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The Effectiveness of Using RAFTs Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza

فاعلية استخدام استراتيجية RAFTs في تحسين مهارات الكتابة
باللغة الإنجليزية لدى طالبات الصف العاشر في غزة

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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Effectiveness of Using RAFTs Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza

فاعلية استخدام استراتيجية RAFTs في تحسين مهارات الكتابة باللغة الإنجليزية لدى طالبات الصف العاشر في غزة

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ أحمد اسعيفان اسماعيل الصوراني لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

فاعلية استخدام استراتيجية RAFTS في تحسين مهارات الكتابة باللغة الإنجليزية لدى طالبات الصف العاشر في غزة
The Effectiveness of using RAFTS Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 27 شعبان 1438هـ، الموافق 2017/05/24 الساعة الواحدة ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التربية/قسم مناهج وطرق تدريس. واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق،،،

نائب الرئيس لشؤون البحث العلمي والدراسات العليا

عبد الرؤوف علي المناعمة



Abstract

Study Aim: This study aimed to investigate the effectiveness of using RAFTs strategy in improving English writing skills among female tenth graders in Gaza.

Study Approach: To achieve this aim, the researcher adopted the experimental approach and selected a sample of (68) female tenth graders studying at Hassan Salama Elementary School for Girls (A) in the Gaza Strip.

Study Sample: The researcher chose two classes from the four tenth grade classes in the school and randomly assigned one class as an experimental group consisting of (34) female students and the other as an a control group consisting of (34) female students. The traditional method was used in teaching writing to the control group, while the RAFTs Strategy was used with the experimental one in the second term of the school year (2016-2017).

Study Tools: As a main tool for the study, the researcher used an achievement test of six questions designed and validated to be used as a pre- and posttest. Used as a pre-test, the achievement test was meant to prove the groups' equivalence. Besides, it was used as a posttest to measure any possible differences between the two groups. In addition, the researcher used a content analysis card and a rubric to score students' writing.

Most important study findings: The findings of the study revealed that there were significant statistically differences in learning English writing between the experimental and the control groups in favor of the experimental group, and this was attributed to using RAFTs Strategy.

Study most important recommendations: Based upon the previous findings, the study recommended the necessity of implementing RAFTs Strategy in teaching and learning English writing to bring about better outcomes in students' achievement. Also, the researcher suggested that further research should be conducted concerning the effectiveness of using RAFTs strategy in teaching different English language skills and other school subjects as well.

ملخص الدراسة

هدف الدراسة: هدفت هذه الدراسة إلى التعرف على فاعلية استخدام استراتيجيات RAFTs في تحسين مهارات الكتابة باللغة الإنجليزية لدى طالبات الصف العاشر في غزة.

منهج الدراسة: من أجل تحقيق هدف الدراسة، استخدم الباحث المنهج التجريبي.

عينة الدراسة: طبقت الدراسة على عينة ممثلة مكونة من (68) طالبة من مدرسة حسن سلامة الأساسية (أ) في قطاع غزة، حيث قام الباحث باختيار صفين من 4 صفوف في المدرسة وعين فصلاً بطريقة عشوائية كمجموعة ضابطة مكونة من (34) طالبة والفصل الآخر كمجموعة تجريبية مكونة من (34) طالبة أيضاً. استخدم الباحث الطريقة التقليدية في تدريس المجموعة الضابطة بينما استخدم استراتيجيات RAFTs في تدريس المجموعة التجريبية وذلك في الفصل الدراسي الثاني من العام الدراسي (2016 – 2017).

أدوات الدراسة: ومن أجل جمع البيانات صمم الباحث اختباراً تحصيلياً مكوناً من 6 أسئلة، ومن ثم قام بالتحقق من صدق الاختبار وثباته، وقد استخدم الباحث الاختبار التحصيلي كاختبار قبلي وذلك للتحقق من مدى تكافؤ المجموعتين وكاختبار بعدي وذلك لقياس أي فروق ذات دلالة إحصائية بين المجموعتين. كما استخدم الباحث بطاقة تحليل محتوى وقائمة معايير لتقييم كتابة الطالبات في اللغة الإنجليزية قبل وبعد تطبيق الاستراتيجية عليهن.

أهم نتائج الدراسة: لقد خلصت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية في تعلم مهارة الكتابة الإنجليزية بين المجموعتين التجريبية والضابطة وذلك لصالح التجريبية تعزى لاستخدام استراتيجيات RAFTs.

أهم توصيات الدراسة: في ضوء النتائج أوصت الدراسة بضرورة توظيف استراتيجيات RAFTs في تعلم اللغة الإنجليزية لتحقيق نتائج أفضل في تحصيل الطالبات، كما واقترح الباحث ضرورة إجراء المزيد من الدراسات للتعرف على أثر استراتيجيات RAFTs على مهارات أخرى من اللغة الإنجليزية وغيرها من المواد الدراسية.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"وَقُلْ رَبِّ زِدْنِي عِلْمًا"

[طه: 114]

DEDICATION

I would dedicate my work

To my beloved father, who has always waited for my success.

To my dear mother, who has provided me with patience and perseverance.

To my brothers and sisters.

To my dear wife, who has done her best to help me and patiently waited for the achievement of my ambition.

To all my colleagues in Faculty of Arts, IUG.

To all my friends and students.

To my beloved country, Palestine.

To all those who lightened my way toward success.

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Peace and blessings of Allah be upon all prophets and messengers, especially on Mohammed, the last of the prophets and on all those who have followed him in righteousness until the Day of Judgment.

All praise to Allah for enabling me to undertake this research. As Prophet Mohammed (peace be upon him) said, "He who is thankless to people is thankless to God." Therefore, I greatly acknowledge the contribution of the sincere people who supported me throughout this study. This study would not have been accomplished without the support and assistance of those dedicated and helped me.

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Chapter I

Study Background

Chapter I

Study Background

This chapter outlines the study background and states its problem. It also presents the hypotheses, the purposes, the significance and limitations of the study. In addition, it presents the operational definitions of the study terms adopted by the researcher.

1.1 Introduction

As a source of knowledge and science, English is considered as a universal language and the most used globally. Learning foreign languages, particularly English, has become an urgent need in the contemporary life in the light of the information revolution and the advanced communications technology. This information revolution has dissolved barriers between people and cultures, and turned the world into a small global village whose parts are adjacent and benefit from each other. Learning English as a foreign language helps to understand others' ideas, and spreads the cultural communication between nations. It also contributes actively to the transfer of science, knowledge, experiences and culture through translation (Abdallah, 2013).

Writing is one of the ways for people to communicate ideas and information. They can express themselves effectively in a written form. For school students writing is a medium to express their thinking and feelings. They will improve their ability to think clearly because they have to organize those ideas correctly. It is aimed to produce and prepare the students as the creative generation and also the critical thinkers (Depdiknas, 2006).

English is one of the main languages of international communication. In Palestine, English as an obligatory foreign language has been integrated into the school curriculum starting from the elementary school until university. The teaching process focuses on the four main language skills (listening, speaking, reading and writing) and four language areas (vocabulary, structure, functions and phonology) (Depdiknas, 2006).

Writing in a foreign language is not easy for students, as most of them cannot express their ideas clearly. They cannot write down a good topic sentence as a starting

point in their paragraph. They also do not know the relevant words to the content of their writing. Furthermore, they have difficulties in organizing those ideas into the correct order as the majority of them have problems in grammar including using the appropriate tenses.

Students still have significant problems with the mechanics of writing; they are oftentimes in doubt about the use of correct punctuation, like commas, full stops, colons, etc. They also have problems with correct spelling. Even some students find the use of capitalization a problem (Radjab, 2013 and Ur, 2000).

It can be assumed that the students' writing ability in developing a paragraph is still more in the level of sufficient and poor. It is caused by some factors. First, the students do not have the ability to express their ideas clearly. They still have difficulty in writing a good topic sentence in their paragraph. Second, they still have limited vocabulary, which makes them have difficulty to choose the appropriate words relevant to the content of their writing. Third, the students are not familiar with the criteria of developing a good paragraph. Finally, the writing strategies applied in the classroom do not really help the students to be able to construct a good paragraph (Lea and Street, 1997).

One of the necessary skills pupils must learn is writing, but the tenth grade pupils still have a low level, especially in writing a paragraph. The researcher concluded after conducting informal interviews with English teachers and reviewing students' performance tests that the majority of students faced problems in the writing skill mainly the process as well as the product. Not only did they have punctuation, structure and spelling difficulties, but they also had difficulties monitoring, developing and building ideas, organizing those ideas too so the students could not produce well-written forms. Furthermore, students faced difficulties in starting their written text, especially building sentences such as the topic or supporting sentences. The difficulties included also the process of arranging those sentences in a consecutive order based on the basic text structure. Additionally, the proper use of tenses was a challenge too. Key factors for lower achievement can be added as a further challenge for the writing skill such as

boring methods in teaching, limited motivation, and little attention for input quality (Sudarningsih and Wardana, 2011).

There is interaction among writing competency, RAFTs strategy, and anxiety. In writing, the students may be influenced by anxiety, which affects the result of their writing. Both high and low anxiety will influence students' writing competency. The students who have a higher level of anxiety will have their achievement more badly affected; that is, lower achievement than students who have lower levels of anxiety. Therefore, they need a kind of strategy which enables them to write more easily. As explained above, RAFTs strategy can be effective in improving students' writing competency as it may reduce students' anxiety (Parilasanti, et. al., 2014).

According to the importance of the topic and the role of new learning strategies in improving the female students' skills in English writing, the study was chosen to investigate the effectiveness of RAFTs strategy in improving writing skills among the 10th grade female students in Gaza.

1.2 Statement of the problem:

Among the four language skills that are learned by the students, the writing skill is considered as an important communication medium. Simply, students and people generally through written forms can express their feelings and generate new ideas. Hence, understanding and developing this skill is strongly needed. On the other hand, it is not easy to write down your ideas in a written form. This could be related to the difficulties and low abilities for effective writing among students (Sudarningsih and Wardana, 2011).

RAFTs is a strong useful strategy in teaching writing in order to enhance students' writing competences. It can be used and widely applied to help students to understand the four components of the strategy which are: role as writers, the audience, written formats, and the writing topic where the student is talking about RAFTs strategy as acronym that refers to writer role (R), Audience (A), written products format (F), and written Topic + strong verbs (Ts).

1.3 Study main question:

What is the effectiveness of using RAFTs strategy in improving the English writing skills among the tenth female graders in Gaza?

1.4 Research questions:

1. What are the writing skills that will be developed by using RAFTs strategy among tenth grade female students?
2. What is the nature of the RAFTs strategy that will be used to improve the writing skills among tenth grade female students?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in composition (paragraph) writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in formal letter writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method?
5. Are there statistically significant differences at ($\alpha \leq 0.05$) in talking about oneself in writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method?
6. Are there statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental in the pre- and post-application of the writing with reference to the elements of the RAFTs strategy?

1.5 Research Hypotheses:

The research experiment the following hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in composition (paragraph) writing in the posttest between the mean scores of the experimental

group taught writing using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) in formal letter writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in talking about oneself in writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental in the pre- and post-application of the writing test with reference to the RAFTs strategy.

1.6 Study variables:

1. **Independent variables:** RAFTs strategy
2. **Dependent variable:** tenth graders' writing skills

1.7 Research Objectives:

1. Reviewing the concepts of RAFTs strategy in learning English and its characteristics.
2. Identifying the steps of applying the RAFTs strategy in learning English.
3. Identify the effect of applying the RAFTs strategy on improving the writing skills of tenth grade female pupils in Gaza.
4. Recognize the effectiveness of RAFTs strategy on the means of tenth grade female students' collection in writing in English language.

1.8 Importance of the study:

The importance of this research can be attributed to the following:

1. Few studies considering the role of RAFTs strategy in improving writing English have been conducted in the Arab world according to researcher's best knowledge.

2. Presenting RAFTs strategy to the English teachers to add it to their repertoire of teaching methods instead of using traditional teaching methods all the time.
3. Encouraging the Ministry of Education to develop teachers' performances through providing the suitable environments to apply new/modern teaching strategies such as RAFTs.

1.9 Limitations of the study:

1. Spatial limits: Hassan Salama Elementary School for Girls (A) in Gaza City was selected, purposely, while classes were distributed randomly.
2. Objective limits: English for the tenth grade, writing activities were taught using RAFTs strategy.
3. Time limits: sample members were selected from the tenth grade for the 2nd semester of the academic year 2016 - 2017.
4. Human limits: Tenth grade students.
5. Exclusion of male students.

1.10 Definition of terms:

- **Effectiveness:** is the degree or level to which the objectives of a lesson are achieved and the extent to which targeted difficulties are solved. Effectiveness means producing a result that is wanted "doing the right thing" and the change in the learners' achievement level in English language that may result from implementing the suggested RAFTs strategy.
- **RAFTs Strategy:** A tool to help students to understand the four main components: writer role, audience, written products format, and the content or the topic. RAFTs strategy as acronym refers to writer role (R): Imagine yourself as a writer! Who are you? Sir Ahmed? A singer? A dog? A mechanic? Audience (A): Who will read? Is your audience the family? The Palestinian community? A close friend? Your manager? Written products format (F): Which format your written product will take? A letter? A Blog? A speech? A poem? Written Topic + strong verbs (Ts): What is your topic or points you are going to talk about? Is it to convince your father to change his daily bad habits? To pass a

test? To plan for a birthday party for a close friend? From another point of view, students away of their own are being encouraged to solve most of RAFTs written assignments, also to write for another audience. Hence, creative thinking and innovative response are supported to help students to connect what they learned as new information with their imagination (Santa, 1988).

- **English Writing:** It is the process of re-encoding the spoken English in a written form on the paper, using forms that are connected together according to a common system set by the native speakers at a time. As a result, every form represents the equivalent of a linguistic sound. These forms are used to transfer the ideas and opinions of the author, and reflect his/her feelings and needs for others who represent the second party of the communication process (Javid & Umer, 2014). English Writing is operationally defined as the use of grammar, punctuation, prepositions and synonyms to make sentences and paragraphs in English. So, English writing is a tool of critical thinking and it contributes to the development of English language.
- **Tenth graders:**
School students who are between 16 and 17 years old registered in grade 10.

1.11 Summary

This chapter tackled the following issues (1) the introduction, (2) the statement of the problem, (3) Main question, (4) Research questions, (5) the hypotheses of the study, (6) the variables of study, (7) the objectives of study, (8) the significance of study, (9) limitations of the study and (10) the definition of the study terms. Literature review of both the previous studies and theoretical framework will be outlined in the next chapter.

Chapter II

Literature Review

Chapter II

Literature Review

This chapter consists of two main parts. The first part consists of two main domains. The first domain outlines issues regarding RAFTs strategy entailing aspects such as its definitions, importance, elements, use as a writing strategy, advantages and disadvantages, and implementation inside the classroom. The second domain tackles points related to writing skills and entails aspects such as their definitions, importance, objectives, purposes, writing requirements, writing process stages, mechanics of writing, teaching writing, and objectives of teaching writing to tenth graders using *English for Palestine 10*. The second section of this chapter discusses the previous studies on RAFTs strategy and writing skills. The study review will involve a summary of their objectives, samples, tools, findings, conclusions, recommendations, and finally the researcher's comments on these previous studies.

2.1 RAFTs Strategy

2.1.1 Overview:

Writing is a vital skill required widely in jobs and across all fields, where all employees as well as students should develop and grow that skill for better achievement. Nevertheless, what the assignment or the format is, it is very important to understand the tips of correct and good writing because this will lead them to develop a piece of writing correctly and quickly. According to Barry, et al. (2010), good writing is clear, straightforward and easy to understand and has confident beginnings and endings. Furthermore, good writing reflects the writers' involvement in the topic they are writing about and is able to arouse a reader's interest in it. Good writing requires the students to consider audience and purpose. Effective writing enables students to write fluently and purposefully for an audience (Lucantoni, 2002).

