

## The Effects of RAFT Strategy towards Students' Writing Skills on Writing Descriptive Text

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Received	Revised	Accepted
06-04-2023	24-07-2023	30-08-2023

**Abstrak** - Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Strategi RAFT terhadap keterampilan menulis teks deskriptif siswa semester genap Kelas 7 SMPN 3 Cikarang Barat. Metode penelitian yang digunakan adalah metode deskriptif kuantitatif. Instrumen penelitian ini menggunakan wawancara, observasi, tes dan dokumentasi. Aspek yang dinilai dalam menulis teks deskriptif adalah hasil belajar menulis teks deskriptif, evaluasi, dan rangkuman. Hasil penelitian keterampilan menulis teks deskriptif siswa dengan menggunakan strategi RAFT pada siswa kelas VII SMPN 3 Cikarang Barat memperoleh skor rata-rata 51,51 dengan kategori cukup. Artinya, siswa secara keseluruhan mampu menulis teks deskriptif dengan menggunakan strategi RAFT. Terbukti dari jumlah 184 siswa, 36 siswa di antaranya mendapat nilai di atas KKM (Kriteria Ketuntasan Minimal) dan 16 siswa di bawah KKM. Berdasarkan perhitungan yang dilakukan, diketahui bahwa terdapat pengaruh penggunaan RAFT Strategi terhadap ketrampilan menulis deskriptif teks.

**Kata Kunci:** Strategi RAFT, Keterampilan Menulis, Teks Deskriptif

**Abstract-** This study aims to determine the effect of using the RAFT Strategy on the skills of writing descriptive texts for even semester 7th graders of SMPN 3 Cikarang Barat. The research method used is a quantitative descriptive method. The research instrument used interviews, observations, tests and documentation. The aspects that are assessed in writing descriptive texts are the results of learning to write descriptive texts, evaluations, and summaries. The results of the research on students' descriptive text writing skills using the RAFT strategy for class VII students of SMPN 3 Cikarang Barat obtained an average score of 51.51 in the sufficient category. That is, students as a whole are able to write descriptive texts using the RAFT strategy. It is evident from the total of 184 students, 36 of them scored above the KKM (Minimum Completeness Criteria) and 16 students were below the KKM. Based on the calculations performed, it is known that there is an effect of using the RAFT Strategy on the skills of writing descriptive text.

**Keywords:** RAFT Strategy, Writing Skills, Descriptive Text

### INTRODUCTION

Writing is a skill that students must learn. By writing, students can express their ideas, experiences, and imagination in written form. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection (Sangkala, 2012:83). According to Brown (2007:396) writing is primarily for the display of students' knowledge. In addition, according to Suparno and Yunus (2007:13) writing is an action to share and convey information by using written language as the media. Therefore, writing is the ability to express ideas; a writer will use knowledge of structure and vocabulary to express ideas in written form. In the process of writing, it is not always easy to do, especially for students. In fact, writing is a difficult subject, especially for students, because writing is a combination of ideas, vocabulary, and grammar. They find it difficult to express their ideas in written form. They still can't create text or paragraphs. Dalman (2013:1) stated, writing is systematically organizing ideas and express them explicitly to make reader easy to understand the message or ideas that are said, the writer must have good ability in writing. Therefore, the researcher concluded that there are many problems in writing, such as students having difficulty developing their ideas in written form, then students are less proficient not only in vocabulary, grammar, and rhetoric but also conceptual and written assessment.

As one of the English language skills, writing is a necessity in the school environment that students will learn, apart from reading, speaking and listening. Based on Curriculum 13, in the Middle School Syllabus, descriptive text is one of the written subjects (Syllabus 13 Curriculum 13 for SMP/MTs). Descriptive text is one of the materials taught in seventh grade junior high school students. Descriptive text to describe events, people, etc. The



researcher conducted an interview with the English teacher, that said the difficult aspects of teaching writing in descriptive texts are developing ideas, grammar and vocabulary. The teacher also said that students find it difficult to understand the generic structure of a text. This shows that most of the students still have difficulty in writing descriptive text. [Dwi Nurhartini, English Teacher at SMPN 3 Cikarang Barat, (Interview). Based on the interviews, the researcher concluded that there are many students' problems in teaching writing, especially descriptive texts such as developing ideas, grammar, vocabulary, and students still faced difficulties in writing descriptive texts. Scores of students' ability to write descriptive text can be seen in table 1.

