



The Strength of RAFT (Role, Audience, Format, Topic) Strategy with Google Classroom in the Teaching Writing

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Abstract

The aim of the research was to conduct an investigation of the strength of the RAFT (Role, Audience, Format, Topic) Strategy and Google Classroom when applied in teaching writing. This sort of research employed a non-random sample from all student demographics using a non-randomized pre-test-posttest control group design. Since a control group for the study was actually impossible to obtain, a quasi-experimental design was adopted. The study was applied in SMPN 1 Kanigoro Blitar, 2021–2022 academic year. The student of two classes, VII F and VII G, from which the treatment class was chosen by lottery served as the research subject for this study. Class VII G becomes the control class group and receives the conventional style of instruction, while class VII F served as the experimental class group that received the RAFT Strategy with Google Classroom treatment. AN-COVA was used to try and lessen some of these discrepancies as these groups differed on various criteria. According to study and data analysis, the research hypothesis was accepted and the null hypothesis was rejected as a consequence of data calculations. It could be concluded that the Role, Audience, Format, And Topic (RAFT) technique can have a big impact on students' capacity to create descriptive texts.

Keywords: google classroom, RAFT, strength, teaching writing

Introduction

People utilize language to communicate ideas because they are social creatures. Because it enables people to establish relationships in a social setting, communication cannot be isolated from life. Without the use of a formal language, communication will always be possible, but illiteracy prevents people from clearly expressing their ideas, thoughts, beliefs, and viewpoints. Language is therefore crucial, especially for connecting them to their living counterparts (Sadiku, 2015). Consequently, through acquiring a language with its talent, people should be able to communicate their ideas to others clearly and efficiently. Due to the intricacy of the language's constituent parts, however, the process of beginning to learn a language is challenging (Rao, 2019). As a result, some language learners need to exert greater effort during the practice phase of the learning process. For those who

communication, language proficiency is easily attainable.

Writing should be taught extensively in schools as it is a necessary talent. Writing must be mastered because, according to (Urquhart & McIver, 2005) "*writing is a process of exploration that gives benefits to students and teachers content areas.*" People can benefit from writing in a variety of ways, but students and teachers particularly can. Since writing is a productive skill that calls for the capacity to convey ideas, messages, sentiments, and imaginations, teaching writing skills can aid in preparing and encouraging students to express themselves freely in writing. Students can also systematically and imaginatively convey their experiences, thoughts, opinions, statements, and emotions in context and under pressure. According to (Richards & Reynandya, 2002), writing requires sophisticated talents, including the ability to generate and organize ideas as well as translate those ideas into

understandable prose.

Additionally, authors should focus on building a diverse range of talents before beginning to compose a work. These encompass fundamental to sophisticated abilities like planning, organizing, and content creation, as well as writing mechanics (spelling, capitalization, punctuation, handwriting, keyboarding, and sentence structure). It seeks to demonstrate whether or not the linguistic proficiency is lacking. To put it another way, the process is difficult since it requires careful structuring of many different elements. To be accepted by the reader, the writer must report what he writes in detail. Without a question, learning to write in any language, especially English, is the most difficult talent to master.

The teaching of writing is essential because it not only equips students with academic proficiency in English but also gets them ready for a connected world where they will need to write for various purposes and in a variety of genres, such as expository, descriptive, narrative, and persuasive (Siegel, 2018). In keeping with the aforementioned concepts, the government has incorporated writing into Curriculum 13, and one of the courses is how to create any purposeful text. Additionally, according to Competency Standards and Basic Competencies, first-graders must be able to express themselves meaningfully in both monologue texts and functional texts (instructions, brief alerts, and warnings) (descriptive and procedural texts).

The junior high school curriculum includes a descriptive text as a writing topic that is taught by teachers. One of the major texts covered in the first year of junior high school is descriptive text, which focuses on specific individuals, things, and locations. Additionally, the descriptive language has a social purpose by describing the characteristics of someone, something, or a specific location. In addition, pupils need to comprehend the linguistic elements and text structure.

