

# THE EFFECTS OF USING RAFT STRATEGY ON THAI CREATIVE WRITING ABILITY OF UNDERGRADUATE STUDENTS

Chi-sanupong Intharakasem\* & Saranpat Boonhok\*\*

*\*\*, Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Thailand  
Email: \*chisanupong.in@ssru.ac.th, \*\*saranpat.bo@ssru.ac.th*

## ABSTRACT

This research aims to study an ability of creative writing by using RAFT strategy of undergraduate student in two points. One is to calculate students' score after launching this technique, another is to compare the result between pre-test and post-test. The population of this research was selected by purposive sampling from undergraduate student in Thai major, Faculty of Education, Suan Sunandha Rajabhat University. From 30 selected samples, the timeframe of this study held seven weeks. Regarding to research tools, three types of writing comprising letter, essay, and article were provided in term of tests and exercises by using RAFT method. The result demonstrates that an average score showing creative writing's ability after using RAFT marks above expected criterion from 70 percentages to 83.20. Another point to concern is that post-test score obviously increases from pre-test. It gained only percent of 60.22 before climbing to 81.44 at last.

**Keywords:** Creative Writing, RAFT strategy

## INTRODUCTION

Creative writing is very important skill nowadays. 21<sup>st</sup> Century learning management focuses on creativity and innovation. Creative writing enables learners to present creative ideas and produce creativity works. In the undergraduate degree, students need creative writing skills to present various types of writing, including letters, essays and articles. If students have creative writing deficiencies, they will greatly affect learning because writing is a presentation of ideas, knowledge through writing skills. If students are not able to use the writing skills in the presentation of ideas, it will affect the learning outcomes in Thai language and other subjects, as well as problems in living.

One of the most significant problems of undergraduate students in Suan Sunandha Rajabhat University is a creative writing ability. In confidence including to thinking outside the box were basically rouse this problem. Regarding to reduce mentioned factors, RAFT strategy is an alternative to enhance a creative writing ability. RAFT is a system for making sure that students understand their role as writer, their audience, the format of their work, and the expected content. These key ingredients are included in every writing assignment. [1] The result of the research shows that students have improved. The implementation of RAFT strategy could improve the students' procedure text writing ability. It could be seen from the gain of the students' writing mean score in the pretest and the posttest 61.61 to 77.43 [2] It corresponds to Ahmad Iseifan El Sourani that the mean scores of the experimental group in the pre- and post-application of the writing test with reference to students 'mastery of the elements of the RAFTs strategy, showed higher achievement in favor of the posttest. There was also a significant difference as the 76 mean scores in favor of the posttest as the mean of the posttest was (19.382), whereas that of the pretest was (8.500). [3]

RAFT strategy make students are given a clear structure for their writing; also, students more motivated to undertake a writing assignment because it involves them personally and allows for more creative response to learning the material. [4]

For the reasons mentioned above. The using RAFT Strategy to solve the creative writing problem in undergraduate students. Students are required to practice creative writing skills from written compositions 3 types: letters writing, essay writing and articles writing because the author uses the idea to write that's important in creative writing. Using of the RAFT Strategy will be able to solve creative writing problems and improve their learning achievement of students.

The result of study from concepts, theories, principles of literature reviews and researches related to creative writing enhancement showed that the theories might be able to utilize in fundamental development so as to encourage creative writing for the learners in the undergraduate students based on RAFT strategy.

Therefore, the aim of this study is formulated as follows:

The purposes of this study were, (1) to study an ability of creative writing by using RAFT strategy of undergraduate students. (2) to compare the result between pre-test and post-test.

## **LITERATURE REVIEW**

### ***Creative Writing***

creative writing that written by the author. It must be a novelty and writing strategy that will keep readers interested. Creative writing is not focus on the style and content but focus on language and imagination for readers. [5] And writing that the author must create clear images, story composition and use good language to elaborate. Most importantly, it must have mental and intellectual value. [6]

Therefore creative wiring development for the learners, teachers needed to focus on the development of the learners in writing skill for understanding and reflecting resulted to the objective of learners and good writer.

