

**USING RAFT STRATEGY TO IMPROVE EFL LEARNERS' WRITING  
COMPETENCY IN PARAGRAPH WRITING COURSE AT THE UNIVERSITY OF  
HAIL-KSA**

**Lina Abedelqader Mohmmad Salameh**

Department of English, University of Hail, PO Box: -2152 -, City of Hail, Saudi Arabia

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**ABSTRACT:** *Teaching writing in English for University students needs to be improved from time to time through creative ways. To develop writing skills, learners should follow the process of learning of how to get ideas, how to put these ideas together, how to organize them on paper, and finally how to refine them into a good cohesive piece of writing. This research aimed to find out how the implementation of RAFT (Role, Audience, Format and Topic) strategy enhanced learners' writing competency in: argumentative, descriptive, comparison - contrast, and cause - effect types of paragraphs. T-test analysis results showed that there were significant differences in students' writing competency between the two groups in favor of the experimental. In spite of the fact that the effect of RAFT strategy was not very high, it was recommended that English teachers who have similar problems in the classroom to apply RAFT strategy in their writing class.*

**KEYWORDS:** RAFT, Argumentative, Descriptive, Comparison and Contrast, Cause and Effect.

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## **INTRODUCTION**

In Saudi Arabia, English as a foreign language has been recently taught as compulsory subject started from elementary stage until university. In the field of language teaching, teaching English focuses on the mastery of four language skills, namely: listening, speaking, reading and writing. In higher education, writing is an essential component of a university education; it is one of the fundamental ways through which academic disciplines construct, and communicate their various forms of knowledge. It is also an important skill that is needed in any career field as well.

EFL students in the English Department at the University of Hail are typically exposed to a variety of writing courses, such as Composition 1 and Composition2 (paragraph writing based courses), Essay Writing, and Advanced Writing courses throughout their academic education. Therefore, it is worth having more focus on this skill since it is needed in almost many fields. However, writing in a foreign language is not easy for students. Brown (2007) considered writing as the most difficult skill for foreign language learners to master. Writing needs a lot of concentration in order to get the successful result or product.

Based on the researcher observations and experience in teaching writing courses at the English department of the University of Hail, most of the students still have difficulties in writing a paragraph. Most of them could not express their ideas clearly. They cannot write a good topic sentence as a starting point in a paragraph. Besides, they do not know what appropriate words to be selected to the content of their writing and also have difficulties in organizing those ideas into a coherent whole.

Regarding students' difficulties in writing, it is stated that difficulties are not caused by the students themselves but also by the inappropriate techniques used by teachers to approach language teaching.

Cho and Schunn (2007) stated that to develop writing skills, learners should follow the process of learning of how to get ideas, how to put these ideas together, how to organize them on the paper, and finally how to refine them into a good cohesive piece of writing. The process of writing involves content, organization, vocabulary, language feature, and mechanics. A writing task involves simple sentences to elaborated texts or essays. In other words, writing requires a specific knowledge that helps writers to put their thoughts into words in a meaningful form.

RAFT strategy is one of the guided writing strategies that can be applied in teaching writing and can be used to improve students' writing competence. RAFT (Role of the writer-Audience-Format-Topic) is a system to help students understand the main elements to organize their writing. Singleton and Newman (2009) explained that **Role** gives writers context to write, **Audience** focuses their choices of words and details to meet specific needs, **Format** can be flexible for any students' interests or learning profile, **Topic** structures the message using strong verbs to create expressions.

Since writing is a skill that needs improvement from time to time, the objective of the current study is to improve the students' writing ability through using RAFT strategy as an attempt to help students overcome their difficulties in writing courses. This strategy can help students understand their role as writers, the audience they address, the different formats for writing, and the topic they write about.

## REVIEW OF LITERATURE

Writing is used in almost all fields and jobs; it is a skill that all students and workers need to learn and to become better at. Regardless of the actual assignment and the format used, understanding what makes for good writing and the proper techniques to use can lead to creating a well-crafted essay in a shorter amount of time. Massi (2001) defines writing as a transmission process of ideas from an addresser to an addressee via a text. According to Barry, Campbell and Daish (2006), a good writing is clear, straightforward and easy to understand, and it has confident beginnings and endings.

