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The Effectiveness of R.A.F.T Strategy in Teaching Writing Narrative Text

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Abstract:
This study aims at investigating the effectiveness of R.A.F.T. strategy to teach writing narrative text. By employing quasi-experimental research design, the researchers administered R.A.F.T strategy for experimental class and the PLEASE strategy for control class to the tenth-grade students at a senior high school in Plemahan. The data are collected through writing tests. Due to the non-normal distribution of the data, the pre-test and post-test data were analyzed utilizing Mann-Whitney test with SPSS version 22. The result displayed that between experimental and control class has a difference. The mean score of the experimental group was 70.41 for pre-test and 86.00 for post-test, and the mean of the control group was 68.70 for pre-test and 82.12 for post-test. The computation outcome of mean value of experimental class students who are taught by R.A.F.T strategy attained higher scores than the scores of control class students who are taught by PLEASE strategy. The Mann-Whitney test output Z was at -2.804, and 0.005 for a significance value obtained. Determined by the decision-making criteria, the acceptance of Ha happened, and Ho was rejected, since 0.005 was below 0.05. It is summed up that utilizing R.A.F.T strategy for teaching narrative text writing to the tenth grade students of a senior high school in Plemahan is effective.

Keywords: *Writing, teaching writing, R.A.F.T strategy, narrative text*

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Introduction

Writing is a necessary skill that should be taught extensively in schools. It is important to become proficient in writing since it has many advantages, as stated by Rahmasari and Rifa'i (2022), writing is a process of exploration that gives benefits to students. Considering that writing is a productive skill that demands the ability to transmit ideas, teaching writing skills can assist students to encourage and prepare them to express themselves freely in writing. According to Rahmasari and Rifa'i (2022), writing demands sophisticated abilities, such as the capability to develop and organize ideas and to integrate those ideas into intelligible language. Students not only have to convey ideas from their minds but also have to be capable of selecting and combining vocabulary to produce coherent sentences. As said by Anggraini and Usman (2017), the challenge of writing is not only in organizing and bringing out thoughts but also in developing them into paragraphs. Thus, mastering the skills of writing is a complex task for anyone learning a language, and one of the reasons writing becomes a tough skill to acquire is limited ideas to develop.

In addition, to provide students with academic English competence, the teaching of writing is essential because it prepares them for a connected world in which they will be required to write for a variety of audiences, purposes, and in two diverse genres (Rahmasari and Rifa'i, 2022). Nevertheless, teaching writing is difficult and teachers may encounter issues while teaching writing. As stated in Nurhidayati, Friantary, Satrisno and Martina (2022) teaching writing is tough thing since writing activities require extensive coaching and cannot be completed in just one session. In order to make writing seem exciting to the students, the teacher must select the possible strategy to teach writing.

Several strategies can be used by teachers for teaching writing, one of the strategies is the R.A.F.T strategy. R.A.F.T stands for Role, Audience, Format, and Topic. It is the strategy that assists students in figuring out the topic for their writing, their role as writers, for who will read their writing, and what writing forms they will take (Alisa and Rosa, 2013). Furthermore, as stated by Anggraini and Usman (2017) students can be freely exploring their writing accordance with a variety of roles, audiences, formats, and topics by utilizing the scaffold that the prompts provide. Therefore, by allowing students to concentrate on the audiences they address, the variety of forms they use, and the topic of writing, R.A.F.T strategy assists them understanding of their role as writers and how to convey their ideas properly so that the reader understands what they have written.

Some researchers have employed the R.A.F.T strategy to address writing-related issues at the two high school levels. The first is the study conducted by Umaemah, Latief and Irawati (2016). The purpose of conducting this research is to improve the students' writing ability using RAFT strategy by applying classroom action research (CAR) design. The findings of this study specified a noteworthy enhancement in the students' writing proficiency through the utilization of the R.A.F.T strategy. Significantly, all students attained beyond passing grade minimum value (55), with 74.24% actively took part while the teaching and learning process. Additionally, another study carried out by Nurhidayati, Friantary, Satrisno and Martina (2022) they figured out the influence of the R.A.F.T strategy on the development of narrative text writing skills among students. The outcomes denoted significant enhancement in learning output of student after the application of R.A.F.T strategy. Specifically, the experimental group indicated a higher average post-test score (78.61) comparable to the control class (67.02). Furthermore, the study was conducted by Intan (2023). She investigated the efficacy of the R.A.F.T strategy in increasing students' writing skills. This research employed the Classroom Action Research methodology and revealed students' writing abilities has a significant

enhancement, with the average score increasing from 66.08 in cycle I to 74.24 in cycle II. Hence, the application of the R.A.F.T strategy specifies a significant enhancement in students' writing proficiency.

