

**IMPROVING STUDENT'S ABILITY IN WRITING RECOUNT TEXT
THROUGH ROLE AUDIENCE FORMAT TOPIC (RAFT) STRATEGY**

(An Experimental Study for Class X Students of SMA 2 Kutablang)

THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
“Sarjana Pendidikan” (S1)**

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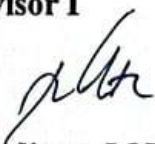
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(An Experimental Study for Class X Students of SMA 2 Kutablang)**

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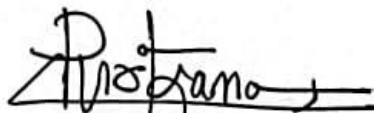
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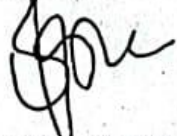
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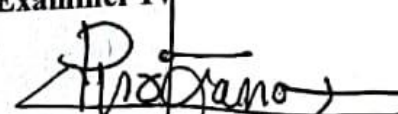
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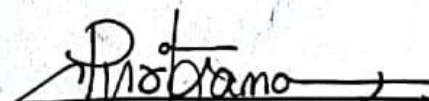
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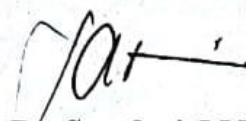
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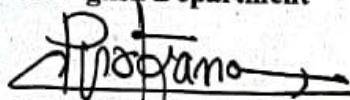
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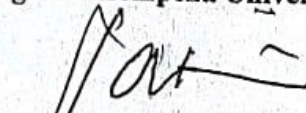
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Finally, the author realizes that this thesis is still far from perfect. Therefore, the author hopes for suggestions and constructive criticism for future improvements.

Hopefully, this thesis can provide a useful contribution and make a small contribution to the development of science. May Allah SWT always give His grace and guidance to all of us.

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ABSTRACT

Fitriana, 2023. Improving Students' Ability in Writing Recount Text Through Role Audience Format Topic (RAFT) Strategy. Thesis English Departement. University of Bina Bangsa Getsempena Banda Aceh. Advisor 1 Rosdiana, M.Pd. Advisor 2 Mulyani, M.Pd., M.TESOL.

This study aims to find out the relevance of adopting the RAFT strategy to improve students' writing abilities in recount text at SMA 2 Kutablang tenth grade. this research used a quantitative design with an experimental approach. the instruments in this research were Pre-test and Post-test. The participants in this research were 26 tenth-grade students of SMAN 2 Kuta Blang. In conclusion, the study focused on evaluating the effectiveness of RAFT (Role, Audience, Format, Topic) strategies in enhancing students' recount text writing skills. The initial analysis of pre-test scores revealed that students exhibited poor writing skills, particularly in recount texts, characterized by issues in vocabulary, structure, coherence, and mechanical errors. Upon implementing the RAFT strategy, a remarkable improvement was observed, with the average student score increasing from 49 to 78.36. The findings underscored that the RAFT strategy not only positively influenced students' writing skills but also heightened their enthusiasm and engagement in the learning process. Students displayed enhanced imagination, motivation, and willingness to express ideas, contributing to the development of well-crafted recount texts. Comparisons with previous research, such as Septi Wuryani's study, supported the notion that RAFT strategies are effective in improving writing skills. The study also incorporated statistical analysis, demonstrating a significant increase in the experimental class's N-gain score, further validating the efficacy of the RAFT strategy. Therefore, the study concludes that the RAFT strategy, developed by Carol Santa in 1988, is a valuable tool for English teachers seeking to enhance students' recount text writing skills. The strategy addresses various aspects of writing, including content, grammar, structure, vocabulary, and mechanics. By mitigating boredom and fostering active participation, the RAFT strategy emerges as a meaningful and practical approach to the teaching and learning of writing skills, contributing positively to the overall English education curriculum.

Keywords: *Writing Skill, Role Audience Format Topic (RAFT)*

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CHAPTER I

INTRODUCTION

This chapter served as the introduction to the paper. It consists of the background of the research as the basic deliberations for the research problem and the objective of the research. It also includes the significance of the research followed by the scope of the research and the hypothesis.

1.1. Background of Research

Writing is a fundamental skill in English and a mode of communication used to convey ideas, expressions, thoughts, and feelings to others. Writing requires a process because it is written communication that includes organized ideas, syntax, etc. According to Margono (2019:1), Writing is crucial since it allows pupils to build their ideas into a strong paragraph. Writing is the most crucial and difficult skill to master compared to others. Therefore, Mulyani (2019: 232) that writing serves as an indirect communication tool, functioning as a skill through which students express their thoughts and ideas. This form of communication involves conveying the content of their minds through written expression.

Writing is an essential component of English teaching. Writing is vital for a variety of reasons. To begin, writing is a talent that demands pupils to generate words to communicate in the form of writing. Second, it can help with other language skills, including listening, reading, and speaking (Hamdani, Kristiawan, and Rahmadhani, 2017:138). Thus, Writing is one method of communicating thoughts and information. They can successfully express themselves in writing (Sisalima & Sánchez, 2023:2285).

According to Lindawati & Sada (2014:1), writing is a skill that can be improved occasionally. It allows people to express themselves and share their ideas and points of view with others. Writing is an essential part of schooling. Teachers must teach their students how to write well. Therefore, writing must be connected to the learning process in education or academics, especially when studying a language. Writing is one of the language skills introduced in Senior High School.

Senior high school students study various short functional texts, including description, recount, narrative, procedural, and report. The types of those texts would educate pupils on the social functions, generic structures of each text, and language characteristics of the types. As a result, individuals may compose texts on their own in the correct order of generic structures and with the correct usage of genre-specific language elements.

One of the texts that are learned by the students is recounting text. According to Husna & Multazim (2019:53), a recount text retells something that already happened, whereas a narrative text is made up to entertain and teach the readers. The social role of the text is to recount past events chronologically. Experiences, diaries, personal correspondence, and incident reports are examples of recounts. Thus, this text is essential to learn because it helps the students to tell their experiences or events that happened in the past.

Recount text typically consists of three major sections, which are as follows: (1) Orientation: Identify a person or item who acted or became involved in the event, including the time, location, situation, and so on. (2) A

chronological arrangement of events. (3) Reorientation: not usually (optional), but it includes personal remarks. People frequently refer to this material while discussing prior experiences or events published for information or pleasure.

However, the majority of the students struggled to write recount text. The researcher discovered that the kids had trouble writing, particularly formal letters, after observing the compositions of Grade 10 students at a senior high school called SMA 2 Kutablang. On the other hand, students should focus on higher-level planning and organizational skills. The challenge increases if the student's command of the language is limited. Moreover, Tanjung (2017) stated that some of the reasons why writing is more difficult for some students can be divided into two categories: internal and external factors. According to internal factors: (a) students were afraid to write because writing requires them to utilize their linguistic style, even if they had access to sources such as books, newspapers, and the internet. (b) they were terrified of not knowing what to write. (c) several students said writing was challenging because they needed more language, grammar, cohesiveness, and consistency when writing a paragraph or essay. Students who needed help understanding language, grammar, cohesiveness, and consistency in writing paragraphs struggled to write. It happened because they were too indolent to study English books, resulting in a lack of vocabulary and grammar. As a result, they needed to comprehend how to use grammar patterns in writing sentences, paragraphs, essays, and vocabulary.

