

**THESIS**

**THE EFFICACY OF RAFT IN IMPROVING WRITING  
SKILL OF THE EIGHTH GRADE STUDENTS OF  
SMPN 1 MENGWI IN ACADEMIC YEAR 2013/2014**



**NI MADE IDAYANTI**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MAHASARASWATI DENPASAR UNIVERSITY  
DENPASAR  
2014**

**THESIS**

**THE EFFICACY OF RAFT IN IMPROVING WRITING  
SKILL OF THE EIGHTH GRADE STUDENTS OF  
SMPN 1 MENGWI IN ACADEMIC YEAR 2013/2014**



**NI MADE IDAYANTI  
NPM. 10.8.03.51.31.2.5.3763**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MAHASARASWATI DENPASAR UNIVERSITY  
DENPASAR  
2014**


## APPROVAL SHEET

1

The proposal entitled “The Efficacy of RAFT in Improving Writing Skill of the Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2013/ 2014” has been approved and accepted as partial fulfillment for the *Sarjana Pendidikan* degree in English Department Faculty of Teacher Training and Education, Mahasaraswati Denpasar University.


Approved By

Advisor I



I. B. N. Mantra, S.Pd., S.H., M.Pd.  
NPK. 82 6410 347

Advisor II



Drs. I Nyoman Winata, M.Hum.  
NIP. 19550728 197903 107

APPROVAL SHEET

2

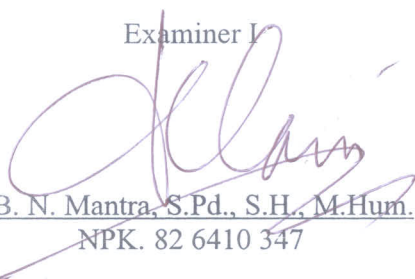
This thesis has been examined and assessed by the examiner committee of English Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in the oral examination on 19<sup>th</sup> August 2014.

Chief Examiner



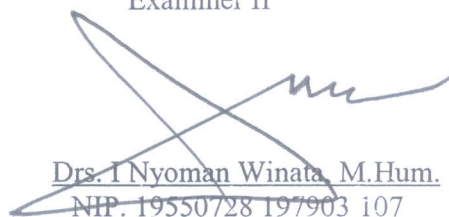
Drs. I Nengah Astawa, M.Hum.  
NIP. 19571113 198603 1 001

Examiner I



I. B. N. Mantra, S.Pd., S.H., M.Hum.  
NPK. 82 6410 347

Examiner II



Drs. I Nyoman Winata, M.Hum.  
NIP. 19550728 197903 107

Approved By

Dean of the Faculty of Teacher  
Training and Education



Prof. Dr. Wayan Maba  
NIP. 19581231 198303 1 032



Head of the English Education  
Study Program




I Komang Budiarta, S.Pd., M.Hum.  
NPK. 82 8208 306

## STATEMENT OF AUTHENTICITY

The researcher hereby declares that this thesis is her own writing, and it is true and correct that there is no other's work or statement, except the work or statement that is referred in the references. All cited works were quoted in accordance with the ethical code of academic writing.



Denpasar, 19<sup>th</sup> August 2014  
The Researcher,

  
Ni Made Idayanti  
NPM. 10.8.3.51. 31.2.5.3763

## STATEMENT OF AUTHENTICITY

The researcher hereby declares that this thesis is her own writing, and it is true and correct that there is no other's work or statement, except the work or statement that is referred in the references. All cited works were quoted in accordance with the ethical code of academic writing.

Denpasar, 19<sup>th</sup> August 2014  
The Researcher,

Ni Made Idayanti  
NPM. 10.8.3.51. 31.2.5.3763

## ACKNOWLEDGEMENT

By the grace of *Ida Sang Hyang Widhi Wasa* who has given her most generous motivation, the researcher can finish this thesis entitled “The Efficacy of RAFT in Improving Writing Skill of the Eighth Grade Students of SMPN 1 Mengwi in Academic Year 2013/2014”.

The researcher would like to express her deepest gratitude and appreciation to the rector of Mahasaraswati Denpasar University, the Dean, Vice Dean, the Head of English Education Study Program, all lecturers and staff of the Faculty of Teacher Training and Education Mahasaraswati Denpasar University for the valuable assistance and motivation in writing this thesis. In addition, the researcher also would like to thank to I.B.N. Mantra, S.Pd., S.H., M.Pd. as her first advisor and Drs. I Nyoman Winata, M.Hum.as her second advisor respectively, for their patience, kindness and correction in finishing this thesis.

The gratefulness further goes to the headmaster, the teacher, and students of SMPN 1 Mengwi for her permission to the researcher to conduct her research in that school. Finally, the researcher would like to dedicate this thesis to her family especially her father, I Nyoman Ganti; her mother, Ni Nyoman Artini; her older brother, I Wayan Darmawan and all his friends especially his classmates in Semester VIII<sup>E</sup> who had been always giving motivation and for those whose names are not mentioned here who always support the researcher during the writing of this thesis.

The researcher is fully aware of her weakness that this thesis is far from perfect; therefore, she would greatly appreciate all comments, criticisms and also meaningful and helpful suggestions.

Finally the researcher does hope that her writing will be useful particularly to the researcher herself and generally to the readers who are interested in this field of study and want to conduct similar research.

Denpasar, August 15<sup>th</sup> 2014

The Researcher

## ABSTRACT

**Idayanti, N., M. (2014). The Efficacy of RAFT in Improving Writing Skill of the Eighth Grade Students of SMPN 1 Mengwi In Academic Year 2013/2014. The First Advisor: I. B. N. Mantra, S.Pd., S.H., M.Pd. and the Second Advisor: Drs. I Nyoman Winata, M.Hum.**

Writing is one of language skills that have to be mastered. The result of the pre-test showed that most of the students in junior high school faced problems in constructing the paragraph in a good format, finding and organizing ideas developing as well as organizing ideas especially in forming of recount paragraph, how to write sentences (topic and supporting sentences) base on the generic structure of recount paragraph. The objective of the present study was to figure out whether or not the implementation of RAFT technique can improve writing skill especially in write a recount paragraph of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014. Therefore, to achieve the objective, the researcher conducted a classroom action research. The research was done in two cycles and each cycle consisted of two sessions. The research instruments were made in order to collect the data needed. Then, the data were analyzed by comparing the result of pre-test and post tests. As supporting data, a questionnaire was also administered in the end of the last cycle. Based on the result of the pre-test, post tests and questionnaire, it could be concluded that RAFT technique could improve reading comprehension of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014; in addition, the subjects also responded positively the implementation of RAFT technique.

Keywords: writing, recount paragraph, RAFT technique and SMPN 1 Mengwi



## TABLE OF CONTENTS

COVER.....	i
INSIDE COVER.....	ii
PRE-REQUISITE TITLE.....	iii
APPROVAL SHEET 1.....	iv
APPROVAL SHEET 2.....	v
STATEMENT OF AUTHENTICITY.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xi
LIST OF GRAPHS.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Problem.....	4
1.3 Objective of the Study.....	4
1.4 Limitation of the Study.....	4
1.5 Significance of the Study.....	4
1.6 Definition of Key Terms.....	5
CHAPTER II THEORITICAL AND EMPIRICAL REVIEW.....	7
2.1 Theoretical Review.....	7
2.1.1 The Conception of Writing.....	8
2.1.2 Recount Paragraph.....	10
2.1.3 The Importance of Writing.....	11
2.1.4 The Use of RAFT Technique in Teaching Writing.....	14
2.1.5 Assessment of Writing.....	16
2.2 Empirical Review.....	18
2.3 Hypotesis.....	20

CHAPTER III	RESEARCH METHOD .....	21
	3.1 Subject of the Study .....	21
	3.2 Research Design .....	21
	3.3 Research Procedure .....	23
	3.3.1 Initial Reflection .....	23
	3.3.2 Planning .....	23
	3.3.3 Action.....	24
	3.3.4 Observation .....	25
	3.3.5 Reflection .....	26
	3.4 Research Instrument .....	26
	3.5 Data Collection .....	28
	3.6 Data Analysis .....	29
	3.7 Success Indicator.....	30
CHAPTER IV	FINDING AND DISCUSSION .....	31
	4.1 Finding .....	31
	4.1.1 Pre-Cycle.....	34
	4.1.2 Cycle I.....	35
	4.1.3 Cycle II.....	37
	4.2 Discussion .....	39
CHAPTER V	CONCLUSION AND SUGGESTION .....	43
	5.1 Conclusion .....	43
	5.2 Suggestion.....	45
REFERENCES.....		47
APPENDICES		

## LIST OF TABLES

Table 4.1	Tabulation of Data Showing the Improvement of The Subject of The Study's Scores in Writing Recount Paragraph.....	31
Table 4.2	Tabulation of Data Showing the Subjects' Response in writing Recount Paragraph Through RAFT Technique .....	33
Table 4.3	The Mean Score and The Percentage of students Writing Skill Achieved the Minimum Learning Mastery.....	39

## LIST OF GRAPHS

Graph 4.1	Depicting the Subjects' Progressing Achievement in Writing Recount Paragraph Through RAFT Technique after the Implementation of RAFT Technique in Cycle I.....	40
Graph 4.2	Depicting the Subjects' Progressing Achievement in Writing Recount Paragraph Through RAFT Technique after the implementation of RAFT Technique in Cycle II .....	41
Graph 4.3	Depicting the Subjects' Progressing Achievement in Writing Recount Paragraph of Pre-Cycle, Cycle I and Cycle III .....	41

## LIST OF APPENDICES

Appendix 1 List of the Subjects .....	47
Appendix 2 Pre-test.....	49
Appendix 3 Lesson Plan Session 1 Cycle I .....	50
Appendix 4 Lesson Plan Session 2 Cycle I.....	56
Appendix 5 Lesson Plan Session 1 Cycle II .....	62
Appendix 6 Lesson Plan Session 2 Cycle II .....	68
Appendix 7 Post test Session 2 Cycle I.....	75
Appendix 8 Post test Session 2 Cycle II .....	76
Appendix 9 Questionnaire.....	77
Appendix 10 Surat Keterangan Penelitian .....	79
Appendix 11 Biography .....	80

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is one of language skills that have to be mastered. Writing is as important as listening, reading and speaking because through writing the students can express their feelings, ideas, and experiences in a certain place, time and situation in written form. Writing as a productive skill can help the students to transfer their mind or idea in a piece of paper. Writing as a process involves the pre writing, writing, revising and editing processes that writers go through to produce a piece of writing. And also writing is one of medium to communicate with other by written form. Weigle (2002:19) states that writing is an act that take place within context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. It means that writing must be seen in their social and cultural contexts.

Furthermore, Knap and Watkins (2005: 16) state that when teaching students to write in English, it is important for the teacher and the student to have a basic understanding of how English operates and functions as writing and the ways in which writing is substantially different from speech. Moreover, Kane (2000: 17) states that writing is a complex activity. We do these steps at once in writing, such as doing all our thinking, finishing a draft, and then completing a revision. However, writing is a skill that can be learned and practiced. It means that the key of writing mastery is work hard in learning and practicing the skill.

Every person can find some difficulties when they start or in the middle of writing something. Similarly, Taylor (2009:4) states that for most people writing is

an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Then, they do not know how to express their ideas through written form. Besides, writing also can be most frustrating task for students because it is complicated activity which they must make a good combination of ideas, vocabularies, sentences, structure, punctuations, spellings, and grammars and also make all of those in a good format.

Another reason writing is very difficult is that there are many kinds of paragraphs in English, such as narrative, descriptive, recount, comparative, procedure and so on. Each text has different characteristics and generic structures. Recount paragraph is one part of the writing skill. From the understanding above about writing, the researcher can conclude the writing is an essential skill in English for students to learn. Unfortunately, the writing skill of the eighth grade students of SMPN 1 Mengwi, especially in writing paragraph was very low.

The researcher found that most of students faced some difficulties in writing paragraph. The subject has writing problems in constructing the paragraph in a good format, finding and organizing ideas developing as well as organizing ideas especially in forming of recount paragraph. The subject feel confused how to form their recount paragraph, how to write sentences (topic and supporting sentences) based on the generic structure of recount paragraph. Subjects are also afraid to make mistakes when use the past tense in recount paragraph. The other problems that contribute the low achievement of students' writing ability are psychological factors like motivation, interest and attention; include the uninteresting technique usage in teaching writing. All of problems

make the students cannot achieved the standard criterion minimum which the standard is 76 point.