RAFTs is considered as an effective writing strategy to solve some of the problems facing students while learning how to write. RAFTs strategy as an acronym that refers to writer role (R), Audience (A), written product format (F), and written

Topic + strong verbs (Ts). These key elements should be evident in every good writing assignment (Buehl, 2014). The RAFTs strategy boosts students' understanding of their role as writers, their audience, their varied formats, and their expected content. This writing strategy helps students to raise their ability to think critically and reflect while synthesizing what they have learned (Sejnost and Thiese, 2010). In addition, RAFTs strategy also bolsters the students' sense of what it means to be a writer by making them aware of the impact that the topic and the format can have on their audience. Therefore, specificity and focus of the writing in the strategy can make the students enjoy writing (Sejnost and Thiese, 2007).

2.1.2 Definition of RAFTs strategy:

RAFTs is an acronym of a structured strategy that can be used to guide students' writing. The teacher can use RAFTs strategy to show students' writing skills. It combines different elements of writing which include imagination, creativity, and self-motivation. According to Urquhart and McIver (2005), RAFTs strategy as an acronym refers to the writer role (R): Imagine yourself as a writer, How are you? Audience (A): Who will read? Written product format (F) :Which format your written product will take? Topic (T), who or what is the subject of this writing?, and which are the strong verbs (s)? The RAFTs writing strategy helps the writers make decisions while they are drafting. It can be said that the writers who determine the purpose for their writing and the audience for whom the writing can maintain the focus during the drafting process. Knowing who the audience will be and the purpose for the writing will influence how the writers proceed with their work.

A similar idea is also stated by Singleton and Newman (2009), who say that the points or the topic can be tackled from various perspectives when he/she wants to write something to someone. It will not only show someone's knowledge to develop the topic, but it will also allow some creativity. This strategy encourages students to think outside the box with more creativity about what they are writing about and study. Moreover, it enhances the ability of connecting people, things, events, places, times and what they are reading about to their thinking process to produce a creative written product.

Furthermore, Buehl (2009), states that RAFTs strategy involves writing from a point of view which supports writing assignments to be solved with full creativity, strong motivation as well as good and wide imagination. Students' writing goes to the audience not only for the teacher; they do their writing in a form not in a standard assignment. It means that the students will develop their ability in writing by expressing their ideas clearly and effectively in a certain form and for the audience that they choose as their target.

In addition, Sejnost and Thiese (2010) state that RAFTs can improve students' ability to think critically because it requires that the students examine the topic that they have studied from a different perspective from that of their own. Then, they write the topic for an audience in unfamiliar format or it can be said that it is new to them. It is also suggested that the teacher gives a model before asking the students to use it independently.

Simon (2012) believes that RAFTs helps students to realize their role as writers by using RAFTs as a writing strategy. It also helps them to learn how to demonstrate their points and ideas effectively in order to make the readers understand what has been written. In addition, Simon says that RAFTs writing strategy helps students to be more aware of the audience, and different formats in addition to the points and topics which they are going to mention.

It can be concluded from what has been mentioned above that RAFTs can help the students to think creatively during the process of writing because it is used to demonstrate students' knowledge by using a defined point of view. The students are asked to analyze, synthesize, generalize, and evaluate the information in order to be written to the format.

2.1.3 The importance of RAFTs strategy:

Parilasanti, et al., (2014) state that RAFTs strategy is important because of the following:

1. Improving students' writing competence.

2. Assisting students to realize their role as writers, the audience, the different writing product formats, and the topics they are discussing.
3. Providing opportunities for the students to demonstrate what they understand from different topics through their experience, which helps them to think about the subject and communicate their understanding of it in a creative and interesting way.
4. Encouraging students to organize their thoughts and holding their attention because they are focused on the writing activity. This strategy is attractive to the students to study so that they will give their effort to the writing task.
5. Solving students' problems or difficulties in understanding a sentence.
6. Improving students' interest and motivation of studying in the classroom.

2.1.4 Elements of RAFTs strategy:

According to Kurtis, et al. (2011), applying RAFTs is relatively easy once students understand its fundamental elements that pertain to the writing skills. These elements are as follows:

- **Role:** One critical element that students must understand about all writing is that it reflects perspectives or points of view, and there is no writing without bias. This idea affects students to be mature and they also realize the significance of the perspective in writing because students need to be familiar with the different roles they can act as writers.
- **Audience:** It can be one of the most fun and challenging elements of writing. Students can learn some critical lessons about writing as a medium for communication by writing on similar topics but to varying audiences. Otherwise, students might be assigned a topic and a single audience to address and then compare their writing to see how each approached that particular audience. Another possibility is to present a topic and ask if writing varies according to audience and format. How might students present an issue if they were texting a friend, twittering or blogging, or writing a formal letter to the president?

- **Format:** As students learn and become experienced with various writing formats, they are putting more tools in communications toolbox. Students are often eager to learn various formats for writing and seek alternatives to basic narrative writing. Varying formats offer opportunities for creative writing and avenues for expressions that might not surface if students are limited to basic essay writing.
- **Topic:** Selection of a writing topic often presents the greatest struggle in content area writing. Teachers usually have some specific essential questions for students to address. When considering topics, it is useful to think in terms of what kind of questions students should address; the students have to consider the conceptual ways in which that essential point can be approached. This can be determined through different topic prompts. Moreover, giving writers the opportunity to think through specific writing prompts, they might like to pursue in an effective way to engage them in writing about central issues for class.
- **Strong verbs:** One adaptation to RAFTs is by adding “s” to make the acronym RAFT(s). The “s” refers to “strong verb” and suggests students should show how strongly they feel about a particular topic: whether they are bothered, angry, curious, confused, or relieved, for example. Because there are times when students’ strong feeling about a topic may be important for the presentation, there are times when this might be unnecessary. However, it is an interesting adaptation to consider. Figure (2.1) and Table (2.1) below sketch these different elements of RAFTs.



Before brainstorming and planning your writing, analyze the assignment using RAFTS



Figure (2.1): RAFTs Elements

Table (2.1) :RAFTs Elements

Role	Audience	Format	Topic
<ul style="list-style-type: none"> • writer • artist • character • scientist • adventurer • inventor • juror • judge • historian • reporter • rebel • therapist • journalist 	<ul style="list-style-type: none"> • self • peer group • government • parents • fictional character(s) • committee • jury • judge • activists • immortality • animals or objects 	<ul style="list-style-type: none"> • journal • editorial • brochure/booklet • interview • video • song lyric • cartoon • game • primary document • critique • biographical sketch • newspaper article 	<ul style="list-style-type: none"> • issue relevant to the text or time period • topic of personal interest or concern for the role or audience • topic related to an essential question

2.1.5 Why use RAFTs strategy?

RAFTs is a writing strategy which believes in its ability to help students and to encourage them to understand and realize their role as a writer and also to communicate effectively with readers so they can easily understand their ideas and what topics they are discussing. Furthermore, RAFTs strategy helps students to be more aware of their audience, the different formats in addition to the points and topics which they are going to mention. Hence, teachers who are using this strategy can support creative writing, encourage students to grow ideas and topics from another point of view. Therefore, RAFTs can help students practice their skill effectively because of the following:

- It contains writing from another point of view.
- It helps students to pick up important writing skills, for example: audience, organization, and ideas.
- It encourages students to think with more creativity.
- It can be used widely in different fields.

2.1.6 Benefits of using RAFTs strategy:

The RAFTs strategy can be differentiated by readiness level, learning profile, and student interest. It can be tailored to meet the needs of every student. Students who require guided instruction benefit from being given the role, the audience, the format, and the topic. This allows them to focus on one topic and one point of view at a time. This also allows them to master the use of the strategy. Students who have mastered the RAFTs strategy can be given a variety of options. They can also be given the option to create their own! This fosters creativity (Buehl, 2013).

2.1.6.1 Benefits for the student writer:

1. Students give more thoughtful and often more extensive written responses as they demonstrate their learning.
2. Students are more active in processing information rather than simply answering questions.

3. Students are given a clear structure for their writing; they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly.
4. Students are well encouraged and motivated enough to do their assignments so that the task can involve them personally and allow for more creative responses to learning the material.

2.1.6.2 Benefits for the teacher:

1. Students are encouraged to reread and to examine a text from perspectives other than their own and to gain insights on concepts and ideas that may not have occurred to them during the initial reading of an assignment.
2. RAFTs is a strategy that can be used to teach all content areas, including science, social studies, and math.

2.1.7 RAFTs as a writing strategy:

The ability to produce spoken and written discourse is the aim of learning English in school. The process of teaching and learning English focuses on certain literacy levels. According to Depdiknas (2006), literacy stages include performance, functional, informational, and epistemic. Performance refers to the ability of the students to read, write, listen, and speak using the symbol. Functional aspects refer to the ability of the students to use the language to meet their daily needs. Informational level indicates students' ability to access knowledge using their language ability. The epistemic level indicates students' ability to express knowledge in the target language.

To develop writing skills requires that learners follow the process of learning how to get ideas, how to put them together, how to get them on the paper, and how to polish them into a piece of writing (Umaemah, et al., 2016). The process of writing involves content, organization, vocabulary, language feature, and mechanics. A writing task involves simple sentences to elaborated texts or essays. It is the process of putting, discovering, and organizing feelings, beliefs, and the ideas through symbols and through a well-constructed text. In other words, writing requires specific knowledge that helps the writer to put his or her thoughts, useful words and meaningful writing product forms

to communicate the message in the text. Brown (2007), considers writing as a very difficult skill students can learn as a foreign language. Learning writing, especially in the second or foreign language, needs to focus on many aspects in a certain time. Richard and Renandya (2002), explain that the difficulty lies in the creating process and how to organize ideas, especially using best choices of terms, sentences, as well as paragraphs and also how to convert your ideas using a correct text and readable one.

Ghazali (2010), adds that writing is a complex activity because the writer has to control sentences with some elements: structure, vocabulary, spelling, punctuation, etc. A writer needs to have enough language ability and general intellectual skills to generate and organize ideas in coherent, logically ordered, intelligible sentences and paragraphs in a piece of writing. According to Richard and Renandya (2004), good attention should be paid to planning and forming in a high level. Where low-level skills could be acceptable for punctuation and spelling, etc. writers have to learn by developing the ability to manipulate language (Hyland, 2003). Raimes (1983), says that writing is useful to reinforce grammatical structures, idioms, and vocabulary and to get the students to take adventure with the language. Additionally, Harmer (1998), argues that students essentially need to learn writing as a language skill. It indicates that writing ability is important to learn especially for the students of junior high school because the younger the learners are, the better they gain the acquisition of language especially in learning a foreign language.

EFL learners who want to write in it need appropriate ways to be effective. Tanatkun (2008), states that it takes a long time to notice development and achievement in writing among non-native students as learning English writing is a challenge for them. Furthermore, Galbraith (2009), adds that to learn how to write in another language is not considered as a matter of enhancing your verbal skills, or translating it from one language to another; writing is deeper; it is the effect on the writer's beliefs and thoughts.

Concerning dealing with the students' difficulties in writing English, Mukminatien (1991), states that the difficulties are caused not only by the students themselves but also

because of inappropriate techniques of approaching language teaching. There are many reasons, according to Umaemah, et al. (2016), why teachers have treated writing unfairly: the big class size, limited time, teacher's low competence, and the requirements of the final examination. The writing task for the students in the early stage of writing activities is controlled by the teacher. Teachers must avoid giving activities that do not encourage the learners to think about what they write and which in any case do not help them to understand how language forms. Last, teachers must demonstrate that writing has the purpose of communication.

In respect to the gap between the importance of writing in learning English and the students' problem in writing, Raimes (1983), (as cited in Santi, et al., 2014), mentions some reasons that indicate the importance of teaching writing. Firstly, writing supports the grammatical structure, idiom, and vocabulary where teachers use it in the class. While writing, students are free to adventure with the English language. Second, students are deeply involved in the language with their readers and themselves. Mukminatien (1991), adds that creating an interesting atmosphere in the classroom is a big job for the teacher.

The function of RAFTs strategy in the writing process is to help students generate ideas by arranging RAFTs assignment. In this step, students generate their ideas by connecting Role, their Audience, writing products Format, in addition to the subject and Topic for writing in detail. The students are ready to write the draft after they have done the RAFTs assignment. In other words, RAFTs strategy has a significant role in the writing process especially in the prewriting stages. Alisa, et al. (2013) add that RAFTs strategy encourages creative writing by students and thinking of a subject or a topic starting from various points of view to specific audience in a variety of formats of text. The position of RAFTs strategy in the process writing is to open the students' minds for generating ideas by connecting the concept of role, audience, format, and topic in their draft. The integration of the four elements leads the direction of process of writing the draft according to the context. Additionally, the column of topic provides some vocabularies and language features. Therefore, the writing process becomes easy.

Furthermore, the students can solve their problems in generating ideas in writing short messages through RAFTs assignments.

Sejnost and Thiese (2010) state that RAFTs strategy also bolsters the students, which means to be a writer by making them aware of the impact that the topic and the format can meet their audience. Therefore, it makes students enjoy their writing. In other words, the insight as writers for learners in RAFTs strategy leads to the emergence of the new spirit to explore their writing task. Furthermore, RAFTs strategy is simple but gives the students opportunity to explore their imagination of what they want to do according to their creativity after they have found ideas by working on the RAFTs assignment. Santi, et al. (2014), say that RAFTs strategy encourages students to connect their past information with new knowledge as well as concepts. It also helps students to think critically in the topic and put it in a good context.

Some studies about RAFTs strategy have shown positive improvement in the students' writing. Santi, et al. (2014), indicate that there were major and considerable differences in the writing skill between students taught using RAFTs strategy and the conventional strategy. Lindawati, et al. (2014), show that RAFTs strategy improved the students' performance in writing formal letters from cycle to cycle. It strengthened their sense of writers by making them aware of the impact of the topic on the format and their audiences. Furthermore, RAFTs strategy also helped the students write better expressions while writing formal letters and responding to the given writing prompts accurately. Sudarningsih and Wardana (2011), exhibited that text writing indicates very good motivation for learning, strong positive attitude in addition to active participation.

The results of the study of Umaemah, et al. (2016), indicate that RAFTs strategy was effective in solving the problem in the writing class in different levels of school. The positive contributions in using RAFTs strategy for writing class is relevant as a pre-writing strategy in the early stage of process writing, and it is in keeping with the characteristics of the students' problems of eight grade students.

2.1.8 Advantages and disadvantages of using RAFTs strategy:

When using a certain strategy, the teacher has to know the advantages and disadvantages of the strategy before implementing it in the class. According to Jimenez (2014), there are some advantages and disadvantages of RAFTs strategy that the teacher should know; these are as follows:

2.1.8.1 Advantages:

- Fostering creativity
- Encouraging critical thinking
- Incorporating writing into content areas
- Showing students how writing relates to real word situations
- Teaching students how to create organized writing

2.1.8.2 Disadvantages:

- Students only consider one point of view per writing activity.

2.1.9 Implementing RAFTs strategy inside the classroom:

Following are all steps that the teacher should follow while using RAFTs strategy in teaching writing as adapted from (Alisa and Rosa, 2013).

2.1.9.1 Teacher's preparation

Teachers have to prepare before they come to the classroom in order to have the teaching-learning process run well. There are several important things that must be prepared before teaching the lesson.

2.1.9.2 Material:

The material has to be interesting for them in teaching writing, especially in teaching a functional text. The teacher prepares some examples of an advertisement. In order to get authentic material, the teacher can bring material that can be found on the internet or in magazines.

2.1.9.3 Media Preparation:

The media should be appropriate and interesting for students. In this case, the teacher should be careful to choose a piece of writing which is simple and appropriate for the students. First, the teacher shows the piece of writing on a video to activate their

background knowledge about the text. Second, the teacher brings some posters of the piece of writing to discuss the components of the text.

2.1.9.4 Lesson Plan:

When creating the lesson plan, there are several essential elements in preparing it. They are objectives, material, limitation of time.

2.1.9.5 Teaching Process

- **Pre - teaching activity:**

In this stage, the teacher prepares the students, both psychologically and physically to be involved in the learning process. The teacher may begin the lesson by greeting the students in order to catch their attention. To do so, the teacher can show them a photo related to the piece of writing and after that she can ask them some questions about it. Then, the teacher can introduce RAFTs strategy to the students by explaining to them that every writer needs to consider four components: Role, Audience, Format, Topic and strong verb. After that, the teacher also tells the students about the objectives of the materials that will be learned.

