

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretically Framework

This research deals with theories that support the concept. In this case, theoretical framework is aim to given some clear concept applied in this research. There are many points in this research that will be discussed as follow.

2.1.1. The description of the effect

According to Richard and Plat (1992: 133) the effect is defined to change of ability that the students have by using certain technique of teaching. It is usually in experimental technique in which an idea or hypothesis is tasted or verified by setting up situation in which the relationship between different subjects or variable can be determined.

As stated by Stevenson (2002: 220) the effect can be generally meant by a change that something causes in something else; a result. It is usually in experimental method in which an idea or hypothesis will be tasted or verified by setting up situation in which the relationship between different subjects or variable could be determined. Effect of teaching treatment in language is related to the changes getting something into the cognitive system. The final result of effect in teaching is the improvement of ability. The ability is the result of learning process which involves teacher with students which is reflected from the knowledge the students have.

2.1.2. Strategy

According to Alim Sumarno (2011) the definition of a learning strategy can be interpreted as an activity that is chosen by the learner or instructor in the learning process that can provide facilities for students to achieve certain predetermined learning goals.

Dick and Carey (1990 in Sanjaya, 2007): Learning strategies consist of all components of learning material and procedures or stages of learning activities used by teachers in order to help students achieve certain learning objectives. Learning strategies are not only limited to the procedures or stages of learning activities, but also include the arrangement of material or learning program packages that will be delivered to students.

2.1.3. RAFT (Role, Audience, Format, Topic) Strategy

Raft is Role, Audience, Format, Topic. The raft strategy is a strategy that can free students in choosing the topics they will discuss (Santa cited Ruddel. 2005: 288). This strategy was adapted from an idea developed by dough buehl in 1995. The first time raft was introduced by Carol Santa in 1988. According to Evershed. J (1996: 27) this is a great strategy that integrates reading and writing in non-traditional ways. It asks students to take what they have read and pick up new products that illustrate the depth of their understanding. It can be used with fictional or non-fictional texts. The format is very flexible and offers limitless creativity opportunities for teachers and students.

Bill Meyer and Martin (1998: 1) say this strategy encourages creative thinking and motivates students to show understanding in an informational written format. Students have a role to play and when they think of that role they must

speak to a specific audience using a recorded format on the topics listed. this strategy forces students to process information rather than just writing answers to questions.

This strategy helps the students to think critically and creatively about the content that they are studying. They can make connection to the events, people, times, and places they are reading about, and then they can combine all of the information into a creative piece of writing (Syrja, 2011). RAFT strategy involves writing from a point of view. It infuses a writing assignment with full of imagination, creativity and motivation. Students' writing goes to the audience not only for the teacher, they write their writing in a form not in a standard assignment. It means that the students will develop their ability in writing by expressing their idea clearly and effectively in a certain form and for the audience that they choose as their target (Buehl, 2009).

Based on the definition above from expert, the researcher was concluded that RAFT strategy involves writing from a point of view. It infuses writing assignments with imagination, creativity, and motivation. Student writing is addressed to the audience not only for the teacher, they write their writing in a form not in a standard assignment. This means that students will develop their ability to write by expressing their ideas clearly and effectively in a certain form and to the audience they choose as their target (Buehl, 2009).

Based on the definition above, it was concluded that the Raft is an effective strategy that will applied in the Reading. Students not only write but also read what they write. So in this study, Raft will used to helped students prepare reading material through writing. Students were motivated to practice their reading

comprehension. Raft will be helped by providing what content needs to be written, what format to use, what topics to create. With Raft students will be more creative, think critically in expressing their ideas and provide information through their writing. Reading will require a very complex process so, the Raft strategy will make it easier for students to read and can be applied to other products such as reading.

As a result, the advantages of this strategy are more focus on reading comprehension. With the RAFT strategy, students are actively involved in processing information rather than just writing answers to questions, they are also given a clear structure for their reading comprehension, they are also more motivated to do reading assignments, and students are encouraged to examine material from a perspective. Therefore, this section explains that the implementation of RAFT strategies is not only effective for improving students' reading comprehension but also for increasing students' reading interest.