From the outside, the instructor continued to utilize the traditional way of teaching report text, and (b) the teacher did not employ any media in teaching

students. Traditional teaching methods are no longer relevant today since they limit students' interest and motivation in the learning process, resulting in pupils who need to be more excited and want to learn more.

The teacher should employ an appropriate method to make writing more enjoyable and exciting. On the other hand, utilizing a strategy may impact the student's ability to teach writing. It can reduce student anxiety and boost writing achievement by employing an effective method (Herlinsari, 2020:4). As a result the researcher device a new method for teaching writing, the RAFT strategy, to assist students with difficulty writing recounting texts.

According to Samosa et al. (2021:58), RAFT is regarded as an effective writing method for resolving some of the challenges students encounter while learning to write. Umaemah, Latief, and Irawati (2017:3) also said that RAFT (Role-Audience-Format-Topic) assists students in understanding the fundamental factors for arranging papers in student writing. Furthermore, RAFT assists students in focusing on the audience they wish to address, the writing format, and the topic they will write about.

Furqon (2015:3) added that RAFT is a writing approach that requires pupils to decide on four aspects before beginning to write. These are their writing role, the audience they will target, the writing kinds or formats they will use, and the topic they will write about. Using this method, the teacher encourages students to write imaginatively, analyze a topic from various angles, and acquire writing practice for various audiences. Furthermore, the RAFT technique can help students understand their position in writing a text

or a passage to convey something intensely, and it can help students produce a text or passage that is effective for the reader.

The statement above is supported by several experts who have successfully applied the RAFT Strategy. The first previous research is from Niken Herlinsari, entitled *Increasing The Students Writing Ability In Descriptive Text By Role, Audience, Format, And Topic, (Raft) Method (A Quasi-Experimental Research At Ten Grade Student Of Sma Islam Jepara In Academic Year 2019/2020)* published in 2020 from Universitas Islam Nadhlatul Ulama. The author employs the t-test. The degree of freedom (df) was 50. The significant level was 0,05, and the table value was 2,000. It meant that $t_0 > \text{table}$ ($10,548 > 2,000$). The RAFT method can help pupils enhance their writing skills. This signifies that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Based on the testing criteria, it is possible to conclude that the RAFT Strategy influences students in tenth grade at SMA Islam Jepara in composing descriptive texts.

For student responses to the application of RAFT (Role-Audience-Format-Topic) criteria are very positive, positive, positive enough, less positive and less positive. The results showed that there was an increase in the ability to write text recount from cycle I to cycle II of 14, 79%. Students' responses are also on positive criteria and increase from cycle I to cycle II by 0.65. This research is said to be successful because the value of text recounting skills of students based on classical completeness is above 75%.

Based on the description above, the researcher is interested in conducting a study titled "Improving Student's Ability In Writing Recount Text Through Role Audience Format Topic (RAFT) Strategy (An Experimental Study for Class X Students of SMA 2 Kutablang)."

1.2. Research Questions

According to the background of research and the above, the research question what is the relevance of adopting the RAFT strategy in improving students' writing abilities in recount text at SMA 2 Kutablang tenth grade?

1.3. Research Objectives

Based on the research question above, the research objective is to find out the relevance of adopting the RAFT strategy to improve students' writing abilities in recount text at SMA 2 Kutablang tenth grade.

1.4 Significance of Study

The result of this research was expected to give some benefits to the following parties:

1. For English teachers

This research's findings may be valuable to the teacher. First, it is utilized to supplement the strategy in the writing, teaching, and learning process. Second, to improve the effectiveness and efficiency of the teaching and learning processes. The impact is that the quality of teaching and learning can be improved.

2. For students

The researcher expects that by conducting this study, students will have an additional approach for creating recount text and will be able to create a text meaningful and understandable for the reader.

3. For upcoming researchers

The researcher expects that future researchers will be more interested in conducting similar studies. They can utilize the findings of this study as a basis for comparison research.

1.5. Scope of Study

This study is limited and focused on analyzing what will be included in this research is a talk about writing in recount text, which will be combined with the RAFT writing method.

1.6. Hypothesis

In this study, there were two Hypothesis:

1. Null Hypothesis (Ho)

There is no significant difference in students' improvement in writing recount text after being taught by using the RAFT strategy.

2. Alternative Hypothesis (Ha)

There is a significant difference in students' improvement in writing recount text after being taught by using the RAFT strategy

CHAPTER II

LITERATURE REVIEW

This chapter reviewed related literature or theories based on the RAFT Strategy in improving students' writing skills.

2.1 Writing

Writing is organizing words, sentences, and paragraphs into a single thought in a paper. We refer to this as written communication. According to Meyers (2005), cited in Tanjung (2017:7), writing involves gathering and organizing thoughts, putting them on paper, shaping and rewriting them; and He adds that writing is a means of producing language, just like speaking is. Hence, It signifies that writing is a process of creating a language from our thoughts on paper to communicate with others through written words.

Rosdiana (2014: 74), Expressing thoughts or opinions through written words is known as writing. Instructors play a crucial role in imparting the essential life skills of effective writing to their students. It is imperative for educators to carefully choose instructional materials and resources that not only assist in teaching the art of writing but also prove to be highly effective in facilitating their students' learning process. On the other hand. Mulyani (2019: 231), Expressing ideas based on personal thoughts is a skill in writing that prompts students to share information or communicate with others.

According to Brown (2001) in Margono (2019:9), writing can be planned and given numerous revisions before being released for use. Writing is also a cognitive activity. Writing requires some phases, starting with prewriting,

drafting, revising, editing, and publishing. Pollard (2008) in Saini (2018:80), writing is a valuable talent that can be taught and acquired in the classroom, like how speaking is taught and learned. This claim asserts that writing proficiency in the classroom can be a powerful skill.

Moreover, Riswanti & Masrul (2021:161) stated that writing is a crucial talent that students must master in the learning process. It implies that reading and comprehending written material is crucial and demonstrates that writing is a complicated learning ability. However, English writing continuously improves with the advancement of education. Therefore, writing is a means of communication between teachers and students in schools.

These definitions suggest that writing was a product of cognitive processes and developed into a written language. One must generate ideas, organize texts, and develop other writing skills. However, doing so was challenging because most students still needed to improve their writing skills. So, to create excellent writing, they must acquire specific writing strategies, techniques, and procedures.

2.2 The Process of Writing

Several steps need to be followed by the writer to conduct good writing. According to Margono (2019:12-15), the writing process is as follows:

2.2.1 Prewriting

The prewriting stage of the writing process involves the writer making preparations and planning what they will write. The author also incorporates their thoughts and details at this point. There are some prewriting strategies.

A technique employs the writing sources as the writer's ideas. Prewriting activities can be done using one of five ways.

1) Free writing

Free writing refers to exploring potential topics by writing down everything that comes to mind as a phrase or a sentence. There is no requirement for proper syntax, grammar, a sufficient vocabulary, etc., with free writing. The process of free writing helps writers identify their writing goals and generate content for the page. The goal of free writing is to familiarize ourselves with the writing process and remove any barriers we may have towards writing.

2) Questioning

The writer probes the concept and specifics by asking questions about the topic. The query can be formulated by the writer using the words "WH questions," such as "what, who," "when," "where," "why," and "how."

