

**IMPROVING THE SKILLS OF WRITING SCIENTIFIC WORK PROPOSAL TEXTS
IN THE DISTANCE LEARNING TIME WITH ROLE AUDIENCE FORMAT TOPIC (RAFT)
STRATEGY ON STUDENTS OF SMA NEGERI 2 YOGYAKARTA**

Sri Mintarsih Fatimah¹Dr. Maman Suryaman ,M. Pd.
1srimintarsih.2019@students.uny.ac.id, 2maman_suryaman@uny.ac.id

¹ Graduate Students Yogyakarta State University, Indonesia

² Lecturer Of Yogyakarta State University

ABSTRACT

This study aims to improve the learning process and learning outcomes of writing scientific paper proposals with a Role Audience Format Topic (RAFT) strategy approach for students at SMA Negeri 2 Yogyakarta. This research is a Classroom Action Research (CAR) with 32 students as research subjects. The research includes two cycles with four components, namely planning, implementation, observation, and reflection. Observational data obtained through tests, observations, interviews, documentation, document analysis, field notes, and questionnaires. The data analysis technique uses qualitative and quantitative descriptive analysis techniques. The results showed that the implementation of the RAFT strategy could improve students' writing skills and motivation in learning to write scientific work proposals. Improved processes and positive attitudes in participating in learning are shown by the activeness, interest, motivation, enthusiasm and seriousness of students who experience an increase in each cycle. The increase in results is shown by the score of writing a scientific paper proposal in pre-action is 23.16, cycle I: 24.33, and cycle II: 25.33. Based on these data, there is an increase from the pre-action stage to the first cycle of 1.17, the first cycle to the second cycle has increased by 1. So, the ability to write scientific paper proposals of students has improved both the process and results after the action using the RAFT strategi.

Keywords: improvement, ability to write scientific paper proposals, Role Audience Format Topic (RAFT) strategy

INTRODUCTION

Writing a scientific paper proposal is one of the learning materials that must be mastered by class XI high school students. Through the activity of writing a scientific paper proposal, students are expected to be able to develop a research plan in accordance with the structure and language of the scientific paper proposal. The resulting scientific work proposals are expected to guide students in conducting scientific research in various fields.

Based on the results of interviews with students of class XI SMA Negeri 2 Yogyakarta, writing a scientific paper proposal is a new material for students of class XI. Most students do not understand the material related to scientific work proposals. This causes the attractiveness of

students to study material for scientific work proposals is still low. That reason is the main reason why the students' ability to write scientific work proposal texts at SMA Negeri 2 Yogyakarta is not maximal yet.

According to Suryaman (2009: 43) the biggest and fundamental problem in learning Indonesian today is the problem related to the ability and habit of reading and writing. Patel and Jain (2008: 125) state that writing is a skill that must be taught and practiced. Writing is a matter of existential choice, namely awareness to process actively-creatively continuously (Kurniawan, 2012: 2). In addition to this understanding, Kurniawan (2014: 30-31) also suggests that creative writing for children is writing about experiences

experienced by creating children's fantasies and imaginations.

In line with this, the phenomena that occur in the classroom are very interesting to study. The researcher uses the Class Action Research design (Class Action Research). The use of the CAR research design is in accordance with the problems that occur in class XI IPS students at SMA Negeri 2 Yogyakarta. The problem is that there has not been an increase in the ability to write scientific work proposal texts during this distant learning period. In order to increase the value of writing proposal texts for class XI IPS students of SMA Negeri 2 Yogyakarta, the researchers used the RAFT learning strategy (Role, Audience, Format, Topic) as a strategy that is expected to provide motivation and improve writing skills, especially the text of scientific work proposals during this distant learning period. The RAFT learning strategy was developed by Carol Santa in 1988. The RAFT strategy consists of 4 elements, namely Role, Audience, Format, Topic. The steps for writing using the RAFT strategy are in accordance with the steps for writing a scientific paper proposal text.