2.1.4. The Advantages of RAFT (Role, Audience, Format, Topic) Strategy

Strategies RAFT a great strategy that integrates reading and writing in non-traditional way. According to Evershed. J (1996:27)

1. Raft's strategy will help students in providing what content needs to be written, what format to use, what topics to create, and so on, to prepare more creative and interesting reading materials.
2. This strategy can be a great pre-reading tool because it encourages students to organize their thinking and creativity in their reading
3. Through the RAFT strategy students become more creative, think critically in expressing their ideas and provide information about their writing by students' reading comprehension.

4. After completing RAFT assignments, students will become increasingly adept at developing their reading comprehension.
5. And in the end, this strategy increases students' motivation in reading, because when students can keep paying attention and are interested in reading activities it was automatically increase their motivation in learning English.

2.1.5. The Disadvantages of RAFT (Role, Audience, Format, Topic) Strategy

There are also some disadvantages:

6. Raft strategy requires a lot of time to prepare reading material and assume roles in front of other learners.
7. RAFT does not always allow students the opportunity to explore other possible perspectives on the topic (Garcia, 2013).

As a matter of fact, every strategy, media, technique, or step bears some advantages and disadvantages. Therefore, it is important for the teacher to consider each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective and successful.

2.1.6. Procedures of Using RAFT (Role, Audience, Format, Topic) Strategy

In teaching reading, especially when using RAFT strategy, the teacher must understand the procedures of its strategy. Some experts give their points of view of applying RAFT strategy. Giving samples of authentic examples for a specific RAFT

project for student studies as they plan the writing they will read. Similar to Buehl, Sejnost (2010) also divides some steps in using RAFT strategy in classroom. They are:

8. First introduce the elements of the RAFT strategy to the students.
9. RAFT which actually stands for. One strategy that I present here is RAFT which is actually an acronym for

R = role of the writer (who you are?)

A = audience for the writer (to whom you are writing?)

F = format of the writing (what form your writing will assume?)

T = topic to be addressed in the writing (what you are writing about?)

Based on the explanation above, it can be seen that basically this strategy is applied in writing assignments.

10. In this case practically trying to present the application of RAFT strategy in reading Thus, the acronym of RAFT in this study also changes into the

R = role of the reader (who you are?)

A = audience for the reader (to whom you are reading?)

F = format of the reading (what form your reading will assume?)

T = topic to be addressed in the reading (what will you be reading about?)

11. Next, together with the students, determine the important ideas, concept, or information from the reading assignment in order to determine the topic of the assignment.

12. Then, with students, brainstorm possible roles class members could assume in their reading. This will determine the role for the assignment.

13. Now, ask the students to determine the audience for this reading.

Finally, decide the format of writing will take. This will be the format for the students' reading later.

Based on the procedures above, the researcher concluded that the RAFT strategy can stimulate students to practice their reading comprehension, creating new strategies for reading in a creative and fun way. Then the essence of implementing the RAFT strategy in the classroom is that the teacher must first introduce the elements in the strategy to students. Once students understand, they can define their own Role, Audience, Format, and Reading Topic. With the teacher helps

2.1.7. Reading

Reading is the process of understanding the meaning of the text. In reading the reader must combine the background so that it is easier to create meaning. That way it was easier for readers to get the main idea from the text, and reading activities will be successful. Reading has many functions. By reading someone easily get information and was added a lot of knowledge for the reader.

According to Flynn, "reading is not an activity carried out for its own sake. We read because we need to get information such as news, ideas, opinions, or others. Reading makes meaning out of print and that requires several processes, word recognition, reading comprehension, and fluency, Liepzig assumes. That means reading is not a simple activity, but involves several complex processes to create meaning so that readers can obtain information.

There are four English skills that must be mastered, namely, listening, speaking, reading, and writing. And reading is one of the most important. Reading

is comprehension, reading comprehension is a dynamic interactive process in constructing meaning by connecting the reader's existing knowledge with text information in the context of a reading situation. Doris M. Cook (2004: 6).

Besides that in reading, readers must interpret the written text and understand what they are reading. In this case the writer shares their ideas, knowledge, and opinions to the readers and the readers capture the information and meaning of the reading text. Grabe and Stoller say "reading is one way to understand the meaning of a text and to form an interpretation of that information.

Based on the above statement, it is clear that the reading process contains many activities that occur in the reader's mind and reading is a skill that requires understanding to interpret the text.

