

**THE EFFECTIVENESS OF R.A.F.T STRATEGY IN
TEACHING WRITING NARRATIVE TEXT**

THESIS



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2024**

COVER

**THE EFFECTIVENESS OF R.A.F.T STRATEGY IN
TEACHING WRITING NARRATIVE TEXT**

THESIS

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By:

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I hereby declare that the authenticity of this thesis and the work presented in are my own and it has been generated by me as the result of my own original research. It does not incorporate or add any materials previously written or published by another person except those indicated in quotations and references. In this work, no part has been submitted to support the application, another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person who is responsible for the thesis if there is any objection or claim for others. This thesis fulfills the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute of Kediri.

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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam jangka waktu yang telah ditentukan dapat diajukan dalam Sidang Munaqasah.

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Setelah diperbaiki materi dan susunannya sesuai dengan beberapa petunjuk yang telah diberikan dalam siding munaqosah yang dilaksanakan pada 25 Juni 2024, kami dapat menerima dan menyetujui hasil perbaikannya.

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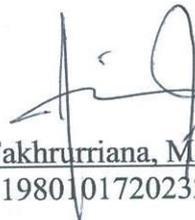
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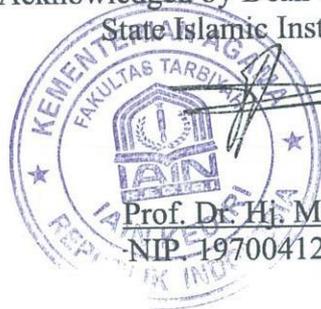
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MOTTO

“The whole purpose of Education is to turn mirrors into windows”

Sydney J. Harris

“Life is Learning”

My Father

DEDICATION

Praise is given to Allah SWT, who has bestowed His grace on me, so that the work on this thesis can proceed well, and I can complete this thesis.

This dedication of the thesis for my precious parents, younger sister, and big family who always pray never last, give support, motivation, and endless love and affection.

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ABSTRACT

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Writing is a productive skill that demands the ability to transmit ideas. Teaching writing skills can encourage students to prepare them expressing themselves freely in writing, since it is demanding for most students. For the reason of making writing seem interesting and easier to the students. One of the strategies that can use by the teacher is R.A.F.T. Therefore, this study goal is to discover if the students who are taught writing narrative text by utilizing R.A.F.T strategy have better writing ability than the students who are not taught by that strategy.

This study employed a quasi-experimental design with a quantitative methodology. The researcher administered the R.A.F.T strategy for experimental class and the PLEASE strategy for control class to teach narrative writing to tenth-grade students at SMAN 1 Plemahan. The study comprised two classes as subject: X.11 (the experimental class), 36 students, and 34 students of X.9 (control class). Data collection comprised pre-test and post-test assessments of writing skills. Due to the non-normal distribution of the data, the pre-test and post-test data were analyzed utilizing Mann-Whitney test with SPSS version 22.

The data analysis result displayed that between experimental and control class has a difference. The mean score of the experimental group stood at 86.00 and the mean of the control group was 82.12. The computation outcome of mean value of experimental class students who are taught by R.A.F.T strategy attained higher scores than the scores of control class students who are taught by PLEASE strategy. The Mann-Whitney test output Z was at -2.804, and 0.005 for a significance value. Determined by the decision-making criteria, the acceptance of H_a happened and H_0 was rejected, since 0.005 was below 0.05. It is summed up that utilizing R.A.F.T strategy for teaching narrative text writing skills to tenth grade students of SMAN 1 Plemahan is effective.

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