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“Rekonstruksi Kurikulum dan Pembelajaran di Indonesia
Menghadapi Masyarakat Ekonomi ASEAN”



SEMNAS STKIP PGRI JOMBANG

Jombang, 23-24 APRIL 2016
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
STKIP PGRI JOMBANG
JL. PATTIMURA III/20 JOMBANG
Telp.(0321) 861319-854318 FAX. (0321)854319



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**STKIP PGRI JOMBANG
23 - 24 APRIL 2016**

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STKIP PGRI JOMBANG
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KATA PENGANTAR

Puji syukur kami panjatkan kehadhirat Tuhan Yang Maha Pengasih lagi Maha Penyayang atas limpahan Rahmat-Nya, bahwa Seminar Nasional Hasil Penelitian Pendidikan dan Pembelajaran ke-II dengan tema “Rekonstruksi Kurikulum dan Pembelajaran di Indonesia Menghadapi Masyarakat Ekonomi ASEAN” dapat terlaksana, dan hasilnya dapat diterbitkan dalam bentuk prosiding. Seminar ini diselenggarakan dalam rangka Dies Natalis STKIP PGRI Jombang ke-39, dan akan diselenggarakan rutin setiap tahun. Karenanya prosiding ini merupakan volume kedua, dan akan terbit secara rutin sekurang-kurangnya setahun sekali.

Sementara prosiding ini diterbitkan sebagai wahana pertukaran informasi dari hasil penelitian pendidikan dan pembelajaran dalam semangat saling asah, asih dan asuh dengan sesama pembelajar dalam menyikapi tantangan masa depan. Karena setiap pembelajar memikul tanggungjawab profesional untuk menyiapkan generasi masa depan yang kritis, kreatif dan inovatif, mandiri, bertanggung jawab serta memiliki karakter yang tangguh dan berdaya saing tinggi. Hal ini hanya dapat dicapai melalui pengembangan keilmuan secara berkelanjutan dan implementasi pembelajaran yang tepat dan berhasil guna.

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Salam,
Ketua Panitia/Editor

Asmuni

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The Implementation of Raft (Role-Audience-Format-Topic) To Improve Paragraph Writing in English As a Foreign Language at The Second Semester Students of English Department at STKIP PGRI Jombang

Tatik Irawati¹ (tatik.stkipjb@gmail.com)

Abstract

In English as a Foreign Language Classroom the students learn how to write a paragraph by taking those sentences and organizing them around a common topic. Learning how to write a paragraph can be challenging since it requires knowing how to write a great topic sentence, using supporting details and transitional words, as well as finding a strong concluding sentence. The aims of this research are to describe the Implementation of RAFT (Role-Audience-Format-Topic) to Improve Paragraph Writing in English as a Foreign Language at the Second Semester Students of English Department at STKIP PGRI Jombang. The design of this research is classroom action research with four steps, planning, implementing, observing and reflecting. The finding is the improvement related with their writing skill and it based on the reaching criteria of the success, it could be seen through preliminary study (49%) and cycle 1 (60%) and cycle 2 (80%) which all of students could reach criteria of the success.

Keywords: RAFT, Paragraph Writing, EFL

Abstrak

Di dalam kelas bahasa Inggris yang kedudukannya sebagai bahasa asing siswa belajar bagaimana menulis sebuah paragraph yang disusun dari beberapa kalimat yang sesuai dengan ide pokok. Dalam mempelajari keterampilan menulis sebuah paragraph ini mempunyai tantangan tersendiri karena harus mengetahui bagaimana menulis ide pokok yang benar, kalimat pendukung dan penggunaan tanda hubung serta kesimpulan. Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan RAFT (Role-Audience-Format-Topic) untuk meningkatkan menulis sebuah paragraph pada kelas bahasa Inggris sebagai bahasa asing pada siswa semester kedua jurusan Pendidikan bahasa Inggris di STKIP PGRI Jombang. Metode penelitian menggunakan CAR atau penelitian tindakan kelas dengan langkah-langkah yaitu planning (persiapan), implementing (penerapan), observing (observasi), reflecting (refleksi). Hasil dari penelitian ini adalah terdapat (49%) pada studi awal (preliminary study), siklus 1 (60%) dan siklus 2 (80%) dimana semua siswa mencapai criteria ketuntasan.

