

## THE EFFECT OF USING RAFT (ROLE, AUDIENCE, FORMAT, TOPIC) MODEL ON STUDENTS' ABILITY IN WRITING POETRY (A Study at the Eleventh Grade Students of SMA Negeri 1 Tukka)

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### Abstract

The purpose of this research are to describes the application of RAFT Model in writing poetry ability, to know there was significant effect of RAFT (Role, Audience, Format, Topic) Model on students' writing poetry ability and proves whether the students' ability in writing poetry after using RAFT Model better than before using RAFT Model on writing poetry ability at the eleventh grade students of SMA Negeri 1 Tukka. To conduct this research the writer used the experimental method in analyzing the data to find out the cause and effect of relationship between two variables. The population of this research was all of the eleventh grade students of SMA Negeri 1 Tukka that consist of 154 students. Then, the sample was taken from the population by cluster sampling technique and total sample was 38 students. The techniques for collecting data by observation sheet and giving test. After collecting the data, it was found that the mean score of the students writing poetry ability before using RAFT Model was 64.50; it was categorized "enough". While the mean score of the students writing ability after using RAFT Model was 77.39, it was categorized "good". The result data shows that the score of  $t_{test}$  was 10.32. The degree of freedom (df) was  $N-1 = 38-1 = 37$ . So, the writer takes the score of  $t_{table}$  at 5% significant level of number 37 was 2.03. After finding the score of  $t_{test}$  and  $t_{table}$ , both of the scores were compared. It was found that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} > t_{table} = 10.32 > 2.03$ ). It means there was significant effect of using RAFT (Role, Audience, Format, and Topic) Model on students' writing poetry ability at the eleventh grade students of SMA Negeri 1 Tukka. So, hypothesis in this research can be accepted.

**Keyword:** Model, RAFT, Writing, Poetry.

### INTRODUCTION

Writing is skill to express the ideas, opinion, or feeling through written symbol of language. Writing is a process to sharing information with the other people. Writing is needed for someone to build and develop his or her knowledge, experiences and mind. The aim of writing is to help students to be able to comprehend what is writing. Writing is the process of the communication which uses conventional system to convey the meaning to the receiver or word to sentences, paragraph, and text.

Nowadays, not all the students are successful in writing ability especially in writing poetry. In other word, many students failed to make good of the writing poetry. They find many difficulties about to find the titles, comprehension and conception of ideas, language accuracy, vocabulary, lack of time, content, diction, lack of motivation and other factor on writing poetry ability. Many attempts are made to improve the writing of poetry such as the supported by teaching strategy or teacher teaching model or method to make learning interesting.

In fact, there are still many students in SMA Negeri 1 Tukka are weak in English Especially in writing poetry. The students' fill difficulties to determinethe topic, vocabulary, content, stanza, diction, and rhymes. It can be seen from the average pre-test students score was 65 while, the standard of score to pass the examination was 70 (KKM of the Eleventh Grade Students of SMA Negeri 1 Tukka). It can be said the students in eleventh grade of SMA Negeri 1 Tukka still have not good in English.

If the problem is not solved, the students cannot develop their ability in writing poetry, the result of the students learning will decrease, achievement and ability in the pupils will not stand. Consequently education in our country is not going to experience growth.

RAFT is chooses as a model to encourage students to write creatively, to think topic from various point of view, to a specific audience a variety formats of functional text. RAFT is acronym which stands from the Role, Audience, Format, and Topic. This model guides the students to understand their role as a writer, the audience they will address, the varied formats for writing, and expected content.

This model hopefully can make students have motivation to writing, It is assumed that the model can give positive effect of writing ability in social learning.

### 1. Writing Poetry Ability

Writing is one of the language skills that is important to master is English and can express the ideas, opinion, or feeling through written symbols of a languages. In other words, writing is a method or model of communication. Patel and Jain (2008: 125) say, "Writing is a skill which must be taught and practiced. Then, Nation (2009: 113) says, Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. This preparation can make if possible for words that have been used receptively to come into productive use.

Based on explanation above, the writer concludes that writing is the ability to express ideas, opinion or thoughts, feeling and one of the most important in education and work. Then, poetry is the same as poems. In here writer will explain about poetry. Poetry is an expression of feeling that is poured in writing.

Waluyo (2005: 01) says, "Poetry is literature in languages that were pressed, has been shortened, and given rhythm with the sound coherent and selecting words figurative (imaginative)". Furthermore Pasquin in Kisber (2010: 255) says, "Poetry is form of creative expression that exists to share a truth, an insight, or a feeling that enriches our humanity.

