LAPORAN AKHIR
PENELITIAN PEMBINAAN/PENINGKATAN KAPASITAS

Judul Penelitian:

THE EFFECT OF RAFT AND CLIMBING AND DIVING STRATEGIES ON STUDENTS' MOTIVATION IN WRITING EXPOSITORY
(Experimental Research in Intensive English Learning Programme of IAIN Padangsidimpuan)

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Abstrak

Penelitian ini berusaha untuk menyelidiki apakah strategi mengajar secara signifikan mempengaruhi motivasi siswa dalam menulis ekspositori dan masalah yang dihadapi siswa selama implementasi strategi. Strateginya adalah RAFT (Peran, Pemirsa, Format, dan Topik) dan *Climbing and Diving*. Penelitian ini didesain dengan penelitian eksperimental dan menggunakan desain *Two groups, Randomized Subjects, Posttest only Design*. Populasi penelitian ini adalah siswa tahun pertama program pembelajaran bahasa intensif IAIN Padangsidimpuan dan peneliti mengambil empat kelas secara acak. Instrumen yang digunakan adalah kuesioner dan wawancara. Lembar kuesioner dirancang dengan skala *Likert*. Temuan penelitian menunjukkan bahwa strategi *RAFT* secara signifikan mempengaruhi motivasi siswa dalam menulis ekspositori. Melalui perhitungan uji-t ditemukan bahwa nilai t 0,756 lebih besar dari t tabel 0,05. Ini berarti bahwa strategi *RAFT* secara signifikan mempengaruhi motivasi siswa dalam menulis ekspositori. Juga ditemukan bahwa strategi *Climbing dan Diving* secara signifikan mempengaruhi motivasi siswa dalam menulis ekspositori. Hasil perhitungannya adalah nilai t = 0,909. Jika dibandingkan dengan t tabel α = 0,05. Ini berarti bahwa nilai t> t tabel. Masalah yang dihadapi siswa selama implementasi *RAFT* dan strategi *Climbing and Diving* dalam menulis ekspositori adalah: a. *RAFT* tidak cukup menyediakan; b. Strategi *RAFT* hanya membantu siswa untuk lulus memilih topik dan menyusun yang merupakan bagian dari pra-penulisan; c. Strategi *Climbing and Diving* tidak selalu memberi siswa cukup waktu untuk menulis draf karena waktu yang terbatas; d. Siswa dapat kehilangan kendali dalam menulis karena tidak ada pola tertentu dari strategi ini.

Kata Kunci: *RAFT; Climbing* **dan** *Diving;* **motivasi siswa; menulis**

Abstract

This research attempted to investigate whether teaching strategies significantly affect the students' motivation in writing expository and the problems which students face during the implementation the strategies. The strategies were RAFT (Role, Audience, Format, and Topic) and Climbing and Diving. This research deals with the experimental research design by using Two groups, Randomized Subjects, Posttest only Design. The population of this study was the students of the first year of Intensive language learning programme IAIN Padangsidimpuan and researcher took four classes randomly. The instruments used were questionnaire and interview. The questionnaire sheet was designed with Likert scale. The research finding shows that RAFT strategy significantly affect the students' motivation in writing expository. Through t-test calculation it was found that t value 0.756 is higher than t table 0.05. It means that RAFT strategy significantly affect the students' motivation in writing expository. It also found that Climbing and Diving strategy significantly affect the students' motivation in writing expository. The result of the computation is t value = 0.909. If it is compared to the t table α = 0.05. It means that t value > t table. The problems which students face during the implementation of RAFT and Climbing and Diving strategies in writing expository are: a. RAFT does not provide enough; b. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing; c. Climbing and Diving strategy does not always give students enough time to write the drafts because of the limited time; d. Students may lose control in writing because the is no certain pattern of this strategy.

Key words: RAFT; Climbing and Diving; students' motivation; writing

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a productive skill and it is the most complicated and complex among the language skills. Writing not only needs what to write (the content of the writing) but also how to write (the method or technique or procedure how to write what you have to write down). The fixed thinking through ideas and find out the best word and phrases are include in writing activity. All these activities train the students to think logically when they are writing something. The main purpose of writing is to deliver thoughts or ideas even feeling and intention to other people. Writing is a tool for human being to communicate to each other in written form.

As what Knapp and Watkins say that the process of learning to write is so complex that need certain cognition of a text's generic structure, it is brought the manifestation of a complex set of knowledge and skills that bring the students to deliver their thoughts, idea, feeling or intention more mindful.[1]

Marta in her research found that among 35 students, there are only 10 students (26.9 %) that can get nice score in writing while the other 28 students (71.5 %) are unable to write good writing.[2]

As what the researcher found in her observation that many students of the first year in IAIN padangsidimpuan made errors in writing. They were very bad in writing. The students who are not new English learners had low ability in learning that language, especially in writing skills. There is only little students who has good

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[1]Knapp and Watkins, *Genre, Text, Grammar (*Sidney: University of New South Wales, 2005), p. 81.
[2]Marta, *The Students' Ability in Creating a Writing Composition (*Unpublished Thesis. English Department: State University of Medan, 2003), p. 57.

skill in writing. They often make mistakes in their writing. The data as following shows the average of students' score :

Table. 1
The Average of Students' Writing Achievement in Three Years

2015/2016		2016/2017		2017/2018	
Faculty	Average Score	Faculty	Average Score	Faculty	Average Score
FASIH	11.17	FASIH	10.36	FASIH	11.82
FDIK	10.35	FDIK	10.13	FDIK	11.02
FEBI	13.27	FEBI	12.25	FEBI	12.55
FTIK	12.33	FTIK	12.67	FTIK	11.35
Total of average	11.78		11.35		11.75

Source: Language Development Center of IAIN Padangsidimpuan

The data is shown in the table above proves that the writing scores of the students are very low. This data strengthen the researcher observation. The data is the average of all students' scores from all classes (2015/2016: 48 classes ; 2016/2017: 50 classes; 2017/2018: 64 classes). From the data it is visible that the average score of writing is law. It is far from the standard score of writing which is 20. The standart score is ruled by Indonesia Australian Language Foundation (IALF) Bali as partner of IAIN Padangsidimpuan in running the Intensive English Programme. There is a slight decrease in academic year 2016/2017 which is 0.43 (11.78 to 11.35) and after that it went up to 11.75 in academic year 2017/2018 in which there is only 0.35 of increasing. Unfortunately, there is no significant increase of the total average of the score. The difference of the number is only about 0.03-0.43. The total average of writing in academic year 2016/2017 is the lowest score (11.35) which means that only 56.75% out of 20 (the satandard score of writing). The highest total average socre is in academic year 2015/2016 which is 11.78 (58.9%). It clearly describes that the

effectiveness of teaching writing still weak. Most of the students are weak in writing. They only get a half of the standard score.

Figure 1. Student's Writing Task

From the above data it is visible that the student's ability in writing is poor in which the students only get 7 out of 20. There so many spelling errors found in the task. More than fifteen spelling error found in it such as wont (want), orr (or), bat (but), baying (buying), tink (think), and so on, even she wrote Bahasa Indonesia in it (tentang). The idea of the writing was nothing. The student did not mention what topic she wrote about. Furthermore, she ccould not make correct simple present tense. For example, *I'm from in Benhur*. She put double preposition of place (from and in) in that sentence which is wrong. The prepoition *in* is actually not important in that sentence. The writing is actually only a single paragraph and it less than 150 words as mentioned in the instruction of the writing.

Figure 2. Student's Writing Task

From this data, it is clear that the student who wrote this was low in writing. The score is only 11 out of 20. The mistakes are found in the spelling, grammar, cohesion and organization. There are some repetitions of error spelling that is take. She told about embarrasing moment which is happened in the past. Unfortunately, she did not know the past form of the verb *take* then she wrote *toke.* Next, spelling errors are sudenly (suddenly) and wrang (wrong). In part of grammar, she did not understand about continuous tense. It can be seen from the sentence *I drying.* The sentence should be with tobe *was* become *I was drying.* Actually this writing is not as bad as the previous one which has more spelling errors. Not many of the words in this writing are wrong. But, the weakness of this writing is the sum of the words counting less than 150 words.

These phenomena explain that writing is considered as the most complicated skill in language learning. Shumin in his research found that it is absolutely clear that from all skill in learning language, writing is the most complex skill for students to be mastered. Most students feel hard to generate and organize the ideas.[3]

Harmer states that a good teacher is someone who helps the students and facilitates them to have a good skill in certain field. To obtain this goal the teacher should have good technique of teaching. Moreover, the teacher needs to have skill to make the way of teaching as interesting as possible.[4]

Considering about solving those writing instructional problems, there are many types of teaching approach that can be applied. Urquhart and Mclver present two strategies called RAFT and Climbing and Diving Strategies. According to them,

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[3]Shumin, Kang, *Writing Skill* in Jack C Richards and Willy A. Renandya (Eds.), *Methodology in Language Teaching, an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p. 67.
[4]Harmer, Jeremy, *How to Teach English (1ˢᵗ Ed.) (*England: Longman, 2004), p. 3.

these strategies are effective for Students' Writing Achievement since these strategies help the students to be more concentrate in the writing process.[5]

Urquhart and Mclver defines RAFT is a writing task strategy which helps the students to write. They use the term of "float" to describe the main core of RAFT. This strategy allows the teacher or the student to design various ideas to make it more creative and meaningful. RAFT strategy is an acronym which stands for: R means Role (writer), A instead of Audience, F is Format and T for Topic. It helps writers make these determinations while they are drafting. Knowing who the audience will be and the purpose for the writing influences how writers precede with their work.[6]

Another research conducted by Pratiwi found that RAFT strategy is effective in improving students' achievement in writing. The result of the research showed that there was improvement in the students'procedure text writing ability after being taught using RAFT strategy. It could be seen from the increase from the result of the pretest and posttest, 15.82 point, from 61.61 to 77.43. The data were analyzed by using t-test value in which the significance was determined by $p<0.05$. The problems found in this research were the students lacked of vocabulary when they were drafting and demonstrating a topic; since, RAFT provided them with many ideas to think about. Consequently, the students had difficulties in translating words in English although it could be overcome by using dictionary.[7]

[5]Urquhart and Mclver, *Teaching Writing in the Content Areas*, (USA: ASCD, 2005), p.90.