In addition, reading is an active activity. Reading is a very active activity to do it successfully, we have to understand what the words mean, see the pictures the words are printing, understand the argument, and work out if we agree with them. If the reader doesn't do this then it just gets to the surface and forget about it so quickly.

Based on the expert explanation above, the researcher concludes that reading is not a passive skill. If we just read without understanding it, it will easily get lost in our minds. By understanding reading material we will not misunderstand. In short, reading is not just a process of seeing and reading. However, in the reading process, the reader must be able to understand the essence of the reading. Because there are so many activities while reading, especially in reading English texts. Readers must decode the text they read, construct meaning, and understand it so that their reading goal will be achieved.

2.1.8. Purpose of reading

Basically, the purpose of reading activities is to obtain information or verify existing knowledge. Other than that many people read for pleasure not only for information. for example when someone reads a text book such as news, the reader got information, and when someone reads a novel or comic the reader got pleasure or to increase knowledge of the language being read. Through reading, a person keeps getting information about the political, social, economic and cultural issues of a country.

The reading objectives include purpose for reading includes are, reading to search for simple information reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique text and reading for general comprehension. According to Grabe William and L Fedrika (2002).

By reading, a reader not only read the text but also takes the meaning of the text. Harmer (2001) in Ali (2012:48) states that there are five reading purposes:

14. To identify the topic

Good readers are able to receive the topic of a written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them to process the text more efficiently.

15. To predict and guess

Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from the initial glance.

16. Reading for detail information

Some readers read to understand everything they are reading in detail this is usually case with written instructions or description procedures.

17. Reading for specific information

Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested in them come up they will ignore the other information of a text until it comes to the specific item that they are looking for. We can call this activity as scanning process.

18. Reading for general understanding

Good readers are able to take in a stream of discourse and understand the gist of text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can called this activity is skimming process.

2.1.9. Kinds of reading

According to Henry Guntur Tarigan, there are two kinds of reading, namely intensive and extensive reading.

1. Intensive reading prioritizes understanding, deep understanding, and detail (Henry Guntur Tarigan, 2008: 37). Extensive reading means reading widely and covering as much of the text as possible in the shortest possible time.
2. Extensive reading activity is to understand the contents of the reading quickly so that reading can be done efficiently (Henry Guntur Tarigan, 2008: 32)

2.1.10. Reading comprehension

Reading comprehension is an activity that seeks to understand the contents of a reading or reading text as a whole (Samsu Somadayo 2001:11). Smith (Samsu

Somadayo 2001: 9) argues that reading comprehension is an activity or activity carried out by readers to connect new information. In addition to connecting information with new knowledge in reading, readers also understand reading which can be classified into literary understanding, interpretation and creativity.

According to (Khoiriyah:2010:1) Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.

Based on the expert opinion above, the researcher concluded that reading comprehension is about understanding the written text and as the ability or capacity to understand reading material to obtain information from the reading text. It is a complex activity involving perception and thinking.

2.2. Previous Studies

In this part researcher shows some studies which are similar with the research that researcher want to conduct.

19. Raft Strategy To Improve The Students' Reading Comprehension by Maria Hidayati (2012) in state university malang. In this study, the researcher applied the RAFT strategy to increase students' reading interest and comprehension of long reading. In this case, the researcher sees that RAFT strategy is able to make the class more interesting in their reading class.
20. The effect of using RAFT Strategy on students' Achievement in Writing Short Functional Text by Evi Maya Rizky (2018) in University Muhammadiyah Sumatera Utara. The researcher investigated that theory was a significant effect

of using RAFT strategy on students' achievement in writing short functional text. the result of this research, it can be concluded that there was significant effect of using RAFT strategy on the students' achievement in writing short functional text.

