

# **The Impact of the Raft Strategy on Enhancing Information Writing and Creative Thinking Skills Among High School Students**

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**Abstract:** This study evaluates the RAFT (Role, Audience, Format, Topic) strategy's impact on information writing and creative thinking skills among first-grade high school students in Riyadh, Saudi Arabia. Conducted in the second semester of 2023, the quasi-experimental study involved 172 students in the experimental group and 168 in the control group. The experimental group was taught using RAFT, while the control group followed traditional methods. The study's instrument comprised 20 statements across three dimensions: right-brained thinking, planning, and content abilities. Preliminary findings indicate that students initially performed poorly in writing skills, with an average pretest score of 0.77. RAFT significantly improved performance, with the experimental group surpassing the control group in all areas. The mean score for creative thinking skills was 12.54 (experimental) vs. 9.31 (control), organizational skills 6.11 vs. 3.40, and content skills 4.67 vs. 2.29. The experimental group's overall mean was 19.92, with a statistically significant difference ( $t = 2.23, p < 0.05$ , effect size = 0.079). This study situates RAFT within cultural and philosophical contexts, examining whether structured writing fosters or limits creativity. Writing, as a cognitive and cultural practice, carries axiological dimensions influencing self-expression and knowledge production. Integrating RAFT into curricula enhances students' epistemic and communicative competencies, promoting long-term improvements in writing and creative thinking.

**Keywords:** Information Writing, High School, RAFT Strategy, Creative Thinking, Writing Proficiency.

## **1. INTRODUCTION**

Analytical ability is one of the major educational objectives to which educational sectors have traditionally given priority. The basic writing ability of informative writing lays the ground for the communication of intellectual ideas and thoughts between people. The ability aids students in thinking abstractly and developing thinking ability and their ability to solve critical issues. The current educational sector puts major priority on written ability since it aids students in gaining critical thinking ability. Education researchers recognize the RAFT (Role, Audience, Format,

Topic) teaching process as the most appropriate approach for helping students with better writing ability. Students can implement the pedagogy towards developing writing through diverse perspective examination that satisfies diverse audience demands. Pratiwi et al. collected study data that revealed the RAFT process enhances written content accuracy with better organizational quality (Pratiwi et al., 2024). Analysis of educational strategies for development must include the instructional strategies affecting the quality of informational writing because the gained knowledge is needed for informing paradigms for future learning. There has also been wide expansion within the past decades concerning the examination of instructional strategies for developing writing capability. Although structured writing habits have received wide examination with respect to their influence upon descriptive detail and accuracy, their overall implications need further study. The traditional approaches are centered mostly upon the following three elements of language: grammatical correctness, coherence, and mechanical accuracy. Nevertheless, research indicates experiential learning combined with student involvement and cooperative teaching strategies—such as the RAFT approach—helps increase students' informational writing capability (Şahin & Dönmez, 2024). RAFT is usually recognized for its potential to enhance students' participation and diversity of communicative capabilities. There is minimal direct study into its influence towards improving writing capability with regards to informational writing. Existing studies indicate that RAFT facilitates planning and structuring ideas and leads to a very good improvement in writing quality (Novianti et al., 2024). This gap offers the possibility for examining how RAFT interventions can facilitate the overcoming of current writing education problems, most significantly by bridging the gap between specialized writing capabilities and the capability for analyzing information. As education shifts towards dynamic competency-based learning, existing pedagogical approaches are placing increasing emphasis upon analytic ability as a collection of lifelong learning instruments. Both teachers and policymakers demand a curriculum that not just develops subject-matter expertise but also higher-order thinking and the capability to navigate the environment of information. The RAFT approach fits into these new paradigms through the combination of student engagement, structural soundness, and contextual sensitivity. The heightened interest serves to underscore the demand for a clearer sense of RAFT's role toward the attainment of informational writing

proficiency as academic institutions strive to better prepare students for life within a rapidly evolving world. A full understanding of RAFT requires an analysis of its historical background along with the conceptual basis. The writing technique introduced as RAFT was initially intended to help students concentrate on selecting their role alongside their audience and format characteristics through understanding their topic. Through its logical framework, students can perform creative work that achieves precise results toward intended writing assignments. Studies in various educational contexts confirm that RAFT effectively improves student accuracy when they summarize texts and write reports and other informational documents (Pratiwi et al., 2024). Research studies about writing strategies have produced many results, but more investigations are needed to assess how the RAFT strategy influences student performance in creating precise and well-structured informational text. Past research explains how this method helps students engage and understand content effectively, but there are fewer studies that evaluate its effects on structured formal writing quality. Research into the RAFT strategy should be pursued to help modern educational methods grow and assist students in developing advanced writing skills. Educators should adopt specific RAFT interventions to merge theory with practical writing instruction, thus developing an enhanced pedagogical structure for better teaching practices.

### 1.1. Problem Statement

The acquisition of written information by students is not merely a technical skill but a culturally and philosophically embedded practice with a strong influence upon their epistemic and intellectual development. While conventional studies generally indicate pedagogical shortcomings in writing pedagogy, the question is deeper axiologically: Does systematic writing pedagogy such as the RAFT approach really facilitate creativity and intellectual autonomy or place unarticulated constraints upon self-expression? Despite intense pedagogy, students are not able to have metacognitive sensitivity, creative flexibility, and audience-aware composition because conventional pedagogical practices place strong emphasis upon rule-of-thumb correctness rather than authentic expression (Umaemah et al., 2016). The challenge is most severe where writing is traditionally associated with rhetorical control and authoritative language rather than encouraging individual creativity. Educational researchers developed the RAFT strategy (Role, Audience, Format,

Topic) to address these educational problems by enabling students to adopt multiple viewpoints and practice with diverse readers and different writing forms. Two empirical studies, including Abo El Rous (El Rous et al., 2021) and Hindasah, prove that RAFT boosts student writing skills, including fluency, organization, and multidimensional genre writing abilities (Hindasah, 2018). The ability of RAFT to foster creativity remains under debate between advocates who view it as either an alternative structured approach with limited originality or a true creativity development tool. Researchers have paid scarce attention to how organized writing approaches connect with cultural perspectives about creativity alongside epistemic independence within initial academic phases (Al-Mahdawi & Al-Smadi, 2019). This research evaluates RAFT as both an educational method and a philosophy that gives form to how students develop creative thinking ability and intellectual freedom. This research paper examines the extent to which the RAFT teaching approach enhances students' writing perception and creativity, as well as its impact on the development of intellectual freedom for broader cultural acceptance.

