Product Approach-Based RAFT Strategy in Teaching Writing Personal Letters

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Article Information

ABSTRACT

This present study aimed to find out 1) whether there is improvement in students' writing, and 2) the problems during the implementation of product approach-based RAFT strategy in teaching writing. The sample of the research was a group of fifth grade students at School of Victory, Bandar Lampung. This quantitative research had one-group pretest-posttest design. The instruments were writing test and observation checklist. The data were analyzed using SPSS 21.0. The result showed that the students' ability in writing personal letter improved as some tests done helped verify that the improvement of students writing ability was significant. As one of the writing aspects, content improved the most. The problems indicated during the treatments belonged to some criteria namely teachers' attitude, lack of students' concentration, learners' perspective, lack of vocabulary, and lack of practice and repetition. It was asserted that product approach-based RAFT strategy helped students to understand the target text through the four stages of the product approach. Moreover, RAFT led the students to plan and organize their writing ideas. However, some students seemed to have some problems during the treatment which mainly specified on their concentration, perspective, and vocabulary mastery. It was indicated that one or two students needed more practice and repetition in writing way more than the treatments in this study could provide.

INTRODUCTION

English teachers indirectly demonstrate four language skills in the process of teaching. The goal of teaching is that students can acquire and employ the four skills. As one of the language skills, writing has been considered a challenging one because of its complexity. When students write, they use the vocabulary in their minds and even explore new ones in an ever-changing landscape of language (Yudha, 2023). Besides that, writing is one way to make students understand the structure of sentences deeper; it is the chance to provide them the familiarity with

the target language. Students can experience combining tenses they have learned. Ilmiah et al (2020) state that to be able to write, students need to possess adequate vocabulary, knowledge of grammar and structure, as well as the ability to organize ideas and information. He also believes that writing deals with accuracy.

This fact indirectly forces teachers to set lists of teaching writing goals. Since, this skill requires some aspects to fulfill. However, the challenges do not stop there; most students might lack experience in writing, which causes them to lack vocabulary, grammar knowledge, and text organization (Pradana et al., 2023). Therefore, in teaching writing, brainstorming should stimulate the students' ideas before being expressed in written form. Moreover, during the learning writing process, the teacher should guide the students to write a good paragraph based on several aspects of writing, such as vocabulary, grammar, organization, content, and mechanics. It can be seen that students need any approach in writing to help them express their thoughts, which brings them joyful writing activity; therefore, they will write without any hesitation.

On the other hand, nowadays' the problem of teaching writing is way more complicated, for the teaching and learning process is done online. Concerning clarifications, offers of explanations, and interpretations, the online teaching and learning process might be less effective than traditional learning. The learning process is much easier with face-to-face encounters with the instructors or teachers (Arkorful and Abaidoo, 2014). Yet, in emergency situation like now, online learning can not be avoided. The best thing teachers can do is optimize the learning process by using any approach, method, or strategy to support teaching success. The disadvantages of applying online learning should be decreased and overcome. One strategy believed to help students write, especially in the steps of planning and organizing their ideas, is the RAFT strategy. The RAFT strategy, which stands for Role, Audience, Format, and Topic, is a writing strategy used in education to enhance students' writing skills. It prompts students to consider different perspectives when writing, thereby making the writing process more engaging and

meaningful. This strategy aims to transform writing from a challenging and tedious task into an enjoyable and creative activity. It helps students in planning and organizing their ideas by providing them with a framework to structure their writing.

Umaemah et al (2016) state that as one of the writing strategies, RAFT changes the students' perspective from difficult, boring, and complicated into easy skill and joyful activities. Since it is familiar to the students with different abilities, trends, and levels, especially in brainstorming. Hamdani (2017) found that RAFT helps students to make a text more creative because they enjoy the process. It also provides a meaningful way to incorporate writing since it assists students in planning and designing what they will write.

However, Puspita (2014), who conducted research using the RAFT strategy combined with the free writing strategy, declares that RAFT only helps students to pass choosing topics and drafting, which are parts of pre-writing. It means the RAFT strategy should be implemented with a strategy or approach to help students in the pre-writing phase and at the end of the writing process. With all this in mind, the researcher is concerned with the application of a product approach in which students will be guided to start from pre-writing to composing and correcting (Tangpermpoon in Pasand, 2013). The product approach to writing usually involves the presentation of a model text, which is discussed and analyzed (Klimova, 2014). For instance, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and expected to follow the standard to construct a new piece of writing.

