

RAFT & DIVING AND CLIMBING STRATEGIES ON STUDENTS' MOTIVATION IN WRITING

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Abstract

This research attempted to investigate whether teaching strategies significantly affect the students' motivation in writing and the problems which students face during the implementation the strategies. The strategies were RAFT (Role, Audience, Format, and Topic) and Climbing and Diving. This research deals with the experimental research design. The population of this study was the students of the first year of Intensive language learning programme IAIN Padangsidimpuan. The instruments used were questionnaire and interview. The questionnaire sheet was designed with Likert scale. Through t-test calculation it was found RAFT strategy significantly affect the students' motivation in writing. It also found that Climbing and Diving strategy significantly affect the students' motivation in writing. The problems which students face during the implementation of RAFT and Climbing and Diving strategies in writing expository are: a. RAFT does not provide enough; b. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing; c. Climbing and Diving strategy does not always give students enough time to write the drafts because of the limited time; d. Students may lose control in writing because the is no certain pattern of this strategy.

Keywords: RAFT; Climbing and Diving; strategy; students' motivation; writing

Abstrak

Penelitian ini berusaha untuk menyelidiki apakah strategi mengajar secara signifikan mempengaruhi motivasi siswa dalam menulis dan masalah yang dihadapi siswa selama implementasi strategi. Strateginya adalah RAFT (Peran, Pemirsa, Format, dan Topik) dan *Climbing and Diving*. Penelitian ini didesain dengan penelitian eksperimental. Populasi penelitian ini adalah siswa tahun pertama program pembelajaran bahasa intensif IAIN Padangsidimpuan.. Instrumen yang digunakan adalah kuesioner dan wawancara. Lembar kuesioner dirancang dengan skala *Likert*. Melalui perhitungan uji-t ditemukan bahwa strategi RAFT secara signifikan mempengaruhi motivasi siswa dalam menulis. Juga ditemukan bahwa strategi *Climbing dan Diving* secara signifikan mempengaruhi motivasi siswa dalam menulis. Masalah yang dihadapi siswa selama implementasi RAFT dan strategi *Climbing and Diving* dalam menulis ekspositori adalah: a. RAFT tidak cukup menyediakan; b. Strategi RAFT hanya membantu siswa untuk lulus memilih topik dan menyusun yang merupakan bagian dari pra-penulisan; c. Strategi *Climbing and Diving* tidak selalu memberi siswa cukup waktu untuk menulis draf karena

waktu yang terbatas; d. Siswa dapat kehilangan kendali dalam menulis karena tidak ada pola tertentu dari strategi ini.

Kata Kunci: RAFT; *Climbing* dan *Diving*; strategi; motivasi siswa; menulis

INTRODUCTION

Learning is a complex process. As what Knapp and Watkins¹ say that the process of learning to write is so complex that need certain cognition of a text's generic structure, it is brought the manifestation of a complex set of knowledge and skills that bring the students to deliver their thoughts, idea, feeling or intention more mindful.

As what the researcher found in her observation that many students of the first year in IAIN padangsidimpuan made errors in writing. They were very bad in writing. The students who are not new English learners had low ability in learning that language, especially in writing skills. There is only little students who has good skill in writing. They often make mistakes in their writing.

The data from the observation (data of students' writing score from Language Development Center IAIN Padangsidimpuan) proves that the writing scores of the students are very low. This data strengthen the researcher observation. The data is the average of all students' scores from all classes (2015/2016: 48 classes ; 2016/2017: 50 classes; 2017/2018: 64 classes). From the data it is visible that the average score of writing is low. It is far from the standard score of writing which is 20. The standart score is ruled by Indonesia Australian Language Foundation (IALF) Bali as partner of IAIN Padangsidimpuan in running the Intensive English Programme. There is a slight decrease in academic year 2016/2017 which is 0.43 (11.78 to 11.35) and after that it went up to 11.75 in academic year 2017/2018 in which there is only 0.35 of increasing. Unfortunately, there is no significant increase of the total average of the score. The difference of the number is only about 0.03-0.43. The total average of writing in academic year 2016/2017 is the lowest score (11.35) which means that only 56.75% out of 20 (the satandard score of writing). The highest total average socre is in academic year 2015/2016 which is 11.78 (58.9%). It clearly describes that the effectiveness of teaching writing still weak. Most of the students are weak in writing. They only get a half of the standard score.

