

**THE EFFECT OF ROLE, AUDIENCE, FORMAT AND TOPIC (RAFT)
STRATEGY AND STUDENTS' SELF-CONFIDENCE TOWARD
WRITING ACHIEVEMENT OF SHORT FUNCTIONAL TEXTS AT
GRADE VIII OF SMPN 1 SUNGAI LASI, SOLOK REGENCY**

THESIS



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**Submitted as a Partial Fulfill One of the Requirement to Obtain a Degree of
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ABSTRACT

Ira Inulita, 2014. The Effect of Role, Audience, Format, and Topic (RAFT) Strategy and Students' Self-Confidence toward Writing Achievement of Short Functional Texts at Grade VIII of SMPN 1 Sungai Lasi, Solok Regency. Thesis. Graduate Program of State University of Padang.

Teaching strategies and self-confidence influence students' writing. RAFT Strategy can be used as a variation of teaching strategies in teaching writing. The purpose of this research is to find out the effect of RAFT Strategy and Students' self confidence toward students' Writing Achievement of Short Functional Text. This research is an experimental research. It is conducted at SMPN 1 Sungai Lasi, Solok Regency. The design of this research is quasi experimental research with factorial design 2x2. Population of this research is second grade students with the total population was 72. The sample is taken by cluster random sampling technique; the total number of sample is 48. Class VIII.1 is experimental class and class VIII.2 is control class. The results of this research are: (1) Students' who are taught by RAFT strategy get better writing achievement of short functional text than students who are taught by conventional teaching strategy, (2) Students with high self-confidence who are taught by RAFT strategy get better writing achievement of short functional text than those who are taught by conventional teaching strategy, (3) Students with low self-confidence who are taught by RAFT strategy get better writing achievement of short functional text than those who are taught by conventional teaching strategy, (4) There is no interaction between teaching strategies and students' self-confidence toward students' writing achievement of short functional text. In conclusion, RAFT strategy is effective way on students' writing of short functional text compared with conventional strategy.

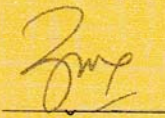
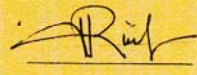
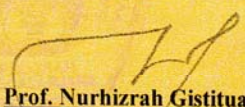
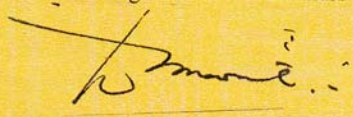
ABSTRAK

Ira Inulita, 2014. Pengaruh Strategi Role, Audience, Format, and Topic (RAFT) dan Kepercayaan Diri Siswa terhadap Nilai Menulis Teks Fungsional Pendek Kelas VIII SMPN 1 Sungai Lasi, Kabupaten Solok. Tesis. Program Pasca Sarjana Universitas Negeri Padang.

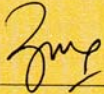
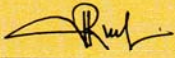
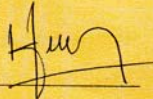
Teknik pembelajaran dan kepercayaan diri siswa mempengaruhi kemampuan menulis siswa. Strategi RAFT dapat digunakan sebagai variasi dari strategi pengajaran menulis. Tujuan dari penelitian ini adalah untuk menemukan pengaruh dari strategi RAFT dan kepercayaan diri siswa terhadap kemampuan menulis mereka. Penelitian ini adalah penelitian eksperimen. Penelitian ini dilaksanakan di SMPN 1 Sungai Lasi, Kabupaten Solok. Penelitian ini merupakan semi experimental dengan rancangan factorial 2x2. Populasi dari penelitian ini adalah siswa kelas VIII dengan jumlah populasi 72 orang. Pemilihan sampel dilakukan dengan cara teknik *cluster random sampling*; jumlah sampel adalah 48 siswa. Kelas VIII.1 sebagai kelas eksperimental dan kelas VIII.2 sebagai kelas kontrol. Hasil dari penelitian ini adalah: (1) Siswa yang diajarkan dengan strategi RAFT memperoleh nilai menulis yang lebih baik dibandingkan siswa yang diajarkan dengan strategi konvensional, (2) Siswa dengan kepercayaan diri yang tinggi yang diajarkan dengan strategi RAFT memperoleh nilai menulis yang lebih baik dibandingkan dengan siswa yang diajarkan dengan strategi konvensional, (3) siswa dengan kepercayaan diri yang rendah yang diajarkan dengan strategi RAFT memperoleh nilai menulis yang lebih baik dibandingkan siswa yang diajarkan dengan strategi konvensional, (4) tidak terdapat interaksi antara kedua strategi dan kepercayaan diri siswa terhadap nilai menulis teks fungsional pendek siswa. Dalam hal ini dapat disimpulkan bahwa strategi RAFT lebih efektif dalam menulis teks fungsional pendek dibandingkan dengan strategi konvensional.