Table 1. Scores for Writing Descriptive Texts for Grade 7th Students of SMPN 3 Cikarang Barat Academic Year 2021/2022

No	Class	Students' scores		Number of students
		<70	≥70	
1.	VII 3	20	16	36
2.	VII 4	19	18	37
Total number of students		39	34	73
Percentage		53,5%	46,58%	100%

Source: English Teacher Documents at SMPN 3 Cikarang Barat

From the table above there are 34 students out of 73 students who passed the test and there are 39 students who failed. This is still not complete based on the Minimum Completeness Criteria (KKM) used by SMPN 3 Cikarang Barat, 70. This means that students who have difficulty in writing are 53.5%. It can be concluded that the ability to write descriptive text, students still do not understand the material for writing descriptive text. Because students find it difficult to learn writing in descriptive texts such as developing ideas, grammar, and vocabulary. Furthermore, the researcher interviewed students of SMPN 3 Cikarang Barat. Based on the results of the interviews, they experienced difficulties in writing, especially in descriptive text. Something like developing ideas, grammar, and vocabulary. They feel bored learning writing. Therefore, they are still lack of vocabulary mastery, have difficulty in expressing ideas in written form, and are not interested in the strategies used by the teacher. [Students, Class VII SMPN 3 Cikarang Barat, 31 March 2022].

The students still do not understand the material for writing descriptive text with contextual learning. Learning strategies that emphasize the full involvement of students to be able to find the material being studied and relate it to real life situations so as to encourage students to be able to apply it in their lives (Contextual Teaching Learning/CTL). Tri Wijayanti, Sugiman, The Effectiveness of the CTL Approach and Problem Solving in terms of Mathematics Learning Achievement and Student Religiosity, (Yogyakarta State University: 2013), p.215 (Mathematics Education journal, Vol 8, No 2), Contextual Teaching Learning can be interpreted as learning related to a certain atmosphere in the learning process at school. Contextual Teaching Learning (CTL) is a concept that helps teachers relate the subjects taught to real-world situations or encourage students to make connections between the knowledge they have and its application in their lives as members of the family and society. [Abdul Karim, Analysis of Learning Approaches CTL (Contextual Teaching and Learning) at SMP 2 Teluk Jambe Timur, Karawang, 2017), p.147. This means that contextual learning is a learning strategy that connects students' lives with the social environment and habits in society.

The teacher organizes the class as a group that works together to discover new knowledge and skills for students. Students as individual assignments. A person's learning skills will be influenced by the level of development and the breadth of his own experience. The teacher provides opportunities for students to find or implement their ideas. [Intan Satriani, Emi Emilia, Muhammad Handi Gunawan, Contextual Teaching and Learning Approach to Teaching Writing, (Indonesian Education University, 2012), p.3] Based on the statement above, the researcher concluded that the weakness of the CTL strategy was that the teaching and learning process system took a long time, students were individual assignments, and the teacher was a facilitator in the learning process. Based on previous research, by Yana Riyanti (2016), it was used to improve students' descriptive writing through the role, audience, format, topic (RAFT) strategy for class VII students of SMP Paramarta Jombang in the 2015/2016 academic year. The students feel happy in the learning process in writing with this strategy. Students can easily develop their ideas in a paragraph. [Yana Riyanti, Improving Students' Descriptive Writing Skills Through Role, Audience, Format, Topic (RAFT) Strategy (Grade VII Research class at SMP Paramarta Jombang Academic Year 2015/2016), Syarif Hidayatullah University.

The previous research was then carried out by Repika (2016), she used the influence of writing student recount texts through the role, audience, format, and topic (RAFT) strategies of eighth grade students of SMP Nusantara Bandar Lampung in the 2015/2016 academic year. Found teaching and learning process. Students are active,

enthusiastic, and interested in writing. [Repika, 2016. The Effect of Using ROLE, Audience, Format, Topic (RAFT) Strategy on Students' Recount Text Compression Ability (In the second Semester of grade VIII SMP Nusantara) Bandar Lampung Academic Year 2015/2016), Raden Intan University Lampung, (accessed at Wednesday, October 13, 2021)].