Writing descriptive language, however, does not appear to be simple for junior high school kids. Some issues with writing descriptive text were discovered during the researcher's earlier observation. Because most of them frequently believe it is difficult to organize their ideas, it was difficult to write the text. They have already put together concepts in their heads, but they are unsure about how to com-

municate them in clear writing. According to (Husna et al., 2013), some pupils have trouble composing descriptive writings. Students are thought to be less capable of coming up with writing ideas. They carry out the task without first making a plan, therefore any initial thoughts are just communicated without being further developed. Students also struggle with understanding the order of the writing process, how to employ descriptive text structures correctly, and how to put terminology in a way that is context-friendly. The researcher thinks that by using the right technique, the learning process for teaching writing must be improved. This will enable students to participate more actively and easily in the creation of descriptive texts. Since English is taught as a foreign language, the teacher must be able to determine the best way to deal with these issues.

In order to address the issues, the researcher deliberately applies the Roles, Audience, Format, and Topic Strategy, also known as the RAFT Strategy, which is one of the writing instructional methods that may be used to teach writing in the classroom. According to (Buehl, 2013), the method comprises writing in a format other than a standard assignment or written responses to questions, for an audience other than the teacher, and from a perspective other than that of a student. RAFT is a versatile writing technique that aids pupils in their writing. Additionally, this tactic gives students the chance to practice original and interesting writing. Some researchers in Indonesia have employed this tactic to address writing-related issues at the junior and senior high school levels, and the majority of study findings have remained positive.

Additionally, (KABIGTING & Nanud, 2020) have pointed out that employed the RAFT Strategy to teach writing. Utilizing the RAFT Strategy: Its Effects on the Writing Performance of Filipino ESL Learners shows a statistically significant difference between the mean scores of the experimental and control groups in the writing of persuasive and argumentative essays as the p-value of .011, which is lower than the critical value of 5%, was discovered.

It implies that the method actually affects how well pupils can write. (Ritonga, 2019) has conducted a study to improve the students' descriptive writing abilities through the usage of Role, Audience, Format and Topic selection lead to the desired outcome, $t\text{-table} > t\text{-observation}$, $7.09 > 1.69$. The employment of the RAFT tech-

nique against students' ability to write "descriptive text" has been shown to significantly increase student writing, according to the research; this strategy helps students improve their writing skills.

Effective learning is essential because it has a significant impact on both the learning process and the results. Utilizing media tools is one technique to increase learning efficacy. Researchers in this study help the learning process by using internet material. Digital technology has a significant impact on people's everyday lives these days, including learning activities. Google Classroom is one of the educational tools that is most popular in Indonesia. The technology can help students and teachers communicate and complete learning tasks outside of the classroom.

Google Classroom also has time-saving capabilities including the ability to instantly create copies of documents for each student, allowing for the creation and collection of tasks without the need for typing or paper. In light of the aforementioned justifications, the researcher would like to conduct an investigation by combining the factors relating to the RAFT technique and Google Classroom as a medium. The Strength of the RAFT (Role, Audience, Format, Topic) Strategy and Google Classroom for Teaching Writing was therefore further investigated.

Materials and Method

Writing Concept

Writing is a way to preserve communication, which is essentially what language is. Writing activities can be thought of as linguistic behaviors that convey language sounds through visual symbols. Writing is one method of delivering messages or information from the author to readers, inviting both parties to participate in an indirect communication process. Writing is frequently referred to as a productive talent because it is characterized as a linguistic ability that entails language production (Harmer, 2015). Writing is a skill that English language learners must develop together with reading, listening, and speaking as one of the competencies in English as a foreign language.

According to (Harmer, 2015), teachers frequently discuss the four language skills of reading, writing, speaking, and listening. Perceptive and productive are the two main categories used to describe it. The words "keen tal-

ents" are used to describe the reading and listening process, which refers to the ability to extract meaning from dialogue. The phrase "productive skills," on the other hand, is more appropriately used to refer to speaking and writing abilities since it is a sort of ability that generates products or things that are concretely part of the implementation of language skills. Writing is a key component of the four language abilities for this useful ability. Students must make outputs or products of the language through writing in order to practice these skills..