3) Brainstorming /Making a list

By creating a sentence list, the writer in this technique gathers thoughts and information about the issue. They can submit all ideas and then pick from them. The notion that it is not used can be eliminated.

4) Clustering, mapping, and diagramming

Another prewriting method that can be used to produce content for a paper is clustering. Using lines, boxes, arrows, and circles to illustrate the connections between the idea and the specifics, this technique visually represents the idea and the details. Additionally, clustering can assist the

writer in coming up with ideas by illustrating the connections between the main idea and the supporting elements.

5) Preparing scratch outline

The scratch outline is a strategy to assist the author in producing a coherent, superior, well-organized composition. This is a fantastic tool to utilize while creating an essay with several paragraphs, beginning with the introduction, the body or supporting point, and the conclusion.

Because it frequently involves free writing, questioning, brainstorming or list-making, and grouping, this prewriting approach is the only complicated one. When creating a rough draft, the author carefully considers the argument, the details that will support it, and the arrangement of those elements.

2.2.2 Drafting

A writer starts writing during the drafting stage, putting their idea and supporting information as a draft. The most crucial thing in this situation is to put words on paper. There is no need to stress correctness, language, style, organization, spelling, etc. Just write what is currently in the planning stage.

2.2.3 Revising

Revising the work or paper after it has been written to strengthen it is known as revising. The writer should strengthen the writing and make improvements in this step to make it writing that is effective.

2.2.4 Editing

The final stage of writing before content is released is editing. The first step in Editing is identifying grammar, syntax, or mechanical issues. A rubric

or manual guide is frequently used in Editing to identify errors. Editing can be done by an individual or by peers. To provide clear communication, Giyani (2015:10) claims that during the editing process, students are made aware of the relationship between their work and the exercise. Compared to other stages, Editing requires more time, information, expertise, and dedication to become a skilled editor.

2.3 Recount Text

According to Andansari, Sari, and Murwantono (2020:133), recount texts are a specific genre that describes past events or experiences. The discussion in this literature is based on the author's life experiences. Husna & Multazim (2019:53) also stated that recount texts recount past events, but narrative texts create fictional stories to entertain and provide moral lessons to readers. It serves a purpose by giving the audience a narrative of what happened and when. A recount differs from a narrative text regarding the issues with the order of events. There is also a concept that Recount can be expressed through letters, newspaper articles, speeches, interviews on television, and firsthand accounts (Margono, 2017:23).

2.3.1 Structure of Recount Text

A recount text consists of three parts, they are:

1. Orientation

It provides context regarding who, what, where, and when.

2. Events

It is made up of paragraphs that recount the events in chronological sequence.

3. Reorientation or Concluding Remarks

It is a sentence that includes a subjective observation.

2.3.2 The Language Feature of Recount Text

Using Derewianka (2004) as a source, Alfayed (2017:22) asserts that recount texts often have the following linguistic components.

1. Proper noun: used to describe characters who are essential to the story.
2. A descriptive term gives more details about a story's person, thing, place, or plot.
3. The past tense indicates past activities like walking, going, coming, etc.
4. The word "order" is employed when describing the sequence of events, as in first, second, then, first, last, etc.

2.4 RAFT Strategy

Role, audience, format, and theme make up RAFT. This writing technique makes writing easier for children by helping them develop an idea and turn it into a well-organized paragraph. RAFT, which stands for the Role of the Writer, Audience for the Writing, and Format the Writing Will Take. Topic Covered in the Writing is an acronym used to explain the four essential components of writing, according to Syrja (2011), referenced in Tanjung (2017:16). This tactic aids pupils in critically and imaginatively considering the material they are studying.

Moreover, Manzano (2022:12) believes that the RAFT technique asks students to create a product that demonstrates their comprehension of a subject they have previously read about or studied, which incorporates writing skills in a novel, alluring, adaptable, and endless way for students to apply their

creativity and knowledge. Rahmasari & Rifa'i (2022:203) said that RAFT is a versatile writing technique that supports students' writing. This strategy also allows students to practice producing engaging, creative content.

RAFT was an excellent method that should be utilized to address students' writing-related issues since it provided information about the types of content that needed to be written, the appropriate formats, the topics, and more. Consequently, RAFT merited selection as a writing skill learning technique.

According to Kurtis (2011), cited in Manzano (2022: 12-13); and Steel (2011) in Margono (2019:19), the RAFT strategy consists of four elements.

1. Role

Here, "role" refers to the author's position within the book. Is the author a journalist, educator, consultant, or another professional? The students should understand the point of view or reflected perspective. The concept makes students mature and aware of the need for perspective in writing. Students should be aware of the various writing roles they can play.

2. Audience

Here, audience refers to the target audience for the reading. A precise reader must read a piece of writing for it to have significance. Does the text have a public, student, teacher, etc., audience? When students write on a similar subject but for different audiences, they can pick up some essential lessons about the communication medium of writing.

3. Format

A text can be in various genres or formats, which aid the author in making the content comprehensible and pleasurable to write. Using several writing

formats provides chances for creative writing and channels for expression that might not be available if students are only required to write introductory essays.

4. Topic

The writer will discuss the subject at hand. The hardest part of content area writing is frequently choosing a topic. It is helpful to think about the types of questions students should ask while thinking about the issues; they must consider the conceptual approaches that can be taken to that crucial point. This can be determined using various topic suggestions.

The purpose of the RAFT method in the writing process is to assist students in coming up with ideas by setting up the RAFT assignment. Students create their ideas for their writing in this step by explicitly relating the Role, Audience, Format, and Topic. After completing the RAFT assignment, the students are prepared to write the writing draft. To put it another way, the RAFT method plays a big part in the writing process, especially during the prewriting stages.

In Umaemah, Latief, and Irawati (2016:4), Alisa et al. (2013) add that the RAFT technique encourages students to write imaginatively and to consider a topic from some points of view for a specific audience in a range of text formats. Additionally, the RAFT technique is straightforward but allows students to expand their imagination and accomplish things that suit their creativity after coming up with ideas when working on the RAFT project.

2.5 The Advantages of RAFT Strategy

Additionally, the benefits listed below are based on Buehl (2013: 176)

1. As they demonstrate their understanding, students provide more thorough and frequently longer written responses.
2. Students are more actively processing information than simply giving answers to questions.
3. Students are given a clear structure for their writing; they are given an organizing plan and are told what point to adopt. The writing's goal is also made quite plain.
4. Writing assignments engage students personally and encourage more imaginative approaches to learning content, increasing motivation to complete the project.
5. Rereading is encouraged so that students can consider a text from viewpoints different than their own and gain knowledge of ideas and concepts that may not have come to them the first time they read the assignment.
6. RAFT is a teaching method that may be used in all subject areas, including math, science, and social studies.

However, despite the RAFT strategy's numerous advantages for teaching writing, it also has drawbacks, such as the fact that students only consider one point of view for each writing assignment.