### 1.2. Study Questions

1. To what extent do first-grade high school students demonstrate writing awareness when engaged in creative writing tasks?
2. How does the RAFT strategy influence the development of writing awareness and creative writing skills among first-grade high school students?
3. What statistically significant differences, if any, exist in the writing performance of first-grade high school students taught using the RAFT strategy compared to those instructed through traditional methods?

### 1.3. Study Objectives

1. Evaluate the level of writing awareness among first-grade high school students by analyzing their creative writing skills.
2. Investigate the impact of the RAFT strategy on fostering students' writing consciousness and enhancing their ability to engage in creative composition.
3. Compare the writing performance of students taught using the RAFT strategy with those following conventional instructional methods to determine its effectiveness.

### 1.3 Study Significance

#### 1.3.1 Theoretical Importance

1. The study strengthens both practical and theoretical knowledge about using RAFT (Role, Audience, Format, Topic) as a pedagogical tool, which improves student creativity while developing their writing abilities. Research using this strategy has set groundwork that will help future researchers develop innovative writing methodologies.

2. This research shows that standard writing approaches fall short, thus prompting academic developers to find better teaching methods that help students develop writing skills and self-monitoring abilities.

3. The research serves both academic and scholarly discussions about the effects of structured writing methods upon creativity and cognitive engagement. The lesson framework RAFT proves to enhance intellectual thought processes while improving student involvement during educational activities.

#### 1.3.2 Practical Importance

1. The teaching framework delivers a flexible structure to language tutors who can guide students through writing style development while considering role selection and audience identification together with format decisions and topics choice for enhancing purposeful creative writing engagement.

2. Educators benefit from this research-tested approach because it improves both the writing skills and learning environments of their students.

3. The approach promotes students to perform flexible writing assignments within different subjects so their writing skills improve along with their academic performance and writing motivation.

### 1.4 Study Scopes

#### 1.4.1 Objective Scope

The research investigates RAFT as an educational method to improve writing competence and imagination in high school students. The study checks how writing development progresses between structured educational structures from both cognitive and social aspects while examining traditional teaching methods against this approach.

#### 1.4.2 Time Scope

The study was conducted during the second semester of the 2023

academic year, ensuring that the data collection and implementation of RAFT occurred within a relevant and contemporary educational context.

#### 1.4.3 Spatial Scope

The research is limited to high schools in Riyadh, Saudi Arabia. It evaluates the application and effectiveness of the RAFT strategy within this specific educational setting.

#### 1.4.4 Human Scope

The study focuses on first-grade high school students in Riyadh. The sample consists of 172 students in the experimental group, who were taught using the RAFT strategy, and 168 students in the control group, who received traditional instruction.

## 2. CONCEPTS AND TERMINOLOGIES

1. **Writing Awareness:** Writing awareness is described by the researchers as the extent of how much a writer can consciously think about writing, which includes planning, monitoring, and evaluating. This type of approach provides a writer with an understanding of the different techniques that ought to be applied when writing and helps him or her control these techniques, hence improving performance (Salah Abdul-Fattah Morsi et al., 2024).

2. **Creative Thinking:** Involves generating innovative ideas by applying originality, flexibility, and problem-solving skills. Recent studies highlight its significance in education, emphasizing methods like project-based learning and STEAM approaches to enhance these abilities. This underscores the universal importance of creative thinking across disciplines.

3. **Creative Writing:** Refers to the creative and artistic use of the written language with the intent to create an artistic piece of work that is unique in its style, intriguing in its plot, and descriptive in its use of literary devices to cause an emotional response in the reader. The RAFT strategy is a sequenced instructional model that increases the learner's writing proficiency and comprehension of information. It focuses on four key components: role, audience, format, and topic (Pratiwi et al., 2024).

4. **Writing Awareness:** Writing awareness refers to a writer's metacognitive ability to plan, monitor, and evaluate their writing, ensuring effective use of linguistic and rhetorical techniques. This self-awareness

enhances self-regulation and adaptability, improving writing performance and creativity (Wang & Liu, 2024).

5. **Creative Thinking:** Creative thinking is the ability to generate original and flexible ideas through problem-solving and divergent thinking. Educational approaches such as Project-Based Learning (PBL) and STEAM emphasize its role in fostering intellectual autonomy and interdisciplinary innovation.

6. **Creative Writing:** Creative writing is the artistic use of language to produce imaginative and expressive texts enriched with literary devices. Professional writing skills improve through the RAFT methodology because it directs composition steps toward role definition, audience understanding, format consideration, and topic selection, which builds awareness of various genres and establishes purposeful content development (Nurhidayati et al., 2022).

### 3. THEORETICAL FRAMEWORK: RAFT STRATEGY IN LIGHT OF LEARNING THEORIES, CULTURAL PHILOSOPHY, AND AXIOLOGY

#### 3.1. Constructivist Learning Theory and Its Cultural-Axiological Dimensions

Student knowledge formation results from actively building new understanding during experiential learning and social exchanges (Arasit, 2023; Tompkins, 1994). According to Vygotsky's socio-cultural constructivism (Vygotsky & Cole, 1978), social relationships play a crucial role in developing cognitive abilities, moral perspectives, and cultural skills (Pratiwi et al., 2024). Participation in the RAFT strategy supports teaching methodologies because it teaches students to take perspectives while building ethical knowledge through self-exploration in a cultural framework. The role adaptation method enables students to perform critical analysis of social structures and historical awareness and moral accountability, which leads them to develop multi-faceted educational methods. Students who use the RAFT strategy need to study dominant cultural stories along with ideological beliefs and multiple worldview perspectives so writing becomes a framework to conduct philosophical and ethical discussions. The transformative nature of RAFT objectifies itself beyond educational value because it functions as an axiological practice to advance students' moral and philosophical research. When students write while assuming various roles, they must explore cultural

and value-based frameworks that dominate specific audiences. The educational method matches axiology because moral principles determine both the creation of knowledge and how students express themselves critically. The combination of RAFT with philosophical examination establishes an educational connection that links constructivist educational theories to investigations about knowledge development and cultural values.