There are four stages of writing using a product-based approach, namely model text, controlled practice, idea organizing, and final product. (Steele, 2004). The first stage allows the students to analyze the text by looking at the features, such as the organization of ideas and use of language. Then, the students do controlled activities to practice the features highlighted in the model text analysis. Next, the

students prepare to imitate the model text by organizing a pre-determined set of ideas to fit the model. Last, students do the writing task using the skills, structures, and vocabulary they have practiced to produce the expected written product.

This study was conducted online in which the researcher and the students had all teaching and learning activities through an online video conference platform, namely zoom meetings. The novelty of the research lies in its integration of the RAFT strategy with a product approach to teaching writing. The product approach involves presenting students with a model text, which they analyze and use as a guide to construct their own writing. The research aims to determine whether implementing the product approach-based RAFT strategy leads to improvements in students' writing abilities. Additionally, it seeks to identify any challenges encountered during the implementation of this approach in an online teaching and learning environment.

RESEARCH METHOD

The design in this research was the one-group pretest-posttest design. It means that in this research, there were two pretest and posttest tests. The pretest was given before the treatment; after the treatment, the posttest was conducted. The sample of this research was 20 fifth-grade students in the first semester of the 2021/2022 academic year of School of Victory. The sampling method was convenient sampling. The research aimed to gain data on students' writing ability scores before the treatment (pretest) and after treatment (posttest) of the experimental group. The student's performance was organized as text writing concerning five aspects of writing: content, organization, vocabulary, language use, and mechanics (Jacobs et al, 1981).

The data of this research was gained by two instruments: a writing test (pretest and posttest) and an observation checklist. The researcher listed some criteria: learners' perspective, teachers' attitude, lack of repetition and frequent practice, lack of students' concentration, lack of vocabulary, language differences, language

transfer, and lack of students' interest. The research procedures were selecting the material (writing a personal letter), determining the research instrument, making groups, conducting a pretest, giving treatment and observing, conducting a posttest, analyzing the data, interpreting the data, and concluding the data.

In analyzing the data of the students' mean scores in the pretest and posttest, the researcher computed them by using the formula as follows:

M=X/N

Notes:

M = Mean (the average score)

X = Students score

N = Total number of students

Then, the mean of the pre-test was compared to the mean of the post-test to see whether the product approach-based RAFT strategy positively impacted students' writing ability. To determine whether the students improved, the researcher used the following formula. The consideration of criteria for evaluating the students' letter-writing ability was based on the ESL Composition Profile by Jacobs et al (1981). There were five aspects tested: content (30%), organization (20%), vocabulary (20%), language use (25%), and mechanics (5%).

The pretest and posttest fulfilled content validity and construct validity. Materials given to the students were suitable for their level in fifth grade. In measuring the instrument's construct validity (test), the second rater is involved in scoring the students' work based on the indicators.

FINDING AND DISCUSSION

This study analyzed the results of the pretest and posttest to find out whether there was an improvement in students' personal letter-writing ability or not by using a product approach-based RAFT strategy and the problems that appeared during the

treatment. In this part, the researcher presents the implementation of the treatment, the result of the pretest, the result of the posttest, the students' improvement in writing personal letters, the result of the observation checklist, and the hypothesis testing.

Findings

Pretest and posttest

At the first meeting, the researcher gave the pretest to the students to gauge their ability to write personal letters. After giving an introduction, the researcher told the students about the topic of the pretest and screen-shared the test paper. The students were to write a personal letter—it could be about telling their friends that they moved house, inviting them to a party, or other personal matters—and the time provided was 25 minutes.

After conducting the pretest, the researcher conducted the treatment using a Product approach-based RAFT strategy in two meetings. The treatments were done to teach the students to write personal letters, considering their role as writers, audience, format, and topic to help them express their thoughts easily. The whole result of the pretest is explained in the following chart.