Researchers can draw the conclusion that writing is an activity that involves the process of written communication or the process of producing writing by exploring ideas and pouring into sentence forms that are in accordance with the grammatical concept of writing based on the description of writing skills provided above. The process or stages of writing are one of the crucial components of writing that require attention in order to produce a written product that complies with the appropriate rules.

Teaching Writing

According to (Harmer, 2015), practicing fundamental language skills is most crucial for teaching writing. As a result, teaching writing to English language learners comes before teaching other language skills. As a student activity in the teaching-learning process, writing in the writing class also emphasizes student assistance. By allowing and directing students, teachers play a crucial part in helping students express their thoughts, opinions, and feelings in writing. This interpretation leads to the conclusion that writing instruction is a component of classroom writing activities. Due to the fact that writing is not a spontaneous activity and requires more thought, writing instruction might encourage pupils to think imaginatively about their writing. Then, in order to help pupils write more effectively, teachers also play a crucial role in assisting and directing them.

Writing Method

Writing can be understood as a process of flowing and expressing ideas through writing, to put it simply. However, writing activities do not always involve a writing stage or process. This implies that learning to write is a gradual process. In addition, writing is a process that has numerous stages, according to (Harmer, 2015). In the "real world," this typically entails organizing the one that needs to be written, gathering it, reading

and editing what has been written, and then producing a final (and acceptable) version. It may be claimed that a writer needs a few steps when attempting to write something. From the aforementioned statement, it can be concluded that writing is not a process that just happens. Generally speaking, writing goes through numerous stages based on the author's. According to Urquhart and (Urquhart & McIver, 2005), these are: 1) Planning, 2) Drafting, 3) Stage of Reflecting and Revising, and 4) final draft.

1. Planning

The writer will try to convey their intended message throughout this writing stage. In order to help the writer be able to effectively communicate his or her ideas into a piece of writing, numerous pre-writing procedures will be carried out in this situation and then executed in written form. They try to formulate their thoughts before they begin to write. The initial step in this pre-writing phase is to gather ideas or data. The writer will next start to try to outline and plan the work that needs to be written. Writers can arrange the concepts they've gathered through brainstorming exercises in the form of rough drafts before beginning to piece them together sentence by sentence when they're starting the production stage.

2. Drafting

The outline's main concepts are still present in the manuscript. This draft must then be polished into a finished piece of writing. Drafting is necessary because it will make it simpler for the writer to gather the most recent data. The first draft of a work of writing may be referred to as a draft by the author.

3. Stage of Reflecting and Revising

After creating a draft, researchers must read it to determine whether or not there is anything to add. A writer can get better at writing during the writing process, namely during the editing or enhancement stage. Starting with sentences or other parts of the writing that actually need to be improved, adding or removing material, sharpening the writing's formulation, modifying the arrangement of the paper, and so on. They then start a new paragraph after that.

4. Final Draft

The writers delivered their final performance after revising their initial manuscripts and making the necessary revisions. In a sense, the writing stage, namely the final step, is where writing is improved in its finished state. Additionally,

writers might begin to concentrate on writing improvement by looking for faults in spelling, grammar, and other mechanical and technical aspects of writing.

Based on the aforementioned, the researcher came to the conclusion that the writing process has numerous stages. The final edition is being planned, written, edited, and produced by them. Planning is the initial step; this is a brainstorming exercise where the writer will write freely on a subject. The second step is drafting, which is the initial stage of writing. The third step is editing, which involves carefully reviewing the text for grammar, spelling, verb tense, and punctuation issues. Finally, the final version made the adjustments they felt were required and created their final performance.

RAFT Strategy: Role, Audience, Format, and Topic

Writing proficiency is a crucial part of learning a language, so a teacher must be able to select the best teaching method. (Galbraith, 2009) notes that the writing process for EFL students involves rigorous planning in addition to having ideas in one language that are subsequently translated into another. The instructor should employ a method, like the RAFT strategy, that can get around problems in teaching writing.