Based on the explanation previously, the writer have summarized that Poetry is a form of literature that expresses thoughts and feelings and is poured in the form of writing that has a beautiful meaning. And the most important thing ability in writing poetry such as: Topic, Vocabulary, Content, Diction, Stanza, Rhymes.

#### a. Topic

All of writing has a topic. In allowing students to write about authentic topics, you will undoubtedly read papers you don't like. Perhaps students will express political or social views with which you disagree. On the other hand, a student may pull at your hearts trigs with a topic to which you related or that involves sympathy, such as difficult family circumstances. In both cases, try to score that writing independently of the topic.

According to McWhorter (2010: 80), Once you have chosen a topic, the next steps is to narrow it so that it is manageable within the length of the essay you instructor has assigned. If you are assigned to write a two to four page

essay, for example, a broad topic such as discover is too large. In addition, Ur (2009: 90), "Topic has to perceive and understand both the underlying theme and the language which is used to express it".

Based on the previous explanation, the writer concludes that topic is in training, the basic organizational unit of instruction that covers one or more closely linked learning objectives. In writing situations, your instructor will assign the topic in the later cases, use the following guidelines to choose a successful topic is invests time in making your choice, focus on question and ideas rather than topics, use your journal as a source of ideas and discuss possible topics with a friends.

#### b. Vocabulary

Vocabularies is core component of language proficiency and provides much of the basis for how learner, speaks, listen, and write, in other word vocabulary is supply of expressive, means repertoire of communication. Maskor and Baharudin (2016: 261) say, "Vocabulary knowledge is known as the knowledge of the words". Then, Rezaei and Davoudi (2016: 139) say, "Vocabulary knowledge is a significant aspect of learning a second or foreign language. Vocabulary size is also one of the determinant factors of language proficiency. However, knowing a word entails knowing many attributes of a word".

From the explanation above, the writer concludes that it is impossible to get writing well without mastering the vocabulary, so vocabulary is one of the aspects that support the writing activities; in other words, the students are expected mastering vocabulary well, for example: house, go, come, bad, study, read, write, walk, sleep, bag, book, computer, radio, watch, sweep, wash, sing, dance, and so on.

#### c. Content

In good writing has a content good. Good writing containing the information is completely accurate and the truth can be justified scientifically. According to Ur, (2009: 197), "Content is a topic the language talks about, as distinct from the languages content. If your students are immigrants whose purpose in learning is to integrate into the target culture, the topics that are based on the letter will be very important". Then, Soule *et al.*, (2007: 20) say, "Content this is not as simple a statement as it may sound in some ways, having something new to say has more to do with rhetoric and structuring than with actual content.

Based on the previous explanation, the writer concludes that content is something explain from sentence that should have

meaning. Content can be delivered via many different media including the internet, television, audio, CD, books, magazines, and live events, such as conferences and stage performance.

#### **d. Diction**

All of writing poetry has diction. It is the most important things in writing poetry. According to Siswanto (2008: 114) diction is the selection of the words performed by the poet in his poetry. Because poetry is a form of literary works that with few words can express many things, his words should be chosen as carefully as possible. The choice of words in poetry is closely related to the meaning, sound alignment and word order.

In addition, Semi (2008: 169) says, Diction especially the word spirited, is something of a great influence on the quality and strength of poetry. From explanation above, the writer concludes that diction is the choice of words and style of expression that an author makes and uses in a work of literature.

#### **e. Stanza**

In Indonesian the stanza is namely with the bait. The stanza is part of a rhythmic text (poetry or song lyric) consisting of several harmoniously arranged lines, resembling the meaning of paragraphs in literature of free writing. The stanza is a collection of arrangements that are harmoniously arranged in this verse there is usually one unity of meaning in the old poem. The number of lines in the stanza is usually four, but the new poem is unlimited.

According to Siswanto (2008: 113) arrays in poetry do not always start with a capital letter and end with a point (.). The collections of some statement in unpolished paragraph form in a stanza. Based on explanation above, the writer has concludes that stanza is a grouped set of lines within a poem, usually set off from other stanza by a blank.

#### **f. Rhymes**

A rhyme is same with words *sajak* in Indonesia. In poetry the words rhyme is very necessary point to cultivate the value of beauty. According to Wahidi (2009: 60) Rhyme is verse of piece of poetry with corresponding sounds at the ends of the lines, a short verse or poem with a strong repetitive rhythm and emphatic rhyme, counting, playground, skipping, or nursery rhymes; jingles, non-sense rhymes, limericks chants. It is used to create images.

