

**IMPROVING STUDENTS' SKILL IN WRITING RECOUNT
TEXT BY USING A PERSONAL LETTER**

**(A Classroom Action Research with the Tenth Graders of MASS Proto
Pekalongan in The Academic Year of 2011/ 2012)**

THESIS

**Submitted in Partial Fulfillment of the Requirement for Gaining
The Degree of Bachelor in English language Education**



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**EDUCATION FACULTY
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2012**

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Semarang, Mei 4th 2012

To

The Dean of Education Faculty

Walisongo State Institute for Islamic Studies

Assalamu'alaikum wr.wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : Improving Student's Skill in Writing Recount Text by
Using Personal Letter (A Classroom Action Research with
the Tenth Graders of MASS Proto Pekalongan in the
Academic Year of 2011/ 2012)

Name of student : Farid Helmi

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I state that the thesis is ready to be submitted to Education Faculty Walisongo
State Institute for Islamic Studies to be examined at Munaqosah session.

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Assalamu'alaikum wr.wb.

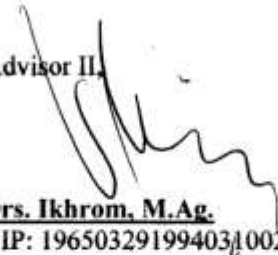
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RATIFICATION

Thesis with the following identification:

Title : Improving Students' Skill in Writing Recount Text by
Using a Personal Letter (A Classroom Action Research with
the Tenth Graders of MASS Proto Pekalongan in the
Academic Year of 2011/ 2012)

Name of student : Farid Helmi
Student's number : 063411058
Department : Tadris
Field of study : English language Education

Had been ratified by the board of examiners of Education Faculty of Walisongo
State institute for Islamic Studies Semarang and can be received as one of any
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THESIS PROJECT STATEMENT

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Semarang, Mei 7th 2012

The Writer,

Farid Helmi

NIM: 063411058

MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Mean: “Nun. By the pen and by what they (the angels) write (in the Records of men).
[Al-Qalam: 1]¹

¹ Muhammad Muhsin Khan, and Muhammad Taqi-ud-Din Al-Hilali, *Interpretation of The Meanings of The Noble Qur'an In The English Language*, (Riyadh-Saudi Arabia: Dar-us-Salam Publication, 1999), p. 745.

DEDICATION

I dedicate this thesis to:

1. My father (H. Qomarudin) and my mother (Hj. Hamidah), thanks for love.
2. My brother (M. Irkham, Samsul Arisqi, and Syahrul Akbar), and my sister (Najikhatul Umniyah and Lia Ni'matul Maula). Thanks for the support.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

All praise be to Allah Who always gives His blessing upon the researcher in his life and enabled him to accomplish this thesis entitled *“Improving Students Skill in Writing Recount Text by Using Personal Letter (A Classroom Action Research With The Tenth Graders of Mass Proto Pekalongan In The Academic Year of 2011/2012”* The prayer and salaam are always offered for the Prophet Muhammad, the noblest creature ever.

In this opportunity, the writer extends his gratitude to:

1. Dr. Suja'i, M.Ag. Dean of Tarbiyah Faculty of Walisongo.
2. Siti Tarwiyah, S.S, M. Hum as the Head of English Department.
3. M. Nafi Annury, M.Pd and Drs. Ikhrom, M.Ag as my advisors for providing their valuable guidance, whose encouraging, kind, and valuable assistance enabled me to complete this study.
4. The Headmaster, teachers, and all staffs in MASS Proto Pekalongan for everything the best, and especially for Dra. Jami'ul Malatifa, English teacher of Xa class for all the best giving.
5. My beloved family; father and mother, brother and sister, thank you for love.
6. The big family of SKM AMANAT (Amin Fauzi, Farih Lidinillah, Musyafak, Jamil, Hamid, Arif, Jeki, Rohman, Eni, Muslimah, etc).
7. All of my friends at TBI C 2006 (Nur Hadi, Suhardiman, Rosyid, Miftahudin, Kurin, Faul, Hanafi, Basir, A'yun, Ningsih, Puji, etc).
8. The big family of IMPADIS Pekalongan (Lukman, Shodiq, Aji, Zami, Afkar, etc).
9. The big family of IKMAL El-Simbany (Hamid, Chasan, Akhid, Arijs, Syukron, Ana, Elya, Mila, Qori, etc.)
10. Everyone always supports my life.

Finally, the researcher realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer expects that this thesis may be helpful for all. Amin.

Semarang, Mei 4th 2012
The writer,

Farid Helmi
NIM. 063411058

ABSTRACT

Farid Helmi, 63411058. *Improving Students Skill In Writing Recount Text by Using Personal Letter (A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in the Academic Year of 2011/ 2012).* Thesis. Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo (IAIN Walisongo), 2012.

Keywords: Personal Letter, Students' Writing Skill, Recount Text, Action Research.

The background of the study in this research was based on the students' difficulties in comprehending recount texts writing. Some of the reasons were the method of the English teaching process was not interesting, and there were teachers that still used conventional way. So, it will difficult for students to achieve the teaching and learning target. In order to solve this problem the teacher should have creative activity, and the using of a personal letter can be an alternative way as a learning media that will make students enjoy and easy to write.

This study is aimed at responding the following questions: (1) how is the implementation of a personal letter in improving students' skill in writing recount text to the tenth graders of MASS Proto Pekalongan in the Academic Year of 2011/2012?, (2) how can a personal letter improve students' skill in writing recount text?. Then the objective of this study was to describe the improvement of students' writing skill after being taught by using a personal letter.

In this study, the researcher conducted a classroom action research as the methodology of this research. There were three meetings during the research, they were pre-cycle test, cycle test I and cycle test II. The researcher used written test and observation in collecting the data. The using of written test was to measure the students' skill in writing recount text after giving the treatment, and the using of observation was to monitor students' activities during teaching learning process.

The result of the test showed that the students' score in the pre-cycle test was 55.5, the students' score in the cycle I test was 65.7 and the students' score in the cycle II test was 72.2. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. In line with this result, the researcher concluded that the research improved students' skill in writing recount text.

From the result of this study, it can be stated that the using of a personal letter was effective and very useful. It can be seen from the improvement of students test result during pre-cycle, cycle I and cycle II. However, it will be better if the future related studies the treatment gave more than two times, not only cycle I and cycle II. Furthermore the personal letter was also in good design and good theme, so the students more motivated and enjoyed in the learning process.

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CHAPTER I

INTRODUCTION

A. Background of The Research

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, sharing experiences and to communicate each other in written form personally. According to Meyers, 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 revise the writing.²

As a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person. According to Richards in book of the Language Teaching Matrix stated that writing form for adult level needs not only institutional writing but also personal one.³ The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities.

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 could not be separated from education sector. The main

² Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman:2005) p. 2.

³ Jack C Richard, *The Language Teaching Matrix*, (New York: Cambridge University Press, 1990), p.100.

reason, English learners at school must be able to express their ideas of feeling in spoken or written forms effectively.

The effectiveness of sharing or giving information could be seen when person tries to communicate with others person in written forms. The writer thinks that the information could be effective if the reader understand what 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.”⁴ Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements.⁵ Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing became easier and interest to learn for students.

In the holy Qur'an, Allah has stated in sura al-‘Alaq verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ .

“Who taught (the writing) by the pen. He has taught man which he knew not”.⁶

The word “*Qalam*” in verse 4 of sura al-‘Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text.⁷

⁴ Mary Spratt, et. al., *The TKT Teaching Knowledge Test Course*, (UK: Cambridge University Press, 2005), p. 26.

⁵ J. B. Heaton, *Writing English Language*, (London: Longman, 1975), p: 138.

⁶ Muhammad Muhsin Khan, and Muhammad Taqi-ud-Din Al-Hilali, *Interpretation of The Meanings of The Noble Qur'an In The English language*, (Riyadh-Saudi Arabia: Dar-us-Salam Publication, 1999) p. 808.

Based on those verses, Allah SWT explained that He taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.⁸

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 at class, it is expected learners will easy in receiving writing materials from teachers. The writer in this research is interested to use personal letter as media in teaching writing at class especially to write a composition in writing the recount text. Recount is kinds of types text that retell the past event 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 helps the teacher in teaching writing recount text is by using media, and personal letter is one of media that hopefully can help teacher in teaching writing process. Personal letter is a media to express students' ideas in written form, because letter can make student to be 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. Basyirudin stated that media for teaching language can be classified into;

⁷ M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung; Pustaka Hidayah, 1997), p. 98.

⁸ M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, p. 99.

visual media, audio media, audio-visual media and games.⁹ 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 numbers of people, usually two. It contains of 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 to their friends, their father, their mother, their sister, their brother, 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. Furthermore, communication can be delivered by using at least two ways, they are speech and written. Here personal letter becomes one of communication tool in written form. Both speech and written language have different context and implication.

Speech has more highly contextualized, which depends on the ability to produce spoken language spontaneously, less planning, direct self-monitoring in the real-time, and has not specific convention. Written text is constructed with specific convention, emphasizes on explicit coding of logical relation with the systematic rhetorical and it characteristic is more formal.¹⁰ But, both speech and written get an equal interest in teaching English as foreign language.