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

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Padang, Maret 2015
Saya yang menyatakan,



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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of integral parts of language learning journey for the students. Students can convey a message on their head by writing down all the expressions of their feelings or ideas about any background knowledge. Students can have more time to think and iron up a lot of grammatical mistakes. Moreover, writing is specific ability which helps students to put their thoughts into words in a meaningful form and to mentally interact with the message. Students can express themselves by arranging some sentences in particular order and linked together in certain ways.

Based on that, writing is needed for the students to learn in early time especially in junior high school. The scope of learning English at Junior High Schools as mentioned on the curriculum is the students are able to understand and produce any kind of texts. It means that they should have ability to express their ideas, feelings, and understanding for any kinds of texts. Teaching writing at Junior High School based on KTSP 2006, the students are supposed to be able to produce several kinds of texts. For the second grade students of Junior High School they learn about short functional texts, transactional and interpersonal texts, and monolog texts. From the several texts above, short functional texts is choosen to be focused. Based on the observation at SMPN 1 Sungai Lasi, Solok Regency, writing short functional texts were difficult to be mastered by the students. They did not have idea to

develop their writing. Even though it looks simple to write the texts because it was only the short texts, the students still need more guidelines to write this kind of texts. They have to concern about the process in writing the texts.

The teacher should be the facilitator who provides rich opportunities, adequate activities and good input for the students in teaching writing in the classroom. If the students do not learn and do not get any guidance from the teacher in writing English well, they may lose their interest in learning. On the other hand, if the right activities are taught in the right way, writing can be a lot of fun and making the English language classroom a dynamic and productive place to be. But, as the matter of fact, it cannot be denied that writing English is not an easy task. There are so many teachers often find it as a skill that is difficult to develop by the students.

From several previous researches, students' productive skills are weaker than their receptive skills. The traditional language teaching strategy, which still used by English teacher makes the students do not interest in writing. The teacher still used text book in the teaching of writing. The students are asked to read the texts in the book together, translate the texts together and at the end they are asked to write the texts based on the example of the texts in the book.

In SMPN 1 Sungai Lasi, Solok Regency, many students still could not write English well. It could be seen from students' writing achievement. As preliminary research, the researcher gave a writing test in order to see exactly the problems the students had in writing. The students were asked to write

short functional texts that they had learnt in the last semester. It was supposed to see whether the students could reach the minimum criteria of writing score for grade VIII, or in Bahasa Indonesia it calls *Kriteria Ketuntasan Minimal* (KKM), that was 72. In assessing the students' writing, the researcher focused on writing indicators which proposed by Brown (2004:241). From 72 students, it revealed that in writing test there were only 40% students could achieve KKM. The researcher noticed there are various problems the students had in writing short functional texts.

The first problem is lack of idea in writing. It is difficult for the students to generate their ideas based on topic given. Some of their ideas are not relevant with the content they should develop, and the supporting details to support their ideas are not either. The next problem, the students have low self-confidence in writing short functional texts. It makes them be passive in writing the texts. In doing writing task, some of them cheat with the other students. They do not sure with their own writing ability. The importance thing for them is just get a good achievement for their writing task even though it is not their own writing. And the last problem is the teacher's strategy in teaching writing. The teacher uses conventional teaching strategy. The teacher shows the example of the texts, explains the texts, and asks them to write another texts based on the example without guiding by the teacher. It makes the students get bored and not interested in writing the texts.