As a result, accordance with the representation above, there is a difference between this research and the studies that have been mentioned. In this research, the R.A.F.T strategy will be compared with PLEASE strategy. The researchers decided to conduct this research since its purpose is to investigate whether the R.A.F.T strategy is significant effectiveness or not for teaching writing narrative text.

Method

The design employed in this study is a quasi-experimental research. This research design is used since the experimental and control classes are not randomly assigned; the existing classes are used (Creswell, 2016). Two classes of the tenth grade students in one of State Senior High School in Plemahan are taken based on the English teacher's considerations and suggestions, which have the same standard. In the treatment, R.A.F.T strategy is applied in the experimental class, whereas PLEASE strategy is applied in the control class (see Table 1).

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	X1	R.A.F.T Strategy	X2
Control	Y1	PLEASE Strategy	Y2

Note:
X1: Pre-test experimental group
Y1: Pre-test control group 24
X2: Post-test experimental group
Y2: Post-test control group

Two direct writing narrative text tests are used for collecting the data in the pre-test and post-test. To analyze the data, analysis of covariates (ANCOVA) is used if the data distribution is normal; however, if the data distribution is not normal. Mann-Whitney test is used. In terms of hypothesis testing, when the significance value obtained is lower than the significance level ($\rho<0.05$, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Conversely, when the significance value obtained is higher than the significance level ($\rho>0.05$), the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

Research Findings

The collected data from pre-test and post-test of the experimental and control class are presented. The pre-test and post-test are completed in two classes. The experimental class pre-test is administered on 21st of February 2024 and control class on 21st of February 2024. The implementation of experimental class post-test is on 8th of May 2024 and control class is on 8th of May 2024. The tests are administered to X.9 (control class) and X.11 (experimental class).

The results of pre-test and post-test are reported based on the data that has been gathered. The researchers used SPSS version 22 for analysing the data, for the purpose of knowing the results of both test of the two groups. The results of the pre-test and post-test is displayed as follows:

1. The Result of Pre-Test

The pre-test is applied as mensuration to ascertain the students' writing capability in both classes prior to the treatment is administered. The students are required to write a narrative text about "The Legend of Kelud Mountain" consisting of at least five paragraphs. The researchers utilize five aspects as a reference to assess students' writing capability, encompassing content, organization, language use, vocabulary, and mechanics. Table 2 is the summary of the experimental and control class pre-test results.

Table 2. Summary of Pre-test

Descriptive Statistics					
	N	Min.	Max.	Mean	Std. Deviation
Pre-test_Exp. Class	36	47	81	70.41	7.272
Pre-test_Control Class	34	50	79	68.70	5.367
Valid N (listwise)	34				

Table 2 specifies the disparity number of students in both classes, in experimental class comprising 36 students and control class comprising 34 students. The experimental class's highest pre-test 81 and the maximum score of control class's pre-test is 79, whereas the experimental class's minimum pre- test score is 47, the control class' minimum pre-test is 50 Moreover, the table also displays the experimental class's score average is 70.43, and the standard deviation is 7.293. The control class's score average is 68.69, and the standard deviation 5.419.

2. The Result of Post-Test

This data displays the result of the post-test in the experimental and control group which intends to dictate the degree to which students' writing abilities after the researchers administer the treatment. The students from both classes are treated with different strategies. The table below is the summary of the post-test results for the two classes.