Although English is not the language with the largest number of native or 'first' language speaker, it has become a lingua franca. A lingua franca can be defined as a language widely adopted from communication between two

⁹ M. Basyiruddin Usman and Asnawir, *Media Pengajaran*, (Jakarta: Ciputat Press, 2002), p. 29.

¹⁰ Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Education Limited, 2002), p. 49-50.

speakers whose native languages are different from each other's and where one or both speakers are using it as a second language.¹¹

English is one of the languages, that language primarily a means of communicating thoughts from the speaker or writer to the listener or reader. The major concern of the writer or speaker is to use language as the media to communicate to other people that there are some meaning or mind of the speaker or writer that want to convey to the listener or reader.¹² The reason why English is important to be mastered is the pursuit of global communication which declares English as International language. English use in oral and written to make an international contact and cooperation among people in different countries.

Nowadays, English is taught by teachers as a subject not only in Junior High School, Senior High School, and University, but also in Elementary School, even Kindergarten. This phenomenon shows the awareness of people that English is very important. English as an international language has a very important role as the language of science, technology and international communication. It is crucial to be mastered lately since any other languages in the world. So it is important that English to be learnt by students.

Realized 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 that personal letter hopefully can help teacher in teaching writing process. Hamalik as quoted by Arsyad 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

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001), p. 1.

¹² Claude W. Faulker, *Writing Good Sentences, A functional Approach to Sentence Structure, Grammar and Punctuation*, (New York: Charles Scribner's Son, 1950) Revised Ed. p. 1.

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.¹³

Besides using a variety of media, teacher also thinks the teaching methods. According to Mackey, cited by Setyadi, there are some factors that affect the choice of method in the teaching learning process. Those factors are age, aptitude, second language level, interest, and the time he can devote to language learning. The other factors that affect the choice of method are the size of group and the culture of group.¹⁴ 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.

Due to the reason above, the writer tries to identify the improving students' skill in writing recount text by using personal letter with the tenth grader of MASS Proto Pekalongan in academic year of 2011/2012.

B. Reasons for Choosing the Topic

The reasons of the writer for choosing the topic can be formulated as follow:

1. Writing is one of the basic skills that have to be learnt by students in the tenth year of senior high school.
2. Recount text is one of the genres that must be taught to students of senior high school.
3. Personal letter is one of the interesting media for student which can help student's skill in writing recount text.

¹³Azhar Arsyad, *Media pembelajaran*, (Jakarta: PT RajaGrafindo Persada, 2008), p. 15

¹⁴Bambang Setyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 177.

C. Research Questions

The research questions of this study are as follows, they are:

1. How is the implementation of personal letter to improve students skill in writing recount text?
2. How can personal letter improve students skill in writing recount text?

D. Objectives of the Research

In this study, the objectives of this study are:

1. To describe the implementation of personal letter to improve students skill in writing recount text.
2. To identify the improvement of students skill in writing recount text.

E. Significances of the Study

The result of the study hopefully will give contribution to English teaching and learning, they are:

1. Theoretically

The study will enrich the technique of teaching and learning English.

2. Practically

- a. For the teacher

It will give contribution to English teacher that teaching recount text through the use of personal letter is more interesting. The technique may improve the student's skill in writing recount text.

- b. For the students

It helps the students to write recount text by writing personal letter, because personal letter is interesting and has more topics to share.

- c. For the writer

It will get new knowledge and experience in teaching recount text using personal letter, beside fulfill of the requirement for the degree of Bachelor of Education.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The previous research is the thesis entitled *The Use of Diary Writing in the Teaching of Writing Recount Text (An Experimental Study at the Eighth Grade Students of SMP Nurul Islami Mijen Semarang in the Academic Year of 2009/2010)* written by I'in Ainatus Zahiroh, (English Language Education of Walisongo State Institute for Islamic Studies, Semarang, 2010).

The researcher said that, the main objective of this study is to find out the effectiveness of the teaching of writing recount text with the use of diary writing. After the research finished, she said that there is a significant difference in writing recount text score between students taught by using diary and those who taught by using non-diary writing. It is showed the mean of experimental class is higher than control class.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The hypothesis is accepted. Based on the result, the researcher concluded that diary writing is effective to be used in the teaching of writing recount text. It helped the students to solve their problems in writing recount text and improve students' fluency in writing.¹⁵

The second previous research is the thesis entitled *The Effectiveness of Using Chain Pictures in Teaching Writing A Recount Text (The Case of the Eight Year Students of SMP N 1 Demak in the Academic Year of 2007/2008)* written by Dyah Maya Sari (Language and Art Faculty of State University of Semarang, 2008).

¹⁵ I'in Ainatus Zahiroh, *The Use of Diary Writing in the Teaching of Writing Recount Text* (Semarang: Faculty of Tarbiyah Walisongo State Institute for Islamic Studies, 2010), unpublished thesis.

She states that the students usually get difficulties in doing writing because it requires their creativity in developing their feelings and ideas, and chain picture are very interesting media that can help students arrange the story.

In this study, she attempted to offer the chain picture to be used for teaching writing a recount text. She tried to compare between students who are taught writing a recount text by using chain picture and those who are taught by using a conventional method. The result of this research shown using chain pictures was more effective than teaching writing using a conventional way.¹⁶

The first previous research is from I'in Ainatus Zahiroh, her research is experimental research. For the experimental class, she used diary for students and the other class she did not use diary. The second is from Dyah Maya Sari, she used chain picture as media.

The similarity between their researches with my research is that the research focus is writing skill in recount text. Then the differences between their researches with my research are the first researcher used dairy and the second researcher used Chain Picture but I used personal letter as the teaching media.

The other differences are they hold the research in different participant and setting. I'in Ainatus Zahiroh is in the Eighth grade students of SMP Nurul Islami Mijen Semarang in the academic year of 2009/2010 and Dyah Maya Sari is in the eight year students of SMP N 1 Demak in the academic year of 2007/2008. But I will hold the research with the tenth graders of MASS Proto Pekalongan in the academic years of 2011/2012.

B. Literature Review

1. Personal Letter

a. Definition and General Theories of Personal Letter

“Letter is a piece of paper or more that used as a communication tool to deliver the statement or information in written form, from one

¹⁶ Dyah Maya Sari, *The Effectiveness of Using Chain Pictures in Teaching Writing a Recount Text*, (Semarang: State University of Semarang, 2008), unpublished thesis.

person to another.”¹⁷ It is usually contains of feeling expression, private thing, and important thing. Concerning to Jose, personal letter is a way to send message in written form.¹⁸ There are many types of personal letters, and they are written for a wide variety of reasons. And personal letters also known as friendly letters.

Furthermore, personal letter is a type of friendly letter which provides communication between a small numbers of people, usually two. It contains of 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.

b. Function of Personal Letter

Letter is a statement, which is written on a piece of paper or more. It contains feeling expression, private thing, and important thing. It has functions as written form communication, documentation, historical, remainder, guidelines to take decision, safety information, vice of organization, as a way to easy the archival matters work and announcement.

Besides as a mean of written communication, letter is useful as representative of organization or individual. Letter is the written note that cannot be changed fully by oral communication. So, personal letter is used in personal relationship.

¹⁷ Adlan Ali and Tanzili, *Pedoman Lengkap Menulis Surat*, (Jakarta: Kawan Pustaka, 2006), p. 1.

¹⁸ Yose Rizal, *Komponen-Komponen Dasar Korespondensi*, (Semarang: Aneka Ilmu, 2003. p. 2.

c. Parts of Letter

As written communication way, letter consists of main part of the letter. Generally, the main part of letter consists of heading, the salutation, the body of letter, the complimentary close and the signature.

1. Heading

Heading is put at the right or the left side of the paper. It is Includes the address and the date, for example:

a. The address:

15 South Cedar Street
Boston Massachusetts 02214

b. The date line:

The date line is put at the right or at the left side of the paper under the heading. Usually the date is written in a letter. There are alternative ways of writing the date, for example:

February 1, 2012
1 February, 2012

2. The salutation/ greeting

The salutation is greeting. A comma follows the follows in personal letter. The salutation begins at the left hand margin. The following are typical salutations in friendly letters. For example:

Dear Mother,
Dear Uncle Hadi and Aunt Dita
Dear Miss Dita,
Hello,

3. The body of letter

The body of letter usually consists of at least three paragraph, they are:

a. Opening paragraph

Opening paragraph is a paragraph where the writer starts to write down some words before him going to the main paragraph or content of letter.

b. Content of paragraph

The second is the main paragraph, where the writer starts to write down the topic. It may consist of two or more paragraph.

4. The closing

There are several forms to choose for the closing of a friendly letter. Each one has slightly different meaning use the one best convey what is meant. Only the first word of the closing is capitalized. The closing is followed by comma. The examples are:

Sincerely,

With love,

Yours truly,

Your friend,

5. The signature

The sender's name should be signed. We may sign with our full name or nick names. There is no punctuation after the signature. He is the example of the place signature.