Therefore, the teacher must help the students to develop their ability in writing paragraph and finding the interesting technique of teaching writing to make the students interested in writing class. One technique of teaching writing that will be able to solve the problems faced by the students is called RAFT technique (Role, Audience, Format and Topic). RAFT is writing technique that is believed to be able to help students understand their role as a writer; communicate their ideas and missions effectively, so that the reader can easily understand the text. Additionally, RAFT helps the students to focus on the audiences they will address, the varied format of writing, and the topic they will write about. By using this technique, teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences. RAFT technique forces students to process information, rather than merely write out answer to questions. Students are most motivated to undertake the writing assignment because it addresses various learning styles.

Considering the importance of the statements and facts above, the researcher is very challenged, motivated and interested in conducting a study on developing the students' writing through RAFT technique of SMPN 1 Mengwi in academic year 2013/2014

## **1.2 Research Problem**

This study is conducted to improve the students' writing ability by using RAFT technique. The researcher formulates a research question as follow: can the



writing skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 be improved through RAFT Technique?

### **1.3 Objective of Study**

The most important point or the objective of this study is to find the answer of the research problem. In others words, this study purpose to know whether or not the writing skill of recount paragraph of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 can be improved through RAFT technique.

### **1.4 Limitation of the study**

The limitation of the present study is actually based on the problems discussed in the background. That is why the researcher limits this investigation on teaching writing recount paragraph by using generic structure and the study retell about personal events, factual incidents or imaginary incidents through RAFT technique of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014.

### **1.5 Significance of the study**

This study is conducted to improve the students' ability in writing recount paragraph by using RAFT technique, there are be beneficial for the teacher and students in teaching and learning process. The result of the present study is expected to give both theoretical and practical important as follows:

Theoretically, the findings of the present study are expected to contribute the substantial support to the existing similar research finding which has been

revealed the importance to make students involved to the study and also to understand the concept better, which is known as RAFT technique.

Practically, the findings of the present study are expected to give benefits both to the students and teacher. For the students expected to improve their skill in discover and developing their ideas in writing a recount paragraph through fun and interesting technique which is called RAFT technique. Furthermore, for the teacher is expected to give feedback and input to English teachers in teaching how to write a recount paragraph through fun and interesting technique to their students.

## **1.6 Definition of Key Terms**

The researcher needs to give some definition about the terms in the present study to avoid misunderstanding. There are three terms, which need to be operationally defined as follow:

### **1. Writing Skill**

Writing skill in this research is defined as the skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 in writing a recount paragraph which consists of orientation, events and re-orientation (optional), and the paragraph consists of 6 until 12 sentences which are written chronologically in a good order to be coherent and unified.

### **2. RAFT**

RAFT is defined as a teaching technique where the teacher used to improve the recount paragraph writing skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 in which the students are

given more chances to practice their writing ability creative way to demonstrate their understanding. In this study, RAFT consists of four serial sequences as follows: R=Role of the writer (character, famous person, inanimate object etc.), A=Audience (other character community members, parents, etc.) F=Format (letter, action plan, invitation, brochure, etc.), T=Topic (focus/subject of the product) and also a strong verb such as persuade, demand, plead, etc. might be provided with the topic to help the students express themselves.

### 3. SMPN 1 Mengwi

SMPN 1 Mengwi is the junior high school that used by the researcher for the research. The location of SMPN 1 Mengwi is Danau Batur Mengwi Street, Mengwi, Badung regency.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

A scientific research should be conducted on the basis of some relevant theoretical constructs and hoped to give practical significance and empirical evidences. There are five points that will be discussed by the researcher in the chapter II. That would include: (1) The conception of writing, (2) Recount paragraph, (3) The important of writing, (4) The use of RAFT technique in teaching writing, (5) Assessment of writing. Each of these headings will be discussed in these chapters which deal with “Theoretical Review”.

##### **2.1.1 The Conception of Writing**

Writing is one way to express ideas, feeling, and experience in certain time and situation through written form. Harmer (2004: 4) states writing is used for a wide variety of purposes it is produced in many different forms. Writing skill is the ability of the students in conveying their information, ideas written according to grammar, vocabulary because everyone has own way of thinking and it makes they has different perspective to express it. Pollard (2008:25) states that writing is a productive skill and, as such, the way we treat it in class has some similarities with the teaching and learning of speaking. On the other hand, Broughton et al. (2003:116) states that when we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. According to Marry (2005: 13) writing can have so many effects, there is potentially a wide range of personal and/or professional reasons for writing such as working out

what you think, clarifying your thinking or starting to think; having a ‘rant’, letting off steam, ‘unflattering’ your brain; telling others what you think; persuading others to take it on board. Furthermore, Bailey (2003: 1) states that the writing process guides students from the initial stage of understanding an essay title, through reading and note-making, to the organization of an essay and the final stage of proof-reading. Moreover, Oshima and Hogue (2006: 265) state writing is a process of creating, organizing, writing, and polishing. In the first step of the process, writers create ideas. In the second step, writers organize the ideas. In the third step, writers write a rough draft. In the final step, writers polish their rough draft by editing it and making revisions.

Moreover, Wallace (2004: 15) states that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. As a writer, we must consider some factors in writing. The first is purpose. When we want to write something, we should decide what the goal we expect to reach through his writing in which the goal may be to inform, to entertain, or to persuade the reader or audience. The other factor in writing is audience. It means whom our writer to will, in fact, often determine what personality and purpose our select. The audience is not physically present. Furthermore, Topic is very important to the writer. The writer needs to consider how that topic will affect how he writes. Topic should be clear and specific.

The key of mastery writing skill is hard work in learning and practicing this skill in order to get the good product in written form. Harmer (2001:257) states that in writing we should focus on product of what writing or the writing

process itself. When concentrating on the product, we are only interested in the aim of a task and in the end product. Besides, pay attention to the various stages that any piece of writing goes through. Furthermore, the quality of writing which is product through the process of writing can be maximized because the writer has more chances to improve his or her writing skill from one stage to the next stage.

In addition, Pollard (2008:51) describes that process writing focuses on the process of writing rather than on the final product. This involves teaching students about the stages involved in writing; i.e. the process. The aim is to help students see each stage as being important and to dedicate time to each of them. The teacher's role is to guide students through the stages one uses when writing. Stages are: brainstorming and noting down any ideas connected to the topic; deciding from the brainstormed list which ideas are the most relevant to the topic, task or title; deciding which order to put those ideas in. This can be done in the form of a plan or a mind map; and preparation of the first draft. The focus at this stage is organization of the piece of writing. this doesn't mean that grammar and accuracy are not important, it just means that they are not the focus at this stage; revision and editing of drafts, focusing initially on content, relevance and organization; then moving onto correcting grammar, punctuation, vocabulary and linkers; and the final stage is the production of a finished piece of work. Thus, the writing process is a thinking process during writing. We explore all our idea, thought and feeling, and then write it in written form.

Harsyaf et al. (2009:3) state that writing is transforming thoughts into language; it means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary).

Hyland (2003 :XV) adds that writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. Furthermore, writing is rigidly controlled through guided composition where learners are given short texts and asked to fill in gaps, complete, other exercises that focus students on achieving accuracy and avoiding errors. Writing has everything to do with listening, speaking and reading. It is an important form of communication, and good writers use different writing techniques to achieve their purpose for writing.

### **2.1.2 Recount Paragraph**

Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recounts can be personal, factual or imaginative. Knapp and Watkins (2005:232) state recounts are the simplest text type in this genre and formally, recounts are sequential texts that do little more than sequence a series of events. Students at this level will be competent in writing sequential texts, text types such as recounts. It will be to use their implicit knowledge of the formal characteristics of sequencing to undertake some basic formal and functional grammatical analysis. There are three generic structure of recount paragraph as follows: orientation, events, and re-orientation.

Orientation is setting the scene and giving the necessary background information such as who, when, where, what and why. Event is retelling the event in chronological order or logical sequence, usually in the past (there is no complication in recount). Re-orientation is including a personal comment or opinion and a closing statement (it's optional). Besides of the generic structure, recount paragraph is also has three different types, there are: personal recount,

factual recount, imaginative recount. Personal recount is retelling of an activity that the writer has experienced. This may simple be a letter or a diary. Factual recount is record the details of something that has happened. This can take the form of historical recount, a science experiment, a traffic report or spot report. Imaginative recount takes on an imaginary role and creates imaginary details but place them in a realistic context.

Moreover, Derewianka in Bruce (2008) gives considerable attention to the staging and structuring of ideas. For recount genre, she specifies a text organization of *orientation* and *events*. Orientation is explained as providing background information in relation to who, what and where for the subsequent events of a recount. The events section explains what actually happens; this is usually organized chronologically. She also specifies and claims that the linguistic features usually occur in the Recount genre.

### **2.1.3 The Importance of Writing**

As a productive skill, English writing has been a widely viewed and recognized as a challenging subject by many students. Students often take a view minutes to start putting their ideas into a written form. However, it is fact that most of the communication in the course of our life is printed words known as writing. More and more people communicate their ideas, thought or feelings, message, emotion, and still many affairs through writing. In addition, Wallace et al. (2004:15) state that writing is the final product of several separate acts that are hugely challenging to learn simultaneously.

Harmer (2004:31) argues that writing as one of four skills of English which always be part of a syllabus in the teaching of English. Besides, writing



encourages students to focus on accurate language use because they think as they write it may well provoke language development as they resolve problems which the writing puts into their minds. Moreover, writing is frequently useful as preparation for some other activity, in particular when students write sentences preamble to discuss activities. Once again, writing is used to help students perform a different kind of activity (in this case speaking and listening). The students need to be able to write to do these activities; however, the activities do not teach students to write. Hence, it can be concluded that the writing is very important for students because it is not only in the writing lessons the students have to write. However, it is also needed in every aspect of the study.

Graham and Perin (2007:9) state that most contexts of life (school, the workplace, and the community) call for some levels of writing skill, and each context makes overlapping, but not identical, demands. Proficient writers can adapt their writing flexibly to the context in which it takes place. In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter.

In supporting statement above, Fulwiler (2002:32) writes that writing helps us figure things out in at least two ways. On the one hand it makes our thoughts visible, allowing us to expand, contract, modify, or discard them. We can hold only so many thoughts in our heads at one time; when we talk out loud and have dialogues with friends, or with ourselves, we lose much of what we say

because it is not written down. More importantly, we cannot extend, expand, or develop our ideas fully because we cannot see them. When we can witness our thoughts, we can do something with them. On the other hand, the act of writing itself generates entirely new thoughts that we can then further manipulate. Writing one word, one sentence, or one paragraph still suggest other words, sentences, and paragraphs. Writing progresses as an act of discovery; no other thinking process helps us so completely develop a line of inquiry or a mode of thought. Scientists, artists, mathematicians, lawyers, and engineers all *think* with pen to paper, chalk to blackboard, and hands on terminal keys. Extended thought about complex matters is seldom possible, for most of us, any other way.

Moreover, Whitaker (2004:2) states that there are four benefits which students can get through teaching writing as follows: First, writing incorporates previous knowledge, integrating new information with background knowledge is fundamental for learning and writing about topic before reading the lesson summons prior knowledge, which is then easily incorporated with new information. Second, writing helps students become understand, good readers monitor their comprehension. They know when they understand and what to do when they do not. Writing helps students gain this awareness, in part by providing a means of measuring their own knowledge. Students cannot write clearly about something if they do not understand it. Third, writing encourages active involvement in learning, effective learning is not something we can do for our students; it requires initiative. Too often students remain passive, like empty vessels waiting for teachers to fill them with knowledge. When writing about observation or a reading assignment, students are drawn into the learning process

as participants. And the fourth is writing builds organization skill, writing helps students' see of information and hierarchies of ideas. As students build systems of organization, they make new information their own.

In the relation of this study, the researcher wants to find out the ability of the students in writing recount paragraph. Recount paragraph that will be taught to the students is recount paragraph that retell about personal events, factual incidents or imaginary incidents which includes orientation, event and re-orientation. To avoid misunderstanding of the reader, the researcher then considers the research on recount paragraph which has the generic structure namely orientation, event and re-orientation. This is important in order to let the students know how to retell something correctly.

#### **2.1.4 The Use of RAFT Technique in Teaching Writing**

RAFT is a writing technique that helps students to understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written. Additionally, RAFT helps students focus on the audience they will address, the varied formats for writing and the topic will be writing about. By using this technique, teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences. RAFT also can give the students a fresh way to think about approaching their writing.