### ***RAFT strategy***

RAFT is a system for making sure that students understand their role as writer, their audience, the format of their work, and the expected content. These key ingredients are included in every writing assignment. These key ingredients are included in every writing assignment. [1]

The acronyms of RAFT strategy can be described as follows: [7]

- R: Role: Who are you as a writer?
- A: Audience: Who will read your writing?
- F: Format: What kind of form will it take?
- T: Topic: What the topic of writing?

### **Example**

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Eyes	Phone	Letter	After using the phone
The Earth	Human	Essay	Effect of human action
Trans fat	Eater	Articles	Why don't you eat me?

The using creative writing activities by RAFT strategy, which can be summarized as follows: [2]

### ***1. Prewriting***

In this step, teacher provides writing guidance in generating writing topics such as making foods, drinks, or directing to do something. It is used to involve brainstorming and sharing ideas with others for additional topics. As students think of new topics, they will plan the steps by thinking out what one wants to state before composing. Thus, this step includes brainstorming, clustering ideas, and self-questioning. In the prewriting process, “writers form an internal representation of the knowledge that will be used in writing”; also, they “generate, develop, and organize ideas in memory” [8]

### ***2. Writing***

After choosing the topics, students should create the first draft. They may not overly concern about handwriting or spelling, but they concern with the developing of the topics. In this step, a writer does translating process of representing one thought in mind into words. [8]. It means that the writer’s task is to translate a meaning (in mind) which may be embodied in key words; then, he puts those into written form descriptively.

### ***3. Revising and editing***

In this step, students focus on the clarity of their message such as organizing ideas and selecting more precise vocabulary. In editing, the students proofread for and correct errors in spelling, punctuation, capitalization, and usage. [9] the importance of feedback regarding process of writing. Since, students will learn further about what should be written besides they have a chance to be adventurous with the target language.

#### 4. Sharing

When students feel they are completes their paper or stories, students may wish to type it or have it typed, illustrate it, and create a cover for it. Subsequently, it may be placed in the classroom, school newspaper, or library. Through this, students develop the sense that they are writing for audiences and that their writing are read and understood by others. This stage is very important to enhance student’s confidence which Murau claimed that, the process of sharing impact on students’ confidence in their writing. [10]

Therefore, RAFT strategy can help students understand their role as a writer, can write a creative and exotic. In addition, RAFT strategy is also an incentive to learn.

### METHODOLOGY

This study was an action research. The purposes of this study were to study an ability of creative writing by using RAFT strategy of undergraduate student in two points. One is to calculate students’ score after launching this technique, another is to compare the result between pre-test and post-test. The selected participant of 1<sup>st</sup> semester 2018 was 30 students of 1<sup>st</sup> year student in department of Thai language, faculty of education, Suan Sunandha Rajabhat University.

The research instruments were creative writing exercise based on RAFT strategy; letters writing, essays writing and articles writing. Their writing contents were from interesting and requirement of the learners contained in the Thai language and culture. The durations of experiment was 7 weeks in 2018 and creative writing ability tests. Creative writing test data made from the content from Thai Language and culture.

The data were analyzed by using average score, percentage and mean value, were examined to describe students’ creative writing ability.

### RESULTS AND DISCUSSION

**Part 1:** The ability of creative writing by using RAFT strategy of undergraduate students.

**Table 1**

The results of the creative writing ability against the sample week 1-6 experiment (N = 30)

Types of writing	Creative Writing	
	average score	Percentage
1. Letters Writing (30)	23.00	76.67
2. Letters Writing 2 (30)	23.80	79.33
3. Essays Writing (30)	24.37	81.22
4. Essays Writing 2 (30)	25.73	85.78
5. Articles Writing (30)	26.10	87.00
6. Articles Writing 2 (30)	26.77	89.22
Creative Writing (Mean-30)	24.96	83.20

As table 1 found that Week 1-6 experiment samples had average score 24.96 percentages 83.20 and the average score in each week above expected criterion from 70 percentages.