Strategy in teaching writing is important because it leads the students how to produce a good written work. The strategy should be interesting,

helpful, and fun in order to support the students feel happy to write. In this research, the researcher wants to apply RAFT strategy. RAFT is strategy developed by Santa (1988). RAFT is an acronym which stands for Role, Audience, Format, and Topic. This strategy guides the students to consider who they are as a writer, who will read their writing, in what forms their writing will be written before their write, and what the topic for their writing is. Before they write short functional texts, the teacher encourages the students to organize their idea by considering their role, audience, form, and topic as a writer. Through this strategy, the students will be easier to develop their writing.

Furthermore, there are many psychological factors affect the students in language learning. One of them is self-confidence. Self-confidence is one aspect that can be used to measure the students' ability in learning a language psychologically. It is often defined as a belief of person that so he/she can achieve a success and competency. This is applicable to the students who may have their own belief about themselves in learning a language, especially in writing the texts.

Considering on the explanation above, the researcher would like to do a research to find out whether RAFT strategy gives better effect on students' writing achievement of short functional texts compared with conventional teaching strategy used by English teacher at SMPN 1 Sungai Lasi, Solok Regency. Specifically, this research also aimed to find out the effect of RAFT strategy and students' self-confidence toward students writing achievement of

short functional texts. So, this research will be conducted entitled **“The Effect of RAFT Strategy and Students’ Self-confidence toward writing achievement of short functional texts at Grade VIII of SMPN 1 Sungai Lasi, Solok Regency”**.

B. Identification of the Problem

The researcher finds some problems in teaching writing skill based on the observations done at SMPN 1 Sungai Lasi, Solok Regency. The first problem is lack of idea. Almost all of the students dealt with it. It is difficult for them to generate their ideas based on topic given. The next problem, the students had low self-confidence in writing short functional texts. It makes them be passive in writing the texts. And the last problem is the teacher’s strategy in teaching writing.

C. Limitation of the Problem

From identification of the problems above, the researcher limits the problems to the effect of RAFT strategy and students’ self-confidence toward writing achievement of short functional texts at grade VIII of SMPN 1 Sungai Lasi, Solok Regency.

D. Research Questions

Related to the limitation of the problem above, there are four research questions for this research:

1. Do the students who are taught by RAFT strategy get better writing achievement of short functional texts than those who are taught by conventional teaching strategy at grade VIII of SMPN 1 Sungai Lasi, Solok Regency?
2. Do the students with high self-confidence who are taught by RAFT strategy get better writing achievement of short functional texts than those who are taught by conventional teaching strategy at grade VIII of SMPN 1 Sungai Lasi, Solok Regency?
3. Do the students with low self-confidence who are taught by RAFT strategy get better writing achievement of short functional texts than those who are taught by conventional teaching strategy at grade VIII of SMPN 1 Sungai Lasi, Solok Regency?
4. Is there any interaction between both teaching strategies (RAFT and Conventional Strategy) and students' self-confidence toward students' writing achievement of short functional texts?

E. Purpose of the Research

The purposes of this research are:

1. To find out whether the students who are taught by RAFT strategy get better writing achievement of short functional texts than those who are taught by conventional teaching strategy at grade VIII of SMPN 1 Sungai Lasi, Solok Regency.

2. To find out whether the students with high self-confidence who are taught by RAFT strategy get better writing achievement of short functional texts than those who are taught by conventional teaching strategy at grade VIII of SMPN 1 Sungai Lasi, Solok Regency.
3. To find out whether the students with low self-confidence who are taught by RAFT strategy get better writing achievement of short functional texts than those who are taught by conventional teaching strategy at grade VIII of SMPN 1 Sungai Lasi, Solok Regency.
4. To find out whether there is any interaction between both teaching strategies (RAFT and Conventional teaching strategy) and students' self-confidence toward students' writing achievement of short functional texts.

F. Significance of the Research

1. Practically

This research is expected to be beneficial for the teachers to get ideas about teaching strategies of writing that can be applied in teaching and learning process. It can be an input for them about various strategies in teaching writing.