From the explanation above, the difference between previous research and researchers, from the first previous research using role, audience, format, topic (RAFT) to improve students' skills in writing descriptive text while this research will use role, audience, format, topic (RAFT) strategies for teaching descriptive texts. While the two previous studies used the role, audience, format, topic (RAFT) strategy for teaching writing in recount text, while this research used the role, audience, format, topic (RAFT) strategy for teaching descriptive text. From the data above, the researcher is interested in using the RAFT strategy which students must master, especially in descriptive text. In research where researchers use the RAFT strategy it has an influence on writing skills in particular.

Based on the statement above, the researcher assumes that students must mastered writing skills, especially descriptive texts. Therefore, the researcher proposed a study entitled: The Effect of Using the RAFT Strategy on Students' Writing Skills on Descriptive Text in second Semester of VII grade at SMPN 3 Cikarang Barat. Based on the existing problems, the researcher will focus this research on the Influence of Using Role, Audience, Format, Topic (RAFT) Strategies on Students' Descriptive Text Writing Skills in the Second Semester of Grade VII SMPN 3 Cikarang Barat in the 2021/2022 Academic Year. The formulation of the problem of this study is: Is there a significant effect of using the Role, Audience, Format, Topic (RAFT) strategy on the skills of writing descriptive texts for class VII students of SMPN 3 Cikarang Barat? The purpose of this research is to find out whether there is a significant effect of the Strategy of Using Role, Audience, Format, Topic (RAFT) on the Descriptive Text Writing Skills of Semester II Class VII Students of SMPN 3 Cikarang Barat.

## RESEARCH METHODOLOGY

Researcher uses the experimental method. In this experimental research, researcher uses a quasi-experimental research design. The quasi-experiment included assignment, but not random assignment of participants to groups. This is because researchers cannot artificially create groups for experiments (John W. Creswell, 2012: 309). Furthermore, this type of quasi-experimental design, which can be divided into two main categories, namely pre-test and post-test, only post-test. (John W. Creswell, 2012: 310) This means that in a quasi-experimental design there is no random assignment, so the quasi-experiment is divided into pre-test and post-test categories, just post-test. the researcher applied a quasi-experimental pre-test post-text group design. The researcher gave the experimental and control groups intact, gave the pre-test to both groups, carried out the treatment activities with the experimental group only, and gave the post-test to assess the differences between the two groups. (John W. Creswell, 2012:310). The research design can be presented as follows.

Table 2 Pre-test and Post-test Design

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Post-test	Experimental Treatment	Post-test

The quasi-experiment included assignment, but not random assignment of participants to groups. This is because researchers cannot artificially create groups for experiments (John W. Creswell, 2012: 309). Furthermore, this type of quasi-experimental design, which can be divided into two main categories, namely pre-test and post-test, only post-test. (John W. Creswell, 2012: 310) This means that in a quasi-experimental design there is no random assignment, so the quasi-experiment is divided into pre-test and post-test categories, just post-test. Researcher also applied a quasi-experimental pre-test post-text group design. The researcher gave the experimental and control groups intact, gave the pre-test to both groups, carried out the treatment activities with the experimental group only, and gave the post-test to assess the differences between the two groups. (John W. Creswell, 2012:310). The research design can be presented as follows:

Table 3 Total Number of Class VII Students of SMPN 3 Cikarang Barat.