Your friend,

Dita

Here is the example of personal letter: ¹⁹

February 1, 2012	} Date
Dear Mom,	} Greeting
This is just to let you know that my classes were going very well this semester. I was taking four course-English, business math, history, and economics. My favorite was business math. The teacher was very interesting, and I like my classmates.	} Message/ Body
Love,	} Closing
Sue	} Signature

2. Writing Skill

a. Definition of Writing

“Writing is functional communication, making learners possible to create imagined worlds of their own design.”²⁰ Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a

¹⁹ Margaret Bonner, *Step into Writing, A Basic Writing Text*, (New York: Addison-Wesley Publishing Company), p.3.

²⁰ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step actions; it is a process that has several steps.

Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer doesn't actually appear on the page. It is a means of communication. Whenever the writer want to write, he has to knowing the audience or reader, it will help in reaching the the goal of communicating clearly and effectively.²¹ Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought. Finnochiaro says that writing has been characterized as written thinking.²² It means that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

b. Types of Writing

The type of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write.²³

²¹ Alice Ochima and Ann Hogue, *Writing Academic English, A Writing And Sentence Structure Handbook*, (Addison-Wesley Publishing Company), 2nd Ed, P. 2.

²² Mary Finocchiaro, *English as a second Language: from Theory to Practice*, (New York: Regents Publishing Company, Inc, 1974), p. 86.

²³ Mary Finocchiaro, *English as a second Language: from Theory to Practice*, p.85.

There are two types of writing:²⁴

1. Practical Writing

This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

2. Creative or Imaginary Writing

This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

c. Purposes of Writing

According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, those are:

1. Informative

It is represented by “informative writing,” that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2. Expressive or Narrative

It is represented by “expressive writing” or “narrative writing is” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

²⁴ Mary Finocchiaro, *English as a second Language: from Theory to Practice*, p.86

3. Persuasive

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.²⁵

d. Writing Process

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.²⁶

a. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds.²⁷

b. Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a

²⁵ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996) p. 137-138.

²⁶ Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed. p. 41.

²⁷ Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), p.64.

core circle, while the ideas are spread around.²⁸ There are the steps of clustering process:

1. Write our topic in the center of a blank piece of paper and draw a circle around it.
2. Write any ideas that come into our mind about the topic in circles around the main circle.
3. Connect those ideas to the center word with a line.
4. Think about each of our new ideas, and then connect them.
5. Repeat this process until you run out of ideas.²⁹

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph.³⁰ As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

- a. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b. Stick the topic does not include information that does not directly support the main idea.
- c. Arrange the sentences so that the other ideas make sense.
- d. Use signal words to help the reader understand how the ideas in your paragraph are connected.³¹

²⁸ Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

²⁹ Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

³⁰ Karen Blanchard and Christine Root, *Ready to Write*, p. 43.

³¹ Karen Blanchard and Christine Root, *Ready to Write*, p. 43.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.³²

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

- a. Add new ideas to support the topic.
- b. Cross out sentences that do not support the topic.
- c. Change the order of the sentences.
- d. Using the following checklist to revise your paragraph.
 1. Make sure you have a topic sentence.
 2. Cross out sentences that do not relate to the main idea.
 3. Check to see if the sentences are in the right order.
 4. Add new ideas if they support the topic sentences.
 5. Make sure you have included signal words to help guide the reader.
 6. Check the punctuations, spelling and grammar.³³

e. Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. "A paragraph is

³² Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd, p. 5.

³³ Jeremy Harmer, *The Practice of English Teaching*, p. 44.

a group of sentences which contain relevant information about one main or central idea”.³⁴

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

In writing a good paragraph, we should concern to two things. They are:

a. Unity

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

b. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless.³⁵

Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

1. Content : the substance of writing, the ideas expressed.
2. Form : the organization of the content.

³⁴ Barli Bram, *Write Well Improving Writing Skills*, p. 13.

³⁵ Barli Bram, *Write Well Improving Writing Skills*, p. 20-21

3. Grammar : the employment of grammatical form and syntactic patterns.
4. Vocabulary: the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
5. Mechanic : the use of graphic conventions of the language.³⁶

f. Writing Skill

Writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing.

Independence is the ability to function in a given area without depending upon another's help. Independence writing is the ability to write anything one can say or understand in his or her language without depending upon another's help. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

g. Improving Students' Writing Skill

Improvement in Oxford Learners Pocket Dictionary is the process of becoming or making something better.³⁷

³⁶ Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta. PPFE Yogyakarta, 2001), p. 306.

³⁷ Oxford, *Oxford learners pocket dictionary*, (New York : Oxford University Press, 4th Edition, 2008), p. 216.

Students are person who is studying at a college or university, person studying at secondary school, and any person interested in a particular subject. The improving students' writing skill can be done if there is a good preparation of using aids, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant; as a result, the students' knowledge and skill can be improved. In this study, personal letter is an aid that uses to improve students' writing skill in recount text.

There are some factors that can influence students' writing skill:³⁸

1. Limited vocabulary
2. Difficulty in organizing to write about something
3. No motivation to write
4. Lack of confidence in grammar

Those are the problems that mostly faced by students in writing. As a teacher, it is important to help the students when they get problem. When teacher can play their role, the students will be helped in their writing. The improvement of students' ability in writing skill can be seen by look at the differences or raising the students' ability in those factors.

3. Teaching Writing Skill

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

The important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all in its writing for learning role where

³⁸ Barli Bram, *Write Well Improving Writing Skill*, p. 25-62

students write predominantly to augment their learning of the grammar and vocabulary of the language.³⁹

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text.

Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

a. Implications for Learning and Teaching

A consideration of the writing process, and how speaking and writing are related to each other-especially in a world of changing communication media-is not only of academic interest. It also has implications for the way we teach writing.

Many traditional approaches, for example, failed to incorporate the kind of insight into the writing process that we have been discussing. In some teaching, for example, students write a composition in the classroom which the teacher corrects and hand back the next day covered in red ink.

³⁹ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Ltd, 2004) P. 31

The students put the corrected pieces of work in their folders and rarely look at them again. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the rather than the how of text construction. Product approaches expected the student to only analyze texts in term of what language they used and how they were constructed.⁴⁰

b. Strategy for Writing Teaching Process

There are a number of strategies we need to consider for concentrate on the process of writing, they are:

1. Get students to plan writing

Before getting students to write we can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.⁴¹

2. Encourage students to draft, reflect and revise writing

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. We may

⁴⁰ Jeremy Harmer, *How to Teach Writing*, P. 11

⁴¹ Jeremy Harmer, *How to Teach Writing*, P. 11

want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision.

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestion for changes, and so contributing to the success of the finished product.

3. Respond to students' writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version; they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, while other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in a computer at a time from a central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide welcome

alternative to the teacher's feedback as well as offering a fresh perspective on the writing.⁴²

4. General Concept of Text

Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are constructing a text. When reading, listening or view a piece of text, there are interpreting its meaning.⁴³ In general, text is an article which often read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences.⁴⁴

According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.⁴⁵ Human beings are different from other creatures that live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expressions; it is mean human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening.

⁴² Jeremy Harmer, *How to Teach Writing*, P. 12

⁴³ Mark Andersons and Kathy Andersons, *Text Type in English 1-2*, (Australia: Mac Millan Education, 2003), p. 1.

⁴⁴ Tri Wiratno, *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003), p. 3-4.

⁴⁵ Rudi Hartono, *Genres of Text*, (Semarang: UNNES, 2005), p. 4

Halliday and Hasan said that a text is a social exchange of meanings.⁴⁶ The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, the teacher must be able to develop students' abilities to exchange the meanings in different points of sentence.

5. General Concept of Genre

a. Definition of Genre

“Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”.⁴⁷ The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

b. Kinds of Genre

There are fifteen types of genre text, they are:

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
3. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
4. Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

⁴⁶ M.A.K. Halliday, & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984) p. 11.

⁴⁷ Rudi Hartono, *Genres of Text*, p. 4.

5. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
6. Spoof is a kind of genre used to retell an event with a humorous twist.
7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
8. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
9. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
10. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
11. Discussion is a kind of genre used to present (at least) two points of view about an issue.
12. Description is a kind of genre used to describe a particular person, place or thing.
13. Review is a kind of genre used to critique an art work or event for a public audience.
14. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.
15. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.⁴⁸

6. Recount

a. Definition of Recount

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The

⁴⁸ Rudi Hartono, *Genres of Text*, p. 6.

tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.⁴⁹

b. Generic Concepts of Recount

There are three generic structure of recount. They are:⁵⁰

1. Orientation: provides the setting and produces participants. It provides information about 'who', 'where', and 'when'.
2. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
3. Re-orientation: optional-closure of events. It is 'rounds off' the sequence of events.

c. Grammatical Features of Recount

The common grammatical features of recount text are:⁵¹

1. Use of nouns and pronouns to identify people, animals, things involved
2. Use of actions verbs to refer to events
3. Use of past tense to locate events in relation to speaker's or writer's time
4. Use of conjunctions and time connectives to sequence of events
5. Use of adverb and adverbial phrase to indicate place and time
6. Use of adjective to describe nouns

⁴⁹ Ken Hyland, *genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

⁵⁰ Ken Hyland, *genre and Second Language Writing*, p.135

⁵¹ Ken Hyland, *genre and Second Language Writing*, p.135

d. Types of Recount

There are three types of recount:

1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
2. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
3. Imaginative recount: taking on an imaginary role and giving details of events (e.g. a day in the life of a Roman slave; how I invented).