**Part 2:** The comparison result of average score in creative writing before and after the experiment

**Table 2**

The comparison result of average score in creative writing against the sample before and after the experiment (N = 30)

Creative Writing	Pre-test		Post-test	
	average score	percentage	average score	percentage
Creative Writing (30)	18.07	60.22	24.43	81.44

As table 2 found that after the experiment to the sample group had overall creative writing the average score of creative writing ability showed that the average score of post-test is 24.43 percentage 81. They passed the standard was 70% and above expected criterion.

### CONCLUSION AND FUTURE WORK

The population of this study was 30 students from Suan Sunandha Rajabhat University. Findings were average score of creative writing ability showed that the students passing the standard was 70%. The percentage was 83.20 in 1-6 experiment and post-test was 81.44 respectively. Using RAFT strategy makes students have imagined to writing, use of a variety of languages, present the creativity idea and self confidence. It also gives students an interest in learning to make it understandable and proficient in writing. It's consistent with Teza Peby Alisa and Rusdi Noor Rosa state that RAFT strategy can be chosen for the alternative strategy to teach writing skill especially in writing functional text. This strategy encourages students to write creatively, to think a topic from various points of view, to a specific audience in a variety formats of functional texts because to convey the reader, the writer needs to consider those aspects.[7]

The effects of using RAFT strategy can solve the creative writing problem of students in undergraduate degree. Help students improve their writing skills, have ability to write creative and the achievement is higher. RAFT strategy makes students have imagined to writing, use of a variety of languages, present the creativity idea. And exercise books give students an interest in learning to make it understandable and proficient in writing.

### ACKNOWLEDGMENTS

The financial support was provided by the Suan Sunandha Rajabhat University for academic. Thanks secondary students and Faculty of Education. Thanks for undergraduate students 1<sup>st</sup> year and Faculty of Education.

### REFERENCES

- [1] Santa. 1988. Content reading including study systems: Reading, writing, and studying across the curriculum. Dubuque, IA: Kendall/Hunt.
- [2] Yoesis IkaPratiwi. 2016. THE USE OF RAFT STRATEGY IN TEACHING WRITING PROCEDURE TEXT AT THE SECOND GRADE OF SMAN 3 BANDAR LAMPANG. Lampung: Lampung University.
- [3] Ahmad Iseifan El Sourani. 2017. The Effectiveness of Using RAFTs Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza. Degree of Master of Curriculum and Instruction, Faculty of Education, The Islamic University.
- [4] Buehl, Doug. 2014. Classroom Strategies for Interactive Learning. New York: International Reading Association.
- [5] Salini Antarasen. 2007. Basic creative writing. Bangkok: Ramkhamhaeng university.
- [6] Kunwadi Phutthamongkhon and Wuthaya Sueptheb. 2017. Thai for Communication. Nakhon Ratchasima: Nakhon Ratchasima Rajabhat University.

- [7] Teza Peby Alisa and Rusdi Noor Rosa. 2013. "R.A.F.T as a Strategy for Teaching Writing Functional Text to Junior High School Students". *Journal of English Language Teaching*. 1(2).
- [8] Flower, Linda and Hayes, John R. 1981. *A Cognitive Process Theory of Writing*. Available online at <http://www.jstor.org/stable/356600>. Accessed on June 21, 2018.
- [9] Graham.S. 2003. *Approaches to process writing*. British Council Teaching English. Available online at [http://www.teachingenglish.org.uk/think/write/process\\_write.html](http://www.teachingenglish.org.uk/think/write/process_write.html). Accessed on July 5, 2018.
- [10] Murau, Andrea M. 1993. Shared Writing: Students' Perceptions and Attitudes of Peer Review. Available online at [https://www.gse.upenn.edu/wpel/sites/gse.upenn.edu/wpel/files/archives/v9/v9n2\\_Murau.pdf](https://www.gse.upenn.edu/wpel/sites/gse.upenn.edu/wpel/files/archives/v9/v9n2_Murau.pdf). Accessed on February 19, 2016.