Chart 1. Distribution of the Students' Pretest Achievement in the Writing Aspects
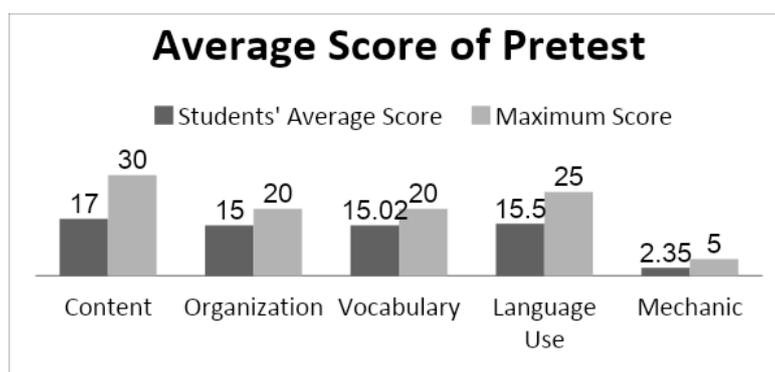
The researcher gave the posttest to the students after the treatment to find out the progress and the improvement of students' personal letter-writing ability after being

taught using a product approach-based RAFT strategy in the fourth meeting. The result of the posttest was described in the following chart.

Chart 2. The Students' Posttest Achievement in Writing Aspects
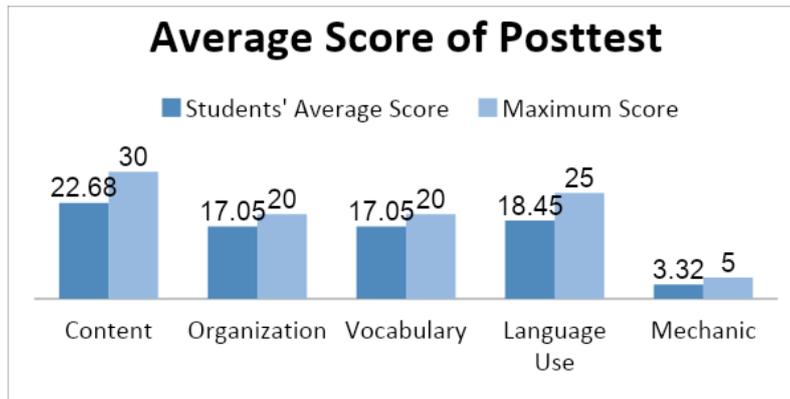
The mean of the students' posttest scores was 78.55, and most of the students' scores in each aspect had an average to very good score. The result of the pretest and the posttest in the class showed that the student's personal letter-writing ability had improved after being taught by using a product approach-based RAFT strategy. The mean score improved from 64.87 to 78.55. It can be seen from the table below.

Table 1. Score Results

Aspect of Writing	Pretest Score (PrS)	Posttest Score (PoS)	Maximum Score (Ms)	Aspects Improvement (PoS - PrS)	Improvement (30/Ms)x(PoS-PrS)
Content	17.00	22.67	30	5.67	5.67
Organization	15.00	17.05	20	2.05	3.07
Vocabulary	15.02	17.05	20	2.03	3.04
Language Use	15.50	18.45	25	2.95	3.54
Mechanic	2.35	3.32	5	0.93	5.58
Total	64.87	78.55	100	13.63	20.91

The improvement of the students' personal letter-writing ability for each aspect has been described quantitatively. The students' pretest and posttest results were provided based on the improvement in writing aspects. It seemed that the students

had been able to develop their ideas about a subject. The students could write better than in the pretest and produce a text smoothly enough. Since the students already had a purpose when they wanted to write. In both of examples in the posttest, the content of the text was relevant to the topic, and they developed it specifically based on their understanding. The result of the pretest and the posttest in content aspect showed the difference before and after treatment.

When writing the text, the students had already thought about what they wanted to write; they also had a topic they were thinking of. Thus, using a product approach-based RAFT strategy stimulated the students' understanding of a topic and kept them focused on it. Moreover, it can be concluded that RAFT guides the students in the writing process and improves their writing in the organization aspect.

The students' vocabularies were even effective (for some students), and they had the right choice and usage of words. Although they still made mistakes in grammar and spelling, the meaning was not obscured. Their writing purpose kept them careful in putting and choosing words. The students could use the right tense while writing and clear meaning based on their chosen topic. The students' results in the pretest and the posttest had specific differences in language use. In addition, there was also an improvement in the mechanic aspect. Product approach-based RAFT strategy helped them to remember and understand the style of writing personal letters; also, it kept them careful in writing.

Observation checklist

The observation checklist was created based on the procedure of the implementation of product approach-based RAFT strategy in teaching writing personal letters; therefore, it contained the activities of the teacher and the students in the four stages of teaching writing with product approach namely, model text, controlled practice, organizing ideas, and final product. At the first treatment, two stages were done: model text and controlled practice. The rest were done at the second treatment (organizing ideas and final product). Moreover, the observation checklist was attached with the criteria of the problem column so the researcher

could easily identify the problem occurring in the class by the criteria mentioned by Muhammad (2018).