The RAFT strategy's role in the writing process is to help students come up with ideas by setting up RAFT tasks. Students now start to come up with concepts for their compositions, incorporating Roles, Audiences, Formats, and Topics. In other words, the RAFT technique is crucial to the writing process, particularly at the planning stage. Through writing assignments, these tactics give pupils the chance to show that they comprehend a subject or issue.

Additionally, according to (Urquhart & McIver, 2005), the RAFT technique aids authors in making this choice when they are preparing a paper. As writers, students are instructed to understand their place within a book or passage, their point of view, and their duty as writers. The right themes and forms must be used by writers in order for the material to be insightful and creatively expressive. The RAFT technique, which may be applied at any point of the writing process, aids students in comprehending their writing by helping them recognize their roles as writer, audience, or reader, the structure of the writing, and the topic they select. Below are explanations of a few RAFT Strategy components:

1. Role

Understanding that every piece of writing reflects a perspective or point of view and that no report is neutral is one of the fundamental concepts that students need to master. Students are influenced by this concept to mature and see the value of philosophy in writing. Because it's important for pupils to understand the various writing roles they can take on. The roles listed here denote the author's role in the work. Ideas help pupils develop as writers and take on a perspective of importance. The various functions that writers can play need to be made clear to students.

2. Audience

Who will read this is part of the audience. The correct reader must read the writing in order for it to be significant. By registering on the same topic but for different audiences, students can learn important lessons about writing as a channel of communication, regardless of whether the content is for the public, students, teachers, etc.

3. Format

Depending on the genre or format, a text can be easier to grasp and more enjoyable to create. If pupils are only taught how to write fundamental essays, they may not have the opportunity to express themselves creatively or in other ways.

4. Topic

The writer's discussion will center on this subject. The main challenge in writing subject areas is frequently choosing writing subjects. It will be beneficial to explore the types of questions that students should ask when thinking about the subject. Students should think about conceptual approaches to that important point. You can find out by looking at the various topic directions.

According to the above description, the researcher deduces that the role strategy, audience, format, and topic (RAFT) is a teaching strategy to develop writing ability by teaching students what the writer's role is, what the audience's purpose is, what they choose as the format, then what they choose as a related topic that spans the entire document and includes the object's things and activities. Students should also communicate and exchange information regarding the excellent ideas they intend to employ when writing paragraphs.

Positive aspects of the RAFT Strategy

Before utilizing a certain method in class, teachers should be aware of its benefits. The

RAFT method has a number of advantages for both teachers and students. Students become more creative as a result of teachers encouraging them to explore their ideas. Teachers should be aware of the following benefits of the RAFT method, according to Buehl (2013):

First, as they demonstrate their understanding through writing, students provide wiser and frequently broader responses. Second, rather than merely providing answers to questions, students actively absorb knowledge. Third, pupils receive a clear organizational plan and point-by-point instructions for their writing. The goal of writing is then discussed in detail. Fourth, because writing projects involve individuals personally and encourage more imaginative approaches to learning the content, students are more driven to complete them. In order to acquire insight into thoughts and ideas that may not have occurred to them during the first reading of the assignment, students are encouraged to reread the work from a perspective other than their own.

The RAFT technique is likely to encourage students to expand their thoughts and imaginations when writing and make them more creative writers based on the benefits listed above. In addition, students can choose their audience, specify their writing style, adopt a particular format, and write on a particular subject. However, the RAFT approach is equally appropriate for the instruction of literature and for a variety of subject matters, including science, social studies, and mathematics (Buehl, 2013). Therefore, this approach can be used by all teachers to create a brand-new, energizing learning environment.

Related Research

(KABIGTING & Nanud, 2020) have applied an experimental investigation of grade 10 pupils. This study aims to determine whether or not this method affects pupils' writing abilities. Researchers separated the students into experimental and control groups, found 40 students at the same grade level, and evaluated all of the writing assignments they created in class using writing rubrics. The statistical package for the social sciences' t-tests, mean, and standard deviations were used to examine the data results. The survey found that the participants generally shared the same understanding of essay writing. A score of 91.35 percent on the post-experimental test administered using the RAFT technique was deemed

exceptional. In contrast, the conventional strategy-exposed control group achieved a very respectable score of 88.55. Pre- and post-tests were also conducted to gather data that was coded with standard deviations, t-tests, and averages. Scores between the experimental and control groups were noticeably different, with a low p-value of 0.011 compared to a crucial value (0.05). Thus, it can be said that the technique enhances the student's writing skills, particularly when they are producing persuasive and argumentative essays.

