

**IMPROVING STUDENTS' WRITING SKILL BY USING ROLE,
AUDIENCE, FORMAT, TOPIC (R.A.F.T) STRATEGY AT SECOND
GRADE OF SMP N 2 JUJAHAN, BUNGO**

THESIS



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ABSTRAK

Angel Sophia Intan, 2017. Meningkatkan Kemampuan Keterampilan Menulis Siswa Melalui Strategi Role, Audience, Format dan Topic (RAFT) pada kelas VIII A SMP N 2 Jujuhan Bungo. Tesis. Program Pasca Sarjana. Universitas Negeri Padang.

Keterampilan menulis siswa pada kelas VIII A SMP N 2 Jujuhan Bungo masih rendah. Rendahnya nilai siswa disebabkan oleh beberapa faktor, diantaranya: siswa mengalami kesulitan dalam mengembangkan ide, mengorganisasikan ide menulis mereka, kurangnya penguasaan kosakata, susunan dan juga strategi yang digunakan guru. Data menunjukkan bahwa dari 25 siswa, hanya 6 siswa (30%) yang mencapai nilai rata rata menulis diatas Kriteria Ketuntasan Minimum (KKM). Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Penelitian ini bertujuan untuk melihat sejauh mana strategy RAFT dapat meningkatkan keterampilan menulis siswa dan faktor-faktor apa saja yang mempengaruhi peningkatan keterampilan menulis siswa. Subjek penelitian ini adalah siswa kelas VIII A SMP N 2 Jujuhan Bungo yang berjumlah 25 siswa. Penelitian ini dilakukan dalam dua siklus, setiap siklus terdiri dari 5 kali pertemuan. Peneliti dibantu oleh seorang guru sebagai kolaborator. Data dalam penelitian ini dikumpulkan melalui tugas menulis, tes menulis, observasi, interview, dan catatan lapangan. Hasil penelitian dari siklus I sampai siklus II menunjukkan bahwa strategi RAFT mampu meningkatkan kemampuan menulis siswa. Hal ini dapat terlihat dari peningkatan nilai rata-rata menulis siswa. Pada siklus I, nilai rata-rata siswa adalah 66,08 atau 14 siswa yang mencapai Kriteria Ketuntasan Minimum (KKM), dan pada siklus II, nilai rata-rata siswa adalah 74,24 atau 19 siswa yang mencapai KKM. Temuan dalam penelitian ini menunjukkan bahwa keterampilan menulis siswa meningkat melalui strategi RAFT. Perubahan peningkatan ini dipengaruhi oleh beberapa faktor diantaranya, materi, media, kegiatan pembelajaran, manajemen kelas, pendekatan guru dan strategi guru. Oleh karena itu, dapat disimpulkan bahwa penggunaan strategi RAFT dapat meningkatkan keterampilan menulis siswa kelas VIII A SMP N 2 Jujuhan Bungo.

Kata Kunci : *Keterampilan Menulis Siswa, Strategi RAFT*

ABSTRACT

Angel Sophia Intan. 2017. Improving Students' Writing Skill By Using Role, Audience, Format, Topic (R.A.F.T) Strategy at Second Grade of SMP N 2 Jujuhan Bungo. Thesis. Pasca Sarjana Program. Universitas Negeri Padang.

The students' writing skill at grade VIII A of SMP N 2 Jujuhan Bungo was still low. It was caused by several factors, such as: the students feel difficulties to develop their ideas, in organizing their writing ideas, the lack of vocabulary, mechanical of writing, and teacher's strategy. The data showed that from 25 students, just 6 students (30%) could reach the standard of minimum achievement (KKM). This research was Classroom Action Research (CAR). It was aimed to what extent the RAFT strategy improves students' writing skill and what the factors influenced the changes of students writing skill. The participant of this research was the class VIII A of SMP N 2 Jujuhan Bungo which consisted of 25 students. This research was conducted in two cycles, which each cycle has five meetings. The researcher was helped by a collaborator. The data was taken from writing tasks, writing test, observation, interview, and field note. The finding from cycle I to cycle II showed that RAFT strategy could improve students' writing skill. It could be seen from the improvement of students' writing average score. At cycle I, the students' writing average score was 66.08 or there was 14 students could reach the standard minimum achievement, and at cycle II, the students' writing average score was 74.24 or there was 19 students could reach the standard minimum achievement. The finding of this research showed that there was an improvement of students' writing skill through RAFT strategy. In conclusion, applying RAFT strategy could improve students' writing skill at class VIII A SMP N 2 Jujuhan Bungo.