¹Peter and Watkins, Megan, Knapp, *Genre, Text, Grammar*, (Sidney: University of New South Wales), 2005, p.112.

From the the next observation done by the researcher that the student's ability in writing is poor in which the students only get 7 out of 20. There so many spelling errors found in the task. More than fifteen spelling error found in it such as wont (want), orr (or), bat (but), baying (buying), tink (think), and so on, even she wrote Bahasa Indonesia in it (tentang). The idea of the writing was nothing. The student did not mention what topic she wrote about. Furthermore, she could not make correct simple present tense. For example, *I'm from in Benhur*. She put double preposition of place (from and in) in that sentence which is wrong. The preposition *in* is actually not important in that sentence. The writing is actually only a single paragraph and it less than 150 words as mentioned in the instruction of the writing.

A former research found that (a) there was significant difference in writing competency between the students taught by RAFT strategy and those taught by conventional strategy, b) there was an interactional effect between the implementation of RAFT strategy and the students' anxiety, (c) there was significant different in the writing competency between the students' with high anxiety, taught by RAFT strategy and those who are taught by conventional technique, (d) there was significant different in the writing competency between the students' with low anxiety, taught by implementing RAFT strategy and those who are taught by conventional strategy.²

Another research on investigation the effect of RAFT upon the students' writing achievement. The result of the research showed that there was improvement in the students' procedure text writing ability after being taught using RAFT strategy. It could be seen from the increase from the result of the pretest and posttest, 15.82 point, from 61.61 to 77.43. The data were analyzed by using t-test value in which the significance was determined by $p < 0.05$.³

A research about the use of RAFT to improve the students' writing ability. The finding shows the implementation of RAFT strategy was successful to improve the students' writing ability. All the students achieved the score at least 55 and 74.24% of them actively involved in the process of teaching and learning.⁴

²Ni made et.al., Parilisanti. "The Effect of RAFT and students' anxiety in Writing," e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris, 2 (2014). <https://media.neliti.com/media/publications/119202-EN-the-effect-of-raft-strategy-and-anxiety.pdf>.

³Pratiwi, Yoesis Ika. *The use of RAFT strategy in teaching writing procedure Text*, (Bandar Lampung: Universitas Bandar Lampung Press), 2016, p. 21.

⁴Amroh, et.al., Umaemah. *The Use Of Raft Strategy To Improve The Students' Writing*

Another study which had been investigated by using action research proves that the implementation of RAFT is significant in increasing the students' achievement in writing report text. This strategy is highly recommended to be applied in teaching writing.⁵ The strategies become one factor made the students are unable to read or to write⁶. So, it is as one problem that make the students are unable to use English.

In addition, a study related to the implementing of Climbing and Diving strategy found that this strategy give effect toward writing competency of the seventh grade students significantly. The result confirm that there was increasing in writing competency between the students taught by Climbing and Diving strategy and those taught by conventional strategy. The value of the t-test used is 0.05 which is higher than the value of the strategy 0.001. This difference states that Climbing and Diving strategy significantly effect on the students' writing competency.⁷ Moreover, a research found that among 35 students, there are only 10 students (26.9 %) that can get nice score in writing while the other 28 students (71.5 %) are unable to write good writing.⁸

RAFT strategy is effective in improving students' achievement in writing. The result of the research showed that there was improvement in the students' procedure text writing ability after being taught using RAFT strategy. It could be seen from the increase from the result of the pretest and posttest, 15.82 point, from 61.61 to 77.43. The data were analyzed by using t-test value in which the significance was determined by $p < 0.05$. The problems found in this research were the students lacked of vocabulary when they were drafting and demonstrating a topic; since, RAFT provided them with many ideas to think about. Consequently, the students had difficulties in translating words in English although it could be overcome by using dictionary.⁹

Ability, (ELT-Echo Journal, Volume 1, Number 1, Desember, 2016), p. 96.

⁵Minda, Sri, *Improving The Students' Achievement in Writing Report Text by Applying RAFT*, (State University of Medan Press), 2011, p. 11.

⁶ Eka Sustris Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)," *AL-Ta Lim* 21, no. 3 (November 19, 2014): 6, <https://doi.org/10.15548/jt.v21i3.102>.

⁷Marjohan. *The Effect of RAFT Strategy and Anxiety Upon Writing Competency*, (Denpasar: Universitas Pendidikan Ganesha, 2014), p. 36.

⁸Martha. *The Students' Ability in Creating a Writing Composition*, (English Department: State University of Medan, 2003), p. 8.