2.6 The Procedure of RAFT Strategy

The teacher must understand the RAFT strategy's methods to teach Writing effectively. Some experts share their perspectives on using the RAFT method. According to Buehl (2009), the RAFT plan was carried out as follows:

1. Examine the critical concept or information you want your pupils to learn from a narrative, a piece in a book, or another suitable text.
2. Outlining potential characters that students might take on in their work. Next, choose your Writing format and your intended audience for the communication.
3. After the reading assignment, write "RAFT" on the board and state the topic, audience, format, and role of the student's writing. Students may be given one writing role or various roles for the writing assignment.
4. Providing authentic example samples for a particular RAFT project or students to use as a resource as they prepare their writing

Similarly to the steps before, Margono divided the RAFT Strategy into several steps based on NBSS School (2000)

1. Step 1

- a. Remind the student to consider four essential factors: the topic, the format, the audience, and the writer's perspective.
- b. Explain to students that they will use the RAFT technique to organize their work around these components. Show the students a completed RAFT and review its main components with them.
- c. Next, note any pertinent facts or ideas.

2. Step 2

- a. Next, note the key concepts or details.
- b. Provide an additional RAFT strategy example.
- c. Create an RAFT list of topic-related thoughts.

3. Step 3

- a. Student pairs or small groups should be formed.
- b. Request that the students select a topic from the list of possible topics and write about it.
- c. After that, ask the groups to present their finished RAFTs to the class.

4. Step 4

Please encourage students to develop their RAFTs based on topics covered in class as they gain more proficiency with the method

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method of the study, which is composed of research design, research subject, research instrument, the technique of collecting data, the technique of data analysis, and technique of data validity

3.1 Research Design

The researcher implies a quantitative approach in this study because of the improvement of students writing recount text through the role audience format topic (RAFT) strategy, the research takes a quantitative approach to determine the strength of the relationship between two or more variables. Quantitative research means something that amounts. Or, to put it another way, the method places a lot of emphasis on measuring something or variables that are present in the social world (Rahman, 2020:105).

The researcher uses a pre-experimental design as part of their study strategy. Here, a research design is a collection of study guidelines used to test a hypothesis or address a research problem. The cause-and-effect relationship of a treatment given to students writing recount texts is investigated using a pre-experimental design. The RAFT approach is being used in this case for treatment. In two separate tests—a pre-test and a post-test—the researcher uses a single group (one class). The purpose of the post-test is to determine the effectiveness of the therapy.

3.2 The Place of The Research

1. Place

This research is being conducted at Leubu Cot, Makmur Sub-district, Bireuen District, Aceh Province, 24184.

2. Time

This research will conduct on June 10 to 16, 2023.

3.3 Population and Sample

1. Population

The population refers to the entire subject being studied. First-graders in SMAN 2 Kutablang's social class during the academic year 2023–2024 make up the population of this study. This school's first grade is divided into two classes, X IPA and X IPS, with 50 students.

2. Sample

The sample used in this research are Students of X IPS at SMAN 2 Kutablang in the academic year 2023–2024 served as the research's criterion. 26 students make up the entire sample.

The researcher used purposive sampling to choose the sample for this investigation. "Purposeful sampling" is data sampling with predetermined objectives (Sugiyono, 2012:218). Implementing purposive sampling entails the following steps:

1. Identify the study's objective. This is the first stage in the process of choosing an appropriate sample.
2. After determining the study's objectives, list the specifications for choosing an appropriate research sample.
3. Determine whether any objects or participants meet the criteria and choose a suitable demographic list for the study's objectives.

4. Create standards with a minimum and maximum number of illustrations.
5. Use the predetermined criteria to research the selected sample.

3.4. Variable of The Research

In this study, the researcher examines how two independent variables (X) and one dependent variable (Y) relate.

1. The independent variables

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

2. Dependent variable.

Students' achievement on writing recount text before taught by using RAFT strategy (Y₁)

Students' achievement on writing recount text after being taught by using RAFT strategy (Y₂)

Table 3.1 The Illustration of Variable

Pre-Test	Treatment	Post-Test
Y₁	X	Y₂

3.5 Research Instrument

To collect data for this study, the researcher used an impartial test as the instrument. A test compares students' prior and subsequent writing and recounts texts' writing proficiency. Two types of tests are given to students:

1. Pre-Test

Before using the RAFT technique, students take a pre-test to determine their writing recount text accomplishments. Pre-testing takes place on Saturday, June 10, 2023. The researcher gives the students a recount text prompt as part of the

pre-test. According to the instruction (prompt), students must create an essay about a reference text. The researcher focused on creating a scoring rubric to examine the pre-test results.

2. Post-Test

After using the RAFT technique to teach them, the students take a post-test. The goal of the post-test is to determine the student's achievement level after using the RAFT technique. On Friday, June 16, 2023, a post-test is conducted. Students are required to create a recount text for the post-test. The results of their job are then processed utilizing a writing score rubric. The post-test and pre-test results will be compared to determine the effectiveness of the RAFT technique for writing recount texts.

The researcher used the writing evaluation rubric to score the students' pre-test and post-test to gain the total that indicates the improvement of their writing skills before and after the RAFT strategy. Moreover, since the recount text is chosen for the writing test the text's structure is examined based on the general structure of the recount text. For students to effectively create recount texts, the study is anticipated to address their writing challenges.

The test results are examined and then scored by using an assessment element consisting of content, organization, vocabulary, grammar, and mechanics. Destager in Dahnianti (2018) stated that there are five aspects evaluated in writing: they are content, organization, vocabulary, grammar, and mechanics. The following table presents the five aspects of evaluating which were used.

Table 3.2 Specification Aspect of Writing

No	Aspect of writing	Criteria	Score
1.	Content	The substance of the writing, the idea expresses	20
2.	Organization	The form of content (coherence)	20
3.	Vocabulary	The selection of words that suitable to the content	20
4.	Grammar	The employment of grammatical form and syntactic pattern	20
5.	Mechanic	Mastery writing focuses on spelling and punctuation	20

a) Content

Table 3.3 Specification Score of Content

Classification	Score	Criteria
Excellent	20	The information is very clear, the idea of the problem development is very clear, and the development of the idea is perfect, very relevant to the problem, and thorough.
Very Good	15-19	Clear, substantive information, the development of a complete idea, relevant to the problem and thoroughly
Good	11-14	Clear, substantive information, the development of a complete idea, relevant to the problem and thoroughly

(Destager in dahnianti 2018)

b) Organization

Table 3.4 Specification Score of Organization

Classification	Score	Criteria
Excellent	20	Expression is very smooth, ideas are expressed very clearly, well ordered, logical, and coherence
Very Good	15-19	Expressions are very smooth, ideas are express, well ordered, logical, and cohesive
Good	11-14	Expression smooth, expressionless clear, arranged with almost good, logical sequence

Fair	6-10	The expression is substandard and less organized, the main idea is invisible, and the sequence is almost logical and incomplete
Poor	<5	Not communicative, chaotic ideas, sequences, and problems are illogical.

(Destager in dahnianti 2018)

c) Vocabulary

Table 3.5 Specification Score of Vocabulary

Classification	Score	Criteria
Excellent	20	Utilization of word potential is very precise, word choice and expression very precise, mastering word formation
Very Good	15-19	Utilization of word potential is very precise, choice of words and phrases appropriate, very controlling the formation of words.
Good	11-14	Utilization of word potential rather precisely, word choice and expression almost right, almost mastering the formation of words
Fair	6-10	Utilization of the word good, choice of words and phrases is less precise

(Destager in dahnianti 2018)

d) Grammar

Table 3.6 Specification Score of Grammar

Classification	Score	Criteria
Excellent	20	The employment of grammatical form and syntactic patterns
Very Good	15-19	Complex and effective construction has only a few grammar and syntactic patterns of mastery
Good	11-14	Construction is simple and effective; grammar error occurs but not disturbing
Fair	6-10	There is a grammar error but not annoying
Poor	<5	Slightly controlling syntactic rules and confusing meanings.