[6] *Ibid.* p. 90

[7] Pratiwi, Yoesis Ika,*The use of RAFT strategy in teaching writing procedure Text*, (Bandar Lampung: Universitas Bandar lampung Press, 2016. p.21.

Another strategy presenting in Urquhart and Mclver that can be used in teaching writing is Climbing and Diving strategy. It is a technique writers use to first delves into the drafting process and then rise above it to assess what they've accomplished. Taking the time to reflect on a piece of written work allows students to put themselves in the place of the reader.

By climbing above their writing, students can eliminate bland, ineffective language. At the same time, students can dive into the writing by adding greater detail. Experienced writers tend to achieve this balance more naturally, but students need help to assume these tasks as they draft. By moving back and forth between climbing and diving, students internalize the process and need less structure to achieve the desired result.[8]

A research conducted by Marjohan related to the implementing of Climbing and Diving strategy found that this strategy give effect toward writing competency of the seventh grade students significantly. The result confirm that there was increasing in writing competency between the students taught by Climbing and Diving strategy and those taught by conventional strategy. It is proven by the calculation of the scores. The value of the t-test used is 0.05 which is higher than the value of the strategy 0.001. This difference states that Climbing and Diving strategy significantly effect on the students' writing competency.[9]

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[8]Urquhart and Mclver, *Teaching Writing in the Content Areas*, (USA: ASCD, 2005), p.95.

[9]Marjohan, *The Effect of Climbing and Diving Strategy and Anxiety Upon Writing Competency*, (Denpasar: Universitas Pendidikan Ganesha, 2014), p. 36.

B. Identification of the Problems

Based on these facts, the researcher was considering some problems such as does RAFT and Climbing and Diving strategies significantly effect the students' motivation in writing expository, and what are the students' difficulties in writing if a strategy is implemented.

C. The Limitation of the Study

This study was limited only to know whether RAFT and Climbing and Diving strategies significantly effect the students' motivation in writing expository, and what are the students' difficulties in writing if a strategy is implemented at the first year students of Language Learning Intensive Programme in IAIN Padangsidimpuan.

D. Problem of the Study

The research problems were formulated as the questions follows:

1. Does RAFT strategy significantly affect the students' motivation in writing expository?

2. Does Climbing and Diving strategy significantly affect the students' motivation in writing expository?

3. What are the problems which students face during the implementation of RAFT and Climbing and Diving strategies in writing expository?

E. The Objective of the Study

This research aimed to investigate whether teaching strategies significantly affect the students' motivation in writing expository and the problems which students face during the implementation of RAFT and Climbing and Diving strategies.

F. The Significances of the Study

The results of this study are useful for:

a. The students of both SI and S2 who want to add their knowledge about teaching writing expository.

b. The English Teacher that can apply these strategies in teaching writing to give the solution for the students in order to be master in writing.

G. The Writing System

The results report of this study consists of several main points of discussion outlined in the five chapters discussed as follows:

CHAPTER I, is a chapter that discusses the introduction. Discussing the background of the emergence of research problems, there is a mismatch of expectations with the real thing that occurs in English learning especially in writing. Then discuss the problem formulation based on the background of the problem. Then discuss the purpose and contribution of research for academics and practitioners.

CHAPTER II, is a chapter that discusses the theoretical study which consists of a theoretical basis on the strategies used in this study namely RAFT and

Climbing and Diving and also motivation. Then discuss the previous research that is relevant to this research.

CHAPTER III, is a chapter that discusses research methods consisting of types of research, data sources, data collection instruments and data analysis techniques

CHAPTER IV, is a chapter that discusses the results of research consisting of a discussion of the general description of the research location, research results and discussion of research results and limitations of the study.

CHAPTER V, is the closing chapter that discusses conclusions made based on the formulation of the problem and the results of the study. Then discuss the researchers' suggestions to the next researcher to cover other problems related to the writing and motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Theoretical Framework**

1. **Expository**

   a. **Defenition**

   Expository is one of writing types which is used to describe or explain the writer's point of view. This style performs the information and explanation in chronological order. Students in colleges and universities often use this type to provide fixed information. A good expository writing will always stay focused on the topic being explain and lists the order of the events chronologically. This wriitng use first, after, next, then and last as signal sequential writing. Instructions book, recipe books, new artcle, research paper and so on are some examples of expository writing.[10]

   In developing the main idea of this type of text, supporting details of fact as well as figures are put together. Informative descriptions and

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[10]Knaap, Peter and Megan Watkings. *Genre, Text, Grammar*. (Australia: University of New south Wales, 2005), p.103.

explanations are the main goal of this writing. The writer try hard to convey the details to inform the readers. The chronological order of the events is aimed to make a clarity to the readers. So the readers will not be confused when they read it.

b. Types of Expository

Expository writing formjumps into four types.[11] They are:

1. Designing Descriptive Composition: it is about a description of an event, a person, place with some supporting ideas. School assignments mostly use this kind of writing. For example, in describing famous person, discribing your favourite food or drink, and so on.

2. Creating Cause and Effect Essays: in this type, a writer has to make some descriptions of what the cause is and effects or consequences of it. For instance, the effects of smoking to the health, the effects of teaching strategy in teaching, etc.

3. Covering Compare and Contrast Composition: It focuses more than two topics. A writer makes a comparison and contrasts upon the topics so as to give a thorough knowledge to readers. For example, essay about man attitude vs women attitude, state school vs private school, and so on.

4. How to do Something Essay or Process Essay: This type of writing, a writer makes some explainations the entire process of how to do something in a step-by-step manner. The writer put the steps in order logically, so that a reader can understand the task easily. For example, How to bake a cake, how to make a power point, and so on.

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[11]*Ibid*,p.104

c. The Generic Structure of Expository

The generic structures of expository writing are[12]:

1. Introduction

This part is an introduction of the paragraph which describes the main idea to readers as clear as possible.

2. The main body of the paragraph

It is supporting ideas or evidences in which facts and figures are explain in depth to support the main point of the writing.

3. Conclusion.

This is the last paragraph, the summary of the writing and rewrite the main idea.

2. RAFT Strategy

a. Defenition

The RAFT strategy guides writing-to-learn activities to enhance understanding of informational text. This strategy encourages creative thinking and motivates students to reflect in unusual ways about concepts they have read. The RAFT Strategy is a system to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content. It is an acronym that stands for[13]:

1) Role of the Writer - Who are you as the writer? Are you a mother? A seller? An unployment? And so on.

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[12]*Ibid,p.105*
[13]Urquhart and Mclver, *Teaching Writing in the Content Areas*, (USA: ASCD, 2005), p.101.

2) Audience - To whom are you writing? Is your audience the Germany people? A bestfriend? Your old teacher? Readers of a magazine? And so on.

3) Format - What form will the writing take? Is it advertisement? A journal? A speech? A poem?

4) Topic + strong Verb - What's the subject or the point of this piece? Is it to persuade peoplee? To follow the regulation? To ban Cigarette? and so on.

The students are encouraged to use creative thinking and response as they connect their imagination to newly learned information. It is because RAFT writing assignmnts are written from a viewpoint different from the student's, to another audince rather than the teacher, and in a form different from the ordinary theme..[14]

Some examples of using RAFT:

role : parents   role : friend

audience: primary school students   audiemce: teenagers

format : procedure text   format : procedure text

topic : how to make your parents happytopic : how to send an email

After that, students write about their roles, audiences, formats, and topics; nevertheless, the formats of this writing have been decided that is procedure text. Teacher asks students about their choices and students read theirs. Teacher shows how to create a procedure text using RAFT strategy by writing it in a white board as an example.

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[14]*Ibid*, p.102

b. The Steps of RAFT Strategy in Teaching Writing

Urquhart and Mclver states some steps of RAFT Strategy in teaching writing, they are[15]:

Step one: Teacher explains to the students that writers have to consider some aspects before every writing task including role, audience, format, and topic. The students are going to structure their writing around these elements.

Step two: Teacher displays a RAFTs example on the board, and discuss the key elements.

Step three: Teacher demonstrates and find another sample RAFTs exercise. Brainstorm other topics from the students, and write down the suggestions listing roles, audiences, formats, and strong verbs associated with each topic.

Step four: Teacher puts the students into small group, groups of four or five or pairs and have them to write about a chosen topic with one RAFTs assignment between them.

Step five: Teacher circulates all the groups to discuss their writing with the whole class. Then the result of their discussion is presented in the class.

Step six: After students become more confident in developing the writing, have them generate RAFTs assignments of their own based on new topics studied in class.

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[15]*Ibid*, p.104

c. *The Adventages and Disadvantages of RAFT*

1. *Advantages*

There are some advantages of applying RAFT in writing[16]:

    a. RAFT strategy assistants the students to be more understandable what their role are as the writer, to whom they address the writing (audience), the variation of formats for writing, and the topic they were writing about.

    b. Students are given a clear structure for their writing

    c. RAFT strategy gives chance to the students to organize their ideas, and stay focused on the writing activity.

    d. RAFT strategy increases students' motivation in writing.

2. *Disadvantages*

The disadventages of this strategy are:[17]

    a. RAFT does not always allow students the opportunity to explore other possible perspectives on the topic.

    b. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing.

