perhaps, students will face difficulty in writing and revising steps because "RAFT strategy only helps students to pass choosing topic and drafting which parts of prewriting" (Mayasari, 2014). As stated by Mayasari, the researcher thought that if RAFT strategy just guides students in passing pre-writing step, students will get difficulty in the next step which is writing (drafting). While students are writing, they should have ideas about a subject or topic they want to demonstrate; consequently, they will find such new words or vocabulary in the process. Since RAFT provides them many ideas, they can be confused in choosing appropriate words to be written. The judgment that "RAFT does not always allow students the opportunity to explore other possible perspective on the topic" (Garcia, 2013), can also be the consideration during the implementation of this strategy.

However, the researcher believed that teaching writing using RAFT strategy creates good effect in the classroom, so the students would not get bored in teaching learning process and this condition was expected to help students improve their writing abilities especially in procedure text. Still, the consideration of the problems which might appear during the implementation of the strategy in teaching was necessary.

2.11. Hypothesis

The researcher proposed the following hypothesis:

1. There is an improvement in students' writing ability of procedure text after being taught using RAFT strategy.
2. The problems which might be faced by students are in writing steps when they are choosing the suitable vocabulary in order to convey the clear message to their audience.

Briefly, those are the explanations about this chapter that are about writing, aspects of writing, teaching writing, procedure text, strategy in teaching, RAFT strategy, RAFT strategy in teaching writing. procedure of teaching writing by using RAFT strategy, advantages and disadvantages using RAFT strategy, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses about the methods of the research and they are research design, population and sample, research instruments, criteria of evaluating students' writing, data collecting technique, research procedures, analyzing the data, data analysis, and hypothesis testing.

3.1. Research Design

This research was quantitative research. The aimed of this research was to find out whether there was possitive impact of using RAFT strategy on teaching writing procedure text. The design in this research was the one-group pretest-posttest design. It meant that in this research there were two test which were pretest and posttest. The pretest would be given before the treatment and after the treatment, the posttest would be conducted. The research design was presented as follows:

T1 X T2

T1 : Pre-test

T2 : Post-test

X : Treatment (teaching writing procedure text using RAFT strategy)
(Setiyadi, 2006:143)

In conducting this research, the researcher used inter-rater reliability.

3.2. Population and Sample

The population in this research was the second grade science students of SMAN 3 Bandar Lampung. A class was taken as the sample of this research and the class consisted of 30-35 students. In determining the experimental group, the researcher asked the teacher to choose one of ten classes; for, the researcher did not use random sampling because it would disturb students' learning activity. The sample of this research was class XI IPA 1 which consisted of 31 students in second semester of 2015/2016 academic year.

3.3. Data Collecting Technique

The purpose of the research was to gain the data of students' writing ability score before the treatment (pretest) and after treatment (posttest) of the experimental group. The students' performance was organized as text writing concerning on five aspects of writing: content, organization, vocabulary, language use, and mechanic (Jacob et al, 1981:90). In gaining the data of the second aim of this research, the researcher did observation during the implementation of RAFT strategy in teaching writing.

3.4. Research Procedures

The researcher had to prepare the steps or procedures in collecting data. The research procedures are as follows:

a) Selecting the material

Selecting materials was the first way that the researcher should do. Selecting of the writing materials was determined by the levels of the students. Therefore, the

researcher used the syllabus of the second year of high school students based on school based curriculum of 2013, which was the curriculum used by the school. The material should cover the goal of teaching procedure text as the target of the achievement.

b) Determining the instruments of the research

The instrument in this research was writing test and observation sheet. The researcher conducted writing test for pretest and posttest which covered five aspects of writing namely content, organization, vocabulary, language use, and mechanic in writing procedure text. The purpose of these tests was for gathering data that were the students' writing score before and after treatment. She also observed during teaching learning process to find out the problems which students might face.

c) Making the groups

The researcher needed a group consist of 31 students to conduct this research. It was taken from one of ten classes in second grade students which was chosen by teacher of SMAN 3 Bandar Lampung. Therefore, the researcher replaced the teacher's teaching time in the school and focused to teach one class.

d) Conducting Pre-test

The pretest was given for the experimental group before the treatment (teaching writing procedure text using RAFT strategy). The test was writing test in the forms of written text based on the instruction of the test. Topic of the test was procedure text. The pretest was administered to the students before the treatment in attempt to measure the students' initial procedure text writing ability and to make sure whether the students in experimental group had same initial ability in writing or not. The test was about making a written text and the students might

choose any topic of procedure text. The test was held for 60 minutes. The scoring system was based on the rating scale by Jacob et al (1981).

e) Giving Treatment and Observing

The researcher conducted teaching learning of writing procedure text in experimental group using RAFT strategy. The experimental group was trained to write. Therefore, researcher gave introduction about RAFT strategy.