Buehl (2009: 144) states RAFT activity involves a writing assignment with imagination, creativity and motivation. The strategy involves writing from a view point other than that of a student, to aim audience other than the teacher an aim in a form other than a standard assignment or written answer to questions. And he

gives an explanation how to using the RAFT technique. He states RAFT is an acronym for: (1) R: role of the writer (who are you as the writer), (2) A: audience for the writer (to whom are your writing), (3) F: format of the writing (what form will your writing assume) and (4) T: topic to be an addressed in the writing (what are you writing about). He argues that using this technique, involves the following steps:

1. Analyze the important idea or information that you want students to learn from a story, a text book passage or other classroom material. Consider how a writing assignment will help to consolidate this learning.
2. Brainstorm possible role students could assume in their writing. Decide who the audience will be for this communication and determine the format for the writing.
3. After the students complete the reading assignment, write RAFT on the white board and list the role, audience, format and topic for their writing. The teachers can assign all students the same role for their writing; can offer several different roles from which students can choose. Before students begin writing the RAFT, engage them in developing a deeper understanding of their roles. Some students will be confused and uncertain about how they should reactthe topic in their role. Place the students with the same role in a cooperative group and have them brainstorm critical elements of that role.
4. Make available sample authentic example for a specific RAFT project for students to consult as they plan their writing.

According to Overmeyer (2005: 28) states when composing a RAFT, the writer must keep each of the components in mind. He also argues that the best way to explain a RAFT is with example. For instance, imagine you are a Turkey (Role) writing to a farmer (audience) in the form of a letter (format) and you are begging the farmer to choose some other Turkey for the thanksgiving dinner (topic).

### **2.1.5 The Assessment of Writing**

Every English teacher needs to assess what they have already taught to their students, so that they will know the students achievement. There are some experts' opinions about assessing, especially in writing.

Winch et al. (2006:292) state that an assessment is a general term to describe any activities used to judge a student's performance. It involves data collection, analysis, and the recording of information about student's progress. A student's achievement is often measured against specific outcomes and indicators. The assessment is very important to measure the effectiveness of teaching learning process. It also can help the English teacher to decide to move on the next material or just simply repeat or teach again the materials have been given to the students.

In other opinion, Hyland (2003: 212) argues that scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. As a result, an understanding of assessment procedures is necessary to ensure that teaching is having the desired impact and that students are being judged fairly. Without the information gained from assessments, it would be difficult to identify the gap

between students' current and target performances and to help them progress. Thus, assessment provides data that can be used to measure student progress, identify problems, suggest instructional solutions, and evaluate course effectiveness. Assessment refers to the variety of ways used to collect information on a learner's language ability or achievement.

Furthermore, it is the most important that the teacher should be able to test the students in writing skill. Brown (2004:218) states the assessment of writing is no simple task. Assessing students writing ability, as usual needs to be clear about your objective or criterion. In assessing the students ability is not simple because it has the rule or rubric assessment that can be used to score the students in writing ability. The rubric is like writing sentences that are grammatically correct and logical development of a main idea.

In addition, Johnson and Johnson (2002:6) states that assessment is collecting information about the quality or quantity of a change in a student, group, teacher or administrator. Performance assessment is collecting information about demonstrations of achievement involving actually performing a task or set of tasks, such as conducting an experiment, giving a speech, and writing a story. After the intended outcomes of instruction are defined, the procedures used to determine whether they were achieved must be selected.

There are several ways in which the teacher can assess the students' paragraph writing especially in writing recount paragraph. According to Brown (2004:235), states that assessment of paragraph development takes on a number of different forms such as: Topic sentence writing, there is no cardinal rule that says every paragraph must have a topic sentence, but the stating of a topic through the

lead sentence (or a subsequent one) has remained as a tried-and true technique for teaching the concept of a paragraph. Topic development within a paragraph are intended to provide a reader with “cluster” of meaningful, connected thoughts or ideas, and other stages of assessment is development of an idea within a paragraph. And the last is development of main and supporting ideas across paragraphs. As writers string two or more paragraphs together in a longer text (and as we move up the continuum from responsive to extensive writing), the writer attempts to articulate a main idea with clearly stated supporting idea.

In this present study, the researcher focuses on assessing students’ ability in composing a good recount paragraph. The students are asked to make a recount paragraph based on the topic given and they have to submit their works, then the researcher analyzes it and gives the score for students’ works by using rubric which includes some components, such as: format, punctuation and mechanics, content, organization, grammar and sentence structure. The rubric is taken from Oshima and Hogue (2007:196).

## **2.2 Empirical Review**

The empirical review of previous researchers those are relevant with this study. In this part, researcher reviews two studies which had been conducted by other researchers as following:

The first study was done by Ariata had conducted the similar research entitled “Improving Recount Writing Skill Through RAFT Technique of the Eighth Grade Students of SMP Blahbatuh in Academic Year 2011/2012”. The most of students have problem in writing, in this research the researcher has problem in organization, structure, spelling, punctuation, diction, monitoring their

writing finding and organizing ideas developing as well as organizing ideas in forming of recount text. And also has problem how to form their recount text, how to write sentences (topic and supporting sentence) and set them in chronological order base on the generic structure of recount text and also the usage of simple past tense in recount text. These problems should be solved because writing was considered as one part of English skills which should be mastered by the students. One technique of teaching writing that could overcome the problem called RAFT technique. This technique gave enough opportunity for the students to express their ideas freely about the main topic given by the teacher. This technique also gave the students opportunity before write a recount text the teacher gave a role, audience, format and topic to the students.

There was another similar study which was conducted by Nugroho entitled "Improving Writing Skill through RAFT Technique of the Tenth Grade students of SMK Pariwisata Triatma Jaya Badung in Academic Year 2011/2013. The present classroom action study basically was triggered by the fact that the subjects under still faced problem and had weakness in writing text especially in process and the product of writing they had writing problem in organization, structure, spelling, punctuation, diction, monitoring their writing, finding and organizing ideas developing as well as organizing the ideas in forming of a text. They also got problems of how to begin their text, how to write sentence (topic sentence and some supporting sentences). These problems should be solved because writing was considered as one part of English skills which should be mastered by the students. One technique of teaching writing that could overcome the problem called RAFT technique. This technique gave enough opportunity for the students



to express their ideas freely about the main topic given by the teacher. This technique also gave the students opportunity before write a recount text the teacher gave a role, audience, format and topic to the students.

The advantages of both research by using RAFT technique was effective to solved the problems by used two cycles, the result of the study showed a significance improvement of the students' ability in writing recount paragraph and descriptive paragraph. It can be a mirror of thus present study will be as successful as those studies.

The weakness of both research by using RAFT technique in writing recount paragraph and descriptive paragraph, the students cannot cheat with the other friends because in writing the students must do it with their self and the students has different expression to express their ideas.

### **2.3 Hypothesis**

On attempting to give a tentative solution to the problem, the hypothesis will be stated as the follows the recount paragraph writing skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 can be improved by RAFT technique.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Subject of the study**

The subject of this present study will be done in the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014. The subject is Class VIII B which consists of 36 students 20 females and 16 males. The researcher chose VIII B class as the subject on this present study because their ability in writing recount paragraph is low, therefore immediate improvement is really needed.

#### **3.2 Research Design**

Classroom action research design (CAR) was used in this investigation. According to Kemmis and McTaggart in Cohen et al. (2000: 229), Action research is an approach to improving education by changing it and learning from the consequences of changes. Action research starts with *small cycles* of planning, acting, observing and reflecting which can help to define issues, ideas and assumptions more clearly so that those involved can define more *power questions* for themselves as their work progresses. Based on that concept, the researcher involved cycle in this study and cycle consisted of four session in which included planning, action, observation, and reflection.

This classroom action study is concerned with teaching writing recount paragraph by using two kinds of tests which is pre-test and post-test. Pre-test was being conducted before the researcher started the cycle. It was being done to find out the real problem faced by the students and prepared the appropriate solution to

solve the problem. It means that pre-test is intended to evaluate and assess the pre-existing writing recount paragraph ability where as post-test which is administered at the end of each session, is meant to reveal the expected increase in the students' writing ability after they have been taught writing recount paragraph through RAFT technique.

It is necessary to note that IR is a term normally used in a classroom action study. The IR is administered to the eighth grade students of SMPN 1 Mengwi, in order to measure the real pre-existing writing ability of the subjects. In this classroom study, to get the real fact from the students about the basic ability of their paragraph writing skill, the researcher administered the pre-test to them. Initial reflection (IR) is purposing to evaluate the existing knowledge of the subject about writing skill. The initial reflection is administered to the eighth grade students in order to measure the real pre-existing writing ability of the subject. The instrument was being make a recount paragraph that consist of 6 or 12 sentences based on the topic which was being given by the researcher to students.

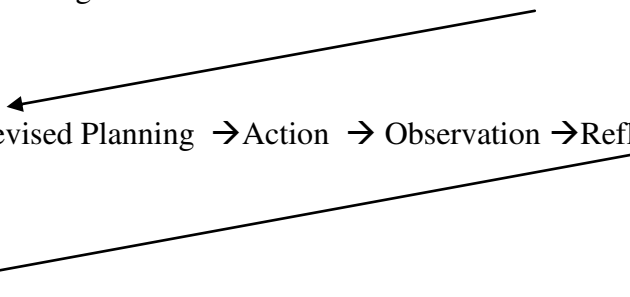
The research design in this described as follows:

Initial Reflection

Cycle I : Planning → Action → Observation → Reflection

Cycle II : Revised Planning → Action → Observation → Reflection

Next Cycle :



### **3.3 Research Procedure**

In this classroom action study, the teaching and learning processes are divided into some cycles where each cycle consists of two sessions. Each session consists of four interconnected activities, namely: planning (P), action (A), observation (O), and reflection (R). It is necessary to note that IR is a term normally used in a classroom action study, which refers to a pre-test in writing. This research design is suitable with the aim of the research in which can improving the students' ability in writing a recount paragraph through RAFT technique.

#### **3.3.1 Initial Reflection**

In this action study, to get the real fact from the students about the extent of their writing skill, the researcher will administrate the pre-test to them. Initial reflection is also the step to measure the ability of the students in writing skill. Pre-test will be given before the investigation is being conducted to find out the pre-existing of the students' ability in writing recount paragraph.

#### **3.3.2 Planning**

Planning refers to the activity of preparing all the material or instruments that be used and the steps which are needed in conducting the technique. In order to achieve the objective of the study, the researcher plans the instructional activities by doing the following:

1. Preparing the materials which could be appropriately used in teaching writing that could solve the problems faced by the eighth grade students of SMPN 1 Mengwi.
2. Designing or setting up the teaching lesson plans or teaching scenarios. The researcher designed four lesson plans in which one lesson plan for each session. In designing the lesson plans, the researcher had to relate it with the curriculum that is used in the school.
3. Preparing initial reflection (IR) to measure the extent of the students' progress in writing skill.
4. Constructing reflection or post-test in the end of session to reveal the expected increase in the students' writing achievement after they have been taught writing recount paragraph through RAFT technique.
5. Constructing questionnaires to the students which given in the end of the cycle.

### **3.3.3 Action**

Action refers to what the researcher will do in the class and how to manage the class based on the lesson plan. After planning was complete, the researcher then carries an action. In action, the researcher used RAFT technique when the researcher does teaching and learning process in the classroom. In conducting the action, the researcher must do it based on the lesson plan which have made before. The researcher do RAFT technique in teaching and learning process which consist of pre-activities, whilst activities and post-activities. Those are three main parts of action.

First is pre-activities, greeting and calling the roll briefly conducted in every meeting. The researcher who acted as the teacher activated the subject's mutual interest and attention by giving some stimulus in form of questioning and answering on coming topics to direct their attention to the main point that would be immediately discussed. However, in the pre-activity, the researcher focused the students' attention and feeling.

Then, is whilst-activity here the researcher carried out the process of writing recount paragraph through RAFT technique. First, the researcher explains about role of the writer: explain the meaning of recount paragraph, generic structure of the paragraph and also the example of recount paragraph. Second, explains the audience that address in writing recount paragraph. Third, explains formatting of paragraph leave one-inch margins on the left and right side of the page and indent the first sentence. Fourth, explains the topic that concerning in writing recount paragraph and asked the students to write a recount paragraph.

And the last is post-activity, in post activity was filled by reviewing the discussed topic through briefly conclusion to remind the subject's memory about what they have learned and the teacher ask the students if they had difficulties to write recount paragraph. Furthermore, in this activity the researcher administered reflection or post-test at the end of teaching recount paragraph.

### **3.3.4 Observation**

In observation, the researcher will observe the classroom situation during the action. This suggests that classroom observation is simultaneously carried out while teaching writing by using RAFT technique. In the light of this class action research, observation is intended to establish whether or not the teaching or

learning process being undertaken can improve and promote their achievement in writing skill. Furthermore, it will be also meant to see whether there are some positives changing behaviors, attitudes, and motivation on the side of the students in learning and practicing of the writing recount paragraph. The researcher makes questionnaires to measure the changing degrees of the subject learning behaviors, attitudes and motivation, after they are taught writing skill by using RAFT technique in the last cycle. The researcher constructs the questionnaires in the form of multiple choices. In order to avoid misunderstanding the questionnaires be written in Indonesian language.