The first stage is model text. Nine activities were listed for this stage, and out of nine, one activity skipped was about asking the students' perspective about how RAFT helped them to write more creatively. The observation sheet showed that the first activity was when the students briefly shared their experience with the class when they were asked whether they had ever written a letter (the first and second items in the observation checklist). Some events at their school, such as Mother's Day and some other big days, required them to write letters. It meant that the students had some knowledge of how to write it (2nd). Then, when it came to showing the example of the personal letter, the students asked for more examples of RAFT instead (3rd). They also needed more explanation about why the address should be written in detail (4th). In the fourth item of the observation checklist, the researcher indicated a problem that belonged to "Teacher's attitude". When explaining RAFT, perhaps it was too quick so some students found it difficult to catch up. This made the researcher explain more about the RAFT.

At the fifth activity, the problem came out when the teacher screen-shared two examples of personal letters written with RAFT. Then, the teacher helped the students understand the RAFT first and how RAFT would help them have a wide topic of writing that they could be anyone and anything. The situation showed that the students likely lacked concentration (identified by problem criteria); they needed more stimulus and interaction to get involved to the teaching and learning process. Also, the teacher explained that the letter was not fake. It was just a tool to transfer their ideas about something that probably was unusual, interesting, and unique to them. There was no problem when the students learned the part of the letter (items 6 – 9). The examples and explanations seemed understandable.

The second was controlled practice. The observation sheet showed that eight lists (10 – 17) of activities were done. The teacher guided the students to understand

more about RAFT by explaining more. The problem occurred at the 16th activity (completing the blanks of personal letters). The students seemed confused about filling in the blank on the closing part. They did not know what to say or to write on that part. Then, the teacher helped by giving some more explanations and examples. This made the teacher bring the students back to the previous stage, which was model text. Some of the boys said, "I don't want to use love (in the closing)" Then the teacher made lists of other options they could use. This problem belonged to learners' perspective criteria. Since the boys got some perspective that the word love is inappropriate. After that, the 17th item was about finding out the mistakes in the letter. This activity trained the students to look at the mechanics used carefully.

The next was organizing ideas. As listed in the observation sheet, this stage involved four activities (items 18 – 21). Since this stage required the students to work collaboratively, the teacher gave them free time to share their ideas and plans about RAFT, especially the topic. The researcher also emphasized that the students must think of vocabulary related to the topic. There were no difficulties in this stage.

The last step was the final product. The three steps (items 22 – 24) were done. The problem appeared when the teacher asked the students to write the RAFT they had chosen in the previous stage. A boy said that he wanted to be a ship and chose humans as the audience, yet it was reversed when his letter was done. So, the letter was about someone who wanted to send a letter to a ship. When the teacher asked for more about the content of the student, he said that he didn't understand the meaning of some words to write. The problem that occurred belonged to a "lack of vocabulary". He didn't know the meaning of role and audience as terms in writing. Then, the student was given some more explanation. In this stage (final product) the students did not know whether they should use real addresses. Then, the teacher told him that the address depended on his role. If he was a puppy, he must live in a house; if he was a book, he might be in a library. Then, the student continued writing the letter. The problem indicated here might be "learners' perspective" because the

students had to set their perspective appropriately towards the topic they would convey before writing to determine the RAFT. The observation sheet showed that the major problem of the students might be the language use as well. A few were misspelled and unaware of the punctuation and capitalization. The researcher concluded that the students need more practice and repetition in English learning. It could be said that the problem was "lack of practice and repetition".

Thus, there were some problems confronted in the implementation of the product approach-based RAFT strategy, but the main problems were when the students misunderstood roles and audience also, when the students had to write their addresses. After the teacher explained the things, the students could understand and start writing. Therefore, for hypothesis number two, it could be said that the problems were about the students' understanding of the role, audience, and how the role chosen by the students can affect other aspects of the text. Those belonged to the problem criteria: teachers' attitude, lack of students' concentration, learners' perspective, lack of vocabulary, and lack of practice and repetition.

