

**PENINGKATAN KEMAMPUAN MENULIS TEKS DESKRIPSI MELALUI
PENERAPAN STRATEGI RAFT (ROLE-AUDIENCE-FORMAT-TOPIC) PADA SISWA
KELAS VII SMP NASRANI 2 MEDAN**

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ABSTRAK :

Penelitian ini terdiri dari tiga siklus. Prasiklus, Siklus I, Siklus II. Teknik pengumpulan data yang digunakan wawancara, tes, observasi, dokumentasi. Instrument penelitian yang digunakan meliputi wawancara, tes, observasi, dokumentasi. Data yang terkumpul dianalisis memakai teknik analisis deskriptif kualitatif serta didorong melalui data kuantitatif. Hasil pengkajian ini menggambarkan jika pelaksanaan strategi RAFT bisa mengembangkan ke ahlian menulis teks deskripsi terhadap peserta didik kelas VII A SMP NASRANI 2 MEDAN baik dari segi proses pembelajaran menulis teks deskripsi. Peningkatan proses bisa diamati terhadap kegiatan peserta didik untuk menyimak pembelajaran, keaktifan, serta kondisi pembelajaran dikelas kondusif. Hal ini diamati terhadap hasil tes menulis teks deskripsi dari tahap prasiklus, siklus I, sampai siklus II terjadi pertumbuhan. Nilai rata-rata kelas juga mengembang 67,7, siklus I 76,1,dan siklus II 83,8. Dapat disimpulkan bahwa strategi RAFT merupakan salah satu strategi menulis yang mampu meningkatkan kemampuan menulis teks deskripsi.

Kata kunci: **strategi RAFT (*Role-Audience-Format-Topic*)**

IMPROVING THE ABILITY OF WRITING DESCRIPTION TEXT THROUGH THE APPLICATION OF THE RAFT STRATEGY (ROLE-AUDIENCE-FORMAT-TOPIC) IN CLASS VII STUDENTS OF SMP NASRANI 2 MEDAN

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ABSTRACT :

This research consists of three cycles. Precycle, Cycle I, Cycle II. Data collection techniques used interviews, tests, observation, documentation. The research instruments used include interviews, tests, observation, documentation. The collected data were analyzed using qualitative descriptive analysis techniques and supported by quantitative data.

The results of this study indicate that the application of the RAFT strategy can improve the ability to write descriptive text in class VII A SMP NASRANI 2 MEDAN both in terms of the process of learning to write descriptive text. Process improvement can be seen in student activity in paying attention to learning, activeness, and a more conducive learning atmosphere in class. This can be seen in the results of the descriptive text writing test from the pre-cycle stage, cycle I, to cycle II which have increased. The class average value also increased 67.7, the first cycle 76.1, and the second cycle 83.8. It can be concluded that the RAFT strategy is a writing strategy that can improve the ability to write descriptive text.

Keywords:RAFT strategy (Role-Audience-Format-Topic)