- **Whilst teaching activities:**

- **Exploration:** In the exploration activity, the teacher checks students' knowledge about the piece of writing by showing them two different posters which discuss the same topic. Then, the teacher asks them these following questions:

- What is the first poster about?
- What about the second poster?
- Are these posters the same?
- Are there any differences?
- What do the posters say?

These questions will check how far students' knowledge about the piece of writing is and it will also pull out their curiosity. After that, the teacher discusses the differences

between the two pieces of writing even though they discuss the same topic and explains to the students the reason why during writing they need to consider the role, audience, format, topic and strong verb because a different role, audience, format and topic will affect the writing itself by showing them the posters. So, it can be concluded that those pieces of writing are different because they have different audiences although they sell the same product.

2.2 English Writing

2.2.1 Introduction

Writing is a major language skill and a means of communicating ideas. So, student should be instructed in writing short dialogues, letters and paragraphs. Practice is a prerequisite to do better in the skill of writing. In addition to its communicative function, writing is very important in the process of teaching inside the classroom. Students must be trained under the guidance of the teacher inside the classroom by going through the several phases of the writing experience, namely: copying, dictation, controlled, guided and free writing. For pedagogical purposes, a writing program consists of three main phases: guided writing, controlled writing, and free writing.(ELT, Methodology(1) .2007)

2.2.2 Definitions of writing

Several definitions have been given to writing. "Writing is a complicated process involving the construct of the messages on paper and more recently on a computer screen" (Swales and Feak 1999, P. 34). Obviously, this definition is simple and wide. However, writing is defined as "a communicative ability which is to send the messages with the help of written abbreviations" (Millrood, 2001, P. 1). Moreover, Harmer (2005, P. 16), points out that writing is "a process of production." Subsequently, writing is not a passive and easy process or a mere of encoding of letters and words, but it must include: visual encoding, mental processing of what has been encoded, and relating it to one's experience. Writing is a simple process of how to find the most means for information, ideas and feelings.

2.2.3 The importance of writing:

Writing is very necessary in the learning process and in all the phases of learning because of the following:

- Writing expresses what a person thinks, believes, feels, etc.
- Writing enhances writers' ability to give worthwhile information.
- Writing helps students when they get feedback.
- Writing fosters students' ability to explain a simple and complex position to readers.
- Writing helps students move easily among ideas, facts, inferences, information and opinions.
- Writing is permanent. It makes one's thinking visible.
- Writing ideas down preserves them so that they can be reflected on later.
- Writing is a necessary job skill.
- Writing helps you understand how a fact is given discipline.
- Writing about one's ideas permits students to evaluate the adequacy of their argument.

2.2.4 Objectives of teaching writing:

1. The student should be familiar with the nature of writing and its role as a means of communication.
2. He/She should know the requirements for the writing skill.
3. He/She should be familiar with the different uses of writing in a foreign language.
4. He/She should be familiar with the different stages of writing and how to deal with each one.
5. He/She should understand and be able to apply the different methods of teaching writing.
6. He/She should be able to identify general problems and individual differences relating to writing.

7. He/She should understand the procedures of teaching guided composition.
8. He/She should produce a reasonable range of guided writing materials.
9. He/She should understand adequate preparatory activities before allowing him/her to write freely.
10. He/She should be able to take notes from a spoken or written passage.

2.2.5 Purposes of writing:

2.2.5.1 Writing for reinforcement:

The teaching purpose is to enhance an understanding on the part of the students. The teacher asks all the students to write in order to enhance something just learned, e.g. what should have been done? The student looks at the photos showing a normal work routine for Heba and writes a sentence for each photo: She should have gotten up at 8 o'clock. She should have gone to job.

2.2.5.2 Writing for Training:

Writing used in the class for the aim of training initially presents students with a model of rhetorical and linguistic forms. It trains students to vary sentence length, to use complex and compound sentences, and to make stylistic options. Sentence combining exercises and controlled composition by the teacher are popular in this type of training.

2.2.5.3 Writing for imitation:

Teachers use form as a stimulus for students to become acquainted with different writing forms. Their teaching purposes are different from those used in writing for training or enhancement. Their assignments are of the following types:

- Students listen to a passage read aloud and write it down or paraphrase it.
- The teacher asks students to write a paragraph according to guidelines about the organization (Introduction, subject and the end).

- Students read a piece of writing, analyze its organizational pattern, and write the same pattern on a related topic such as a classification of attitudes toward job or travel.
- Teacher asks students to study a paragraph that is summarized or analyzed, and write short paragraph with parallel organization.

In such tasks, the writing of the students is judged not on the ideas the students present, but on how closely they follow the given guidelines.

2.2.6 Writing for communication:

In the writing for communication, teachers teach the students how to write a letter, a paragraph and how to introduce themselves well. The communicative nature of the writing process is limited to students-students rather than students-teacher.

2.2.7 Writing for fluency:

Accuracy is a prerequisite for fluency; the teacher must design work and tasks to improve all the students' ability and to give the students the chance to write a dialogue, a description, a letter, and a report.

2.2.8 Writing requirement:

Writing is regarded as an important language skill that must be improved while teaching the foreign language. It requires the following:

- Knowledge of the English alphabet so the student can learn the spelling of letters.
- Knowledge of the correct spelling.
- Knowledge of the mechanics of writing: capitalization, punctuation, and paragraphing.
- Knowledge of simple, compound, and complex sentence structures in English.
- Familiarity with grammatical, referential or anaphoric connectors.
- Familiarity with transitional words or phrases.
- Experience in listening, speaking and reading.

2.2.9 Writing process stages:

Lindsay and Knight (2006, pp. 94-95), assert that writing activities always go through three stages as follows:

➤ **Pre-writing stage:**

- The teacher divides the students into groups to do the activities together.
- Students think about the audience or reader
- Students brainstorm before they write any ideas.
- Students have a look at a model text – for example, the punctuation use of paragraph, cohesive devices, and layout.
- Students make a decision on the content.

➤ **Writing stage:**

- Students do the task; e.g., writing a story, a report, a letter.
- Teacher teaches students to write a draft, edit and rewrite until they finish the final version.
- Students should investigate the use of any language they follow and make sure that their texts are consistent.
- Students can work in groups and give advice and feedback to each other.
- Teacher must supervise and offer advice to students.

➤ **Post-writing stage:**

- Continuous feedback from teacher.
- Students can share work.
- The teacher can do follow up on any area of language that still requires work.

The phases of writing activity are considered to be coherent and connected. The goals of the pre-writing activity are to prepare students to activate their previous knowledge before they write. The goals of the during-writing activity are to develop writers. The goals of the post-writing activity are to provide opportunities for students to share, publish, evaluate and present their final pieces of writing to an audience.

2.2.10 Teaching writing:

Writing is a major skill involved in teaching a foreign language and can be carried out in the following sequence:

2.2.10.1 Gradation:

Writing must be gradually taught to the students to understand every one of its phases. Thus, gradation is necessary for two reasons; the first is educational, while the second reason is logical. We cannot teach students how to write an essay before we teach them how to write a single paragraph. The teacher should teach the students step by step in the learning process.

➤ Pre-writing:

The first phase in teaching writing is to teach handwriting, which may be called the pre-writing stage. In this stage, learners are to collect all the information, ideas, and all the sentences related to the topic. The teacher is expected to do the following:

- Beginners are to be guided to catch the pen or pencil properly.
- All letters should be written in the same slant.
- All letters within a word should be equally spaced.
- Students should be trained to write in straight, horizontal and parallel lines.
- Students are to be trained to write cursively.

2.2.10.2 Copying:

After mastering the alphabet of the foreign language, students are required to copy familiar passages. Copying can serve many aims:

- Copying is an exercise in handwriting.
- It develops learners' consciousness of spelling.
- It helps in focusing learners' attention on capitalization and punctuation.
- It reinforces previously learned words and patterns.

2.2.10.3 Controlled writing:

After the stages of handwriting, copying, this stage, i.e., controlled writing or guided writing, contrasts with the following stage of free writing. In controlled writing, students are usually provided with the needed content words, whereas in free writing content words are mainly produced by the students themselves. Controlled writing may take any of the following forms:

➤ **Parallel sentences:**

A model sentence is a group of content words is supposed to be patterned after that model. E.g, "He cleans the car every day" may be the model sentence. The group of substitutes may be; Rana, company, and evening.

➤ **Parallel paragraphs:**

In the prior exercise, the pattern was a sentence. This exercise talks about a paragraph. Some words are given to replace others in the model paragraph and a new paragraph grammatically parallel to the pattern is to be written including substitutes.

➤ **Missing words:**

A passage or isolated sentences are given with some missing words, which are often of the grammatical type such as relatives, conjunction, and prepositions. Students are required to supply the sentences with those missing words.

➤ **Word ordering:**

A group of words is given and they are to be ordered to make a complete sentence, e.g. 'speak-he- Chinese- can-fluently' He can speak Chinese fluently or Can he speak Chinese fluently?

➤ **Joining sentences:**

A group of simple sentences is given. They are to be joined together into a limited number of compound, complex or compound – complex sentences to form one paragraph or more.

➤ **Sentence completion:**

Clauses of a complicated sentences are given. Students are required to supply the missing clause that suits the situation grammatically, e.g., If you ask your teacher.

2.2.10.3 Free writing:

After about three years of learning a foreign language in a normal school program, students are expected to start free writing. In the first three years, students practice handwriting, copying, dictation, and controlled writing. Afterwards, free writing is added to go in hand with dictation and controlled writing.

➤ **Mechanics of free writing:**

- **Margin.** An inch –wide margin is to be left on both sides of the page. Such margins will be needed for the teacher's comments on the student's composition.
- **Date.** Students are instructed on where and how to write the date in the foreign language.
- **Title.** Students are to be taught how and where to put down the title of the composition. This involves teaching which words in the title have to be initially capitalized and which words have to be written in small letters. The first word and the last one in the title are capitalized. Concerning medial words, they are capitalized if they are content words and not capitalized if they are function ones.
- **Indentation.** Students are instructed to leave a nearly inch-wide space at the beginning of every paragraph.

➤ **Composition topics:**

- **Descriptive writing:** It is just an account of the described things. Such account may be realistic or creative.

- Narrative writing: Narration is simply telling a story. The sequence of ideas and information are normally chronological and verbs are usually in the past tense. Of course, the story may be factual or imaginative.
- Expository writing: The aim of expository writing is to explain and clarify ideas directly through definition, analysis, comparison, or information.
- Persuasive writing: The purpose of persuasive writing is to persuade emotionally or convince rationally of a certain opinion.
- Précis: It is a kind of summary.

All the types of writing may be practiced in the secondary phase.

➤ **An effective Paragraph:**

Firstly, the teacher has to know the characteristics of an effective paragraph. The reason is obvious: He cannot teach his students how to write good paragraphs if he himself does not know those qualities. Therefore, it is advisable that the teacher exposes his students to pattern paragraphs and helps them to analyze such paragraphs so as to let them get a clear idea of the factors that secure paragraph effectiveness. The following part includes a brief discussion of main factors to be considered: (ELT, Methodology 1 2007)

- Unity. It means that all the sentences of the paragraph serve the same aim and centre around the same topic.
- Coherence. The second characteristic of an effective paragraph is coherence, which means that the sentences within a paragraph stick together in a way that marks the progress of thought. One way of automatic linking is repeating a content word in two or more consecutive sentences.

Concerning deliberate devices, they may be general nouns such as theory, suggestion and opinion or meaning links such as further, however, major, in brief and as a result.

- Emphasis: It is conscious ordering of ideas. To put it differently, the ideas of a paragraph may be ordered chronologically, spatially, or logically. Not all parts

of a paragraph receive equal attention. The part of the paragraph which receives more importance should receive more space because it is illogical to discuss a minor idea in a more detailed manner than discussing a major one.

- **Clearness:** It can be attained through several ways. Firstly, terms have been defined so as to limit their indication. Secondly, writing should be appropriate to the reader's level in terms of style, structures, content and vocabulary. Thirdly, the writer's hand should go with his mind. Fourthly, the writer should avoid all sorts of lexical and grammatical ambiguities.
- **Correctness:** It is simply obeying the regulations of the correct usage of language.

In brief, unity means the oneness of thought in all sentences within a paragraph; coherence, the linking of sentences; emphasis, the ordering of sentences; clearness, the elimination of ambiguities; correctness, sticking to the habits of language. Of course, knowing these qualities of a good paragraph helps a person develop his writing skill more easily because he will be conscious of what makes a paragraph an effective one.

➤ **Letter writing:**

In this activity, the teacher reads a letter of some hobbies. He also shows the way of writing letters (writing address, introduction, subject and ending), gives some key words or expressions and the theme of the reply. Students write a letter based on the information provided. At this stage, the letters should be personal or friendly. Most students have friends or relatives who live abroad. They can write about events of home life, about things they know or care about, and so on.

Some people write letters more than they write anything else because letters are short and effective means of communicating what one wants to say to others. There are primarily two kinds of letters: informal letters and business letters. Informal letters (i.e. personal letters) are addressed to close friends and intimate colleagues. Business letters, however, are written to people you might never have seen or talked to. There are general characteristics which both types of letters share.

2.2.11 Objectives of teaching writing for tenth graders in English for Palestine:

- Expressing opinions, information, and ideas in clear and grammatically correct English. *The teacher teaches the students how to use appropriate punctuation in sentences.
- Writing in a model appropriate for communicative purposes.
- Planning, organizing and presenting ideas, developing and improving a topic.
- Comparing and contrasting ideas and arriving at conclusions.
- Using an appropriate style and format to write letters (formal and informal) .
- Monitoring, checking and revising written work,
- Summarizing or making notes from a given topic.

2.3 Section Two: Previous Studies

This section is about previous studies which have to do with the current study entitled the Effectiveness of Using RAFTs Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza. The studies are divided into two parts: The first part tackles studies related to RAFTs strategy and the second part includes ones related to the writing skill. All the studies are organized in a descending chronological order.

2.3.1 The first part: Studies Related to RAFTs Strategy:

1. Umaemah, latief, and Lrawati (2016).

The aim of this study was to encourage and improve students' writing skill and ability to use RAFT strategy employing classroom action research. In the implementation of this study, the researcher used an observation checklist, writing test, field notes and questionnaire. The findings showed that the implementation of RAFT strategy was successful in improving the students' writing ability.

2. Lindawaty and Sudarsono (2015).

The aim of this research was to find out how the implementation of RAFTs strategy improved the 10th grade students' writings. The sample of this research was 15 students.

The study found that students' writing scores improved from cycle to cycle regarding language and content.

3. Lindawaty, Sudarsono, and Sada (2014).

This study aimed to find out how the implementation of (RAFT) strategy enhanced the students' skill in writing formal letters and to investigate how RAFT strategy improved the students' writing in 10th grade. This study adopted classroom action research. The subjects of this research were 15 students. The study findings showed that the student writing scores improved from cycle to cycle in terms of content and language.

4. Parilasanti, et al. (2014).

This research aimed to investigate the effect of RAFT strategy and anxiety upon writing competency. The researcher used experimental research. The results showed that there was a significant difference in writing competency between the two groups and that there was a significant difference in the writing competency between the students with high anxiety, taught by RAFT strategy and the other taught by the conventional technique.

5. Khasawneh, (2012).

The aim of this study was to identify the effects of RAFT strategy on developing some dictation concepts among 4th grade students. The sample consisted of 66 female students, divided into a control one with (33) students and an experimental one with (33) students. The results of this study showed that there was a significant effect of using RAFTs strategy on developing Arabic dictation among the students. The recommendations included training in-service teachers on the contemporary evaluation tools used in this regard and more importance should be given to Arabic dictation in the 4th grade curricula.

6. Sudarningsih and Wardana. (2011).

The aim of this research was to improve recount-writing skill through RAFTs technique among 10th grade students. The sample consisted of 45 students divided into 22 males and 23 females. The results showed a significant improvement in the students' recount text writing skill.