### 3.2. Writing Awareness, Metacognition, and Philosophical Inquiry

Students gain writing awareness from metacognitive abilities, which help them observe and control their writing practice and conduct thorough assessments about it (Flavell, 1979; Schraw & Dennison, 1994). Through its RAFT method, students gain philosophical self-examination abilities because internal dialectics mirror Socratic questioning procedures. Through reflective practice, students must examine the foundation of their writing epistemology while identifying fundamental assumptions before building arguments through reflective thought. The framework encourages students to move among roles while adapting to audience requirements, thus encouraging them to develop their skill of analyzing complex texts and thoughts from various ethical and rhetorical viewpoints. RAFT provides students a basis to investigate writing choices for ethical-philosophical and rhetorical analysis, which supports a research-based writing technique (Myhill & Jones, 2007; Noor & Rana, 2024; Rao et al., 2023). Through their writing, students perform ethical moral activities by taking responsibility in discourse to research historical wrongs and cultural prejudices as well as social-political problems. The writing process with RAFT allows students to discover different subjective truths that correspond with the philosophical principles of comparative philosophy and literary syncretism. Writing functions as a method to study intellectual growth together with cultural communication and analytic capabilities.

### 3.3. Creative Writing, Cultural Expression, and Axiology

Creative writing under the RAFT system grows into cultural and axiological research that produces superior academic results. Students create stories that challenge cultural norms and investigate ethical issues during identity research performed through role-play activities and audience adaptation methods (Mardiah et al., 2023). The educational process helps students gain worldwide cultural awareness when they study



political themes with social values and historical contexts and ethical matters as described by Tanjung (Tanjung, 2023) and Intan (Intan, 2023). As an educational instrument, RAFT delivers teaching techniques for obtaining artistic expression and intellectual learning through methods that ease the exploration of moral values. Students develop axiological awareness using RAFT higher-order thinking prompts, which require them to analyze ethical characteristics in storytelling and persuasion and argumentation techniques (Graham & Perin, 2007). Through RAFT, students can research various ethical perspectives because the system provides an extensive method for philosophical examination when composing. Students enhance the effectiveness of their ethical and philosophical messages through RAFT creative writing by utilizing allegories and figures of speech as well as imagery (Harper, 2010). The axiological practice of RAFT enables creative students to study how literature merges with discourse while it supports cultural values and also confronts them.

### 3.4. Creativity as a 21st-Century Competency and Axiological Skill

Creativity emerges as a vital philosophical combination of cognitive abilities because it allows people to address worldwide difficulties through rational moral decision-making while paying attention to multiple cultural perspectives. The role-based writing structure of RAFT develops the creative competencies described in Guilford's Structure of Intellect (SOI) Theory through fluency and originality and flexibility and elaboration (Lavli & Efendi, 2024). The effectiveness of RAFT for developing interdisciplinary writing depends on its elements, which align with Amabile's Componential Theory of Creativity involving domain-relevant skills along with creativity-enhancing processes and intrinsic motivation (Bui, 2024). Research findings show RAFT goes beyond regular writing education by teaching writers to connect creativity to philosophy and cultural elements (Santa et al., 2004; Senn et al., 2013). When students function as ethical thinkers while performing cultural interpretation and creative writing within RAFT, they develop writing that becomes a deeply engaged philosophical practice.

## 4. LITERATURE REVIEW

Universal acceptance is growing for the RAFT (Role, Audience, Format, Topic) approach because it supports student writing development. RAFT demonstrates practical effectiveness but also

encourages philosophical inquiries about creativity along with structural composition and sense construction, thus integrating it into evaluative theory and knowledge studies and social development theories. This paper brings together findings from ten modern research studies together with philosophical perceptions on creativity to explore how aesthetic sense makes judgment and deconstructionist thinking and cultural-historical writing traditions operate theoretically.

#### 4.1. Key Findings and Themes

The research findings demonstrate that RAFT represents a beneficial writing approach that develops student writing abilities through gains in grammar skills, vocabulary advancement, better organizational structure, and creative potential. Sisalima and Sánchez proved that eighth-year EFL students who utilized RAFT demonstrations improved their descriptive skills and developed better critical thinking abilities and active engagement behavior (Sisalima & Sánchez, 2023). According to Kusumadewi, seventh graders showed better competency progress compared to sixth graders in their writing skills because 25 students out of 184 exceeded minimum proficiency standards (Kusumadewi, 2023). Cognitive development research shows these results because sociocultural learning theories demonstrate the importance of structured creative guidance for participants to develop cognitively.

#### 4.2. Philosophical Perspectives on Creativity and Structured Writing

##### 4.2.1 Kant's Aesthetic Judgment and the Nature of Creativity

In his 1790 work *The Critique of Judgment*, Immanuel Kant establishes two distinct domains of artistic abilities through natural creative talent known as genius and mastery of aesthetic rules. The intervention requires educators to determine if RAFT teaches students art planning abilities or helps them produce genuine artistic work. According to Kantian aesthetics, it takes more than methodical techniques alone to reach genuine creative potential, although RAFT shows proven results in enhancing writing clarity and organization. Through the use of RAFT, students develop independent creative thought within established parameters, allowing Kantian purposiveness without a specific goal.

##### 4.2.2 Derrida's Deconstructionist Critique: Does RAFT Restrict or Expand Creativity?

Jacques Derrida's *Of Grammatology* challenges structuralist notions of meaning, arguing that language is inherently fluid and interpretative rather

than fixed (Derrida, 1967/1997). From this lens, RAFT presents a paradox:

On one hand, it imposes predefined structures (roles, formats, audiences), which could limit creative freedom. On the other hand, it offers a framework that helps students navigate meaning-making, providing them with the agency to reinterpret and reconstruct ideas.