Based on the researcher's observation and investigation through teaching students, they still have difficulties in writing paragraph. Some of them find difficulties in writing paragraph for example: unable to get diction, idea, and ordering the words. Most of the students find difficulties to develop ideas in their minds. In fact, they might have something in their mind to state, but they are often unable or confused to express and develop their ideas into a good writing. It is such a common problem that is encountered by most of English teachers in teaching writing. It was stated that one of the students' problems is that they have difficulty in arranging information or ideas logically to achieve coherence in their writing, which is the main requirement in writing (Chakraverty and Gautum,2000; Campbell,2002).

It was claimed that the factor that may affect the students' competency in writing is the strategy used by the teacher in teaching writing. For example, teachers rarely stimulates students' ideas before being expressed in written form and often let them work alone without giving them any guidance to develop or express their ideas properly. To help the students discover their ideas,

the teacher should provide appropriate activities about the topic being discussed. Moreover, the teacher, during the process of writing, should guide and direct the students to write a good paragraph and revise their work as well to attract their attention to the aspects that need to be considered in writing such as: grammar, mechanics, vocabulary, content and organization of paragraph. However, there are no opportunities given to the students to know their mistakes in writing. Instead, the students wait for their grades without knowing how to correct their mistakes. This way of dealing with writing indicates the traditional use of writing techniques used by teachers.

Writing requires students to consider audience and purpose. An effective writing enables students to write fluently and purposefully for an audience. Lucantoni (2002, p.53) claimed that a good writer “involves a consideration of the purpose of the activity, and the audience, which in turn will indicate the writer whether a formal or informal register is required.” Moreover, Barry, Campbell & Daish (2006) urged that an effective writer considers the tone, register and sense of audience which are suitable for the purpose. For example, “a letter to friend should sound friendly and sympathetic, whereas a letter to a newspaper should sound more formal and distanced” (Barry, Campbell & Daish, 2006, p. 12).

Therefore, the current study aimed at using the Raft strategy in teaching writing to the students who are involved in the paragraph writing courses (Composition 1 and 2). RAFT strategy is the acronym of R (Role of the writer), A (Audience to whom the product is being directed), F (Format of the product being created), T (Topic of the product). Some studies of RAFT strategy have shown positive improvement for the students’ writing. RAFT strategy is one of the guided writing strategies that can be applied in teaching writing and can be used to improve students’ writing competence. This strategy can help the students understand their role as a writer, the audience they address, the varied formats for writing, and the topic they were writing about. This strategy is attractive to the students to study so that they will give their efforts in writing a paragraph. By using this strategy in teaching learning process, the teacher will solve the student’s problem or difficulties in understanding a sentence. It will improve the students’ interests and motivation of studying in the classroom.

Furthermore, RAFT strategy is simple but gives the students opportunity to explore their imagination of what they want to do according to their creativity after they have found ideas by working on the RAFT assignment. Groenke (2008) in Parila Santi et.al, (2014) stated that RAFT strategy helps students make connection between their previous knowledge and the new one, connect concepts, and provide context for thinking deeply about the topic. Sudarningsih and Wardana (2011) exhibited positive attitude, high learning motivation, as well as active participation in learning recount text writing.

Parilasanti, Suarnajaya, and Marjohan (2014) investigated the effect of RAFT strategy and anxiety upon writing competency. It was an experimental research with 2x2 factorial design. The result showed that (a) there was significant difference in writing competency between the students taught by RAFT strategy and those taught by conventional strategy, b) there was an interactional effect between the implementation of RAFT strategy and the students’ anxiety, (c) there was significant different in the writing competency between the students’ with high anxiety, taught by RAFT strategy and those who are taught by conventional technique, (d) there was significant different in the writing competency between the students’ with low anxiety, taught by implementing RAFT strategy and those who are taught by conventional strategy

Parila Santi, et. al (2014) indicated that there were significant differences in writing skill between students taught using RAFT strategy and conventional strategy. Lindawaty, Sudarsono, Sada (2014) showed that RAFT strategy improved the students' performance in writing formal letter from cycle to cycle. It strengthens their sense of writers by making them aware of the impact of the topic on the format of their audiences. Furthermore, RAFT strategy also helped the students write better expressions in writing formal letters and respond the given writing prompts accurately. Lindawaty, et.al (2014) found out that the teaching practice improved and the result of students' writing scores also improved from cycle to cycle in terms of content and language. The students were able to write more effectively as they were aware who they were writing as, to whom they were writing, what format their writing was and the topic of their writing. The students wrote more purposively and focused after being introduced to RAFT writing strategy.