Here is an example of a recount text:

Our Trip to the Blue Mountain

Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

Event 1 On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2 On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation In the afternoon we went home.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is Classroom Action research. Basrowi and Suwandi states, Classroom Action Research is action research in education sector what do in class area and have the goal to repair and or to increase the learning quality.⁵² It means that classroom action research is a kind of research has quality with do specific action so it can repair and or increase the learning practices in classroom with more professional.

According to Arikunto, action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.⁵³ Elliot said classroom action research is study about social situation; it means to improve action quality through diagnosis process, planning doing, observation and learn about the influence that is affected.⁵⁴ Kemmis and Taggart add in Nunan's book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action

⁵² Basrowi and Suwandi, *Prosedure PTK: Referensi utama PTK untuk Guru serta Mahasiswa Keguruan dan Ilmu Pendidikan*, (Bogor: Ghalia Indonesia, 2008), p.28.

⁵³ Suharsimi arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

⁵⁴ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Grup, 2010), p. 24-25.

research', the essential impetus for carrying out action research is to change the system.⁵⁵

Wiriati in his book *Metode Penelitian Tindakan Kelas* states, classroom action research is method how a group of teacher can organize his teaching learning condition and learn from his own experience. Teacher can try idea reparation in his teaching learning process, and look the real effect of those efforts.⁵⁶ There are some characteristics, aims and model of classroom action research, they are:

1. Characteristics of a classroom action research

Kemmis and Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are:

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.
- b. It is collaborative, and
- c. It is aimed at changing things.⁵⁷

2. The aim of action research

There are many possible reasons for conducting a classroom action research as follow: The teacher wants to know more about his students and the difficulties in learning process. Teacher wants to learn more about him as teachers how effective teacher is, how teacher looks to the students, how teacher looks at himself as if observing her own teaching. Teacher wants to gauge the interest generated by certain topics, or judge the effectiveness of certain activities types. Teacher wants to see if an activity would work better

⁵⁵ David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992). p. 18.

⁵⁶ Rochiati Wiriati, *Metode Penelitian Tindakan Kelas*, (Bandung, PT Remaja Rosdakarya, 2005), p.13

⁵⁷ David Nunan, *Research Method in Language Learning*, p. 17

done in groups rather than pairs, or investigate whether reading is more effective with or without pre teaching vocabulary.⁵⁸

Before the researcher does the cycles in action, researcher will observe at first. Research design can do with some steps as follow:

1. Collect data such as documentation includes the number of the students, students' name list, and pre-test.
2. After the writer collects the data, he does a pre-test. It purposes is to know the score mean of students' writing in recount text before using personal letter.
3. The writer assesses the result of students' writing in pre-test.

There will be two cycles in his study. There are four components in one cycle for doing action research, they are:

a. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

b. Acting

This section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much students' abilities to understand in writing recount text, give students treatment ways to remember every word in spelling and writing, give students assignments in individual, evaluate their mistakes and make summarize about materials.

⁵⁸ Jeremi Harmer, *The Practice of English Language Teaching*, (England: longman, 2003), p. 345.

c. Observing

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

d. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.⁵⁹

B. Research Setting

The researcher conducted the classroom action research at MASS Proto Pekalongan. This setting is located in Proto Pekalongan. The researcher chose this setting because its' geographical location is not far from the researcher to reach. The students come from different intelligence, social background, and characteristic of student setting and subject of the research. The subject of this study is students of Xa class of MASS Proto Pekalongan, where the total number was 39 students.

C. Collaborator

The collaborator in this classroom action research is person who helps the researcher to collect the data. The collaborator in this research is the English teacher who teaches English in MASS Proto Pekalongan at Tenth class, she was Dra. Jami'ul Malatifa.

D. Research Procedure

In this classroom action research, the writer planned to conduct two cycles through personal letter in teaching writing recount text, which is each cycle consists of four stages, they are: planning, acting, observing, and reflecting. The

⁵⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 140.

four stages of the classroom action cycle were conducted integrated like spiral. The scheme or model of classroom action research was as follow:⁶⁰

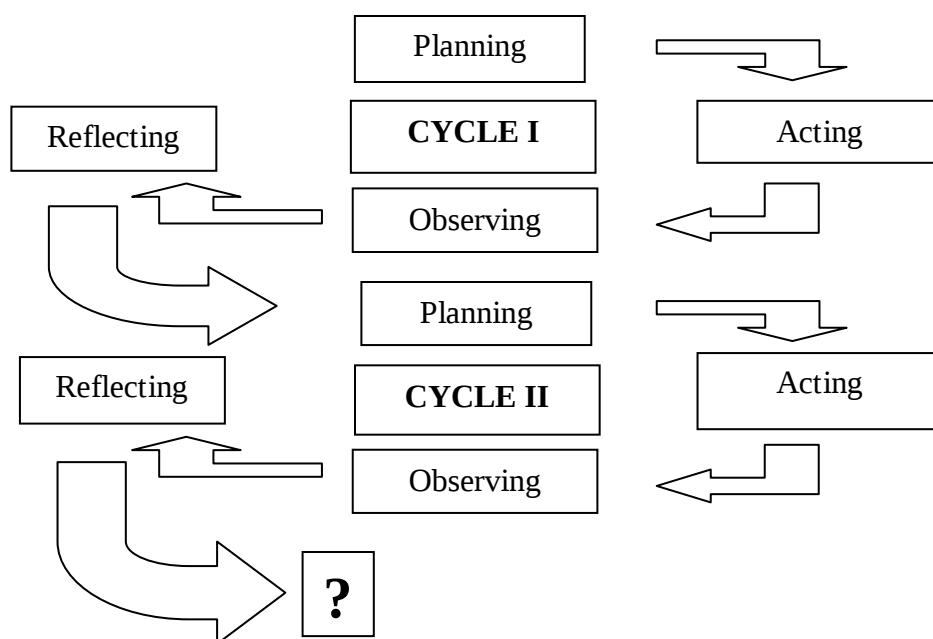


Figure 1 Cyclical process of action research

1. Procedure of The Pre-Cycle

The first step in making classroom action research was the researcher used pre-test to assess the students' ability in writing in recount text. In this activity the teacher taught students with conventional method. The teacher explained about recount text including; definition, generic structure, and significant lexicogrammatical features. Then, the teacher gave the example of recount text. After that, the teacher asked to the students to write a recount text according to their experience while they join in some extracurricular activities.

After the researcher gets the data from the pre-test and the observation, researcher analyzed the result to determine the use of personal letter in teaching writing recount text. After recognizing the possible cause of problems

⁶⁰ Suharsimi arikunto, et. Al, *Penelitian Tindakan Kelas*, p. 16.

faced by students, the researcher would explore ways that personal letter can become an aid in teaching writing recount text.

2. Procedure of Cycle I

Researcher preparing the research instrument such as lesson plan, example of personal letter, materials, observation checklist, and formative test. Formative test was used to get information about the way of teaching language in certain level. This test is important for teacher in increasing a teaching language program. It has function also to know the teaching language that has done run well or not.⁶¹ In this cycle, the researcher used Ramadan as the theme.

As acting, researcher opened the teaching and learning process by greeting, asked students' condition and checked the attendance. Then researcher gave the brainstorming by asking students about their experience when they were fasting during last Ramadan. There were some questions that researcher asked to the students, they are what do you think when you hear words "Ramadan"? Do you fast during Ramadan month? When do you fast at the first time? How old are you when doing fasting at the first time? How old are you when doing fasting at the first time?. From their students, researcher wrote it on the blackboard. Then researcher told the topic of this cycle was Ramadan. After that researcher gave students the text (letter), and read it aloud for repeat by students. Then researcher gave some questions to students related to the text, and asked students about the difficult vocabularies that they do not know. Finally, the teacher gave evaluation test to students by asked them to write their last experienced in personal letter form.

In this cycle, the researcher also did the observation by asking the collaborator (English teacher) to help him in observing the learning process

⁶¹ M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*, (Bandung: Penerbit ITB Bandung, 1996), p.19.

when researcher was teaching. After having the first treatment, the researcher took an assessment. The assessment was conducted to measure the students' improvement in writing after the first treatment. In the last step, researcher analyzed and evaluated the actions that have been done in this cycle. Researcher and teacher analyzed and discussed the result of the observation. It was continued then to make reflection which one was should be maintained and which one was should be repaired in the next cycle.

3. Procedure of Cycle II

The second cycle was done based on the result of reflection from the first cycle. If the result from observation is still low, so it is needed another action in order the next cycle makes some improvement of the quality. In preparation stage, researcher prepared for the research instrument such as lesson plan, present list, some materials, teaching aid, observation checklist, and evaluation test. In acting, the researcher did the appropriate treatment to solve the problem that was faced by the students in the previous test (assessment). Researcher chose Holiday as the theme of this meeting, because it is most familiar than other previous theme. The procedure of teaching and learning process in this treatment was the same as the previous meeting. The main focus of the treatment was to eliminate students' difficulties in the previous meeting. As the previous meeting, the researcher asked the students to make a recount paragraph in personal letter form based on their experience during last holiday.