21. The effect of Double Loop Problem Solving (DLPS) Method on the students' Reading Achievement in Narative Text by Maulida Handayani (2014) in University Muhammadiyah Sumatera Utara. The researcher investigated that theory the effect of Double Loop Problem Solving (DLPS) method on the students' Reading achievement in Narative text. The result of this research, the students' Reading achievement in narative text was more significant than rhe achievement by using explanation Strategy.
22. The effectiveness of K-W-L (Know-Want-learn) technique on students' Reading Comprehension of descriptive text by Nunky Aprillia (2016) in University Jakarta. The aim of this study to find out the empirical evidence of the effectiveness using KWL technique on students' Reading Comprehension of descriptive text. the results , the students who were taught by using KWL technique got higher score than the students who were not taught by using KWL technique. Thus it can be concluded that KWL technique is effective in enhancing students' reading comprehension score on descriptive text.
23. Improving students Reading Comprehension ability of English grade by using Questioning Strategy at Sultan Agung Jabalsari TulungAgung, by Dinda Zamilu Hafidhoh (2014) in University IAIN TulungAgung. The research design used was Classroom Action Research (CAR) by Kemmis and Taggart.

Based on the result, the students' achievement after using questioning strategy was improved. By observing the students' process in learning reading from cycle 1 until cycle 2 there are some developments in the teaching and learning process. Questioning strategy is effective media in teaching English reading in junior high school, especially for the second grade students of MTs Sultan Agung Jabalsari Tulungagung.

24. Yoesis Ika Pratiwi (2016) in Universitas Lampung. The researcher investigated that there is any significant effect of students' writing skill. The result of using this strategy is significantly different between RAFT strategy and lecturing method. RAFT strategy is more easily to students and effective to increase students' writing skill.
25. THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS' READING COMPREHENSION by Rotua Parsaulian Aritonang (2020) in university Potensi Utama, Medan. The objective of this study was to find out The Effect of Using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension On Narrative Texts' at the Nine grade students' of SMP Swasta Harvard Martubung. The result of the study was that post-test mean score of control class was 77,12, while post-test mean score of experimental class was 84,96. It means that the effect of treatment was strong. Based on the result of quantitative data, CSR Strategy had helped the students in four things; to make easier students' reading comprehension, to increase students' curiosity of the content of passage, to increase students' ability in using one of higher order of thinking skill (connecting), and to enrich students' vocabulary. In short, it means that the use of CSR strategy had significant effect to the students' reading

comprehension.

26. The effect of using shared Reading strategy toward students' Reading comprehension at second semester of the eight grade at Mts YASPENBAYA KATIBUNG south Lampung by Ade Nurmala (2018) in University Lampung. To solve this problem, the researcher applied shared reading strategy. Shared reading strategy is a strategy that teachers use to read books, charts, and other texts with students when the text is too difficult for the students to read independently. The objective of this research was to know whether there is a significant effect of using shared reading strategy toward students' reading comprehension at the second semester of the eighth grade at MTs Yapenbaya Katibung South Lampung in 2017/2018 academic year. The research design used was quasi experimental design. the results of this study is, shared reading strategy could significantly improve students' ability in reading comprehension at the eighth grade students of MTs Yaspenbaya Katibung South Lampung in 2017/2018 academic year.
27. The Influence of Role, Audience, Format, and Topic (RAFT) strategy on students' writing of Descriptive text by Ahmad Furqon (2015) in Syarif Hidayatullah State Islamic University Jakarta. The objective of this study is to gain the evidence whether Role, Audience, Format, and Topic (RAFT) strategy influence on the students' writing of descriptive text. The method used in this study was quantitative method. The design of this study was quasi – experimental design with pre-test and post-test. Based on the criteria of the test, it can be concluded that RAFT strategy influences on the students' writing of descriptive text at the tenth grade students of SMA N 10 Tangerang Selatan.
28. Scott Kissau, Florian Hiller (2013) in journal did the research about “Reading

Comprehension Strategies: an International Comparison of Teacher Preference". The journal contains improving a strategy in reading comprehension effectively as teachers need extensive practice using target strategies which this strategy is useful. This research use sevey as a collection of qualitative and quantitavie data.

The similarities of this study with previous research was carry out on learning to read in class. Meanwhile, what distinguishes this research from previous research is that the researcher uses an experimental research design using pre-test and post-test. This study aims to determine the RAFT strategy in reading comprehension by comparing students' scores before and after being taught using RAFT strategies (Role, Audience, Format, Topic).

2.3. Conceptual Framework

Reading is one of the most important skills in English that students must learn. By reading students easily get information from around the world. Most students still have low interest in reading English texts, The teacher must be able to provide a good strategy to improve students' reading comprehension. With the RAFT (Role, Audience, Format, Topic) strategy students will be more motivated and easier to understand their reading, especially in descriptive texts. RAFT (Role, Audience, Format, Topic) strategy can help students to be more independent and make their reading class fun.