Umaemah, Latief, Irawati (2016) implemented RAFT strategy in teaching writing and found out that it was successful to improve the students' writing ability. All the students achieved the score at least 55 and 74.24% of them were actively involved in the process of teaching and learning.

Paragraph writing courses (Composition 1 and 2) were intentionally selected in this study because these courses provide practice in producing ordered and developed writing that would meet practical needs. The students will be required to develop their abilities to describe and narrate. Students will also be introduced to the basic concepts of paragraph writing, topic sentences, unity and coherence. Students are also during these courses are taught to use grammar in the following points: Tenses, modifiers, rules of punctuation, relative pronouns, and prepositions and train students to avoid dangling modifiers and run-on sentences. students also practice producing a variety of grammatically correct sentences in unified paragraphs that are patterned logically. Topic sentence use in all writing is stressed as well as adequate development of ideas.

Besides, paragraph is the basic unit of writing that should be acquainted by the students. According to Langan (2005), a paragraph is a short paper of around 150 to 200 words. It usually consists of a topic sentence which carries the opening point and it is followed by a number of sentences that explain and advocate that point. A solid evidence for any point should be provided for any point the writer gives to make communication effective with readers.

Zemach and Rumisek (2005) defined paragraph as a group of sentences which have a single topic. The sentences in one paragraph can be either short or long depending on the topic that is being discussed in that paragraph. These sentences in the paragraph support the main idea that is related to the topic.

Moreover, Oshima and Hogue (2006) said that a paragraph is the basic unit of organization in writing that includes a group of sentences relevant to the main idea of that paragraph. They pointed that the number of sentences in one paragraph is not important because a paragraph can stand by itself and it should be rather long so as to discuss the main idea clearly.

Zemach and Rumisek (2005) noted that a paragraph comprises of three basic components. The first component is the topic sentence which carries the main idea of the paragraph. It is the most general sentence of the paragraph that usually comes as the first sentence of the paragraph. The second component is the supporting sentences that talk about or explain the topic sentence and are more detailed ideas that follow the topic sentence. The last third component is the

concluding sentence that stands at the end of the paragraph. Its main function is to sum up the main point or to restate the main idea in a different way.

Based on the explanations given previously, it can be concluded that paragraph is important as the basic unit of organization in writing. It consists of one main idea that will be developed into several sentences. Therefore, it is better to have knowledge and understanding about how to write paragraph to be able to express and organize the ideas freely and clearly. In accordance with the definition above, it can be summed up that writing is ability to express and convey our ideas, messages or thoughts in written form. The purpose of writing is to connect and link between writer and reader's thoughts.

### **Statement of the problem**

In Saudi Arabia, teaching English as a foreign language has recently been a part of educational priorities. Using English language proficiently, one has to master the writing skill. Beside reading, listening, and speaking, writing skill has been considered one of the most necessary skills in teaching and learning English as a foreign Language (EFL). Traditionally, teaching writing at schools or even at universities focus on having writing that is free of mistakes in grammar, punctuation and vocabulary. But nowadays, this way of teaching writing is no longer acceptable. Writing is thinking and it is the effect of foreign language on the writers' thought. Therefore, much more attention should be given to the process of the writing itself and to the students' problems in writing; for example, generating ideas and vocabulary items, understanding the core elements to organize paper, focusing on their choices of words and details to meet specific needs, structuring to create strong expressions...etc. Researchers believe in the necessity of having new strategies that provide the students with ideas, many more vocabulary items in addition to that, ways of thinking creatively. Raft strategy has been seen as one of practical solutions to the students' problems in writing. Therefore, and due to the belief of importance of RAFT as an innovative teaching strategy in improving writing performance, this study aimed to examine the impact of this strategy in improving the students' writing performance.

### **The main objectives of the study**

1- The main objective of the current study was to find out whether the students of the English Department of the University of Hail who were taught by using RAFT writing strategy had better ability in paragraph writing course in the four types of paragraphs forms which are: argumentative, descriptive, comparison and contrast, and cause and effect. To achieve this objective, the teacher raises some questions related to RAFT strategy to guide students' before they start their writing:

- How does the role of you as a writer affect the way of your writing?
- Who is your audience?
- How does your topic affect the choice of your words?
- What is the required format for this type of writing?

2- This study aimed also to achieve the following objectives:

a-to provide opportunities for the students to demonstrate their understanding of a topic or subject through a writing experience.

b- to help students think about subject and express their thoughts creatively.

c-to encourage students to organize their thoughts.

