



DEVELOPING READING AND WRITING SKILL OF THE X APH 2 STUDENTS AT THE ODD SEMESTER IN THE ACADEMIC YEAR OF 2014/2015 FOR THE LEARNING MATERIAL OF EXPRESSING INTENTION BY USING PICTURE STORY AND PICTURE FOR WRITING STORY USING RAFT METHOD

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Abstract

This research's goal is to identify the students' ability in analyzing the expression of Intention in Reading text and to analyze the students' capability in writing the expressions through letters and develop their abilities in Reading through pictures and RAFT method. The data showed that there were only 21 % of students able to identify the expression of Intention and the rest was 17 % able to write correctly in their simple sentences. The expression of intention using *will, be going to,, intend to, need, want to* had the various use and it made them got confused. This research integrated the Reading and Writing skill. The Reading competence analyzed through 5 M. The researcher then compared the result of both activities in Reading and Writing and analyzed the effectiveness of the response again. The result showed that there was a significant increasing of competence and performance in Reading and Writing . The data analyzed showed that there were 75 % students got development in competence and 25 % students found difficulties in finishing the task.

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INTRODUCTION

One of the weaknesses of the student books available is that there is no enough text adapted for the student's needs in vocational high school relating to the application of 2013 Curriculum. In fact, the Reading material needs to be adapted suitable to the students' ability in analyzing the text. In the early activity we provided the text to be analyzed and done based on the teacher's book. The result was that they found difficulties in some activities. There are more dictions which are far from the real vocational school. As the approach introduced in the curriculum is *Task Based Learning*, so the sillabus was adapted into the class situation and the students' need. The students' disability could be analyzed when they were asked to respond the question sample in KD 3.4 and 4.5 relating to how to express the intention. When they came to the questions of the KD, the students just expressed the answer using will and be going to. Their answers could not differentiate the meaning but the use only. In addition, for expressing the intention, there are some various expression can be used such as the following : need, want, would like, would rather ,etc. The first identification showed that there was only 20 % students responded fluently. The early score which was taken from the Pre Test Reading in fact did not show the level of satisfaction. So, we needed a model that will support the students to do the assignment well, reply well and express idea right. The integrated learning of Reading and Writing will create the high effectiveness as in the newest curriculum the teacher is asked to do the similar thing, being more active in finding the method.

As the material of expressing intention is new, we need to adapt it to be conveyed in the class effectively and fluently. We need to have an adapted model for the suitable material in order not to have a gap between the practice and the theory.

Task Based Learning

Is one of the the learning models for Reading focusing on students' activities. The

Story Picture is a story in English which is completed with the pictures and helps the students to answer the questions. Picture for telling story is a picture given for the students as a means of arranging and creating sentences well in Writing. The English learning in the class involved the three things intensively for having the the mastery English learning.

English as a foreign language in Indonesia is very important to be taught effectively because It is an international language as well. Although the 2013 Curriculum just gave 2 sessions every week for the vocational high school students, it does not reduce the the passionate for teachers to work. They can choose the effective method in the class. One of the method in TBL is using RAFT.

RAFT stands for *Role, Audience, Format and Topic*. It is one of the methods in Writing. It starts with an identification of the writer (Role), Audience (Reader) which is identical with who will read the text. Format is the kind of text that will be created. We have to think about the genre before creating a text. Think about the generic structure used in Writing. Topic is the focus of our text. We need to consider the data, analyze it and create an argument for it.

The problem was " How to develop Reading and Writing Skill of the X Aph 2 Students at the Odd Semester in the Academic Year of 2014/2015 for the Learning Material of Expressing Intention by using Picture Story and Picture for writing Story using RAFT Method?

This classroom action research's goal is to develop the students' ability in Reading and Writing in the material of Expressing Intention using Picture Story and Picture for writing Story in RAFT Method. To identify the students' capability, the researcher analyzed their understanding about Reading as a pre activity through spoken questions. This activity went to the competency of Reading and Writing.

One of the definitions of Speaking is that " it is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Chaney highlighted about the sharing and meaning. In this research, the

spoken questions were for sharing the idea and experience through monolog about the intention or from the questions and responses. One of the method used in the pre activity is by using the role play. Harmer stated that

“One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

From what was conveyed by Harmer, the researcher modified it by asking students to respond the questions from teacher or their friends as well. The questions were relating to the intention. With various condition, they could express personally and in group.