Kata Kunci: RAFT, Paragraph Writing, EFL

Introduction

In teaching and learning processes, learners have different abilities in mastering the four skills of English. This is because the fact that different learners have different capabilities although they are in the same age, including English. According to Rivers (1981:291), many students who have studied for six or more years of second or foreign language are still unable to express themselves in a clear, correct and comprehensible manner in the target language through the four skills, including writing skill. According to Hyland (2002:78) writing is learned, rather than taught, and the teacher's best method are flexibility and support. In teaching and learning English, there are many strategies to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students need.

In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form.

¹Dosen Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Jombang, Jawa Timur

Many students could not express their idea smoothly in written form. Although they had been given a topic to write, they could not automatically start their writing assignment. In other words, although they have written several lines, they mostly find difficulties to continue their writing.

Paragraph writing or writing one is a subject that is taught by students majoring in English in the second semester. In this course consists of 4 credits that aim to provide the basics of writing a paragraph which involves a series of main idea, supporting and conclusion sentence. In writing, students begin by learning letters, then words, and finally sentences. In time, students learn how to write a paragraph by taking those sentences and organizing them around a common topic. Learning how to write a paragraph can be challenging since it requires knowing how to write a great topic sentence, using supporting details and transitional words, as well as finding a strong concluding sentence. In fiction, writing a paragraph means understanding which ideas go together and where a new paragraph should begin.

Based on preliminary study, the teachers taught by giving the students the material and as the result the students got stuck to begin writing something, they didn't know how to begin. The students got confused. Then, they stopped their writing. The students bored in writing class and thought that writing is boring and difficult activity to be learnt. This happens because they did not know the certain technique or media that can guide them in developing and organizing their ideas and put them in written form. One of alternative techniques to improve understanding in English course, especially in paragraph writing, the researcher applies RAFT (Role-Audience-Format-Topic) in teaching and learning process. By using this technique, the researcher believe that all of the students in the class will be more active in teaching and learning process and also it can increase their motivation and achievement in writing.

RAFT is acronym that stands for Role, Audience, Format, and Topic. According to Strayer & Strayer (2007) RAFT is structured to help students organize their thoughts on a topic, elaborate on it, and create a thoughtful piece of writing that expresses their understanding. It means that RAFT strategy is useful for students because it help them to organize a topic then create into a piece of paper. The students will understand their role as a writer, and how to organize their ideas effectively.

Based on the importance of writing skill, the strength of RAFT, the researchers' experience, and the result of preliminary study, the researcher focus on The Implementation of RAFT (Role-Audience-Format-Topic) to Improve Paragraph Writing in English as a Foreign Language at the Second Semester Students of English Department at STKIP PGRI Jombang. The objective of the problem is to describe the implementation of RAFT to improve paragraph writing.

Theoretical Background

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. According to Harmer (2004:35) writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing.

Independence is the ability to function in a given area without depending upon another's



help. Independence writing is the ability to write anything one can say or understand in his or her language without depending upon another's help. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

According to Brown (2003:4-5) Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assess the student's performance. Based on the theory, writing assessment usually to used appropriate format (organization, content, grammar, and mechanics). For publishing, the student may be asked to read their writing in front of the class, or display them in the classroom to be given positive comments by other student or by teacher. And the assessment for a writing task usually includes: paragraph structure, sentence structure, punctuation, capitalization and spelling.

	4	3	2	1
	Outstanding and Consistent Mastery	Meet Program Level Expectations after Instruction	Show Some understanding	Need Continuous Modeling and Guidance
Content				
Paragraph Structure	I have a topic sentence. I have 3 details I have a conclusion all of my writing is on topic All of my writing makes sense. I use strong vivid language/interesting word	I have a topic sentence. I have 2 details. I have a conclusion. All of my writing is on topic. All of my writing makes sense	I have a topic sentence or a conclusion. I have at least 2 details. Some of my writing is on topics	I do not have a topic sentence and conclusion. I am missing some details.
Convention				
Sentence Structure	All of my sentences have a subject and predicate. All of my subjects and verbs agree. I use a variety of types of sentences	I use some varied kinds of sentence structures.	I write sentences that demonstrate minimal variety.	I use simple sentence structures
Punctuation	All of my sentences are punctuated correctly	Most of my sentences are punctuated correctly	Some of my sentences are punctuated correctly	I do not use punctuation correctly
Capitalization	All of my sentences begin with a capital letter. All proper nouns begin with a capital letter	Most of my sentences begin with a capital letter. Most proper nouns begin with a capital letter	Some of my sentences begin with a capital letter. Some proper nouns begin with a capital letter	My sentences do not begin with a capital letter. My proper nouns do not begin with a capital letter

