CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contain about research finding and the discussion. It consists of research finding, hypothesis testing, data analysis and discussion.

A. Research Finding

The researcher presents the data on student writing achievement before and after taught by using RAFT strategy in the writing hortatory text exposition. In this finding, the researcher presented the data of pre-test and post-test then analyzes them. The data was obtained from second grade students of science class at Madrasah Aliyah As-Salam Jambewangi. The subjects of study were 21 students from total amount student in class 22 students. One student didn't include as the participant because he didn't come to class in treatment and post-test.

The instrument is used by the researcher is test. The test was administered on pre-test and post test. Both of pre-test and post-test student were asked to make a text about hortatory exposition. In pre-test the student face same test, they have to make an essay about "part time job for student" in form of essay. While in post test, the students were ask to make a hortatory text in different form and topic. The student chose the form and topic of the text by their own selves. The analyses of pre-test and post-test are shown below.

Table 4.1 Descriptive statistic of pre-test

Statistics

VAR00001

N Valid	21
Missing	0
Mean	65.9048
Median	68.0000
Mode	68.00
Std. Deviation	9.74631

The table above describes the central tendency of students' pre-test score. There are 21 students as participants of study. In column mean it show 65.9048, it means that the average of score from total amount students are 65.90. The median score are 68, median is the halfway point of total amount scores. There are 68 for mode, it means the most frequent score from total students are 68. The standard deviation of score is 9.74631, the standard deviation is the deviation of total score it show how the score were spread.

Table 4.2 Frequency of pre-test

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	4.8	4.8	4.8
	48	1	4.8	4.8	9.5
	56	2	9.5	9.5	19.0
	60	3	14.3	14.3	33.3
	64	1	4.8	4.8	38.1
	68	6	28.6	28.6	66.7
	70	2	9.5	9.5	76.2
	72	1	4.8	4.8	81.0
	76	1	4.8	4.8	85.7
	80	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

The table above show the cluster of total scores was gotten by the student. From 21 student, there are three students have lack achievement in writing. It shows by students who get score under the average. There are one student got score 44, one student got 48 and two students got 56. Then, there 14 students got enough score, there are 3 students got 60, one student got 64 and 6 students got 68. Two students got 70, one student got 72, and one student got 76. The last, there were three students got good scores, it was 8 they have good achievement in writing.

Two tables above are describing about pre-test result. After administered the pre-test, the researcher give treatment for student. It concern about applying RAFT strategy in writing hortatory text. After the researcher treated the students, the researcher administered the second one test, it was post test. It did to know is there any significance difference after they got the treatment. The results are below:

Table 4.3 Descriptive Statistic of Post-test

Statistics

VAR00002

N	Valid	21
	Missing	0
Mean		71.8095
Median		72.0000
Mode		72.00
Std. Deviation		6.83827

The table above describes the central tendency of students' post-test score. There are 21 students as participants post-test. In column mean it show 71.8095, it means that the average of score from total amount students are 71. The median score are 72, and 72 for mode. The standard deviation of score is 6.83827. From the data above we know that almost of students have good achievements in writing hortatory exposition. It can be seen from the average score (mean) and mode, all of it are higher than 65.

Table 4.4 Frequency of post-test

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	9.5	9.5	9.5
	62	1	4.8	4.8	14.3
	64	1	4.8	4.8	19.0
	68	3	14.3	14.3	33.3
	72	6	28.6	28.6	61.9
	74	3	14.3	14.3	76.2
	76	1	4.8	4.8	81.0
	80	1	4.8	4.8	85.7
	82	2	9.5	9.5	95.2
	84	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Based on the table above, we can see the frequency score of students. There are 7 students who get enough score. Two students got 60, one student got 62, and one student get 64 and 3 students got 68. In the good score there are 14 students. They are six student got

72, three students got 74, one student got 76. And student who got 80 is one, students who got 82 are two students, and 84 is one student.

From the table above, it can be seen there is increasing score between pre-test and post test. It means that the students' achievement is better. It can be seen from the increasing of mean of score from 65 up to 71, the halfway point or median from 68 up to 72 and mode of score from 68 up to 72.

B. Hypothesis Testing

The hypothesis testing of this study is a follow:

1. If the significant level is lower than t $_{table}$ (0.05%), the alternative hypothesis (H_1) is not rejected and the null hypothesis (H_0) is rejected. It means there is significant different of students' achievement before and after being taught by RAFT strategy.

2. If the significant level is higher than t_{table} (0.05%), the null hypothesis (H_0) is not rejected and the alternative H_1 hypothesis is rejected. It means there is no any significant different score of students' achievement before and after being taught by using RAFT strategy.

To investigate is the significant level lower or higher than t_{table}(0.05%) the researcher analyze the data by using SPSS 16.0 Program.

C. Data Analysis

Data analysis was done to investigate the difference score of students' pre-test and post-test. It will be show the significant different of students' achievement in writing hortatory exposition text. The researcher use statistical test using Paired Sample T-Test in SPSS 16.0 program.

Table 4.5 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	65.9048	21	9.74631	2.12682
	VAR00002	71.8095	21	6.83827	1.49223

Based on the table above, it show the mean of pre-test is 65.90 and mean of post test is 71.80. While total amount of participants (N) of study both pre-test and post-test are 21. Meanwhile, the standard deviation of pre-test is 9.74 and post-test is 6.83. At last, the standard error mean for pre-test is 21.12 and post-test is 1.49. Those data indicate that RAFT strategy can increase students' achievement in writing hortatory exposition text.

