

Riatus Sholehati et.al. 2016. Improving Students' Skill Ability in Writing Recount Text by Writing a Personal Letter in SMPN 01 Ajung at 2015/2016 Academic Year.

Improving Students' Skill Ability in Writing Recount Text by Writing a Personal Letter in SMPN 01 Ajung at 2015/2016 Academic Year.

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In modern Era as right now, writing plays an important role in real life. There are several products of writing that human being as social creature need as media to share idea.

Personal letter is one of the examples of writing product that can be used as media to interact, share experiences and communicate each other in written form personally. Personal letter is a media to express students' ideas in written form, because letter can make student more motivated and easier to express their feeling. By using personal letter in writing recount text, students will be able to tell everything, experience, event they had to share each others.

The problems of this research was "How can writing personal letter improve student's skill in writing recount text at SMPN 1 Ajung in the 2015/2016 academic year?", The objective of this research was intended to To identify the improvement of students skill in writing recount text at SMPN 1 Ajung in the 2015/2016 academic year.

The findings of this research indicated that writing a personal letter can improve the ability of writing recount text in the eighth grade of SMPN 01 Ajung. It was shown by the calculation score of the test which had been improved. In the first cycle, the minimum standard score of the students' writing test was ≥ 65 and at least 65 % students achieved the minimum standard score. The students who achieved the target score were only 15 or 41.7 % students and the average score for students' active participation was at least $\geq 65\%$ students were actively involved in teaching learning process, then the results were only 65.7 % students who were actively involved. Thus, the first cycle was failed, then the researcher continued to the next cycle. In the second cycle, the students' writing test results were 30 or 83.3 % students who achieved the minimum standard score or ≥ 65 , and the students' active participation were 74.03 % students who were actively involved in the second cycle. It means that in the second cycle was successful, and it did not need to continue to the next cycle.

Accordingly, the conclusion of this research was writing a personal letter can improve the eighth grade students' skill ability in writing recount text in SMPN 01 Ajung at 2015/2016 academic year. By giving this model, the students were more confidence, they could be active, shared their ideas with their friends.

ABSTRACT

Sholehati, Riatus. 2016. *Meningkatkan Kemampuan Menulis Recount Teks Siswa dengan Menulis Surat Pribadi di SMPN 01 Ajung pada tahun angkatan 2015/2016*. Skripsi, Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Program Bahasa Inggris.
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Kata Kunci: Menulis Surat Pribadi, Kemampuan Menulis Recount Teks.

Pada era modern saat ini, menulis memiliki peran penting dalam kehidupan sehari-hari. Banyak produk tulisan yang dibutuhkan oleh manusia sebagai makhluk sosial yang digunakan sebagai media untuk berbagi ide.

Surat pribadi merupakan salah satu contoh bentuk tulisan yang bias digunakan sebagai media untuk berinteraksi,berbagi ide dan berkomunikasi dalam bentuk tulisan. Surat Pribadi adalah media untuk mengekspresikan ide siswa dalam bentuk tulisan. Dengan surat pribadi dalam menulis recount teks, siswa bias menceritakan semua pengalaman, kejadian yang ingin mereka bagi bersama orang lain.

Masalah dalam penelitian ini adalah “Bagaimana bias menulis surat pribadi meningkatkan kemampuan menulis recount teks siswa di SMPN 1 Ajung pada tahun angkatan 2015/2016?, Tujuan dari penelitian ini adalah “ Untuk mengidentifikasi peningkatan kemampuan siswa dalam menulis recount teks di SMPN 1 Ajung pada tahun angkatan 2015/2016.

Hasil dari penelitian ini mengidikasi bahwa menulis surat pribadi dapat meningkatkan kemampuan siswa dalam menulis recount teks di kelas 8 di SMPN 1 Ajung. Ini ditunjukan oleh hasil perhitungan nilai yang meningkat. Pada cycle pertama, standart nilai menulis terkecil adalah 65 dan setidaknya 65% siswa mencapai target nilai. Siswa yang mencapai target hanya 41.7 % dan rata-rata siswa yang aktif mengikuti pelajaran hanya 65.7%. Maka dari itu, cycle pertama dinyatakan gagal, dan peneliti melanjutkan ke cycle kedua. Pada cycle kedua hasil nilai menulis siswa mencapai 83.3% dan siswa yang aktif mengikuti pelajaran mencapai 74.03%. Artinya cycle kedua sukses dan tidak perlu melanjutkan ke cycle berikutnya.