Discussion

Discussion for finding 1

Teaching approach and strategy give specific ways or plans to deliver the teaching material to students. With its own characteristics, an approach and a strategy provide a new way to develop the substance of the course topic. Throughout the treatment, the researcher's approach and strategy helped them plan the activities and gave a clear picture of the learning process. This has confirmed that strategy supports the learning of the students, which conveys a way of making decisions about the course, as stated by Herrell and Jordan (2016).

The finding of this research indicated that the product approach-based RAFT strategy helped the teacher to conduct teaching writing in different ways and the students to engage in the learning process; therefore, at the end of the process, the students could improve their ability to write. Based on the result of the research, the

researcher found that it is essential to use approach and strategy in teaching writing to make a difference in the teaching ways, which supports successful outcomes. The researcher applied a product approach-based RAFT strategy, which combines product writing and RAFT strategy; the researcher managed to teach writing following the product approach stages (model text, controlled practice, organizing ideas, and final product) and brought RAFT strategy into the teaching. The researcher found a significant improvement in the students' writing ability after being taught using the product approach-based RAFT strategy. It was taken from hypothesis testing. It showed that the H1 hypothesis testing was accepted. The improvement can be seen by comparing the mean score between the pretest (64.87) and the posttest (78.55).

Before the treatment, the students found it difficult to determine what should be written in a personal letter. They had not had enough knowledge to produce this kind of text especially when it dealt with the part of letters and the organization of the text. Yet, they were on a basic level, meaning they could communicate on simple topics and had some vocabulary.

This research was started by giving the pretest to the students. It was administered to determine the student's ability to write personal letters before being given the treatments. During that time, the researcher found that most students hesitated to start writing. They kept asking about what should be written first so they asked for some examples of a letter. Most of them were struggling to find the topic of the personal letter. Some more difficulties were transforming their ideas into written words to arrange them in letters. It is in line with Richard and Renandya (2002), who believed that the difficulty lies in generating and organizing ideas and translating these ideas into readable text.

Along with the treatment, the researcher noticed that the students seemed to have more ideas for their writing topic. They confidently shared their ideas about what they would write because they were given a chance to choose their topic freely,

based on what they liked. This fact is in line with Ahlsen and Landaker (2005), Buehl (2017), and Kabigting (2020), who state that the RAFT strategy motivates students to express their ideas, imagination, and creativity in writing. The students' work was better than their results in the pretest; even, they could even create a personal letter smoothly enough. This was proven by the students' data taken by the researcher.

When the treatments were over, it was the students' time to write the personal letter. The students showed their knowledge about a topic and stated ideas clearly to make the reader understand their messages. The students had planned what they were going to write by firstly thinking about the RAFT they had chosen. Moreover, the treatments provided the students with some stages that facilitated clear and comprehensible instruction. So the students could understand the target text they were learning. Product based approach, with its four stages, precisely gave the students opportunities to experience the learning. Model text (the first stage) helped the students to understand the whole parts of the text and it explicitly showed the students the organization, vocabulary, and style of text (personal letters). It is stated by Sakoda (2008) and Cheung (2016) that model text makes students notice the style of texts and helps them to master the language, text structure, and discourse practices.

The researcher investigated the improvement of the student's writing ability in all aspects and found out that content was the aspect that was mostly improved. The increase of the aspects in sequence were content (18.9%), mechanics (18.6%), language use (11.8%), organization (10.25%), and vocabulary (10.15%). All aspects of writing were improved because the students wrote the text carefully and were more focused. The content improved significantly; the results of students' writing in the posttest were more varied, detailed, and contained broader substance. The students had clear ideas they had prepared in detail; it made them write fluently. It was because, during the treatment, the students learned how to write personal

letters, the parts of the letter, how to plan to write it, and how to put some details in it. This trained them to be ready to write the text at the last stage (final product).

Moreover, during the treatment, the students learned the text by practicing gap filling and finding the mistakes of the personal letters (at stage 2: controlled practice). Finding mistake activities focused on the mechanics and made the students aware of the punctuation and spelling when they wrote the final product. The students actively and collaboratively did the task and it benefited them in bringing to mind all things they learned at the stage. This was the main reason that the students made improvements toward mechanic aspect. The stage also enabled the students to identify deeply the organization, vocabulary, and style commonly used in writing personal letters. Thanh (2017) confirms that the stage (controlled practice) helps low-proficient students familiarize themselves with important necessary language. It is in line with the findings of this study.