### **3.3.5 Reflection**

Reflections are given to the subject under study on the basis of recount paragraph writing ability by RAFT technique. In reflection, the researcher analyzes the result of the observation and identifies the improvement on students' achievement after the action phase. Each reflection is administered during the post activities of the each cycle. Thus, the post activities consists of the test items based on the teaching material being discusses. The result of the reflections used as feedback and basis to plan and carry out the actions in cycle II in improve ways. The reflection will be given in the end of each session.

### **3.4 Research Instrument**

The selections and construction of appropriate valid and reliable research instruments are very essential step of a scientific investigation. These were used in accounting of the fact merely valid and reliable research instruments that be used to collect the valid and reliable required data for the study being conducted. There

were three kinds of instrument that used in this classroom action study such as: pre-test, post-test and questionnaire.

Pre-test was being conducted before the investigation carried out to find out the existing students' ability in recount paragraph writing before the technique carried out while the post-test administered at the end of the cycle to find out the students' improvement in each cycle after they are taught writing recount paragraph through RAFT technique. In the pre-test and post-test, the researcher gives the students written test in the form of paragraph construction task, the researcher asked the students to write a recount paragraph based on the topic given which consists of 6-12 sentences. The paragraph should consist of the generic structure of recount paragraph; orientation, events, and re-orientation. Then, the researcher collected the students' works and scores it by using the rubric which included some components, such as: format, punctuation and mechanics, content, organization, grammar and sentence structure. The rubric used was as follows:

**Table 3.1: SCORING RUBRIC: PARAGRAPH**

	<b>Max. Score</b>	<b>Actual Score</b>
<b>FORMAT – 5 POINTS</b>		
• There is a title	<b>1</b>	
• The title is centered	<b>1</b>	
• The first line is indented	<b>1</b>	
• The writing is tidy and clean	<b>2</b>	
<b>Total</b>	<b>5</b>	
<b>FUNCTUATION AND MECHANICS – 5 POINTS</b>		
• There is a period after every sentence	<b>1</b>	
• Capital letters are used correctly	<b>1</b>	



• The spelling is correct	<b>1</b>	
• Commas are used correctly	<b>2</b>	
<b>Total</b>	<b>5</b>	
<b>CONTENT – 20 POINTS</b>		
• The paragraph fits the assignment	<b>5</b>	
• The paragraph is interesting to read	<b>5</b>	
• The paragraph shows the writer’s original ideas	<b>10</b>	
<b>Total</b>	<b>20</b>	
<b>ORGANIZATION – 40 POINTS</b>		
• The paragraph begin with Identification	<b>10</b>	
• The paragraph contains several description	<b>25</b>	
• The paragraph ends with an appropriate conclusion	<b>5</b>	
<b>Total</b>	<b>40</b>	
<b>GRAMMAR &amp; SENTENCE STRUCTURE – 30 POINS</b>		
Estimate a grammar and sentence structure score	<b>30</b>	
<b>Grand Total</b>	<b>100</b>	

Questionnaire was given in the end of the last cycle. It serves as supporting data to compare the effectiveness of RAFT technique used in the teaching and learning process in teaching recount paragraph. In this case, the students were asked to answer ten multiple choices in which there four choices in each statement. There is no exact right or wrong answers in the questionnaire, all the answers were based on the students’ feeling or opinion about the effectiveness of the technique, in this present study about improving the students’ skill in writing recount paragraph through RAFT. The rating score of the questionnaire used 3-0 scale. The score 3 was considered for the answer A, the score 2 was considered for the answer B, the score 1 was considered for the answer C, and the score 0 was considered for the answer D. The scores gathered from administering questionnaire showed the subject changing attitude and motivation in learning recount paragraph writing.

### 3.5 Data Collection

To achieve the purpose of the study there were three kinds of instruments that used to gather the data of this classroom action study; they were pre-test, post-test and questionnaire. Thus, the data required to answer the research question were gathered through administering pre-test, post-test and questionnaire to the eighth grade students of SMPN 1 Mengwi. The pre-test was administered to the subject under study to obtain their pre-existing writing skill. In pre-test the subjects are asked to make a recount paragraph based on the topic to determine their ability in writing skill. The Post-test conducted at the end of the cycle to find out the result of the actions. Questionnaire was given at the end of the last cycle to know the effectiveness of RAFT technique used in the teaching and learning process in teaching recount paragraph, the students was asked to answer ten statements in the form of multiple choices based on their opinion. The data resulted from the questionnaire would also be analyzed descriptively as the following percentage of an item:

$$X = \frac{R}{N} \times 100\%$$

Where:

X = Score in percentage

R = score of total items chosen

N = total of the all items chosen

### 3.6 Data Analysis

The most important data required to answer the research question under study was collected through administering pre-test and post-test, supporting

additional data is gathered through administering questionnaire to the subject under study, the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014.

To give score the students writing the researcher adapted rubric which was proposed by Oshima and Hogue (2007; 90). Regarding to this rating scale, every students work will be scored in term of format, punctuation and mechanics, content, organization and grammar. Generally, the actual rubric is not accurate for the subject of the study so the researcher adapted and modified the rubric in order to be accurate for the students of SMPN 1 Mengwi.

The data were obtained through the test application which used as data on this study. The mean scores of the result of pre-test and post-test would be analyzed by using the formulas as follows:

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

Where:

M = the mean score of the students' achievement in writing

$\sum X$  = the sum of all scores

N = the number of subjects

The mean score of the pre-test and post-test would show the students' progress of the achievement of composing recount paragraph. Based on the standard used in the target school, the researcher would stop the research if the students had achieved the score 76 as the minimum criteria of the success.

### **3.7 Success Indicator**

The success indicator of present classroom action research is based on the analysis of the learning mastery achievement which is indicated by the minimum criterion of learning mastery as suggested by the SMPN Mengwi. The criterion of minimum mastery is 76. Therefore, this study is considered to be successful if 80% or more of the students under study achieve the score of 76 in writing skill.

## CHAPTER IV FINDINGS AND DISCUSSION

### 4.1 Findings

The objective of the present study was to figure out whether or not the writing skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 can be improved through the implementation of RAFT. The writing skill, which was improved, was focused on writing recount paragraph, which was a paragraph that used for retell about personal events, factual incidents or imaginary incidents. The data was obtained by administering two research instruments. There were test and questionnaire. Findings dealt with the result of data collected and what it represents. In any study, data becomes so important since it was the authentic evidence that make the study valid and reliable. In the present study, data was gathered by using two research instruments which were test, including pre-test and post-test, and questionnaire. Those two kinds of research instrument were used during the study started from the pre-cycle, cycle I, and cycle II. For the details of the data that gathered in the preliminary observation, Cycle I, and Cycle II could be seen in the table below:

**Table 4.1**  
**Tabulation of Data Showing the Improvement of**  
**The Subject of The Study's Scores in Writing Recount Paragraph**  
**In Pre-Cycle, Cycle I , and Cycle II**

No	Subject	Pre-cycle	Cycle I	Cycle II
1	Ni Kadek Ayu Arik Setyawati	60	84	92
2	Nym Arnawira Prayoga	64	75	83
3	I Gd. Agus Kusumajaya	70	73	81
4	I Putu Ananda Kusuma Wijaya	69	72	80
5	I G. A. A. Kartika Dewi	68	75	80
6	I Pt. Gd. Agus Adnyana Putra	65	74	82

7	I Komang Andre Trikayana	66	76	86
8	I Md. Ary Wahyudi P.	50	65	80
9	Ni Luh Ayu Gustina Dewi	61	74	86
10	Ayu Putu Sriantari	40	78	86
11	Made Bramantyo Yoga S.	50	65	79
12	Kd. Bagus Alit Mahardika	40	45	70
13	Ni Kadek Chandra Kartika	75	87	92
14	Komang Dody Darmawan	42	70	78
15	Ni Made Dimita Hary Sawitri	7	78	86
16	Ni Putu Dewi Evrilyani	40	75	81
17	I Wayan Dharmaputra W. P.	38	68	78
18	Ida Ayu Made Dwi Idayanti	77	85	89
19	I G. A. Eka Agustini	41	78	90
20	Ni Komang Nia Dwi Kartika	65	79	84
21	Made Panila Oktaviani	35	70	79
22	Rai Ayu Ratri Chandra P.	50	55	82
23	I Kadek Raditya Putra Surya	37	65	78
24	Ni Putu Sintya Artha Dewi	57	80	91
25	Ni Luh Putu Siska Ekayanti	50	60	76
26	I Made Suka Dharma Adnyana	60	68	82
27	I Made Surya Gunawan	70	78	79
28	Ni Putu Sukma Sri Cahyani	78	80	82
29	Putu Sherly Ariani	58	72	81
30	Ni Putu Tasya Oktaviani	30	70	80
31	A. A. Vera Anggayani	55	58	76
32	Ni Made Winda Arisanti	68	75	89
33	Kadek Wulan Dwi Lestari	52	60	76
34	I Made Yoga Pradnyana	58	62	77
35	I Made Yogi Tipta	58	61	68
36	Gede Aditya kardiayasa	42	65	79
Total		2014	2555	3016
Percentage of Students Achieved the Minimum Criterion of Learning Mastery		5.5%	30.5%	94.5%

Questionnaire was administrated in the end of the last cycle. The detail of the subject responses towards the implementation of RAFT technique in improving writing skill of the eighth grade students of SMPN 1 Mengwi could be seen in the table below:

**Table 4.2**  
**Tabulation of Data Showing the Subjects' Response in Writing Recount**  
**Paragraph Through RAFT Technique**

Subjects	A (3)	B (2)	C (1)	D (0)
1	18	8	0	0
2	15	6	2	0
3	12	10	1	0
4	9	10	2	0
5	6	16	0	0
6	3	18	0	0
7	15	4	2	0
8	18	8	0	0
9	9	14	0	0
10	9	14	0	0
11	15	8	1	0
12	6	14	1	0
13	15	10	0	0
14	12	8	2	0
15	21	4	1	0
16	21	6	0	0
17	3	12	3	0
18	6	16	0	0
19	9	14	0	0
20	6	12	2	0
21	12	10	1	0
22	6	10	3	0
23	15	10	0	0
24	9	10	1	0
25	15	4	3	0
26	18	4	2	0
27	12	12	0	0
28	15	6	1	0
29	9	12	1	0
30	12	12	0	0
31	12	12	0	0
32	9	14	0	0
33	6	14	1	0
34	12	10	1	0
35	15	8	1	0
36	15	6	2	0
Total	441	366	33	0
Total A + B + C + D = 840				

### 4.1.1 Pre-Cycle

Before the cycles were being conducted, the pre-test was administered to determine the pre-existing ability of the students in constructing a recount paragraph. In the pre-test, the students were asked to choose one of the topics given and write a recount paragraph which consisted of 6 – 12 sentences. The students had 15-20 minutes to write a recount paragraph based on the topic they had chosen before. The recount paragraph of the students scored based on the rubric used that consisted of five elements such as format, punctuation and mechanics, content, organization, and grammar and sentence structure.

From the data which was presented in table 4.1 above, the data of the pre-test showed that only two students could reach the minimum standard of passing grade for eight grade students of SMPN 1 Mengwi that was 76. The result in the table 4.1 showed that 5.5% of the students could reach the minimum standard of passing grade. The students' ability in writing a recount paragraph was low and need to be improved. In addition, for the mean score of the pre-test can be analyzed as follow:

$$M = \frac{\sum x}{N} = \frac{201}{36} = 55.94$$

The mean score of the pre-test above showed that students' writing ability, especially in writing a recount paragraph was still low.

### 4.1.2 Cycle I



Cycle I was conducted based on the result of the pre-test. In cycle I, there are four steps which were done namely planning, action, observation, and reflection. In planning, the researcher prepared the topic of recount paragraph that would be written by the subject of the study, designed the lesson plan, and constructed post-test. In action and observation, RAFT technique was used in the teaching learning process in the classroom. The researcher did the teaching learning activities based on the lesson plan which had been designed. At last, in the reflection of session I, the researcher gave the students exercises that related to recount paragraph and administered the post-test in the reflection of session II. These steps were done in two sessions where the time of each session was 80 minutes.

There was one instrument which administered in this cycle, it was the post-test. Post-test was administered to determine the students' ability in constructing a recount paragraph after the RAFT technique was implemented. In post-test, the students were asked to write a recount paragraph which consisted of 6 –12 sentences based on the topic given. The students had 20 minutes to write a recount paragraph based on the topic given.