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[16]*Ibid*, p.106.
[17]*Ibid*, p.108

3. **Climbing and Diving Strategy**

a. **Defenition**

According to Ballenger and Lane is a technique that writers use to first develop into the drafting process and then revise above it to assess what they've accomplished. Taking time to reflect on a piece of written work allows students to put themselves in the place of the reader. By climbing above their writing, students can eliminate bland and ineffective language. At the same time, students can dive into the writing by adding greater detail. Experienced writers tend to achieve this balance more naturally, but students need help to assume these tasks as they draft.[18]

b. **The Stage of Climbing and Diving Strategy in Teaching Writing**

Here are some steps of Climbing and Diving strategy:[19]

1. Students begin writing drafts on a given topic. Allow students to write nonstop for 10 minutes.

2. At the end of 10 minutes, instruct students to read over their writing and select one aspect of it to explore further. For example, students may select a place, a particular individual, or a sentence.

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[18]Herrell, Andrienne and Michael Jordan. *Fifty Strategies for Teaching English Language Learners, 2nd edition* (New Jersey: Pearson Education, Inc, 2004), p.56.

[19] Herrell, Andrienne and Michael Jordan. *Fifty Strategies for Teaching English Language Learners, 2nd edition* (New Jersey: Pearson Education, Inc, 2004), p.56.

3. Ask students to write for another 10 minutes about their selected component.

4. Students then circle characteristics or details from the second draft that they like or that surprise them.

5. Students select one of these words and then write about that word, making as many associations with the previous writing as possible.

It can be concluded that the use of Climbing and Diving Strategy in the classroom is: effective in expository paragraph. After that, for the ten minutes, ask the students to write one paragraph about expository writing and give the topic. At the end of ten minutes, ask the students to select one idea of the writing that surprised them. After that, ask them to write about the idea selected in ten minutes. This second writing can be the final result of the writing. In this second writing, the teacher hopes the creativity of the students to write the complete writing.

c. **Adventages and Disadventages of Climbing and Diving Strategy**

1. **The Adventage**

There are some advantages of applying Climbing and Diving strategy in writing, they are:[20]

a) Climbing and Diving provides the students enough time to make some drafts on a topic.

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[20]*Ibid*, p.60

b) Students have time to reflect their writing so, they can put themselves as a reader. By this chance, students can make some revisions needed during do the writing.

c) By moving back and forth between climbing and diving, students internalize the process and need less structure to achieve the desired result.

2. The Disadventage

The disadventages of this strategy are:[21]

a) Climbing and Diving strategy does not always give students enough time to write the drafts because of the limited time.

b) Students may lose control in writing because the is no certain pattern of this strategy.

4. **Motivation**

Motivation is a constructed theory that is used to explain persistence, initiation or intensity, especially self behavior.[22] Motives are different with related goals which is the close objectives of a set of actions and strategies (the methods applied in achieving the aims). For instance, a person responds to ill (motive) by going to doctor's clinic (strategy) to get cure (goal). It is known that motives are human general needs or inclination that push people to do

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[21]Herrell, Andrienne and Michael Jordan. *Fifty Strategies for Teaching English Language Learners, 2nd edition* (New Jersey: Pearson Education, Inc, 2004), p.62

[22]

action on purpose. In contrast, goals (and related strategies) are more detailed and it can be used to describe the direction and quality of action in particular situations.

Motivation is considered as one of the most important aspects in learning second language. Desire for learning is motivation. It will be very hard for the teacher teaches students who does not have desire to acquire the language. It is taken into consideration from that aspect, to be able to make the learner active and desirable in learning process gains importance.

Brophy, proposes that main factor in learning language is mation. A person's success is not determined by one's high intelligence, but it depends on the greter motivation from himself or herself. So, intelligence is not the key of a high achievement.[23] The instructional process in second language class will be more effective when the students are highly motivated. The motivation actually comes naturally from the interaction between the teacher and the students.

Brophy defines two types of motivation. [24] They are:

a. **Intrinsic Motivation**

Intrinsic motivation deals with persistences which come from the internal someone's desire. It appears from individual person without any pressure from outsite or surrounding. This type of motivation does not need external rewards to do something. People are

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[23]*Ibid*, p.26.
[24]*Ibid*, p.27.

motivated intrinsically to fulfill their intention to satisfy their feelings. It means that the a person who is motivated intrinsically does not want to achieve reward given by other people. A porson naturally does something based on his or her personal needs. Students are considered to be intrinsically motivated if they:

a. do some great efforts in achieving the goal they put in,

b. do not believe that a good achievement relays on luck. They are sure that they can get the best result due to great motivation in achieving it,

c. Are not rote-learning in achieving good result, but they tend to master the topic.

In this type of motivation, outside influences are not needed. The students satisfy themselves by doing action intrinsically motivated. The intrinsic motivation can be bigger when the student feels enjoyable in doing that activity. Particularly, when the students are given interesting topic to learn, such as their favourite famous person, favourite food or drink, and so on. However, topics that are learned in school today do not arouse children since they find the information useless in their everyday lives.

It is not a simple thing to make the students are intrinsically motivated. Teacher must have amount of effective activities or topics to attact the students motivation. When the teacher an activity maybe some students feels the joys, but for others, that activity maybe is

challenging for them which make them board or even not interesten in. To facilitate acceptable material or activity to all the students the teacher should have a good undertanding about the class. It is better to choose relevant and authentic material and activity to the students. So the instructional process will be more alive. It is believed that the students' mind will wake up and grow up the curiosity of the students. Then, the teacher must not forget that the teaching needs energy such as voice tone, appearance, body language, knowledge and performance. It is more effective if the teacher always close the lessons leaving the students with a question to ponder on dealing with the subject material that was taught. That way in their spare time, their minds will continue to ponder on the lesson and question at hand.

b. Extrinsic Motivation

According to Brown, extrinsically motivated behaviors are brought out in anticipation of a reward from outside. The typical reward in extrinsic motivation are money, prize, grades, and even certain types of positive feed-back.[25] A person who is motivated extrinsically will work on a task seriously with the rewards they want. The rewards are various from a tiny little thing such as a nice smile and worthed things such as money, prizes or scores. For example, an extrinsically motivated person who dislikes English may work hard on

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[25]Brown, H. Douglas, *Principles of language Learning and Teaching* (New York: Addison Wesley Longman, 2000), p. 164.

speaking because wants the reward for completing it. For students the most worthed reward is grade or score.

However, extrinsic motivation does not mean that a person will not have self satisfaction or pleasure from working a task. The person is satisfied after doing his or her desire intrinsically and get reward as well. In some cases in the class, most students are not interested in the activity and they feel bored, but because of the grade or score they have to do some efforts to complete the task. The grade or score pushes the students to involve in the activity fully eventhough they are not fascinated to do it.

Grade or score is not the only rewards that students want to achieve, but also teacher's praise and peer praise contribute in motivate the students extrinsically. Extrinsic motivation occurs when our actions are regulated by external rewards, pressures, or constraints. Students are externally regulated when they attend to lessons or work on assignments solely because they will be rewarded if they do or punished if they do not.

c. Indicators of Motivated Student of The Research

Some indicators of student motivation that are used in this research are explained in the following:[26]

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[26]Dornyei, Z. 2001. *Teaching and Researching Motivation.* New York: Psychological Corporation. p.68

a. Cooperates

    1. A motivated student always remains cooperative and loyal to his/her studies

    2. The student remains intersted and active in his/her task

    3. A motivated student always interested in his/her task

b. Keeps Positives

    1. Motivation keeps the student in positive move and trends

    2. A motivated student does his work with keen

c. Psychologically Socially

    1. A motivated student does his/her work in willingness and with confidently

    2. He always does his/her work with hardworking so he/she faces less difficulties

d. Reads, Writes and Learns

    All tasks assigned to individual mentioned above are being completed accuracy and efficiently.

B. Relevanced Studies

1. A research was investigated by Ni Made Elis Parilisanti, et.al.[27] found that (a) there was significant difference in writing competency between the

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[27]Parilisanti, Ni made et.al., The Effect of RAFT and students' anciety in Writing. e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris

students taught by RAFT strategy and those taught by conventional strategy,b) there was an interactional effect between the implementation of RAFT strategy and the students' anxiety, (c) there was significant different in the writing competency between the students' with high anxiety, taught by RAFT strategy and those who are taught by conventional technique, (d) there was significant different in the writing competency between the students' with low anxiety, taught by implementing RAFT strategy and those who are taught by conventional strategy.

2. Pratiwi[28] in 2016 did a research to investigate the effect of RAFT upon the students' writing achievement. The result of the research showed that there was improvement in the students'procedure text writing ability after being taught using RAFT strategy. It could be seen from the increase from the result of the pretest and posttest, 15.82 point, from 61.61 to 77.43. The data were analyzed by using t-test value in which the significance was determined by $p<0.05$.

3. Umaemah, Amroh[29] et.al, made a research about the use of RAFT to improve the students' writing ability. The finding shows the implementation of RAFTstrategy was successful to improve the students'

(Volume 2 Tahun 2014) https://media.neliti.com/media/publications/119202-EN-the-effect-of-raft-strategy-and-anxiety.pdf, accessed on 26 February 2019.

[28]Pratiwi, Yoesis Ika. 2016. *The use of RAFT strategy in teaching writing procedure Text*. Bandar Lampung: Universitas Bandar lampung Press. p.21. http://digilib.unila.ac.id/22857/3/SCRIPT%20WITHOUT%20RESULT%20AND%20DISCUSSION.pdf, accessed on 26 February 2019.

[29]Umaemah,Amroh, et.al., *The Use Of Raft Strategy To Improve The Students' Writing Ability*, ELT-Echo, Volume 1, Number 1, December 2016, http://download.garuda.ristekdikti.go.id/article.php?article=471325&val=9454&title=THE%20USE%20OF%20RAFT%20STRATEGY%20TO%20IMPROVE%20THE%20STUDENTS%20WRITING%, accessed on 23 February 2019.

writing ability. All the students achieved the score at least 55 and 74.24% of them actively involved in the process of teaching and learning.