No	Class	Gender		Total
		Male	Female	
1	VII 1	21	16	37
2	VII 2	22	15	37
3	VII 3	20	16	36
4	VII 4	19	18	37
5	VII 5	18	19	37
Total number of students				184

Source: SMPN 3 Cikarang Barat

The research sample is two classes. One is the experimental class and the other is the control class. The researcher got class VII 3 as an experimental class consisting of 36 students and VII 4 as a control class consisting of 37 students. So, the number of samples is 73 students. Researchers used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or clusters, of objects rather than individuals is known as cluster random sampling. (Jack R. Fraenkel and Norman E. Wallen, 2009:95). The researcher conducted the research in seventh grade consisting of six classes. The sample of this research are two classes. One class is the experimental class and the other is the control class. The steps for determining the experimental class and control class are as follows:

- a. First, the researcher makes a kind of lottery.
- b. Second, the researcher provided six small sheets of paper where each sheet was the name of each class, then the researcher rolled them up and put them in a glass.
- c. Third, the researcher shook the glass and took one of the pieces of paper. For the first paper as an experiment.
- d. Next, the researcher shook the glass again and took a small piece of rolled paper. The class name must be different from the name on the first glass so that the second paper serves as the control class.

Researcher using pre-test and post-test in collecting the data in order to understand the knowledge, intelligence, and talents of students. Arikunto (2014: 47) states that a test is a number of statements or questions used to measure a skill, knowledge, intelligence or talent possessed by individuals and groups. (Arikunto. op. Cit: 173). Based on the definition above, in collecting data, researchers will use pre-test and post-test. The researcher conducted a pre-test to find out the scores of students' writing skills in descriptive texts before being given treatment and to diagnose individual specific strengths and weaknesses in writing skills in descriptive texts. The pre-test will determine students' writing ability before being given treatment.

The post-test was conducted to determine students' writing skills after they were taught to use Role, Audience, Format, Topic (RAFT) in writing descriptive text. The system and level of difficulty of the post-test are the same as the pre-test, because both are used to measure students' writing skills after using the Role, Audience, Format, Topic (RAFT) in writing the applied descriptive text. The research instrument used in this study was writing descriptive text, the instrument used in this research based on syllabus of Indonesian Curriculum for Junior High School. The test score is calculated according to the following scoring system proposed by Weigle. (Sara Cushing Weigle, 2002:116).

## RESULTS AND DISCUSSION

### 1. Results

#### a. Experimental class pre-test

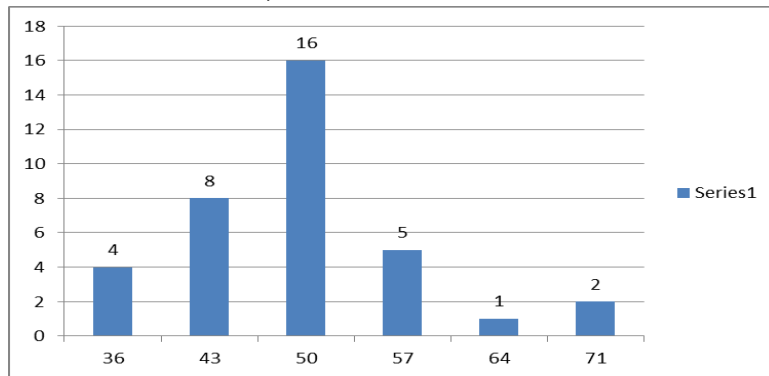
Based on the data obtained, a table of the frequency distribution of the descriptive text writing skills of the experimental class students was made as follows:

Table 4 Table of Frequency Distribution of Experimental Class Pre-Test Results

Interval	f <sub>i</sub>	X <sub>i</sub>	X <sub>i</sub> <sup>2</sup>	f <sub>i</sub> .x <sub>i</sub>	f <sub>i</sub> .X <sub>i</sub> <sup>2</sup>
30 – 36	4	33	1089	132	4356
37 – 43	8	40	1600	320	12800
44 – 50	16	47	2209	752	35344
51 – 57	5	54	2916	270	14580
58 – 64	1	61	3721	61	3721
65 – 71	2	68	4624	136	9248
Total	36	303	16159	1671	80049

- a. Mean:  $\bar{X} = \frac{1671}{36} = 46,41$
- b. Median:  $Me = 43,5 + 1,5 = 45$
- c. Mode:  $Mo = 40$

- d. Standard Deviation:  $S^2 = 9,54$
- e. Variance:  $S = 3,088$



Picture. 1 Graph of Pre-Test Results in Experimental Class

Based on the data above, the results of the pre-test for writing descriptive text skills before using the RAFT method obtained an average of 46.41. So, it can be concluded that the experimental class pre-test before using the RAFT method is still not optimal. Therefore it needs more activity to improve the average score of the result.