From the data that showed in table 4.1 above, the data of the post-test cycle I showed that only eleven students could reach the minimum standard of passing grade for eighth grade students of SMPN 1 Mengwi that was 76. The result in the table 4.1 showed that 30.5% of the students could reach the minimum standard of passing grade. However, there was improvement in students' recount paragraph writing from the pre-test. The improvement can be seen by calculating the mean score of post-test cycle I as follow:

$$M = \frac{\sum x}{N} = \frac{255}{36} = 70.97$$

It showed that the mean score of the post-test which conducted in cycle I was 70.97. In addition, the mean scores of students' recount paragraph writing.

#### 4.2.3 Cycle II

Cycle II was conducted based on the result of the post-test in cycle I. In cycle II, there are four steps which were done same with the steps in cycle I. In planning, the researcher prepared the topic of recount paragraph which would be written by the subject of the study, designed the lesson plans, constructed post-test and questionnaire. In action and observation, RAFT technique was used in teaching learning process in different way like before in the cycle I. In addition, the researcher did the teaching and learning activities based on the lesson plan which had been designed. At last, in reflection, the researcher administered the post-test in the last session of cycle II. These steps were done in two sessions where the time of each session was 80 minutes.

Post-test was also administered in this cycle which was used to determine the students' ability in constructing a recount paragraph after the RAFT technique was implemented in teaching learning process. In post-test, the students were asked to write a recount paragraph which consisted of 6 – 12 sentences based on the topic given. The students had 20 minutes to write a recount paragraph based on the topic given.

From the data which presented in table 4.1 above, the data of the post-test cycle II showed that, there were only two students who could not reach the minimum standard of passing grade for eighth grade students of SMPN 1 Mengwi that was 76. However, there was improvement in their recount paragraph writing. In addition, the result in the table 4.1 showed that 94.5% of the students could reach the minimum standard of passing grade. Thus, it proved that there was a significant improvement of students' recount paragraph writing. The improvement can be seen by calculating the mean score of post-test cycle II as follow:

$$M = \frac{\sum x}{N} = \frac{301}{36} = 83.77$$

It showed that the mean score of the post-test in cycle II was 83.77. That means there was a significant improvement ability of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 in writing recount paragraph after they were given the treatment.

The questionnaire was also administered to know the students' response toward the implementation of RAFT technique in the teaching learning process. The questionnaire which was administered consisted of ten questions in *bahasa* and each option in each number had different score such as the score of option A = 3, option B = 2, option C = 1, and option D = 0. Therefore, each answer which was chosen by the students was multiplied by its rating scale.

The data which is presented in table 4.2 above showed the students' total score of option A, B, C, and D in the questionnaire. For the computation of the comparative percentages for the options' score of the questionnaire which shows the subjects' total answer for option A, B, C, and D are shown as following:

$$1. \text{ The total percentage of option A} = \frac{441}{840} \times 100\% = 52.5\%$$

$$2. \text{ The total percentage of option B} = \frac{366}{840} \times 100\% = 43.57\%$$

$$3. \text{ The total percentage of option C} = \frac{33}{840} \times 100\% = 3.92\%$$

$$4. \text{ The total percentage of option D} = \frac{0}{840} \times 100\% = 0\%$$

The result of the questionnaire above shows that comparative percentages of 52.5% for option A, 43.57% for option B, 3.92% for option C, and 0% for option D. This finding showed that 52.5% of the students absolutely liked and accepted the technique, 43.57% of the students liked or agreed with the technique, and 3.92% of the students were not sure with the technique. These findings undoubtedly supported the major findings of this study. It was also clearly showed that the response of the subject in writing recount paragraph through RAFT technique was really positive. Thus, the implementation of RAFT technique to the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 was effective in improving students' writing skill.

## **4.2 Discussion**

From the analysis of the data, the statement of research problem of this study could be clearly answered. According to the findings in the pre-cycle, cycle

I, and cycle II, the objective of this study that was to figure out whether or not the writing skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 can be improved by the implementation of RAFT technique could be achieved. Therefore, it had shown that the students' writing skill was able to be improved through RAFT technique.

The success of RAFT technique in improving students' writing skill was indicated from the result of the students' post-test which conducted in the end of each cycle. The mean score and the minimum learning mastery criterion achieved of the students' finding were presented as follow:

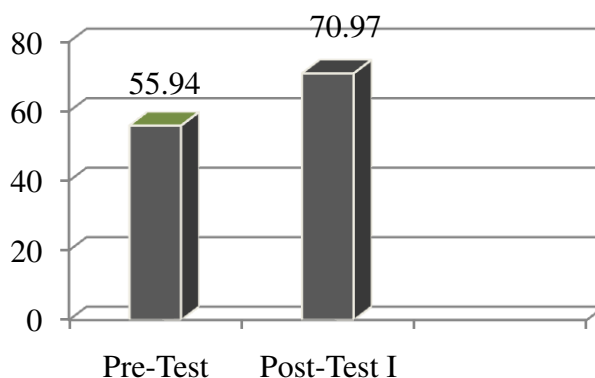
**Table 4.3**  
**The Mean Score and The Percentage of Students' Achieved The Minimum Criterion of Learning Mastery in Writing Skill**

Types of Test	Mean Score	Percentage of Students Achieved the Minimum Criterion of Learning Mastery
Pre-Cycle	55.94	5.5%
Cycle I	70.97	30.5%
Cycle II	83.77	94.5%

The table above showed that in the pre-cycle, the students' mean score was 55.94 which meant that the students' writing skill, especially in writing recount paragraph was still low. This finding was also supported by the percentage of the students achieved the minimum criterion of learning mastery was 5.5%. After the researcher implemented RAFT technique in the teaching learning process in the first cycle, the mean score of the students in writing recount paragraph could be improved to 70.97. This finding was also supported by the percentage of the

students achieved the minimum criterion of learning mastery was 30.5%. In the second cycle, the students' mean score was showing progress up to 83.77. This finding was also supported by the percentage of the students achieved the minimum criterion learning mastery was 94.5%. By looking at the achievement which was made by the students, it could be said that the implementation of RAFT technique could improve the students' writing skill, especially in writing recount paragraph.

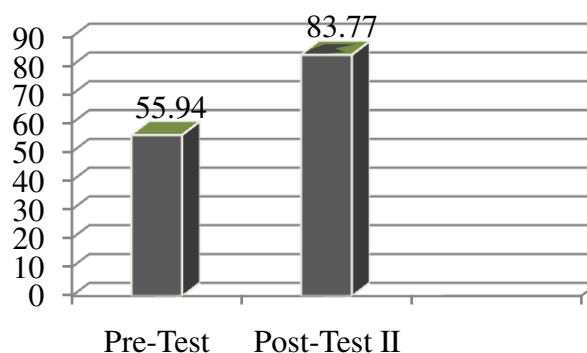
To make it clear, the main finding of the present classroom action study which was the students' mean scores in writing recount paragraph that had increased comparatively will be clearly described in the mean figures of the pre-cycle score and the post-test score obtained by the subjects of the study for cycle I and cycle II can be graphically presented as the follow:



Graph 4.1 Depicting the Subjects' Progressing Achievement in Writing Recount Paragraph through RAFT Technique after the implementation of RAFT Technique in Cycle I

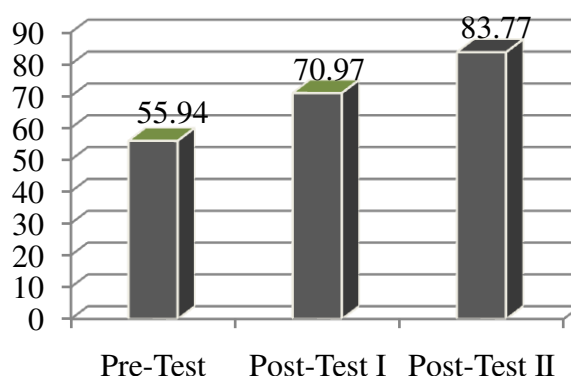
The graphic above indicate that the result of post-test in the first cycle showed the increasing mean score from 55.94. became 70.97. It means that the mean score of the students in the post test which conducted in cycle I was higher

than the mean score of the pre-test which conducted in the preliminary observation as a part of the initial reflection, before the treatment was given. Thus, it showed the obvious improvement of the eighth grade students' writing skill in writing recount paragraph after RAFT technique was applied in the teaching learning process.



Graph 4.2 Depicting the Subjects' Progressing Achievement in Writing Recount Paragraph through RAFT Technique after the implementation of RAFT Technique in Cycle II

The graphic above indicate that the result of post-test in the second cycle showed the increasing mean score of 83.77. Comparing with the mean score of pre-test which was 55.94, the mean score of the post-test II which conducted in the cycle II was much higher. Thus, it showed the convince improvement of students' writing skill in writing a recount paragraph after RAFT technique was implemented in the teaching learning process.



Graph 4.3 Depicting the Subjects' Progressing Achievement in Writing Recount Paragraph of Pre-Cycle, Cycle I and Cycle II

The graphic above clearly explains that the students' mean score of pre test was 55.94, post-test in cycle I was 70.97, and in cycle II was 83.77. There was significant difference of 15.03 between the mean score of pre-test and post-test I. Besides, there was also significant difference of 12.8 between the mean score of post-test I and II. Therefore, it could be said RAFT technique could improve writing skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014.

Besides the tests, the result of questionnaire showed the students' response of the implementation of RAFT technique in the teaching learning process. The comparative figures of the total response of the questionnaire for items A, B, C, and D were 52.5%, 43.57%, 3.92%, and 0% respectively. This figure proved that the subjects' response were positive quite to the implementation of RAFT technique. Therefore, it indicated that RAFT technique was an effective technique in improving students' writing skill especially in recount paragraph writing.



The findings of the present classroom action study were in line with the existing research findings which had revealed the implementation of RAFT technique could improve students' writing skill, especially in writing recount paragraph. The finding of the present classroom action study could not be generalized to all of the eighth grade students of different classes belonging to the case SMPN 1 Mengwi because the results of classroom action research were practically valid for the group of students under study. Based on the findings, it can be stated that RAFT technique could improve the writing skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The discussion of the present study in all above chapters which dealt with improving recount paragraph writing skill through RAFT technique to the eighth grade students of SMPN 1 Mengwi could finally be concluded in this chapter. In addition, some practical suggestions in reference to the significance of the established findings are also recommended.

#### **5.1 Conclusion**

It had been stated in chapter I that the objective of conducting this research was to improve recount paragraph writing skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014 especially in class VIII<sup>b</sup>, and for this study, the researcher applied CAR (Classroom Action Research). In this classroom action research, the researcher acted as the teacher in teaching the students in the class by using RAFT technique.

There were two cycles conducted by the researcher in this study, in each cycle consisted of two sessions and the end of each cycle there was a post-test administered to the students. The purpose of giving the post-test was to know the result of the treatment that conducted in each cycle.

In this study, there were two kinds of data collected by the researcher, quantitative data and qualitative data. Quantitative data were collected through administering pre-test and post-test to the students in the end of cycle I and cycle II, whereas the qualitative data was gathered through administering the questionnaire at the end of cycle II. All of the data which were gotten in this study were clearly discussed in chapter IV.

Based on the clear discussion in chapter IV, the researcher concluded that RAFT technique could improve recount paragraph writing skill of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014. This was revealed by the significant improvement of the mean scores the students got, both in cycle I and cycle II, compared to the mean score of the pre-test. It meant that RAFT technique was effective to be used as a teaching technique to improve the students' writing skill especially in writing recount paragraph.

Before giving the treatment, the researcher gave the students a pre-test. The result of the pre-test in writing skill, especially in writing recount paragraph administered to the eighth grade students of SMPN 1 Mengwi pointed out the mean of 55.94. This mean figure clearly indicated the low ability of the eighth students of SMPN 1 Mengwi in writing recount paragraph.

There were two cycles used in this study and each cycle consisted of two sessions. The results of the data analysis for cycle I and cycle II showed the mean figures of 70.97 and 83.77 respectively. By calculating the summary of the mean score of each cycle could be found the result of the grand mean score of cycle I and cycle II. These findings clearly showed that the mean score of the pre test which done in the initial reflection was much lower than both, the grand mean of cycle I and the grand mean of cycle II. This finding supported by the percentage of the students achieved the minimum criterion learning mastery in pre-cycle 5.5%, in cycle I 30.5% and in cycle II 94.5%. Clearly, the findings of the present classroom action study convincingly revealed that improving recount paragraph writing skill through RAFT technique could effectively improve the low writing skill in recount paragraph of the eighth grade students of SMPN 1 Mengwi in academic year 2013/2014.