Also, on the controlled practice stage, the teacher guided the students to look at the RAFT of the letters. They learned that the RAFT influenced how the writer organized the letter, the diction, and the style. While they did the gap-filling part, the students considered the RAFT to get the appropriate words to fill in the blanks in the letters. During this stage, the students completed the practice excitedly because they enjoyed it. The content of the letters seemed different, interesting, and a bit funny for them. This situation aligns with what Umaemah et al (2016) stated, who declared that the RAFT strategy changes the students' perspective from difficult, boring, and complicated into easy skill and joyful activities.

The students' ideas listed in the post-test results showed that they were more creative in choosing the topic. As RAFT helped the students with the whole wide world ideas, the product-based approach enriched the students with the knowledge of the part of the personal letters, style, organization, and diction. Moreover, in stage 3 (organizing ideas), the students could work collaboratively before they started to write. This stage enabled them to share their ideas. So they could know their friends'

roles, audiences, format, and topics, which made them more excited to write. After having the second and third stages, the students could learn more about the layout and style of personal letters so they were ready to write. This finding is in line with Salameh (2017), who believes that the RAFT strategy created a good atmosphere in the classroom to stimulate them to be active in the process of writing. Also, it is in line with Thanh (2017), who states that the product writing approach emphasizes the organization of ideas, which is important in some kinds of writing consisting of fixed layout and style.

RAFT played an important role as well as it kept the students focused on the whole thing of writing parts. After choosing a topic, the students started to write personal letters with all the understanding they had after the treatment. This finding is in line with Lindawaty (2014) who did classroom action research using the RAFT strategy. She says that the students wrote more purposively and focused after being introduced to the RAFT strategy. It is because they are aware of who they are writing, to whom they are writing, what format their writing is, and the topic of their writing.

Furthermore, the students' works after the treatment were varied and written creatively. They had many different topics to write which the researcher actually never expected before, especially when they worked in groups. The students uttered their thoughts about a topic they already chose and they developed the ideas based on their understanding. This finding supports Alisa and Rosa (2013), who investigated the implementation of the RAFT strategy for teaching writing functional text to junior high school students. As a result, they found that this strategy encouraged students to write creatively to think about a topic from various points of view to a specific audience in a variety format of functional texts because to convey to the reader, the writer needs to consider those aspects. This strategy contribution to motivating the students in writing activities.

When the students were introduced to the product approach-based RAFT strategy, they could freely think about a topic they wanted; furthermore, it encouraged them to be creative in choosing the topic. It is in line with Buehl (2017), who states that by using the RAFT strategy, students are more motivated to undertake a writing assignment because it involves them personally and allows for a more creative response to learning the material. In addition, the stages of the product-based approach helped the students develop their knowledge and understanding of the appropriate standard of writing personal letters, the style, parts, organization, and vocabulary mostly used by the writer. It is as stated by Nunan (in Pasand, 2013).

However, it can be said that the finding is not in line with Puspita (2014), who stated that the RAFT strategy only helps students to pass choosing topics and drafting, which are parts of pre-writing. The finding doesn't support Murray (in Pasand, 2013) and Thanh (2017) that in the product approach, the model text (as the first stage) prevents learners' creativity. It is also not in line with Thanh's statement that a product-based approach suggests individual work, which will not allow students to learn from their partners. It leaves little or no opportunity for feedback from others. The finding of the result obviously showed that the RAFT strategy helped the students till the end of the writing process, as the topic chosen by the students made them stick to the writing. The researcher found that model text, as the first stage of the product approach, didn't prevent the students' creativity. Furthermore, the students could always collaborate with the partner during the implementation. It depends on how the teacher conducts the class.

To conclude, the final works of the students during the treatment showed a significant different from the pretest because their writing was more specific and well-organized with a few errors of vocabulary and language use.

Discussion for finding 2

The second finding of this research was the final result of the observation checklist, which dealt with the problems of the students in learning to write personal letters

using a product approach-based RAFT strategy. The observation checklist covered some problems the students had. Since the observation checklist was an instrument used to find out the answer of research question number 2, which was about students' problems, then the discussion focused on the problems. Out of 8 problem criteria, there were 5 criteria found during the treatment.

The first one happened at the fourth step; it was teacher's attitude. The students thought that the teacher explained things too fast. Then, the students asked for more explanation about RAFT. The researcher found out that the teacher might want to stick on the schedule to make sure that all activities were covered not skipped. However, the students understanding should be the priority in teaching and learning process. Having material delivered completely never determines students' progress.