(Destager in dahnianti 2018)

e) Mechanic

Table 3.7 Specification Score of Mechanic

Classification	Score	Criteria
Excellent	20	Mastering the entire writing.
Very Good	15-19	Mastering the entire writing, there are only a few spelling errors
Good	11-14	Sometimes spelling errors occur but they do not obscure meaning
Fair	6-10	Often spelling errors, confusing meaning
Poor	<5	Not mastering the rules of writing, there are many spelling errors, unreadable, and unworthy of value.

(Destager in dahnianti 2018)

3.6 Technique of Collecting Data

Pre-test and post-test results from the experimental group were used to obtain data for this study. The researcher then addressed the process of learning English, particularly as it relates to producing recount texts. The pupils must prepare an essay that is at least three paragraphs long. The researcher will first instruct and mentor students in the group to create recount texts utilizing the RAFT Technique following the pre-test. The second test is a post-treatment examination. The final exam aims to determine the importance of learning outcomes, particularly in terms of student writing performance.

3.7 Technique of Data Analysis

The data will be immediately analyzed for the research. To determine the efficacy of the RAFT strategy in this research, the data or test results from the class will be analyzed. The group's written test score will be examined. To examine the data that was collected, the researcher used statistical analysis and the t-test formula with SPSS. The T-test method is a statistical test used to determine whether the difference between two mean values derived from

distributions is statistically significant. Based on the aforementioned information, this study used a t-test to determine whether or not the differences in students' results when writing descriptive texts under RAFT- and RAFT-free instruction are statistically significant.

Before using the T TEST for different tests, N-Gain scores and normality tests are required. The normality test is used to determine the normality of the existing data being analyzed and whether the two classes have normal data distribution or not. In this study, researchers used statistical calculations using SPSS (Statistical Package for Social Science) to test for normality.

The following is the n-gain score

formula: $N \text{ GAN. SCOR} = \frac{\text{Pre-test Score}}{\text{Max Score} + \text{Post-test Score}}$

CHAPTER IV FINDING AND DISCUSSION

4.1 Research Finding

The findings of this study are related to the classification of students' pretest and posttest. To find out the answers to the research questions in the previous chapter, the researcher gave the test twice. The pre-test is given before treatment which aims to determine students' ability to write recount text before being given treatment. Conversely, a post-test was given after the treatment to determine students' writing skills after the treatment was carried out and the results of the post-test of this study could answer the first question of this study which aims to determine improvement. Students' ability to write recount text using the RAFT strategy.

4.2. Data Description

4.2.1. Pre-Test

Table 4.1 Score of Pre-Test

Student s	Rating Aspect					
	Conten t	Organizatio n	Gramma r	Mechani c	Vocabular y	Resul t
1	9	10	10	10	9	48
2	8	9	10	9	9	45
3	8	9	10	11	11	49
4	8	9	10	10	11	48
5	8	8	9	8	8	41
6	8	9	10	10	10	47
7	8	8	9	10	9	44
8	9	9	9	11	9	47
9	9	9	9	10	11	48
10	10	12	12	12	13	59
11	9	9	10	10	12	50
12	8	9	10	11	11	49
13	7	10	10	11	12	50
14	7	12	12	12	12	55

15	8	9	9	10	10	46
16	9	10	11	11	12	53
17	7	10	10	8	11	46
18	8	10	9	9	11	47
19	9	9	10	10	11	49
20	10	12	14	13	14	63
21	7	10	10	10	10	47
22	7	9	10	9	10	45
23	6	10	10	10	11	47
24	8	10	10	10	11	49
25	10	12	10	10	11	53
Score	205	243	253	255	269	1225
Average						49

Table 4.2 Statistic of Pre-Test

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>
<i>Pre test</i>	25	41	63	49
<i>Valid N</i>	25			

Based on Pre-Test data, the mean total pre-test score was 49, the minimum score was 41, and the maximum score was 63.

Table 4.3 the Classifications of Pre - Test Score

Score	Frequency	Category
90-100	0	Excellent
80-89	0	Very good
65-79	0	Good
55-64	3	Enough
0-54	22	Bad

4.2.2 Post-Test

Table 4.4 Score of Post-Test

Student	Rating Aspect					Result
	Content	Organization	Grammar	Mechanics	Vocabulary	
1	17	14	17	16	18	82
2	16	17	17	16	14	80
3	14	16	14	13	15	72

4	15	15	14	14	17	75
5	15	14	13	15	17	74
6	16	14	15	13	16	74
7	15	15	16	15	17	78
8	18	17	14	16	16	81
9	16	18	17	14	17	82
10	13	18	14	15	16	76
11	15	14	15	16	18	78
12	17	15	17	13	16	78
13	14	15	14	16	17	76
14	17	16	15	14	17	79
15	17	14	14	14	16	75
16	15	16	15	16	16	78
17	14	17	16	14	16	77
18	16	16	13	15	17	77
19	17	18	14	16	17	82
20	16	15	16	16	17	80
21	15	16	18	18	17	84
22	16	16	15	16	17	80
23	17	17	13	17	15	79
24	16	17	15	16	17	81
25	15	18	15	16	17	81
Score	392	398	376	380	413	1959
Average						78,36

Table 4.5 Statistic of Pre-Test

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>
<i>Pre test</i>	25	72	84	78
<i>Valid N</i>	25			

Based on Pre-Test data, the mean total pre-test score was 78, the minimum score was 72, and the maximum score was 84.

Table 4.6 the Classifications of Pre - Test Score

Score	Frequency	Category
90-100	0	Excellent
80-89	10	Very good
65-79	15	Good
55-64	0	Enough
0-54	0	Bad

4.2.3 N-Gained Score

Data on student achievement in the experimental class in the form of pre-test and post-test along with the n-gain score.

Table 4.7 the test result of the experimental class

Students	Pre-Test	Post-Test	Gained Score	Gained Score (%)
1	48	82	0,65	65
2	45	80	0,64	64
3	49	72	0,45	45
4	48	75	0,52	52
5	41	74	0,56	56
6	47	74	0,51	51
7	44	78	0,61	61
8	47	81	0,64	64
9	48	82	0,65	65
10	59	76	0,41	41
11	50	78	0,56	56
12	49	78	0,57	57
13	50	76	0,52	52
14	55	79	0,53	53
15	46	75	0,54	54
16	53	78	0,53	53
17	46	77	0,57	57
18	47	77	0,57	57
19	49	82	0,65	65
20	63	80	0,46	46
21	47	84	0,70	70
22	45	80	0,64	64
23	47	79	0,60	60
24	49	81	0,63	63
25	53	81	0,60	60
Mean		N-Gain	0,57	57

Table 4.8 Statistic of N-Gain Experimental Class

Descriptive Statistics

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std.Deviation</i>
<i>N-Gain</i>	25	0,41	0,70	0,57	0,07074
<i>N-Gain (%)</i>	25	41,46	69,81	57	7,07382

Table 4.9 Interprets N-Gain

Percentage	Interpretation
< 40	Ineffective
40 – 55	Less effective
056 – 75	Enough effective
>76	Effective

Hake (2014)

Based on the results of the calculation of the N-gain score test above, shows that the average N-gain score for the experimental class is 0.57 or 57%, which is Enough effective. The minimum N-gain value is 41.46% and the highest is 69.81%. Therefore it can be concluded that the use of the RAFT strategy is enough effective in increasing interest in learning, especially in writing recount text.