2.3.2 The second part: Studies Related to the Writing Skill:

1. Cole and Feng (2015).

This study aimed to investigate the challenges encountering English language learners particularly in the field of writing and examine the effectiveness of research-based techniques in improving the writing skills of ESL students. The findings suggested the use of technology in teaching writing and other language skills and systems.

2. Javid And Umer (2014).

The aim of the study was to identify the important writing tasks and major areas of difficulty in academic writing. The sample of this study consisted of (194) Saudi EFL learners (108 males and 86 females). The findings pointed out the particular writing problems which Saudi EFL learners encountered in their academic writing. The recommendation was to implement a stricter admission policy, develop activities, provide increased practice in academic writing and increase language courses.

3. El-Salahat (2014).

The researcher aimed to investigate the effectiveness of using interactive writing strategy on developing writing skills among 7th graders and their attitudes towards writing. The researcher followed the experimental approach. The tools of the study were a pre-posttest and a questionnaire. A sample consisting of (76) seventh grade female students was used. The findings showed that there were statistically significant differences in writing skill improvement in favor of the experimental group.

4. Al-Khairiy (2013).

The aim of the study was to investigate the reasons for writing problems and their solutions among Saudi English – major undergraduates studying at Taif University. To collect the data, the researcher used an interview and a questionnaire. The findings revealed that Saudi English – major undergraduates were very weak in writing skill. It was recommended that language courses should be provided to strength all the language skills in general and writing in particular.

5. Junaidi, Alfani and Anjar (2013).

This research aimed at investigating the effectiveness of metacognitive strategies-based information on students' writing achievement and students' awareness of using metacognitive writing strategies. The researcher adopted the quasi-experimental approach. The analysis of covariance revealed no significant differences in students' writing skill among those with strategies and those without strategies. However, the analysis of the t-test results showed that the students with strategy training had better awareness of strategy use.

6. Armana (2011).

This study investigated the impact of a remedial program on English writing skills of 7th grade in Rafah. The sample consisted of two groups: the first group of (31) and the second of (37) female students. The data were analyzed using (SPSS) and in particular Mann Whitney and t- test paired. The research recommended the necessity of the implementation of remedial programs for the lower achievers.

7. El-Shami (2011).

The researcher aimed to investigate the effect of using interactive writing on developing mechanics of writing among eighth graders in GAZA private schools. The study sample consisted of 37 male students of eighth grades. It was divided into 2 groups the first experimental of (18) and the second control of (19) students. The researcher used a pre-post achievement test and a portfolio. The findings showed that students' writing skill of the experimental group exceeded that of the control one.

8. Zhang Yanyan (2010).

The study aimed to investigate the effect of metacognitive knowledge of English writing among Chinese EFL learners. The data collected by a questionnaire showed that encouraging employment of metacognitive information and strategies facilitated acquisition of writing skills. The findings demonstrated that better information can empower EFL students in writing task.

9. Eng and Mustapha (2010).

This study aimed at investigating the application of multiple intelligences theory to increase the writing ability of students. The sample of this consisted of 58 students, the experimental group of 27 students and the control one of 29 students. To analyze the data, the researcher used the paired sample T. test, MANOVA and ANOVA. At the end, the researchers recommended that students should know their own multiple intelligences.

10. Salah (2010).

This study aimed at investigating the effect of a suggested program on developing teaching writing skills among secondary school teachers. The researcher used two tools

in the study, an observation card to identify the skills that teacher used while teaching writing and the suggested program which tackled all the points that the teachers needed in teaching writing skills. The findings of the research showed that there were significant differences in secondary school teachers' performance before and after the implementation. The researcher recommended that supervisor and teachers should be asked to use the writing process in teaching the writing skills to develop and increase their competences in teaching.

11. Ozge Razi (2009).

The study aimed at investigating the metacognitive writing strategies among Turkish Cypriot University students. The sample of the research consisted of (250) participants. Data collection was done through the means of quantitative, student-questionnaire and teacher interview. The results showed that less than half of the 250 participants used strategies while writing.

12. Naeem (2007).

The researcher aimed to investigate the effectiveness of a suggested CALL Program on developing EFL learners' mechanics of English writing. The sample consisted of 84 students. The tools of the study included a pilot study, an achievement test, the CALL program, students' guide and a questionnaire. Findings showed that the suggested CALL program was effective in developing participants' mechanics of writing.

13. Marefat (2007).

The researcher aimed to investigate whether there was any relationship between (Multiple Intelligences) and students' writing product. The sample consisted of 72 students. The tools were midterm, one in class writing, and one out of class writing. Regression analysis made it clear that MI theory had a positive role in improving students' writing product.

14. Foo (2007).

This study investigated how training English Language learners in Malaysia on using process-genre writing strategies affected their essay writing. Participants involved

in the study were (60) Malaysian ESL learners selected from a secondary school in Penang. The researcher divided the (60) participants into an experimental group that went through process-genre writing training for three months, and a controlled group that was taught essay writing according to the product approach. To collect the data, the researcher used a pre-posttest to register and record data. The results of the research showed that the experimental group members developed their overall writing proficiency. Accordingly, the researcher recommended employing the process-genre approach in the Malaysian University English Test Syllabus.

15. Buhrke, et al. (2005).

This method focused on achieving better writing skills and more positive attitudes towards it through the implementation of process writing. The tool of the study was a pre-posttest. The results revealed a noticeable improvement in participants' writing fluency, a worthy growth in their attitudes towards writing and a much better composite score. Depending on that, the researcher recommended that the writing process approach should be used as an effective and dynamic method to apply in teaching writing classes.

16. Garcia, et al. (2002).

The research aimed to examine and discuss the impact of a proposed program on improving and enhancing writing skills in the primary stages through using portfolios, conferencing and guided mini-lessons. Depending on students' writing samples and the their teacher's observation, it was decided that students in the first and second grade in a growing, low to middle class community suffered from poor writing problem in the overall area of writing. Findings from the post-intervention proved that there was a clear and a noticeable positive change in the quality and quantity of the participants' writing. This assured that the researchers' program was successful and that the portfolio was an effective tool in teaching writing.

17. Jouhari (1997)

The aim of the study was to investigate the impact of the writing process with enforced revision and peer feedback on writing development and attitudes. The researcher applied the suggested intervention on six Saudi college freshmen students at King Abdul Aziz University. After collecting data using various tools and analyzing those data, the researcher concluded that the writing process with revision and peer feedback proved its validity as the participants of the study became more proficient in generating ideas, processing feedback and revising. The findings of the research also showed that the students developed more favorable attitudes towards writing.

Commentary on the Previous Studies Related to Writing Skill:

The current study, however, disagreed with several previous studies that addressed writing skills in general, and how it could be improved by employing modern techniques and strategies without resorting to RAFTs strategy in particular. Furthermore, the studies such as that of Hidayati (2011), which addressed the strategy of RAFTs and its role in improving the students' abilities in reading and comprehension. The study of Cole and Feng (2015) concentrated on the role of modern techniques and strategies in improving the writing skills of the primary grade students.

However, the current study was distinguished from the other studies by the fact that it investigated the effect of using RAFTs strategy in enhancing English writing skills among tenth grade female students in Gaza using several tools such as a content analysis card, an achievement test and a writing rubric.

Analysis of the previous studies

1. Topics and Purposes of the Previous Studies:

The topics and purposes of the previous studies were different. There were some studies focusing on identifying the necessary writing tasks, basic areas of problem in academic writing such as those of Javid and Umer (2014), Al-Khairi (2013), Cole and Feng (2015), and Ozge Razi (2009). However, most of the studies focused on how the implementation of RAFTs strategy enhanced the students' skill in writing a formal letter

and writing skills among students such as those of Lindawaty and Sudarsono (2015), Parilasanti (2014), and Khasawneh (2012). This current study focused on investigating the effectiveness of using RAFTs Strategy in developing writing skills among female tenth graders.

2. Methodology of the Previous Studies:

Concerning the methodology adopted, most of the studies used the experimental approach such as those of Parilasanti (2014), Khasawneh (2012), Coote (2006). Some studies used the quasi-experimental approach such as that of Junaidi, Alfian and Anjar (2013). This current study used the experimental approach, two-group, pre-posttest design.

3. Tools of Prior Studies:

The different tools used in the prior studies provided the researcher with clear insights to conduct the present study efficiently. The tools used in those studies included pre-posttests, surveys, questionnaires, observation cards and interviews. However, this study used pre-post achievement test to measure the effect of RAFTs strategy on developing tenth graders' writing skill, a content analysis card and a rubric.

4. Samples of the Previous Studies:

The samples of the prior studies were different from one study to another in number, age and gender. Studies such as those of Khasawneh (2012), Cole and Feng (2015) and Garcia (2002) focused on elementary schools, while those of Parilasanti (2014), Armana (2011), Abu Ghazalah (2010), El-shami (2011), Isa (2012), and Dufrene (2010) focused on high elementary grades. The majority of studies focused on secondary school students such as those of Lindawaty and Sudarsono (2015), Sudarningsish and Wardana (2011), and Salah (2010), and secondary school teachers such as those of Harb (2013), Al-Mudallal (2013), and Al-Khairi (2013). Some studies focused on university students such as that of Zhang Yanyan (2010). The researcher conducted this study on tenth graders from Hassan Salama Basic School for Girls (A).

5. Statistical Treatment of the Previous Studies:

The statistical treatments used in the prior studies to analyze the results varied: T-test, and others. In this study, the researcher utilized T-test, Means, Standard Deviations, Spearman Correlation, Alpha Cronbach Technique, and Split-half Technique, which are included in the Statistical Package for the Social Sciences (SPSS).

6. Results of the Previous Studies:

The prior studies agreed on the importance of writing skills. The studies proved that RAFTs strategy had a remarkably positive result on students' attainment and motivation towards English learning. They also agreed that using RAFTs strategy had a significant effect on learning English as well as on the other school subjects.

7. Summary:

This chapter was divided into two sections: literature review and prior studies. The literature review was represented in two parts.

Part one discussed RAFTs Strategy: Definition of RAFTs strategy, the importance of RAFTs strategy, elements of RAFTs strategy, Why use RAFTs strategy? benefits of using RAFTs strategy, RAFTs as a writing strategy, advantages and disadvantages of using RAFTs strategy, and implementing RAFTs strategy inside the classroom.

Part two tackled the writing skill: It included an introduction, definitions, importance, objectives of teaching writing, purposes, writing requirement, writing process stages, teaching writing, mechanics of free writing and objectives of teaching writing to tenth graders in English for Palestine.

In conclusion, the researcher benefited from these studies in some aspects, especially in writing the theoretical framework and the design of the achievement test. In addition, these related studies helped the researcher to answer the questions of the study. Moreover, the researcher induced that RAFTs strategy in writing is an instructional model that creates an appropriate learning environment that stimulates the students' power towards teaching that encourages their interaction, which brings about better achievement.

Chapter III

The Methodology

Chapter III

The Methodology

3.1 Introduction

This section describes the procedures the study followed. It also gives a thorough description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, an explanation of the RAFTs strategy applied in the study, and the statistical treatments of findings.

3.2 Research Design:

The researcher adopted the experimental design because of its relevance to the nature of the research, which aimed at finding the effectiveness of using RAFTs strategy in improving English writing skills among female tenth graders in Gaza. To achieve the aim of this study, two groups were chosen, an experimental group and a control one. The RAFTs strategy was used in teaching writing skills to the experimental group students, while the traditional method was used with the control one students.

3.3 Study sample:

The researcher used a purposive sample from the tenth grade at Hassan Salama Elementary School for Girls (A) in Gaza City. The sample of the study consisted of (68) female students. The researcher chose two classes randomly out of four classes. One class was randomly assigned as an experimental group consisting of (34) students, while the second was assigned as a control group consisting of (34) students as shown in Table (3.1) below. The researcher himself administrated the experiment.

Table (3.1): Distribution of the sample according to the groups

Group	Experimental	Control
Female Students	34	34

The participants were equivalent in their general achievement according to the statistical treatment of their results in the final exam of the school year (2016-2017). Moreover, they were equivalent in their English language achievement according to the statistical treatment of their results in the final exam of the school year (2016-2017). The age variable of the sample was also controlled before the application of the experiment.

3.4 Study variables:

The study included the following variables:

1. The independent variable: RAFTs strategy
2. The dependent variable: tenth graders' writing skills

3.5 Study instruments:

To achieve the aim of the study, the researcher employed three tools:

1. A content analysis card
2. A pre-posttest
3. A rubric

➤ Content analysis card:

Content analysis is a research method aimed at identifying the basic components and elements for educational materials in an objectively quantitative manner according to predefined criteria. The researcher used a content analysis card to determine the writing skills in tenth grade, second semester book. This tool entailed the following:

1. The aim of the analysis: The analysis aimed to determine the writing skills included in tenth grade book.
2. Sample of the analysis: It included the second term English language book in tenth grade.
3. Units of analysis: In order to arrive at a quantitative estimate of the categories of analysis, there must be units used in the enumeration of these categories. Therefore, selecting the skills as a unit of analysis and monitoring the analysis categories were used.

4. Categories of analysis: They refer to the elements on which the content of the book is analyzed and the categories of analysis in this study is RAFTs Strategy.

The researcher analyzed the content of the tenth grade English language book for the first and second semester of the academic year 2016/2017 using the content analysis card, See Appendix (3). To determine the validity and reliability of the analysis tool, the researcher presented the card to a panel of referees to ensure its validity and reliability.

➤ **Writing pre-posttest:**

The researcher prepared a writing pre-posttest focusing on the writing skills found in lessons include (10, 7, 10) in the units (7, 9, 10) of *English for Palestine 10*. These writing skills including writing composition (paragraph), formal letters, and talking about oneself in writing. The test included closed-ended questions focusing on the five elements of the RAFTS strategy and open-ended questions focusing on writing composition (paragraph), formal letters, and talking about oneself in writing. The open-ended questions were scored by the researcher and another experienced teacher using a rubric consisting of four domains: accuracy, role, format, and overall quality. The test was applied prior to the experiment so as to measure equivalence between the two sample groups' students in English writing, and it was applied after the experiment to measure any differences in writing skills between the two groups as a result of the RAFTs strategy.

Purpose of the writing achievement test

The test was one of the study instruments which aimed at measuring the effectiveness of using RAFTs strategy in developing writing skills.

Sources of designing the writing achievement test

The researcher referred to many resources while designing the test. In addition to his own experience, he depended on English for Palestine 10 textbook to construct the writing test. Furthermore, the researcher consulted English supervisors and experienced teachers.

Items of the test:

1. Composition/ Paragraph
2. Formal letter
3. Talking about oneself

3.6 The pilot study

The test was applied to a random sample of (30) students from Hassan Salama Basic School for Girls (A) in Gaza City, who had the same characteristics of the sample of the study. The results were recorded and statistically analyzed to assess the validity and reliability of the test, as well as the time needed as shown in Table (3.2) below. The items of the test were modified in the light of the statistical results.

3.7 Test validity

Al Agha (1996, p.118) states, "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity.

3.8 Referee validity

The test was introduced to a panel of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors.

3.9 Internal consistency validity

Al Agha (1996, p. 121) asserts that the internal consistency validity indicates the correlation of the score of each item with the total score of the test. It also indicates the correlation coefficient of the mean score of each domain with the total scored of the test. This validity was calculated by using Pearson Formula. Table (3.2) shows the correlation coefficient of every item of the writing test.

Table (3.2): Correlation coefficient of each item within its domain

Domains	Items	Pearson correlation	Domains	Items	Pearson correlation
Role	1	**0.590	Topic	1	**0.691
	2	*0.454		2	**0.615
	3	**0.618		3	**0.906
	4	**0.815		4	**0.843
Audience	1	**0.483	Strong Verbs	1	*0.451
	2	*0.393		2	**0.699
	3	**0.773		3	**0.854
	4	**0.776		4	**0.835
Format	1	*0.461			
	2	**0.539			
	3	**0.848			
	4	*0.445			

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

The Table (3.2) shows the correlations of the test items were significant at ($\alpha \leq 0.05$), which indicates that there was a consistency among the items. This means that the test was highly valid for the study. The researcher also made sure of the correlation between the domains with the total score of the test as shown in Table (3.3).

