

**USING R.A.F.T (ROLE, AUDIENCE, FORMAT, TOPIC) STRATEGY IN  
TEACHING WRITING FUNCTIONAL TEXT TO JUNIOR HIGH  
SCHOOL STUDENTS**

**PAPER**

**Submitted as a Partial Fulfillment of the Requirements  
For Strata One (S1) Degree**



**By:**

**TEZA PEBY ALISA  
01580/2008**

**Advisor:**

**RUSDI NOOR ROSA, S.S., M.Hum**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG  
2013**

## HALAMAN PERSETUJUAN MAKALAH

### USING R.A.F.T (ROLE, AUDIENCE, FORMAT, TOPIC) STRATEGY IN TEACHING WRITING FUNCTIONAL TEXT TO JUNIOR HIGH SCHOOL STUDENTS

Nama : Teza Peby Alisa  
Nim/ Bp : 01580/ 2008  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, Februari 2013

Disetujui oleh:  
Ketua Jurusan



Dr. Kurnia Ningsih, M. A.  
NIP. 19540626 198203 2001

Diketahui:  
Pembimbing



Rusdi Noor Rosa, S.S., M.Hum  
NIP. 19770818 200312 1001

## HALAMAN PENGESAHAN

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah  
Jurusan Bahasa Inggris Fakultas Bahasa dan Seni  
Universitas Negeri Padang

*Using the R.A.F.T (Role, Audience, Format, Topic) Strategy in Teaching Writing  
Functional Text To junior High School Students*

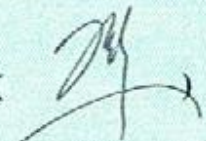
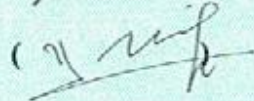
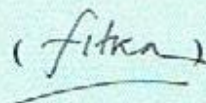
Nama : Teza Peby Alisa  
Nim/ BP : 01580/2008  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa Inggris  
Fakultas : Bahasa dan Seni

Padang, Februari 2013

### Tim Penguji

Nama	
1. Ketua	: Rusdi Noor Rosa, S.S., M.Hum.
2. Anggota	: Yuli Tiarina, M.Pd.
3. Anggota	: Fitrawati, S.S., M.Pd.

### Tanda Tangan

(  )  
(  )  
(  )

## ABSTRAK

**Peby Alisa, Teza.** 2013. Using R.A.F.T (Role, Audience, Format, Topic) Strategy in Teaching Functional Text to junior High School Students. *Paper*. English Department, FBS UNP. Padang.

Writing (menulis) merupakan salah satu kemampuan yang harus dikuasai dalam pembelajaran bahasa Inggris. Namun, banyak ditemukan masalah yang dihadapi oleh siswa dalam pengajaran menulis, diantaranya dalam mengelola ide yang mereka miliki. Mereka kesulitan dalam menuangkan ide-ide tersebut padahal mereka memiliki kemampuan menulis yang memadai. Dari kenyataan tersebut, penulis memilih strategi R.A.F.T (Role, Audience, Format, and Topic). R.A.F.T merupakan singkatan dari Role: Peran sebagai penulis, Audience: kepada siapa tulisan ditujukan, Format: format dari tulisan, Topic: topic dari penulisan. Pengajaran menulis melalui strategi R.A.F.T dimulai dengan penjelasan bahwa sebagai seorang penulis harus mempertimbangkan empat aspek yaitu; roles, audiences, formats, and topics. Setelah itu guru memberikan suatu pancingan bisa dengan gambar atau video untuk memunculkan ide-ide dari siswa. Ide mereka dijadikan topic dan guru juga membuat table dari kemungkinan Role, Audience, Format dan kosa kata yang digunakan berdasarkan topic. Setelah memberikan beberapa contoh R.A.F.T dari functional texts dan mendiskusikannya bersama, guru membagi siswa bersama kelompoknya bisa saling berbagi informasi tentang topic yang telah mereka pilih untuk menulis R.A.F.T masing-masing untuk menghasilkan teks fungsional yang menarik.