Key words : *Students' writing skill, RAFT strategy*

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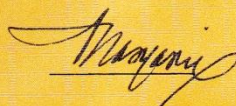
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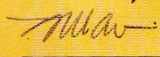
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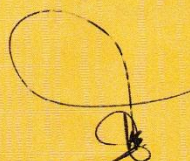
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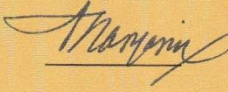
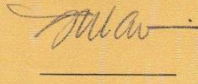
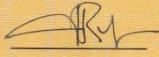
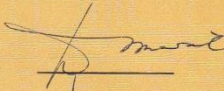
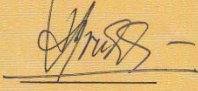
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Saya yang menyatakan



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CHAPTER I INTRODUCTION

A. Background of the Problem

There are four skills that must be mastered in learning English. They are listening, speaking, reading, and writing. Among the four skills, writing is one of important skills in learning English. In writing, the students are expected to be able to express their ideas, opinions, feelings and emotion well. Their writing should be understood by readers.

Writing is a process to discover and organize, write, and reshape ideas. However many people agree that writing is the most difficult skill for students to master, even in one's own native language. One reason that writing is so difficult relates to the fact that, writer ideas must be presented clearly and organized. Otherwise, most people say writing is difficult because people do not know how to start their writing well.

In writing class, the teacher should enable their students to express what they think into good and understandable written language. A good piece of writing that can easily be understood by the reader must fulfill some criteria such as it should have appropriate word choices, good word and sentence arrangement, as well as good flow of thought. The students can produce good piece of writing if they have good knowledge at this skill.

Based on this view, the English teachers should teach writing to their students in such atmosphere that make their students become good writer and they are accustomed to do so. They do writing because they need and feel happy with it. And even more they can write creatively. They do not think that writing is only

a matter of doing assignment given by the teacher, but they do it because they need to write.

Based on the preliminary data taken from the daily test on the students of grade eight A (25 students), it was found that: 19 students (70% students) get 50 to 64 and , 6 students (30% students) get 70 to 77. Most students' scores are fewer than 65 while the minimum standard of achievement is 70. It means that their achievement on writing was in unsatisfied condition. There were some problems faced by them that made their score was low.

The students' writing difficulties are caused by several factors. The first factor is the students feel difficulties to develop their ideas on the topic given. It is caused that they do not have background knowledge on the topic given. Thus, it makes them difficult to develop their ideas. The second factor is in organizing their ideas to write. Some students still do not understand the characteristic of each text. Whereas, each text has its own generic structure and language feature.

The third factor that makes students difficult to write is the vocabulary mastery. They just have limited on vocabulary mastery, so that; they cannot use a lot of choice of words to expand their ideas. They also are not able to choose the appropriate diction. The other factor is about mechanical of writing such as spelling and punctuation. It can be found when students forget the spelling, they just write whatever they remember. Consequently, the researcher does not understand the meaning of words. Besides, they do not know when comma (,) or period (.) should be used. It causes error interferences with the ideas of text.

The factor also comes from the teacher. The teacher should be creative and can encourage her students more motivated in writing. The teacher discussed a

kind of text in the classroom then asked the students to note it. After that, she asked them to write their own text and if it is not finish yet, they can bring it to home as their homework. As the result, the students try to find the text from books and copy it or asked someone else to make it for them. In this situation, the student were not trained how to make their own writing. It was shown that the teacher should fiind a good strategy to make the successful teaching and learning process.

Teacher always think how to solve the students' writing problem. They have been trying several strategiess but it seemed that it could not solve the students' writing problem. To solve students problem in writing, teacher as facilitator have to take responsibility to be creative and innovative. It is important for the teacher to use the various strategies in teaching writing.

As a matter of fact, there are many kinds of strategies that can be used by English teacher to improve students' writing skill. The researcher is inspired to apply RAFT strategy in teaching writing. Since, RAFT is one of writing strategies that can be applied in teaching writing and can be used to improve students' writing skill. In addition, this strategy can helps students to understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they will be writing about. Navan (2000) states that RAFT is an instructional technique that asks students to integrate writing to demonstrate competency in various content areas. RAFT stands for Role, Audience, Format, and Topic. The RAFT strategy can be used across subject areas to help students to understand and focus on four critical aspects of writing: the writer's **R**ole (*Are you a journalist?*), the **A**udience to whom the writer is speaking (*Are you writing to a friend?*), the

varied **F**ormats for writing (*Is it a letter? A speech? A Blog?*), and the **T**opic addressed in the writing (*What's the subject or the point of this piece*).