⁹Pratiwi, Yoesis Ika. *The use of RAFT strategy in teaching writing procedure Text*, (Bandar Lampung: Universitas Bandar lampung Press), 2016, p. 24.

A related to the implementing of Climbing and Diving strategy found that this strategy give effect toward writing competency of the seventh grade students significantly. The result confirm that there was increasing in writing competency between the students taught by Climbing and Diving strategy and those taught by conventional strategy. It is proven by the calculation of the scores. The value of the t-test used is 0.05 which is higher than the value of the strategy 0.001. This difference states that Climbing and Diving strategy significantly effect on the students' writing competency.¹⁰

By knowing the phenomenon above, this research has been done to explore the effectiveness of Climbing and Diving to the Students' Writing ability and also to find the effectiveness of RAFT Strategy to writing.

RELATED THEORY

These phenomena explain that writing is considered as the most complicated skill in language learning. It is absolutely clear that from all skill in learning language, writing is the most complex skill for students to be mastered.¹¹ Most students feel hard to generate and organize the ideas.

Considering about solving those writing instructional problems, there are many types of teaching approach that can be applied. RAFT and Climbing and Diving Strategies are effective in increasing the students' achievement in writing. According to the theories, these strategies are effective for Students' Writing Achievement since these strategies help the students to be more concentrate in the writing process.¹²

RAFT is a writing task strategy which helps the students to write. They use the term of "float" to describe the main core of RAFT. This strategy allows the teacher or the student to design various ideas to make it more creative and meaningful. RAFT strategy is an acronym which stands for: R means Role (writer), A instead of Audience, F is Format and T for Topic. It helps writers make these determinations while they are drafting. Knowing who the audience

¹⁰Marjohan. *The Effect of RAFT Strategy and Anxiety Upon Writing Competency*, (Denpasar: Universitas Pendidikan Ganesha, 2014), p. 33.

¹¹Kang, Shumin, *Methodology in Language Teaching, an Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 32.

¹²Mclver, Urquhart, *Teaching Writing in the Content Areas*, (USA: ASCD, 2005), p. 14.

will be and the purpose for the writing influences how writers precede with their work.¹³

Another strategy that can be used in teaching writing is Climbing and Diving strategy. It is a technique writers use to first delves into the drafting process and then rise above it to assess what they've accomplished. Taking the time to reflect on a piece of written work allows students to put themselves in the place of the reader.¹⁴

By climbing above their writing, students can eliminate bland, ineffective language. At the same time, students can dive into the writing by adding greater detail. Experienced writers tend to achieve this balance more naturally, but students need help to assume these tasks as they draft. By moving back and forth between climbing and diving, students internalize the process and need less structure to achieve the desired result.

Based on these facts, the researcher intend toconduct a research on the effect of RAFT and Climbing and Diving strategies on students' motivation in writing expository. The researcher of this study wants to investigate the efectiveness of RAFT and Climbing and Diving startegies upon the students' motivation in writing expository. The subject of the study will be limited for only the first year students of Intensive English Language Programme in IAIN Padangsidimpuan.

METHODS

This research deals with the experimental research design by using Two groups, Randomized Subjects, Posttest only Design. Language needs a comprehensive assessment.¹⁵ There are two variables in this research, they are: independent variables: RAFT Strategy and Climbing and Diving Strategy, and dependent variable: students' motivatation.

The Population of the reserach was the students of the first year of Intensive English Language Programme Class in IAIN Padangsidimpuan and the samples were taken 10% from the total of population. There were four classes in this research. Each group consisted of 25 students. Two classes were experimental groups and two other classes were control groups. The strategies

¹³McIver, Urquhart, *Teaching Writing in the...*, p. 14.

¹⁴McIver, Urquhart, *Teaching Writing in the...* p. 16.

¹⁵Brown, H. Douglas, *Language Assesment Principles and Classroo Practices*, (New York: Longman., 2004), p. 75.

were implemented in experimental group which RAFT was implemented in experimental group I and Diving and Strategy was applied in experimental group II. Meanwhile in control groups there was no strategy implemented.

There are two kinds of instruments which were used to collect the data. They are questionnaire and interview. The 20-statement questioner was designed by using Likert scale (0-4). The questionnaire was about the students' motivation in writing. The questionnaire were distributed to all the samples (students) after implementing the strategies. The data from the questionnaire was about scores and the scores were splitted based on the frequency. The researcher interviewed some students from the experimental groups to know the students' difficulties in writing by applying RAFT and Climbing and Diving. The interview was unstructured interview. There were 10 students as the interviewee. The researcher asked the interviewee with prearranged questions. This interview was more informal and free flowing than a structured interview. The researcher wanted the nature of conversation allows for spontaneity and for questions to develop during the interview based on the interviewee's responses.