## ACKNOWLEDGMENT

Bismillaahirrahmaanirrahiim. In the name of Allah SWT, the most Gracious and most Merciful. Praise to Allah SWT who has given the writer knowledge and strength in completing the paper entitled “**Using Take Turn Writing Strategy in Teaching Writing Discussion Text to Senior School Students**”. Sholawat and Salam to Prophet Muhammad SAW, may Allah SWT blesses him and given him peace.

In this occasion, the writer would like to express her sincere gratitude to her honorable advisor, **Rusdi Noor Rosa, S.S, M.Hum** who has kindly and patiently given me his much attention, supports, suggestion, and advice throughout the process of writing this paper. Her sincere gratitude is also given to all lecturers involved in her examination, **Yuli Tiarina, M. Pd** and **Fitrawati, SS., M. Pd** for the improvement suggestions and comments.

She really appreciates to **Dr. Kurnia Ningsih, M.A.** the chairwoman of English Department and **Dra. An Fauzia Rozani Syafei, M.A.** the secretary of English Department. Furthermore, she also expresses her gratitude to **Jufri, M.Pd.** as her academic advisor for his support, attention, and care during her study, and also to all lecturers of English Department who had taught her during her study in this Department.

Next, the writer’s deeply appreciation and gratitude are expressed to her beloved parents, **Zainal** and **Susfireni** for their continuous prayer, love, support advice, sacrifice, care, hope, and understanding. Besides that, she also expressed

her gratitude to her lovely brothers and sister who always stay around her with their great love, care and encouragement over the time.

Then, the writer also express her gratitude to all of her friends in English Department especially KP1-2008 students for sharing ideas, happiness, and motivation. Finally, the writer realizes that this paper is still having some weaknesses. Therefore, the writer hopefully needs constructivism critics and suggestions that can make this paper become much better.

Padang, Februari 2013

The Writer

## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iv</b>
 <b>CHAPTER I      INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem .....	4
C. The Purpose of Writing the Paper .....	5
 <b>CHAPTER II      REVIEW OF RELATED LITERATURE</b>	
A. The Nature of Writing .....	6
B. Teaching Writing at Junior High School .....	8
C. The Nature of Functional Text .....	11
D. The Nature of R.A.F.T Strategy .....	15
 <b>CHAPTER III      DISCUSSION</b>	
A. Using R.A.F.T Strategy In Teaching Writing Functional Text (Advertisement) To Junior High School Students..17	
B. The Advantages of Using R.A.F.T Strategy .....	28
 <b>CHAPTER IV      CONCLUSION AND SUGGESTION</b>	
A. Conclusions .....	29
B. Suggestions .....	29
<b>BIBLIOGRAPHY .....</b>	<b>32</b>
 <b>APPENDIX .....</b>	<b>34</b>

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

When learning English as a foreign language, the learners are required to be able to communicate with other people by using the language; understand them, talk to them, read what they have written and write to them. Therefore, the learners should have four competence in English; listening, speaking, reading and writing. Davies and Pearse (2000) stated when learning English as a foreign language, it is best to integrate the four skills. For example, speaking can be taught by listening and also writing can be taught by speaking then engaged reading as well. For that reason, it can be said that each of the skills is related to each other and all of them are essential. None of these skills can be left when learning English.

However, the learners sometimes have to communicate with each other through writing. As stated in Harmer (2007) there are many reasons to write, for example when someone wants to express his or her ideas, thoughts and experiences to others without the pressure of face-to-face communication, he or she can writes to deliver them. Therefore, it can be said that writing is very important to be mastered by the learners beside the other skills.

When someone writes, he or she needs to be involved with the language to discover the right word and the right sentences as an effort to express the ideas. A writer usually struggles with what to write next or how to write it on the paper as he or she often finds something new to write and a new way to express the idea.