Pratiwi et al. describe the situation where RAFT helped students with their personal letter writing (Pratiwi et al., 2024), yet students experienced difficulties in vocabulary selection and maintained focus because of the constraints of the framework. According to Derrida, RAFT operates as an educational tool that achieves its educational targets by how students manage its structural requirements along with communicative demands (Derrida, 1967/1997).

#### 4.3 Cultural-Historical Perspectives on Writing And Creativity

##### 4.3.1 Medieval Arabic Theories of Literary Creativity Vs. Contemporary RAFT Models

Two medieval Arab scholars, Al-Jahiz (Al-Jahiz, 2011) and Al-Farabi, explored ninth- and tenth-century Arabic theories regarding structured composition methods and audience adaptation techniques that align with the core concepts of RAFT (al-Farabi & Mahdi, 1969).

- Al-Jahiz's concept of "bayān" (eloquence) advocates for structured yet adaptive writing, aligning with RAFT's emphasis on audience awareness and purposeful text construction (Al-Jahiz, 2011).
- Al-Farabi's hierarchical model of knowledge acquisition suggests that creativity flourishes when learners first master structured techniques before engaging in higher-order rhetorical invention (al-Farabi & Mahdi, 1969).

The RAFT training system in Western education varies from its source because it emerged from student-centered progressive education principles focused on active writing and hands-on learning experiences. The medieval Arabic rhetoric school applied strict artistic conventions of syntax, whereas the RAFT method constructs creative development through its limited boundaries and guidance structures. Research should explore how these rhetorical schools shape cognitive learning patterns across time to assess if RAFT adherence remains within standard educational practices or deviates from them.

#### 4.4 Points of Agreement

Multiple education research findings establish RAFT as a successful

method to develop both creative thinking abilities and writing competencies along with intellectual reasoning skills. According to Kusumadewi (Kusumadewi, 2023) and Sisalima & Sánchez (Sisalima & Sánchez, 2023), Buehl established that RAFT enhances student engagement because it mandates diverse perspective acquisition (Buehl, 2017). The findings from RAFT implementation confirm the sociocultural theory of Vygotsky that shows external scaffolding aids the development of cognitive skills along with creative abilities.

#### 4.5 Points of Disagreement

The impact of RAFT on deep creativity remains controversial, though it strengthens writing organization together with engagement. Studies show RAFT methods create minor improvements in students' linguistic abilities and originality output, although they fail to completely activate deep creative thinking development. The procedure described by Intan demonstrates how students' creative autonomy develops through RAFT when teachers provide intervention and reflect on student work (Intan, 2023), which validates Kant's view that structured skills can enhance artistic creativity.

#### 4.6 Strengths and Limitations

The investigated studies adopt three different research approaches: experimental (Sisalima & Sánchez, 2023), classroom action research (Intan, 2023; Nurhikmah, 2023), and quantitative (Pratiwi et al., 2024). However, limitations persist:

- Most studies focus on secondary education, leaving RAFT's applicability in higher education underexplored.
- There is a lack of cross-cultural comparative studies examining RAFT's effectiveness across different rhetorical traditions.

#### 4.7 Research Gaps and Future Directions

1. Longitudinal Studies: Little research investigates RAFT's long-term impact on writing development. Future studies should explore whether structured writing instruction fosters sustained creative thinking.

2. RAFT and Metacognitive Strategies: Combining RAFT with peer critique, Socratic questioning, or philosophical reflection may enhance its capacity to cultivate originality and self-awareness.

3. Cross-Cultural Investigations: Research should compare RAFT's effectiveness with historical writing instruction methods, particularly in Arabic, Chinese, and classical European traditions, to assess its

philosophical and cultural adaptability.

In conclusion Empirical research supports RAFT as a structured yet flexible tool for enhancing writing proficiency, yet philosophical inquiry reveals deeper tensions between constraint and creativity. Kantian aesthetics, Derrida's deconstruction, and medieval Arabic rhetoric each offer critical insights into the role of structure in artistic expression. New investigations need to research how RAFT functions together with metacognitive, ethical, and intercultural writing systems to ensure its alignment with multiple educational approaches.

## 5. METHODOLOGY

### 5.1 Research Method and Justification of Quasi-Experimental Design

Researchers have implemented a quasi-experimental research method to compare experimental groups with controls under natural educational settings. The study develops through quasi-experimental research methods to examine real-world educational settings without complete randomization, which makes them optimal for teaching investigations (Culham, 2018). This research model follows the educational pragmatism principles advocated by Dewey because he believed in studying learning empirically while making it practically useful (Dewey, 1986). As creativity develops through cognitive and cultural change, it needs a research design that validates experiential elements over standardized positivist techniques. Additionally, Vygotsky's sociocultural theory underscores the role of guided interaction and cultural mediation in shaping creative skills (Vygotsky & Cole, 1978), further justifying the need for an adaptable research design that integrates both empirical assessment and interpretive analysis.

### 5.2 Study Population and Sample

The research involved first-grade high school students from Riyadh who were studied in the 2023-2024 academic term using random sampling to divide 172 students between an experimental group and a control group. Both study groups possess the same chance to represent their student fellow members through sampling, thus enabling researchers to assess the effectiveness of teaching approaches in a fair manner.

### 5.3 Assessment Framework: Instrument Development and Cultural Adaptation

The assessment instrument contained 20 statements that evaluated the

creative writing competency of students based on three main assessment criteria. Students' creative writing abilities become assessable through the fully explained framework displayed in Table 1.

Table 1: Survey Axes and Statements

Axis	Dimension	Number of Statements
Writing Awareness through Creative Writing Skills	General Creative Writing Skills	9
	Organizational Skills in Creative Writing	6
	Content Skills in Creative Writing	5
	Total Statements	20

The assessment tool evaluates student works by combining western educational principles with structured arguments and graceful writing through diverse cultural evaluation metrics. The framework integrates holistic evaluation through qualitative assessment combined with self-assessment practices that maintain cultural sensitivity during the performance assessment of creative writing student work.