4.3 Hypothesis Testing

4.3.1 Normality test

The normality test is used to determine the normality of the existing data being analyzed and whether the two classes have normal data distribution or not. In this study, researchers used statistical calculations using SPSS (Statistical Package for Social Science) to test for normality. The researcher chose the Shapiro-Wilk test, which in general has limited use for samples of less than 50 to produce an accurate decision (Sintia, 2022).

Table 4.10 Result of the Normality Test

SHAPIRO - WILK

RESULT	Statistic	df	Sig
PRE-TEST	.876	25	.001
POST-TEST	.977	25	.811

1. Based on the output above, it is known that the significance value (Sig.) on the Shapiro-Wilk test <0.05 , so it can be concluded that the research data is not normally distributed.
2. The research data is not abnormally distributed. Therefore, in non-parametric statistics, the Wilcoxon test can be used to analyze the research data

4.3.2 Wilcoxon test

Based on the context of the Wilcoxon Test (Wilcoxon Signed-Rank Test), you test a hypothesis on paired or sequential data that is not normally distributed. This test is usually used to compare two groups of data depending on the relationship between the samples.

The null hypothesis (H_0) in the Wilcoxon Test is that there is no significant difference between the two data groups. The alternative hypothesis (H_a) is that there is a significant difference between the two data groups. If the asymp.sig value (p-value) from the Wilcoxon Test is less than a predetermined significance level (for example, $\alpha = 0.05$), then you can reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). That is, having enough evidence to conclude that there is a significant difference between the two data groups.

Table 4.11 Result Rank of Wilcoxon test

		N	Mean Rank	Sum of Ranks
Post Test-Pre Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	25 ^b	13.00	325.00
	Ties	0 ^c		
	Total	25		

The interpretation of the rank table, namely:

Negative rank: To see the drop from Pre-Test to Post-Test

Positive rank: To see the upgrade from Pre-Test to Post-Test

Ties: Values that have similar values between the Pre and Post-Test

Total: Total of sample

Mean rank: Average value

The sum of rank: The amount of the rank

Based on the data from the test results that have been carried out, it can be concluded from the data rank table that for the negative rank of the 25 samples there is no decrease in both the mean rank and the sum of rank. then, the positive rank of the 25 samples achieved a good increase from the mean rank of 13.00 and the sum of the rank of 325.00. Ties, there is no such thing as an exact match. The conclusion from this table is that the pre-test and post-test have increased

Table 4.8 Result of the test statistic

Z	-4.376
Asymp.Sig. (2-tailed)	<,001

Based on taking the hypothesis:

1. If the significance value is <0.05 then the hypothesis is accepted
2. If the significance value is > 0.05 then the hypothesis is rejected

Ho: there is no increase in recount text writing skills in the RAFT strategy

Ha: there is an increase in writing recount text skills in the RAFT strategy

Based on the table above the asymp.sig value is 0.001 on the Wilcoxon test, this value is lower than the specified value. Then, in the context of a significance

level of 0.05 ($\alpha = 0.05$), it can be concluded that H_a is accepted and there is a significant difference between the pre-test and post-test.

4.4 Discussion

In this section, the discussion discusses the interpretation of findings related to the use of RAFT strategies to improve recount text writing skills. This is indicated by the student scores on the pre-test and post-test of 25 students. The researcher found that before being given treatment using the RAFT strategy, students had an average score of 49. Therefore, before being given treatment, students had poor writing skills, especially in recounting texts.

From the aspect of vocabulary, it can be concluded that the use of words is good, the selection of words and phrases is not appropriate, and vocabulary is still low. Students often make mechanical errors in their writing. Mechanical problems were related to capitalization, punctuation, and spelling errors and students had problems using structures that suited their writing and coherence. Second, the assessors also concluded that the administration of the pre-test and post-test was approved by the text for upper-middle-class respondents well. Schematic coherence and appropriate structure. However, after being given treatment using the RAFT strategy, the average student score rose from 49 to 78.36. Therefore, the results of the study show that the use of the RAFT strategy can improve recount text writing skills.

In other words, utilizing the RAFT strategy can enhance students' writing skills. This finding is also consistent with Febriadi (2017) and Umaemah et al. (2016), who asserted that the RAFT strategy is highly effective for improving writing skills. Using the RAFT strategy makes students more

enthusiastic and interested in the process of teaching and learning to write. The students did not hesitate to express their ideas. Because the use of RAFT strategies can make students' imaginations develop more and make students more motivated to make good recount texts. Therefore, the results of this study also show that the use of the RAFT strategy can improve students' writing skills, especially in recount text which focuses on five aspects of writing namely content, grammar, structure, vocabulary, and mechanics.

Previous researchers have also proven that this strategy can be used to improve students' writing skills and relevance to the problem of writing skills was conducted by Wuryani (2016) conducted research with the title "Improving News Writing Skills Using Role-Audience-Format-Topic (RAFT) Learning Strategies for Grade VII Students of SMPN 3 Pajangan, Bantul" research results it is concluded that by using this learning strategy can improve students' writing skills. The RAFT strategy (Role, Audience, Format, Topic) is a strategy developed by Carol Santa in 1988 (Ruddell, 2005). This strategy is used to improve students' writing skills by giving assignments according to students' tastes and changing students' perceptions of writing topics and events.

Furthermore, the findings show that the average score in the pre-test was 49, and after treatment, it became 78.36, so the post-test score > the pre-test. Other findings from this study indicate that the average N-gain score of the experimental class is 0.57 or 57%, which is quite effective. The minimum N-gain value is 41.46% and the highest is 69.81% the Wilcoxon test is known as Asymp.Sig. (2-tailed) of 0.001 is smaller than the probability value of 0.05. Based on the description above it can be concluded that (Ho) is rejected.

Otherwise, the alternative hypothesis (H_a) is accepted. In other words, using the RAFT strategy can improve the ability to write recount text

Based on the research above, the use of RAFT strategies to improve students' recount text writing skills has a significant effect on the teaching and learning process. The use of the RAFT strategy is very suitable as a learning tool for English teachers to get rid of students' boredom in learning to write, such as writing recount texts, and others.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter deals with the conclusion and suggestions, the conclusion needs to be drawn therefore to make the reader easy in get the whole content of this research. The objective of the suggestions is to contribute to several stakeholders who play important roles in the study and learning process.

5.1. Conclusion

Based on the research that had been done at SMA 2 Kutablang, the researcher concluded that the teaching and learning processes of the research are as follows:

1. Role Audience (RAFT) Strategy could improve the student's achievement in writing ability and also could improve motivation and confidence in learning writing because this strategy requires the students to work cooperatively and use interesting and easy materials to understand by students during the teaching and learning process.
2. After analyzing the data that had been collected in implementing the Role Audience (RAFT) Strategy in the teaching and learning process of writing, the researcher found significant differences in the mean scores of the students at the test in pretest score was about 61,72, and in posttest score was about 83,36. The result indicates that the implementation of the Write Around Strategy to improve the student's writing ability was a success in the teaching and learning process in the classroom.