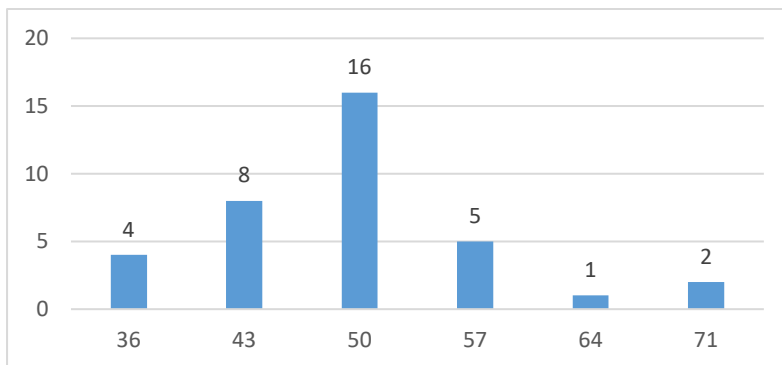
b. Pre-test control class

Based on the data obtained, a table of the frequency distribution of the descriptive text writing skills of the control class students was made as follows:

Table 5 Frequency Distribution of Control Class Pre-Test Results

Interval	$f_i$	$X_i$	$X_i^2$	$f_i \cdot x_i$	$f_i \cdot X_i^2$
30 – 35	6	32,5	1056	195	6337,5
36 – 41	10	38,5	1482	385	14822,5
42 – 47	4	44,5	1980	174	7921
48 – 53	8	50,5	2550	404	20402
54 – 59	3	56,5	3192	169,5	9576,75
60 – 65	6	62,5	3906	375	23437,5
Total	37	285	14167,5	17706,5	82497,25

- a. Mean:  $\bar{X} = \frac{17706,5}{37} = 46,12$
- b. Median:  $Me = 43,5 + 1,5 = 45$
- c. Mode:  $Mo = 40$
- d. Standard Deviation:  $S^2 = 10,46$
- e. Variance:  $S = 3,234$



Picture. 2 Graph of Pre-Test Results in the Control Class

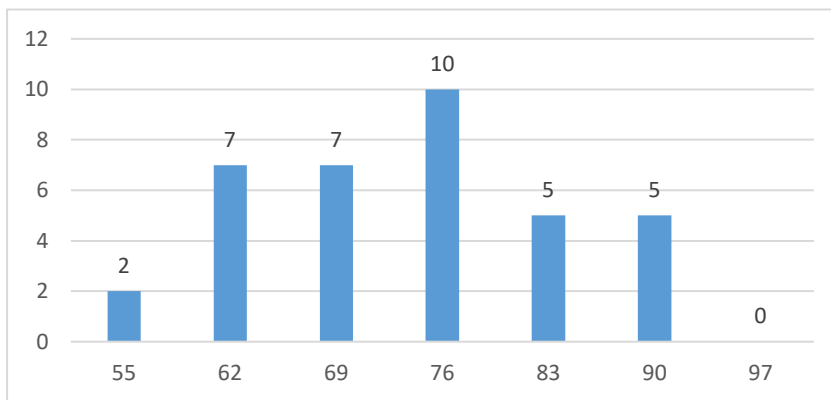
Based on the data above, the results of the pre-test for writing descriptive text skills before using the RAFT method obtained an average of 46.41. So, it can be concluded that the experimental class pre-test before using the RAFT method is still not optimal. Based on the data above, the results of the pre-test for writing descriptive text skills using the CTL method obtained an average of 46.12. So, it can be concluded that the control class pre-test did not

use the RAFT method and was not optimal. Post-test experiment class. Based on the data above, a frequency distribution table of the descriptive text writing skills of the experimental class students can be made as follows:

Table. 6 Frequency Distribution of Class Experiment Post-Test Results

Interval	$f_i$	$X_i$	$X_i^2$	$f_i \cdot x_i$	$f_i \cdot X_i^2$
50-55	2	52,5	2756,25	105	5512,5
56-62	7	59	3481	413	24367
63-69	7	66	4356	462	30492
70-76	10	73	5329	730	53290
77-83	5	80	6400	400	32000
84-90	5	87	7569	435	37845
91-97	0	94	8836	0	0
Total	36	511,5	261632,25	18414	9418761

- a. Mean:  $\bar{X} = \frac{18414}{36} = 51,51$
- b. Median:  $Me = 70$
- c. Mode:  $Mo = 70$
- d. Standard Deviation:  $S^2 = 10,11646466$
- e. Variance  $S = 3,18063903328$



Picture. 3 Graph of Post Test Results in the Experimental Class

Based on the data above, the results of the post test for skills in writing descriptive text using the RAFT method obtained an average of 51.15. So it can be concluded that the post test of the experimental class showed an increase.

c. Post-test control class

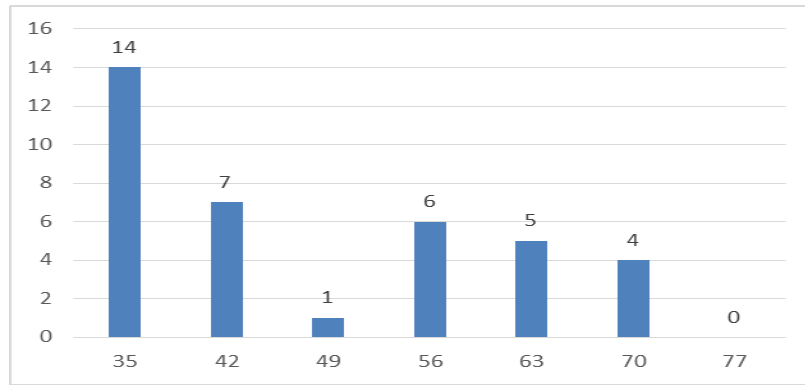
Based on the data above, a frequency distribution table for the control class students' descriptive text writing skills can be made as follows:

Table. 7 Frequency Distribution of Control Class Post Test Results

Interval	$f_i$	$X_i$	$X_i^2$	$f_i \cdot x_i$	$f_i \cdot X_i^2$
30 – 35	14	32,5	1056	455	207,025
36 – 42	7	39	1512	273	74,529
43 – 49	1	46	2116	46	2116
50 – 56	6	53	2809	318	101,124
57 – 63	5	60	3600	300	90,000
64 – 70	4	67	4489	268	71,824
Total	37	297,5	13,014	1,660	2,660,502

- a. Mean:  $\bar{X} = \frac{1660}{37} = 44,86$
- b. Median:  $Me = 40$
- c. Mode:  $Mo = 30$
- d. Standard Deviation:  $S^2 = 13,0753763$
- e. Variance:  $S = 3,61598897952$





Picture. 4 of Post Test Results in the Control Class

Based on the data above, the results of the post test for writing descriptive text skills using the CTL method obtained an average of 44.86. It can be concluded that the post-test in the control class did not use the RAFT method, which was still not optimal. The calculations performed; the results obtained can be seen from the following table:

Table 8 Normality Test Results

No	Test Device	N	Lcount	Ltable	Information
1.	Experiment	36	0,044698	5,316	Normal
2.	Control	37	0.118168049	5,38932760184	Normal

From the table the two research groups are different if it is obtained that  $L\text{ count} < L\text{ table}$  means that the experimental group and the control group are normally distributed. Obtained F table of 1.73. So, it can be concluded that  $F\text{ count} < F\text{ table}$ ,  $1.17098088715 < 1.73$  means homogeneous. The hypothesis test shows that there is a positive and significant influence in the use of the RAFT method on the skills of writing descriptive texts of students of SMPN 3 Cikarang Barat.