Table 4.6 Paired Sample Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	21	.639	.002

The table above shows the large correlation between on the samples. Numeral correlations both pre-test and post-test are 0.639 and the significance is 0.002. So that, it can conclude about the probability achievements as below:

1. If the probability is higher than 0.05% then the null hypothesis can't be rejected

2. If the probability is lower than 0.05% the null hypothesis is rejected.

From table we can see the numeral significance is 0.002, it lowers than 0.05. It indicates that RAFT strategy is effective to increase students' achievement in writing hortatory text exposition.

Table 4.7 Paired Sample Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	VAR00001 - VAR00002	-5.90476	7.52266	1.64158	-9.32904	-2.48049	-3.597	20	.002

The table above describes the paired sample test result. There is 3.597 for t_{count} with the degree of freedom (df) is 20. The score of writing achievement before being taught by using RAFT strategy is fair because the mean score is 65.90. After the student treat by RAFT strategy, the mean increase be 71.80, it means that students' achievement has been increased. The negative which appear in t_{count} above (-3.597) show that the mean before treatment is lower than after treatment. Therefore, RAFT strategy is effective to increase students' achievement in writing hortatory text exposition.

To test the hypothesis the researcher interpret from the result of the data of statistic below, they are:

1. The researcher considers the degree of freedom (df). The degree of freedom is the sum or total amount of subject minus one (df=N-1). Df here is 20.

2. The researcher agrees the value of significant of 2 tails above, the significant level of 2 tails is 0.002. If the significance level of 2 tails is lower than 0.05it means there is significance different score of students' achievement before and after being taught by using RAFT strategy. On the contrary, if the significant level of 2 tails is higher than 0.05 there is no significant different score of students' achievement before and after being taught by using RAFT strategy.

3. The t_{table} value of significance level of 2 tails above is 2.086 and the t_{count} is 3.597.So that, t_{count} is higher than t_{table} (3.597 > 2.086) it means the alternative hypothesis (H_1) is not rejected and the null hypothesis (N_0) is rejected. There is any significance different on students' achievement in writing hortatory text before and after they being taught by RAFT strategy.

D. Discussion

The use of RAFT strategy is helpful for student. It helps students to plan and design what they will write. So that, the text not only good but also meaningful. Santa (1995) stated that RAFT strategy 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. The RAFT strategy helps student in organizing the text and stated the main idea clearly. In the

pre-test there lot of student have lack main idea, the main idea is not strong and ambiguity. Then they set the paragraph uncoordinated. So there is no coherence. After get the treatment the students show their progress on post-test result. By applying RAFT strategy, writing became easier. The quality of writing is good enough, they can state the main idea of text (thesis) and each paragraph clearly. The student can make a good thesis as the main idea of text then strength by the argument. The argument is clear and supported the thesis. The students add fact and opinion to strength the argument. Then, students are able to organize the text well. They allow the generic structure of hortatory exposition text. And they have main idea in each paragraph. The impact the text is more meaningful and understandable for the reader.

Based on the post-test result, the students can defend their role in the text, it can be seen from the point of view in each paragraph. They are able to use significance pronoun. The audience they choose is effective. The purpose of the text and the message is delivered effectively. At last, the student more enjoy with their own format. In the pre-test all student make an essay, some student have lack on it. In contrary, at the treatment the students have many formats for their own text. There are e-mail, text dialog, picture series, monolog text and other. Student can be more creative in make a text and effective. The finding of research result above agrees with the basic concept of RAFT strategy. Brozo (2008:14) stated RAFT strategy gives students the freedom project themselves into unique roles and look at content from unique perspective. It helps students to be more creative in develop their text. The finding result of the research also agrees with the purpose of RAFT strategy that is to make the writing in good quality. According to Sons (2008:30), RAFT strategy is used to increase the quality of students' writing. By personalizing the task and transforming student idea of

both the writing topic and writing event. Based in the research finding, the student has increased their writing product be a good writing rather than their post test.

Based on the theory, RAFT strategy will help the students to know and understand their writing. It agree with the function of RAFT strategy that is to comprehend student about their written. The last is agree with the advantages of RAFT strategy as stated on Saskaton Public School article (2008), RAFT strategy helps student understanding the main ideas of text, how to organize text, elaboration, and cohesive and coherence of the text. Then RAFT strategy help students know their position in making text or passage to state something strongest and it help student write text or passage effective for the reader.

The implication of this strategy is help student easier in create quality writing. It quality can be seen from the content of text which is meaningful and understandable. The students can make a text more creative by various formats for example they make a text in form of article, e-mail, on facebook wall, in a series of picture and others. Therefore, they were more interest and enjoying the writing activity. Based on Saskatoon Public Schools article (2008), the implications of applying RAFT strategy are; RAFT strategy provide an easy, meaningful way to incorporate writing into content-area instruction.

Beside the researcher, RAFT strategy also has been successfully implemented by Fransisca, Rismaya and Luwandi in their project entitled "Improving Students' Ability in Writing Hortatory Exposition Text by Using RAFT Strategy". Second, by Yana Riyanti in her thesis project entitled "Improving student's descriptive writing trough role, audience, format, and topic (RAFT) Strategy". Third, by Ni Made Elis P, I Wayan Suarnajaya and Asril Marjohan in their project entitled "The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic

Year 2013/2014". Those research shows that RAFT strategy is very useful in writing teaching and learning process. It does not only helpful for student but also for the teacher. It has been proven increase students achievements in writing.