As RAFT stood for role, audience, format, and topic, the students had to think deeper about who they were, for whom the text was directed, what kind of the text was, and what topic they would choose. Researcher guided them in this step by giving brainstorming using the some examples of procedure text which was created using RAFT strategy. Researcher showed the students about how to arrange the idea as they were not writing for teacher but for audiences which they chose. The structure of procedure text was explained to them by showing the way to create it. It meant that researcher had prepared one topic of procedure text and she generated it in front of the class. Moreover, all students must join the process of making it. Researcher also guided the students to concern about five aspects of writing and to write the topic based on the particular structures such as goal, ingredients/materials, and method.

The students' knowledge about developing idea to conduct the content must be the most important. There were two times treatments in this research. Each treatment was held for 90 minutes. Researcher let the students to make a group discussion that consist of two students in the first meeting. The procedures of teaching writing using RAFT strategy were as follows:

1. Prewriting (developing learner's comprehension strategies or stimulating students' background knowledge)
2. Writing (developing ideas of the topic)
3. Revising and editing (concern on the organizing idea and vocabulary of students' writing result)
4. Sharing (showing their work to others)

During the treatment in two meetings, the researcher observed the process of teaching and learning in order to find out the problems which students face in the implementation of RAFT strategy in teaching writing. She put the result of her observation in observation sheet.

f) Conducting posttest

Posttest was administered after treatment. It was to find out the progress of students' procedure text writing ability after being taught using RAFT strategy. Furthermore, it was to observe whether there was an improvement of students' procedure text writing ability or not. The scoring system was based on the ESL Composition Profile by Jacob et al (1981). Posttest was related to the material that had been discussed in the class during treatment so the students would not be confused. Students should create a procedure text and they were free to choose the topic but still, they had to concern with RAFT strategy.

g) Analyzing, interpreting, and concluding the data

After collecting the data which were students' handwriting in performing the text writing, the data was observed carefully by the two raters (pretest and posttest of the group by researcher and her partner). The data were analyzed based on the ESL Composition Profile which concerned to the five aspects of writing. Re-

researcher scored the pretest and posttest of the experimental group, then, put into a table the result of the test. Moreover, researcher calculated the mean of the pretest and posttest for experimental class. The last was drawing the conclusion from the result of the pretest and posttest which used *Repeated measure T-Test of SPSS (statistical package for social science)* version 16.0 for windows.

Researcher also made up the data of her observation which contained the problems that students faced during the implementation of RAFT strategy. The data were analyzed in order to evaluate the research process. Then, the final data of the teaching process in two meetings were put as one in the observation sheet. The data were gained from the experimental group and the researcher intended to find out whether there was improvement of students' writing ability from the pretest to posttest of the group and the students' problems during teaching learning process. Furthermore, researcher observed whether there was any significant difference between pretest and posttest or not.

3.5. Research Instruments

The data of this research was gained by two instruments:

1. Writing test

The first instrument in this research was *writing test*. The researcher conducted the writing test for the pretest and posttest for the experimental group. The purpose of the test was for gaining the data. The data was the students' procedure text writing ability scores before and after the treatment in performing the text writing.

2. Observation

The second instrument in this research was *observation*. The researcher observed

the process of the implementation of RAFT strategy in teaching writing procedure text. She used observation sheet which helped her to find out the problems or difficulties which might appear during the process in each steps of teaching. The observation sheet was created based on the steps of activities in the procedure of teaching writing in each step. Since, it would guide and made it easy to the researcher to observe the problems appear in each step. When students faced problems in certain step, researcher would put it on the observation sheet.

3.6. Criteria for Evaluating Students' Writing Ability

The consideration of criteria for evaluating the students' procedure text writing ability was based on the ESL Composition Profile by Jacob et al (1981). There were five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

In evaluating the students' writing scores the researcher analyzed the result of students' text writing. The pretest and the posttest text writing result of the experimental group were analyzed to make sure that the treatment that had given an impact to the students' ability. The criteria of scoring system were based on the rating sheet from Jacob et al (1981) which concerned to the five aspects of writing. The researcher used computation as follows:

1. Content was scored as much as 30% from the total sentences support the main idea.
2. Organization was evaluated as much as 20% from the total sentences are written in chronological order.
3. Language use was scored as much as 25% from sentences use correct grammar.