Relating to the model of learning in 2013 Curriculum, it is said that all models or strategies are permitted to be used as far as it focusing on students, not on teachers. One of the learning models adopted is TBL (Task Based Learning). This model focuses on the use of language authentically based on the assessment for students to do the meaningful task by using the target language. The task can be the dialog for responding the questions relating to the intention. TBL is a branch of Communicative Language Teaching. TBL introduced by Prabu (

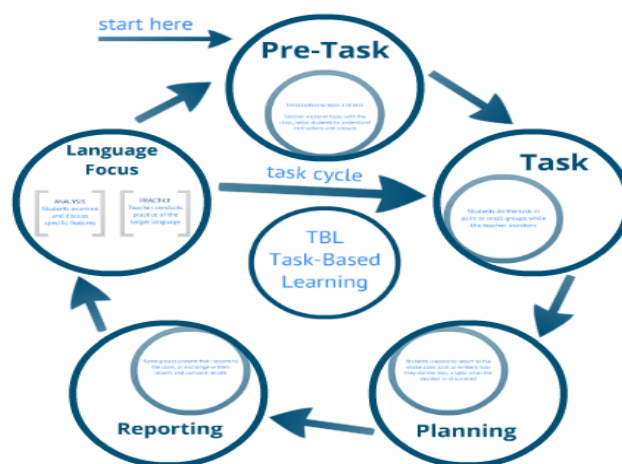
1987). According to him, the students can learn from the problem in non linguistic as easy as they as concentrate to study about the language. Teresa (2006) did the similar research. Whereas, Willis (1996, pp. 135-136.) TBL contained the pre-task, the task cycle, and the language focus. The component of a Task consists of *goal and objectives, input, activities, teacher role, learner role, setting*. Then Prabu (1987) gave an additional theory that there are three categories of a Task.

(1) *information-gap*, (2) *reasoning-gap*, and (3) *opinion-gap*. Not all activities could be categorized into a task. So, what is a task? Willis and Willis (2007:12-14) showed the following criteria for a task :

“The more confidently you can answer yes to each of these questions, the more task-like the activity.

1. Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real world activities?'

Thus, according to them an activity can be called as a Task if the activity involves the students' interest on meaning, goal availability, outcome, completed assignment, relating to the real world. For having the comprehensive figure of TBL, the following picture described it.



TBL frame work by Prezi

<http://celtamate.wordpress.com/2012/12/26/task-based-learning-tbl/>

Whereas for Intensive Reading, Brown (2000) stated that the learning characteristic is as the followin : students are involved in the class, the focus on detail Reading, the focus on grammar and discourse marker, the kery words, drawing for problem solving, discussing text comprehensively, media for building knowledge

METHODOLOGY

For Reading, the method used was Picture story for assisting students in catching the meaning. The students also did a range of tasks in the provided worksheet. For Writing, the method used was Picture for writing the story combined with the RAFT method. The more the students write the more proficient they are as the writers. It had been informed by Santa et all (2004) dan Dean (2006)

“ RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written. Additionally, RAFT helps students focus on the audience they will address, the varied formats for writing, and the topic they'll be writing about. By using this strategy, teachers encourage students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences “

Then Dean (2006) stated that Writing for different goal and audience needs the different genre and strategy. Developing the sensitivity of our writing for the audience and for the audience is vey important for various communication. It is a part of the writer's growth. The tasks in RAFT will make the students have the chance to create the idea and the form to be conveyed. They will learn how to write quickly in much more perspective. So the question is what RAFT is ? According to Dean (Dean (2006) and Santa (2004) RAFT is as the following :

- **Role of the Writer:** Who are you as the writer? A movie star? The President? A plant?
- **Audience:** To whom are you writing? A senator? Yourself? A company?

- **Format:** In what format are you writing? A diary entry? A newspaper? A love letter?
- **Topic:** What are you writing about?

Then how to apply RAFT in the class? There are a range of activities as suggested by Dean (2006) and Santa (2004) :

1. Display a completed RAFT example on the overhead.
2. Describe each of these using simple examples: role, audience, format, and topic. (It may be helpful to write the elements on chart paper or a bulletin board for future reference).
3. Model how to write responses to the prompts, and discuss the key elements as a class. Teachers should keep this as simple and concise as possible for younger students.
4. Have students practice responding to prompts individually, or in small groups. At first, it may be best to have all students react to the same prompt so the class can learn from varied responses.