Table 3. Summary of Post-Test

Descriptive Statistics					
	N	Min.	Max.	Mean	Std. Deviation
Post-test_Exp. Class	36	65	96	86.00	6.625
Post-test_Control Class	34	70	93	82.18	5.364
Valid N (listwise)	34				

The students' number in the experimental class is 36 students, and 34 students are in control class, according to Table 2, which specifies that the number of students in the two classes has a difference of two students. In the experimental class, minimum score is 65, then the maximum score is 96. The experimental class has average of 86.00, then standard deviation is 6.625. Furthermore, the control class' minimum score of post-test is 70, and maximum score is 93, its mean is 82.18, as well as standard deviation is 5.364.

3. Inter-Rater Reliability

In this research, to assign scores of students' writing tests is by two raters, to dictate their writing ability. The researcher is the rater 1, and the English teacher in a senior high school in Plemahan is the rater 2. The researchers figured out the correlation of the pre-test scores between the rater 1 and rater 2 after collecting the pre-test score of the experimental class and control class. Afterward, analyzing the correlation between

the raters is done. The researchers utilized Pearson Product Moment in SPSS 22. The interpretation of coefficient value as displays in Table 4 is based on Sugiyono (2017).

Table 4. Interpretation of Coefficient Value

Interval Coefficient	Correlation Level
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Middle
0.60-0.799	Strong
0.80-1.000	Very Strong

The result of inter-rater reliability for the two groups in the pre-test and post-test result is presented in Table 5.

Table 5. Inter-Rater Reliability Result

Group	Pre-Test	Post-Test
Experimental group	.898**	.922**
Control Group	.883**	.750**

**. Correlation is significant at the 0.01 level (2-tailed).

The three results of the coefficient correlation between the two raters lay on very strong correlation (pre-test for both the experimental and control groups, and post-test of the experimental group), and one of them lays on strong correlation (post-test of the control group).

4. The Fulfillment of ANCOVA Assumption

The Data from this study were calculated utilizing ANCOVA (Analysis of Covariance) in SPSS 22. The calculation of this data is used to determine the effectiveness of using R.A.F.T strategy in teaching writing narrative text. The assumptions that must be fulfilled before using ANCOVA to calculate are normality data distribution and homogeneity. The results of the assumptions testing are explained as follows:

a. The Result of Normality Distribution

The normality test is intended to specify if the data distribution is normal or the contrary. In this study, to discover the output, it is assessed utilizing Kolmogorov-Smirnov and Shapiro-Wilk tests through SPSS 22 to assess the normality distribution. The table below specifies the results.

Tabel 6. Normality Distribution Tests

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental	.144	36	.055	.925	36	.018
Post-test Experimental	.116	36	.200*	.922	36	.015
Pre-test Control	.206	34	.001	.887	34	.002
Post-test Control	.096	34	.200*	.981	34	.811

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It is shown in table 6 that the significance level for the Kolmogorov- Smirnov of pre-test from experimental class is 0.055 (p>0.05), and for post-testis 0.200 (p>0.05). Concurrently, the significance level for pre-test from control class is 0.001 (p<0.05), and for post-test of control class is 0.200 (p>0.05). The level significance for the Saphiro-Wilk of pre-test within experimental class is 0.018 (p<0.05), and for the level significance for post-test within the experimental class is 0.015 (p<0.05). In contrast, the pre-test within control class (p<0.05) 0.002, and for post-test from control class is 0.811 (p>0.05). There are several data with significance levels (p<0.05) in Saphiro- Wilk Tabel, in accordance with the outputs in normality test.

This research uses the result of Saphiro-Wilk since the total number of sample is 70. As stated in Oktaviani and Notobroto (2014), the level consistency of Saphiro-Wilk is high for sample size 10-70, so that it is used in this research. It is deduced that the outputs are not normal, so it is required the use of non-parametric statistical test. In this study, the researchers apply the Mann Whitney test as a non-parametric statistical test since it comprises of the data which is not distributed normally and two different interconnected samples.

b. The Result of Homogeneity Test

Homogeneity refers to the consistency of variance between groups, intended at assessing the degree of homogeneity variance between groups. Subsequent the researchers' acquisition of normality test outcomes from both pretest and post-test results, the homogeneity test is administered. Levene's test is employed for calculating the variance of homogeneity between the two groups, when the result exceeds 0.05, the data variance between the groups is deemed homogeneous. Otherwise, when the homogeneity test result falls below 0.05, the data variance between the groups is considered non- homogeneous. Table 7 lists the outputs of the homogeneity.

