

**INCREASING THE STUDENTS WRITING ABILITY IN  
DESCRIPTIVE TEXT BY ROLE, AUDIENCE, FORMAT, AND  
TOPIC, (RAFT) TECHNIQUE (A QUASI EXPERIMENTAL  
RESEARCH AT TEN GRADE STUDENT OF SMA ISLAM  
JEPARA IN ACADEMIC YEAR 2019/2020)**

**A THESIS**



**By :**

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**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF TARBIYAH AND TEACHER SCIENCES**

**ISLAMIC UNIVERSITY OF NAHDLATUL ULAMA JEPARA**

**2019/2020**

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**A THESIS**

Submitted in partial fulfillment of the requirements for the degree of Sarjana

Pendidikan Bahasa Inggris (S.Pd)



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**2019/2020**

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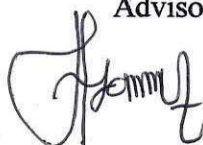
Study Program : English Language Education

Title : **INCREASING THE STUDENTS WRITING ABILITY IN  
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RESEARCH AT TEN GRADE STUDENT OF SMA ISLAM JEPARA  
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**MOTTO**

“Learn from the past, live for the today, and plan for tomorrow”

## **DEDICATION**

This graduating thesis is dedicated to:

1. My beloved Allah SWT and Nabi Muhammad SAW who always guide me and take care of me to be a good person.
2. My beloved parents who always guide and pray for my best life.
3. All my siblings who give me support and spirit.
4. My advisor, Mrs. Santi Andriyani, S.Pd.I., M.P.d. who always gives me advices and support me to finish this thesis.
5. All of my lecturers in English Education Department of UNISNU Jepara.
6. All of my teachers who is being my inspiration in life.
7. My beloved boyfriend, Rian Ari Wijayanto. Thanks for your love, support and pray for me. Love you dear.
8. All of my friends of PBI'15 A2 who always give me support in finishing this thesis especially Aida, Sigid, Rosalinda, Sri Thanks All.



## ACKNOWLEDGEMENT

At this happiest moment, I wish a prayer to God the Almighty who has blessed me during the writing of this thesis. I would like, furthermore, to express my sincere gratitude to:

1. Dr. Sa'dullah Assa'idi, M.Ag., The Rector of Islamic University of Nahdlatul Ulama Jepara, who gave permission to me to conduct this study.
2. Drs. H. Mahalli, M.Pd., The Dean of Faculty of Tarbiyah and Teacher Science of Islamic University of Nahdlatul Ulama Jepara, who gave permission to me to conduct this study.
3. Husni Mubarak, MP.d., the head of English educational study program.
4. Santi Andriyani, S.Pd.I., M.Pd., my advisor, for the continuous and valuable guidance, advice and encouragement in completing this thesis.
5. All lecturers at the English Study Program of Faculty of Tarbiyah and Educational Science of Islamic University of Nahdlatul Ulama Jepara, who have taught, motivated, and given guidance during the writing of this thesis.
6. The principal, the English teacher, and the administration staffs who have given the researcher opportunity to do the research in SMA Islam Jepara. Special thanks for the X IPA and X IPS students for the participation and help that always full of spirit and enthusiasm during the process of this research.
7. The last but not the least, my family who have supported me for my research.

Finally, I do realize that due to my limited ability this thesis must have shortcoming. For this I welcome my suggestions and criticism.

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## ABSTRACT

Judul : Increasing The Students Writing Ability in Descriptive Text by Role, Audience, Format, And Topic, (RAFT) Technique (A Quasi Experimental Research At Ten Grade Student of SMA Islam Jepara In Academic Year 2019/2020)

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Tanggal Ujian : 10 juni 2020

**Keyword : Writing, Descriptive Text, RAFT technique**

The purpose of this study is to prove that the Role, Audience, Format and Topic (RAFT) Strategies have an effect on students in writing descriptive texts. The method used in this research is quantitative method. The design of this study is quasi-experimental using pre-test and post-test. The sample used from this study were 52 students, 26 students as the experimental class and 26 students as the control class. In collecting data, the author uses pre-test and post-test to students in the form of commands to write descriptive texts about their favorite idol figures and about their families. In analyzing data, the writer uses t-test. The degree of freedom (df) was 50. The significant level was 0,05 and the value of  $t_{table}$  was 2,000. It meant  $t_0 > t_{table}$  ( $10,548 > 2,000$ ). It can be concluded that RAFT technique can improve students writing skill. This means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Based on the testing criteria, it can be concluded that the RAFT Strategy influences students in writing descriptive texts in tenth grade students of SMA Islam Jepara.

## ABSTRAK

Judul : Increasing The Students Writing Ability in Descriptive Text by Role, Audience, Format, And Topic, (RAFT) Technique (A Quasi Experimental Research At Ten Grade Student of SMA Islam Jepara In Academic Year 2019/2020)

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Tujuan penelitian ini adalah untuk membuktikan bahwa Strategi *Role, Audience, Format* dan *Topic* (RAFT) berpengaruh pada siswa dalam menulis deskriptif teks. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Desain penelitian ini adalah kuasi-eksperimental dengan menggunakan *pre-test* dan *post-test*. Sampel yang digunakan dari penelitian ini adalah 52 siswa, 26 siswa sebagai kelas eksperimen dan 26 siswa sebagai kelas kontrol. Dalam pengumpulan data, penulis menggunakan *pre-test* dan *post-test* kepada siswa yang berupa perintah untuk menulis teks deskriptif tentang tokoh idola kesukaannya dan tentang keluarganya. Dalam menganalisis data, penulis menggunakan uji-t. Hasil dari perhitungan menunjukkan bahwa dalam taraf signifikansi adalah 50. Hasil dari perhitungan 0,05 dan nilai  $t_{table}$  adalah 2,000. Itu artinya  $t_0 > t_{table}$  (10,548 > 2,000). It can be concluded that RAFT technique can improve students writing skill. Ini berarti *null hypothesis* ( $H_0$ ) ditolak dan *alternative hypothesis* ( $H_a$ ) diterima. Berdasarkan kriteria pengujian, dapat disimpulkan bahwa Strategi RAFT berpengaruh pada siswa dalam menulis teks deskriptif di siswa kelas sepuluh SMA Islam Jepara.