### **Hypothesis**

There are no significant differences in students' writing competency between the student who were taught by RAFT strategy and those who were taught by the conventional strategy in the four types of paragraph forms: argumentative, descriptive, comparison and contrast, and cause and effect.

## **METHODOLOGY**

### **Participants**

The participants were 45 first-year undergraduate students enrolled in compulsory EFL writing courses (Composition1 and 2) taught by the researcher at the University of Hail in KSA. Therefore, writing for first year student was their major challenge in English.

### **Instrument of the Study**

In this research a pre-posttest based on paragraph writing was used to find out whether the students who were taught by using RAFT writing strategy have better ability in paragraph writing in different types of paragraphs: argumentative, descriptive, comparison and contrast, and cause and effect. This research was conducted by using a quasi-experimental method.

### **The Reliability and the Validity of the Instrument**

First, to establish the reliability of the paragraph writing test, the test was tried out to another group of 30 students which was not assigned in this research. These students were asked to answer the test. After two weeks, they were asked to answer the test for the second time. Their papers were corrected by the researcher. The reliability of the test was established by using Cronbach Alpha. The result was found to be (0.83).The reliability coefficients for the instrument used in this study showed that the study instrument was satisfactorily reliable. To ensure the validity of the research instrument, the instrument of the study was given to a jury of three specialists at Hail University at in KSA. They suggested replacing, deleting and adding. Their suggestions and comments were highly considered; and the instrument of the study was modified accordingly.

### **Procedures (Rubric scoring has to be mentioned)**

This research was conducted to find out whether the students who were taught by using RAFT writing strategy have any kind of improvement in their ability of writing a paragraph. The sample of the study was from the first year students of the English Department who registered in Composition 1 in the academic year of 2016/2017 at the University of Hail. A pretest–posttest design was used. The pretest was administered to the two groups of the study (experimental and control) on several topics given to see their ability before having treatment. It was in five types of paragraph development forms, namely argumentative, narrative, descriptive, comparison and contrast, and cause and effect. Students were trained to use RAFT strategy to write paragraphs of the four types of paragraphs. They are defined below:

**-Descriptive type of writing** is a type of writing a paragraph or essay that describes something and shows the reader what a thing or a person is like. The words chosen in the description often appeal to the five senses of touch, smell, sight, sound, and taste. Descriptive paragraphs can be artistic and may deviate from grammatical norms.

**-Argumentative type of writing** is writing a paragraph or an essay to persuade someone to think the way you do.

**-Cause/effect type of writing** generally follows basic paragraph format. That is, they begin with a topic sentence and this sentence is followed by specific supporting details. For example, if the topic sentence introduces an effect, the supporting sentences all describe causes. A cause-and-effect paragraph or essay can be organized in various ways. For instance, causes and/or effects can be arranged in either chronological order or reverse chronological order. Alternatively, points can be presented in terms of emphasis, from least important to most important, or vice versa.

**-Compare and Contrast type of writing** is a way of writing in which two (or occasionally more) subjects are similar and different.

The total number of weeks of the treatment lasted fifteen weeks. The number of credit hours of the writing courses was three hours a week. The three hours a week were divided into two parts. The first two hours were used to explain the basic components of a paragraph; such as, the topic sentence, controlling ideas, supporting sentences, concluding sentence, coherence, cohesion, transitional words and the organization of the paragraph and other various activities as recommended in the English syllabus of the English Department at the University of Hail. The third hour was devoted to train them using Raft strategy to facilitate and encourage them to write.

Similarly, with pretest, the posttest was administered by using the same topics. The researcher analyzed students' product of writing based on the rubric of scoring writing which contains five indicators: content, organization, language use, vocabulary, and mechanics (Cohen, 1994) as in the table below:

**Table (1): Soring Rubric**

<b>Aspect of writing</b>	<b>indicator</b>	<b>weight</b>
<b>Content</b>	The expressions clearly show the points of the message.	<b>4</b>
	The expressions partly indicate clear points of the message.	<b>3</b>
	The expressions indicate a little clear points of the message.	<b>2</b>
	The expressions do not indicate clear points of the message	<b>1</b>
<b>Organization</b>	The generic structure is complete.	<b>4</b>
	The generic structure is almost Complete.	<b>3</b>
	The generic structure needs more Components.	<b>2</b>
	The Generic structure does follow the pattern.	<b>1</b>
<b>Vocabulary</b>	Effective choice of words.	<b>4</b>
	Adequate choices of words but few misuse of vocabulary.	<b>3</b>
	Adequate but many misuse of Vocabulary.	<b>2</b>
	Very poor knowledge of words choices and verb form	<b>1</b>
<b>Grammar</b>	No errors, full control of structure	<b>4</b>
	Few errors, good control in structure	<b>3</b>
	Many errors, fair control in structure`	<b>2</b>
	Dominated by errors, no control of structure	<b>1</b>
<b>Mechanics</b>	No errors of spelling, punctuation, capitalization and paragraphing.	<b>4</b>
	Few errors in spelling, punctuation, capitalization and paragraphing.	<b>3</b>
	Frequent errors in punctuation, spelling, capitalization and Paragraphing.	<b>2</b>
	Dominated by errors in punctuation, spelling, and capitalization also paragraphing.	<b>1</b>

The data of this research were collected through students' products of paragraph writing which were scored by two scorers. Furthermore, in this research, the correlation of the scores from two scorers was calculated and proved reliable.

To teach writing by using RAFT writing strategy, the researcher followed the procedures that Santa (2010) identified as in the following:

-First, the teacher introduced the elements of the RAFT strategy to the students; R = Role of the writer (who is the writer?, what role does she/he play?), A = Audience for the writer (to

whom are you writing?, who will read your writing?), F = Format of the writing (what form will your writing take?), T = Topic of the writing (what will you write about?).

- **Second**, the teacher modeled on a whiteboard, overhead projector, or chart paper how they would write in response to the writing prompt. Next, give students another writing prompt (for which the teacher has already chosen the role, audience, format, and topic) and have students react to the prompt either individually or in small groups.

-Third, together with the students, the teacher determines the important idea, concepts or information from the reading assignment in order to determine the topic of the assignment.

-Then, with students, the teacher brainstorms possible roles class member could assume in their writing by having the class think-aloud to come up with ideas for the piece of writing that they will create as a group. This will determine the role for the assignment.

-Next, the teacher asked the students to determine the audience for their writing.

- Then, the teacher asked the students to decide the format the writing will take.

-As students became comfortable in reacting to RAFT prompts, the teacher gave students a list of options for each component and let them choose their role, audience, format, and topic.

-Finally, students may choose a role, audience, format, and topic entirely on their own.

### Findings of the Study

To find out whether there are statistical significant differences on the pre-test due to the group variables, t-test analysis was conducted and the results are shown in Table 1.

**Table (1): T-test Results of Pre-Test due to Group Variables**

	GROUP	N	Mean	Std. Deviation	t	df	Sig.
Argumentative pre	Experimental	23	10.48	2.826	-.030	43	.976
	Control	22	10.50	1.946			
Descriptive pre	Experimental	23	11.04	1.718	-.004	43	.997
	Control	22	11.05	1.704			
Comparison & Contrast pre	Experimental	23	10.65	1.991	1.453	43	.153
	Control	22	9.64	2.665			
Cause & effect pre	Experimental	23	9.13	1.687	-1.129	43	.265
	Control	22	9.68	1.585			

Table (1) depicts the mean scores and the standard deviations of the groups of the study on the pre-test according to the variables of the study. The results indicated that there were no statistically significant differences at ( $\alpha= 0.05$ ) on pre-tests due to the Group Variable.

From the table above, it can be concluded that the experimental group and the control group were almost the same in the mean scores on the variables of the study before the treatment.

To find out whether there are statistical significant differences on the post-test due to group variables, t-test analysis was conducted and the results are shown in Table (2)

**Table (2): T-Test Results of Post Test due to Group Variables**

	GROUP	N	Mean	Std. Deviation	T	df	Sig.
Argumentative post	Experimental	23	15.74	1.096	9.517	43	.000
	Control	22	11.55	1.792			
Descriptive post	Experimental	23	15.65	1.112	8.626	43	.000
	Control	22	11.91	1.743			
Comparison & Contrast post	Experimental	23	14.13	1.632	6.514	43	.000
	Control	22	10.36	2.216			
Cause & effect post	Experimental	23	13.17	1.800	6.201	43	.000
	Control	22	10.23	1.343			

Table (2) depicts the mean scores and the standard deviations of the two groups of the study on the post-test according to the variables of the study. The mean scores of the experimental group which was taught by the RAFT strategy on the four variables (Argumentative, Descriptive, Comparison and Contrast, Cause and Effect) of the study were (15.74 , 15.65, 14.13, 13.17) with Standard Deviations (1.096, 1.112, 1.632, 1.8) respectively. On the other hand, the mean scores of the control group which was taught by the conventional strategy on the four variables of the study were (11.55, 11.91, 10.36, 10.23) with Standard Deviations (1.792, 1.743, 2.216, 1.343) respectively.