4. Marjohan investigated a study related to the implementing of Climbing and Diving strategy found that this strategy give effect toward writing competency of the seventh grade students significantly. The result confirm that there was increasing in writing competency between the students taught by Climbing and Diving strategy and those taught by conventional strategy. The value of the t-test used is 0.05 which is higher than the value of the strategy 0.001. This difference states that Climbing and Diving strategy significantly effect on the students' writing competency.[30]

C. Conceptual Framework

Many students face problems and difficulties when they are asked to write because of the complex skill involved in writing. Many students often have trouble when getting started writing or when having prewriting stage of the writing process, especially in writing expository writing. They may not be able to think of an interesting topic or a point to make about their topics. To write expository writing, the students must have the creativity in order to make their writing become interesting. Especially when they are ask to follow the generic structure and the grammatical feature of expository. They may have trouble coming up with specific details to support their points. To overcome those problems, the teachers are expected to have some strategy

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[30]Marjohan, *The Effect of Climbing and Diving Strategy and Anxiety Upon Writing Competency*, (Denpasar: Universitas Pendidikan Ganesha, 2014), p. 36.

which can help them in teaching writing, especially in teaching expository writing. The troubles of topic and specific details can be narrowed by using RAFT and Climbing and Diving strategies.

When using RAFT strategy and Climbing and Diving strategy, students can generate many topics and gather specific details because RAFT strategy and Climbing and Diving strategy can be used to generate ideas. It means that when students get started their writing, they can get a topic and its specific details easily and enjoyably by using RAFT and Climbing and Diving strategy.

Motivation is divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation means that desire that comes up from the internal aspect of an individual person. The satisfaction of doing an activity will be felt by personal feeling. While extrinsic motivation in the other hand, comes from outside of the individual. It is closely related to the rewards. A person who is extrinsically motivated will complete a task only to get rewards. The rewards can be money, prize or grade. It is considered that Both of these motivation will influentthe students' achievement in learning language skills particularly writing skill.

In summary, teachers can play an important role in doing motivation assessment in both intrinsic and extrinsic students' motivation trough good strategies. Teacher must realize that their actions and ways of teaching influence the behavior of the student. True, motivation is an internal process, but teachers can be major contributor when students have lost a desire to

learn. It is important to understand that motivation can only be achieved when more than one strategy applied in classroom. Different students have different needs. It is crucial to attach the problem of unmotivated students from various angels. With the right amount of attention, care and effort, any students can be motivated to learn with the aid of actions exercised by the teacher.

Based on the explanation above, the researcher drawn conclusion that RAFT and Climbing and Diving strategy can help students to solve their problems in writing expository, particularly, a problem in generating ideas. And this study is specifically intended to find out the effect of RAFT and Climbing and Diving strategies on Students' Motivation in writing expository.

Figure 3. Expository Writing Process by Applying RAFT

Explain RAFT (Role, Audience, Format, and Topic) to students

Display a completed RAFTs example , then ask students to structure the example based on RAFT

Braainstorm another topic

Grouping the students, ask them start to write the topic based on RAFT

Students write individually with different new topic based on RAFT
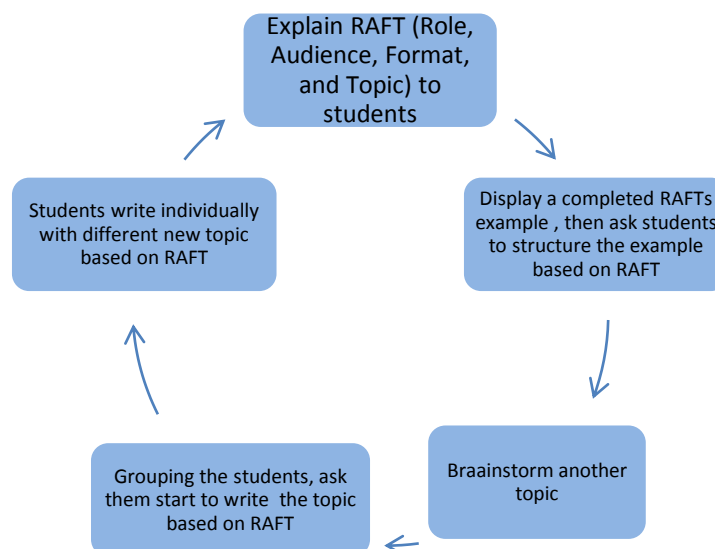
Figure 4. Expository Writing Process by Applying Climbing and Diving Strategy
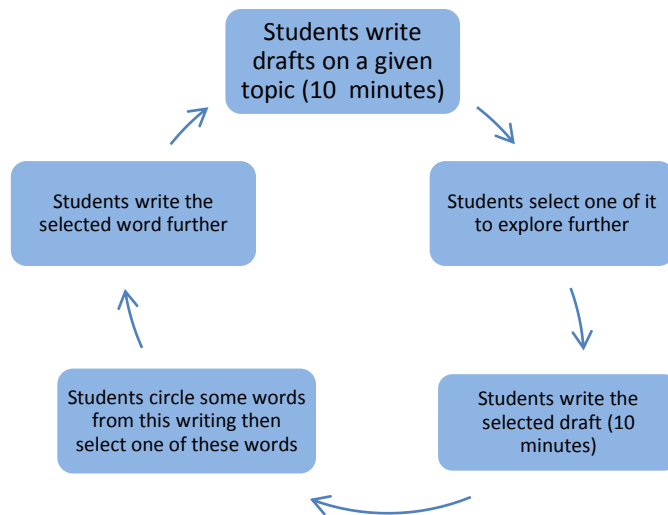
D. Hypothesis

Based on the conceptual framework, the hypothesis were formulated as follows:

1. RAFT strategy significantly affect the students' motivation in writing expository

2. RAFT strategy do not significantly affect the students' motivation in writing expository.

3. Climbing and Diving strategy significantly affect the students' motivation in writing expository

4. Climbing and Diving strategy do not significantly affect the students' motivation in writing expository.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research dealt with the experimental research design by using Two groups, Randomized Subjects, Posttest only Design. There are two variables in this research, they are: independent variables: RAFT Strategy and Climbing and Diving Strategy, and dependent variable: students' motivation.

There were four groups of students in this research namely Experimental Group (**I**) which was taught by using RAFT strategy, Experimental Group (**II**) was taught by using Climbing and Diving Strategy and two Control Groups (**I** and **II)** was taught by scientific approach. The subjects were randomly assigned to an experimental or control group. Both of the experimental groups were exposed to the treatment, while the control groups were not. The post test was the questionnaire sheet in which those were administered to all groups. The design can be seen on the table below:

Figure. 5
Strategy of Research
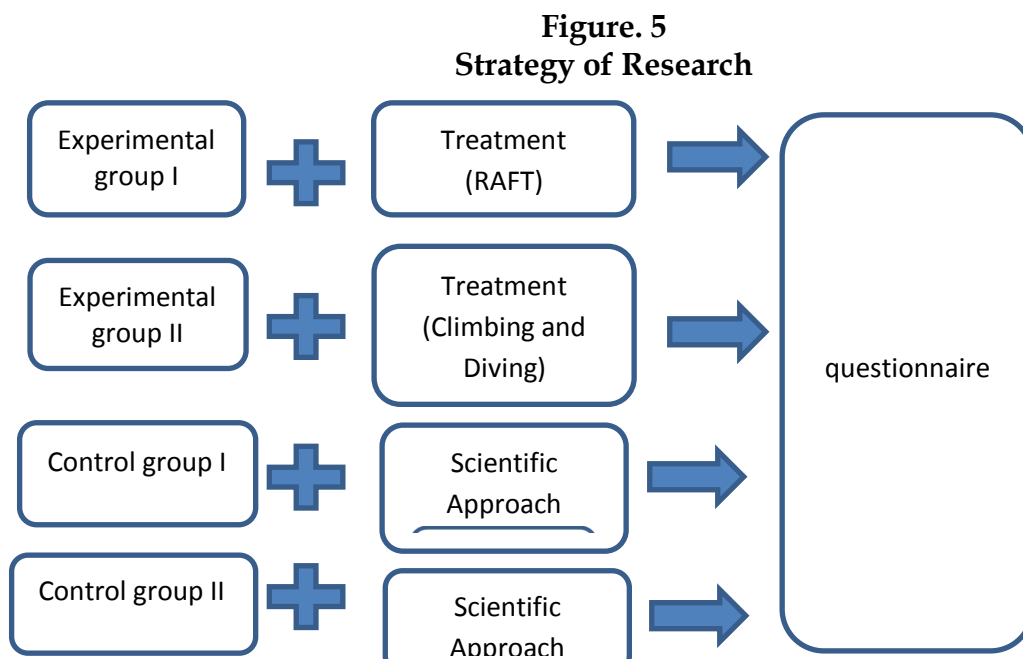
B. Place and Time of the Research

This reaseach was held in Intensive English Language Programme Class of the first year students in IAIN Padangsidimpuan which is located in Jl. H.T. Rizal Nurdin KM. 4,5 Sihitang, Padangsidimpuan. The time of theresearch was started in June to August 2019.

C. The Data and The Source of The Data

The source of the data was the students of the first year of Intensive English Language Programme Class IAIN Padangsidimpuan. The primary data was the students' motivation and the recording of the students interview.

D. Population and Sample

The population of this study was the students of the first year of Intensive English Language Programme Class which is consisting of 64 parallel classes and researcher took four classes randomly. It consisted of two control groups which was taught by scientific approach and two other groups were experimental groups which were taught by RAFT and climbing and Climbing and Diving. Total numbers of the students were 100 students. The students were in four groups, so each group consisted of 25 students.

Stratified random sampling was used to draw representative sample. There were 100 students as the sample. The researcher did a random technique to select 25 students who were taught by using RAFT strategy and 25 students were taught by using Climbing and Diving Strategy and 50 other students put in two control groups.