Table 7. The Result of Homogeneity Test

Levene's Test of Equality of Error Variances[a]

Dependent Variable: PostTest

F	df1	df2	Sig.
.347	1	68	.558

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PreTest + Class

Determined by the results displays in Table 7, homogenous is found in the data variance across both groups. It is evident from the significance value is 0.558, and it is greater than 0.05. Therefore, the data are homogeneous.

5. Testing Hypotheses of Mann Whitney U

The normality and homogeneity tests have been completed; however, the data of the samples are not distributed normally. It implies that a parametric test (ANCOVA) cannot be utilized for the continuing computation. For that reason, a non-parametric test using Mann Whitney test is administered.

The employment of the Mann-Whitney test, as stated in Sugiyono (2017), is to discover the significance of the comparative hypothesis of two independent samples if

the data is ordinal. The difference between the two means was calculated by SPSS 22, by taking a significance value of 0.05. The subsequent hypothesis assessed is as follows:

Ho: There is no significant difference between students taught using t he R.A.F.T strategy and students taught using PLEASE strategy on their writing skill.

Ha: There is a significant difference between students taught using R.A.F.T strategy and students taught using PLEASE strategy on their writing skill.

In the Mann Whitney U test, when the significance value is above (<0.05) then Ho is rejected. Ho is accepted, when the significance value is below (> 0.05). Table 8 presents the result of Mann Whitney Test.

Table 8. The Results from The Mann Whitney Test

Test Statistics[a]

	Result
Mann-Whitney U	373.500
Wilcoxon W	968.500
Z	-2.804
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: Class

The result of Mann Whitney test is specified in Table 8. It is apparent Z of Mann-Whitney test is -2.804, with a significance value of 0.005. It specifies the significance value is below 0.05, it is inferred that Ho is rejected accordance with the decision-making criteria. Consequently, Ha is accepted. It suggests a notable difference in writing skills between students who are taught by R.A.F.T strategy and those who are taught with PLEASE strategy. R.A.F.T strategy is effective in teaching writing narrative text.

Discussion

This study intents to figure out the effectiveness of employing the R.A.F.T strategy in instructing the tenth-grade students at a senior high school in Plemahan in narrative text. Accordance with the study findings, it is denoted that employing R.A.F.T strategy positively impacts students' proficiency in writing narrative text.

This evidence is proven by the difference in average narrative writing scores between students taught by the R.A.F.T strategy which got higher average score than those taught by the PLEASE strategy. There was a difference in average scores between the pre-test and post-test for both classes. It is apparent that the average pre-test score for the experimental class was 70.43, and the control class was 68.69. Subsequent to obtaining the pre- test results, the researchers administered treatment to both the experimental and control classes. The R.A.F.T strategy was in the experimental class, whereas the PLEASE strategy was for the control class. The two classes displayed different mean outcomes. In the post-test, experimental class achieved an average value at 86.00; whereas, the control class obtained 82.18, which implies that the mean of the post- test from the experimental class surpasses the post-test mean from the control class.

The normality test of the data has been analyzed, prior to the data is reckoned by using ANCOVA and it is found that some data are not normal. It is proven by the result of

the Saphiro-Wilk level significance of the experimental class post-test stands at 0.015 ($p<0.05$), and the control class gets 0.811 ($p>0.05$). This indicated that the data was not normal. Levene's test as the second assumption to be analysed, denotes that the experimental and control classes are homogeneous, with Sig. ($0.558>0.05$). After that, test the interaction between the covariates (pre-test) and the independent variables (R.A.F.T strategy). Subsequently, the interaction between the covariates, that is pre-test, and the independent variables (R.A.F.T strategy) test. It is evident, the homogeneity regression test results assumption of p ($0.006<0.05$) which connotes that the result has significance or interaction between the covariate and the independent variable.