So, what makes writing a valuable part of the language is its relationship with thinking process.

Related to the ideas above, government includes writing as a part of English curriculum. It is also clearly stated in *Kurikulum Tingkat Satuan Pendidikan 2006* that teaching English to Junior high school is expected to accomplish functional level which is purposed to make the students are able to communicate both of oral and written form in daily activities. It means that the students are hoped not only able to communicate oral form through speaking but also they must master written form through writing for their daily needs.

In teaching writing to junior high school based on *Kurikulum Tingkat Satuan Pendidikan 2006*, the students are supposed to be able to produce a text with appropriate vocabulary, grammar and structures. This writing activity involves two kinds of texts, they are functional texts ( such as; announcement, short message, advertisement, label, sign, notice, invitation and advertisement) and monologue texts (such as; procedure, descriptive, recount, narrative and report).

Junior high school students are more focus to be able to write functional texts rather than monologue texts because the literacy level of teaching writing to junior high school is functional level, where the students can communicate in daily activities. Functional text is a type of text that is used for everyday information. Therefore, the students should be able to produce functional text to help them communicate with others by facilitating information for daily life.

In fact, learning to write in English, especially in writing functional text seems difficult for junior high school students. It can be caused by the students themselves and also by the teacher. For the students, they think that it is hard to write a short functional text because it is difficult to organize their idea. They have already had the ideas in their mind, but they do not know how to express it in written form. For example, when the teacher asked the students to write an advertisement text, they already have the ideas about what they are going to write but the problem is they do not know how to say it in appropriate target words to convey the idea in written language.

It is not the only reason why writing functional text is hard; it is also caused by the teacher. Writing functional text is different from writing monolog text. It needs more creativity to attract the reader and the sentence used in functional text can be in a form of imperative sentence. For example in writing an advertisement text, the students need creativity to persuade the reader to buy a product. To make it simple, attractive and persuasive, they have to write it in imperative sentence. However, the teacher just gives one example of functional text such as advertisement to the students then, asked them to write and she did not guiding them how to write. She also did not encourage the students to occur their creative thinking so they just imitate the whole text which is the teachers already given as an example.

Based on those problems above, as a teacher, it is significant for the teacher to help the students to solve the problems in writing activity. The teacher should

create and implement a new strategy to teach writing. The strategy should be interesting, helpful, and fun in order to support the students feel happy to write. There are many strategies in teaching writing, one of them is using R.A.F.T strategy in order to encourage junior high school students to write and produce a good functional texts.

R.A.F.T is chosen as a strategy to encourage students to write creatively, to think a topic from various points of view, to a specific audience in a variety formats of functional text. R.A.F.T is an acronym which stands for Role, Audience, Format and Topic. This strategy guides the students to consider what the topic for their writing is, who they are as a writer, who will read their writing, and in what forms their writing will be before they write.

This paper describes how teacher can use R.A.F.T strategy to guide the students to write functional text. Before they write an advertisement text, the teacher encourages the students to organize their idea by considering their role, audience, form, and topic as a writer. Successful pre-writing activities affected the result of the text itself. R.A.F.T strategy also can be done in a group. The students who have same R.A.F.T will be sitted in a group. So, when they are writing their text, each participant is able to help others by sharing their ideas.

**B. Limitation of the Problem**

Based on the background of problem above, this paper is limited into using R.A.F.T strategy in teaching writing advertisement text as one of functional texts to junior high school students.

**C. The Formulation of the Problem**

Based on the background of the problem above, the writer is formulated a question as follow “How can the teacher use of R.A.F.T strategy in teaching functional texts to junior high school students?”

**D. The Purpose of Writing the Paper**

The purpose of this paper is to explain the use of R.A.F .T strategy to encourage junior high school students’ writing ability, especially in writing a functional text.