What is suggested by Dean and Santa can be simplified by the writer into the followin steps : displaying the form of RAFT, describing RAFT, giving a model, using the format, asking students ot respond the format for the same topic classically and the various topic individually.

Task based Learning used for Reading was for practicing what was said by Prabu (1978). He suggested that “ ...the students can learn from the non linguistic matter “ so, the writer modified into the following activities: *Identify the topic through the tittle, identify the expression of intention, identify the setting, identify the intention, answer the questions, complete the jumble sentences through Picture Strory. presenting result. reviewing the assignment, giving feed back for students.*

Then Willis (1996, pp. 135-136.) said that “ TBL consists of the pre-task, *the task cycle, and the language focus* “. Based on what he said, the writer had done a range of the activities for applying the TBL. Because TBL contains *goal and objectives, input, activities, teacher role, learner role, setting*, the writer do the folowing ones : stating the goal of writing by retelling the story from the picture provided, stating the objective

of the writing by writing a story using the specific generic structure of telling intention, stating the input by telling a plan, imagination, intention, will, rating activities by brainstorming, mapping idea, finding the topic, framing the idea, introducing RAFT, modelling, introducing topic, practicing, and giving feed back.

Teacher has an important role in guiding students to do *Brainstorming*, asking students for mapping idea through some charts, finding the topic from class discussion, framing the idea of the students, introducing RAFT through a chart, modelling by giving the example of short story from a picture, introducing various topics from students and determining the appropriate one, asking students for practicing, giving feed back for them. In the other hand learner also has a role as a brainstormer, a mapping maker, a topic finder, idea framer, and a writer

FINDING AND DISCUSSION

Cycle 1

In the first cycle, the writer asked students to watch a video about Expressing Intention (going a certain place) as a pre task or in the 2013 Curriculum was as the level of Observing. In this step, the students found the difficulties in catching the idea in the first watching so they needed to watch it twice.

In the further cycle, the writer combined the level of Questioning with a range of questions such as :

- What do you see from the video ?
- How many people are there in the video ?
- What are they going to do ?
- Do they intend to do something ?
- Will they go somewhere?

In the second watching, the writer did turn taking by asking them to question by using "a shining ball". This method was used by throwing the ball and the ball would be shining. The one who got the ball had to question about the video and the next turning would reply it. This method forced them to ask and reply. The next activity is identifying identifying the expression of Intention from the video. Then

Questioning through *Identify the topic through the title, identify the expression of intention, identify the setting etc.*

As the question would be more difficult and more complex, the activity would be on the level of Experimenting or compiling the information through *identify the intention, answer the questions, complete the jumble sentences through Picture Story, presenting result, reviewing the assignment, giving feed back for students.*

In this level we could see the activity of Associating. In the level, the students tried to get connected some information, found the differences and the similarities to make a conclusion from the questions available.

In the level of Language Focus, the writer asked the student to get a conclusion from what they had discussed through 5 M where in the curriculum we called it Scientific Approach.

Cycle 2

Cycle 2 was done through a range of activities such as identifying the expression of Expressing Intention, displaying the format of RAFT, Describing RAFT, giving the example of RAFT usage, asking students to respond the format classically, in group and individually.

At last, the writer gave a help of a picture to write a story which could be done in group (as an a class task) and one picture as an individual assignment at home. Then the next activity was presenting the result, reviewing the assignment, and giving feed back for students.

In the cycle 2, the writer had done what was said by Prabu (1987). He suggested that there are 3 main categories from a task. We call it (1) information-gap, (2) reasoning-gap, and (3) opinion-gap.

In the information gap, the writer asked the students to complete the text by using the picture as a means for catching meaning. The students were asked to complete the sentence by seeing the picture. They did it by using the provided words but in the second text, they had to find their own sentences, phrases or cl

In the Reasoning Gap, the students were asked to give the reasons of filling in the jumble sentences classically, in group than individually. In the Opinion Gap, the students predicted and

completed the ending of the story classically and in group by using the pictures to write a story from it.

To do what was suggested by Brown (2000), the writer asked the students to get involved in the text through a range of discussion in language focus. It was done in the end of the activity. We also discussed discourse markers available in the text.

In discussing the text, the writer asked the students to identify the key words in the text to make them understand easily on the meaning. There is a time when the writer had to help the students in visualizing the text to make the text

more simple to be analyzed and in solving the problem in the text.