E. The Instrument for Collecting The Data

An instrument is very useful in research because the instrument will be used as facilitation to the research. In this research, there were two kinds of instruments. They were questionnaire and interview. The questionnaire were distributed to all the samples (students) after implementing the strategies. The questionaire was baout the students' motivation in writing. There are 20 statements which were arranged in the questionnaire.The researcher interviewed some students from the experimental groups to know the students' difficulties in writing by appliying RAFT and Climbing snd Diving. The interview was unstructed interview. The researcher asked the interviewee with prearranged questions. This interview was more informal and free flowing than a structured interview. The researcher wanted the nature of conversation allows for spontaneity and for questions to develop during the interview based on the interviewee's responses. The researcher took 10% of the sample to be interviewed. So, there were 10 interhe researcher asked about the students difficulties during the implementation of the strategies.

1. **Students' Motivation Questionnaire**

Academic Writing Motivation Questionnaire was developed recently that influence writing motivation. It was also influenced by existing instruments designed to assess aspects of writing motivation, such as the writing apprehension questionnaire developed by Daly and Miller.[31] To ensure and validate the questionnaire, two validators were consulted in order to assess the questionnaire to meet the need of this research.when developing the items for the questionnaire.

To find out the students' motivation, the data was collected by using Likert Scale. This questionnaire used to investigate motivation. The questionnaire was organized in 20 questions. The list of questions of the questionnaire can be seen in he table below:

Table. 2
Student Questionnaire

No	Statement	Scoring				
		Strongly Disagree 0	Disagree 1	Uncertain 2	Agree 3	Strongly Agree 4
1	I put a lot of effort into my writing.	0	1	2	3	4
2	I am motivated to write in my classes.	0	1	2	3	4
3	Through the strategy, choosing the right word is easy for me.	0	1	2	3	4
4	I want the	0	1	2	3	4

[31]Daly, J. A., & Miller, M. D. 1975. The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English*, *9*(3), 242-249.

	highest grade in the class on a writing assignment.					
5	I practice writing in order to improve my skills.	0	1	2	3	4
6	I would like to have more opportunitie s to write in classes.	0	1	2	3	4
7	I enjoy creative writing assignments .	0	1	2	3	4
8	I like classes that require a lot of writing.	0	1	2	3	4
9	I plan how I am going to write something before I write it.	0	1	2	3	4
10	It is easy for me to write good essays.	0	1	2	3	4
11	I like to get feedback from an instructor on my writing.	0	1	2	3	4
12	I complete a writing assignment even when it is difficult.	0	1	2	3	4

13	I can write an expository text easily now	0	1	2	3	4
14	Writing strategy really helps me in exploring my thought to write	0	1	2	3	4
15	I am interested in writing expository with interesting strategy	0	1	2	3	4
16	Writing test is no longer a horrible examination	0	1	2	3	4
17	The strategy builds my self-confidance in writing expository	0	1	2	3	4
18	I can complete the writing task earlier than before	0	1	2	3	4
19	I can write the details of my writing in depth	0	1	2	3	4
20	Through the strategy, my expository writing will be more well-organized	0	1	2	3	4

Based on the indicators of mitivated student used in this research, the items of questionnaire statements are categorized as follows:

Table. 3
Questionnaire Classification Based on Indicators of Motivated student

Indicator of Motivation	Item number	Questionnaire statement
Cooperates		
1. A motivated student always remains cooperative and loyal to his/her studies	11	I like to get feedback from an instructor on my writing.
	14	Writing strategy really helps me in exploring my thought to write
2. The student remains intersted and active in his/her task	5	I practice writing in order to improve my skills.
3. A motivated student always interested in his/her task	6	I would like to have more opportunities to write in classes.
	7	I enjoy creative writing assignments.
	15	I am interested in writing expository with interesting strategy
Keeps Positive		
1. Motivation keeps the student in positive move and trends	2	I am motivated to write in my classes.
	4	I want the highest grade in the class on a writing assignment.
	16	Writing test is no longer a horrible examination
	20	Through the strategy, my expository writing will be more well-organized
2. A motivated student does his work with keen	12	I complete a writing assignment even when it is difficult.
Psychologically Socially		
1. A motivated student does his/her work in willingness and with confidently	10	It is easy for me to write good essays.
	13	I can write an expository text easily now
	17	The strategy builds my self-confidance in writing expository
2. He always does his/her	1	I put a lot of effort into my writing.

work with hardworking so he/she faces less difficulties	9	I plan how I am going to write something before I write it.
Reads, Writes and Learns		
1. All tasks assigned to individual mentioned above are being completed accuracy and efficiently.	3	Through the strategy, choosing the right word is easy for me.
	18	I can complete the writing task earlier than before
	19	I can write the details of my writing in depth

2. Interview

Interviews are means of re-checking or proving the information or information obtained previously. The interview technique used in qualitative research or quantitatvive research is in-depth interviews. In-depth interview is the process of obtaining information for research purposes by way of question and answer face to face between the interviewer and the informant or interviewee, with or without using interview guides, where the interviewer and the informant are involved in social life relatively long time.[32]

In order to make data more accurate, ten of the students are interviewed. From this interview, the researcher expected there would be problems that were faced by the students during the aplication of RAFT and Climbing and Diving strategies. This interview was done by using phone recording.

F. The Procedure of Data Collection

1. Preparation

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[32]Sugiyono. 2010. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*, Bandung: Alfabeta. Hal 45

In preparation, the questionnaire items were arranged by the researcher with the assisstances of the validator to make it valid before it is conducted and everything needed for experimental groups will be prepared by the researcher. The questionnaires were validated through validity and reliability testing using SPSS 20.

2. Treatment

The two groups were given the same materials (Expository Writing), which were taught in different instructions. Both groups were taught by using RAFT Strategy and Climbing and Diving Strategy. The procedures of the treatment in the two groups are described below:

Table. 4
Definition of Operational Variable

No	RAFT Strategy (Experimental Group I)	Climbing and Diving Strategy (Experimental Group II)	Scientific Approach (Control Groups)
1	The teacher explained the lesson and what the purpose(s) of the lesson was/were	The teacher explained the lesson and what the purpose(s) of the lesson was/were	The teacher explained the lesson and what the purpose(s) of the lesson was/were
2	Teacher explained to the students that writers have to consider some aspects before every writing	The teacher asked the students to begin writing drafts on a given topic. The teacher Allowed students to write nonstop for 10 minutes.	The teacher explained the generic structure of expository writing.

	task including role, audience, format, and topic. The students were going to structure their writing around these elements.		
3	Teacher displayed a RAFTs example on the board, and discussed the key elements. Teacher demonstrated and found another sample RAFTs exercise. Did a Brainstorm to get other topics from the students, and wrote down the suggestions listing roles, audiences, formats, and strong verbs associated with each topic.	At the end of 10 minutes, the teacher instructed students to read over their writing and select one aspect of it to explore further. For example, students may select a place, a particular individual, or a sentence	The teacher asked the students to begin writing drafts on a given topic.

4	Teacher put the students into small group, groups of four or five or pairs and had them to write about a chosen topic with one RAFTs assignment between them.	The teacher asked the students to write for another 10 minutes about their selected component.	
5	Teacher circulated all the groups to discuss their writing with the whole class. Then the result of their discussion was presented in the class.	The teacher asked the students then circled characteristics or details from the second draft that they like or that surprise them.	The teacher observed the students in the classroom
6	After students became more confident in developing the writing, had them generated RAFTs assignments of their own based on new	The teacher asked the students to select one of these words and then wrote about that word, making as many associations with the previous writing as possible.	The teacher collected the students task.

	topics studied in class.		

3. Post-Test

After giving the treatment, the post-test was conducted. The post-test was the final test in the research, especially in measuring the treatment, whether it is significant or not. The students were administered with questionnaire. After conducting the post-test, there were scores. The scores became the data. The data was analyzed to find out the effect of RAFT and Climbing and Diving Strategy on Students' motivation in writing expository.

G. The Technique of Data Analysis

1. The Validity of The Instrument

Brown defines that validity is "the degree to which the test actually measure what it is intended to measure". [33] Writing is a construct and as a construct, it can only be measured by asking the sample to do as what the construct means, namely by having the sample to write. Validity is the extent to which an instrument is supposed to measure. In line with the concept of validity and the nature of writing regarded as a construct, the most valid instrument to measure the sample's ability in writing is administering the writing test therefore it will fulfill the requirement of the construct validity. In other words, considering the nature of writing and the concept of validity, construct validity is applied. The validity test

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[33]*Ibid*, p. 387.

was measured by Pearson Correlation 2- tailed. If the result shows alpha > 0,05 means that the item is valid, while if the alpha < 0,05 means that the item is not valid. In this research, the researcher uses SPSS 22 to know the validity of the instruments. The criteria of validity of the instrument can be divided into 5 classes follows:[34]

1. If the item-total correlation score 0.00–0.20: less valid

2. If the item-total correlation score 0.21 –0.40: rather valid

3. If the item-total correlation score 0.41 –0.60: enough valid

4. If the item-total correlation score 0.61 -0.80: valid

5. If the item-total correlation score 0.81 –1.00: very valid

After calculating the data by using Pearson Correlation 2-tailed with SPSS 22, It can be seen that all items which used in the questionnaire are valid. The following table shows the calculation of t table and t value:

Table. 5
Validity of the Questionnaire

No Item	r_{xy}	r_{tabel}	Keterangan
1	0.682	0.444	Valid
2	0.692	0.444	Valid
3	0.643	0.444	Valid
4	0.559	0.444	Enough Valid
5	0.556	0.444	Enough Valid
6	0.751	0.444	Valid
7	0.751	0.444	Valid
8	0.63	0.444	Valid
9	0.749	0.444	Valid
10	0.641	0.444	Valid
11	0.466	0.444	Enough Valid
12	0.461	0.444	Enough Valid
13	0.466	0.444	Enough Valid
14	0.74	0.444	Valid

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[34]Sugiyono. 2011. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta.p.110.