Kesimpulannya, menulis personal letter dapat meningkatkan kemampuan menulis recount teks siswa di kelas 8 di SMPN 1 Ajung pada tahun angkatan 2015/2016. Dengan memberikan model pembelajaran seperti ini, siswa lebih percaya diri, lebih aktif dalam membagi ide atau pikiran mereka kepada teman-teman mereka

INTRODUCTION

In modern Era as right now, writing plays an important role in real life. There are several products of writing that human being as social creature need as media to share idea. Personal letter is one of the examples of writing product that can be used as media to interact, share experiences and communicate each other in written form personally. According to Meyers(2005, 2), writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revising the writing. As a part of English skill it is important for people especially adults, level in making communication or giving approach to other person. According to Jack C Richard (1990,100), adult's level needs not only institutional writing but also personal one.

Based on those fact, English learners especially learners at Senior High School level must master it besides speaking. As a basic skill in English language, writing skill cannot be separated from education sector. The main reason is English learners at school must be able to express their ideas or feeling in spoken or written forms effectively. The effectiveness of sharing or giving information could be seen when a person tries to communicate with others in written forms. The writer thinks that the communication could be effective if the reader understands what the writer says in written form. It is different from spoken form; the speaker speaks to the listener directly. Here, speaker does not have much time to think more.

“Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involve producing language rather than receiving

it."Moreover writing skill is more complicated than other skills in English language. Writing skill not only talks about grammars and vocabularies but also of conceptual and judgment elements.

Because of the difficulties, some efforts have been done to solve the problems, with the purpose of making writing easier and more interesting to learn for students. The problems faced by learners in English language must be solved by English teacher. By using appropriate and interesting media in the process of teaching and learning English in class, it is expected learners will receive writing materials from teachers easily. The writer in this research is interested to use personal letter as media in teaching writing in class especially to write a recount text. Recount is a kind of text that retells the past event of which the purpose is informing or entertaining the reader. By using personal letter in writing recount text, students will enjoy telling story in written Form. It makes them

easy in understanding and implementing recount text in writing.

One way to help the teacher in teaching writing recount text is by using media, and writing personal letter is one of media that hopefully can help the teacher in the teaching writing process. Personal letter is a media to express students' ideas in written form, because letter can make student more motivated and easier to express their feeling. By using personal letter in writing recount text, students will be able to tell everything, experience, event they had to share each others. Because media plays important role in understanding English learners in receiving materials, teacher as guide of class should use it in delivering recount text. M. Basyiruddin Usman and Asnawir, (2002,29) stated that media for teaching language can be classified into; visual media, audio media, audio-visual media and games.

Personal letter is one of the visual media. By using appropriate method this media could help learners

in master it. Personal letter is a type of friendly letter which provides communication between a small number of people, usually two. It contains feeling expression, private things, and important things as a way to communicate and allows a person to leave a message and to keep in touch. Through letter students can communicate to each other and convey their meaning. Students use a letter as media to express their ideas in written form, because it hopefully can make them to be more motivated and easier to express their feeling. They can tell their friends, their father, their mother, their sister, their brothers, and so on about their feeling, experienced, and wish.

Personal letters become the communication tool to convey information or idea in written by one person to another. Realizing that teaching English especially in writing skill is very important to be learnt by students, teacher has to formulate the method and choose to use the good media to help them in teaching writing. The writer

considers the writing of personal letter hopefully can help teacher in teaching writing process. Hamalik as quoted by Azhar Arsyad (2008,15) states that using a variety of media in the learning process will motivate and increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop. Psychologically it gives positive effect for students in improving their skill. Besides using a variety of media, teacher also thinks the teaching methods. For the successfulness of teaching writing skill to senior high school students, the teacher must develop curriculum; select the appropriate teaching materials, teaching methods, and learning assessments. Furthermore, one way to help the teacher in teaching writing recount text is by using media.