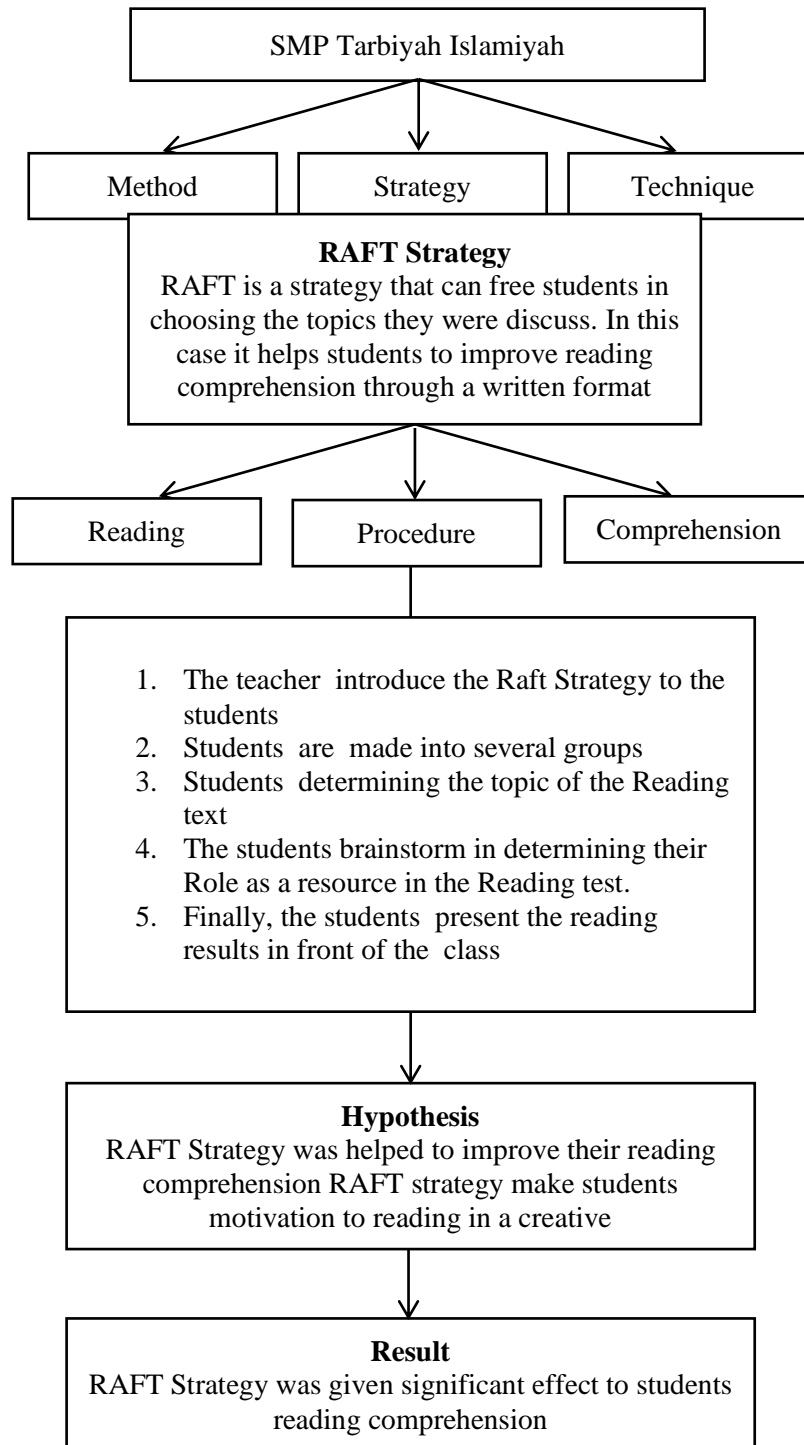


Figure 2.1 conceptual framework of the effect of using RAFT Strategy on students' comprehension at Tarbiyah Islamiyah (Novita, 2021)

2.4. Hypothesis

The hypothesis of this research are formulate as following:

Ha : There is significant effect of using RAFT strategy on students' reading comprehension.

Ho : There is no a significant effect of using RAFT strategy on students' reading comprehension.