Table (3.3): Pearson correlation coefficient for every domain of the test with the total score of the test

Domains	Pearson Correlation
Role	**0.832
Audience	**0.892
Format	**0.831
Topic	**0.923
Strong verbs	**0.868

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

As shown in the Table (3.3), there is a correlation between the domains and the total score of the test at sig. level ($\alpha \leq 0.05$), which shows a high internal consistency of the writing test. This reinforces the validity of the test.

3.10 Reliability of the test

The test is regarded reliable when it gives the same results in case of applying it again for the same aim in the same conditions (Al-Agha, 1996, p.120). The reliability of the test was measured by the spilt-half technique. See Appendix (1)

3.11 Split-Half Method

The reliability of the test was measured by KR20 and the Spilt-half techniques. Table (3.4) shows (KR20) and Split half coefficients of the writing test.

Table (3.4): (KR20) and split-half coefficients of the writing test domains

Domains	No. of Items	KR20	Split half coefficients of the test domains
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Total	20	0.895	0.814
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The results showed that the Split-half coefficient was (0.814) and KR20 was (0.895), which indicates that the reliability of the test was high and strong.

3.12 Difficulty coefficient of the test

The difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994, p. 308). The coefficient of difficulty of each item was calculated according to the following formula for the pilot study which was (30) students. The findings are shown in Table (3.5) below.

$$\text{Difficulty Coefficient} = \frac{\text{No. of students with wrong answers}}{\text{Total number of students}}$$

Table (3.5): Difficulty coefficient for each item of the writing test

No.	Difficulty coefficient	No.	Difficulty coefficient
1.	0.69	11.	0.38
2.	0.75	12.	0.44
3.	0.69	13.	0.66
4.	0.63	14.	0.63
5.	0.75	15.	0.38
6.	0.50	16.	0.59
7.	0.50	17.	0.63
8.	0.31	18.	0.78
9.	0.69	19.	0.59
10.	0.63	20.	0.31

No.	Difficulty coefficient	No.	Difficulty coefficient
Total difficulty coefficient		0.58	

Table (3.5) shows the difficulty coefficient wobbled is between (0.31 – 0.78) with a total mean score of (0.58), which means that each item was acceptable or in the normal limit of difficulty according to the viewpoint of assessment and evaluation specialists.

3.13 Discrimination coefficient:

Discrimination coefficient means the test is able to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated according to the following formula:

$$\text{Discrimination Coefficient} = \frac{\text{No. of students with correct answers among high achievers} - \text{No. of students with correct answers among low achievers}}{\text{No. of high achievers} - \text{No. of low achievers}}$$

Table (3.6) shows the discrimination coefficient for each item of the test:

Table (3.6): Discrimination coefficient for each item of the writing test

No.	Discrimination coefficient	No.	Discrimination coefficient
1.	0.63	11.	0.75
2.	0.50	12.	0.63
3.	0.38	13.	0.69
4.	0.75	14.	0.75
5.	0.50	15.	0.75

No.	Discrimination coefficient	No.	Discrimination coefficient
6.	0.50	16.	0.69
7.	0.50	17.	0.75
8.	0.63	18.	0.44
9.	0.63	19.	0.69
10.	0.75	20.	0.63
Total Discrimination coefficient			0.63

Table (3.6) shows that the discrimination coefficient wobbled between (0.38 – 0.75) with a total average of (0.63), which means that each item was acceptable or in the normal limit of discrimination according to the viewpoint of assessment and evaluation specialists.

➤ **Writing a rubric**

The rubric was used to score the students' performance. It was composed of four domains, involving twenty-one items as shown in Table (3.7) below. The rubric items were written by the researcher taking into account English supervisors' and experts' opinions.

Table (3.7): Writing assessment rubric

Domains	No. of items
Accuracy	8
Role	5
Format	4
Overall quality	4
Total	21

The validity of the rubric

In order to measure the validity of the rubric, the researcher used the referee validity. The rubric as introduced to experienced supervisors(See Appendix (2)). The items of the rubric were modified according to their recommendations.

Reliability of the rubric

To find the reliability of the rubric, the researcher used the inter-rater agreement method (the researcher and another experienced English teacher) in the calculation of the reliability. Each rater was working independently of the other using the same rubric to score students' writing. The reliability of the rubric was measured using the following Cooper equation.

$$\text{Coefficient of agreement} = \frac{\text{points of agreement}}{\text{Points of agreement} + \text{points of disagreement}} \times 100$$

Accordingly, the researcher and the experienced English teacher assessed the writing of five female students. The results of this assessment by the two raters are outlined in Table (3.8) below.

Table (3.8): Percentage of agreement between while using the rubric to assess pilot study writing

Group	Performance SUM	First Rater (The researcher)				Second Rater (The experienced teacher)				Percentage
		Composition	Formal letter	Taking about oneself	Medium	Composition	Formal letter	oneself	Taking about	
Student1	105	83	94	112	96.33	85	94	92	90.33	93.77
student2	105	88	85	105	92.67	80	92	96	89.33	96.40
student3	105	92	91	110	97.67	82	82	98	87.33	89.42

student4	105	97	95	99	97.00	95	91	97	94.33	97.25
student5	105	89	92	114	98.33	92	92	96	93.33	94.92
Total Reliability of the Card									94.35	

Total Performances = (21) items × highest response (5) =105

According to Table (3.8), the researcher found that the highest percentage of agreement between the raters was (97.25) and the lowest percentage of agreement was (89.42) and the total reliability was (94.35). Therefore, these percentages indicate a high level of rubric inter-rater reliability.

3.14 Controlling the variables

The researcher tried to control some variables that could affect the results of the research to ensure valid results and avoid any possible external interference. Mackey and Gass (2005, p. 128) emphasize that "it would be important that each group of students be relatively homogeneous. Were they not homogeneous, one could not be sure about the source of the results".

3.15 Controlling the general English achievement variable:

T-test was used to measure the statistical differences between the groups due to their English general achievement. The subjects' results in the second term test of the school year (2016-2017) were recorded and analyzed as shown in Table (3.9) below.

Table (3.9): T-test results of controlling English achievement variable

Domains	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
General English achievement	Experimental	34	35.235	6.214	0.335	0.738	not sig.
	Control	34	34.647	8.124			

“t” table value at (66) d f. at ($\alpha \leq 0.05$) sig. level equal 2.00

“t” table value at (66) d f. at ($\alpha \leq 0.01$) sig. level equal 2.66

Table (3.9) shows that there were no statistically significant differences at ($\alpha \leq 0.05$) between the experimental and the control group subjects due to the English achievement variable.

3.16 Controlling the writing variable

To make sure that the sample subjects were equivalent in their prior English language achievement, the researcher applied the writing pretest. Findings of the subjects were recorded and statistically analyzed using t-test.

Table (3.10) shows the mean and the standard deviation of each group in the writing pretest.

Table (3.10): t.test results of controlling the writing variable

Domains	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Role	Experimental	34	1.618	0.922	0.246	0.807	not sig.
	Control	34	1.559	1.050			
Audience	Experimental	34	1.588	1.184	0.207	0.837	not sig.
	Control	34	1.529	1.161			
Format	Experimental	34	1.941	1.536	-1.576	0.120	not sig.
	Control	34	2.529	1.542			
Topic	Experimental	34	1.853	1.635	0.290	0.773	not sig.
	Control	34	1.735	1.711			
Strong	Experimental	34	1.176	1.114	0.370	0.712	not sig.
	Control	34	1.088	0.830			
SUM	Experimental	34	8.176	4.596	-0.249	0.804	not sig.

Domains	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
	Control	34	8.441	4.150			

“t” table value at (66) d f. at ($\alpha \leq 0.05$) sig. level equal 2.00

“t” table value at (66) d f. at ($\alpha \leq 0.01$) sig. level equal 2.66

From Table (3.10), it can be seen that the analysis of the findings indicates that there were no statistically significant differences between the experimental and the control groups at the significance level ($\alpha \leq 0.05$). It is clear from the previous table there were no statistically significant differences between the two groups in the pre-application, as the calculated ‘t’ value (0.249) is not much larger than the tabled ‘t’ value (2.00).

3.17 Age variable

The researcher recorded the students' ages from the school registers of the scholastic year (2016-2017) and made sure that they were all of the same age group ranging between (15-16) years old, which in its turn indicates that both the experimental and the control groups were equivalent in the age variable.

3.18 Procedures of the study

- **Study methodology:**

The researcher adopted the experimental approach, pre-posttest and two-group design as the experimental group was taught English writing using RAFTS strategy and the control group was taught writing using the traditional method.

- **Population and sample of the study:**

The population of the study consisted of the tenth grade female students of Hassan Salama Elementary School who were registered in the second semester of the school year 2016-2017. Due to the relatively large number of population of the research and difficulty of applying tests to the whole population, the researcher chose a random sample of (68) students divided into two groups. The first was a control group consisting of (34) students, while the other was an experimental one consisting of (34) students.

3.19 Statistical analysis procedures

The data was collected and computed by using the Statistical Package for the Social Sciences (SPSS). The following statistical techniques were used:

1. T. Test Independent Samples: to control the intervening variables and to measure the statistical differences in means between the two groups due to the intervention.
2. Spearman correlation formula: to determine the internal consistency validity of the test.
3. Pearson correlation coefficient: to identify the correlation among the items of the test.
4. Split-half and Alpha Cronbach techniques: to measure the reliability of the test items .
5. Eta square: to assess the effect size of the independent variable (i.e. RAFTs strategy)

3.20 Summary

This chapter presented the procedures followed throughout the research. It also introduced a complete description of the methodology of the research, the population, the sample, instruments, the pilot study, description of RAFTs strategy used in the study and the study design. Moreover, it introduced the statistical treatment of the research results. The next section presents the findings of the data analysis of the answers to the research questions and the test of the hypotheses.

Chapter IV

Results & Data Analysis

Chapter IV

Results & Data analysis

This study aimed at investigating the effectiveness of using RAFTs strategy in improving English writing skills among female tenth graders in Gaza. This section tackles the statistical analysis of the study findings as well as its statistical significance. The researcher used different statistical tests included in the Statistical Package for the Social Sciences (SPSS) to analyze the data collected while answering the study questions and testing the hypotheses.

4.1 Answers to Research Questions

Following are the analyses of the research findings in connection with the study questions and hypotheses.

4.1.1 Answer to the first question

The first research question was formulated as follows: **What are the writing skills that will be developed by using RAFTs strategy among tenth grade female students?** To answer this question, the researcher analyzed the content of the tenth grade English language book for the second semester of the academic year 2016/2017 in the light of the RAFTs strategy using the content analysis card. The analysis revealed that the writing skills to be developed were the following: writing a paragraph, writing formal letters and talking in a written form about oneself. These writing were appropriate to be developed by RAFTs strategy, as it can help the students understand their role as writers, the audience they address, the varied formats for writing, and the topic they were writing about.

4.1.2 Answer to the second research question

The **second** question was formulated as follows: **What is the nature of the RAFTs strategy that will be used to improve the writing skills among tenth grade female students?**

RAFTs is an acronym standing for (Role – Audience – Format – Topic + strong verbs). It is a teaching strategy aimed at helping students understand the core elements of the piece of writing and ways of its organization. The Role gives student writers a context to write, Audience focuses on their choices of words and

details to meet specific needs, Format can be flexible for any students' attention or learning profile, Topic structures the letter using strong verbs to create expressions.

➤ **Elements of RAFTs strategy:**

According to Kurtis et al. (2011), applying RAFTs is relatively easy once students understand the fundamental elements of writing:

1. **Role:** One critical element that students must understand is that all writing reflects perspectives or points of view, and there is no writing without bias. This idea helps students to be mature and realize the significance of perspective in writing. Students need to be familiar with the different roles so that they can act as writers.
2. **Audience:** It can be one of the most fun and challenging elements of writing. Students can learn some critical lessons about writing as a medium for communication by writing on similar topics but to varying audiences. Otherwise, students might be assigned a topic and a single audience to address and then compare their writing to see how each approached that particular audience. Another possibility is to present a topic and ask if writing varies according to audience and format. How might students present an issue if they were texting a friend, twittering or blogging, or writing a formal letter to the president?
3. **Format:** As students learn and become experienced in various writing formats, they are putting more tools in their communications toolbox. Students are often eager to learn various formats for writing and seek alternatives to basic narrative writing. Varying formats offer opportunities for creative writing and avenues for expressions that might not surface if students are limited to basic essay writing.
4. **Topic:** The selection of the writing topic often presents the greatest struggle in content area writing. Teachers usually have some specific essential questions for students to address. When considering topics, it is useful to think in terms of what kind of questions students should address; the students have to consider the conceptual ways in which that essential point can be approached. This can be determined through different topic prompts. Moreover, giving writers the

opportunity to think through specific writing prompts, they might like to pursue an effective way to engage them in writing about central issues for class.

5. **strong verbs:** One adaptation to RAFT is by adding “s” to make the acronym RAFTs. The “s” refers to “strong verbs” and suggests that students should show how strongly they feel about a particular topic, whether they are bothered, angry, curious, confused, or relieved, for example. Because there are times when students’ strong feelings about a topic may be important for the presentation, there are times when this might be unnecessary. However, it is an interesting adaptation to consider.

4.1.3 Answer to the third question

The **third** question was formulated as follows: **Are there statistically significant differences at ($\alpha \leq 0.05$) in composition (paragraph) writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method?** To answer this question, the researcher tested the following null hypothesis: **There are no statistically significant differences at ($\alpha \leq 0.05$) in composition (paragraph) writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and that of their counterparts of the control one taught writing using the traditional method.**

To answer the question and examine the hypothesis, the composition writing skills, means and standard deviations of both groups’ findings in the posttest were computed. Independent Samples T-test was used to measure the significance of the differences. Table (4.1) describes those results.

Table (4.1): T.test independent samples findings of differences between the experimental and the control group in composition skills in the posttest

Domains	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Accuracy	Control	34	12.588	2.572	17.988	0.000	sig. at 0.01
	Experimental	34	29.559	4.863			

Domains	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Role	Control	34	8.118	2.171	17.409	0.000	sig. at 0.01
	Experimental	34	18.765	2.829			
Format	Control	34	6.000	1.923	15.272	0.000	sig. at 0.01
	Experimental	34	14.382	2.559			
Overall quality	Control	34	5.853	1.811	21.780	0.000	sig. at 0.01
	Experimental	34	15.853	1.971			
Total	Control	34	32.559	5.206	22.761	0.000	sig. at 0.01
	Experimental	34	78.559	10.572			

“t” table value at (66) d f. at (0.05) sig. level equal 2.00

“t” table value at (66) d f. at (0.01) sig. level equal 2.66

As shown in Table (4.1), the T. computed value (22.761) is larger than T. table value (2.66) in the test, which means that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of composition writing in the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group was (78.559), whereas that of the control group was (32.559). This result indicates that using RAFTs strategy was more effective than the traditional method in developing students' composition (paragraph) writing skills.

To find out the effect size of the RAFTs strategy, the researcher applied the " η^2 " and "d" formulae illustrated below.

To show the extent of RAFTs strategy effect on the experimental group achievement in the writing skills, the research applied the "Effect Size" technique (Affana, 2000, p. 42).

The researcher computed " η^2 " using the following formula:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

And "d" value using the following formula:

$$D = \frac{2t}{\sqrt{df}}$$

The results of the application of these formulae are shown in Table (4.2) below.

Table (4.2): The effect Size of RAFTs strategy on the experimental group in composition writing in the posttest

Skill	t value	η^2	d	Effect size
Accuracy	17.988	0.831	4.428	large
Role	17.409	0.821	4.286	large
Format	15.272	0.779	3.760	Large
Overall quality	21.780	0.878	5.362	Large
Total	22.761	0.887	5.603	Large

Table (4.2) shows that the effect size of using RAFTs strategy is significantly large on students' composition writing skills. This large effect may be due to the activities and techniques used in the RAFTs strategy to improve students' writing skills.