RESULTS AND DISCUSSION

1. Result

The questionnaire were administered to 25 students in a class. Before distributing the questionnaire, the researcher implemented RAFT strategy in the class step by step. Then, the students did the questionnaire.

It can be seen from the distribution of the scale that the highest frequency of the student level agreement is value 3 which is nearly 300 (297). It means that 59.4% from all level agreement students confidently stated that they agreed with the statement of the questionnaire. That number is more than a half of the total percentage. Secondly, Many of the students said that they strongly agreed (value 4) with the statement in which 135 out of 500. It means the percentage of *strongly agree* is 27%. The level of agreement namely *uncertain* (value 2) jumps into 13.6% which is 68. Two lowest percentages are value 1 is 0% which means *disagree* and value 0 is 0% which is *strongly disagree*. From the calculation of this scores, it can be said that the students could have sense of RAFT strategy effectiveness. All of the students selected strongly agree (value 4) and agree (value 3) for the items of questionnaire. It is clearly seen from the percentage that the RAFT strategy effects the students' motivation in writing expository which is 86.4%.

The questionnaire were administered to 25 students in control group I. The class was not given any treatment. From the tabulation it was gained that there are five values in this questionnaire they are 4 (strongly agree), 3 (agree), 2 (uncertain), 1 (disagree), and 0 (strongly disagree). The top one percentage is value 2 which is more than a half of the total number. The percentage is 56.6%. Value 3 comes next in the second position with 94 of the total number which is equals with 18.8%. *Disagree* (value 1) is in the third position with 13%. Not many of the students stated strongly agree which is value 4. This value is only 8.6%. And the lowest percentage is value 0 (strongly disagree) with only 15 out of 500 which equals with 3%. The percentage of each value describes the students' responses toward the statement in the questionnaire. The first rank of frequency of the value in this group is value 2 which means *uncertain*. Based on this fact, the students of course did not know about the strategies used in this research because this group was given no treatment. So, it is natural if the highest frequency is value 2. The students were not sure about the statement related to the effectiveness of both strategy because they did not have the experience about the implementation of the strategies. It is reasonable if value 2 comes to the top of frequency in this group.

Then, the researcher made further analysis to see whether the RAFT strategy significantly effect the students' motivation in writing expository by using t-test formula. After calculating the scores with the formula, t value is 0.756. Then, t value is compared to the t table $\alpha = 0.05$. It means that t value > t table. It means that RAFT strategy significantly effect the students' motivation in writing expository. Then, H_a is accepted and H_0 is rejected.

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The researcher made further analysis to the data distribution of questionnaire in control group II by classifying the value based on the frequency. Based on the analysis, it can be seen that the highest frequency is value 2 which means uncertain. The percentage is 58.2%. As what happened in control group I, the students in this group also felt a bit not sure about the effectiveness of the strategies. It is clear because the strategies were not implemented in those classes. So that is why the students chose uncertain. In the other hand, the lowest frequency is value 0 which means strongly disagree. The percentage of this value is only 3%. The students' responses to value 4, 3, and 1 are not so significant. The three values are less than 20%. The percentage of value 4 is 8.6%. Then, followed by the percentage of value 3 which is 19.2%. And the last percentage of value 1 is 11%. Based on these percentages, it is fair that the highest students' responses toward the level of agreement to the questionnaire statements is uncertain (value 2). Because the strategies were not implemented in this class.

Then, the researcher made further calculation to test the hypothesis of the research in implementing Climbing and Diving strategy on students' motivation in writing expository. The result of the computation is t value = 0.909. If it is compared to the t table $\alpha = 0.05$. It means that t value > t table. It means that Climbing and Diving strategy significantly affect the students' motivation in writing expository. Then, H_0 is accepted and H_a is rejected.