Furthermore Semi (2008: 289) says, Rhymes is a repetition of sound in poetry to from musically or orchestration. By giving the

repetition sounds in a harmonious arrangement that leads to beauty and clarity. Based on previous explanation, the writer concludes that a rhyme is the sounds caused by letters or words in arrays and stanza or equations of sounds in poetry.

So that ability in writing poetry is important skill to be achievement to improve the students' skill with several aspects: topic, vocabulary, contents, diction, stanza, and rhymes.

### **2. Teaching RAFT Model**

Teaching is an activity to help and guiding someone for getting, changing, and developing skill, attitude, ideals, appreciations and knowledge. It means a teacher must bring the students better than before. A RAFT activity infuses a writing assignment with imagination, creativity and motivation.

Thurston (2009: 50) says, "RAFT is a system to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content". In addition, Crawford *et al* (2005: 129) say, "RAFT is a writing activity that usually used in the consolidation phase of a lesson. It changes the focus of artificial writing assignment in which students have a purpose for writing.

From the quotation previously, the writer concludes that Teaching RAFT Model is one of effort which developing based on theories and use in organize teaching learning process to help the teacher in reach purpose of study. RAFT (Role, Audience, Format, Topic) to help students understand they role as a writer, the audience, they will address, the varied formats for writing, and the expected content.

#### **a. Purpose of RAFT**

RAFT model has some purpose to students. According to Thurston (2009: 50) the purpose of RAFT is to give students a fresh way to think about approaching their writing. It occupies a nice middle ground between standard, dry essay and free for all creative writing. RAFTs combine the best of both. It also can be the way to bring together students understanding of main ideas, organization, elaboration and coherence. In other words, the criteria by which compositions are most commonly judged.

#### **b. Steps of RAFT**

RAFT activity infuses a writing assignment with imagination, creativity and motivation. RAFT strategy has several the steps in teaching-learning process. Crawford *et al* (2005: 130) say, "There are four steps of Role, Audience, Format, Topic model: step 1) the teacher assigns a RAFT activity, usually as a

consolidation activity. Sometimes, the students are given a role that emerges from lesson, but this varies. The students might write as individuals, as pairs, or a small cooperative learning group. Step 2) The students select an audience for their message, step 3) Then the students select a format appropriate for their role, audience, and topic, and step 4) The students should have an opportunity to 'publish' their message. This could be an oral reading, a class newspaper or magazine, sending a letter, reading from the author's chair".

#### c. Advantages and disadvantages of RAFT

When using a certain strategy, before implementing it in the class the teacher has to know the advantages and disadvantages of the RAFT. McWhorter, (2010: 33) says, that there are some advantages and disadvantages of RAFT that teacher should know, as following:

1. Students give more thoughtful and often more extensive, written responses as they demonstrate their learning.
2. Students are more active in processing information rather than simply answer to questions.
3. Students are given a clear structure for their writing: they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly.
4. Students are more motivated to do writing assignment because the task involves them personally and allows for more creative responses to learning the materials.
5. Students are encouraged to reread to examine a text from perspectives other than their own and to gain insights on concepts and ideas that may not have occurred them during the in-field reading of an assignment.
6. RAFT is a strategy that can be used to teach all content areas, including science, social studies, and math.

Based on the advantages of RAFT above, the writer concludes that RAFT model can make the learners improve their express, feeling and imagination when they write and turn them to be more creative writer. Moreover, they can determine their role as a writer, determine their audience, we certain format and write something based on a given topic.

There are disadvantages of RAFT are:

1. Difficult to unify the brain of students in one groups, because each students restraint their egoistic.
2. Discussion is often diffuse a long time, so time can't sufficient in doing teaching learning process.

3. Often occur debating that less useful, because the debated sometimes not about material, but also to material less significant.
4. Incommunicative students will feel difficulty to discuss in group and difficult to asked responsibility.

#### METHODOLOGY

The location of the research is SMA Negeri 1 Tukka. The headmaster of this school is Mikrad Alinapiah. S.Pd. The writer is interested to do the research at this school because the students writing poetry ability in English subject matter is low. This problem is also never solved by any other researchers in this location, because this research has been never held in this school. The process of this research is conducted for three months from May until August 2017.

The types of this research belong to quantitative research. It means that all data in this research will describe quantitatively. Quantitative approach was kind of approach that focused on data or score in explaining the result of the research. This approach gave explanation or description by showing data or score in the research.