4.1.4 Answer to the fourth question

The **fourth** question was formulated as follows: **Are there statistically significant differences at ($\alpha \leq 0.05$) in formal letter writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and that of their counterparts of the control one taught writing using**

the traditional method? To answer this question, the researcher tested the following null hypothesis: **There are no statistically significant differences at ($\alpha \leq 0.05$) in formal letter writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and that of their counterparts of the control one taught writing using the traditional method.**

To answer the question and test the hypothesis, the means and standard deviations of both groups' results in formal letter writing in the posttest were computed. To measure the significance of the differences between the two groups in formal letter writing, the researcher used T-test. Table (4.3) describes those results.

Table (4.3): T.test independent sample findings of differences between the experimental and the control group in the formal letter posttest

Domains	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Accuracy	Control	34	11.765	2.075	32.487	0.000	sig. at 0.01
	Experimental	34	32.441	3.077			
Role	Control	34	7.500	2.004	23.774	0.000	sig. at 0.01
	Experimental	34	20.118	2.358			
Format	Control	34	5.471	1.656	9.624	0.000	sig. at 0.01
	Experimental	34	17.353	7.006			
Overall quality	Control	34	6.353	1.824	27.878	0.000	sig. at 0.01
	Experimental	34	17.294	1.382			
Total	Control	34	31.088	3.880	33.427	0.000	sig. at 0.01
	Experimental	34	87.206	8.987			

“t” table value at (66) d f. at (0.05) sig. level equal 2.00

“t” table value at (66) d f. at (0.01) sig. level equal 2.66

As shown in Table (4.3), the T. computed value (33.427) is larger than T. table value (2.66) in the test, which means that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score of the posttest between the experimental and control group in favor of the experimental group. The mean of the posttest of the experimental group was (87.206), while that of the control group was (31.088). This result indicates that using RAFTs strategy was more effective than the traditional way in developing the students' formal letter writing skills.

To find out effect size of the RAFTS strategy, the researcher applied the " η^2 " and "d" formulae illustrated above. The results of the application of these formulae are shown in Table (4.4) below.

Table (4.4): The effect size of RAFTs strategy on the experimental group's formal letter writing skills in the posttest

Skill	t value	η^2	d	Effect size
Accuracy	32.487	0.941	7.998	Large
Role	23.774	0.895	5.853	Large
Format	9.624	0.584	2.369	Large
Overall quality	27.878	0.922	6.863	Large
Total	33.427	0.944	8.229	Large

Table (4.4) shows the effect size of using RAFTs strategy was significantly large on students' formal letter writing skills. This large effect may be due to the activities used in the RAFTs strategy to improve students' writing skills.

4.1.5 Answer to the fifth question

The **fifth** question was formulated as follows: **Are there statistically significant differences at ($\alpha \leq 0.05$) in talking about oneself in writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and that of their counterparts of the control one taught writing using the traditional method?** To answer this question, the researcher

tested the following null hypothesis: **There are no statistically significant differences at ($\alpha \leq 0.05$) in talking about oneself in writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and that of their counterparts of the control one taught writing using the traditional method.**

To answer the question and test the hypothesis, the means and standard deviations of both groups' findings in talking about oneself in writing skills in the post-test were computed. To measure the significance of the differences between the two groups in talking about oneself skills, the researcher was used T-test. Table (4.5) describes those findings.

Table (4.5): T.test independent sample findings of differences between the experimental and the control groups' in talking about oneself in writing in the posttest

Domains	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Accuracy	Control	34	15.294	4.414	14.248	0.000	sig. at 0.01
	Experimental	34	29.588	3.839			
Role	Control	34	10.029	3.486	14.494	0.000	sig. at 0.01
	Experimental	34	20.000	1.985			
Format	Control	34	6.765	1.986	17.816	0.000	sig. at 0.01
	Experimental	34	15.294	1.962			
Overall quality	Control	34	8.147	2.925	14.490	0.000	sig. at 0.01
	Experimental	34	16.088	1.288			
Total	Control	34	40.235	7.332	22.763	0.000	sig. at 0.01
	Experimental	34	80.971	7.424			

“t” table value at (66) d f. at (0.05) sig. level equal 2.00

“t” table value at (66) d f. at (0.01) sig. level equal 2.66

As shown in Table (4.5), the T. computed value (22.763) is larger than T. table value (2.66) in the test, which means that there are statistically significant differences at ($\alpha \leq 0.01$) in the total average score of the posttest between the experimental and control group in favor of the experimental group. The mean of the posttest of the experimental group was (80.971), while that of the control group was (40.235). This finding indicates that using RAFTs strategy was more effective than the traditional way in developing the students' writing skills.

To find out effect size of the RAFTS strategy, the researcher applied the " η^2 " and "d" formulae illustrated above. The results of the application of these formulae are shown in Table (4.6) below.

Table (4.6): The Effect Size of RAFTs strategy on the experimental group's talking about oneself in writing in the post writing skills

Skill	t value	η^2	d	Effect size
Accuracy	14.248	0.755	3.508	Large
Role	14.494	0.761	3.568	Large
Format	17.816	0.828	4.386	Large
Overall quality	14.490	0.761	3.567	Large
Total	22.763	0.887	5.604	Large

Table (4.6) shows the effect size of using RAFTs strategy is large on students' writing skills. This means that the effect of RAFTs strategy is significant. This large effect may be due to the activities used in the RAFTs strategy to improve students' writing skills.

4.1.6 Answer to the sixth question

The **sixth** question was formulated as follows: **Are there statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental in the pre- and post-application of the writing with reference to the elements of the RAFTs strategy?** To answer this question, the researcher tested the following

null hypothesis: **There are no there statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the pre- and post-application of the writing test with reference to the elements of the RAFTs strategy.**

To answer the question and test the hypothesis, the means and standard deviations of the pre- and the post-test results of the experimental of the questions focusing on the elements of RAFTs strategy were computed. Independent Samples T-test was used to measure the significance of the differences. Table (4.7) describes those results.

Table (4.7): T.Test paired sample results of the differences between the pre- and post-test of the experimental concerning the elements of RAFTs

Domain	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Role	Pre test	34	1.618	0.922	4.176	0.000	sig. at 0.01
	Post test	34	2.824	1.466			
Audience	Pre test	34	1.588	1.184	6.300	0.000	sig. at 0.01
	Post test	34	3.794	1.409			
Format	Pre test	34	2.265	1.463	7.332	0.000	sig. at 0.01
	Post test	34	4.706	1.292			
Topic	Pre test	34	1.853	1.635	7.949	0.000	sig. at 0.01
	Post test	34	4.882	1.629			
Strong verbs	Pre test	34	1.176	1.114	4.939	0.000	sig. at 0.01
	Post test	34	3.176	1.946			
SUM	Pre test	34	8.500	4.801	7.730	0.000	sig. at 0.01
	Post test	34	19.382	6.238			

“t” table value at (33) d f. at (0.05) sig. level equal 2.00

“t” table value at (33) d f. at (0.01) sig. level equal 2.66

Table (4.7) shows that the T. computed value (7.730) is larger than T. table value (2.66) in the test, which means that there are statistically significant differences at ($\alpha \leq 0.05$) in the total average scores of the post-test of the experimental group in favor of the posttest. The mean of the post-test reached (19.382), whereas that of pre-test was (8.500). This means that there are statistically significant differences between the pre- and post-application of the experimental group in favor of the posttest. This means that using RAFTs strategy is very effective in raising students' awareness of the different roles they can assume, the different formats possible for different pieces of writing, and the variation of their message depending on the topic and the audience they are addressing.

To find out effect size of the RAFTS strategy, the researcher applied the " η^2 " and "d" formulae illustrated above. The results of the application of these formulae are shown in Table (4.8) below

Table (4.8): The effect size of RAFTs strategy in the pre- and the post test of the experimental group

Skill	t value	η^2	d	Effect size
Role	4.176	0.346	1.454	Large
Audience	6.300	0.546	2.193	Large
Format	7.332	0.620	2.553	Large
Topic	7.949	0.657	2.767	Large
Strong	4.939	0.425	1.719	Large
SUM	7.730	0.644	2.691	large

Table (4.8) shows that the effect size of RAFTs strategy is large on students' mastery of the different elements of the RAFTs strategy. This means that the effect of RAFTs is significant. This large effect may be due to the activities and techniques which are used in the RAFTs strategy to develop students' writing skills.

4.2 Summary:

Chapter Four dealt with data analysis and its results. The results of each question and hypothesis were analyzed statistically using different statistical strategies and techniques. The results of the first hypothesis showed statistically significant between the mean scores of the experimental group and those of their counterparts in the post application of the achievement test in favor of the experimental in all three skills of writing which the current study focused on: composition (paragraph) writing, formal letter writing, and talking about oneself in writing.

In the light of those results, it can be emphasized that the use of the RAFTs strategy in teaching writing skills can improve students' achievement, help them overcome some of the difficulties facing them while learning writing, enhance their motivation for and interaction in English classes.

In the next chapter, the researcher will discuss and interpret the findings before drawing conclusions and putting forward some suggestions and recommendations.

Chapter V

Discussion of Findings,

Conclusions &

Recommendations

Chapter V

Discussion of Findings, Conclusions and Recommendations

This chapter discusses the findings of the research. It summarizes the conclusions induced in the light of the study findings and the teaching implications that the researcher suggested. It also involves suggestions and recommendations for further studies. Such recommendations are expected to be beneficial for course designers, tenth grade teachers of English, supervisors, and students. They could help develop learning English language in general and writing skills in particular.

5.1 Study findings:

The findings of this research outlined in the previous chapter were as follows:

1. There were statistically significant differences between the mean scores of the experimental group and those of the control one in the post application of the writing achievement test in favor of the experimental in composition (paragraph) writing.
2. There were statistically significant differences between the mean scores of the experimental group and those of the control one in the post application of the writing achievement test in favor of the experimental in formal letter writing.
3. There were statistically significant differences between the mean scores of the experimental group and those of the control one in the post application of the writing achievement test in favor of the experimental in talking about oneself in writing.
4. There were statistically significant differences between the mean scores of the pre- and posttest results of the experimental group pertaining to their mastery of of RAFTs strategy elements in favor of the posttest.

5.2 Discussion of the study findings:

The experiment was designed to investigate the effectiveness of using RAFTs strategy in improving the writing skills among tenth female graders in Gaza. All students of the experimental group showed an increase in their performance on the writing achievement posttest after the implementation of the RAFTs strategy. This means that using the RAFTs strategy in teaching the writing skills where students are

at the center of the learning–teaching process was very effective. Following is a more detailed discussion of the study findings in relation to the study hypotheses.

5.2.1 Discussion of the first hypothesis findings:

The findings of the first hypothesis, which tested the absence of any statistically significant differences in composition (paragraph) writing in the posttest between the mean scores of the experimental group taught writing skills using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method, showed that there were statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the experimental group and that of the control one in favor of the experimental group. Consequently, the null hypothesis was rejected. Furthermore, these findings indicated that the (t) computed value was larger than the (t) tabled value in the posttest. This means that there were statistically significant differences between the experimental group and the control one in relation to the total posttest marks in favor of the experimental group. There were also statistically significant differences between the means of both groups in favor of the experimental group as the mean of the experimental group was (78.559), whereas that of the control group was (32.559). In addition, the researcher found that the effect size of the strategy was significantly large.

These findings of the study were solely the result of the RAFTs strategy, since all the variables such as age, general achievement and general achievement in English language were controlled before the experiment. It can be concluded that the students in the experimental group developed their writing achievement at the end of the study compared with the students in the control group. It was also found that the use of this strategy positively affected the experimental group students' writing skills achievement.

Such findings could be attributed to the nature of the strategy which provides a sequence of instruction of information that places students at the center of their prior experiences and emphasizes collaborative learning that helps students improve their higher order thinking skills. The researcher found that the students of the experimental group liked learning and were able to learn the writing skills much faster and easier.

Furthermore, the researcher realized that there was a clear difference between the atmosphere in the classroom of the control group and that of the experimental one. The classroom of the experimental group taught writing using RAFTs strategy had a positive and active atmosphere, which helped students to show more interest, better engagement and participation. The control group, on the other hand, showed less interest and oftentimes showed signs of boredom during class and perhaps hoped the lesson had ended, especially because writing may be considered by some students as a hard subject needing more concentration and deeper understanding. Actually, the RAFTs strategy created a relaxed learning atmosphere, which directly and positively affected students' achievement in writing skills as the results of the first hypothesis revealed.

The findings of the first hypothesis were in agreement with the findings of some previous studies such as those of Umaemah, Latief and Irawati (2016), Parilasanti, et al. (2014), Sudearningsih and Wardana (211), Javid and Umer (2014), El- Salahat (2014) and Al-Khairiy (2013). All of these studies confirmed that RAFTs had a positive effect on developing students' interest, motivation and achievement.

5.2.2 Discussion of the second hypothesis findings:

The findings of the second hypothesis, which tested the absence of any statistically significant differences in the formal letter writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method, showed that there were statistically significant differences at ($\alpha \leq 0.05$) level between the experimental group and control group in favor of the experimental one. Consequently, the null hypothesis was rejected. There was also a significant difference between the means of both groups in favor of the experimental group as the mean of the experimental group was (87.206), whereas that of the control group was (31.088). In addition, the researcher found that the effect size of the strategy was significantly large.

These findings could be attributed to the many advantages of the RAFTs strategy, which encourages critical thinking, fosters creativity and teaches students how to create organized writing. nature of the strategy which provides a sequence of

instruction that places students at the center of the prior experiences. These findings were in agreement with the findings some of the previous studies such as those of Armana (2011), El-Shami (2011), and Salah (2010). All of these studies confirmed that the prevalence of a cooperative and supportive atmosphere and students' awareness of their roles as writers which RAFTs creates had a positive effect on developing students' writing achievement and motivation.

5.2.3 Discussion of the third hypothesis findings:

The findings of the third hypothesis, which tested the absence of any statistically significant differences in talking about oneself in writing in the posttest between the mean scores of the experimental group taught writing using RAFTs strategy and those of their counterparts of the control one taught writing using the traditional method, showed that there were statistically significant differences at ($\alpha \leq 0.05$) level between the experimental group and control group in favor of the experimental one. Consequently, the null hypothesis was rejected. There was also a significant difference between the means of both groups in favor of the experimental group as the mean of the experimental group was (80.971), whereas that of the control group was (40.235). In addition, the researcher found that the effect size of the strategy was significantly large.

The researcher realized that the RAFTs strategy was very important in learning and that there was a clear difference between the atmosphere in the classroom of the control group and that of the experimental group. The findings of the third hypothesis were in agreement with those of some previous studies such as those of Marefat (2007), Foo (2007) and Garcia, et al. (2002).

All of these studies confirmed that RAFTs had a positive effect on developing students' writing achievement.

5.2.4 Discussion of the fourth hypothesis findings:

The findings of the fourth hypothesis, which tested whether there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group in the pre- and post-application of the writing test with reference to students' mastery of the elements of the RAFTs strategy, showed higher achievement in favor of the posttest. There was also a significant difference as the

mean scores in favor of the posttest as the mean of the posttest was (19.382), whereas that of the pretest was (8.500). In addition, the researcher found that the effect size of the strategy was significantly large.

These findings could be attributed to the nature of the strategy which provides a sequence of instruction that places students at the center of the prior experiences. The findings of the fourth hypothesis were in agreement with the findings of most of previous studies such as those of Lindawaty and Sudarsono (2015), Parilasanti (2014), Khasawneh (2012), Hidayati (2011), Sudarningsih and Wardana (2011) and Coote, et al. (2006). All of these studies confirmed that RAFTs instructional strategy had a positive effect on developing students' interest, motivation and achievement.

5.3 Conclusions:

Based on the current study findings, the following conclusions were derived:

1. RAFTs strategy was more effective and outperformed the traditional way in teaching and learning the writing skills.
2. RAFTs strategy provided students with a clear teaching and learning environment, which positively affected their achievement and performance in writing.
3. RAFTs strategy promoted a learning environment that provided opportunities for exploring and investigating ways for understanding their roles as writers.
4. RAFTs strategy increased students' motivation for learning and raised the degree of cooperation among them.
5. RAFTs strategy gave the students the opportunity to play many roles as thinkers, (R) Role of the writer, (A) Audience, writer and poet etc ... (F) Format of the topic, writing a composition, Paragraph and letters. (T) Topic and (s) strong verbs. These roles helped them to acquire and employ English writing skills in different situations more easily.
6. By applying the RAFTs strategy felt relaxed, amused and comfortable and this led to easier and better learning and acquisition of language.
7. RAFTs strategy increased student's motivation and communication, which increased fluency practice and reduced the dominance of the teacher.