2. Discussion

The 20-statement questionnaire was scored by using Likert scale which the score were 0 to 4. The highest score is 4 and the lowest one is 0. It can be seen from the calculation of the questionnaires in experimental group I which was taught by RAFT that the students' responses to the questionnaire were mostly 3 (agree) and 4 (strongly agree). The highest percentage of the scale was scale 3 which is 59.4% with the total 297. Mostly the students chose scale 3 which meant that they agreed to the statement. That number is more than a half of the total percentage. Secondly, Many of the students said that they strongly agreed (value 4) with the statement in which 135 out of 500. It means the percentage of *strongly agree* is 27%. The level of agreement namely *uncertain* (value 2) jumps into 13.6% which is 68. Two lowest percentages are value 1 is 0% which means *disagree* and value 0 is 0% which is *strongly disagree*. From the calculation of these scores, it can be drawn that RAFT strategy affected the students' motivation performances in writing. All of the students selected strongly agree (value 4) and agree (value 3) for almost all the statements in questionnaire.

The researcher made further analysis by using t-test. The scores from Experimental class I which was taught by RAFT is compared to the scores of control group I. After calculating the scores with the formula, t value is 0.756. Then, t value is compared to the t table $\alpha = 0.05$. It means that t value > t table. Statistically $h_a > h_o$. Then, h_a is accepted and h_o is rejected. It means that RAFT strategy significantly effect the students' motivation in writing expository.

In line with the above explanation, a former research proves that RAFT strategy is significantly effect students' achievement in writing. The researcher tested the students' writing ability in procedure text. The tests were administered into two tests namely pre test and post test. In this research RAFT strategy is implemented by the researcher. The result of the research showed that there was significant improvement in the students' procedure text writing ability after being taught using RAFT strategy. The result of the pretest is 61.61 and posttest is 77.43. it is clearly seen that the students' score increased after taught by RAFT. The data were analyzed by using t-test value in which the significance was determined by $p < 0.05$.¹⁶

¹⁶Pratiwi, Yoesis Ika. *The use of RAFT strategy in teaching writing procedure Text*, (Bandar Lampung: Universitas Bandar lampung Press), 2016, p. 27.

Another research done by Hamdani, Muhammad Kristiawan, and Nila Rahmadhani in investigating the effectiveness of RAFT in writing skill of recount text. The design of this research was experimental research. This research aimed at finding out whether there was a significant effect of RAFT strategy on students' ability in writing recount text or not. The population of this research were the students grade X MAN Lubuk Alung in academic year 2015/2016. It consists of 180 students. The technique of selecting sample was cluster sampling, and it was selected two classes, X4 treated through RAFT strategy while X3 was treated through conventional strategy. The data of this research were collected through writing test. The data analysis of post-test showed that the mean score of students' writing skill in experimental class were 77.75 with 6.51 standard deviation and the mean score of students' writing skill in control class were 67.58 with 6.42 standard deviation. Those data were taken after both classes given treatments for several times with $t_{\text{calculated}} = 5.113$ and $t_{\text{table}} = 1.645$. It means the score of $t_{\text{calculated}}$ was bigger than the score of t_{table} ($t_c > t_t$). Based on the analysis, it was concluded that RAFT strategy gave significant effect toward students' writing skill of recount text rather than conventional strategy. It was proven by students score in experimental class was higher than control class.

Another strategy which was implemented in one of the experimental groups in this research is Climbing and Diving strategy. It was found that it is significant toward the students' motivation in writing expository. Through the t-test calculation the result of the computation is t value = 0.909. If it is compared to the t table $\alpha = 0.05$. It means that t value > t table. Statistically $h_a > h_o$. It means that Climbing and Diving strategy significantly effect the students' motivation in writing expository. Furthermore, a 20 item questionnaires were given to the students in this group. And it was found that the students gave positive responses toward the use of Climbing and Diving strategy. They were motivated to write after the implementation. It can be proven from the data of the questionnaires that the highest frequency of the students' agreement is value or score 3 which means agree. It describes that students agree to the statements of questionnaire related to the strategy. The agreement here means that they could feel the effectiveness of the strategy to increase their motivation in writing, so that they chose agree (value 3).

Moreover, from the analysis of the questionnaire, the students' responses to the level of agreement were analyzed and it was found that the students were

motivated in writing especially expository. It can be proven from their responses towards the items in questionnaire. The questionnaire used Likert scale such as 4 (strongly agree), 3 (agree), 2 (uncertain), 1 (disagree), and 0 (strongly disagree). The highest frequency in both classes (experimental group I and experimental group II) is value or scale 3 which is agree. Based on the analysis, most of the students agree with the statements related to the effectiveness of the strategies. It means that they could feel the effect of the strategies in motivating them to write. The students had positive input through the implementation of both strategies. After the implementation of the strategy they felt writing is not a difficult task anymore. The strategies gave the students easiness especially in writing. Then, finally the students are motivated to write because they already get effective and easy ways to write.