Research Method

The design of this research is classroom action research. The Classroom Action Research (CAR) conducted in the classroom is to improve the teaching quality by giving

the technique in teaching and learning process. In this research the technique used aims to know how an analysis of students' error is able to improve their writing skill achievement of the eight grade students at SMPN 1 Ajung.

Elfanany (2013:5) says classroom action research is a practical research intended to improve learning in the classroom.

This research is conducted at SMPN 1 Ajung. The research subjects of this research are the students of eight grade in the 2015/2016 Academic Year. The researcher chooses VIII E as the research subject because this class has problems with writing skill.

Arikunto (2013:131) states model of action research developed by Kurt Lewin is based on the basic concept that a classroom action research consists of four components that also shows steps:

- (a) planning
- (b) acting
- (c) observing, and
- (d) reflecting.

- **Preliminary Study**

The researcher did preliminary study to get the preliminary data and information about the subject of the research. The researcher chose the students of VIII E because it was the lowest class in writing. There were 36 students in the class VIII E. The researcher did preliminary study on March 24th, 2016 to April 14th, 2016. The researcher interviewed the English teacher on May 9th, 2016. The researcher did observation on May 28th, 2016 until June 3, 2016.

1. Planning

The planning of the actions are

1. choosing the topics based on the genre that is recount text for teaching writing which is suitable to the KTSP for vocational junior high school.
2. constructing the lesson plans for the cycle.
3. selecting the recount text from the books.
4. constructing writing test for the cycle.

2. Acting

Acting is implementing some actions that have been planned systematically to improve the quality of teaching learning process in the classroom. The action given is teaching writing recount text by writing personal letter. The implementation of the cycle is based on the lesson plan for three meetings and then follows by writing test. By giving the writing test, the researcher will know the result of students' writing learning in the classroom.

2. Observing

As stated by Arikunto (2013:139) observing is an implementation of the observing by the observer. Observing is important for the researcher. It is used to monitor whether or not the teaching learning through an analysis on students' error is effective in developing students' writing skill.

4. Reflecting

The researcher evaluates the result of action in order to know whether the actions given are

successful or not. The cycle is stopped if the target of the research has been achieved. But if it has not been achieved the target score, the researcher should continue to the next cycle. This research will be successful if more than 65% of the students can achieve the minimum standard score requirement that is 65.

To count this research is successful or not, the researcher use the formula is as follows:

$$E = \frac{n}{N} \times 100\%$$

Note :

E = the percentage of student who score ≥ 65 in writing.

n = the number of the students who score ≥ 65 in writing.

N = the total number of students

(Adopted from Ali, 1993:186 in Asti, 2014:38)

The technique used in collecting the data is writing recount text worksheet and test. The researcher uses on observation checklist in this research.

Writing recount text worksheet and test should have validity and reliability because they are characteristic of a good test. A good test is test that can be trusted and accurate in the research.

• **Validity of the Test**

Validity of the test is very important to measure the instrument in classroom action research. Arikunto (2013:211) writes validity is a measure that indicates the levels of validity or validity of an instrument. The researcher uses content validity.

Reliability of the test

According to Ary et.al (2010:224) reliability indicates how consistently a test measures whatever it does measure. Depend on Arikunto (2013:221), reliability refers to the idea that instrument is trustworthy enough to be use a tool for collecting data. Reliable of the test is determined from the result can be consistent, stable, and dependable. To know whether the test is reliable or not, the researcher used Alpha Formulas. It steps of the following formula:

$$\sigma^2 = \frac{\sum(X^2) - \frac{(\sum x)^2}{N}}{N}$$

Note:

σ = Variant

$\sum(X^2)$ = Total square item

$(\sum X)^2$ = Total Score item

N = Total Students

$$r_{11} = \left(\frac{k}{(k-1)} \right) 1 - \frac{\sum \sigma_b^2}{\sigma_t^2}$$

r_{11} = Reliability of the instrument

k = Number of questionnaire item

$\sum \sigma_b^2$ = Varian item

σ_t^2 = Total variant

(Adopted from Arikunto, 2013:239)

According to Arikunto (2013: 319) the coefficient criteria of correlation that can be shown from the interpretation are as follows:

0.0 – 0.20 = Low correlation

0.21 – 0.40 = Rather low correlation

0.41 – 0.60 = Fair correlation

0.61 – 0.80 = High correlation

0.81 – 1.00 = very high correlation

Based on the calculation of the try out test result, it had known that the correlation of reliability test was 0.98. It means that it had been high correlation, so the items of the test were reliable and valid to use.

DISCUSSION

Discussion of Improving Writing Ability through Writing Personal Letter.

After the implementation of the action in the first and second cycle, that was writing recount text by writing personal letter, it could be said that writing personal letter can improve the students' skill ability in writing recount text.

The result in Chapter IV, showed that the percentage score is 83.3% (see appendix 20). It showed that writing personal letter can improve the students' skill in writing

Discussion of Students' Active Participation through Writing Personal Letter.

The second one is that the students' active participation. It was

recount text. Azhar Arsyad (2008,15) states that using a variety of media in the learning process will motivate and increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop. Personal letter is one of the examples of writing product that can be used as media to interact, share experiences and communicate each other in written form personally. The other research that support was The Use of Diary can Improve the students skill in writing recount text in SMPN 1 Situbondo. So media of diary was appropriate tools or media to improve writing ability. The different from the previous research, that was the use of media to improve the writing skill that were diary and personal letter. The similarities was the kind of text was recount text.

found that there were 25 or 69.4 % of 36 students who were actively involved in teaching learning of writing in meetings 1 and 2, and there were 30 or 83.3 % of 36 students who

were actively involved in meeting 3. It means that there were improvements in cycle two, namely 13.9 % from meeting 1 to meeting 3. The result was satisfied because the requirement of the students' active participation was $\geq 65\%$ and the average score of the students' active participation was 74.03%. So the students' active participation in cycle two was successful and it was higher than the students' active participation in cycle one. Then it could be concluded that the improvements from cycle one to cycle two was 8.33%. It was because the students had been more active, they were interested to write their experience to their friend, so the students were more active than before. This clarification is in line with Laguardor (2014: 46) who states that collaboration among the group members improves the skill of the students to communicate in social discussion and participate in the accomplishment of their common goal. Cooperative can also be utilized to enhance and promote higher students achievement..

From the explanation and the theory above, it could be said that writing personal letter can be applied in teaching writing. The writing personal letter is an appropriate technique, it was simple as well as able to improve the students' writing ability and the students' active participation.

Conclusion

The use of personal letter is able to improve both the students' writing ability and the students' active participation of the eight grade of SMPN 01 Ajung. By given more practice, more explanation, and more motivation, the students were more enthusiastic and they felt comfortable by collaborating with their friends. The researcher made the students send their personal letter of recount text to their friend so they could share their experience through personal letter. It made them interested because they can share their experience with their friend. So it made them more active to write and more understand about recount text and personal letter. And they can improve their ability in

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writing in terms of mechanic,
organization and contents, and also
could improve their vocabulary and
their grammar through writing a
recount text

6.2 Suggestion

Referring to the above conclusion, the research results are expected to provide some feedback to the following people.

1. The English teacher

The students' writing recount text skill could be improved by writing a personal letter. Accordingly, the English teacher is suggested to apply that method in his / her teaching learning process.

2. The students

By writing personal letter, the students are expected to practice writing in a conducive atmosphere by sharing their experience in writing form and solving their problems more easily. Hopefully, it will make the students be more motivated in writing for their writing achievement.

3. Other researchers

It is expected that the result of this research can be used as a consideration for other researchers to conduct further research dealing with the application of writing learning

model in different aspect of English skill, research area, and research design. Writing skill is the example of the English skill that can be taught by writing personal letter.

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