The data requires for the present action study were also collected by giving questionnaire to the subjects of the study. The result of the questionnaire showed the comparative percentages of 52.5%, 43.57%, 3.92% and 0%. in respectively total items of the questionnaire indicating A, B, C, and D. This findings suggested that most of the eighth grade students of SMPN 1 Mengwi showed positive attitude, high learning motivation as well as active participation in learning recount paragraph writing skill through RAFT.

The findings of the present classroom action study could not be extended and generalized to other students even though the fact that an action class study mainly undertaken for helping particular students who had problems in learning recount paragraph writing. Therefore, the findings of the present action study were predominantly valid and reliable for the eighth grade students of SMPN 1 Mengwi. The English teachers can use the findings of the present classroom action study as a guidance to devise their teaching technique.

## **5.2 Suggestion**

Based on the findings of the present study, the researcher would like to suggest the English teachers, the eighth grade students of SMPN 1 Mengwi, the institution, and other researchers as follows

For the the English teachers of class VIII<sup>b</sup> of SMPN 1 Mengwi in general were suggested to be more active, creative, and innovative in teaching paragraph writing and also in other language skills. They should immediately start collecting and preparing some different kinds of teaching materials, in this writing case, various types of questions about recount paragraph to meet their instructional lessons. Therefore, the students will have the experience of learning various kinds

of questions and answers for their general knowledge as well for their writing recount paragraph. The English teachers of SMPN 1 Mengwi were also recommended to help their students in collecting different kinds of questions and answers from different available sources or references.

For the students of the eighth grade students of SMPN 1 Mengwi are also suggested to keep on motivating and improve their writing recount paragraph more intensively. They can for instance be given more assignments or homework in the form of different kinds of questioning technique. In this way, the students would be able to develop and improve their writing recount paragraph more quickly. All the students' assignments should be corrected and scored hence, the students will build up their motivation to do more assignments given by teacher. Moreover, the eighth grade students of SMPN 1 Mengwi were suggested to self motivate themselves to learn writing recount more seriously not only in the classroom but outside the classroom as well.

For Institution, the school management especially to the headmaster of SMPN 1 Mengwi is also suggested to improve the teaching facility and language laboratory. It is suggested that the institution can use this thesis as a contribution in term of teaching media in teaching writing for the eighth grade students of SMPN 1 Mengwi, contribution to enrich existed syllabus and also to increase the number of catalogues in the library. For other researchers who are going to conduct an action based research are suggested to apply RAFT technique to solve writing paragraph problems faced by students or problems related to features of grammar or even the coherence.

## REFERENCES

- Bailey, S. (2003). *Academic Writing: A Practical Guide for Students*. London and New York: Routledge Falmer and Francis Group.
- Brown, H.D. (2004). *Language Assessment : principles and classroom practices*. New York: Longman.
- Buehl, D. (2009). *Classroom Strategies for Interactive Learning*. Chicago: The international Reading Association, Inc
- Fulwiler, T. (2002). *College Writing*. America: Boynton/Cook Publishers.
- Graham, S. and Perin, D. (2007). *Writing Next*. New York: Carnegie Corporation.
- Harmer, J. (2004). *How to Teach Writing*: Pearson Education.
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman.
- Harsyaf, Hj. Nurmaini M.Y, Zakhwan Izmi. 2009. Teaching Writing. Jakarta: the Minister National of Education Decree.
- Hyland, K. (2003). *Second Language Writing*. United States of America: Cambridge University Press.
- Johnson, D.W., & Johnson, R.T. (2002). *Meaningful Assessment: Manageable and Cooperative Process*. Boston: A Pearson Education Company.
- Kane, T.S. (2000). *Essential Guide to Writing*. New York: Oxford University Press.
- Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar*. Australia: University of New South Wales Press.
- Nugroho, D., P. (2012). Improving Writing Skill Through RAFT Technique of the Tenth Grade Students of SMK Triatma Jaya Badung in Academic Year 2011/2012. Denpasar: Mahasaraswati Denpasar University. Unpublished Thesis.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing (3<sup>rd</sup> ed.)*. New York: Pearson Longman.
- Overmeyer, M. (2005). *When writing Workshop Isn't Working*. United States of America: Stenhous Publisher.
- Pollard, L. (2008). *Guide to Teaching English*. London: Oxford University Press.

- Taylor, G. (2009). *A Student's Writing Guide*. United States of America: Cambridge University Press.
- Wallace, T., Stariba, W. E., & Walberg, H. J. (2004). *Teaching Speaking, Listening and Writing*. Perth: Curtin University of Technology.
- Ariata, (2012). Improving Recount Writing Skill Through RAFT Technique of the Eighth Grade Students of SMP Blahbatuh in Academic Year 2011/2012. Denpasar: Mahasaraswati Denpasar University. Unpublished Thesis.
- Weigle, S.C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Whitaker, C. (2004). *Best Practice in Teaching Writing*. Heinemann: Pearson Education.
- Winch, G., Johnston, R.R., March, P., Ljungdahl, L., & Holliday, M. (2006). *Literacy: Reading, Writing and Children's Literature (3<sup>rd</sup> ed.)*. Oxford University Press.
- Zemach, D. E., & Rumizek, A. L. (2003). *Academic Writing from Essay to Paragraph*. Macmillan Publishers.

# APPENDICES



**APPENDIX 1****List Of Students****Class VIII B SMPN 1 Mengwi in Academic Year 2013/2014**

<b>No.</b>	<b>Name</b>
1	Ni Kadek Ayu Arik Setyawati
2	Nym Arnawira Prayoga
3	I Gd. Agus Kusumajaya
4	I Putu Ananda Kusuma Wijaya
5	I G. A. A. Kartika Dewi
6	I Pt. Gd. Agus Adnyana Putra
7	I Komang Andre Trikayana
8	I Md. Ary Wahyudi P.
9	Ni Luh Ayu Gustina Dewi
10	Ayu Putu Srientari
11	Made Bramantyo Yoga S.
12	Kd. Bagus Alit Mahardika
15	Ni Kadek Chandra Kartika
16	Komang Dody Darmawan Satwika
17	Ni Made Dimita Hary Sawitri
18	Ni Putu Dewi Evrilyani
19	I Wayan Dharmaputra W. P.
20	Ida Ayu Made Dwi Idayanti
21	I G. A. Eka Agustini
22	Ni Komang Nia Dwi Kartika
23	Made Panila Oktaviani
24	Rai Ayu Ratri Chandra P.
25	I Kadek Raditya Putra Surya
26	Ni Putu Sintya Artha Dewi
27	Ni Luh Putu Siska Ekayanti
28	I Made Suka Dharma Adnyana
29	I Made Surya Gunawan
30	Ni Putu Sukma Sri Cahyani
31	Putu Sherly Ariani
32	Ni Putu Tasya Oktaviani

33	A. A. Vera Anggayani
34	Ni Made Winda Arisanti
35	Kadek Wulan Dwi Lestari
37	I Made Yoga Pradnyana
38	I Made Yogi Tipta
39	Gede Aditya kardiyasa



**APPENDIX 3****LESSON PLAN  
Cycle I (Session I)**

<b>Subject</b>	: English
<b>Class/ Semester</b>	: VIII/ II
<b>Skill</b>	: Writing
<b>Kind of Paragraph</b>	: Recount paragraph
<b>Time Allotment</b>	: 2x40 Minutes

**Standard Competence:**

12. Expressing meaning in functional written text and simple short essays in the form of recount and narrative to interact within the surroundings.

**Basic Competence:**

12.2 Expressing meaning and rhetorical steps in simple short essay by using various written form actually, accurately, smoothly and acceptable to interact within the surroundings in the form of recount and narrative text.

**Indicators :**

1. Identifying the generic structure of recount paragraph
2. Writing a recount paragraph which consists of orientation, events, re-orientation

**A. Learning Objective:**

After studying the material given in the end of the lesson, the students are able to:

1. Identify the generic structure of recount paragraph.
2. Write a recount paragraph which consists of orientation, events, re-orientation based on the topic given by the teacher.

**B. Learning Materials:**

Recount text is a text which retells past event or experience for the purpose of informing or entertaining. This could include personal events, factual incidents or imaginary incident.

#### Generic Structure of Recount Text:

- Orientation  
Orientation is setting the scene and giving the necessary background information such as who, when, where, what and why.
- Events  
Event is retelling the event in chronological order or logical sequence, usually in the past (there is no complication in recount)
- Re-orientation  
Re-orientation is including a personal comment or opinion and a closing statement.

#### Language Feature:

- Introducing personal participants; I, my group, ect.
- Using chronological connection; then, first, ect.
- Using Simple Past Tense:  
Telling Past Events  
(+) S + V2  
(-) S + did not + V1  
  
Telling Past Conditions  
(+) S + was/were + noun/adjective  
(-) S + was/were not + noun/adjective

#### The example of Recount Text

##### Go to the Zoo Park

On Sunday, July 19 2013 I went to the Zoo Park. It is located at Singapadu village, Gianyar regency, I went there together with my family. I

arrived there at 09.00 a clock in the morning. The first, I looked animal in Zoo Park I saw there are many animals there likes, tiger, elephant, snake, monkey, birds, lion, giraffe, and still many more. They are look so amazing but they make me afraid because most of them were wild animals.

One of wild animals is tiger. Tiger live in the jungle, it eat meat, it has four legs, and it has tall tail. Tiger is look like a cat; however, it bigger than cat. I was spending my time at Zoo Park when I have holiday. I feel very fun and I like go to Zoo Park.

**C. Teaching Media** : Recount Text

**D. Teaching Method** : RAFT (Role, Audience, Format, Topic)

**E. Teaching and Learning Activity**

Teaching Steps	Teacher	Student	Time Allocation
<b>Pre Activities</b>	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the attendance list.</li> <li>3. Asking the students some questions related with the material.</li> <li>4. Telling the objective of the study.</li> </ol>	<ul style="list-style-type: none"> <li>• Responding the teacher</li> <li>• Responding, by saying present.</li> <li>• Answering the question based on the prior knowledge</li> <li>• Listening the teacher.</li> </ul>	10 minutes
<b>Whilst Activities</b>	<ol style="list-style-type: none"> <li>1. The students to pay attention to the teacher.</li> <li>2. Explaining about recount paragraph</li> </ol>	<ul style="list-style-type: none"> <li>• Paying attention</li> <li>• Listening and understanding about recount paragraph</li> </ul>	

	<p>3. Presenting the students an example of recount paragraph entitled “Go to the Zoo Park”</p> <p>4. Asking the students to practice Asking their skill in finding the generic structure of recount paragraph entitled “ Go to the Zoo Park”</p> <p>5. Asking the students to practice their skill in finding RAFT of the recount paragraph entitled “Go to the Zoo Park”</p> <p>6. Asking the student to write his/her works on the whiteboard</p> <p>7. Discussing the works of the</p>	<ul style="list-style-type: none"> <li>• Analyzing the example of recount paragraph</li> <li>• Practicing their skill in finding the generic structure of a recount paragraph.</li> <li>• Practicing their skill in finding the RAFT of the recount paragraph.</li> <li>• Writing their works on the whiteboard</li> <li>• Joining the</li> </ul>	60 minutes
--	--	---	------------

	students' on recount paragraph entitled : "Go to the Zoo Park"	discussion.	
<b>Post Activities</b>	<ol style="list-style-type: none"> <li>1. Concluding the material</li> <li>2. Asking the students to make a recount paragraph use a RAFT</li> <li>3. Closing the meeting</li> </ol>	<ul style="list-style-type: none"> <li>• Paying attention to the teacher.</li> <li>• Responding it.</li> <li>• Saying good bye.</li> </ul>	10 minutes
	<b>Total Time Needed</b>		<b>80 Minutes</b>

#### F. References

- a. Textbook
- b. PRIYANA, Joko.2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

#### G. The Evaluation

- a. Technique : Written Test
- b. Kind of evaluation : Writing a Recount Paragraph

#### H. Rubric Assessment

Criteria	Max. Score	Actual Score
<b>FORMAT – 5 POINTS</b>		
• There is a title	<b>1</b>	
• The title is centered	<b>1</b>	
• The first line is indented	<b>1</b>	
• The writing is clean and tidy	<b>2</b>	
<b>Total</b>	<b>5</b>	



<b>FUNCTUATION AND MECHANICS – 5 POINTS</b>		
• There is a period after every sentence	<b>1</b>	
• Capital letters are used correctly	<b>1</b>	
• The spelling is correct	<b>1</b>	
• Commas are used correctly	<b>2</b>	
<b>Total</b>	<b>5</b>	
<b>CONTENT – 20 POINTS</b>		
• The paragraph fits the assignment	<b>5</b>	
• The paragraph is interesting to read	<b>5</b>	
• The paragraph shows the writer's original ideas	<b>10</b>	
<b>Total</b>	<b>20</b>	
<b>ORGANIZATION – 40 POINTS</b>		
• The paragraph begin with orientation	<b>10</b>	
• The paragraph contains several events supporting sentences that explain or prove orientation	<b>25</b>	
• The paragraph end with an appropriate re-orientation	<b>5</b>	
<b>Total</b>	<b>40</b>	
<b>GRAMMAR &amp; SENTENCE STRUCTURE – 30 POINS</b>		
Estimate a grammar and sentence structure score	<b>30</b>	
<b>Grand Total</b>	<b>100</b>	

Kepala Sekolah SMPN 1 Mengwi

Mengwi, 2014

The researcher

(Drs. I Ketut Paramartha, S.Pd.M.M)

(Ni Made Ida Yanti)

NIP: 195812311979 031084

NPM.10.8.03.51.31.2.5.3763

**APPENDIX 4****LESSON PLAN  
Cycle I (Session II)**

<b>Subject</b>	: English
<b>Class/ Semester</b>	: VIII/ II
<b>Skill</b>	: Writing
<b>Kind of Paragraph</b>	: Recount paragraph
<b>Time Allotment</b>	: 2x40 Minutes

**Standard Competence:**

12. Expressing meaning in functional written text and simple short essays in the form of recount and narrative to interact within the surroundings.