.In this strategy the researcher invites the students to share what they know about each, and discuss how each relates to the writing they do. In this research, the teacher use RAFT strategy in the simple way. It means that the teacher choose an easy Role, Audience, Format and Topic for students. She also choose the topics that relate to the students background knowledge.

Therefore, a good improvement from students' writing is expected from the use of RAFT strategy in classes. Thus, a research entitled "improving students' writing skill by using Role, Audience, Format, and Topic (RAFT) strategy at second grade of SMP N 2 Jujuhan, Bungo" will be implemented.

B. Identification of the Problem

Based on the background, there are several problems that could be identified:

- 1) The students are difficult to produce their ideas in writing
- 2) The students cannot develop and organize their ideas structurally
- 3) The students have the lack of vocabulary mastery
- 4) Some of students still make in using good capitalization, punctuation, and spelling
- 5) English teacher has to be creatively and innovatively in using strategy in teaching writing

C. Limitation of the Problem

This research was limited to study the use of RAFT strategy in the classroom. It dealt with how far the use of R.A.F.T strategy in improving

students' skill in writing a text. It is implemented to Grade VIII A at SMPN 2 Jujuhan, Bungo in 2016/2017 academic year.

D. Research Questions

The research questions based on the limitation of the problem can be formulated as follows:

1. To what extent R.A.F.T strategy can improve students' writing skill at second grade of SMPN 2 Jujuhan, Bungo?
2. What factors influence the change of the students' writing skill by using R.A.F.T strategy at second grade of SMPN 2 Jujuhan, Bungo?

E. Purposes of the Research

This research has two purposes as in the following:

1. To explain whether R.A.F.T strategy can improve students' writing skill at second grade of SMPN 2 Jujuhan Bungo.
2. To find out the factors influence the improvement of students' writing skill at second grade of SMPN 2 Jujuhan Bungo.

F. Significance of the Research

This research was expected to be useful for the teaching and learning of writing. Practically, this research can help the English teacher in teaching writing text and overcome the students' problems in writing a text by using R.A.F.T strategy.

For the students, it's hoped that using R.A.F.T strategy in teaching writing could help them in writing a text. Then, for the next researchers who were interested in doing the same research, this will give information weather RAFT

strategy can improve students writing skill or not. Then, this research is hoped to contribute to the education

G. Definition of the Key Terms

In order to avoid misunderstanding in this research, the key terms are defined as follow:

1. Writing skill is specific ability which helps writers put their thoughts into words in a meaningful form and to mentally interact with the message. In this research, writing skill means the skill in expressing ideas or thoughts (information) in written form.
2. R.A.F.T strategy is one of guided writing that can be applied in teaching writing and can be used to improve students' writing skill

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTION

A. Conclusions

This research was aimed to find out to what extent RAFT strategy can improve the students' writing skill and the factors influence the improvement of students' writing skill at grade VIII A at SMPN 2 Jujuhan, Bungo. Moreover, detail conclusion could be seen as follows:

1. RAFT strategy can improve students' writing skill. It was proved by the quantitative data of the students' tasks in every meeting and the students' test result at the end of cycle. There was a significant increase of students who reach the standard minimum of achievement in every cycle. In cycle I from 25 total numbers of students there are 56 % or 14 students who reached the standard minimum of achievement. In cycle II, the students who reached the standard minimum of achievement increased up to 76% or 19 students reach KKM. So that, the researcher ended the research in order the target of research has been achieved at 70% students could reach the standard minimum of achievement.
2. There are six factors that influence the chance of students' writing skill according to qualitative data by using observation and interview. The factors are material, media, classroom activities, classroom management, teacher's approach, and teaching strategy. From all the factors, based on discussion, it can be said that material, media, and teaching strategy were the most influencing factors in improving writing skill.

B. Implication

Related to the research findings, there is several implication of this research for teaching and learning process. The implications are:

1. RAFT strategy can improve the students' writing skill at Grade VIII A SMPNJuhan, Bungo, so that the English teachers can use this strategy in teaching writing.
2. In using RAFT strategy, the teachers should consider some factors that influenced the change of students' writing skill. The factors are material, media, classroom activities, classroom management, teacher's approach, and teaching strategy.

C. Suggestions

Based on the conclusions and implications, the researcher gives some suggestions as follow:

1. English teachers who have problems dealing wit their students' writing is suggested using RAFT strategy.
2. The students are suggested to use RAFT strategy as a learning strategy for improving their writing skill
3. The future researchers are recommended to conduct the relevant research related to the RAFT strategy in writing skill.

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