2. Theoretically

This research is expected give more information related to the effective and good teaching strategies of writing based on students' condition and situation. The teachers can choose and collaborate the strategies used in

teaching in order to help the students in learning based on the theory of strategies for writing.

Furthermore, the researcher is expected this research can give the positive contribution for teaching and learning procedures in teaching English as foreign language. Meanwhile, the research can be used as the reference for those who want to conduct a research of teaching strategies.

G. Definition of the Key Terms

In order to avoid misunderstanding to the term of use in this research, the following terms will explain:

1. RAFT strategy is a strategy that is used to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content.
2. Self-confidence is an attitude that is characterized by a positive belief that someone can take control of his or her life and of his or her plan.
3. Writing is a competence to express ideas and information structurally and organized into written form.
4. Short functional texts are short texts that have particular meaning and purpose, and can be used in our daily life.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research finding above that is done for second grade of SMPN 1 Sungai Lasi, Solok Regency, it can be concluded that:

1. The students who are taught by using RAFT strategy get better writing achievement than conventional teaching strategy. Based on the findings and data analysis, RAFT strategy can give beneficial effect to create students' learning experience. RAFT strategy helps the writers to consider their role as a writer, the audience that will read their writing, the format of writing and the topic of the writing. RAFT strategy encompasses every group member's effort and participation at every stage of writing process, from planning through composing to revising. The students can learn more about writing by talking and listening to each member of the groups. They provide support for one another through difficult points in the writing process. Every member becomes an immediate audience while the text is being constructed. On the other hand, conventional teaching strategy is teacher centered, which teaching and learning process is handled by the teacher. The teacher explains the materials and asks the students to do the task individually. So, the students cannot share with their friends if they have difficulties in writing.

2. Students with high self-confidence who are taught by RAFT strategy get better writing achievement of short functional text than those who are taught by conventional teaching strategy. RAFT strategy is a system that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content. Self-confidence influences the students' willingness and ability in learning. Having high self-confidence can help the students pass the tasks from the school well. Basically, the most important factor that establishes students' performance in school is not only the intellectual and talent but also their self-confidence.
3. Students with low self-confidence who are taught by RAFT strategy writing get better writing achievement of short functional text than those who are taught by conventional teaching strategy. The students with low self-confidence had not much pay attention on the teacher and all the activities in the class. They tend to be passive in class than high self-confidence. High self-confidence make the students can share their ideas and background knowledge with their friends. So, Self-confidence is needed in every situations of life.
4. There is no interaction between both teaching strategies (RAFT and Conventional teaching strategy) and students' self-confidence toward students writing achievement of short functional texts.

B. Implication

The results of the research have some implications for teaching English in general, and especially for writing. The research finding showed that RAFT strategy is more effective than conventional teaching strategy. It is proved by the mean score of students at experimental class who are taught through RAFT strategy have good writing achievement of short functional texts.

RAFT strategy gives opportunities to the students to improve their writing achievement by considering their role as a writer, who are the audiences, what is the format of the text and what the topic of the text is. It can be said that through RAFT strategy the students are easier to write the text because they know the process of writing the text.

High self confidence students get better writing achievement of short functional text compared with low self-confidence students. This condition showed that the students have the different self-confidence in learning. Self-confidence will affect the students in their learning therefore the students also have the different achievement on writing of short functional text.

The students in control class who are taught through conventional teaching strategy shows teaching and learning do not give the same opportunity to the students to share the idea in writing, only a few students active in the classroom, while the other students do the other activity in learning. However, the teacher should be creative to get the new way in teaching and learning process in order to improve students' creativity in learning.

C. Suggestions

Based on the findings and conclusions above, the researcher would like to propose suggestions as follows:

1. From the research findings of this research, RAFT strategy is the effective way to improve students' writing achievement of short functional text at the second grade of SMPN 1 Sungai Lasi, Solok Regency. Therefore, it is suggested that English teachers at SMPN 1 Sungai Lasi, Solok Regency apply RAFT strategy as a variation of teaching writing strategy.
2. It is suggested that the English teacher apply this strategy because it gives benefit for the students, the students can practice their English more with their friend so that their self-confidence in writing will increase.
3. It is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides that, they also suggested to conduct the same research for other skill and other kind of text.

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