5.2. Suggestion

Based on the conclusion above, the researcher suggests:

1. The researcher suggests that the Role Audience Strategy would be used by the teacher as an alternative strategy in teaching writing to the second-year students of SMA 2 kutablang.
2. The researcher hopes that the students not be shy in practicing the teaching material given by the teacher in learning writing through the Role Audience (RAFT) Strategy.
3. The researcher hopes that other researchers will keep studying writing skills because there are still many students especially students at the senior high school level who have low achievement in writing skills.
4. The researcher hopes that the students can use English wherever, especially when they are in English class although it is hard for them, they have to try their best.
5. The teacher should keep control of the students' activities and the teacher should present the language in an enjoyable, relaxed, and understandable way during the teaching and learning process of writing.

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APPENDIX I
PHOTOS DOCUMENTATIONS







APPENDIX II
RESEARCH INSTRUMENT

Instrument of Pre-Test

Subject : English
Sub Matter : Recount Teks
Class/Semester : X
Time Allocation : 45 Minutes

Instructions :

- ❖ Write your name and your class clearly on the paper.
- ❖ Use your time effectively.
- ❖ Work individually

Directions :

1. Write a recount text about your most memorable holiday experience.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, Grammar, and mechanics).
3. Write your text by covering the generic structures of recount text (orientation, series event, and -orientation)
4. Tell us about your experience in one of the places below the recount text through role audience format topic (raft) strategy :
 - a. Zoo
 - b. Flower Garden
 - c. Waterfall



Instrument of Post-Test

Subject : English
Sub Matter : Recount Teks
Class/Semester : X
Time Allocation : 45 Minutes

Instructions:

- ❖ Write your name and your class clearly in the Mindomo application.
- ❖ Use your time effectively.
- ❖ Work individually.

Directions:

5. Write a recount text about your most memorable holiday experience.
6. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, Grammar, and mechanics).
7. Write your text by covering the generic structures of recount text (orientation, series event, and -orientation)
8. Choose one of the topics below and share your experience in this place using the recount text through the role audience format topic (raft) strategy :
 - a. Mountains
 - b. Sea
 - c. Rice field



PRE TEST

NAMA: RAHMAD AULIA

KELAS: X

* The Experience of Going To A flower Garden *

The bang cih flower garden is probably one of the most beautiful gardens in the bievun area that I have ever visited. Various types of flower from various parts of the city can be found here, even types that are rarely found. The area is large, very good for a family recreation area, because apart from the garden with very beautiful and well-maintained flowers, this park also provides various other facilities, for example, a children's play area, playground and facilities such as restaurants places to eat and play.

When we arrived and entered we really felt amazed because we were presented with a really beautiful view. The suggestion is to go around the flower garden first using the bus or vehicle available there, so that we know which locations we will visit to shorten the time if everyone's time is limited. However, if you have more time, you might be able to explore them all. Personally, I think all the places are nice and good place to take photos with family, friend or partner. Can also be used as pre-wedding photos.

Post test

Nama : Hayakurifa

Kelas : ~~3~~ X

My experience in the rice fields

Let me introduce myself, my name is Pipo. I want to tell you about my experience in the rice fields. The place is near my house, which is really cool. Every morning, abi always takes me for a walk in the rice fields, seeing the beauty of the rice fields, seeing the green rice growing, looking for animals that I haven't seen before such as luring, grasshoppers, worms, sirih, I'm not afraid of you and luring.

In the rice fields, you can't just see the rice, but I can also go for a slide with abi. I'm taking an outbound trip to the rice fields, there is a mound of earth that can be used for a slide, it looks like a small hill, that's cool. Sometimes I also bring a remote car, race cars in dirt circles too, sometimes I also bring a toy gun to shoot enemies who are attacking, I lie down like I'm going to a real war here.

Look at the view, it's cool... the rice is really green, I really like walking around the rice fields, what's more, there's water, I'm really happy because I can play in the water. In the rice fields, apart from being able to see the view of the rice fields, you can play on the slide in the mounds of the earth. You can play in the water in the rice fields ditches, you can also play with gabah (rice husks) which you like to use to make bricks. Apart from rice, there are also brick-making huts, so it's like a second home for farmers, lined with small brick houses like huts, it's cool to see.

APPENDIX III
LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Negeri 1
 Mata Pelajaran : Bahasa Inggris
 Materi : Recount Text (Historical Event)
 Kelas : X
 Alokasi Waktu : 2 JP x 2 Pertemuan

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	IPK
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan memintainformasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<p>Pertemuan 1:</p> <p>3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</p> <p>3.4.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</p> <p>3.4.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis</p> <p>3.4.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</p>
<p>4.4 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p>	<p>Pertemuan 2:</p> <p>4.4.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah.</p> <p>4.4.1.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.4.1.3 Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah.</p>

<p>4.4.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.2.1 Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dalam teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah.</p> <p>4.4.2.2 Menyusun draft teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.4.2.3 Mereview teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.4.2.4 Mengedit teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.4.2.5 Mengoreksi cetakan percobaan teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.4.2.6 Mempublikasi tulisan akhir siswa dalam club literasi sekolah.</p>
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B. Tujuan Pembelajaran :

Melalui **text-based learning**, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

C. Materi Pembelajaran :

<p><input type="checkbox"/> Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</p> <p><input type="checkbox"/> Struktur Teks Dapat mencakup:</p> <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang

Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
- Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.
- Adverbia dan frasa preposisional penunjuk waktu
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

D. Model Pembelajaran

- Pendekatan : Scientific approach
Metode : **Text-based learning**
Teknik : Tanya jawab, diskusi dan presentasi

E. Media, Alat, dan Sumber Pembelajaran

- Media : teks *recount*, Video
- Alat : Spidol, Laptop,
- Sumber : Widiati Utami, Rohmah Zuliati, dan Furaidah, Bahasa Inggris SMA/MA, SMK/MAK kelas X. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

F. Kegiatan Pembelajaran

Pertemuan I: 2 x 45 menit

a. Kegiatan Pendahuluan (10 menit)

- Guru memberi salam
- Guru mengajak peserta didik berdoa sebelum memulai kegiatan pembelajaran
- Guru mengecek kehadiran peserta didik
- Guru mengecek secara lisan penguasaan kompetensi materi yang sudah dipelajari sebelumnya.