8. RAFTs strategy strengthened the relationship between the teacher and the students and made the teacher as a close friend, which facilitated the process of teaching and learning of the writing skills.
9. RAFTs strategy allowed the students and the teacher-researcher to experience common activities, to use and build on previous knowledge and experience, to construct meaning, and to assess their understanding continually.
10. RAFTs strategy considered the individual differences among learners with its various activities and techniques that were suitable for students with different levels of proficiency.

5.4 Recommendations:

In the light of the study findings and conclusions, the following recommendations are put forward for the different parties involved in the English language teaching and learning process:

➤ Recommendations for the Ministry of Education:

The Ministry of Education is recommended:

1. To conduct workshops and training programs on RAFTs strategy aiming at familiarizing teachers with the RAFTs strategy and using it in teaching English language.
2. To include the RAFTs strategy in Teacher's Guides and distribute it among teachers.
3. To provide the Teacher's Guide with methods and activities that increase and enhance the teaching and learning of the writing skills.

➤ Recommendations for Supervisors:

Supervisors are recommended:

1. To develop teachers' abilities to implement cooperative learning methods by organizing in-service training programs, workshops and short courses.
2. To give teachers with instructional materials which develop their knowledge of RAFTs strategy and the importance and necessary of using this strategy teaching the writing skills.
3. To conduct workshops inside the ministry that purport at familiarizing teachers with RAFTs strategy.

4. To encourage teachers to exchange experiences and class visits by organizing training and demonstrative lessons.
5. To emphasize the student-centered activities are not time-wasting activities; lieu, they are necessary for teaching different ideas of the language.

➤ **Recommendations for English language teachers:**

English language teachers are recommended:

1. To keep in touch with the latest trends in the field of TEFL and benefit from the findings of the educational research.
2. To change the way and activities of teaching from traditional ones to more interactive ones based on the students' real involvement in the teaching process.
3. To select effective technique and strategies which activate students' motivation, participation and the degree of competition and challenge among themselves.
4. To change role from teachers who dominate the class into learners whose role is to organize, help, guide, coordinate and support the students to communicate and learn the language.
5. To enhance the relationship with the students, which creates a relaxed classroom atmosphere and facilitates the teaching process.
6. To label the individual differences between students and learning manners in selecting RAFTs strategy.

➤ **Recommendations for further studies:**

The researcher suggested the following recommendations for further studies:

1. Other researchers can conduct appreciation studies based RAFTs strategy to examine to what extent English for Palestine include interactive and communicative activities and exercises.
2. It is also recommended to investigate the impact of using RAFTs strategy on students' attitude towards English language.
3. It is recommended to investigate the effectiveness of using RAFTs strategy on students' motivation for English writing skills.

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Appendixes

Appendix (1): An Invitation to Referee a Pre- Post Test

The Islamic University- Gaza

Scientific Research & Higher Studies Affairs

Faculty of Education

Department of Curriculum & Instruction



An Invitation to Referee a Pre- Post Test

Dear referee /

The researcher is conducting a study entitled “The Effectiveness of Using RAFTs Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza” to obtain a Master Degree in curriculum and instruction. To achieve study objectives, the researcher designed a writing pre-posttest in the light of the RAFTs Strategy. The test consists of six questions.

You are kindly required to examine and referee the test. I would be so grateful for your comments on its suitability, relevance, linguistic correctness and the importance of each procedure.

All your contributions are highly valued. If you have any comments, please write them down in the space below.

Thanks for your cooperation

Researcher

Ahmad Iseifan EL Sourani

Specifications of the Pre-posttest

Aims of the test:

This test aims to collect data from students concerning their writing skills in accordance with the cognitive field levels and measure these skills prior to and post the application of the experiment.

RAFTs Strategy:

RAFTs strategy is a systematic process aimed at helping students understand their role as writers, the audience they will address, the varied formats for writing, and the expected content.

It is an acronym that stands for: **Role** of the writer – who are you as the writer? Are you Sir John? A Macdonald? A warrior? A homeless person? An auto mechanic? The endangered snail darter? **Audience** – To whom are you writing? Is your audience the Canadian people? A friend? Your teacher? Readers of a newspaper? A local bank? **Format** – What form will the writing take? Is it a letter r? A classified ad? A speech? A poem? **Topic + strong verbs** – What's the subject or the point of this piece? Is it to persuade a killer to spare your life? To plea for a re-test? To call for stricter regulations on logging?

Almost all RAFTs writing assignments are written from a viewpoint different from that of the student's, to another audience rather than the teacher, and in a form different from the ordinary theme. Therefore, students are encouraged to use creative thinking and respond as they connect their imagination to newly learned information (Santa, 1988).

Choice of RAFTs:

RAFTs Strategy will be addressed in the study because it reinforces students' acquisition of the writing skills. It focuses on all cognitive fields in English writing.

Test instructions:

Dear student: The test consists of many different questions in the writing skills.

The test consists of (6) questions.

Hassan Salama Elementary School for Girls (A)

Name: _____

Grade: 10th

Time: 2 hours

Date: _____

50

**1. Match the writing format with the appropriate text:
(5 Points)**

A. Talk about yourself.	() Hi Jamal, How are you? Can you give me back my dictionary please? I need it for school Take care Jo
B. Formal letter	() My name is Ahmed and live in Gaza
C. Informal letter	() When the weather is warm again, I'm planning to go on a hike to see some famous trees.
D. Paragraph	() Dear sir We are writing to you today in order to speak for young people about the future of our planet. Yours faithfully, The secretary general.

2. Read the letter below and then answer the questions: (5 Points)

15- Salah Al-Din Street,
Gaza,
Palestine.
24th February, 2017

Dear Ahmed,

How are you? I hope you're well, and that the weather isn't too cold.

I have been invited to an evening of Palestine music. And I'll have lots of photos to show you when I get home.

I must stop now.

Love and best wishes.

Omar

- Who's the writer of this letter?
- To whom is he/she writing this letter?
- What is the format of the letter?
- What is the topic of the letter?
- Which are the strong verbs used in the letter?

3. Read the passage and answer the questions below: (10 Points)

Dr. Blake is at Waleed's school, and he has been using charts to talk about health, sport and getting fit. Now he is answering questions.

Hello. I'm Julie Nixon. I started rock climbing last year, but I fell and broke my leg. Since then, I haven't been active enough, but I want to try something safer! What's your advice?

You feel that rock climbing is too dangerous for you, and yes, it is more dangerous than most sports. The safest activity is swimming, and that's also good for old injuries like yours.

But with all sports, always remember to warm up first. Do gentle exercises for the various parts of your body. This helps stop injuries.

I'm Jamie Smith, and I recently went football training after a week in bed with flu. I started well enough, but then I got out of breath. I began sweating badly, and my heart started beating very fast. Then I collapsed. They say my heart rate was 190 beats a minute, but I was all right after ten minutes, and I wanted to start again. The problem was that our coach sent me home! He said I wasn't fit enough to train. Was he wrong?

No, he was right – and you were wrong. Hard training after you've been sick is dangerous, Jamie. Your body was still too weak to do sports, and you didn't wait long enough to get well again. The rule is this: be sensible, and don't push yourself too hard or too soon; take things slowly, and remember the old saying: better safe than sorry.

- Who's the writer of this letter?
- To whom is he/she writing this letter?
- What is the format of this letter?
- What is the topic?
- Which are the strong verbs used in the letter?

Writing

4. You are a teacher in a school. You want to take (20) students on a field trip to see for themselves stone industries, on 20th of Feb., 2017.

Write a paragraph to your students describing what you will do during the field trip. **(10 Points)**

5. Write a formal letter to an industry manager to tell him about your visit to his factory:
- Your address is (17, Al – Nasr Street, Remal, Gaza).
 - And his address is (Fomko Stones, Salah Al-Din St., Gaza). **(10 Points)**

6. You have been invited to a birthday party. There you find many people unknown to you. Introduce yourself to them providing the essential information. **(10 Points)**

Good luck

Appendix (2): An Invitation to Referee a Rubric



The Islamic University- Gaza

Scientific Research & Higher Studies Affairs

Faculty of Education

Department of Curriculum and Instruction

An Invitation to Referee a Rubric

Dear referee /

The researcher is conducting a study entitled “The Effectiveness of Using RAFTs Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza” to obtain a Master Degree in curriculum and instruction.

As the aim of the study is to examine the effect of using RAFTs Strategy in writing skills, the researcher designed a rubric intended to be used while checking students’ writing. The Rubric consists of four fields: Accuracy, Role, Format, and Overall Quality, distributed among (21) items.

You are kindly required to examine and referee the Rubric. I would be so grateful for your comments on its suitability, relevance, linguistic correctness and importance of each procedure.

All your contributions are highly valued. If you have any comments, please write them down in the space below.

Thanks for your cooperation

Researcher

Ahmad Iseifan EL Sourani

RAFTs Rubric

Student Name:

Accuracy	1	2	3	4	5
The information presented is accurate.					
Ideas are supported by relevant details.					
The grammar used is accurate.					
The spelling of words is accurate.					
The punctuation and capitalization used are accurate.					
Information in RAFTs properly reflect ideas and themes related to the subject					
Comments:					
Role	1	2	3	4	5
Students stayed in the role assigned.					
Students maintained clear, consistent point of view, tone and ideas relevant to role.					
Ideas and information were tied to role and audience.					
Characters were insightfully shown.					
Students were effective performing their roles and convincing the audience.					
Students were able to choose the right type of role.					
Comments:					
Format	1	2	3	4	5
The choice of format was effective for the writing task.					
Each paragraph had a topic sentence.					
There was an effective ending.					
Ideas are sequenced into paragraphs in order to interest the reader.					
Comments:					

Overall Quality	1	2	3	4	5
Writer's effort was evident.					
The topic of writing was clear.					
The final product was neat and well organized.					
Writing was fluent and interesting.					
Writing contained few or no fragments or run-on sentences.					
Comments:					

Grade:

Scoring key	Assessment guide
25-23 = A	5 = Above and Beyond
22-20 = B	4 = Meeting Standard
19-18 = C	3 = Working to Standard
17-15 = D	2 = Developing
14 and below = E	1 = Incomplete

Appendix (3): An Invitation to Referee a Content Analysis Card

The Islamic University- Gaza

Scientific Research & Higher Studies Affairs

Faculty of Education

Department of Curriculum and Instruction



An Invitation to Referee a Content Analysis Card

Dear referee /.....

The researcher is conducting a study entitled “The Effectiveness of Using RAFTs Strategy in Improving English Writing Skills among Female Tenth Graders in Gaza” to obtain a Master Degree in curriculum and instruction.

As the aim of the study is to do a content analysis of the second term of English for Palestine 10 textbook, the researcher designed a content analysis card consisting of three fields: writing a paragraph, writing a formal letter, and introducing oneself in writing.

You are kindly invited to examine and referee the attached content analysis card. I would be so grateful for your comments on its suitability, relevance, linguistic correctness and importance of each procedure.

All your contributions are highly valued. If you have any comments, please write them down in the space below.

Thanks for your cooperation

Researcher

Ahmad Iseifan EL Sourani

Content Analysis Card

Format	Letter				Paragraph				Talking about oneself							
	Formal	Informal	Business	Social	Topic Sentences	Topic and controlling ideas	Supporting ideas	Supporting details	Mentioning all essential details	Fluency	Accuracy	Topic Sentences	Topic and controlling ideas	Supporting ideas	Accurate pronunciation	Supporting details
• Letter.	✓															
• Paragraph.					✓											
• Talking about oneself.									✓							

Appendix (4): Referee committee

This list includes the names and titles of the referees who refereed the pre-post achievement test, content analysis card and rubric, where (1) refers to those who refereed the pre-post achievement test, (2) refers to those who refereed the content analysis card, and (3) refers to those who refereed the writing rubric.

List of Referees

No.	Name	Field	Degree	Institution	1	2	3
1)	Prof. Walid Amer	English Dept.	Ph.D.	IUG	✓	✓	✓
2)	Prof. Khader Khader	English Dept.	Ph.D.	IUG	✓	✓	✓
3)	Prof. Hassan Abo Jarad	English Dept.	Ph.D.	Al – Azhar	✓	✓	✓
4)	Dr. Akram Habeeb	English Dept.	Ph.D.	IUG	✓	✓	✓
5)	Dr. Mosheer Amer	English Dept.	Ph.D.	IUG	✓	✓	✓
6)	Mr. Hani El – Helou	Supervisor of English	M.A	MOEHE	✓	✓	✓
7)	Mr. Said Radwan	Lecturer	B.A	Al –Aqsa	✓	✓	✓
8)	Mr. Mohammed El- Asmar	English Dept.	M.A	Al – Azhar	✓	✓	✓
9)	Dr. Abedrabu Abu – Alian	English Dept.	Ph.D.	IUG	✓	✓	✓
10)	Mr. Ashraf El – Sourani	Teacher of English	B.A.	MOEHE	✓	✓	✓
11)	Mr. Wesam Shahin	Teacher of English	B.A.	MOEHE	✓	✓	✓
12)	Mr. Yusuf El- Hindi	Teacher of English	B.A.	MOEHE	✓	✓	✓
13)	Mr. Mahamoud El- Hajar	Teacher of English	B.A.	MOEHE	✓	✓	✓
14)	Mr. Zakria Mdoukh	Teacher of English	B.A.	MOEHE	✓	✓	✓
15)	Mr. Reyad El- Shorfa	Teacher of English	B.A.	MOEHE	✓	✓	✓
16)	Mr. Ahmed Zaqout	Teacher of English	B.A.	MOEHE	✓	✓	✓

IUG: refers to the Islamic University of Gaza

MOEHE: refers to the Ministry of Education and Higher Education

Appendix (5): All worksheets

Worksheet "1"

Name: _____ Class: _____ Date: _____

1) Read the letter below. Then answer the questions: (5 Points)

	15, Al-Nasr street, Remal, Gaza, Palestin. 3/3/2017
Dear Saber,	
I hope that you are well and enjoying yourself hoping that you and the family are O.K. I'm writing this letter to invite you to visit my country. I'm sure you will enjoy my country.	
	With my best wishes, Yours Ali

1. Who's the writer of this letter? _____
2. To whom is he/she writing this letter? _____
3. What is the format? _____
4. What is the topic of the letter? _____
5. Which are the Strong verbs? _____

Worksheet "3"

Name: _____ class: _____ Date: _____

Write a paragraph about Sports.

(10 Points)

Appendix (6): More Examples of RAFTs Assignments

RAFTs

Generate a list of RAFTs assignments you might use with your students.

Role	Audience	Format	Topic	Strong verbs

(Adapted from Northwest Regional Education Laboratory).

The following table illustrates how RAFTs strategy is configured by putting forth a question that shows the meaning of every word in this strategy. The letter R has a certain meaning and the letter A has a different meaning and the same goes for the letters F, T and s. These letters are combined together form that strategy which is aiming to teaching the English subject.

Table (1)

The following table presents to us examples about all the components of RAFTs strategy. The application includes messages and paragraphs for each example. The letter topic, format and audience have to be extracted so that the table would be used to facilitate the understanding of the applications of the strategy components.

(1)

<p>ROLE of the WRITER Who or what are you as the writer?</p>	<p>AUDIENCE To whom are you writing?</p>
<p>FORMAT In what format are you writing?</p>	<p>TOPIC What are you writing about?</p>

Table (2)

The table below explains how to implicate RAFTs strategy in one of the message forms where the message was written after knowing the role, topic, format and audience, which makes it easier for the students to write a message in an easy and exciting way using the options of RAFTs strategy in teaching the English language.