**Basic Competence:**

12.2 Expressing meaning and rhetorical steps in simple short essay by using various written form actually, accurately, smoothly and acceptable to interact within the surroundings in the form of recount and narrative text.

**Indicators:**

1. Identifying the generic structure of recount paragraph
2. Writing a recount paragraph which consists of orientation, events and re-orientation

**A. Learning Objective:**

After studying the material given in the end of the lesson, the students are able to:

1. Identify the generic structure of recount paragraph.
2. Write a recount paragraph which consists of orientation, events and re-orientation based on the topic given by the teacher.

**B. Learning Materials:**

Recount text is a text which retells past event or experience for the purpose of informing or entertaining. This could include personal events, factual incidents or imaginary incident.

Generic Structure of Recount Text:

- Orientation  
Orientation is setting the scene and giving the necessary background information such as who, when, where, what and why.
- Events  
Event is retelling the event in chronological order or logical sequence, usually in the past (there is no complication in recount)
- Re-orientation  
Re-orientation is including a personal comment or opinion and a closing statement.

Language Feature:

- Introducing personal participants; I, my group,ect.
- Using chronological connection; then, first, ect.
- Using Simple Past Tense:  
Telling Past Events  
(+) S + V2  
(-) S + did not + V1  
  
Telling Past Conditions  
(+) S + was/were + noun/adjective  
(-) S + was/were not + noun/adject

**C. Teaching Media:** Recount Text

**D. Teaching Method:** RAFT (Role, Audience, Format, Topic)

**E. Teaching and Learning Activities:**

<b>Teaching Steps</b>	<b>Teacher</b>	<b>Student</b>	<b>Time Allocation</b>
<b>Pre Activities</b>	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the attendance list.</li> <li>3. Asking the students some questions related with the material.</li> <li>4. Telling the objective of the study.</li> </ol>	<ul style="list-style-type: none"> <li>• Responding the teacher</li> <li>• Responding, by saying present.</li> <li>• Answering the question based on the prior knowledge</li> <li>• Listening the teacher.</li> </ul>	10 minutes
<b>Whilst Activities</b>	<ol style="list-style-type: none"> <li>1. Presenting the students material about recount paragraph</li> <li>2. Asking the student to write his/her a recount paragraph on the whiteboard</li> <li>3. Asking the students to practice finding the generic structure in the recount paragraph.</li> <li>4. Asking the students to practice their</li> </ol>	<ul style="list-style-type: none"> <li>• Listening and understanding about recount paragraph</li> <li>• Writing their recount paragraph on the whiteboard.</li> <li>• Practicing their skill in finding the generic structure of their recount paragraph.</li> <li>• Practicing their skill in finding the RAFT</li> </ul>	45 minutes

	<p>skill in finding RAFT of the recount paragraph</p> <p>5. Discussing the format ,punctuation and mechanic, content, organization, and the grammar of the students' paragraph</p>	<p>of the recount paragraph.</p> <ul style="list-style-type: none"> <li>• Joining the discussion.</li> </ul>	
<b>Post Activities</b>	<p>1. Administering the post-test</p> <p>2. Asking the students to collect their work</p> <p>3. Summarizing the material which has already been discussed</p> <p>4. Closing the meeting</p>	<ul style="list-style-type: none"> <li>• Doing the post test.</li> <li>• Collecting their work</li> <li>• Paying attention to the teacher.</li> <li>• Saying good bye.</li> </ul>	25 minutes
	<b>Total Time Needed</b>		<b>80 Minutes</b>

**F. References:**

- a. Textbook
- b. Priyana, Joko.2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

**G. The Evaluation:**

1. Technique : Written Test
2. Kind of evaluation : Writing a Recount Paragraph

Name :

Class :

No. Absent :

Write a simple recount paragraph by using RAFT below. Your paragraph should consist of 6 until 12 sentences. Make sure your paragraph should consist of orientation, events and re-orientation!

Role : Students

Audience : An English Teacher

Format : A Student's Task

Topic : Your Experience

---



---



---



---



---



---



---



---



---



---



---



---

#### H. Rubric Assessment:

Criteria	Max. Score	Actual Score
<b>FORMAT – 5 POINTS</b>		
• There is a title	<b>1</b>	
• The title is centered	<b>1</b>	
• The first line is indented	<b>1</b>	
• The writing is clean and tidy	<b>2</b>	
<b>Total</b>	<b>5</b>	

<b>FUNCTUATION AND MECHANICS – 5 POINTS</b>		
• There is a period after every sentence	<b>1</b>	
• Capital letters are used correctly	<b>1</b>	
• The spelling is correct	<b>1</b>	
• Commas are used correctly	<b>2</b>	
<b>Total</b>	<b>5</b>	
<b>CONTENT – 20 POINTS</b>		
• The paragraph fits the assignment	<b>5</b>	
• The paragraph is interesting to read	<b>5</b>	
• The paragraph shows the writer’s original ideas	<b>10</b>	
<b>Total</b>	<b>20</b>	
<b>ORGANIZATION – 40 POINTS</b>		
• The paragraph begin with orientation	<b>10</b>	
• The paragraph contains several events supporting sentences that explain or prove orientation	<b>25</b>	
• The paragraph end with an appropriate re-orientation	<b>5</b>	
<b>Total</b>	<b>40</b>	
<b>GRAMMAR &amp; SENTENCE STRUCTURE – 30 POINTS</b>		
Estimate a grammar and sentence structure score	<b>30</b>	
<b>Grand Total</b>	<b>100</b>	

Kepala Sekolah SMPN 1 Mengwi

Mengwi, 2014

The researcher

(Drs. I Ketut Paramartha, S.Pd.M.M)

(Ni Made Ida Yanti)

NIP: 195812311979 031084

NPM.10.8.03.51.31.2.5.3763

**APPENDIX 5****LESSON PLAN  
CYCLE II (Session I)**

<b>Subject</b>	: English
<b>Class/ Semester</b>	: VIII/ II
<b>Skill</b>	: Writing
<b>Kind of Paragraph</b>	: Recount paragraph
<b>Time Allotment</b>	: 2x40 Minutes

**Standard Competence:**

12. Expressing meaning in functional written text and simple short essays in the form of recount and narrative to interact within the surroundings.

**Basic Competence:**

12.2 Expressing meaning and rhetorical steps in simple short essay by using various written form actually, accurately, smoothly and acceptable to interact within the surroundings in the form of recount and narrative text.

**Indicators:**

1. Identifying the generic structure of recount paragraph
2. Writing a recount paragraph which consists of orientation, events, and re-orientation based on the topic given by the teacher.

**A. Learning Objective:**

After studying the material given in the end of the lesson, the students are able to:

1. Identify the generic structure of recount paragraph.
2. Write a recount paragraph which consists of orientation, events, and re-orientation based on the topic given by the teacher.

**B. Learning Materials:**



Recount text is a text which retells past event or experience for the purpose of informing or entertaining. This could include personal events, factual incidents or imaginary incident.

#### Generic Structure of Recount Text:

- Orientation  
Orientation is setting the scene and giving the necessary background information such as who, when, where, what and why.
- Events  
Event is retelling the event in chronological order or logical sequence, usually in the past (there is no complication in recount)
- Re-orientation  
Re-orientation is including a personal comment or opinion and a closing statement.

#### Language Feature:

- Introducing personal participants; I, my group,ect.
- Using chronological connection; then, first, ect.
- Using Simple Past Tense:

Telling Past Events

(+) S + V2

(-) S + did not + V1

Telling Past Conditions

(+) S + was/were + noun/adjective

(-) S + was/were not + noun/adjective

## The example of Recount Text

### Waterfall

Last week, we went on a trip to see a waterfall. We left from school as seven in the morning. We arrived at the waterfall site at nine o'clock. It was a nice place, especially the waterfall.

It's so high, more than 1000 meters. The air was so fresh and cool. Some of us played with the water and the other just watched the scenery. At noon we had lunch together. We were really happy.

**C. Teaching Media:** Recount Text

**D. Teaching Method:** RAFT (Role, Audience, Format, Topic)

**E. Teaching and Learning Activity:**

Teaching Steps	Teacher	Student	Time Allocation
<b>Pre Activities</b>	<ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking the attendance list</li> <li>3. Asking the students some questions related with the material</li> <li>4. Telling the objective of the study</li> </ol>	<ul style="list-style-type: none"> <li>• Responding the teacher</li> <li>• Responding, by saying present</li> <li>• Answering the question based on the prior knowledge</li> <li>• Listening the teacher</li> </ul>	10 minutes
<b>Whilst Activities</b>	<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1. Asking the students to pay attention</li> </ol>	<ul style="list-style-type: none"> <li>• Paying attention</li> </ul>	

	<p>to the teacher.</p> <p>2. Explaining about recount paragraph</p> <p>3. Presenting the student an example of recount paragraph analyze it with RAFT technique in pair</p> <p>4. Asking the students to practice their skill in writing a recount paragraph with the topic “My Memorable Trip”</p> <p>5. Asking the student to write his/her a recount paragraph on the whiteboard</p> <p>6. Discussing the format ,punctuation and mechanic, content, organization, and the grammar of the students’ paragraph</p>	<ul style="list-style-type: none"> <li>• Listening and understanding about recount paragraph</li> <li>• Analyzing the example of recount paragraph</li> <li>• Practicing their skill in writing a recount paragraph</li> <li>• Writing a recount paragraph that based on the topic that the teacher gives</li> <li>• Joining the discussion</li> </ul>	60 minutes
--	--	--	------------

<b>Post Activities</b>	<ol style="list-style-type: none"> <li>1. Asking the students to revise their recount paragraph at home</li> <li>2. Telling the students that some of their recount paragraph will be discussed in the next meeting</li> <li>3. Concluding the material</li> <li>4. Closing the meeting</li> </ol>	<ul style="list-style-type: none"> <li>• Responding it</li> <li>• Listening and asking if they do not understand the instruction</li> <li>• Paying attention to the teacher</li> <li>• Saying good bye</li> </ul>	10 minutes
<b>Total Time Needed</b>			<b>80 minutes</b>

**F. References:**

- a. Textbook
- b. Priyana, Joko.2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional,

**G. The Evaluation:**

- a. Technique : Written Test
- b. Kind of evaluation : Writing a Recount Paragraph

**H. Rubric Assessment**

Criteria	Max. Score	Actual Score
<b>FORMAT – 5 POINTS</b>		

• There is a title	1	
• The title is centered	1	
• The first line is indented	1	
• The writing is clean and tidy	2	
<b>Total</b>	<b>5</b>	
<b>FUNCTUATION AND MECHANICS – 5 POINTS</b>		
• There is a period after every sentence	1	
• Capital letters are used correctly	1	
• The spelling is correct	1	
• Commas are used correctly	2	
<b>Total</b>	<b>5</b>	
<b>CONTENT – 20 POINTS</b>		
• The paragraph fits the assignment	5	
• The paragraph is interesting to read	5	
• The paragraph shows the writer's original ideas	10	
<b>Total</b>	<b>20</b>	
<b>ORGANIZATION – 40 POINTS</b>		
• The paragraph begin with orientation	10	
• The paragraph contains several events supporting sentences that explain or prove orientation	25	
• The paragraph end with an appropriate re-orientation	5	
<b>Total</b>	<b>40</b>	
<b>GRAMMAR &amp; SENTENCE STRUCTURE – 30 POINS</b>		
Estimate a grammar and sentence structure score	30	
<b>Grand Total</b>	<b>100</b>	

Mengwi,

2014

Kepala Sekolah SMPN 1 Mengwi

The researcher

(Drs. I Ketut Paramartha, S.pd. M.M)

(Ni Made Ida Yanti)

NIP: 195812311979 031084

NPM.10.8.03.51.31.2.5.3763

**APPENDIX 6****LESSON PLAN**  
**Cycle II (Session II)**

<b>Subject</b>	: English
<b>Class/ Semester</b>	: VIII/ II
<b>Skill</b>	: Writing
<b>Kind of Paragraph</b>	: Recount paragraph
<b>Time Allotment</b>	: 2x40 Minutes

**Standard Competence:**

12. Expressing meaning in functional written text and simple short essays in the form of recount and narrative to interact within the surroundings.