In the process of learning, the researcher observed the teaching and learning process by asking the collaborator to help him to monitor the class situation and the students' activity by using observation checklist. In the last of this cycle, researcher and the teacher had the result of the observation and concluded the improvement in the researcher's study.

E. Scoring Technique

The researcher gave writing test to the students to analyze their scores on content, organization, vocabulary, language use, and mechanic. In giving scores to the students, the researcher followed the scale scoring categories of oral proficiency test developed Jacobs as follows: ⁶²

Table I
Scoring Guidance

Categories	Score	Criteria
Content	30 – 27	EXCELLENT TO VERY GOOD: Knowledge. Substantive. Thorough development of thesis. relevant to assigned topic
	16 – 22	GOOD TO AVERAGE: some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant to topic, but lacks detail.
	21 – 17	FAIR TO POOR: limited knowledge of subject. Little substance. Inadequate development of topic
	16 – 13	VERY POOR: does not show knowledge of subject. Non-substantive, non pertinent, or not enough to evaluate.
Organization	20 – 18	EXCELLENT TO VERY GOOD: fluent expression. Ideas clearly stated/supported. Succinct. Well-organized. Logical sequencing. Cohesive.
	17 – 14	GOOD TO AVERAGE: somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing.
	13 – 10	FAIR TO POOR: non-fluent. Ideas confused or disconnected. Lacks logical sequencing development
	9 – 7	VERY POOR: does not communicate. No organization.or not enough to evaluate.
	20-18	EXCELLENT TO VERY GOOD: sophisticated range. Effective word/idiom choice and uage. Word

⁶²Arthur Hughes, *Testing for Language Teacher, Second Edition*, (United Kingdom: Cambridge University Press, 2005) p. 104

Vocabulary		form mastery. Appropriate register.
	17-14	GOOD TO AVERAGE: adequate range. Occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	FAIR TO POOR: limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	VERY POOR: essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to evaluate.
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions. Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	GOOD TO AVERAGE: effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions. Requent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules. Dominated b errors. Does not communicate. Or not enough to evaluate
Mechanic	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions. Few errors of spelling. Punctuation. Capitalization. Paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling. Punctuation. Capitalization. Paragraphing. Meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling. Punctuation. Capitalization. Paragraphing. Poor handwriting. Meaning confused or obscured
	2	VERY POOR: no mastery of conventions.

		Dominated by errors of spelling. Punctuation. Capitalization. Paragraphing. Handwriting illegible. Or not enough to evaluate
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F. Data Collection Technique

Data collection was process of collecting information that related to inquiry, information that be believed will respond to the research question. The data were not the answer to the research question; they were the row material out of which responses to the question will probably emerge. For collection the data, the writer used two instruments, they were observation and test.

1. Observation

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observes the situation in class during lesson, response and attitude of students when they are give explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decides to use observation form. The observation appraised the activities during the teaching and learning process. How teacher carry out the material what teacher will arrange the classroom and also the students' response. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher consider of asking the collaborator to help him to observe the classroom.

In this study, an observation checklist is used to observe the subject of the study in some aspect. The aspect that will be observed are student' attendance, students' actively in asking question to the teacher, students' actively in answering question, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

2. Test

Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. "Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given."⁶³ According to Tuckman, test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people.⁶⁴

The researcher for collecting data uses written test is very useful to know the students achievement in understanding material which given by the teacher. In this research, the writer gets data by giving pre test, and evaluation test. A pre test is given before the students get some activities of writing recount text in personal letter. Evaluation test is used during the cycle to measure the student's understanding. A post test is given after students get some activities of writing recount text in letter form. It is used to measure the student's achievement after being taught.

In order to know the improvement of student's achievement, the writer analyzes the different between mean of pre-test and two evaluations of test scores.

G. Data Analysis Technique

The aim of this study is to find out whether personal letter could improve the writing students skill or not. There are pre test and post test, these tests are used to measure the student's progress in mastering writing skill. The steps of data analysis are:

⁶³ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), revised edition, p. 53

⁶⁴ Bruce W. Tuckman, *Measuring Educational Outcomes Fundamental of Testing*, (USA: Rutgers University Press, 1975), p. 207

1. Analyzing observation

The observation in this research conducted three times, before the treatment (pre cycle), during the cycle I, and cycle II. The researcher used the observation checklist in observing class condition and monitored the learning process. In the end, the data will be analyzed by describing the result of percentage from the check list.

2. Analyzing the test

The data gained is numeric and analyzed by using statistical computation. This data is use to know the average of students' mark and student's mastery learning in order to know their achievement.

After conducting the test, the researcher gave score to the writing test papers of the students. The researcher uses test to measure the writing ability covering content, organization, vocabulary, language use, and mechanics. In giving score of writing test, the researcher processes the result of the students' tests. The writer gave score for each component of writing as follows:

1. Content : the lowest score is 13 and the highest score is 30
2. Organization : the lowest score is 7 and the highest score is 20
3. Vocabulary : the lowest score is 7 and the highest score is 20
4. Language use : the lowest score is 5 and the highest score is 25
5. Mechanic : the lowest score is 2 and the highest score is 5

After getting the mean of each elements of writing, the researcher formulated the result to get the total mean score as follow:

$$\text{Mean of students' score} = \frac{\text{Total score}}{\text{Number of students}}$$

After getting the total mean score, the writer categories it into the following criterions:

1. The percentage 81%-100% is a (Excellent)
2. The percentage 61%-80% is b (Good)

3. The percentage 41%-60% is c (Fair)
4. The percentage 21%-40% is d (Less)
5. The percentage 0%-20% is e (Poor)

Based on data above, it is used to determine where mistake that students almost do. This scoring occurs from pre-cycle up to second cycle.

H. Achievement Indicator

The students' achievement and failure in doing the activities planned assessed by referring the criterion issued by MASS Proto Pekalongan, namely Kriteria Ketuntasan Minimal (Minimum Passing grade Criteria). A material could be said that it was successfully taught if students had minimal score 65. It means that 65% of the material was mastered by students.

CHAPTER IV

RESEARCH DESCRIPTION AND ANALYSIS

A. Result of The Study

This research was conducted by using a classroom action research. The research consist of pre-cycle, cycle I and cycle II. Before conducted the cycle I, the researcher did the preliminary research (pre-cycle) to measure the students' ability in writing recount text before they were given treatment, it was conducted on March 31st, 2012. The meeting of cycle I was held on April 7th, 2012, and then on April 14th, 2012 was held the meeting of cycle 2.

The researcher observed the situation of the classroom before conducting the study. Researcher also shared with Mrs. Jami'ul Malatifa as the English teacher of tenth grade students of MASS Proto Pekalongan. The teacher explained that the students of tenth grade still poor on ability in writing especially in writing recount text, because the motivation of students to learn English was poor. After observing the class situation, the researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material, the example of personal letter and arranged the lesson plan. Besides that the researcher also prepared the checklist for observing the students' activity.

B. Description and Analysis

This classroom action research was conducted into two cycles besides the pre-cycle. Each cycle consists of four steps; they were planning, acting, observing, and reflecting. The implementations of each cycle were as follow:

1. The Pre- cycle

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing recount text. This cycle was conducted on Saturday, March 31st 2012. The theme of this cycle was extracurricular activities. In this cycle, the teacher taught

students without learning aid like personal letter. Teacher gave the explanation about the definition, generic structure, and grammatical features of recount text. Teacher explained to the students about how to make recount text writing by gave them some examples of recount text. Then, teacher gave a piece of paper to the students and asked them to make a paragraph about their experience when joined in the extracurricular activities. In this case, the teacher asked students to remember their experience or some events that happened when joined in the extracurricular activities and applied it into sentences and paragraph of recount text.

From the observation in this activity, the researcher found some facts that happen in the classroom during in English lesson. In teaching learning process, the students did not being active by asking to the teacher related to the material. They just kept silent and did the exercise from the teacher without understand the point of the material. There were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process. In this cycle, most of the students had difficulties in writing paragraph of recount text. It can be seen from their writing result. Students got difficulties in arranging words to write recount text, they consumed the time only thought about the words that would be written.