(Umaemah, 2016) have a questionnaire, an observation checklist, a writing test, and field notes were used during the observation to determine how the implementation went. All of the students were expected to attain the minimal passing mark of 55, and 75% of them were expected to actively participate in the RAFT strategy's execution. The study included thirty eighth-grade students from MTs Salafiyah Syafiiyah Babakan Ciwaringin Cirebon, West Java. The results demonstrate that the RAFT technique was successfully implemented to enhance the pupils' writing skills. Each student received a score between 55 and 74. 24% of them were actively engaged in the teaching and learning process.

Meanwhile, numerous earlier studies have demonstrated how well Google Classroom works to enhance student learning. For instance, (Laili & Muflihah, 2020) have stated that pre-experimental design study revealed that Google Classroom enhances students' high school recount text writing proficiency and acknowledges student writing performance. Students in the tenth grade of senior high school in west Surabaya served as the study's subjects, and 30 students served as the research sample. Researchers employed a pre-test, post-test, and questionnaire to gather data. Wilcoxon ranks test was used to examine the data in order to evaluate the hypothesis, and it was determined that H_a was accepted because the significant value (2-tailed) was less than the significance level (0.022 0.05). This indicates that students who use Google Classroom to write recount narratives contribute significantly to academic success. Additionally, the survey's findings revealed that students' replies were neutral, indicating that they have no trouble using the Google Classroom application. This evidence is adequate to show that students' writing performance in this study was significantly influenced by their use of Google Classroom, which also enables them to finish and collect assignments without being constrained by time or space.

The outcomes of this most recent pre-experimental investigation by utilizing quasi-

experimental research were equally encouraging (Isda et al., 2021). Speaking abilities of pupils in class XI Senior High School were significantly impacted by the analysis of the Google Classroom application's results. 25 pupils were used in the study as a research sample. Pre-test and post-test are utilized in the data collection procedure, and the Wilcoxon ranks test is used to evaluate the data and test hypotheses. Since the results of this study's significant value (2-tailed) fell below the significance level ($0.000 < 0.05$), H_a was accepted. This implies that utilizing Google Classroom to teach students speaking has a substantial value. The results came from two tests: the pretest (71.20) and the posttest (78.16). In conclusion, either there is a substantial difference between the average pretest and post-test scores, or the use of Google Classroom in Senior High School has a positive impact on students' speaking abilities. Thus, it can be inferred that utilizing Google Classroom in the educational process has a significant impact on grades, enables students to communicate with their teachers in real-time outside of the classroom, and, of course, allows them to collect assignments without being restricted by time or space.

Results and Discussion

This sort of research employed a non-random sample from all student demographics using a non-randomized pretest-posttest control group design (Ary et al., 2010). Since a control group for the study was actually impossible to obtain, a quasi-experimental design was adopted. In this study, the experimental classes were the class that received no treatment and the class that received the RAFT Strategy (Role, Audience, Format, Topic) and Google Classroom as learning resources. Researchers could only randomly assign different treatments to the experimental classes. Conclusion: Quasi-experimental research is a type of study that chooses a non-random sample of students from all student populations.

The purpose of this study is to evaluate the efficacy of Google Classroom as a learning tool and the RAFT Strategy (Role, Audience, Format, Topic) in the experimental class's learning process. The RAFT Strategy (Role, Audience, Format, Topic) and Google Classroom as a Learning Media are treated by the researcher in the role of a teacher, whereas the control group just receives a pretest and post-

test. One class served as the control group, and the other class served as the experimental group. Both classes received therapy utilizing the RAFT Strategy (Role, Audience, Format, Topic).