The second problem according to the observation check list were lack of students' concentration. It happened when the students were asked to observe the letter and spot the RAFT. Some of the students asked for more example of RAFT. They didn't pay attention seriously to the instruction at the first time. What affected the students' concentration might be the situation around them or their willingness to learn.

Step 16 showed the next problem, namely the learners' perspective. The students showed their point of view towards the letters. It was when the students had gap-filling activities; they found that to close the letter, the writer wrote "love". The boys thought that it should not be appropriate to be used and they directly said that they did not want to. So, they asked whether it could be changed with other words or not. For sure, the teacher gave some phrases the students could use besides love. This problem happened in the controlled practice stage and proved that the students followed the instructions because they could state their perspective toward the letters.

These last problems came from the last stage, which was the final product. The problems were "lack of vocabulary, learners' perspective, lack of repetition and practice". A few students didn't understand the meaning of role and audience, so they mixed up. The problems from the learners' perspective were indicated when

the students came to write the address as part of the letter. They didn't notice that their role in RAFT could affect the organization, and content, even the whole text. One of the students told the researcher that he was confused to determine the address. The teacher then told the whole class that it depended on their role. If they were a plant, they might not be at a house. The students needed to know that the role chosen by the students can affect other aspects of the text. Some students also need more practice in the mechanics. They misspelled some words and were not aware of the punctuation and capitalization while writing. Yet, most of the students had shown their writing progress during the treatment.

Considering the problem of the students, Puspita (2014) states that the product approach-based RAFT strategy only helps students to pass choosing a topic and drafting, which are parts of prewriting. The finding of this research is in contrast to the previous research finding; as, in the implementation of product approach-based RAFT strategy in this research, the students were guided by it until the end of stages of writing. As long as the teacher included RAFT when following the steps of teaching writing, there were no big problems in the process. In writing the personal letter, the students had chosen their audience and it meant that the students had prepared about to whom their product would be directed. When the students considered RAFT, they really understood what to write because this strategy kept them more focused on writing. One example was when the students checked the content of the text, they had to consider the whole of the text with RAFT in order to find out whether the content was coherent with the main idea or the topic chosen.

In addition, the finding of this research drew a distinction to the previous research finding, which believed that RAFT does not always allow students the opportunity to explore another possible perspective on the topic., during the treatment, it could be found that RAFT strategy stimulated the students to think wider about a topic and a purpose of their product would be. It gave them opportunities to choose the topic they wanted freely and they demonstrated it based on their knowledge specifically. The result of the posttest had already shown that the students' topics

were various. It proved that the students had the opportunity to explore their ideas when choosing a topic.

From the result and discussion above, we can see that the first hypothesis proposed by the researcher was accepted. The first hypothesis proposed by the researcher is there is improvement in the student's personal letter-writing ability after being taught using product approach-based RAFT strategy at the fifth grade of School of Victory, and it was accepted. The second hypothesis proposed qualitatively concerned with the problems which might be faced by the students. The obvious problems of the students in following every instruction during the treatment were that some of them lacked vocabulary, repetition practice, and concentration. The problem also came from the teacher's side; she was too fast in delivering the material at the first stage. Moreover, learners' perspectives did count to contribute some problems or pauses during the treatment.

Finally, it can be concluded that the product approach-based RAFT strategy can be a good stimulus for teaching to increase the student's writing ability. The result showed a positive impact on students' writing progress. The problems that occurred during the research could be fixed so they were able to write personal letters well enough.

CONCLUSION

Referring to the discussion of the research findings in the previous chapter, the researcher comes to some conclusions. The product approach could assist and provide students with steps of learning writing while the RAFT strategy stimulated students to think more deeply about a topic creatively. The implementation of a product approach-based RAFT strategy could improve the students' personal letter-writing ability in five aspects of writing, namely, content, organization, vocabulary, language use, and mechanics. It helps express the students' ideas because this strategy provides opportunities for the students to understand the target text through the four stages of the product approach. Moreover, RAFT might enable them to get wider ideas and help low-proficient students to improve their writing. Problems

were detected by applying some criteria. During the treatment, the students confirmed that some of them lacked vocabulary, repetition practice, and concentration. Thus, they made mistakes in the process of material delivery and in producing their writing. The students' perspective towards things being discussed in the class was also a challenge. Some students got different concepts from the teacher which made some more explanations extremely needed. The problems possibly came from the teacher when she explained things too fast. One or two students seemed to need more time to practice writing than this study could provide.

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