4. Vocabulary was scored 20% as much as from vocabularies are use correctly.
5. Mechanic was evaluated as much as 5% from use punctuation, spelling and capitalization correctly.

Table of specification

Aspects of writing	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register

Aspects of writing	Score	Criteria
	17-14	Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problem in simple or complex constructions; frequent errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctua

Aspects of writing	Score	Criteria
		tion, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
Total score		

The score of writing based on five components could be compared in the percentage as follows:

Content 30%

Organization 20%

Vocabulary 20%

Language use 25%

Mechanics 5%

Total = 100%

Table of Rating Sheet Score

S's	Cont.	Org.	Voc.	Lang.	Mech.	Total
Codes	(1-30)	(1-20)	(1-20)	(1-25)	(1-5)	(1-100)
1.						
2.						
3.						

3.7. Validity and Reliability

3.7.1. Validity

Validity of Test

A test can be considered valid if the test measure the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to them there are two basic types of validity; content validity and construct validity. Extend validity of the pretest and posttest in this research relate to the content and the construct validity of the test.

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material which is given must be suitable with the curriculum (Setiyadi, 2006:23). Content validity is the extend to which a test measures a representative sample of the subject meter content; moreover, the focus of content validity is adequacy of the sample and simply on the appearance of the test. It is correlated the test with the educational goal stated on 2013 English curriculum and the syllabus for the second year of senior high school students. It meant in the pretest and the posttest, the material was suitable with their level in second grade of senior high school. Therefore, since the test was conducted to get the data of the students' writing ability, the content validity of the test was conducted by improving or developing the test based on the concept that had been clarified before organizing the test instrument.

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or construct (Setiyadi, 2006:25). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another. Writing has five aspects; therefore, if the

test has already measured the five aspects, the test has been covered the aspects of construct validity. In measuring construct validity of the instrument (test), the second rater was involved in scoring the students' work based on the indicators.

This research focused on writing ability in forms of written text; moreover, the pretest and the posttest measured certain aspect based on the indicators. It was examined by referring the aspects that were measured with the theories of the aspect namely, content, organization, vocabulary, language use, and mechanics.

Validity of Observation

Observation sheet was created based on the procedures of teaching writing using RAFT strategy which had been described in previous chapter; as, this instrument was used to find out the problem which might appear during the treatment. The researcher used the four steps of teaching writing (Mather et al, 2002) namely prewriting, writing, revising and editing, and sharing. Therefore, each number of activities in observation sheet was developed derived from the steps.

Table of Specification of Observation Check List

No	Procedures of Teaching Writing	Item Numbers	Total Items
1	Prewriting	1, 2, 3, 4, 5, 6	6
2	Writing	7, 8, 9, 10, 11	5
3	Revising and Editing	12, 13, 14, 15, 16, 17, 18, 19	8
4	Sharing	20, 21	2
Total			21

3.7.2. Reliability

Reliability of Test

Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985:70). In achieving the reliability of the pretest and posttest of writing, *interrater reliability* was used in this study. It needed some researchers as a team; moreover, the researchers must determine the test and the criteria of the test before gathering the data (Setiyadi, 2006:19). The first rater was the researcher herself and the second rater was the research's partner who was the college students of English study program. In achieving the reliability of pretest and posttest of writing test, first and second raters discussed and put mind of the writing criteria in order to obtain the reliable result of the test.

The researcher also used the statistical formula for counting the reliability score between the first and second raters. The statistical formula of reliability was as follow:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

R = Reliability

N = Number of students

d = the different of rank correlation

1-6 = Constant number

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- a) A very low reliability (range from 0.00 to 0.19)

- b) A low reliability (range from 0.20 to 0.39)
- c) An average reliability (range from 0.40 to 0.59)
- d) A high reliability (range from 0.60 to 0.79)
- e) A very high reliability (range from 0.80 to 0.100)

(Slameto,1998: 147 in Hayanti, 2010:38)

The result of inter-rater reliability of the pretest was 0.962 and the posttest was 0.969; those showed the very high reliability (0.80 to 0.1). The first rater and the second rater put the score of the students' works in each aspect of writing

S' code	Content		Organization		Vocabulary		Language use		Mechanics		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1												
2												

Reliability of Observation

Observation can be seen as an instrument of qualitative research. In order to get the reliability of this instrument and the data, the researcher did *participant observation*. Participant observation is the process enabling researchers to learn about the activities of the people under the study in the natural setting through observing and participating in those activities (Kawulich, 2005). Bernard as stated by Kawulich (2005) believes that participant observation as the process of gaining information by learning to act in such a way as to blend into the community so that its

members will act naturally. It was an attempt to understand what was going on and be able to write about it.