The study was applied in SMPN 1 Kanigoro Blitar, 2021–2022 academic year. The student of two classes, VII F and VII G, from which the treatment class was chosen by lottery served as the research subject for this study. Class VII G becomes the control class group and receives the conventional style of instruction, while class VII F served as the experimental class group that received the RAFT Strategy with Google Classroom treatment. ANCOVA was used to try and lessen some of these discrepancies as these groups differed on various criteria (Pallant, n.d.). To accomplish precise and accurate data calculations, the researcher used SPSS version 20.

Processing of Data

To determine whether parametric statistics can be used to continue data analysis for hypothesis testing, a test of analysis/assumption requirements is required before testing the hypothesis using the ANCOVA. Before using ANCOVA to test the hypothesis, the researcher performed two assumption tests to see if the processed data had satisfied the requirements. These tests included checking for linearity and checking for homogeneity of the regression slope. The regression homogeneity test (slope) was used to assess the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable, while the linearity test was used to determine whether there was a linear relationship between the covariate (pretest) and the dependent variable (posttest).

The Linearity Test

One of the assumptions that must be satisfied in order to obtain reliable analytical results is linearity. The concept of linearity states that over the full range of scores for a variable, the amount of change, or rate of change, between scores on two variables remains constant. An assessment of the linearity of the connection between the independent and dependent variables is known as a linearity test. Prior to performing hypothesis testing and data analysis, a linearity test (one sort of assumption test) is required because it is a prerequisite for performing correlation and linear regression analysis. A scatter plot graph approach can be used to determine whether the variables are related linearly. In the Figure 1 displays the findings of the linearity tests.

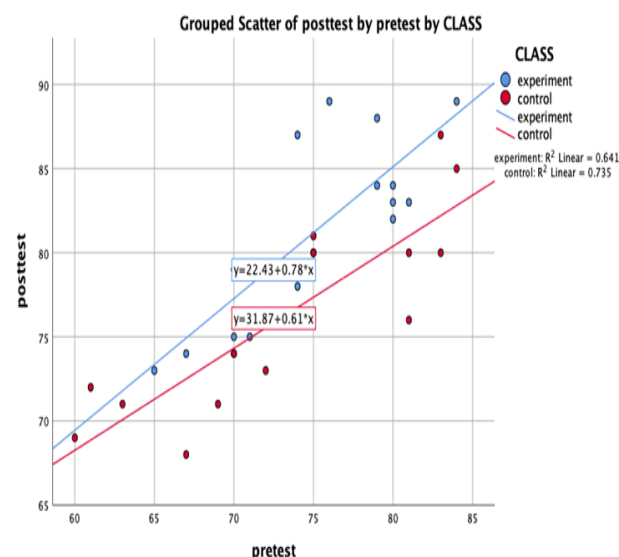


Figure 1. Findings of the linearity tests

Table 1. Between-Subjects Effects Test

Dependent Variable: posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	857.029 ^a	3	285.676	28.469	.000
Intercept	161.851	1	161.851	16.129	.000
Method	4.885	1	4.885	.487	.491
pretest	593.031	1	593.031	59.098	.000
Method * pretest	9.617	1	9.617	.958	.336
Error	280.971	28	10.035		
Total	199588.000	32			
Corrected Total	1138.000	31			

Given that the scatter plots for each group in the graph Figure 1 show a linear relationship (straight line) rather than a curved one, it may be argued that the linearity assumption is not violated, and the ANCOVA formula's criteria for hypothesis testing has been met.

Table 2. Analysis of Covariance

Dependent Variable: posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	847.412 ^a	2	423.706	42.285	.000
Intercept	220.342	1	220.342	21.990	.000
pretest	616.287	1	616.287	61.504	.000
Method	109.155	1	109.155	10.893	.003
Error	290.588	29	10.020		
Total	199588.000	32			
Corrected Total	1138.000	31			

A Regression Test Homogeneity

The homogeneity of the regression with the Slope model is the next test. The relationship between the variables and the dependent variable for each group prior to running the ANCOVA test is the subject of this final supposition. Determine whether there is a relationship between the covariate and the independent variable using homogeneity of regression (slope). If it is determined that there is no link between the covariate and the independent variable, and the value of sig covariate*independent variable is greater than 0.05 (Sign > 0.05), then this assumption will be true. If the interaction is substantial, ANCOVA should not be used because the results would not be meaningful. The results of the homogeneity test are shown in the Table 1.