After finishing the writing, the teacher asked them to collect their writing. Most of them said that writing is very difficult, because they had to remember their experience and wrote it into paragraph. Besides that, they got difficulties in translating the Indonesian into English. After implementing the test, the researcher examined the answer sheet and finds the result. The result of test can be seen in the following table:

Table 2
Test score in Pre-cycle

No	Students	Score
1	T-1	54
2	T-2	55
3	T-3	49
4	T-4	51
5	T-5	60
6	T-6	57
7	T-7	54
8	T-8	63
9	T-9	59
10	T-10	62
11	T-11	49
12	T-12	58
13	T-13	54
14	T-14	71
15	T-15	55
16	T-16	61
17	T-17	68
18	T-18	58
19	T-19	49
20	T-20	58
21	T-21	57
22	T-22	58
23	T-23	55
24	T-24	49
25	T-25	54
26	T-26	Absent
27	T-27	51
28	T-28	49
29	T-29	52
30	T-30	56
31	T-31	49
32	T-32	48
33	T-33	63
34	T-34	47
35	T-35	56
36	T-36	53
37	T-37	51

38	T-38	51
39	T-39	65
Total		2109
Average		55.5
Maximum		68
Minimum		48

2. The Cycle I

This classroom action research was done into two cycles. Each cycle consists of four steps; they are planning, acting, observing, and reflecting. The first cycle was conducted on Saturday, 7th April 2012.

a. Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as the materials, the example of personal letter, the observation sheets, test evaluation, and present list in order to know students' activeness in joining teaching learning process.

b. Acting

In this step, teacher would conduct activities according to the schedule that was arranged in planning stage. As acting, teacher began the class by giving some explanations that related to the material in order to bring them to enter to the theme would be given. After that the researcher gave some questions; what do you think when you hear words "Ramadan"? Are you fasting during Ramadan? When were you first fasting? How old when you done your first fasting? What do you do during Ramadan? Do you have some activities after you finished your class? What kind of activities do you have? Have you ever cancelled your fasting?. Then, the researcher gave the example of personal letter and discussed it. After that

the researcher gave a piece of paper to the students. Researcher asked students to make a paragraph of recount text in personal letter form based on the theme.

c. Observing

In this stage the researcher observed the learning process by asking the collaborator to help him in monitoring the class situation and students enthusiastic using observation checklist. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score of observation were as follow:

Table 3
Score of observation in cycle I

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	Students participate toward teachers' explanation.				√		4
2	Students activity in make a note from teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding		√				2
4	The students are enthusiastic in responding teacher' question			√			3
5	The students answer teacher's			√			3

	questions						
6	The students are enthusiastic doing and complete the written test				√		4

$$\text{Score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

$$= \frac{19}{30} \times 100\%$$

$$= 63.3\%$$

According to the result of the observation above it can be concluded that more students joined the class more enthusiast than previous meeting.

d. Reflecting

After whole activity had finished, the researcher assessed the students' writing result. The result of the writing test in cycle I was as follow:

Table 4

Test score in cycle I

No	Students	Score
1	T-1	63
2	T-2	67
3	T-3	63
4	T-4	63
5	T-5	72
6	T-6	Absent
7	T-7	61
8	T-8	63
9	T-9	66
10	T-10	67

11	T-11	63
12	T-12	65
13	T-13	62
14	T-14	78
15	T-15	64
16	T-16	66
17	T-17	79
18	T-18	65
19	T-19	63
20	T-20	Absent
21	T-21	72
22	T-22	67
23	T-23	61
24	T-24	69
25	T-25	65
26	T-26	64
27	T-27	65
28	T-28	61
29	T-29	63
30	T-30	73
31	T-31	63
32	T-32	62
33	T-33	70
34	T-34	61
35	T-35	65
36	T-36	65
37	T-37	64
38	T-38	61
39	T-39	72
Total		2433
Average		65.7
Maximum		79
Minimum		61

3. The Cycle II

The cycle II was done based on the result of cycle I. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality.

Cycle II was done on Saturday, 14th April 2011. The steps that were done by the researcher in the cycle II were:

a. Planning

In the planning, researcher arranging lesson plan based on the teaching material, improving the teaching strategy, preparing the teaching aid, and preparing the sheet of observation.

b. Acting

In this step was done the teaching scenario that had been planned by the researcher. The theme in this cycle was holiday. The teaching learning process of this cycle was:

1. Teacher explained about the material, although it had been explained on the day before.
2. Teacher gave brainstorming by asking students about their experience when they were getting holiday.
3. Teacher gave students the text (letter)
4. Teacher gave some questions to students related to the text
5. Students answered the question
6. Teacher asked students to checked some vocabularies they do not know
7. Teacher explained about the grammatical points used in the text
8. Teacher asked students to wrote their last holiday in letter form
9. Teacher asked students to tell their last holiday in letter form
10. Teacher gives some helps to students if they get difficulty

c. Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English teacher as the collaborator. The score of observation were as follow:

Table 5
Score of observation in cycle II

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	Students participate toward teachers' explanation.				√		4
2	Students activity in make a note from teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding			√			3
4	The students are enthusiastic in responding teacher' question			√			3
5	The students answer teacher's questions				√		4
6	The students are enthusiastic doing and complete the written test					√	5

$$\text{Score} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%$$

$$= \frac{22}{30} \times 100\%$$

$$= 73.3\%$$

Based on the result above, the majority of the students joined actively response with the teacher explanation, it can be seen while the teacher was presenting the lesson they were paying attention enthusiastically.

d. Reflecting

In this cycle, the researcher motivated the students before writing the paragraph of personal letter. The students' activity in learning process was enough maximum they were more interesting and enthusiastic in the learning process. In this cycle many students asked to the researcher about the meaning of difficult words. After whole activity had finished, the researcher assessed students' writing result as in second cycle. From the result, researcher could calculate the mean of the score students' writing result. The result of the evaluation test in cycle II was as follow:

Table 6

Test score in cycle II

No	Students	Score
1	T-1	72
2	T-2	75
3	T-3	69
4	T-4	70
5	T-5	80
6	T-6	68
7	T-7	67
8	T-8	68
9	T-9	73
10	T-10	76
11	T-11	Absent
12	T-12	76
13	T-13	69
14	T-14	83
15	T-15	70
16	T-16	69
17	T-17	81
18	T-18	73

19	T-19	68
20	T-20	71
21	T-21	76
22	T-22	69
23	T-23	74
24	T-24	76
25	T-25	73
26	T-26	71
27	T-27	72
28	T-28	71
29	T-29	68
30	T-30	76
31	T-31	70
32	T-32	68
33	T-33	74
34	T-34	67
35	T-35	73
36	T-36	69
37	T-37	73
38	T-38	69
39	T-39	79
Total		2744
Mean		72.21
Maximum		83
Minimum		67

C. Research Finding and Discussion

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wanted to know the implementation of using personal letter as media to improve students' skill in writing recount text. Its purpose was to know whether there was improvement of students' skill in writing recount text or no after being taught using personal letter. In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through pre-test and two times of treatment. Pre-test was considered as the preliminary reflection. Two times of treatment were the teaching and learning

processes and the assessment tests which were considered as implementation. The descriptions of the result of all tests were as follows:

1. The Analysis of Pre-cycle

In this activity, the teacher was doing teaching practice as usual. The teacher explained about recount text including; the definition, generic structure, and lexicogrammatical features. Then, teacher gave an explanation to the students about how to make recount text writing by gave them some examples of recount text. The teacher gave a piece of paper and the students were asked to make a paragraph about their experience when joined in the extracurricular activities. In this case, the teacher asked students to remember their experience or some events that happened when joined in the extracurricular activities and applied it into sentences and paragraph of recount text. Based on the observation in this activity, most of the students had difficulties in writing recount text. It could be seen from their writing result. After implementing the test, the researcher assessed the result of the students' writing. From the result, he could calculate the mean of the score of students' writing result using the following formula:

$$\begin{aligned} \text{The average of the student score} &= \frac{\text{The total of studentsscore}}{\text{The Number of students}} \\ \text{The average of the student score} &= \frac{2109}{38} \\ &= 55.5 \end{aligned}$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 7
The Category of Students' Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 – 80	6	15.7%	Good
3	41 – 60	32	84.2%	Fair
4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		38	100%	

From the result of the table above, there were 6 (15.7%) students got good mark, 32 (84.2%) students got fair mark. The average of students' score of preliminary test was 55.5. Based on the achievement above, the average of students' score in pre-cycle was still poor and not satisfactory yet. The researcher was aware that most the students still had difficulties to write a recount text. Most of them could not arrange words well. They had difficulty to write appropriate words in the text. After giving the test, the researcher intended to use personal letter in the next activity to make students interest and enjoy the learning process.

2. The Analysis of Cycle I

The second cycle was about teaching and learning process and the assessment. In the learning process of this cycle, personal letter was used as a media to teach students writing recount text. Then the researcher gave the evaluation test for first cycle. After whole activities had finished, the researcher assessed the students' writing result. From the result, researcher calculated the mean of the score students' writing result using the following formula:

$$\text{The average of the student score} = \frac{\text{The total of studentsscore}}{\text{The Number of students}}$$

$$\begin{aligned}\text{The average of the student score} &= \frac{2433}{37} \\ &= 65.7\end{aligned}$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 8
The Category of Students' Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 – 80	37	100%	Good
3	41 – 60	-	-	Fair
4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		37	100 %	

Based on the test result, the average of students in treatment (cycle 1) was 65.7. It increased 10.2 from pre-test and it could be concluded that first cycle was successful enough. In first cycle, the researcher analyzed that some students still had difficult in writing recount text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students writing recount text. The researcher decided to conduct the next cycle and give better explanation, good example of personal letter and theme to the students.