15	0.695	0.444	Valid
16	0.627	0.444	Valid
17	0.751	0.444	Valid
18	0.466	0.444	Enough Valid
19	0.627	0.444	Valid
20	0.682	0.444	Valid

It was gained that the t table (r_{xy}) from 20 items of the questionnaire is 0.444 (r_{tabel}). There was no correlation score of the item lower than the t table. The table describes that the correlation score of each item higher than alpha 0.05. The correlation score is between 0.461 to 0.751. There are 6 items which are categorized as enough valid, they are item number 4, 5, 11, 12, 13, and 18. Furthermore, the rest of the items which is 14 items belong to valid category. The valid items are item number 1, 2, 3, 6, 7, 8, 9, 10, 14, 15, 16, 17, 19, and 20. Based on this result the the questionnaire is valid as the instrument of the research.

2. The Reliability of The Test

According to Best and Kahn "a test is *reliable* to the extent that is measure whatever it is measuring consistently". The reliability established in this test was inter-rater reliability. It is determined by having two persons independently score the same set of test papers and then calculating a correlation between their scores, determined by the

scores.[35] As Sugiyono asserts that the reliability of test can be categorized as follows:[36]

0.0 - 0.20   = The reliability is very low

0.21 - 0.40   = The reliability is low

0.41 - 0.60   = The reliability is fair

0.61- 0.80   = The reliability is high

0.81 -1 above   = The reliability is very high

Table. 6
Reability of The Questionnaire
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x1	51.8000	33.417	.058	.675
x2	51.4800	38.177	-.471	.715
x3	52.2000	32.000	.217	.657
x4	51.9200	30.243	.474	.630
x5	51.8800	37.360	-.344	.712
x6	51.8400	32.807	.201	.658
x7	52.9200	36.410	-.280	.697
x8	51.4000	37.250	-.357	.708
x9	52.2400	26.607	.564	.602
x10	52.5600	28.423	.558	.613
x11	51.6400	33.907	.083	.667

[35]Best and Kahn. 2002. *Research in Education.* Amazone.in:Kindle Store.
[36]Sugiyono. 2011. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta.p.110.

x12	51.7600	30.523	.357	.640
x13	52.2400	29.273	.706	.611
x14	51.8400	26.473	.669	.690
x15	51.4800	28.177	.649	.664
x16	51.3600	30.907	.469	.634
x17	52.3200	29.560	.755	.612
x18	53.0800	31.827	.273	.651
x19	52.0000	36.333	-.261	.698
x20	52.4800	27.510	.493	.615

The correlation coefficient is computed by using Cronbach Alpha with SPSS 22. The questionnaire is defined realiable if the Cronbach alpha > 0.6. from the calculation, it was found that the realibility of the questionnaire is high which is 0.61 - 0.80. It clearly stated in the table that all of the questionnaire items belong to category 3 which is realibility is high.

3. **Homogeneity of The Test**

Homogeneity testing is conducted by the researcher to know whether the gotten data has a homogeneous variance or not. The computation of homogeneity test is using SPSS 22 that is Test of Homogeneity of Variances by the value of significance (α) = 0.05.[37] Before doing homogeneity testing, the researcher decides hypothesis in this homogeneity as follow:

a. H0 : If the value of significance > 0.05, means data is homogeny

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[37] *Ibid,* p.116.

b. H1: If the value of significance < 0.05, means data is not homogeny

Table. 7
Test of Homogeneity of Variances by the value of significance
(α) = 0.05
Motivation in writing Expository

	Levene Statistic	df1	df2	Sig.
RAFT	.122	1	23	.728
Climbing and Diving	4.289	1	23	.044

Based on the output of the calculation of Test Homogeneity of Variances above it can be concluded that value of significance (sig.) motivation variable of the students in both experimental classes and control classes is 0.728 >0.05 and 0.044 > 0.05, so that it can be said that the data has a homogeneous variance.

4. Normality of The Test

Normality testing was conducted by the researcher to determine whether the gotten data is normal distribution or not.[38] The computation of normality test in this research uses SPSS 22. One-Sample Kolmogorov-Smirnove test by the value of significance (α) = 0.05 rules as follow:

a. H0 : If the value of significance > 0.05, means data is normal distribution

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[38]Sugiyono. 2011. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta.p.118.

b. H1: If the value of significance < 0.05, it means the distribution data is not normal distribution.

Table. 8
Computation of Normality Test with One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.08663308
Most Extreme Differences	Absolute	.109
	Positive	.109
	Negative	-.083
Test Statistic		.109
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

From the computation of the normality test, the result shows that the distribution of data is normal. The value of significance gained from the calculation is 0.2. If it is compared with the value of significance alpha = 0.05, the obnained value is higher. So based on this result it can be said that the distribution of the data is normal.

5. **Scoring of The Data**

To know the capability of students in writing expository paragraph by using RAFT and Climbing and Diving strategies on students' motivation, the

researcher conducted the components of scoring the data. Likert scale is used in scoring the questionnaire.

Table. 9
Scoring The Data

Scoring Motivation Questionnaire	Score
Strongly Agree	4
Agree	3
Uncertain	2
Disagree	1
Strongly Disagree	0

6. Hypothesis Testing

In testing the hypothesis of the research, t-test was applied. the data was obtained from two experimental classes and two control classes. The first experimental class is taught by RAFT strategy and Climbing and Diving strategy is applied in the second experimental class. While the control classes were not given any treatment. The t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\left(\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)\right]}}$$

Where: t   = value of the calculated t-test

Mx   = Mean of the first set of values

My   = Mean of the second set of values

Dx   = Standard deviation of the first set of values

Dy   = Standard Deviation of the first set of values

Nx   = Total number of values in first set

Ny   = Total number of values in second set

CHAPTER IV

DATA ANALYSIS

A. The Data From The Questionnaire

The Academic Writing Motivation Questionnaire were used in this research is a 20-item questionnaire. For each item there is a statement that prompts participants to indicate their level of agreement with the statement. There is a response scale for each item that participants use to indicate their level of agreement with each statement. The response scale ranged from zero to four, and values for the scale are as follows:

0   = Strongly disagree

1   = Disagree

2   = uncertain

3   = Agree

4   = Strongly agree

The Questionnaire were administered to the students. First, the researcher explained how to do each of the item in the questionnaire sheet then, the students signed a consent form. The students were given an opportunity to ask questions before they started to do the questionnaire. The students were allowed to respond each of the item. The questionnaire data was analyzed using SPSS version 22.

a. **Data of The Questionnaire in Experimental Group I (RAFT Strategy) and Control Group I**

1. **Data of The Questionnaire in Experimental Group I (RAFT Strategy)**

The questionnaire were administered to 25 students in a class. Before distributing the questionnaire, the researcher implemented RAFT strategy in the class step by step. Then, the students did the questionnaire.

From the distribution of the data above, the researcher categorized the data based on the value of each item in the questionnaire and calculate the frequncy of each value as follows:

Table. 10
Frequency of the Value

Value	Frequency
4	135
3	297
2	68

1	0
0	0
Total	500

It can be seen from the table above that the highest frequency of the student level agreement is value 3 which is nearly 300 (297). It means that 59.4% from all level agreement students confidently stated that they agreed with the statement of the questionnaire. That number is more than a half of the total percentage. Secondly, Many of the students said that they strongly agreed (value 4) with the statement in which 135 out of 500. It means the percentage of *stongly agree* is 27%. The level of agreement namely *uncertain* (value 2) jumps into 13.6% which is 68. Two lowest percentages are value 1 is 0% which means *disagree* and value 0 is 0% which is *strongly disagree*. From the calculation of this scores, it can be said that the students could have sense of RAFT strategy effectiveness. All of the students selected strongly agree (value 4) and agree (value 3) for the items of questionnaire. It is clearly seen from the percentage that the RAFT strategy effects the students' motivation in writing expository which is 86.4%.

2. Data of The Questionnaire in Control Group I

The questionnaire were administered to 25 students in this class. The class was not given any treatment. The frequency of each value is drawn in the following table:

Table. 11
Frequency of the Values

Value	Frequency
4	43
3	94
2	283
1	65
0	15
Total	500

The table above shows the frequency of the values in questionnaire. There are five values in this questionnaire they are 4 (strongly agree), 3 (agree), 2 (uncertain), 1 (disagree), and 0 (strongly disagree). The top one percentage is value 2 which is more than a half of the total number. The percentage is 56.6%. Value 3 comes next in the second position with 94 of the total number which is equals with 18.8%. *Disagree* (value 1) is in the third position with 13%. Not many of the students stated strongly agree which is value 4. This value is only 8.6%. And the lowest percentage is value 0 (strongly disgaree) with only 15 out of 500 which equals with 3%. The percentage of each value describes the students' responses toward the statement in the questionnaire. The first rank of frequency of the value in this group is value 2 which means *uncertain*. Based on ths fact, the students of course did not know about the strategies used in this research because this

group was given no treatment. So, it is natural if the highest frequency is value 2. The students were not sure about the statement related to the effectiveness of both strategy because they did not have the experiance about the implementation of the strategies. It is reasonable if value 2 comes to the top of frequency in this group.

Then, the researcher made further analysis to see whether the RAFT strategy significantly effect the students' motivation in writing expository by using t-test formula.

After calculating the scores with the formula, t value is 0.756. Then, t value is compered to the t table $\alpha = 0.05$. It means that t value > t table. Statistically ha > ho. It means that RAFT strategy significantly effect the students' motivation in writing expository. Then, ha is accepted and ho is rejected.

d. Data of The Questionnaire in Experimental Group II (Climbing and Diving Strategy) And Control Group II

1. Data of The Questionnaire in Experimental Group II (Climbing and Diving Strategy)

There were 25 students in this group. The researcher first implemented a strategy namely Climbing and Diving in the classroom from the beginning up to the end of the steps . Then, the questionnaire were given to the students.