1. METHOD

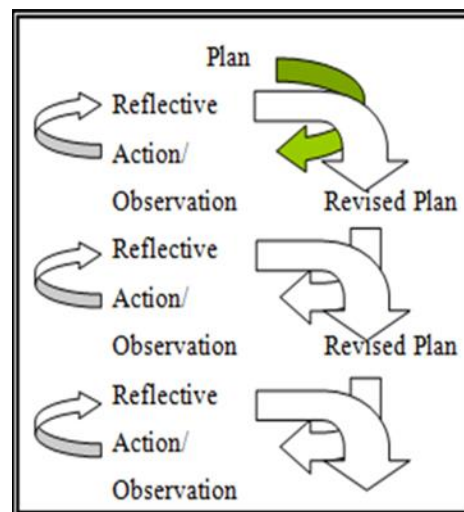
The subjects of this class action research were students of class XI IPS with a total of 32 students. The selection of this subject is based on the level of the problem that is owned in accordance with the results of interviews with Indonesian language teachers conducted before the study, which is still not maximal in the ability to write scientific paper proposal texts. The object of this class action research is the ability to write a scientific paper proposal text.

Learning to Write Scientific Paper Proposal Texts with the Implementation of the RAFT Strategy

The RAFT (Role Audience Format Topic) strategy is a strategy that can be applied in learning to write research proposals. This strategy is used to improve students' writing skills by giving assignments according to students' tastes and changing students' perceptions of writing topics and

events and designing students to be able to position themselves as who, for whom, in what format, and what specific topics as material for writing.

The research procedure is as follows:



The data collection techniques used tests, observations, interviews, documentation, document analysis, and field notes. The research instrument consisted of student worksheets, observation guidelines, student assignment scores documents, interview guidelines, questionnaires, and documentation.

RESEARCH RESULTS AND DISCUSSION

1. Initial Information Knowledge and Experience of Students in Writing Scientific Proposal Texts

This classroom action research begins with the pre-action stage. The pre-action stage aims to determine the students' initial ability in writing scientific work proposal texts before being given action and students' knowledge related to learning to write scientific paper proposal texts. At this pre-action stage, researchers have collected data in the form of giving initial tests to students before being given action, filling out pre-action questionnaires, interviews with students, filling out field notes, filling out observation sheets, and documenting.

Rating	Amount	Average	Value max.	Percentage	Category
Value	139	23,16	180	77,22%	less

Table 20: **Persentase Nilai Pratindekan**

Things that make it difficult for students to write scientific work proposal texts include determining topics, obtaining data, writing scientific paper proposals in accordance with systematics, and writing using Indonesian grammar and spelling that is good and correct. This is evidenced by 59% or 19 students stating that they find it difficult to determine the topic and 41% or 13 students find it easy to determine the topic. As many as 85% or 27 students stated that it was difficult to obtain data and 15% or 5 students stated that it was easy to obtain data. As many as 70% or 22 students have difficulty in writing scientific paper proposals in accordance with the systematics and 30% or 10 students feel no difficulty in writing scie Furthermore, as many as 66% or 21 students have difficulty in writing a scientific paper proposal text using Indonesian grammar and spelling that is good and correct, as many as 33% or 11 students feel no difficulty in writing a scientific paper proposal text using Indonesian grammar and correct spelling, good and right.

The next pre-action questionnaire is the motivation of students in writing a scientific paper proposal text. As many as 97% or 31 students wanted pleasant class conditions when writing a scientific paper proposal text and 3% or 1 student stated that they did not want pleasant class conditions. Furthermore, regarding the learning strategies that should be applied to writing scientific work proposal texts. As many as

94% of students want fun learning strategies to be applied in class and as many as 6% of students do not want to apply learning strategies when writing a scientific paper proposal text. ntific paper proposals in accordance with the system

Based on Table 20, the total score is 138, the average value of writing a scientific paper proposal text is 23 with a percentage of 77%. The average shows the value of writing a scientific paper proposal text has not yet achieved the learning objectives that should have the class average reaching ≥ 78 .

Implementation of Classroom Action Research Ability to Write Proposal Text of Scientific Work Implementation of Action

The first cycle consisted of four meetings with the implementation of the Role Audience Format Topic (RAFT) learning strategy in writing learning activities as follows

Stage 1: Submission of learning objectives and motivation

In this initial stage, students receive information in the form of basic competencies and learning objectives that will be achieved with the Role Audience Format Topic (RAFT) strategy and motivation.

Stage 2: Submission of information

Students get information related to the steps of designing a scientific paper proposal using the Role Audience Format Topic (RAFT) strategy.