3. The Analysis of Cycle II

In this cycle, the teacher reviewed the previous lesson and gave the personal letter as an aid in teaching writing recount text. In this cycle, students could improve their vocabularies in writing sentences. Based on the observation, the majority of the students joined the class enthusiastically. All

activities in the cycle II could run well. It can be seen from their responses. While the teacher was presenting the lesson, majority of the students were paying attention to the teacher. Same as with the previous meeting, the researcher gave the evaluation test. The theme of written test in this cycle was holiday. From the result of students' test, researcher calculated the mean of the score using the following formula:

$$\begin{aligned} \text{The average of the student score} &= \frac{\text{The total of studentsscore}}{\text{The Number of students}} \\ &= \frac{2744}{38} \\ &= 72.21 \end{aligned}$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 9
The category and percentage of students' score:

No	Interval	Freq	Percentage	Category
1	81 – 100	3	7.9%	Excellent
2	61 – 80	35	92.1%	Good
3	41 – 60	-	-	Fair
4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		38	100%	

Based on analysis of the result of this cycle, it shows that there were improvements from cycle I to cycle II. The result of this cycle was also considered as implementation. It was better than the previous one. The average of students' test result of this cycle was 72, 21 with the highest score was 83 and the lowest score was 67. The researcher concluded that

the problems have been solving using personal letter for teaching English writing in recount text and the teaching and learning process is effective to improve their writing skill.

D. The Analysis of the Whole Meeting

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from preliminary to cycle I and cycle II. The improvements of students' ability in writing recount text can be seen in the following table:

Table 10

Comparison the results of observation on cycle 1, and cycle 2.

No	Cycle	Total score	Percentage
1	Cycle I	19	63.3%
2	Cycle II	22	73.3%

Table 11

Comparison the average of students scores on pre-cycle, cycle 1, and cycle 2.

No	Cycle	Mean
1	Pre-cycle	55.5
2	Cycle I	65.7
3	Cycle II	72.2

In the pre test, all of the students have been doing the test, and the average result was 55.5. In this activity, the teacher still uses conventional method, he did not use personal letter as teaching media. In teaching learning process, only half students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sat down in backside.

In the cycle I, the average result was 65.7; the teacher began use personal letter to teach writing recount text. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson,

although some students still confused with the teacher direction. In the cycle II, the average of students score result was 72.2. It is mean that there were improvements from pre-cycle, cycle I, and cycle II. It showed that there was significant improvement in students' achievement. Furthermore, the using of personal letter as a learning aid is helpful in the process of teaching and learning writing recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the study in the tenth grader of MASS Proto Pekalongan in academic year of 2011/2012 on the improving students' skill in writing recount text. There were the conclusions of this study:

1. The using of personal letter as a media to improve students' skill in writing recount text was an alternative way. Personal letter was the media that can make students more interest with the material of writing recount text. By using personal letter, teacher can stimulate the students to write their experience in a letter form. One of the differences of personal letter than the other letter is the contents or message more friendly and personal, so the students more enjoyed when they want to write their letter. Personal letter is an excellent learning aid, the students have to remember their experiences and arrange it in the simple paragraph of recount text. The Using a personal letter was interest and motivated students to learn English writing easily. Furthermore the personal letter was in good design and good theme, so the students more motivated and enjoyed in the learning process.
2. Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusions that there is an improvement. The students' skill in writing recount text improved after being taught by using personal letter. The implementation of personal letter as a learning aid to improve students' ability in writing recount text was very effective. It was supported by the significance result of students score in the pre-cycle (55.5), Cycle I (65.7) and Cycle II (72.21).

The using of personal letter in teaching and learning English was interesting for the students; it could be seen in the result of observation and the

result of the test. The researcher uses personal letter as learning aid because it can motivated students to learned English writing more fun and easily. However, there were some problems in using personal letter to improve students' writing skill, for example some of students were still confused because some of them is never wrote paragraph of recount text in personal letter form. So the English teachers had to give some explanation about personal letter.

B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the writer:

1. For Teacher

- a. Teacher may consider the use of personal letter in the teaching of recount writing text, because it can motivate students to write their experience to share to the other.
- b. Teacher should prepare the equipment well. It means that before using personal letter as a medium in the teaching of recount writing, it will be better for teacher to prepare some example of personal letter. The example of personal letter is important because can help student in writing.
- c. Teacher should plan the time well. They should be careful in allocating the duration in the explanation about writing recount text and personal letter, and the duration the students writing their experience in personal letter form.
- d. Using personal letter as a learning aid in teaching and learning process is very important, especially in writing recount text. It would be successful if the theme based on the students' interest.
- e. Using personal letter as a learning aid is a good way for the students in improving their ability in writing. Using personal letter as a learning aid helps the teacher and gives much times to the students be active in writing.

2. For Students

- a. Students should study more and respond in learning process.

- b. Students should be more interested in English study.
- c. Students should improve their ability in English.

C. Limitation of The Study

The researcher realized that this research had not been done optimally. There were obstacles faced during the research process.

Some limitations of this research are:

1. The researcher's ability

The researcher realized that the implementation of the research process was less smooth; this was more due to lack of the researcher's experience and knowledge.

2. Limitation of the design

In this research, the researcher only gave two times treatment (cycle I and cycle II) after conducted the pre-cycle, so the result of the research was not maximal. But the result was good enough, because there were significances improvement students' skill in writing recount text after being taught by a personal letter. It can be seen from the improvement of students test result during pre-cycle, cycle I and cycle II. However, it will be better if the treatment gave more than two times.

3. Limitation of application

In this research, the using of personal letter as media to improve students' skill in writing recount text can be an alternative way, because by using personal letter the students can share their experience to the other. So, when they want to tell their experience automatically they will tell the past events, its mean that they have to use past tense in their paragraph of personal letter. However, normally the composition of the writing of personal letter is not only consisting of past tense, but also present tense that used as the combination of grammatical features of the letter.

Considering all those limitations, there was a need to do more research about improving students' skill in writing recount text by using a personal letter so that the more optimal result will be gained.

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Appendix 1

RESEARCH JOURNAL IN CLASSROOM ACTION RESEARCH At MASS Proto Pekalongan In The Academic Year 2011/2012

Teacher : Mrs. Jmai'ul Malatifa, S.Pd

Researcher : Farid Helmi

Class : Xa

Activity	March				April			
	1	2	3	4	1	2	3	4
Ask permission Headmaster			X					
Contact the English teacher to collect some list of participant				X				
Doing Preliminary Research					X			
Doing Cycle I - Planning - action - observation - reflecting						X		
Doing Cycle II - planning - action - observation - reflecting						X		
Tabulating the data							X	

Appendix 2

Nama	: Farid Helmi
NIM	: 063411058
Jurusan	: Tadris Bahasa Inggris

Research Background

There are four skills in English which must be mastered by students. Writing is one of the important skills which must be taught to learners in order to the achievement of their skills in English. So, teacher must have an initiative to improve student's ability in writing skill. Teacher can use personal letter as media to improve student's writing ability. Personal letter helps students to develop their ability in writing, especially in writing recount text. The goal is teacher uses this media as alternative device to stimulate students learning. Furthermore, students can motivate to tell or share their experience to their friend by write their experience in the personal letter.

Research Questions :

1. How is the implementation of personal letter to improve student's skill in writing recount text?
2. How can personal letter improve student's skill in writing recount text?

Title :

Improving Student's Skill in Writing Recount Text By Using Personal Letter (*A Classroom Action Research with the tenth graders of MASS Proto Kab. Pekalongan in Academic Year of 2011/2012*)

Technique of Data Collection

1. Test
2. Observation

Advisor I : M. Rafi Annury, M.Pd.

Advisor II : Ikrom, M. Ag

Note :

Semarang, 12 September 2011

An. Dekan
Ketua Prodi PBI,


Siti Tarwiyah, M.Hum.
NIP. 150 290 932



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI WALISONGO
FAKULTAS TARBIYAH

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Telp/Fax (024) 7601295/7615387 Semarang 50185

Nomor : In.06.3/J4/PP.00.9/4076/2011

Semarang, 15 September 2011

Lamp. :

Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth.

1. M. Nafi' Annury, M.Pd.

2. Drs. Ikhrom, M.Ag

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Tadris, maka Fakultas Tarbiyah menyetujui judul skripsi mahasiswa:

Nama : FARID HELMI

NIM : 063411058

Judul : IMPROVING STUDENT'S SKILL IN WRITING RECOUNT TEXT BY
USING PERSONAL LETTER *(A Classroom Action Research with the
tenth graders of MASS Proto Kab. Pekalongan in Academic Year of
2011/2012)*

Dan menunjuk

Saudara : M. Nafi' Annury, M.Pd.

sebagai pembimbing 1 (bidang materi)

Saudara : Drs. Ikhrom, M.Ag

sebagai pembimbing 2 (bidang metodologi)

Demikian dan atas kerjasama yang diberikan kami ucapkan terima kasih.

A.n. Dekan

Ketua Jurusan Tadris,



Drs. Wahyudi, M.Pd

NIP. 196803141995031001

Tembusan:

1. Dekan Fakultas Tarbiyah IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.3/DI/TL.00/744/2012

Semarang, 24 Februari 2012

Lam :

Hal : Pengantar Pra Riset

A.n. : Farid Helmi

NIM : 063411058

Kepada Yth. :

Kepala MASS Proto Kabupaten Pekalongan

Di Semarang

Assalamu'alaikum Wr. Wb.