Spelling	All second grade words are spelled correctly	Most second grade words are spelled correctly	Some second grade words are spelled correctly	I do not spell second grade words correctly
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Adopted from www.thecurriculumcorner.com

The RAFT technique (Santa, 1988) 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. It includes the following four components:

R: Role of Writer – Who are you?

A: Audience – To whom in this written?

F: Format – What form will it take?

T: Topic + strong verb – What important topic have I chosen?

There are four procedures in implementing RAFT here, first, explain that all writers need to consider these four components in writing. Second, brainstorming ideas about a topic and select several topics from those mentioned. Next, write RAFT on the board or paper and list possible roles, audiences, formats, and strong verbs that are appropriate for each topic. And the last, give students some examples to write about or after discussing a topic, have students create their own RAFT writing assignment. 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 essays and free-all creative writing. RAFT combines the best of both. It can be the way to bring together students' understanding of main ideas, organization, elaboration, and coherence. In other words, the criteria by which composition are almost commonly judged.

Method

In this research, the researcher used Classroom Action Research. Ary states, Classroom Action Research is about taking action based on research and researching the action taken. It can be used to enhance everyday work practice, to resolve specific problems, and to develop special projects and programs (2009:512). According to Kemmis and Mc Taggart (1988) (cited in Burns, 2009:7-8). There are four steps of action research; planning, acting, observing, and reflecting. Planning is the researcher offer the strategy that used to improve teaching procedure in the classroom. Acting is performing the strategy that has been arranged. In this step, we can apply it with collaborator or not. When the strategy implemented, the researcher does observed. Observing is a process to collect the data during teaching learned process. It is to know whether the strategy is success or not to solve the problem. The last step is reflection, where the researcher analyzes data to decide how well the strategy solves the problem. From the statement above, it means that the action research has done to acquire information in order to solve the specific problem in teaching learning process.

In this research, the setting of the research is at STKIP PGRI Jombang. This research conducted at class 2015-A of English Students Department at the second semester in academic year 2015/2016. It has 35 students which consist of 15 male and 35 female. The researcher chose this class because the students have difficulty in writing. And they have bad score in English lesson.

The researcher began this research by conducting preliminary study to know the problem that faced by students in learning writing English. The researcher interviewed the teacher and



the students. After the researcher got information from preliminary study, the researcher analyzed and identified the causes of the problem faced by students then tried to find solution to solve the problem. After the researcher conducted preliminary study, the researcher conducted the next steps of action research: planning, acting, observing, and reflecting

Research Finding

This research consist of two cycles, they are cycle 1 and cycle 2. And each cycle consist of two meeting.

Schedule of conducting cycle 1 and cycle 2

Cycle	Activities	Time	
		Activities	Time
	Preliminary Study	Observation	07.00-08.40 a.m. 08.40-10.20 a.m.
Cycle 1	1 st Meeting	Implementing the RAFT technique	07.00-08.40 a.m. 08.40-10.20 a.m.
	2 nd Meeting	Implementing the RAFT technique	07.00-08.40 a.m. 08.40-10.20 a.m.
Reflecting			
Planning			
Cycle 2	1 st Meeting	Implementing the RAFT technique	07.00-08.40 a.m. 08.40-10.20 a.m.
	2 nd Meeting	Implementing the RAFT technique	07.00-08.40 a.m. 08.40-10.20 a.m.
Reflecting			

From the first cycle was about teaching and learning process and the assessment. The researcher assessed the students' writing result. Based on the result of test, the average of students in cycle 1 was 65%. From the result of students writing test, the researcher classify in different categories. The result was below:

The category of students score in cycle 1

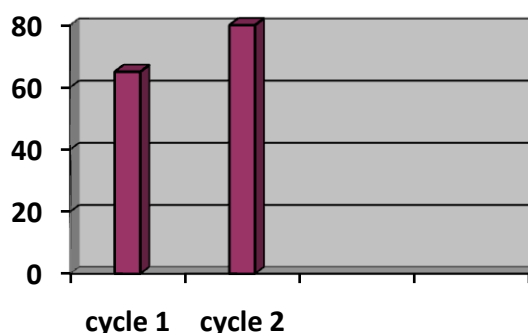
No	Score	Category
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Less
4	21 – 40	Fail
5	0 – 20	Poor

In cycle 2, the researcher reviewed the previous lesson and explained again about paragraph writing. All activities in the cycle 2 could run well. It could be seen from their responses. While the researcher was presenting the lesson, majority of the students were paying attention to the researcher. Same as with the first cycle, the researcher gave the evaluation test.

Based on the result of test, the average of students in cycle 2 was 80%. From the result

of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. To know students improvement related with their writing skill and it based on the reaching criteria of the success, it could be seen in these graphic between preliminary study (49%) and cycle 1 (60%) and cycle 2 (80%) which all of students could reach criteria of the success.

Graphic comparison averaged of the test in
cycle 1 and cycle 2.



From the result of observation checklist in teaching learning process of writing skill in cycle 1 and cycle 2, the researcher found that activeness of students increased after used RAFT (Role-Audience-Format-Topic) technique. The students' activities for each cycle could be seen in the following table below:

Observation checklist in cycle 1 and cycle 2

No	Students Activities	Cycle 1				Cycle 2			
		1 st meeting		2 st meeting		1 st meeting		2 st meeting	
		Std	%	Std	%	Std	%	Std	%
1.	Students participate toward researcher explanation	15	63	18	75	20	83	24	100
2.	Students activity in make a note from researcher explanation	10	42	12	50	20	83	22	92
3.	Students asks questions to the researcher to clarify understanding	4	17	6	25	8	33	13	54
4.	The students are enthusiastic in responding researcher question	8	33	12	50	14	58	16	67
5.	The students answer researcher Questions	4	17	9	42	11	46	15	63
6.	The students are enthusiastic doing and complete the written test	No Test	No test	23	96	No Test	No Test	24	100
Total Average		33%		75%		63%		96%	



Based on analysis of the result of this cycle, it shows that there were improvements from pre-cycle, cycle I and cycle II. The researcher concluded that the problems have been solved after using RAFT technique for teaching English in paragraph writing.

Conclusion

In presenting of RAFT technique, the researcher did some steps as follow: The first step, explain to the students how all writers have to consider various aspects before every writing assignment including role, audience, format, and topic. Tell them that they are going to structure their writing around these elements. (It may be helpful to display the elements on chart paper or bulletin board for future reference). The second step, displays a complete RAFT example on the overhead, and discusses the key elements as a class. The next step, demonstrating, model, and 'think aloud' another sample RAFT exercise with the aid of the class. Brainstorming additional topic ideas, and write down the suggestions listing roles, audiences, formats, and strong verbs associated with each topic. Then, assign students to small, heterogeneous groups of four or five or pairs and have them "put their heads together" to write about a chosen topic with one RAFT assignment between them. For the five steps, circulate among the groups to provide assistance as needed. Then have the groups share their completed assignments with the class. And the last, after students become more proficient in developing this style of writing, have them generate RAFT assignments of their own based on current topics studied in class.

Recommendation

After knowing the result of this research, the researcher gives some suggestions to the English teacher and to the students. While, she hopes that will become important information to develop English skills. Firstly, it is hoped that the teacher apply interesting teaching technique in teaching learning activity especially in writing class. The material must be able to encourage them to understand. If it is necessary, the teacher can design and implement technique for material. Secondly, in teaching learning process especially writing, the teacher must give correction to the students' incorrect written. The last one is teacher should share with the students frequently about the difficulties in learning four English skills especially in writing. Secondly, this technique is great for differentiation; teachers (and students) can develop any number of possible RAFT based on the same text that can be adjusted for skill level

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