From the distribution of the data, the researcher categorized the data based on the value of each item in the

questionnaire and calculate the frequncy of each value as follows:

Table. 12
Frequency of the Value

Value	Frequency
4	139
3	300
2	61
1	0
0	0
Total	500

From the calcuation, the highest frequency of the student level agreement is Just like in experimental group I which is value 3. It is only 3 points higher than the frequency of value 3 in Experimental group I that is 300. The percentage of *agree* (value 3) is 60%. Secondly is value 4 which means *strongly agree*. The frequency of this value is slightly different with Experimental group I that is 139. If it is presented in pencentage it is 27.8%. The level of agreement namely *uncertain* (value 2) is only 12.2% which is only 61. The lowest percentages are value 1 is 0% which means *disagree* and value 0 is 0% which is *strongly disagree*. From this computation, it can bee seen that the Climbing and Diving strategy is effective to increase the students' motivation in writing expository . Value 4 that means *strongly agree* and value 3 that is *agree* are often appeared in the questionnaire. It clearly seen from the percentage that the Climbing and Diving

strategy significantly effects the students' motivation in writing expository with the percentage more than 85%.

2. Data of The Questionnaire in Control Group II

The researcher made further analysis to the data distribution of questionnaire in control group II by classifying the value based on the frequency. The table below is the frequency of the values:

Table. 13
Frequency of the Value

Value	Frequency
4	43
3	96
2	291
1	55
0	15
Total	500

Based on the table above, it can be seen that the highest frequency is value 2 which means uncertain. The percentage is 58.2%. As what happened in cotrol group I, the students in this group also felt a bit not sure about the effectiveness of the strategies. It is clear because the strategies were not implemented in those classes. So that is why the students chose uncertain. In the other hand, the lowest frequency is value 0 which means strongly disagree. The percentage of this value is only 3%. The students' responses to value 4, 3, and 1 are not so significant. The three values are less than 20%. The percentage of value 4 is 8.6%. Then, followed by the

percentage of value 3 which is 19.2%. And the last percentage of value 1 is 11%. Based on these percentages, it is fair that the highest students' responses toward the level of agreement to the questionnaire statements is uncertain (value 2). Because the strategies were not implemented in this class.

Then, the researcher made further calculation to test the hypothesis of the research in implementing Climbing and Diving strategy on students' motivation in writing expository. The result of the computation is t value = 0.909. If it is compared to the t table α = 0.05. It means that t value > t table. Statistically ha > ho. It means that Climbing and Diving strategy significantly effect the students' motivation in writing expository. Then, ha is accepted and ho is rejected.

B. **Data From The Interview**

In this research, there were ten of the students interviewed by the researcher. The interviews were recorded by using mobile phone. The interview was in-depth interviews model in which the researcher did a face to face interview in order to find out the students' difficulty during doing the writing activity in the classroom by applying RAFT strategy and Climbing and Diving strategy.

From the interview, it was found that RAFT does not always allow students the opportunity to explore other possible perspectives on the topic. The students could not deliver their other ideas because this strategy set the students into a certain position in which the students are set to special role, audiences, format and target. So, students could not feel as free as they want in writing. The students felt a little bit frustration following the format of the writing. It can be proven from the transcription of the interview as follows:

Interviewee 1

Interviewer: "Bagaimana menurut anda menulis dengan strategi RAFT?"

Interviewee: "Bagus mam, tapi ada juga payahnya."

Interviewer: "Kesulitannya apa?"

Interviewee: "Kita harus mikir tentang itu-itu aja mam, gak bisa cerita lain kita tulis, misalnya kan mam, kalo Role ny sebagai guru ya kita harus mikir tentang guru aja mam, jadi kalo kehabisan ide payah mam. Jadi kurang banyak tulisannya mam".

Interviewee 2

Interviewer: "Apakah ada kendala saat menulis dengan strategy RAFT?"

Interviewee: "Ada mam."

Interviewer: "Apa kendalanya?"

Interviewee: "Gini mam, karna ditentukan role, audience, format dan topik jadi agak payah menulisnya mam. Misalnya mau menulis topik lain jadi gak bisa. Menulisnya jadi agak difokuskan ke format yang ditentukan, rasanya kurang bebas menulis mam."

Interviewer: "kan bagus ditentukan dulu semuanya?"

Interviewee: "Karna ditentukan itu mam makanya kita gak bisa nulis yang lain yang muncul saat menulis."

Interviewee 3

Interviewer: "Bagaimana menurut anda menulis dengan strategi RAFT?"

Interviewee: "Ada susahnya juga mam."

Interviewer: "Kesulitannya apa?"

Interviewee: "RAFT itu ditentukan semuanya mam, waktu menulis kita punya ide lain jadi gak bisa ditulis mam. Trus..kadang kehabisan ide tentang role, audience, format dan topik jadi macet nulisnya mam.

Based on this transcription, students thought that RAFT has a weakness. They confessed that they could write what in their mind at that time. They must focus on RAFT strategy. If they did not have something to write on that format they started to get stuck. As the effect of this, the ability of students' writing is law.

Another students' difficulty during writing with RAFT is they were stucked in the middle of the writing. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing. This strategy is perfectly helpful for the students in determining topic and making the draft. But when the process of the writing ran, the students started to be stressed because they did not know what to write anymore. The students could not continue their writing. It can be seen from the following interview transcription:

Interviewee 4

Interviewer: "Bagaimana menurut anda menulis dengan strategi
          RAFT?"

Interviewee: "Ada kesulitannya mam."

Interviewer: "Seperti apa kesulitannya?"

Interviewee: "Setelah memilih draft yang akan dikembangkan saya
          merasa sulit untuk melanjutkan ide-idenya mam.
          Strategy RAFT ini membantu sampe pemilihan draft

nya saja mam. Jadi saya merasa payah untuk mengembangkan tulisan nya mam."

Interviewee 5

Interviewer: "Bagaimana menurut anda menulis dengan strategi RAFT?"

Interviewee: "Gampang-gampang susah mam. Gampangnya dapat ide draft lebih cepat trus dibantu formatnya juga mam. "

Interviewer: "Trus susahnya apa?"

Interviewee: "pas waktu nulis mam, mengembangkan draft. Bantuan RAFT nya cuma sampe menulis draft aja mam. Abis itu kita yang berpikir sendiri, kadang ada ide kadang ngak mam."

In line with the above transcription, students were helped in choosing the draft only. When they continued to write the details for the draft, they face problem. Since RAFT sets role, audience, format and topic, so the students could not write what come to their mind at that time. They must focus on that setting only.

Furthermore, it was also found that students face difficulty in writing through applying Climbing and Diving strategy. The first problem is the students had no enough time to think and explore their writing content. The duration of every step is only ten minutes which hard for students to have enough time thinking what they want to write. Climbing

and Diving strategy does not always give students enough time to write the drafts because of the limited time. The second difficulty is that lose of control. Many of the students have no control when they were writing. They did not have format to follow to write. Because of this freedom, the writing content was not satisfying. It can be proven from the transcription of the recording:

Interviewee 6

Interviewer: "Bagaimana menurut anda menulis dengan strategi Climbing and Diving?"

Interviewee: "cepat kali waktunya mam. Masih berpikir lagi apa yang mau ditulis udah habis waktunya. "

Interviewer: "Trus apa lagi kesulitannya?"

Interviewee: "ntah apa-apa aja yang kutulis mam, karna gak ada formatnya kayak RAFT jd gak bisa dikontrol apa yang ditulis.."

Interviewee 7

Interviewer: "Apakah ada kesulitan dalam menulis dengan strategi Climbing and Diving?"

Interviewee: "Kesulitannya adalah mam, waktunya sempit kali mam. Belum lagi siap udah stop trus lanjut step berikutnya. Akhirnya tulisan pun gak terkontrol mam, belum siap di satustep udah harus lanjut ke

berikutnya, apayang ada di pikiran saat itu, itulah ditulis mam."

Interviewee 8

Interviewer: "Apakah saat menulis dengan strategi Climbing and Diving ada masalah?"

Interviewee: "Ada mam, masalahnya waktu mam. Cepat kali mam waktunya Cuma beberapa menit dan harus lanjut ke berikutnya. Jadi apa yang ditulis pun kayaknya gngak terkontrol mam."

The transcription shows some diffuculties faced by the students as long as they did the writing by applying Climbing and Diving strategy. The fisrt problem for them is the time. 10 minutes were not good enough for some students to write. They need longer time to think what they want to write. Due to the time limitation, students felt difficult in writing. Moreover, they were lose control in writing. There was no format to follow to develop the writing itself. So, they write whatever came to their mind at that time.

The majority of the students' difficulty in writing expository is grammar and vocabulary. The students confessed that they have not good understanding about the grammar. The students always did lots of garammar mistakes. It is often found that the nominal sentences without tobe. Furthermore, it was found that simple past tense still with present verb. It was not rarely found that the students translate bahasa Indonesia structure into English. The way students use Bahasa Indonesia influences their way in

using English. They translate word per word from Bahasa Indonesia into English which really have different structure features, then finally makes the students' writing become extremely messy. All the interviewed students said that grammar in their first difficulty in writing. The second students' difficulty in writing is the weak ability in remembering vocabulary. The lack of vocabulary influences the students in writing. It can be seen from the transcription as follows:

Interviewee 9

Interviewer: "Selain kesulitan dalam pandual strategi RAFT dan Climbing and diving, apa lagi kesulitan yang kalian rasakan saat menulis?"