## 2. Discussion

The previous research was carried out by Repika (2016), she used the influence of writing student recount texts through the role, audience, format, and topic (RAFT) strategies of eighth grade students of SMP Nusantara Bandar Lampung in the 2015/2016 academic year. Found teaching and learning process. Students are active, enthusiastic, and interested in writing. [Repika Ayu Selvi, 2016. The Effect of Using ROLE, Audience, Format, Topic (RAFT) Strategy on Students' Recount Text Compression Ability (In the second Semester of grade VIII SMP Nusantara) Bandar Lampung Academic Year 2015/2016), Raden Intan University Lampung, (accessed at Wednesday, October 13, 2021)]. From the explanation above, the difference between previous research and researchers, from the first previous research using role, audience, format, topic (RAFT) to improve students' skills in writing descriptive text while this research will use role, audience, format, topic (RAFT) strategies for teaching descriptive texts. While the two previous studies used the role, audience, format, topic (RAFT) strategy for teaching writing in recount text, while this research used the role, audience, format, topic (RAFT) strategy for teaching descriptive text.

In analysing the data, the researcher found that the results of the class VII descriptive text writing test at SMPN 3 Cikarang Barat in the 2021/2022 academic year had sufficient skills. This can be seen from the results of data analysis calculations, that the grade VII students' English subject scores in the control and experimental classes after using the RAFT method average (mean) 51.51, the median (middle value) is 70, the value that occurs frequently (mode) 70, and standard deviation 10.11646466. This shows that the grades of students taught without using the RAFT method have NOT shown satisfactory results. But based on assessment standards, student scores are "classified" into the word sufficient. This means that in the future students still need improvement and continue to practice. Comparison of grades taught with the RAFT method and without the RAFT method are as follows:

Table 9. Comparison of the scores of Mean, Median, Mode, Standard Deviation, and Variance of the Control Class and the Experimental Class

Score	Experiment (Xa)	Control (Xb)
Mean	51,51	44,86
Median	70	40
Modus	70	30
Standard Deviation	10,11646466	13,0753763
Variance	3,18063903328	3,61598897952

The table above shows a statistical summary of the mean, median, mode, standard deviation, and variance of the descriptive text writing skills of the experimental class and the control class. The values in the control class which were taught without using the RAFT method were seen to be below the values of the experimental class which were taught using the RAFT method. The mean value of the two classes is categorized into the "sufficient" criterion. This shows that students of SMPN 3 Cikarang Barat have skills in mastering English. Therefore, if they continue to be stimulated with teaching that makes them happy, they will get even better grades.

The results of the analysis above, in order to know whether there is a significant difference or not in the skills of writing descriptive texts in the experimental class and the control class, the results of calculations using the t-test show that the value of the t-test is 4.89794815856. By referring to the distribution of the t-table, it can be seen that the degree of freedom ( $73-2=71$ ) at a significant level of 0.025, the value of the t-table is 1.99394. It shows that the null hypothesis ( $H_0$ ) is rejected, the alternative ( $H_a$ ) is accepted. It can be concluded that there is a significant Effects in the skills of writing descriptive texts for students using the RAFT method and classes using the CTL method, and producing the hypothesis "There is a significant effect of using the RAFT method on the skills of writing descriptive texts for class VII students of SMPN 3 Cikarang Barat.

## CONCLUSION

After conducting research and analyzing the data, the following conclusions can be drawn: There is a significant effect of the role, audience, format, topic (RAFT) strategy on students' ability to write descriptive text. Because from the results of data calculations in the previous chapter where the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. This means that the researcher's assumption is correct, namely the role, audience, format, topic (RAFT) strategy can have a significant influence on students' writing descriptive text skills. This is supported by the scores achieved by these students where they get higher scores after the researcher provides treatment using role, audience, format, topic (RAFT) as a strategy in learning to write. The significant effect can be seen from the results of calculations with the t-test showing that the value of the t-test is 4.89794815856. By referring to the distribution of the t-table, it can be seen that the degree of freedom ( $73-2=71$ ) at a significant level of 0.025, the value of the t-table is 1.99394. It shows that the null hypothesis ( $H_0$ ) is rejected, the alternative ( $H_a$ ) is accepted. Based on the data obtained in this research, here are some suggestions. Teachers should use many creative activities to improve students' writing skills, for example reading popular book or watching favorite English-speaking movie which may improve students' vocabulary and also grammar ability. Students can read, listen, watch more of English book, song, and movie which improve their vocabulary and grammar, which related to writing skills.

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