#### 5.4 Validity of the Research Instrument

Specialists from creative writing and educational philosophy checked the research instrument for validity through expert review to ensure construct validity and cultural appropriateness. Table 2 demonstrated the test-retest reliability of the evaluation dimensions through high levels of match between survey statements and their linked assessment dimensions using Pearson's correlation scores.

Table 2(a): Pearson Correlation Coefficients for Scale Statements and Total Dimension Scores

Axis Dimensions	Statement Number	Axis Correlation Coefficient	Statement Number	Axis Correlation Coefficient
General Creative Writing Skills	1	0.880	6	0.877
	2	0.814	7	0.893
	3	0.857	8	0.907
	4	0.689	9	0.862
	5	0.695		
Organizational Skills	1	0.616	4	0.905
	2	0.871	5	0.885
	3	0.861		

Table 2(b): Pearson Correlation Coefficients for Scale Statements and Total Dimension Scores

Axis Dimensions	Statement Number	Axis Correlation Coefficient	Statement Number	Axis Correlation Coefficient
Content Skills in Creative Writing	1	0.912	4	0.909
	2	0.803	5	0.859
	3	0.881	6	0.864

These correlation values (ranging from 0.616 to 0.912,  $p < 0.01$ ) confirm strong internal consistency, validating the instrument as a reliable measure of creative writing skills.

### 5.5 Reliability of the Study Instrument

Cronbach's Alpha analysis was conducted to assess the instrument's reliability (Table 3).

Table 3: Cronbach's Alpha Coefficients for Reliability Assessment

Axis	Dimension	Number of Statements	Reliability (Cronbach's Alpha)
Writing Awareness through Creative Writing Skills	General Creative Writing Skills	9	0.943
	Organizational Skills in Creative Writing	6	0.856
	Content Skills in Creative Writing	5	0.933
Overall Reliability	Total Statements	20	0.965

The reliability of the study instrument was assessed using Cronbach's Alpha analysis (Table 3), which demonstrated high reliability across all dimensions. The results showed strong internal consistency, with General Creative Writing Skills ( $\alpha = 0.943$ ), Organizational Skills in Creative Writing ( $\alpha = 0.856$ ), and Content Skills in Creative Writing ( $\alpha = 0.933$ ), leading to an overall reliability score of  $\alpha = 0.965$ . These high coefficients indicate that the assessment tool is stable, consistent, and applicable across different learning contexts, ensuring the reliability of the creative writing evaluation framework.

### 5.6 Equivalence Between Experimental and Control Groups

To verify that both groups had comparable skill levels before the intervention, an Independent Sample T-test was conducted (Table 4).

Table 4: Mean Score Differences Between Experimental and Control Groups in Preliminary Skill Application

Axis Dimensions	Group	N	Mean	SD	T Value	Significance Level (P-Value)	Effect Size
General Creative Writing Skills	Control	168	9.54	7.186	-0.899	0.370	0.005
	Experimental	172	10.51	6.700			
Organizational Skills in Creative Writing	Control	168	3.55	3.531	-1.967	0.051	0.023
	Experimental	172	4.62	3.515			
Content Skills in Creative Writing	Control	168	2.28	3.549	-1.862	0.052	0.021
	Experimental	172	3.41	3.768			

To ensure that both groups had comparable skill levels before the intervention, an independent sample T-test was conducted (Table 4). The results indicate that the differences in mean scores between the experimental and control groups across all assessed dimensions were not statistically significant ( $p > 0.05$ ). Specifically, the General Creative Writing Skills dimension showed a mean score of 9.54 ( $SD = 7.186$ ) for the control group and 10.51 ( $SD = 6.700$ ) for the experimental group, with a T-value of -0.899 ( $p = 0.370$ ). Similarly, the Organizational Skills and Content Skills dimensions also exhibited minor variations that were not statistically significant. These findings confirm that both groups started with equivalent creative writing abilities, ensuring that any observed differences in performance after the intervention can be attributed to the RAFT strategy rather than pre-existing disparities.

## 6. RESULTS

### 6.1 Cultural and Axiological Perspectives on Structured Writing: Analyzing the RAFT Strategy

This study examines the philosophical and cultural implications of structured writing instruction, particularly through the RAFT strategy, in shaping students' creative expression and writing awareness. Grounded in



axiological and comparative philosophical perspectives, the research explores how structured writing methodologies function within different educational traditions and their role in fostering or constraining creativity. The study addresses three core inquiries:

1. How do first-grade high school students conceptualize writing awareness and creativity prior to structured intervention?
2. To what extent does RAFT enhance creative writing skills by balancing structured form with expressive freedom?
3. How does RAFT compare to conventional teaching methods in shaping students' writing abilities?

By analyzing students' proficiency in general creative writing, organizational coherence, and content development, the study situates RAFT within broader debates on the role of structure in creative thought across Western and non-Western rhetorical traditions. The findings contribute to discussions on whether structured writing models serve as tools for intellectual empowerment or reinforce dominant linguistic norms.

Table 5: Extent of Writing Awareness and Creative Writing Skills Among First-Grade High School Students

Dimension	Means	Standard Deviation	Rank
General Creative Writing Skills	1.06	0.798	1
Organizational Skills in Creative Writing	0.71	0.706	2
Content Skills in Creative Writing	0.38	0.591	3
Overall	0.77	0.675	

The cultural interpretation of writing proficiency, as reflected in Table 5, shows that general creative writing skills ranked highest (mean = 1.06, SD = 0.798), suggesting that while students demonstrate basic fluency and creativity, they require structured guidance to refine their expression. Organizational skills in creative writing scored moderately (mean = 0.71, SD = 0.706), indicating a need for pedagogical interventions to enhance coherence and logical flow. The lowest-ranking content skills in creative writing (mean = 0.38, SD = 0.591) highlight a gap in depth and elaboration, potentially influenced by cultural expectations regarding writing as either an individual or collective practice. The overall writing awareness score (mean = 0.77, SD = 0.675) suggests that while students possess foundational creative writing abilities, structured interventions such as RAFT are necessary for improvement. These findings align with philosophical debates on structured creativity, questioning whether

models like RAFT cultivate originality or impose constraints. By examining structured writing within ethical, cognitive, and cultural frameworks, this study contributes to the broader discourse on the philosophy of culture and axiology, raising critical questions about whether structured approaches like RAFT empower diverse voices or reinforce dominant linguistic norms.