**Basic Competence:**

12.2 Expressing meaning and rhetorical steps in simple short essay by using various written form actually, accurately, smoothly and acceptable to interact within the surroundings in the form of recount and narrative text.

**Indicators:**

1. Identifying the generic structure of recount paragraph.
2. Writing a recount paragraph which consists of orientation, events and re-orientation.

**A. Learning Objective:**

After studying the material given in the end of the lesson, the students are able to:

1. Identify the generic structure of recount paragraph.
2. Write a recount paragraph which consists of orientation, events and re-orientation based on the topic given by the teacher.

**B. Learning Materials:**

Recount text is a text which retells past event or experience for the purpose of informing or entertaining. This could include personal events, factual incidents or imaginary incident.

Generic Structure of Recount Text:

- Orientation  
Orientation is setting the scene and giving the necessary background information such as who, when, where, what and why.
- Events  
Event is retelling the event in chronological order or logical sequence, usually in the past (there is no complication in recount)
- Re-orientation  
Re-orientation is including a personal comment or opinion and a closing statement.

Language Feature:

- Introducing personal participants; I, my group,ect.
- Using chronological connection; then, first, ect.
- Using Simple Past Tense:

Telling Past Events

(+) S + V2

(-) S + did not + V1

Telling Past Conditions

(+) S + was/were + noun/adjective

(-) S + was/were not + noun/adjective

**C. Teaching Media:** Recount Text

**D. Teaching Method:** RAFT (Role, Audience, format, Topic)

**E. Teaching and Learning Activities:**

<b>Teaching Steps</b>	<b>Teacher</b>	<b>Student</b>	<b>Time Allocation</b>
<b>Pre Activities</b>	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the attendance list.</li> <li>3. Asking the students some questions related with the material.</li> <li>4. Telling the objective of the study.</li> </ol>	<ul style="list-style-type: none"> <li>• Responding the teacher</li> <li>• Responding, by saying present.</li> <li>• Answering the question based on the prior knowledge</li> <li>• Listening the teacher.</li> </ul>	10 minutes
<b>Whilst Activities</b>	<ol style="list-style-type: none"> <li>1. presenting the students material about recount paragraph</li> <li>2. Asking the students to practice finding the generic structure in the recount paragraph that they made before in group</li> <li>3. Asking the students to practice their skill in finding RAFT of the recount paragraph</li> </ol>	<ul style="list-style-type: none"> <li>• Listening and understanding about recount paragraph</li> <li>• Practicing their skill in finding the generic structure of their recount paragraph.</li> <li>• Practicing their skill in finding the RAFT of the recount paragraph.</li> </ul>	45 minutes



	<p>4. Asking the student to write his/her a recount paragraph on the whiteboard.</p> <p>4. Discussing the format ,punctuation and mechanic, content, organization, and the grammar of the students' paragraph</p>	<ul style="list-style-type: none"> <li>• Writing their recount paragraph on the whiteboard.</li> <li>• Joining the discussion.</li> </ul>	
<b>Post Activities</b>	<p>1. Administering the post-test</p> <p>2. Asking the students to collect their work</p> <p>3. Summarizing the material which has already been discussed</p> <p>4. Closing the meeting</p>	<ul style="list-style-type: none"> <li>• Doing the post test.</li> <li>• Collecting their work</li> <li>• Paying attention to the teacher.</li> <li>• Saying good bye.</li> </ul>	25 minutes
	<b>Total Time Needed</b>		<b>80 Minutes</b>

**F. References:**

- a. Textbook
- b. PRIYANA, Joko.2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

**G. The Evaluation:**

- a. Technique : Written Test  
 b. Kind of evaluation : Writing a Recount Paragraph

**H. Rubric Assessment:**

Criteria	Max. Score	Actual Score
<b>FORMAT – 5 POINTS</b>		
• There is a title	1	
• The title is centered	1	
• The first line is indented	1	
• The writing is clean and tidy	2	
<b>Total</b>	<b>5</b>	
<b>FUNCTUATION AND MECHANICS – 5 POINTS</b>		
• There is a period after every sentence	1	
• Capital letters are used correctly	1	
• The spelling is correct	1	
• Commas are used correctly	2	
<b>Total</b>	<b>5</b>	
<b>CONTENT – 20 POINTS</b>		
• The paragraph fits the assignment	5	
• The paragraph is interesting to read	5	
• The paragraph shows the writer's original ideas	10	
<b>Total</b>	<b>20</b>	
<b>ORGANIZATION – 40 POINTS</b>		
• The paragraph begin with orientation	10	

• The paragraph contains several events supporting sentences that explain or prove orientation	<b>25</b>	
• The paragraph end with an appropriate re-orientation	<b>5</b>	
<b>Total</b>	<b>40</b>	
<b>GRAMMAR &amp; SENTENCE STRUCTURE – 30 POINS</b>		
Estimate a grammar and sentence structure score	<b>30</b>	
<b>Grand Total</b>	<b>100</b>	

Kepala Sekolah SMPN 1 Mengwi

(Drs. I Ketut Paramartha, S.Pd. M.M.)

NIP: 195812311979 031084

Mengwi, 2014

The researcher

(Ni Made Ida Yanti)

NPM.10.8.03.51.31.2.5.3763





## APPENDIX 9

### QUESTIONNAIRE

Petunjuk mengerjakan

1. Tanggapilah semua pernyataan pada kuisisioner di bawah ini sesuai dengan keadaan Anda yang sebenarnya dengan memberikan tanda silang (X) pada huruf A, atau B, atau C, atau D, pada lembar jawaban yang telah disediakan.
2. Semua tanggapan adalah benar sesuai dengan keadaan Anda masing-masing, maka dari itu tanggapilah semua pernyataan dengan sejujurnya.

Pernyataan

1. Belajar dengan menggunakan *RAFT* (*Role, Audience, Format, Topic*) sangat menyenangkan.
  - A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
2. Belajar khususnya menulis *recount paragraph* dengan menggunakan *RAFT* sangat menyenangkan.
  - A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
3. *RAFT* sangat perlu diterapkan dalam pelajaran *writing paragraph*.
  - A. Sangat setuju.
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
4. *RAFT* ini sangat membantu dalam menulis *recount paragraph*.
  - A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
5. Kemampuan saya dalam menulis *recount paragraph* setelah belajar dengan *RAFT* mengalami peningkatan.

- A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
6. Saya dapat memahami materi dengan lebih baik ketika guru memberikan teknik *RAFT*.
- A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
7. Membuat *recount paragraph* jauh lebih mudah dengan diberikan nya *RAFT*.
- A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
8. Dengan adanya tahap *RAFT* saya dapat lebih konsentrasi untuk menulis *recount paragraph*.
- A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
9. Pembelajaran menggunakan *RAFT* ini sangat efektif dan efisien.
- A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju
10. Dengan *RAFT* ini saya merasa lebih gampang ketika menulis *recount paragraph*.
- A. Sangat setuju
  - B. Setuju
  - C. Kurang setuju
  - D. Tidak setuju



UNIVERSITAS MAHASARASWATI DENPASAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Sekretariat : Jalan Kamboja 11A Denpasar - Bali  
E-Mail : [fkp@unmas.ac.id](mailto:fkp@unmas.ac.id) Tlp/Fax : (0361) 240985

Nomor : K.689 /B.01.01/IV/FKIP/UNMAS/2014 Denpasar, 05 April 2014  
Lampiran : 1 ( Satu ) Gabung  
Hal : Ijin Penelitian

Kepada : Yth. Bapak/Ibu Kepala Sekolah SMP Negeri 1 Mengwi

di-

Tempat

Dengan Hormat,

Melalui Surat ini kami mohon ijin kehadiran Bapak/Ibu untuk mahasiswa kami :

Nama : Ni Made Ida Yanti  
NPM : 11.8.03.51.31.2.5.3763  
Semester : VIII (Delapan)  
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Mahasaraswati Denpasar  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Br,Tohpati,Ds,bongkasa,Kec.Abiansemal,Badung

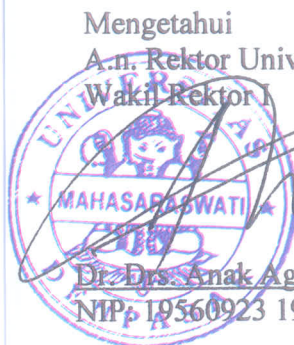
untuk melakukan kegiatan Penelitian pada Sekolah/ Lembaga yang Bapak/Ibu pimpin dengan judul :  
THE EFFICACY OF RAFT IN IMPROVING WRITING SKILL OF THE EIGHTH GRADE  
STUDENTS OF SMP NEGERI 1 MENGWI IN ACADEMIC YEAR 2013/2014.

Sebagai bahan pertimbangan Bapak/Ibu bersama ini kami lampirkan proposal penelitian terlampir .  
Demikian surat permohonan ini disampaikan atas perhatian dan perkenan Bapak/Ibu kami haturkan  
terima kasih.

Mengetahui

A.n. Rektor Universitas Mahasaraswati Denpasar

Wakil Rektor I



Dr. Drs. Anak Agung Putu Agung, M.Si  
NIP. 19560923 198602 1 001

A.n. Dekan FKIP UNMAS Denpasar

Wakil Dekan I



Drs. Ida Bagus Ketut Perdata, M.Pd  
NIP. 19550127 198602 1 001





PEMERINTAH KABUPATEN BADUNG  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
SMP NEGERI 1 MENGWI

ALAMAT: JLN DANAU BATUR MENGWI

TELP. (0361) 880542

SURAT KETERANGAN

Nomor : 422/097.a/SMP 1 Mengwi  
Lampiran : -  
Prihal : Mengadakan Penelitian

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Mengwi,  
Kecamatan Mengwi, Kabupaten Badung :

Nama : Ni Made Idayanti  
NPM : 10.8.03.51.31.2.5.3763  
Program Studi : FKIP Bahasa Inggris  
Universitas : Mahasaraswati Denpasar  
Alamat : Br. Tohpati, Ds. Bongkasa, Abiansemal, Badung

Memang benar Mahasiswa yang tersebut diatas telah mengadakan penelitian pada SMPN 1 Mengwi. Dengan judul "The Efficacy Of RAFT In Improving Writing Skill Of The Eighth Grade Students Of SMPN 1 Mengwi In Academic Year 2013/2014"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Mengwi, 09 Mei 2014

Kepala SMPN 1 Mengwi

  
Drs. I Ketut Paramartha, S.Pd.,MM

NIP. 19581231 197903 1 084

## BIOGRAPHY



The researcher's name is Ni Made Idayanti. She was born on 9<sup>th</sup> of November 1991 in Bongkasa. She lives at Banjar Tohpati, Bongkasa village, Abiansemal, Badung. She is Balinese; she grew up in a small and simple family. Her family consists of her father, mother, one older brother and her. She is the second child and the youngest member in his family. Her father's name is I Nyoman Ganti, He works as entrepreneur. He is a father who always concern with the development of his children, especially in the field of education. Her mother, Ni Nyoman Artini, she is the greatest mother in the world. She is not only a housewife but she is also an entrepreneur. Her brother, I Wayan Darmawan is graduated from Triatma Jaya. Now he works in the Cruise line. He is the only brother that she has. She started her elementary school at SD Negeri 4 Bongkasa in 1998 until 2004. Then, she continued her study at junior high school at SMP Negeri 4 Abiansemal and graduated in 2007. She joined SMAN 1 Abiansemal as a senior high school student in 2007 and graduated in 2010. She had ever become the member of swimmer in SMAN 1 Mengwi on 2007 until 2010, she always as a winner in the swim contest. After graduating, then she continued her study at Mahasaraswati Denpasar University in 2010. She choose English Education Study Program, Faculty of Teacher Training and Education because she really wanted to be an English teacher. She teaches English for the private course. She hopes that after graduating she will become a teacher at senior high school. The researcher is very proud to be accepted as a part of this institution.