

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

THESIS



By:

NADYA RESTI VERAWATY

20202105

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF KEDIRI
2024**

COVER

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

THESIS

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NADYA RESTI VERAWATY

20202105

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2024

DECLARATION OF AUTHENTICITY

Name : Nadya Resti Verawaty
Student's ID Number : 20202105
Faculty : Tarbiyah
Title of Thesis : The Effectiveness of R.A.F.T Strategy in Teaching
Writing Narrative Text

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.

Kediri, June 19th 2024

The researcher



Nadya Resti Verawaty
NIM. 20202105

APPROVAL PAGE

This is to certify that Sarjana's Thesis of Nadya Resti Verawaty has been approved by the thesis advisors for further approval by the board of examiners.

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

NADYA RESTI VERAWATY

NIM. 20202105

Approved by:

Advisor I,



Dr. Sri Wahyuni, M. Pd.
NIP. 198409092011012018

Advisor II,



Ria Fakhurriana, M. Pd.
NIP. 198010172023212017

NOTA KONSULTAN

Kediri, 20 Mei 2024

Nomor : -
Lampiran : 4 (empat)
Hal : Bimbingan Skripsi

Kepada
Yth. Dekan Fakultas Tarbiyah
Institut Agama Islam Negeri Kediri
Di
Jl. Sunan Ampel No. 07, Ngronggo, Kediri

Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Dekan untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini:

Nama : Nadya Resti Verawaty
NIM : 20202105
Judul : The Effectiveness of R.A.F.T Strategy in Teaching Writing Narrative Text

Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1).

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

Demikian agar maklum dan atas kesediaan Ibu Dekan, kami ucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Advisor I,



Dr. Sri Wahyuni, M. Pd.
NIP. 198409092011012018

Advisor II,



Ria Fakhurriana, M. Pd.
NIP. 198010172023212017

NOTA PEMBIMBING

Kediri, 26 Juni 2024

Nomor : -
Lampiran : 4 (empat)
Hal : Bimbingan Skripsi

Kepada
Yth. Dekan Fakultas Tarbiyah
Institut Agama Islam Negeri Kediri
Di
Jl. Sunan Ampel No. 07, Ngronggo, Kediri

Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Dekan untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini:

Nama : Nadya Resti Verawaty

NIM : 20202105

Judul : The Effectiveness of R.A.F.T Strategy in Teaching Writing Narrative Text

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Wassalamu'alaikum Wr. Wb.

Advisor I,



Dr. Sri Wahyuni, M. Pd.
NIP. 198409092011012018

Advisor II,



Ria Fakhurriana, M. Pd.
NIP. 198010172023212017

RATRIFITACION SHEET

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

NADYA RESTI VERAWATY

NIM. 20202105

Has been examined by the board of examiners of State Islamic Institute of Kediri
on June 25th, 2024

1. Main Examiner

Dr. Ary Setya Budhi Ningrum, M.Pd.
NIP. 198204302008012011

(.....)

2. Examiner I

Dr. Sri Wahyuni, M. Pd.
NIP. 198409092011012018

(.....)

3. Examiner II

Ria Fakhurriana, M. Pd.
NIP. 198010172023212017

(.....)

Kediri, June 27th, 2024
Acknowledged by Dean of Faculty of Tarbiyah
State Islamic Institute of Kediri


Prof. Dr. Hj. Munifah, M.Pd
NIP. 197004121994032006

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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Kediri, 20 Mei 2024
The researcher,

Nadya Resti Verawaty
NIM. 20202105

ABSTRACT

Verawaty, Nadya Resti. (2024). *The Effectiveness of R.A.F.T Strategy in Teaching Writing Narrative Text*. Department of English Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri, Advisor (1) Dr. Sri Wahyuni, M.Pd, (2) Ria Fakhurriana, M.Pd.

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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_o 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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