Question Two: What is the effect of the RAFT strategy on enhancing writing awareness and developing creative writing skills among first-grade high school students?

## 6.2 Axiological and Cultural Perspectives on Structured Writing: The RAFT Strategy in Creative Development

This study examines the philosophical and axiological implications of structured writing instruction through the RAFT strategy, exploring its role in shaping writing awareness and creative expression among first-grade high school students. Within the broader discourse on structured creativity and cultural writing traditions, the study investigates whether RAFT serves as a tool for empowerment or constraint, particularly in balancing technical precision with imaginative freedom.

## 7. IMPACT OF RAFT ON WRITING AWARENESS AND CREATIVE DEVELOPMENT

The effectiveness of RAFT was analyzed by comparing post-test results of experimental and control groups across three key writing dimensions: general creative writing skills, organizational coherence, and content development. As Table 6 illustrates, the effect sizes across all categories were significant, reinforcing RAFT's influence on structured creativity.

Table 6: Difference in Mean Scores between the Experimental and Control Groups in the Post-Test for Skills

Dimension	Effect Size	Cohen's Standard (0.03 or larger = Large Effect)
General Creative Writing Skills	0.054	Large
Organizational Skills in Creative Writing	0.105	Large
Content Skills in Creative Writing	0.078	Large
Overall	0.079	Large

The RAFT strategy application led students to generate more ideas and improved their fluency skills, which amounted to a 0.054 effect size increase in creative writing performance. The research results contribute

to philosophical discussions about structured creativity since they examine how rigorous writing approaches improve artistic expression against potential limitations to personal creativity. The RAFT framework enabled students to understand focal constraints of their investigation, yet students needed to stay within defined roles and formats for specific audiences. The integration of directive writing practices in education generates essential philosophical inquiries about how much teacher guidance should be combined with student independence in creative learning spaces, particularly during times where liberal literary practices predominate education. Students demonstrated the highest improvement regarding organizational competencies after adopting RAFT since the effect size reached 0.105. The results confirm that pedagogical models that provide structure function as an effective teaching tool for writing coherence and organization. The students who applied the RAFT framework showed improvements in logical sequencing because it taught a systematic process that proves the value of structure for argument clarity and flow maintenance and thematic cohesion. The potential philosophical question emerges about whether structural organization skill represents a global capability or acts as a cultural standard that differs between Western and non-Western rhetorical practices. RAFT led to better content abilities in students according to the observed outcome of 0.078. The research data shows that structured writing techniques lead to better content quality, although they display particular limitations. The application of the RAFT framework enabled students to develop better ideas, yet researchers have doubts whether it creates barriers for deep conceptual understanding throughout writing. This data helps researchers adapt structured teaching methods by evaluating their effectiveness for content development while also testing their learning and writing restrictions. The research outcomes demonstrate that RAFT performs as an intellectual tool and educational practice since it modifies student intellectual processes yet provides systematic structures for thought representation. The analysis examines standard writing instruction principles as philosophy but aims to determine if Western educational methods force global creativity norms onto various learning environments and identify structure-language conflicts between Western and non-Western storytelling approaches. The study presented in this paper links with *Cultura—International Journal of Philosophy of Culture and Axiology* because it assesses structured writing through philosophical examination while utilizing pedagogical and cultural expression frameworks. The study sheds necessary insights about education system effects on creative autonomy to enhance discussions about cultural values

and ethical impact on various intellectual traditions.

### 7.1 Structured Writing and Creative Development: A Cultural and Axiological Perspective on RAFT

This study examines the philosophical and cultural implications of structured writing instruction through the RAFT strategy, analyzing its impact on creative writing skills. Within an axiological framework, the study explores whether structured approaches enhance cognitive and linguistic development or reinforce dominant educational norms, particularly in balancing creativity with structured expression.

## 8. IMPACT OF RAFT ON WRITING DEVELOPMENT

A post-test comparison of the experimental and control groups (Table 7) demonstrates the significant effect of RAFT on various writing dimensions, including general creativity, organizational skills, content depth, and overall writing awareness.

Table 7: Differences in Mean Scores Between Experimental Group Students and Control Group Students in the Post-Application of Skills

Axis Dimensions	The Group	Number of Students	Means	Standard Deviation	"T" Value	Significance Level	Effect Size
General Creative Writing Skills	Control Group	168	9.31	6.877	3.073-	**0.002	0.054
	Experimental Group	172	12.54	6.738			
Organizational Skills in Creative Writing	Control Group	168	3.40	3.682	4.414-	**0.000	0.105
	Experimental Group	172	6.11	4.243			
Content Skills in Creative Writing	Control Group	168	2.29	3.624	3.747-	**0.000	0.078
	Experimental Group	172	4.67	4.571			
Writing Awareness through Creative Writing Skills	Control Group	168	15.00	13.472	3.781-	**0.000	0.079
	Experimental Group	172	23.32	14.980			

\*\*Significant at the 0.01 Level

The results confirm RAFT's effectiveness, demonstrating significant improvements across all dimensions of creative writing. The impact on general creative writing skills (Effect Size = 0.054) suggests that RAFT enhances idea generation and fluency, providing students with a structured framework to express creativity. This finding aligns with philosophical debates on structured creativity, questioning whether such instructional methods refine originality or impose constraints on free expression. While RAFT facilitates scaffolded exploration of ideas, its structured nature raises concerns regarding the balance between creative autonomy and instructional control. The effect size measurement for organizational skills reached 0.105, which indicates the fundamental role of structured models when developing logical organization and textual coherence among students. The role-play structure RAFT provides helps students build logical organization in their writing because this academic and professional skill is vital. This philosophical approach questions whether structured approaches teach skills that benefit everyone because they could instead force a specific mode of thinking, which contrasts with different rhetorical traditions. In terms of content skills (effect size = 0.078), RAFT significantly improved thematic depth and conceptual elaboration. Students in the experimental group demonstrated a greater ability to develop ideas, integrate supporting details, and enhance content relevance. However, this finding invites further exploration into whether structured frameworks facilitate deeper conceptual engagement or subtly restrict creative expansion. If creativity is culturally defined, then the structured nature of RAFT may support some traditions of writing while limiting others that emphasize spontaneity and oral storytelling. The overall improvement in writing awareness (Effect Size = 0.079) suggests that RAFT operates both as a pedagogical tool and a cultural mechanism that influences how students conceptualize structured creativity. The broad enhancement across writing dimensions implies that structured models can be effective in guiding creative development, yet they also warrant further inquiry into their ethical and epistemological implications.