Interviewee: "pertama grammar mam trus vocabulary. Waktu menulis gak tau grammarnya apa mam, bingung. Trus karna kurang vocabulary dalam bahasa Inggris jadi susah menulis mam."

Interviewee 10

Interviewer: "Kesuliatan seperti apa lagi yang anda hadapi saat menulis?"

Interviewee: "kurang memahami grammar saya mam."

Interviewer: "Trus apa lagi masalahnya selain grammar?"

Interviewee: "vocabulary bahasa Inggris mam. Banyak bahasa Inggris yang saya gak tahu mam. Jadi susah saat menulis."

From the transcription it is clear that students still have problems in writing. The general problems are about grammar and vocabulary. There are classic problems faced by the students who learn English. Except both these problems, there existed technical problems with the application of RAFT and Climbing and Diving strategies as already mentioned in the previous expalnation.

C. Findings

After the data was analyzed, the findings reveal some enrichments of the effect of RAFT and Climbing and Diving strategies on students' motivation in writing expository. The findings of the research are:

1. RAFT strategy significantly affect the students' motivation in writing expository

2. Climbing and Diving strategy significantly affect the students' motivation in writing expository

3. The problems which students face during the implementation of RAFT and Climbing and Diving strategies in writing expository are:

   a. RAFT does not always allow students the opportunity to explore other possible perspectives on the topic.

b. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing.

c. Climbing and Diving strategy does not always give students enough time to write the drafts because of the limited time.

d. Students may lose control in writing because the is no certain pattern of this strategy.

D. Discussion

The researcher conducted this research to know the effect of RAFT and Climbing and Diving strategies on students' motivation in writiing expository and malso the researcher wanted to investigate the students' difficulties in writing while RAFT and Climbing and Diving strategies were applied. There were four groups in this research. There were 100 students included in this research which randomly chosen into each group. They were two experimental classes and two control classes. Each classes consisted of 25 students. The data was taken by using questionnaire sheet and interview. So, 25 questionnaire sheet were distributed in each class and 10 0f the students were interviewed by the researcher.

The 20 statement questionnaire was scored by using Likert scale which the score were 0 to 4. The highest score is 4 and the lowest one is 0. It can be seen from the calculation of the questionnaires in experimental group I which was taught by RAFT that the students' responses to the questionnaire were mostly 3 (agree) and 4 (strongly agree). The highest percentage of the scale

was scale 3 which is 59.4% with the total 297. Mostly the students chose scale 3 which meant that they agreed to the statement. That number is more than a half of the total percentage. Secondly, Many of the students said that they strongly agreed (value 4) with the statement in which 135 out of 500. It means the percentage of *strongly agree* is 27%. The level of agreement namely *uncertain* (value 2) jumps into 13.6% which is 68. Two lowest percentages are value 1 is 0% which means *disagree* and value 0 is 0% which is *strongly disagree*. From the calculation of these scores, it can be drawn that RAFT strategy affected the students' motivation performances in writing. All of the students selected strongly agree (value 4) and agree (value 3) for almost all the statements in questionnaire.

The researcher made further analysis by using t-test. The scores from Experimental class I which was taught by RAFT is compered to the scores of control group I. After calculating the scores with the formula, t value is 0.756. Then, t value is compered to the t table α = 0.05. It means that t value > t table. Statistically ha > ho. Then, ha is accepted and ho is rejected. It means that RAFT strategy significantly effect the students' motivation in writing expository.

In line with the above explanation, a research conducted by Pratiwi proposed that RAFT strategy is significantly effect students' achievement in writing. The researcher tested the students' writing ability in procedure text. The tests were administered into two tests namely pre test and post test. In this research RAFT strategy is implemented by the researcher. The result of

the research showed that there was significant improvement in the students' procedure text writing ability after being taught using RAFT strategy. The result of the pretest is 61.61 and posttest is 77.43. it is clearly seen that the students' score increased after taught by RAFT. The data were analyzed by using t-test value in which the significance was determined by p<0.05.

Another research done by Hamdani, Muhammad Kristiawan, and Nila Rahmadhani in investigating the effectiveness of RAFT in writing skill of recount text. The design of this research was experimental research. This research imed at finding out whether there was a significant effect of RAFT strategy on students' ability in writing recount text or not. The population of this research were the students grade X MAN Lubuk Alung in academic year 2015/2016. It consists of 180 students. The technique of selecting sample was cluster sampling, and it was selected two classes, X4 treated through RAFT strategy while X3 was treated through conventional strategy. The data of this research were collected through writing test. The data analysis of post-test showed that the mean scoreof students' writing skill in experimental class were 77.75 with 6.51 standard deviation and the mean score of students' writing skill in control class were 67.58 with 6.42 standard deviation. Those data were taken after both classes given treatments for several times with tcalculated = 5.113 and ttable = 1.645. It means the score of tcalculated was bigger than the score of ttable (tc > tt). Based on the analysis, it was concluded that RAFT strategy gave significant effect toward students' writing skill of

recount text rather than conventional strategy. It was provenby students score in experimental class was higher than control class.

Another strategy which was implemented in one of the experimental groups in this research is Climbing and Diving strategy. It was found that it is significant toward the students' motivation in writing expository. Through the t-test calculation the result of the computation is t value = 0.909. If it is compared to the t table α = 0.05. It means that t value > t table. Statistically ha > ho. It means that Climbing and Diving strategy significantly effect the students' motivation in writing expository. Furthermore, a 20 item questionnaires were given to the students in this group. And it was found that the students gave positive responses toward the use of Climbing and Diving strategy. They were motivated to write after the implementation. It can be proven from the data of the questionnaires that the highest frequency of the students' agreement is value or score 3 which means agree. It describes that students agree to the statements of questionnaire related to the strategy. The agreement here means that they could feel the effectiveness of the strategy to increase their motivation in writing, so that they chose agree (value 3).

Moreover, from the analysis of the questionnaire, the students' responses to the level of agreement were analized and it was found that the students were motivated in writing especially expository. It can be proven from their responses towars the ithems in questionnaire. The questionnaire used Likert scale such as 4 (strongly agree), 3 (agree), 2 (uncertain), 1

(disagree), and 0 (strongly disagree). The highes frequency in both classes (experimental group I and experimental group II) is value or scale 3 which is agree. Based on the analysis, most of the students agree with the statements related to the effectiveness of the strategies. It means that they could fell the effect of the strategies in motivating them to write. The students had positive input trhough the implementaion of both strategies. After the implementation of the strategy they felt writing is not a difficult task anymore. The strategies gave the students easiness especially in writing. Then, finally the students are motivated to write because they already get effective and easy ways to write.

Related to the implementation of Climbing and Diving strategy. A research conducted by Marjohan found that this strategy give effect toward writing competency of the seventh grade students significantly. The result confirm that there was increasing in writing competency between the students taught by Climbing and Diving strategy and those taught by conventional strategy. It is proven by the calculation of the scores. The value of the t-test used is 0.05 which is higher than the value of the strategy 0.001. This difference states that Climbing and Diving strategy significantly effect on the students' writing competency.

Based on this transcription, students thought that RAFT has a weakness. They confessed that they could write what in their mind at that time. They must focus on RAFT strategy. If they did not have something to write on that format they started to get stuck. As the effect of this, the ability of students' writing is law.

Another students' difficulty during writing with RAFT is they were stucked in the middle of the writing. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing. This strategy is perfectly helpful for the students in determining topic and making the draft. But when the process of the writing ran, the students started to be stressed because they did not know what to write anymore. The students could not continue their writing.

Furthermore, it was also found that students face difficulty in writing through applying Climbing and Diving strategy. The first problem is the students had no enough time to think and explore their writing content. The duration of every step is only ten minutes which hard for students to have enough time thinking what they want to write. Climbing and Diving strategy does not always give students enough time to write the drafts because of the limited time.

The second difficulty is that loose of control. Many of the students have no control when they were writing. They did not have format to follow to write. Because of this freedom, the writing content was not satisfying.

Accordingly with the above problem, Pratiwi investigated the students' problems in writing and it was found that the students lack of vocabulary when they were drafting and demonstrating a topic; since, RAFT provided them with many ideas to think about. Consequently, the students had difficulties in translating words in English although it could be overcome by using dictionary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the analysis, the conclusions are drawn as follows:

1. RAFT strategy significantly affect the students' motivation in writing expository. The calculation shows that t value is higher than t table which is 0.756 > 0.05.It means that t value > t table. Statistically ha > ho. It means that RAFT strategy significantly affect the students' motivation in writing expository. Then, ha is accepted and ho is rejected.

2. Climbing and Diving strategy significantly affect the students' motivation in writing expository. The result of the computation is t value = 0.909. If it is compared to the t table α = 0.05. It means that t value > t table. Statistically ha > ho. It means that Climbing and Diving strategy significantly affect the students' motivation in writing expository. Then, ha is accepted and ho is rejected.

3. The problems which students face during the implementation of RAFT and Climbing and Diving strategies in writing expository are:

    a. RAFT does not provide enough chances for the students to write some ideas which come up to their mind. The students are limited to write based on the format which are set in this strategy.

    b. RAFT strategy only helps students to pass choosing topic and drafting which are parts of pre-writing. The students get stuck in the middle of wriitng process. This strategy only help them in choosing the topic and dfrat.

    c. Climbing and Diving strategy does not always give students enough time to write the drafts because of the limited time. This strategy limit the time for the students to write. This limitation in fact cause problem to the students. However, students need longer time to express their thoughts through writing.

    d. Students may lose control in writing because the is no certain pattern of this strategy. In this problem students told that they often write whatever come up to their mind at that time. It is often they write without control.

B. Suggestions

The results of this research are suggested as follows:

a. it is important for the teacher to apply RAFT and Climbing and Divinf strategies to increas students' motivation especially in writing expository.

b. for the students, RAFT and Climbing and Divinf strategies can be an interesting strategy in learning English, because there were interesting things found in this strategy.