Due to the non-normal distribution of the data and the interaction between the covariate (pre-test) and the independent variable (R.A.F.T strategy) as connoted by the homogeneity regression analysis is significant, hypothesis testing is administered utilizing the Mann-Whitney U test. The Mann-Whitney test gets a Z at -2.804, with 0.005 for a significance value. The significance value is lower than 0.05. Determined by the decision-making criteria, Ho is rejected, as 0.005 is below 0.05. This specifies a significant difference in writing skills between students taught with the R.A.F.T strategy and those taught with the PLEASE strategy.

The utilization of the R.A.F.T strategy has demonstrated that students instructed with this strategy show advancement writing skills compared to those instructed with the PLEASE strategy. This finding is corroborated by a prior study conducted, by Umaemah, Latief and Irawati (2016), which sought to provide further elucidation on the results. Their research denoted an enhancement in students' writing proficiency subsequent the application of the R.A.F.T strategy. In their study, all students achieved a passing grade with a minimum score at 55, and 74.24% actively participated in the classroom process. The difference between this study and Umaemah, Latief, and Irawati's research lies in the research design employed. This study applied a quasi-experimental design with non-parametric data, while Umaemah, Latief, and Irawati research utilized Classroom action research (CAR) design.

This study is also in line with research on writing proficiency carried out by Nurhidayati, Friantary, Satrisno and Martina (2022). The outputs of that study denoted a notable enhancement in student learning outcomes subsequent R.A.F.T strategy employment. Specifically, the experimental class indicated a higher average post-test score at 78.61 contrast with control class at 67.02. The difference between this study and Nurhidayati, Friantary, Satrisno and Martina's study lies in the method of data analysis. In contrast to the current study, which could not employ ANCOVA due to non-normal data, alternately, the data analysis was calculated using Mann Whitney U test.

Furthermore, Intan (2023). She revealed students' writing abilities has a significant enhancement, with the average score increasing from 66.08 in cycle I to 74.24 in cycle II. Hence, the application of the R.A.F.T strategy specifies a significant enhancement in students' writing proficiency. Intan's study employed the Classroom Action Research methodology, and the participants was the eight- grade students, while this study employed quasi-experimental design to gather the data, and the participants is the tenth-grade students.

In accordance with the discussion above, the researchers summed up that R.A.F.T strategy is effective and offers a viable solution for educators to assist and to enhance students` skill in teaching writing narrative text. The reason why R.A.F.T is effectively used to teach writing skills in narrative texts is because R.A.F.T leads students more enthusiastic and motivated in writing projects. This is related to this strategy of allowing them to imagine freely the role they choose, and who will be their

audience, to creating a piece of writing. Furthermore, selecting the format and topic, they also become more focused on the topic they are going to write about, because the ideas they think about are more organized. The possible reason is also supported by (Buehl, 2017). This assertion is also evidenced by the mean value of experimental class pre-test is 70.41, and 68.70 for the control class, before treatment. Subsequent treatment, post-test value connotes an average at 86.00 for the experimental class, and 82.18 for the control class.

Conclusion

According to this research finding, it is concluded that applying R.A.F.T strategy for teaching narrative text writing proficiency to tenth grade students of a senior high school in Plemahan is effective. It is apparent, a disparity in mean value is found between the both classes. The students who get administered the R.A.F.T strategy obtain higher average score compared to those who are not instructed utilizing that strategy. As proven by the pre-test mean value 70.43 in experimental class, and the control class 68.69. Afterward, it is noted that the post-test average 86.00 in the experimental group is higher compared to the control group average 82.18. It is concluded that the experimental class value after treatment gets higher than before treatment, and better than control class. The Mann-Whitney test attained a Z of -2.804 with 0.005 as a significance value. Determined by the decision-making criteria, Sig. (0.005) is below 0.05, it leads to the rejection of Ho and Ha is accepted. In this study, it has significantly different results of students in the two classes. In accordance with the calculations, the experimental class students, who is taught by R.A.F.T strategy, have higher score than the students in control class that get administered with PLEASE strategy. The results indicate that R.A.F.T strategy is effectively applied in teaching narrative text writing for tenth grade students of a senior high school in Plemahan.

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