## 9. AXIOLOGICAL AND CULTURAL IMPLICATIONS

The research approach of this study follows the framework established by Cultural—International Journal of Philosophy of Culture and Axiology because it integrates structured writing instruction between educational methodology and cultural identity studies and linguistic philosophical perspectives. The research assesses how models such as RAFT affect

creativity teaching by determining if they advance universal educational practices or uphold dominant Western learning values, which diverge from various non-Western rhetorical traditions. These research results generate new perspectives about structured pedagogy's integrity and also clarify how cultural aspects influence writing instruction along with the educational systems' effects on freeing writers' creativity. The study conducts axiological and comparative philosophical research, which reveals significant philosophical and cultural aspects related to structured instruction on writing development.

### 9.1 Cultural and Axiological Reflections on Structured Writing: The RAFT Strategy's Impact on Creative Development

This study examines the axiological and cultural dimensions of structured writing instruction through the RAFT strategy, evaluating its impact on students' creative writing proficiency, organizational coherence, and content development. Situated within comparative philosophical traditions, the research explores whether structured frameworks enhance intellectual autonomy or impose implicit linguistic constraints on student expression. The role of structured creativity in education has been a subject of philosophical debate (Derrida, 1967/1997; Kant, 2000), particularly in how it interacts with individual agency and cultural norms. Pre- and Post-Test Analysis of RAFT's Effectiveness A paired samples t-test comparing pre-test and post-test scores of the experimental group (N = 172) (Table 8) demonstrates significant improvements in all dimensions of creative writing, confirming RAFT's pedagogical effectiveness in fostering structured creativity.

Table 8: Mean Score Differences between Pre-test and Post-test Skills for the Experimental Group (N = 172)

Axis Dimensions	The Test	Means	Standard Deviation	"T" Value	Significance Level
General	Pre-test	10.51	6.700		
Creative	Post-test	12.54	6.738	7.826-	**0.000
Writing Skills	Pre-test	4.62	3.515		
Content Skills	Post-test	6.11	4.243	7.100-	**0.000
in Creative	Pre-test	3.41	3.768		
Writing	Post-test	4.67	4.571	6.568-	**0.000
Organizational	Pre-test	18.54	13.311		
Skills in	Post-test	23.32	14.980	9.307-	**0.000
Creative					
Writing					
Overall					

The results indicate that RAFT significantly enhanced creative writing skills, with varying degrees of improvement across different dimensions. General Creative Writing Skills ( $T = -7.826$ ,  $p < 0.01$ ): The structured nature of RAFT improved fluency and idea generation, raising philosophical debates on the tension between structured writing and creative autonomy. Kant's theory of aesthetic judgment suggests that artistic expression requires a balance between form and freedom (Kant, 2000), which aligns with RAFT's approach of providing structured yet flexible writing guidance. However, from a deconstructionist perspective, Derrida would argue that predefined structures risk limiting interpretive possibilities, reducing the openness of creative thought (Derrida, 1967/1997). Content Skills ( $T = -7.100$ ,  $p < 0.01$ ): Students demonstrated greater depth, coherence, and thematic elaboration, supporting debates on whether structured writing facilitates or restricts meaning-making. Vygotsky's sociocultural theory suggests that structured learning environments enhance cognitive development through guided interactions (Vygotsky & Cole, 1978), which may explain RAFT's effectiveness in helping students develop content depth while maintaining cultural adaptability. Organizational Skills ( $T = -6.568$ ,  $p < 0.01$ ): RAFT had its strongest impact on logical structuring and textual cohesion, reinforcing the cognitive significance of structured pedagogies in writing. Al-Farabi (10th century) emphasized rhetorical organization as essential for intellectual discourse, arguing that mastery of structured techniques enhances clarity and persuasiveness in argumentation (al-Farabi & Mahdi, 1969). This perspective supports RAFT's role in helping students develop structured narratives that balance coherence with creativity. The negative  $T$  value of  $-9.307$  and  $p$ -value less than  $0.01$  indicate a comprehensive writing improvement that demonstrates RAFT operates as educational support along with a cultural framework for teaching structured creativity. Using structured pedagogies generates doubts about whether these approaches strengthen different voices in the classroom or primarily maintain established linguistic standards. According to Foucault, educational structures that exist institutionally represent power relations that potentially limit different ways of expressing oneself (Foucault, 1977).

## 10. DISCUSSIONS

This study demonstrates that the RAFT strategy enhances the creative

writing abilities of students by developing their awareness and structure through effective writing methods. The analysis demonstrates substantial achievement in three writing domains consisting of general creativity along with organization capabilities as well as content elaboration skills. Research findings need improved structured writing model examination since they challenge current educational methods for determining instructional success. Structural educational frameworks such as RAFT, commonly linked to educational efficiency, need evaluation regarding how they affect expressive independence along with cultural dialogue and language traditions. Structured creativity applied as a catalyst enables students to enhance their general creative writing abilities and their ability to generate ideas. According to Kantian aesthetics (Kant, 2000), the specialized training of artistic creativity functions to improve creative capabilities instead of effectively limiting artistic freedom. The amount of originality RAFT generates stands as an essential point of inquiry compared to its ability to follow set order patterns. According to Derrida (Derrida, 1967/1997), structured meaning-making systems such as the one presented by Derrida restrict interpretation freedoms and create barriers to student-generated original stories (Derrida, 1967/1997). This research evidence demonstrates RAFT behaves as a tool that supports creative freedom, but research must move forward to understand its influence on students' independent meaning-making abilities. Organizational skill improvements prove that structured pedagogies act effectively to establish logical coherence while ensuring rhetorical clarity. The study results confirm Vygotsky's sociocultural theory because scaffolded learning through structured education allows students to integrate advanced writing structures into their own thinking processes (Vygotsky & Cole, 1978).