According to the aforementioned chart from Method*Pretest, the significance value is 0.336, which indicates that the rule is not broken. These results allow the ANCOVA analysis to proceed.

Examining Analysis of covariance (ANCOVA)

Through hypothesis testing with the ANCOVA formula, the researcher aimed to determine whether there was a significant difference between the means of more than two groups. When, for instance, the means on the pre-tests of the two groups are discovered to differ, this Analysis of Covariance (ANCOVA) is a version of the ANOVA utilized. In order to account for the initial discrepancy in pretest scores (covariate) between the two groups, the researcher used ANCOVA to modify the post-test mean score as the dependent variable in each group. The findings of the ANCOVA test were determined by researchers using SPSS 20 for window, and they are displayed in the Table 2.

Table 3. Estimated Marginal Means

Dependent Variable: posttest				
Class	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experiment	80.628 ^a	.798	78.996	82.260
Control	76.872 ^a	.798	75.240	78.504

According to (Pallant, 2010), the groups (RAFT and Conventional Groups) differ considerably if the value of Sig. is less than 0.05. The analysis's findings are represented in the table above as $F = 10.893$ with $\text{Sig.} 0.003 < 0.05$. The results are statistically significant because the F-table indicates that the crucial value is 2,042 for the Degree of Freedom (Df) of 30 (30-2) and the F-Test indicates larger than 10,893. The results of the analysis showed that the null hypothesis that the two techniques (RAFT and Conventional Groups) were the same should be rejected since the experimental group (RAFT Strategy) and the control group (Conventional) were significantly different. The estimated marginal means box contains the results of the test used to compare the adjusted means for the two groups.

Research Assumptions

Because the average score for the Experiment Class is 80.628, which is higher than 76,872 for the Control Class, the research hypothesis that claims that students taught using the RAFT Strategy (Experiment Class) achieve better performance than students taught using conventional strategy (Control Class) is accepted based on the Marginal Means Estimation

The research hypothesis that the RAFT Strategy influences students' English achievement in writing class has been proven true based on the results of the average scores between the conventional strategy (Control Class) and the Experiment group (RAFT Strategy) see Table 3.

Understanding Research Results

This study aims to address the research-related questions "Is there a significant difference in the achievement of writing simple descriptive texts of students taught RAFT Strategy with Google Classroom applications compared to students' taught by conventional

method?" that are posed in Chapter 1 of the book. After analyzing a number of theories pertinent to the subject of this study, an operational hypothesis was developed to the effect that students who learned descriptive text using the RAFT Strategy with Google Classroom outperformed those who learned it using Conventional in terms of writing proficiency. It was modified to the null hypothesis to test the research hypothesis (H_0). The claim that students who are taught descriptive text using the RAFT strategy in Google Classroom outperform those who are taught using conventional method is the null hypothesis.

The two points of view used to interpret the findings are statistical and practical. The students who were taught descriptive text utilizing the RAFT Strategy with Google Classroom performed much better than those who were taught using the Conventional approach. The lower significance level of 0.05, $F=10.893$, Sign. 0.003 0.05, indicates this. Additionally, the disparity between the two groups' adjusted means can be observed in the mean Marginal Estimate table, which shows that students who were taught using the RAFT Strategy with Google Classroom scored 80.628, while those who were taught using the Conventional approach scored 76,872. The results of the analysis contradict the null hypothesis, which claims that the two approaches (RAFT Strategy with Google Classroom and Conventional Method) are equivalent because the experimental group and controls differ considerably from one other.

This indicates that empirical data back up the theoretical hypothesis. According to the research findings, using Google Classroom with the RAFT Strategy can help students write better texts, particularly those that are descriptive. This can be as a result of the RAFT Strategy's clear instructions, which allow pupils to write freely. Additionally, the RAFT Strategy with Google Classroom aids students in putting their thoughts together in writing. It can be concluded that writing classes, where it is typically simple for students to find ideas and turn those ideas into writing, are the best places to introduce, practice, and implement the RAFT Strategy with Google Classroom.