Population is the all subject of the research. Population is the group which will be made as a subject of the research. According to Arikunto (2010: 173), Population is all of the subject research". So, the population of this research is the eleventh grade of SMA Negeri 1 Tukka which consists of 4 classes and total of the population are 154 students.

According to Arikunto (2010: 174) says, Sample is part of presenting of population. In getting the sample, the writer used cluster sampling. The writer decided to take the sample from class XI-IPA<sub>2</sub>, which consist of 38 students. It means that sample will be taken consist of 38 students. In this research to collect the data, the writer uses observation and test. It means to get the data accurately from the students in the field, the writer uses an instrument.

To analyze the data the writer uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, and mode). After the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

#### RESULT

Based on the result obtained from the analysis of observation data RAFT application in writing poetry ability in class XI IPA<sub>2</sub> of SMA Negeri 1 Tukka through 20 of the

question of observation, while the maximum value that maybe achieved is 4 and the minimum value is 1. Writing poetry before using RAFT, it is found the highest score is 80 and the lowest score is 50. The mean score of writing poetry before using RAFT is 64.50, categorized "Enough".

Writing poetry after using RAFT, it is found the highest score was 90 and the lowest score was 55. The mean score of writing poetry after using RAFT was 77.39, categorized "Good". The writer concludes that after using RAFT Model better than before using RAFT Model in teaching writing poetry ability.

After collected the data, the research is going to test the hypothesis. However the testing hypothesis can be found after finding the score of each variable in mean, median, and mode. The data which is taken will result the hypothesis that the researcher has explained previously. The data is analyzed by using  $t_{test}$ . From the result data analysis by using  $t_{test}$  formula shows the score of  $t_{test}$  was 10.32 and  $t_{table}$  is known as number 2.03. After finding the score of the calculation and  $t_{table}$ , both of the scores are compared. It is found that  $t_{test}$  higher than  $t_{table}$  ( $t_{test} > t_{table} = 10.32 > 2.03$ ). Based on the data has collected, it can be found that there is a significant effect of RAFT Model on students' ability in writing poetry at the eleventh grade of SMA Negeri 1 Tukka. So, the hypothesis in this research can be accepted.

## DISCUSSION

After given pretest and posttest to the students, the researcher found that the result of ability in writing poetry after using RAFT model was better than before using RAFT model it can be seen  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} > t_{table} = 10.32 > 2.03$ ). It meant that there was an improvement of students' ability about writing poetry ability after using RAFT model.

That improvement was happened because the applications of RAFT model in teaching writing poetry ability was good, so that the students were more active to follow the teaching learning process until they were easy to understand about writing poetry ability. It means that RAFT model had the big effect to make students easier to understand and master writing poetry ability.

## CONCLUSION

Based on the result of the research, the writers conclude that the scores of the students' achievement in writing poetry ability of the Eleventh Grade Students of SMA Negeri 1

Tukka as follow: 1) the application of RAFT Model is categorized "Good" it shows that the mean of the students score is 3.12. 2) The students' ability in writing poetry before using RAFT model is 64.50. It categorized "Enough". 3) The students' ability in writing poetry after using RAFT model 77.39. It categorized "Good". 4) There is any significant effect of RAFT Model on students ability in writing poetry is the calculation of t-test is greater than the value of t-table (calculation 10.32 > 2.03). It means that there is a significant effect of RAFT model in teaching ability in writing poetry at the Eleventh Grade Students of SMA Negeri 1 Tukka. So, the hypothesis is accepted.

## IMPLICATION

Based on the conclusion above, the using of RAFT model was one of the important factors which could influence to improve the students achievement in learning English especially in learning writing poetry ability, the teachers or the lecturers can let the students to study by themselves. It will bring the positive effect not only for the students who are more active to search other sources about what they are studying or even it will make them to search first about that material before they study it in their school but also it will bring the positive effect for the teacher. Because teachers will prepare themselves with all the students' question about their material.

Besides that, the teacher should motivate the students to add their knowledge in writing poetry ability, more active to exercise, find the difficult of the students in writing poetry ability. The teacher also must give new vocabularies when teaching that attract the students interest when teaching and learning process.

## SUGGESTIONS

From the conclusions and implications above, the writer purposes some suggestion as follows for: 1) The writer know the effect of RAFT model and must increase knowledge. 2) The students are hoped to be more active in learning English especially to study about writing poetry ability because with teaching a model or method students have to improve the students' ability in writing. 3) The headmaster of SMA Negeri 1 Tukka must give support and motivation to the teacher and students and improve the facilities which are needed especially in English study. 4) STKIP Tapanuli Selatan must improve the facilities to support writer who want to conduct a research.



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