The results indicated that there were statistically significant differences at ( $\alpha= 0.05$ ) on the post- test due to the groups variables in favor of experimental group after the treatment.

**Table (3): Reliability of the Two Scorers**

Group	Pre/post test	Result	Criteria
Experimental	Pre test	.80	Very high
	Post test	.81	Very high
Control	Pre test	.75	High
	Post test	.81	Very high

Table (3) clearly indicates that the scores of students' product of writing from two scorers were reliable. Both Pretest scores and post test scores from Experimental class and control class were very high reliable.

### Discussion of the Findings

The present study aimed to find out how the implementation of RAFT (Role, Audience, Format and Topic) strategy enhanced the students' skill in writing different types of paragraphs: argumentative, descriptive, comparison and contrast, and cause and effect. And thus, the current study aimed to test the following hypothesis:

There are no statistically significant differences in students' writing competency between the experimental group which was taught by RAFT strategy and the control group which was

taught by the conventional strategy in the four types of the paragraph: argumentative, descriptive, comparison and contrast, and cause and effect.

The research hypothesis was tested by using t-test. The data of this research were taken from the result of pretest and posttest. The test assigned the students to show their ability to develop those kinds of paragraph development. The results of students' writing product were analyzed by using rubric of scoring by assessing five indicators, namely, content, organization, vocabulary, grammar and mechanics. The highest score for each indicator was 4 and the lowest score was 1. The maximum score was 20. The students' product of writing was scored by two scorers.

The results on the pre-test indicated that the experimental group and the control group were almost the same in the mean scores on the variables of the study. On the other hand, the post-test showed that the mean scores of the two groups on the variables of the study differ in favor of the experimental group.

Based on the results, the effect of RAFT strategy (Role, Audience, Format, and Topic) on students' writing ability is positive although the effect was not very high but it can be considered as an indicator of a change in students' paragraph writing development. Therefore, further research is needed. It is expected that by having such kind of research, the effectiveness of using RAFT writing strategy can be more explored and students' product of writing will be better.

From this research, it was also found that the students who were treated by using RAFT writing strategy had active role in participating during the teaching and learning process. They created a good atmosphere among them in the classroom to stimulate them to be active in the process of writing as in the findings of other researches such as; Parilasanti, Suarnajaya, and Marjohan, 2014; Parila Santi, et. al, 2014; Lindawaty, Sudarsono, Sada, 2014; Umaemah, Latief, Irawati, 2016).

Moreover, the findings of this research indicated that RAFT writing strategy can help the students to understand their role as a writer and learn how to communicate their ideas effectively and clearly in order to make the readers understand about what have been written. This results is supported by Lindawaty, et.al (2014) who found out that the students were able to write more effectively as they were aware who they were writing as, to whom they were writing, what format their writing was and the topic of their writing. The students wrote more purposively and focused after being introduced to RAFT writing strategy.

RAFT writing strategy makes a writing assignment with imagination, creativity, and motivation. It can be used to provide the variation of students writing product. This strategy can be used for any kinds of writing assignment, not only in social field but also in science field as indicated by Sudarningsih and Wardana (2011) who found out positive attitude, high learning motivation, as well as active participation in learning recount text writing.

### **Implication to research and practice**

-Due to the effectiveness of RAFT writing strategy in paragraph writing, further research should include more specific development of paragraph, different samples, and different places.

-As the result of the fact that RAFT strategy gives positive effect for the students' writing ability and the students' motivation, it is suggested that English teachers who have similar problems in the classroom to apply RAFT strategy in their writing class.

-The researcher recommends the future researchers especially who are interested in implementing RAFT strategy conduct further study on applying RAFT strategy to improve the students' writing by using other types of genres like descriptive, narrative, recount etc.

-This study may inspire the syllabus designers to include such effective strategies in the curricula that help improve learners' writing competency.

## CONCLUSION

-The students' writing ability and their involvement throughout the implementation of RAFT strategy progressively improved.

-The findings indicated that the implementation of RAFT strategy helps students increase their writing ability.

- Although the effect of using RAFT strategy on students achievement scores were not very high but it gives positive indicator for the students' engagement and motivation through the process of teaching writing.

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