The researcher, during the treatment, asked her partner who was a college student of English study program to help her in checking the activities of *teacher and students* listed in observation check list. Researcher, herself, taught students as stated in the procedures and observed the activities of students. It meant that *participant observation* kept the teacher to involve the process of observing while she was teaching. This method was hoped can turn out the reliable data.

3.8. Data Analysis

In analyzing the data of the students' mean score in the pretest and posttest, the researcher computed them by using the formula as follows:

$$M = \frac{X}{N}$$

Notes:

M = Mean (the average score)

X = Students score

N = Total number of students

(Arikunto, 1999:68)

Then the mean of pre-test was compared to the mean of post-test to see whether RAFT strategy had positive impact toward students' writing ability. In order to find out whether the students get an improvement, the researcher used the following formula.

$$I = M2 - M1$$

Notes:

I = the improvement of students' writing achievement.

M2 = the average score of post-test

M1 = the average score of pre-test

3.9. Data Treatment

In order to find out the improvement of the students' procedure text writing ability after being taught using RAFT strategy, the researcher used statistical calculation to analyze the data using the statistical computation i.e., Repeated measure T-Test of SPSS version 16.0.

According to Setiyadi (2006:169-170), using repeated measure T-Test for hypothesis testing has 3 basic assumptions, namely:

1. The data is interval or ratio
2. The data is taken from random sample in population (not absolute)
3. The data is distributed normally

3.10. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not.

1. The hypothesis is analyzed by using repeated measure T-test of Statistical Package for Social Sciences (SPSS) windows version 16.0. The researcher uses the level of significance 0,05 in which the hypothesis is approved if $p < 0,05$. It means that the probability of error in the hypothesis is only 5%. The hypothesis testing stated as follow:

Ho : There is no improvement of students' procedure text writing ability

after being taught using RAFT strategy. The criteria H_0 is accepted if alpha level is higher than 0.05 (> 0.05).

H_1 : There is improvement of students' procedure text writing ability after being taught using RAFT strategy. The criteria H_1 is accepted if alpha level is lower than 0.05 (< 0.05).

2. The researcher did not test the hypothesis number two; since, this research question belonged to qualitative. Therefore, the researcher would explain the result descriptively.

Briefly, those are the explanations of this chapter which are the methods of the research and they are research design, population and sample, research instruments, criteria of evaluating students' writing, data collecting technique, research procedures, analyzing the data, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to implement RAFT strategy in teaching writing and for further researchers who want to investigate the research about this strategy.

5.1. Conclusions

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions. Based on the research, it was concluded that:

1. The implementation of RAFT strategy could improve the students' procedure text writing ability. It could be seen from the gain of the students' writing mean score in the pretest and the posttest (61.61 to 77.43) and the statistical report; in addition, the use of RAFT strategy could also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic by seeing the analysis of the students' works in the posttest in each aspect.
2. By using RAFT strategy, it might be easy for students to express their ideas because this strategy provided opportunities for the students to demonstrate their understanding of a topic.
3. The problem of the students could be they lack of English vocabulary and it caused them felt difficult to put their ideas about the topic. The students had

many ideas in their thoughts; nevertheless, when they tried to transform them into words, it might be hard for them.

5.2. Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

5.2.1. Suggestions for English Teachers

1. While introducing RAFT strategy to students, teachers should prepare some examples of using it; the example should be suitable with their interests, level, and age. Students can be confused in differentiating roles and audience unless teacher gives various examples.
2. Teachers should not too concern about language use because the most important thing is students are able to express their thoughts in words. The language use can be evaluated when students have finished their work. It is to build students' self-confidence in writing.
3. Since RAFT strategy can develop students' creativity in writing, teachers might try not to limit students' ideas by giving any topic or subject. If it is necessary, teachers can facilitate them to think about a wider topic by giving picture or reference.
4. In scoring the students' works, the teacher should follow the scoring rubric of writing which consists of five aspects of writing namely content, organization, vocabulary, language use, and mechanic. This is to turn out the fair and good scoring.

5.2.2. Suggestions for Further Researchers

1. It can be said that there are a few studies of RAFT strategy and its implementation in writing monologue text. Therefore, the further research could be about the investigation of this strategy in teaching writing the other monologue text.
2. RAFT strategy can provide a specific purpose about a topic or subject and it seems practical in speaking field. Further research might use this strategy in investigation of speaking skill.

In brief, those are the conclusion of the research findings and suggestions for English teachers who want to try to implement RAFT strategy in teaching writing and for further researchers who want to investigate the research about this strategy.

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