Discussion

The material in this part is based on study findings that are relevant to earlier studies. This has to do with how well the RAFT Strategy is put into practice in order to increase student proficiency in producing descriptive texts. This study, like one of (KABIGTING & Nanud, 2020) earlier ones from 2020, contributed to the data analysis

results, which revealed a favorable score. With a p-value of 0.011, which is less than the crucial value of 5% (0.05), there was a statistically significant difference in the performance of writing persuasive and argumentative essays between the average values of the experimental and control groups. Additionally, the researcher's investigation yielded a result of 0.003, or a value less than 0.05. Similar and encouraging evidence can be seen in the two findings. Additionally, there were substantial disparities between the pretest and posttest results for the two groups. The control group exposed to the conventional strategy received a score of 88.55 on the post-experimental test, which was classified as Very Satisfactory, while the RAFT strategy group had a score of 91.35, which was categorized as Excellent. The post-test results from this study also revealed an average Marginal Estimate of 80,628 for students who were taught using the RAFT Strategy with Google Classroom, compared to 76,872 for those who were taught using traditional techniques, supporting earlier studies. Thus, it can be argued that employing the RAFT Strategy to teach writing can make a big impact when compared to using traditional teaching techniques.

Conclusion

There is a considerable impact of the role, audience, format, and topic (RAFT) strategy on students' capacity to produce descriptive writings, according to study and data analysis, the research hypothesis was accepted and the null hypothesis was rejected as a consequence of data calculations. The role, audience, format, and topic (RAFT) technique can have a big impact on students' capacity to create descriptive texts.

Suggestions

The researcher offers numerous recommendations for using the RAFT technique in the teaching and learning of writing to English teachers, students, and future researchers based on the conclusions reached above. The author would like to offer some recommendations in this section based on the analysis and study results. First and foremost, an English teacher should be able to employ effective teaching methods and media to pique students' enthusiasm in learning English, particularly in writing. In order to apply instructional tactics that are based on the delivery of the infor-

mation, teachers must continue to expand their creative and innovative abilities. As in this study, the researcher looks into the use of the role, audience, format, and topic (RAFT) method with Google Classroom media in teaching first-grade kids in junior high school how to write short descriptive texts in order to see how well it should be applied. The RAFT technique helped students organize their thoughts, think in both subject and language, and capture the reader's interest, which resulted in a significant improvement in the students' scores when it was used. Because they must be aware of their roles, the public or audience, the writing format, and the subject matter, students can convey texts more effectively. This method is thought to raise the caliber of students' writing. As a result, when teaching writing skills to kids, teachers should think about utilizing the RAFT Strategy.

Second, pupils should be highly motivated to study English because writing is the most difficult ability to master. They must adhere to the stages of writing and general structures in order to produce high-quality writing. To demonstrate that they can write more effectively, pupils must work hard in their studies. The RAFT technique aids students in considering what they want to write about because they have selected a role that helps them more clearly understand the topic that has to be explored. The RAFT learning technique aids students in putting crucial information such as roles, intended readers, and themes in the form of an outline they create in a descriptive text writing format. Additionally, this tactic might inspire students to think creatively and inspire them to learn how to produce an effective news story. in order for students to develop and enhance their writing abilities.

Last but not least, it is recommended that this research be utilized as a reference for future researchers, particularly those who have the same issue and are interested in performing research. Role, audience, format, and subject (RAFT) can be used by researchers to help students write better. Because student levels vary from school to school, it is advised that other researchers who desire to conduct comparable studies employ the technique at various student levels. To improve results, additional research samples can be used, or they can be compared to others using a control group. The researcher advises that future researchers who are interested in the same subject perform research on the effect of the RAFT method on students' writing skills because this study is still far from flawless. The RAFT Strategy requires other researchers to be inventive and imaginative when adjusting tech-

nical exercises to boost students' writing abilities.

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