Examples of RAFTs Assignments

(2)

Role	Audience	Format	Topic
Rain Forest	Humans	Complaint Letter	Deforestation
21 st Century Woman	Susan B. Anthony	Thank-You Note	Women's Rights
Liver	Alcohol	Complaint Letter	Effects of Drinking
Duck	U.S. Senator	Letter	Effects of Oil Spill
Fractions	Whole Numbers	Petition	To Be Considered Part of the Family
Semicolon	Middle Schoolers	Diary Entry	I Wish You Really Understood Where I Belong
Square Root	Whole Number	Love Letter	Explain Relationship

Table (3)

The table below explains how to implicate RAFTs strategy in one of the message forms where the message was written after knowing the role, topic, format and audience, which makes it easier for the student to write a message in an easy and exciting way using the options of RAFTs strategy in teaching the English language.

Student Example—Student Choice: An Introduction to RAFTs

(3)

Role Justin Bieber	Audience Fans
Format Apology Letter	Topic A Bad Role Model
Dear Fans, I'm very sorry for the way I have been acting. I got into some really hard drugs and I was just doing such bad things. To be honest, being in jail was sort of fun! My mug shots turned out to be pretty cute. I promise not to do anything crazy again. I am very sorry for my bad behavior and I will make it up by coming out with a new album. I hope my amazing fans will forgive me. Love always, Justin Bieber	

Table (4)

The table below explains how to implicate RAFTs strategy in one of the message forms where the message was written after knowing the role, topic, format and audience, which makes it easier for the student to write a message in an easy and exciting way using the options of RAFTs strategy in teaching the English language.

Student Example—After Reading “The Sky Tree”

(4)

Role Turtle	Audience The World
Format Complaint Letter	Topic The Noise, Pollution, and Weight on His Back
<p>Dear Residents,</p> <p>I had wonderful intentions when I offered my back as a solution to saving your people; however, I never dreamed carrying the weight of the world on my shoulders could be so tiring. It seems as if everyone—Beaver, Mink, Muskrat, and Otter—was so quick to aid in creating this new earth, but they are beginning to rarely come around and offer encouragement anymore. They tell me how awful things have become on my shell—how the people from Sky Land have polluted our air, our water, and our land, how their homes have been destroyed to make way for the newest shopping centers and restaurants. I can’t take it anymore; it was never supposed to be like this. Please protect my shell, please respect my rest, and please make this new earth last for years and years to come.</p> <p>Your Concerned Landlord</p>	

Appendix (7): Teacher's Guide

**Teacher's Guide
For
Implementing RAFTs Strategy in Teaching English
Writing Skills to Tenth Graders in Gaza**

Prepared by:

Ahmad Iseifan El Sourani

Teacher's guide

Dear teacher,

It is well known that *English for Palestine 10* textbook deals with the four major skills (i.e. listening, speaking, reading and writing) and the four language systems (i.e. vocabulary, grammar, functions and phonology). This guide attempts to demonstrate how the writing lessons (10, 7, 10) from the units (7, 9, 10) of *English for Palestine 10* can be effectively taught using RAFTs Strategy.

The activities included in this guide encourage a student-oriented approach by involving the students in the tasks and discovering knowledge by themselves under the guidance of the teacher. In other words, the students build their own knowledge as learning is contextualized and happens when the students learn in relationship to what they already know. If learning is related to their life and belief, the study will be interesting and understandable. At that point, learning becomes active and social, as the students cannot isolate learning from their lives. Therefore, the activities, included in this guide will help you to assist student encountering a confusing situation, which may lead them to search for solutions after explaining and understanding the context. This means that students are going to be more responsible for their teaching. The main tools in these activities are doing what helps the students to discover knowledge under the teacher's guidance.

What is RAFTs Strategy?

RAFTs is an acronym standing for **R**ole, **A**udience, **F**ormat, **T**opic and strong verbs.

- Role of the writer: Who are you as the writer: A movie star? The president?
- Audience: To whom are you writing? Yourself? A company?
- Format: In what format are you writing? Newspaper? A love letter?
- Topic: What are you writing about?
- strong verbs: What am I trying to do in this piece of writing?

The objective for the students is not to focus on language construction but for them to use all and any language which may be appropriate for a given situation or topic such as a role-play, drawing a picture, a story, and writing.

When students become interested, they involve their emotion. Activities and materials which frequently engage students include: games, music, discussion, pictures, and dramatized stories.

The teacher's guide consists of the following:

1. Teacher's Guide General Aim
2. Learning objectives of each lesson
3. Teaching resources
4. Activities used by the teachers to help students learn
5. Procedures to be followed by the teachers
6. Worksheets and evaluation

Teacher's Guide General Aim:

The lesson plan and the activities intend to help students to master writing skills in English for Palestine for the 10th graders.

Learning Objectives:

By the end of the lesson, students should be able to:

1. Put the ideas in a correct succession based on RAFTs Strategy.
2. Learn writing through RAFTs Strategy.
3. Determine the objectives of the lesson.
4. Prepare warming up material appropriately.
5. Identify the concept and formulate it to RAFTs.
6. Prepare the teaching material and teaching aids are needed for the lesson.

The teacher's intervention in the RAFTs Strategy could be categorized as follows:

1. Providing input: The teacher helps students activate their prior knowledge and that helps in preparing them for the new one.

2. Motivating students: The teacher motivates students with the lesson by using games, songs, pictures, videos, and puzzles.
3. Activating students: This element describes exercises and activities which are designed to get students to use language as freely and communicatively as they can. The aim for the students is not to focus on writing construction but for them to use all and any language which may be appropriate for a given situation or topic such as role-play, drawing pictures, story, and writing.
4. Giving feedback: The teacher gives feedback about learning by checking their sheets and rating their answers.
5. Summarizing: The teacher helps students to summarize the lesson.

Unit 7 lesson (10) A Formal letter

Class 10th _____ Date ____ / ____ /2017 Session 2

Objectives:

Students should be able to:

1. Write a formal letter properly.

Resources and teaching aids:

Students' books - Worksheets – Colors- Photos- Blackboard

Stages

Role

Audience

Format

Topic

Strong verb

Homework

Procedures

- T. gives Ss the chance to remind themselves of the formal letters such as a job application or a complaining letter.
- T. gives Ss the chance to add more and more ideas about the formal letter.
- T. helps Ss to write an example of the formal letter.
- Ss will write another letter as homework.

Unit 9 lesson (7) Talk about yourself

Class 10th _____ Date ____ / ____ /2017 Session 2

Objectives:

Students should be able to:

1. Write a paragraph about themselves

Resources and teaching aids:

Students' books - Worksheets – Colors - Photos- Blackboard – Chalk

Stages

Role

Audience

Format

Topic

Strong verb

Homework

Procedures

- T. gives Ss the chance to speak about themselves orally.
- T. gives Ss the chance to write the paragraph well.
e.g. Talk about yourself?
e.g. My name is Ahmed.
I am seventeen years old.
I live in Gaza. I study in Palestine Secondary School.
I like English. I have three brothers and five sisters.
- Ss are assigned to write a short paragraph about themselves at home.

Unit 10 lesson (10) Composition

Class 10th _____ Date ____ / ____ /2017 Session 2 .

Objectives:

Students should be able to:

1. Write the paragraph well.

Resources and teaching aids:

Student's books - Worksheets – color - photo- blackboard – chalk

Procedures

- I will give the students the chance to give me some new vocabulary on the subject given.
- T give them the chance to give more and more vocabulary on the subject.
- I will give the students the chance to form new ideas in order to make a complete paragraph.
- Ss have to write a similar paragraph at home.

Practical procedures:

- **Teacher's preparation**

Teachers have to do prepare thoroughly before class so that the teaching-learning process runs smoothly. There are several important things that must be prepared before teaching the lesson. These include the following:

A. Material:

The material has to be interesting for teaching writing, especially in teaching functional texts. In order to get authentic material, the teacher can bring material that can be found in the internet or magazines.

B. Media Preparation:

The media should be appropriate for material and interesting for the students. In this case, the teacher should be careful to choose a model which is simple and appropriate for the students. First, the teacher shows the model to activate their background knowledge about the text. Second, the teacher brings some posters of models to discuss the components of the text.

C. Lesson Plan:

When creating the lesson plan, there are several essential elements in preparing the lesson plan. They are objective, material, and limitation of time used by the teacher.

• Teaching Process

A. Pre-teaching activity:

In this stage, the teacher prepares the students, both psychologically and physically to get involvement in the teaching process. The teacher may begin the lesson by greeting the students in order to attract their attention. The teacher is also expected to channel the students' minds to the topic being discussed. To do so, the teacher can show them a model and after that, she can ask them some questions about the model.

Then, the teacher introduces RAFTs strategy to the students by explaining to them that every writer needs to consider four components: Role, Audience, format, topic and strong verbs. After that, the teacher tells the students about the objective of the material that will be learned.

B. Whilst-teaching activities:

- **Exploration:** In the exploration activity, the teacher checks how far students' knowledge about the model text by showing them two different posters which deal with similar topics. Then, the teacher asks them the following questions:
 - What is the first poster about?
 - What is the second poster?
 - Are these posters same?

- Are there any differences?
- What do the posters say?

These questions will check how far students' knowledge about the advertisement and it also will pull out their curiosity about. After that, the teacher discuss the differences between the two advertisements even though it sells the same product and explains to the students that is the reason why during writing, they need to consider the role, audience, format, and topic because different role, audience, format and topic will affect the writing itself by showing them the posters. So, it can be concluded that those advertisements are different because they have different audience although they sell the same product.

Before explain how to write a good advertisement text, the teacher should explain the communicative purpose of an advertisement text first and continued to the language features of the text (Use correct or suitable, interesting, attractive, persuasive sentence and use suggestive expression).

- **Elaboration:** In this activity, the teacher divides students into several groups. The teacher uses strategy which is called RAFTs the purpose of this strategy is to encourage students to write an advertisement text easier and interesting. Firstly, the students are divided into group of four then, teacher tells them they are going to structure their writing around these elemental:

- ☒ Role: who are you as a writer?
- ☒ Audience: Who will read your writing?
- ☒ Format: what kind of form will it take?
- ☒ Topic: what will the advertisement about?

Strong verb: which are the strong verbs?

Conclusion

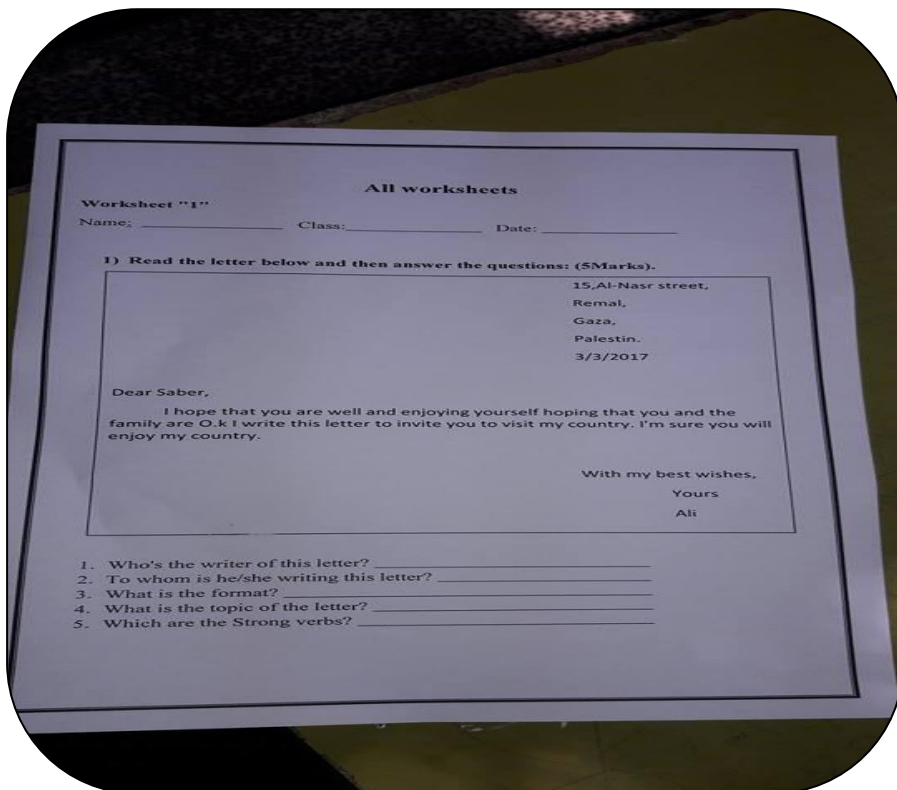
The best way to introduce or enhance proper use of grammatical structures, you should use games and activities. In writing, grammatical accuracy is especially necessary, and the reported dialogue form represents a major element of this. The activity and game format described in this article is definitely both effective and interesting for students to master the use of reported speech in English writing.

Appendix (8): Some photos of the students during the experiment















Appendix (9): Facilitate the task:

State of Palestine

Ministry of Education & Higher Education

Directorate of Education / west Gaza



دولة فلسطين

وزارة التربية والتعليم العالي

مديرية التربية والتعليم / غرب غزة

قسم التخطيط والمعلومات

التاريخ: 2017 / 2 / 15م

المحترمة،

السيدة / مديرة مدرسة حسن سلامة الأساسية للبنات

السلام عليكم ورحمة الله وبركاته.

الموضوع: تسهيل مهمة

نهديكم عاطر التحيات، ونتمنى لكم موفور الصحة والعافية، بخصوص الموضوع

أعلاه، الرجاء من سيادتكم تسهيل مهمة الباحث/ أحمد اسعيفان الصوراني ، والذي يجري بحثاً

بعنوان:

" أثر استخدام RAFTS في تحسين مهارات الكتابة باللغة الانجليزية لدى طالبات الصف العاشر

في غزة "

في تطبيق أدوات البحث على عينة من طلاب الصف العاشر، وذلك استكمالاً لمتطلبات الحصول

على درجة الماجستير في كلية التربية الجامعة الإسلامية بغزة تخصص مناهج وطرق تدريس،

وذلك حسب الأصول.

ولكم منا فائق الاحترام والتقدير،،،



m.bakeri

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة
The Islamic University of Gaza

هاتف داخلي: 1150

مكتب نائب الرئيس للبحث العلمي والدراسات العليا

الرقم: ج س غ/35/

التاريخ: 2017/02/15

حفظه الله،،

الأخ الدكتور/ وكيل وزارة التربية والتعليم العالي

السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة طالب ماجستير

تهديكم شئون البحث العلمي والدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ أحمد اسعيفان اسماعيل الصوراني، برقم جامعي 120150056 المسجل في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس وذلك بهدف تطبيق أدوات دراسته والحصول على المعلومات التي تساعد في إعدادها والتي بعنوان:

أثر استخدام استراتيجية RAFTS في تحسين مهارات الكتابة باللغة الإنجليزية لدى طالبات الصف العاشر في غزة

والله ولي التوفيق،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا



أ.د. عبدالرؤوف علي المناعمة

صورة إلى:-
الرف. *



الرقم: و.ت.غ. مذكرة داخلية ()

التاريخ: 2017/02/15

الموافق: 17 جماد أول، 1438 هـ.



السيد/ مدير التربية والتعليم - غرب غزة المحترم

السلام عليكم ورحمة الله وبركاته،،،

الموضوع / تسهيل مهمة بحث

نهدىكم أطيب التحيات، ونتمنى لكم موفور الصحة والعافية، وبخصوص الموضوع أعلاه، يرجى

تسهيل مهمة الباحث/ أحمد اسعيفان اسماعيل الصوراني والذي يجري بحثاً بعنوان :

" أثر استخدام استراتيجية RAFTS في تحسين مهارات الكتابة باللغة الإنجليزية

لدى طالبات الصف العاشر في غزة"

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في كلية التربية الجامعة الإسلامية بغزة تخصص مناهج

وطرق تدريس، في تطبيق أدوات البحث على عينة من طالبات الصف العاشر الأساسي بمديريتكم الموقرة، وذلك

حسب الأصول.

وتفضلوا بقبول فائق الاحترام،،،

أ. رشيد محمد أبو ججوج

نائب مدير عام التخطيط التربوي



نسخة:

- السيد/ وكيل وزارة التربية والتعليم العالي
- السيد/ وكيل الوزارة للمساعد للشؤون التعليم العالي
- الملف.

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