- Guru mengajukan beberapa pertanyaan stimulasi yang berkaitan dengan materi yang akan diajarkan berdasarkan gambar yang ditampilkan terkait peristiwa sejarah di Indonesia.
- Guru menyampaikan kompetensi yang akan dicapai, yaitu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount*
- Guru menyampaikan lingkup penilaian, yaitu sikap dan pengetahuan, dan teknik penilaian yang akan digunakan, yaitu observasi, tes tulis dan praktik.

b. Kegiatan Inti (70 menit)

- Peserta didik dibagi dalam kelompok
- Guru membagi teks *recount* yang berbeda ke masing-masing kelompok
- Peserta didik membaca teks yang diberikan
- Peserta didik memahami teks yang diberikan dan mencari arti kata-kata sulit yang ditemukan
- Peserta didik mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks *recount*
- Peserta didik menyebutkan fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam *recount* teks
- Peserta didik melaporkan hasil kerja mereka
- Peserta didik dibagi dalam kelompok, setiap kelompok terdiri dari 4 orang. Setiap kelompok dibagikan teks “the battle of surabaya”.
- Peserta didik diminta untuk membaca dan memahami teks tersebut secara garis besar.
- Dengan stimulus dari guru, Peserta didik menanyakan hal yang belum di pahami terkait teks yang sudah dibaca.
- Guru menjelaskan hal-hal yang belum di pahami oleh siswa.
- Dalam kelompok, peserta didik mengerjakan Task 1,2 dan 3
- Dengan bimbingan guru, Setiap kelompok mempresentasikan hasil kerja mereka masing-masing. Kelompok lain memberikan tanggapan.
- Guru memberikan umpan balik terhadap hasil presentasi peserta didik.

c. Kegiatan Penutup (10 menit)

- Guru bersama peserta didik yaitu: (a) membuat rangkuman/ simpulan pelajaran; (b) melakukan refleksi terhadap kegiatan

yang sudah dilaksanakan; dan (c) memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan II: 2 x 45 menit

a. Kegiatan Pendahuluan (10')

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti menyapa peserta didik, berdoa dan absensi.
- Menanyakan kembali materi yang sudah di ajarkan sebelumnya.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

b. Kegiatan Inti (70')

- Guru memberikan sebuah contoh text *recount*
- Peserta didik membaca teks yang diberikan
- Peserta didik memahami teks yang diberikan dan mencari arti kata-kata sulit yang ditemukan
- Peserta didik mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks *recount*
- Peserta didik menyebutkan fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam *recount* teks
- Peserta didik menyusun teks *recount* dengan menggunakan kata-katanya sendiri.
- Peserta didik mengumpulkan hasil kerjanya.

a. Penutup (10')

- Guru bersama peserta didik menyimpulkan apa yang sudah dipelajari.
- Guru memberikan umpan balik terhadap proses pembelajaran.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

G. Penilaian

1. Observasi sikap kerja sama, tanggung jawab dan percaya diri peserta didik selama proses pembelajaran
2. Tes Pengetahuan Lisan dan Tertulis
3. Pembelajaran Remedial akan dilaksanakan apabila nilai peserta didik

tidak memenuhi KKM

4. Peserta didik yang telah mencapai diatas KKM akan diberikan pengayaan.

H. Rencana Remedial dan Pengayaan

1. Remedial

- Peserta didik membaca kembali rangkuman materi pembelajaran.
- Peserta didik mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks *recount* terkait bangunan bersejarah yang terkenal.
- Menyusun sebuah teks *recount* sederhana terkait peristiwa bersejarah di daerah setempat/konteks lokal.

2. Pengayaan

- Peserta didik membaca informasi singkat tentang teks *recount* fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks *recount* terkait peristiwa bersejarah di daerah setempat/konteks lokal.
- Peserta didik menulis sebuah teks *recount* terkait peristiwa bersejarah di daerah setempat/konteks lokal dan di pajang di tembok kelas atau di mading sekolah.

Aceh Besar, 20 Agustus 2023

Guru Mata Pelajaran
Wakasek Kurikulum

.....
NIP.....

.....
NIP.

Mengetahui Kepala Sekolah

.....
NIP.....



**KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
NOMOR: 1515/131013/F1/SK/V/2023**

**Tentang
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi bagi mahasiswa, perlu diberikan secara kontinue dan intensif.
b. Bahwa untuk keperluan tersebut perlu ditunjuk Dosen Pembimbing Skripsi dan ditetapkan dengan surat keputusan.
- Mengingat** : a. Surat Edaran Dikti No. 298/D/T/1986, tanggal 10 Februari 1986 tentang proses dan bimbingan Skripsi/Karya Tulis Akhir Mahasiswa.
b. Rapat standar bimbingan Skripsi Universitas Bina Bangsa Getsempena Tanggal 19 April 2021.
c. Buku Pedoman Penulisan Karya Tulis Ilmiah Program Pendidikan Sarjana (S-1) pada Universitas Bina Bangsa Getsempena tahun 2010.
d. Hasil Seminar Proposal Skripsi tanggal 08 May 2023 pada Program Studi S1 Pendidikan Bahasa Inggris

MEMUTUSKAN

- Menetapkan** :
Pertama : Menunjuk Saudara/i :
Rosdiana, M.Pd Sebagai Pembimbing I
Mulyani, M.Pd, M.TESOL Sebagai Pembimbing II

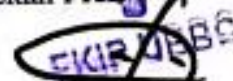
Untuk membimbing skripsi mahasiswa

Nama/NIM : Fitriana / 1911060029
Program Studi : S1 Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Ability In Writing Recount Text Through Role Audience Formal Topic (Raft) Strategy An Experimental Study For Class X Students of SMA 2 Kuta Blang

- Kedua** : Dengan Ketentuan:
1. Bimbingan harus dilaksanakan dengan kontinue dan penuh rasa tanggung jawab dan harus sudah selesai selambat-lambatnya 6 Bulan terhitung sejak Surat Keputusan ini dikeluarkan.
2. Surat Keputusan ini mulai berlaku sejak tanggal ditetapkan.
3. Surat Keputusan ini akan diperbaiki kembali sebagaimana mestinya, jika dalam penetapan ini terdapat kekeliruan.

Ditetapkan di : Banda Aceh
Pada Tanggal : Selasa, 06 Juni 2023

Dekan FKIP


EKIP UBBG

Dr. Mardhatillah, M.Pd

NIDN: 1312049101



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 2 KUTA BLANG**

NSS : 301061216021

NPSN : 10107098

Alamat: Desa Babah Jurong Kecamatan Kutablang Kab. Bireuen kode (24356)/email : smankutablang@gmail.com



SURAT IZIN PENELITIAN

Nomor : 421.3 / 430 / 2023

Kepala Sekolah Menengah Atas (SMA) Negeri 2 Kuta Blang Kabupaten Bireuen, dengan ini menerangkan bahwa :

Nama : FITRIANA
NIM : 1911060029
Program Studi : SI Pendidikan Bahasa Inggris
Semester : VIII Delapan
Universitas : Universitas Bina Bangsa Getsempena
Alamat : Desa Kuala Ceurape Kecamatan Jangka
Kabupaten Bireuen

Berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas BINA BANGSA GETSEMPENA Banda Aceh Nomor : 2128/131013/FI/KM/VII/2023 tanggal 17 Juli 2023, Perihal "Mohon bantuan dan keizinan melaksanakan Penelitian Skripsi."

Maka benar yang tersebut namanya di atas telah melaksanakan Penelitian pada SMA Negeri 2 Kuta Blang Kabupaten Bireuen, dari tanggal untuk keperluan penyusunan Skripsi dengan Judul "*Improving Students Ability in Writing Recount Text Through Role Audience Format Topic (RAFT) Strategy*"

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Kuta Blang, 8 Agustus 2023
Kepala Sekolah



Fadhil, S. Pd., MM

Nip.19750318 200801 1 001