Similarly, Al-Farabi's model of knowledge acquisition (al-Farabi & Mahdi, 1969) highlights the progressive mastery of rhetorical forms as a foundation for intellectual expression. The method follows traditional requirements by asserting that proper argument structure must exist before implementing effective communication. Structure leads to clear communication but raises moral issues about the standardization of language together with the restriction of dominant rhetorical principles (Foucault, 1977). The limited progress in content complexity from using RAFT indicates that the technique improves the technical elements of writing but does not adequately address conceptual complexity and thematic depth. Nurhikmah (Nurhikmah, 2023) and Husda et al. have



already shown that structured writing methods prefer worksheet clarity to deep conceptual thinking (Husda et al., 2023). The combination of brainstorming and philosophical inquiry with structured methods within research led to greater conceptual growth (Intan, 2023; Kusumadewi, 2023). The research data shows that educators should implement a blended teaching method that combines RAFT with other techniques to achieve effective structure together with intellectual depth. Additional research is necessary to address cultural aspects in structured writing. Western schools employ structured writing approaches to train students in individual argumentation skills, while RAFT serves as a way to help students develop expression through structured resources. The Middle Eastern rhetorical traditions under Al-Jahiz (9th century) stress collective communication along with eloquent speech delivery within predefined structures (Al-Jahiz, 2011). The research shows RAFT methods attract principles from multiple approaches because they enable planning structures but allow students to build innovative solutions. Research needs more investigations to understand how structured teaching methods deal with different rhetorical traditions together with their potential model bias preference. The ethical problem regarding RAFT centers on whether its method promotes voice diversity in writing or establishes barriers to effective communication. The writing models used in technical development establish standardized language use that matches Foucault's thinking by eliminating multiple ways of expressing oneself.

The use of RAFT tools strengthens established educational standards to the point where various methods of student understanding become restricted. Research should evaluate how multiple linguistic rules affect structured writing systems in order to confirm educational tools protect artistic freedom instead of limiting its potential. The data results match the research themes of Cultural—International Journal of Philosophy of Culture and Axiology within philosophical and cultural studies. This work uses axiology, cultural philosophy, and cognitive development theory to analyze structured writing, thus contributing to universal debates about structured creativity's effects on intellectual autonomy. Future research needs to analyze how structured pedagogy relates to epistemological plurality along with linguistic diversity to create creative writing instruction that combines technical precision with diverse expressive potential.

## 11. CONCLUSION

The findings of this study demonstrate the effectiveness of the RAFT strategy in improving students' creative writing skills, particularly in idea generation, organization, and content elaboration. However, beyond its practical impact, RAFT raises broader philosophical and cultural questions regarding the nature of creativity, the role of structured writing, and the extent to which writing is a universal cognitive skill versus a culturally contingent practice. The philosophical discourse aims to identify the extent to which motivating creative freedom impacts creative expression. Kantian ethical standards approve the structured creativity of RAFT because it functions as an artistic boundary system that regulates expression through defined frameworks. The Kantian idea of "purposiveness without a purpose" shows that learning designs with structures do not limit creative development, yet they provide essential parameters. Derrida's deconstructionist analysis presents a contradictory view of frameworks supporting creativity because meaning adapting to each situation dilutes beliefs about RAFT's capability to limit student expression through established linguistic rules. The essential inquiry asks whether writing knowledge exists naturally as a human ability or if it depends on cultural background influences. Educational systems in Western countries place individual creativity and unique ideas in front, while Eastern traditions as well as multiple rhetorical traditions emphasize jointly created texts that follow organized logic sequences with specific structural guidelines. Students can integrate opposing approaches through RAFT by tailoring their roles to match their readers, yet this is supported because it respects audience needs. Through its design, the approach demonstrates Vygotsky's sociocultural theory because it displays how students develop cognitive processes when they participate as individuals with external structures. Students who use the RAFT method experience moderate limitations to free expression because it gives essential writing development tools as per research. The investigation lacks comprehensive treatment of cultural and axiological factors within the subject; therefore, additional study is necessary. Students receive inventive flexibility through scripted writing methods provided by RAFT while directors remain in control to determine student creativity limits. Research requirements include diversified cultural approaches toward writing education to understand how standard educational practices connect with various ethical and philosophical standards within different educational systems.

The research study demonstrates fundamental philosophical underpinnings linked with structured creativity methods that establish their impact on intellectual creativity and creative artistic development.

## 12. RECOMMENDATIONS

RAFT must conduct professional development workshops to train educators about adaptable creative approaches that can work across all subjects for sustainable achievement of the program. Education professionals must conduct regular meetings that enhance their strategies through examination of present learning requirements and cultural approaches to writing instruction. Incentive awards along with certificates enhance structured creativity because they create additional incentives to boost both student and teacher motivation. The combination of RAFT with brainstorming through digital assessments promotes both improved student writing performance and analytical capabilities as well as rhetorical approach comprehension. By using self-reflection as well as portfolio analysis and structured feedback methods, you will achieve a complete view of RAFT's outcomes. Analysts should conduct cross-cultural assessments to understand how RAFT operates across various educational systems. RAFT serves as a balance between structured learning and creative autonomy, which follows philosophical and cultural interpretations of education and axiology guidelines.

## 13. IMPLICATION AND FUTURE DIRECTIONS

This work establishes how the application of the RAFT strategy may help high first-grade students develop a competitive edge in creative writing skills as well as highlight its shortcomings and ideas for further research. Increasing the focus on the types of difficulties learners experience in the course of learning creative writing can identify key academic, psychological, or environmental problems that can be addressed with precision. There is potential for future studies to investigate other effective teaching strategies, for example, team writing, innovative technologies, and individualized feedback to improve interest and competence levels. To overcome the study limitation, stronger, diverse student samples should be involved, a longer study period could be conducted, and data from qualitative studies could be incorporated for the meaningful assessment of the long-term usefulness of the RAFT strategy in various educational contexts.

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