Stage 3: Topic selection phase

Students are divided into several groups, each group consists of 5-6 people. At this stage, students are given assignments. Students and their groups access the LKPD and the steps for compiling a scientific paper proposal using the Role Audience Format Topic (RAFT) strategy on the page provided. After that, each group looked at a video entitled "Tsunami Aceh in 2004 and Tsunami in South Sulawesi in 2019". With videos in the form of several phenomena that occur in the surrounding environment, it is hoped that students can bring up a topic or problem that can be raised into a scientific paper proposal. Then the teacher

distributed the text of a scientific paper proposal entitled "SMONG: Local Wisdom of the Simeulue Community in Facing the Tsunami". The text of the scientific paper proposal is a proposal text that was taken from the Aceh Tsunami phenomenon in 2004. Then the teacher determines the topic they will do in cycle I, namely social humanities. After that, students and their groups determine the topic to be appointed as a scientific paper proposal.

Stage 4: Role selection phase

Students divide roles to obtain data in the field, these roles include being

No.	Aspect	Total	Average scor	Value-max.	Percentage	Categori
1.	Object precision	25	4,16	30	83%	good
2.	Contents	23	3,83	30	76,66%	less
3.	Organization	24	4	30	80%	good
4.	Choice of diction	25	4,16	30	83%	good
5.	Sentence accuracy	25	4,16	30	83%	good
6.	mechanic	24	4	30	80%	good

Table 25: Percentage of Aspects of Scientific Ia Cycle Assessment

Table 32: Result of Value of Each Action

No.	Group Name	Value		
		counterprint	Siklus I	Siklus II
1.	K1	23	25	26
2.	K2	23	23	24
3.	K3	24	24	25
4.	K4	23	25	26
5.	K5	23	25	26
6.	K6	23	24	25
Total		139	146	152
Average		23,16	24,33	25,33
Value maxs		180	180	180
Percentage		77%	81%	84%



students, teachers, parents, community leaders, and others.

Stage 5: Format writing phase

Students and their groups determine the format for writing a scientific paper proposal text.

Stage 6: The phase of selecting readers

Students and their groups determine the readers of the text of the scientific work proposal that they have prepared.

Based on Table 25, it can be concluded that the first cycle of action has not achieved maximum results. This is because the content aspect is still lacking. In the aspect of object accuracy, organization, diction selection, sentence accuracy, and mechanics are good. Students present the results of the preparation of a scientific work proposal text then other students comment on it.

Stage 7: Writing

Students and their groups collect data obtained from their respective roles. Students together with their groups then develop a scientific paper proposal framework

Therefore, in the second cycle of action, the content aspects that are still lacking must be increased in value.

The following is a comparison of the scores of students in class XI IPS in SMA Negeri 2 Yogyakarta in each cycle in Table 32. Based on Table 32, it can be seen that only one group completed the pre-action score with a score of 24 or a score of 80. For the group that got a score of 23, the score was 7.66 and had not reached the KKM. After being given the action in the first cycle, the score of the students increased by five groups to complete and only one group to complete. The highest score was obtained by the group that got a score of 25 with a score of 8.33. In cycle II, the value of students increased throughout the group to complete. The highest group got a score of 26 with a score of 8.66. The group that gets the lowest score is with a score of 24 or a score of 80.

Improving skills in writing scientific paper proposal texts using the Role Audience

Format Topic (RAFT) strategy has shown an increase in product and process scores with an average final grade score in cycle II, with a score of 25.33 or a score of 8.33

CONCLUSION

Based on the classroom action research activities that have been carried out, it can be concluded:

1. a. There was an increase in the skills of writing scientific paper proposal texts using the Role Audience Format Topic (RAFT) strategy in learning to write scientific work proposal texts for students in the form of process and product improvements.

b. The improvement of the process when learning to write scientific paper proposal texts using the Role Audience Format Topic (RAFT) strategy is seen from the attention of students during learning, student activity, student enthusiasm, and timeliness when submitting assignments to write scientific paper proposals.

c. The improvement of the product of writing a scientific paper proposal text can be seen from the acquisition of students' scores during the action. Product improvement is seen from the results of pre-action, cycle I, and cycle II values.

2. The use of the Role Audience Format Topic (RAFT) strategy can improve students' skills in writing scientific work proposal texts. This can be seen from every action that has been taken. The average value in pre-action activities, namely with a score of 23.16 or with a score of 7.72. Furthermore, the average value of the first cycle became 24.33 or with a value of 8.11 and increased by 0.39. The average value of the second cycle of students is 25.33 or with a value of 8.44 from cycle I to cycle II the value increases by 0.33. Thus, there is an increase in the value of writing a scientific paper proposal using the Role Audience Format Topic (RAFT) strategy.



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