In the final part before language focus, the writer asked them to read once again comprehensively in group of 2 or 3 students – depending on the amount of students in the class. It had a goal of helping them in developing their knowledge in language more than just Reading skill. That was why we gave them a kind of Tugas Mandiri Tidak Terstruktur.

Here it is the result of the Reading and Writing Skill

No	Reading				Writing			
	60-70	70-80	80-90	90-100	60-70	70-80	80-90	90-100
Cycle 1	1	21	8	6	5	21	7	3
Cycle 2		17	10	9		19	9	8
total students	of 36				36			

No	Reading				Writing			
	60-70	70-80	80-90	90-100	60-70	70-80	80-90	90-100
Cycle 1	0,02 %	58 %	22 %	0,16%	13 %	58 %	19%	0.08 %
Cycle 2		47 %	27 %	25 %		52 %	25 %	22 %
total students	of 36				36			

The data showed that there was a significant increasing in the Reading and Writing Skill for two cycles. Mostly the high percentage was on the score of 80 -90 for Reading and on the score of 70-80 for Writing Skill.

The next note was about the Attitude Assessment for students including Self Assessment, Peer Assessment and Teacher's observation on attitude are something new in 2013 Curriculum. It is interesting that the teachers have to combine the three assessments in the scope of knowledge, Skill and Attitude. It is detail and integrated through some indicators clearly provided in the Lesson Plan.

What was analyzed from the data above were from the three area of Knowledge, Skill and

Attitude of students. For Attitude assessment, the writer chose the attitude of being care and responsible. Being care appeared when the students did role play, discuss and question and answer. Being responsible appeared when they answer the questions in Reading Text done together in group of two. The writer could not assess the attitude separately but integratedly in learning although the attitude was taught indirectly. The indirect teaching is a model that has to be implemented for KD 2 relating to the social attitude of students. But so far the teacher still had to create the instrument and the indicator of achieving it.

This is the form of Self Assessment which was filled by the students in the cycle 1.

No	Indicators for being care and responsible	Yes		No	
		I	II	I	II
1	I care to what my friends want relating to Expressing intention.	16/36	26/36	20/36	10/36
2	I am responsible to do the assignment in group about Expressing Intention.	12/36	30/36	24/36	6/36

The data showed that some students did not have the attitude of caring and being responsible to do the activities. Fortunately, we saw some development in the percentage from cycle 1 to 2.

CONCLUSION

That to develop the skill in Reading and Writing, the students of X Aph 1 in the Odd Semester of the Academic Year 2014/2015 in the material of Expressing Intention we could use Picture Story in Reading and Pictures for Writing Story using RAFT. The data showed that there was a significant increasing in the Reading and Writing Skill for two cycles. Mostly the high percentage was on the score of 80 -90 for Reading and on the score of 70-80 for Writing Skill.

That TBL (Task Based Learning) had proved the development in increasing the students' skill of Reading and Writing when TBL was combined with the Scientific Approach in 2013 Curriculum. The curriculum provides 5 M as the Scientific Approach which contains Observing, Questioning, Experimenting, Associating and Communicating. It is the bridge of giving the space for students to move and move in asking students to do fun learning effectively. The Grammar teaching appeared in the text an context was done integratedly and not partially. It was for helping teachers to combine the KD 3.3 and 4.3 in just 4 sessions effectively.

The assessment in 3 scopes include Knowledge, Skill and Attitude in detail and integrated through a range of indicators had to

be stated clearly in the lesson plan. It needed the teacher to teach actively, creatively and effectively in such limited duration of session to create the right target in Reading and Writing. It was necessary to determine the kind of attitude for certain KD. The choice of attitude to be analyzed had to be appropriate to the chosen KD. Thus, we need to analyze the KI and KD before creating RPP. We need to have the planned activities to apply the TBL which combined with 5 M to be a model of Student Centered Learning.

The special notes taken from the reflection of learning usin TBL , it is advisable for the reseracher to choose the material and determine the attitude that will be analyzed and the instruents accompanying the process for the KD. By having the result of the previous analysis, the next researcher can do the better research .

The attitude assessment includes the Self Assessment, the Peer Assessment and the Teacher's observation are something new in the Curriculu. The teacher needs to

Combine the attitude assessment in the 3 scopes : Knowledge, Skill and Attitude which has to be done in detail and integrated as well through a range of indicators appears clearly in the lessson pln. The attitude can not separatedly assessed but integratedly instead. It is done in indirect teaching.

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