Related to the implementation of Climbing and Diving strategy. This strategy gives effect toward writing competency of the seventh grade students significantly. The result confirms that there was increasing in writing competency between the students taught by Climbing and Diving strategy and those taught by conventional strategy. It is proven by the calculation of the scores. The value of the t-test used is 0.05 which is higher than the value of the strategy 0.001. This difference states that Climbing and Diving strategy significantly effect on the students' writing competency.¹⁷

Based on this transcription, students thought that RAFT has a weakness. They confessed that they could write what in their mind at that time. They must focus on RAFT strategy. If they did not have something to write on that format they started to get stuck. As the effect of this, the ability of students' writing is low.

Another students' difficulty during writing with RAFT is they were stuck in the middle of the writing. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing. This strategy is perfectly helpful for the students in determining topic and making the draft. But when the process of the writing ran, the students started to be stressed because they did not know what to write anymore. The students could not continue their writing.

¹⁷Marjohan, *The Effect of RAFT Strategy and Anxiety Upon Writing Competency*, (Denpasar: Universitas Pendidikan Ganesha, 2014), p. 36.

Furthermore, it was also found that students face difficulty in writing through applying Climbing and Diving strategy. The first problem is the students had no enough time to think and explore their writing content. The duration of every step is only ten minutes which hard for students to have enough time thinking what they want to write. Climbing and Diving strategy does not always give students enough time to write the drafts because of the limited time. The second difficulty is that loose of control. Many of the students have no control when they were writing. They did not have format to follow to write. Because of this freedom, the writing content was not satisfying.

Accordingly with the above problem, a research investigated the students' problems in writing and it was found that the students lack of vocabulary when they were drafting and demonstrating a topic; since, RAFT provided them with many ideas to think about.¹⁸ Consequently, the students had difficulties in translating words in English although it could be overcome by using dictionary.

In addition, there must be not only these strategies can improve students' writing ability. There are some strategies or techniques can be used as stated by Riska¹⁹ and Lubis²⁰. They have found that Clustering and Based Language Teaching are good to improve students' writing ability. Moreover, Minda²¹ is also proved that scaffolding is very helpful for the students to learn writing.

Dasen the explanation above, it can be said that this research is needed to be done for further research. It can be said that the research is very useful that has been proved some strategies are very good for teaching reading, the others for teaching writing.

¹⁸Pratiwi, Yoesis Ika, *The use of RAFT strategy in teaching writing procedure Text*, (Bandar Lampung: Universitas Bandar Lampung Press, 2016), p. 21.

¹⁹ Yeni Riska, Rayendriani Fahmei Lubis, and Fitri Rayani Siregar, "Improving Students' Writing Ability in Report Text through Clustering Technique Ag Grade XI SMA Negeri 1 Siabu," *English Education : English Journal for Teaching and Learning* 6, no. 2 (December 30, 2018): 228–40, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1269/1070>;

²⁰ Rayendriani Fahmei Lubis, "The Comparative Study of Grammar Translation Method (GTM), Task Based Language Teaching (TLBT), and Contextual Learning and Teaching (CLT) in Writing Sentences at SMP Swasta Nurul Ilmi," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 2, no. 1 (August 1, 2016): 159, <https://doi.org/10.24952/tazkir.v2i1.408>.

²¹ Sri Minda, "Applying Visual Scaffolding in Writing," *English Education : English Journal for Teaching and Learning* 4, no. 02 (December 30, 2016): 66–76, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1296/1097>.

CONCLUSION

Based on the analysis, the conclusions are drawn as follows: RAFT strategy significantly affect the students' motivation in writing expository. Climbing and Diving strategy significantly affect the students' motivation in writing. The problems which students face during the implementation of RAFT and Climbing and Diving strategies in writing expository are: RAFT does not provide enough chances for the students to write some ideas which come up to their mind. The students are limited to write based on the format which are set in this strategy; RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing. The students get stuck in the middle of writing process; Climbing and Diving strategy does not always give students enough time to write the drafts because of the limited time. This strategy limit the time for the students to write. This limitation in fact cause problem to the students. However, students need longer time to express their thoughts through writing; Students may lose control in writing because there is no certain pattern of this strategy. In this problem students told that they often write whatever come up to their mind at that time. It is often they write without control.

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