Dalam rangka melengkapi bahan-bahan untuk menyusun proposal/ skripsi, maka bersama ini kami hadapkan kepada bapak/ibu/saudara:

Nama : Farid Helmi

NIM : 063411058

Jurusan : Tadris Bahasa Inggris

Alamat : Kebonsari RT04 RW4 Karangdadap Pekalongan

Judul Skripsi : IMPROVING STUDENT'S SKILL IN WRITING RECOUNT
TEXT BY USING PERSONAL LETTER
(A Classroom Action Research with the Tenth Graders of MASS Proto
Pekalongan in the Academic Year of 2011/ 2012)

Bahwa mahasiswa tersebut membutuhkan data-data berkaitan dengan tema/ judul skripsi yang sedang disusunnya. Oleh karena itu kami mohon diberikan ijin riset kepada bapak/ibu.

Demikian atas bantuan bapak/ibu/saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



A.n. Dekan,

Pembantu Dekan I

Drs. H. Shodiq, M.Ag

NIP. 19681205 199403 1 003 6

Tembusan:

Dekan Fakultas Tarbiyah IAIN Walisongo Semarang.



KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.3/DI/TL.00/886/2012

Semarang, 6 Maret 2012

Lam : 1 (satu) proposal

Hal : Mohon Izin Riset

A.n. : Farid Helmi

NIM : 063411058

Kepada Yth. :

Kepala MASS Proto Kabupaten Pekalongan

Di tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka melengkapi bahan-bahan untuk menyusun proposal/ skripsi, maka bersama ini kami hadapkan kepada Bapak/Ibu/Saudara:

Nama : Farid Helmi

NIM : 063411058

Jurusan : Tadris Bahasa Inggris

Alamat : Kebonsari RT04 RW4 Karangdadap Pekalongan

Judul Skripsi : IMPROVING STUDENT'S SKILL IN WRITING RECOUNT
TEXT BY USING PERSONAL LETTER

(A Classroom Action Research with the Tenth Graders of MASS Proto
Pekalongan in the Academic Year of 2011/ 2012)

Pembimbing : 1. M. Nafi' Annury, M. Pd

2. Drs. Ikhrom, M. Ag

Bahwa mahasiswa tersebut membutuhkan data-data berkaitan dengan tema/ judul skripsi yang sedang disusunnya. Oleh karena itu kami mohon diberikan izin riset selama 30 hari, dari tanggal 27 Maret s/d tanggal 25 April 2012.

Demikian atas bantuan bapak/ibu/saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

Kembantu Dekan I



Dr. H. Shodiq, M.Ag

19681205 199403 1 003 4



المدرسة العالية السلفية الشافعية

MADRASAH ALIYAH SALAFIYAH SYAFI'YAH
MASS

Alamat : Jl. Pondok Pesantren Al-Qur'an Proto - Kedungwuni - Pekalongan 51173 Telp. (0285) 7931357

SURAT KETERANGAN

Nomor : 55/MASS/IV/2012

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Salafiyah Syafi'iyah Proto Kedungwuni Pekalongan menerangkan bahwa :

Nama : FARID HELMI
NIM : 063411058
Jurusan : Tadris Bahasa Inggris

Benar – benar telah melaksanakan penelitian untuk penyusunan Proposal / Skripsi di MA. Salafiyah Syafi'iyah Proto Kecamatan Kedungwuni Kabupaten Pekalongan dari tanggal 27 Maret s.d 25 April 2012 dengan Judul :

IMPROVING STUDENT'S SKILL IN WRITING RECOUNT TEXT BY USING PERSONAL LETTER (A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in the Academic Year of 2011/2012).

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekalongan, 25 April 2012

Kepala Madrasah

DR. H. NUR YASIN, AB

Appendix 7

**Students' name of Xa class at MASS Proto Pekalongan in the academic year of
2011/2012**

No	Students Name	Code
1	Anisatul Mu'anasah	T-1
2	Ahmad Fathurahman	T-2
3	Alfiatun Nafi'ah	T-3
4	Alif Nia Fatma	T-4
5	Anidia Maulida	T-5
6	Arga Adi Widodo	T-6
7	Ari Maulida	T-7
8	Bahrul Ilmi	T-8
9	Darul Khikmah	T-9
10	Dewi Ikrimah	T-10
11	Diah Lestari	T-11
12	Edi Susanto	T-12
13	Elfa Yulianti	T-13
14	Erni Hidayah	T-14
15	Fadlikah	T-15
16	Farhatani A	T-16
17	Ismatul Aqilah	T-17
18	M. Ali Imron	T-18
19	M. Asrofi Adnan	T-19
20	M. Khusnul Falah	T-20
21	M. Manarul Hidayah	T-21
22	M. Syifa Mashudi	T-22
23	M. Saqib Ilmi	T-23

24	Maelah	T-24
25	Mafrudhoh	T-25
26	Irkham Maulana	T-26
27	Mu'arif	T-27
28	Nahdliyah Maulida	T-28
29	Nailatul Izzah	T-29
30	Nasikhin	T-30
31	Nilty Shofiyya	T-31
32	Nita Fauziah	T-32
33	Nur Abidah	T-33
34	Rina Herlina	T-34
35	Rizki Septian	T-35
36	Selva Aula M	T-36
37	Tunjikha	T-37
38	Windah	T-38
39	Wiwin Setiawati	T-39

Appendix 8

Lesson Plan of the Cycle 1

Level	: X (Senior High School)
Skill focus	: Writing Recount
Allocated Time	: 2 x 35 Minutes
Standard of competence	: Respond the meaning in functional written text and simple short essay in form of text recount for interaction in daily life context.
Basic competence	: Respond the meaning and rhetoric in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of text recount.

I. Indicator :

By the end of the lesson, the students are able to:

- a. To understand about recount text, the social function and the generic structure of recount.
- b. To use simple past tense in a paragraph.
- c. To make a paragraph using recount text in the personal letter form.

II. Teaching Method :

By using presentation, practice, and production (PPP)

III. Learning Activities

1. Pre Activities :

- a. The teacher opens the class by greeting.
- b. The teacher checks the student's attendance
- c. The teacher asks the student's condition
- d. The teacher gives the brainstorming by asking the students about their experience:
 1. What do you think when you hear words "Ramadan"?
 2. Do you fast during Ramadan month?

3. When do you fast at the first time?
4. How old are you when doing fasting at the first time?
5. What kind of activities do you have in Ramadan month?
6. After studying from school, do you have activities? What are they?
7. Do you ever abrogate your fasting in Ramadan month? Why?
- e. The students answer the question orally
- f. The teacher writes the answer on the blackboard
- g. The teacher tells the topic of the lesson

2. Main Activities :

- a. Teacher gives students the text (letter)
- b. Teacher reads the text aloud and students repeat after him
- c. Teacher gives some questions to students related to the text
- d. Students answer the question
- e. Teacher asks students to check some vocabularies they do not know
- f. Teacher explains about the grammatical points used in the text
- g. Teacher asks students to write their last experienced in letter form
- h. Teacher asks students to tell their last experienced in letter form
- i. Teacher gives some helps to students if they get difficulty

3. Post Activities :

- a. After finishing the work, students tell to their work in front of class
- b. Teacher gives evaluation and correction
- c. Teacher closes the lesson

IV. Sources and Media:

- Emalia, *et. al*, Interactive *English*, 2009, Jakarta, Yudistira.
- Kasihani K.E Suyanto. *et. al. English in Context*, 2008. Jakarta, Bumi Aksara.
- White, Ronal V. 1995. *New Ways in teaching writing*. Pantagraph printing, USA.

V. Assessment:

1. Form : Written form
2. Technique : Students are asked to make paragraph of recount text in personal letter form based on the theme.
3. Aspects to be assessed : Mechanic, Language use, Vocabulary, Organization, and
content.

The Teacher of Eighth Class
of MASS Proto Pekalongan

(Jami'ul Malatifa, S.Pd)

The Researcher,

(Farid Helmi)

Appendix 9

Lesson Plan of the Cycle 2

Level	: X (Senior High School)
Skill focus	: Writing Recount
Allocated Time	: 2 x 35 Minutes
Standard of competence	: Respond the meaning in functional written text and simple short essay in form of text recount for interaction in daily life context.
Basic competence	: Respond the meaning and rhetoric in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of text recount.

I. Indicator :

By the end of the lesson, the students are able to:

- a. To understand about recount text, the social function and the generic structure of recount.
- b. To use simple past tense in a paragraph.
- c. To make a paragraph using recount text in the personal letter form.

II. Teaching Method :

By using presentation, practice, and production (PPP)

III. Learning Activities

- a. Pre Activities :
 1. The teacher opens the class by greeting.
 2. The teacher checks the student's attendance
 3. The teacher asks the student's condition
 4. The teacher gives the brainstorming by asking the students about their experience:
 - a. What do you do during your last holiday?
 - b. What do you feel in your holiday? Why?
 - c. Where is your favorite place that you visit when your last holiday?
 5. The students answer the question orally
 6. The teacher writes the answer on the blackboard

7. The teacher tells the topic of the lesson
- b. Main Activities :
 - j. Teacher gives students the text (letter)
 - k. Teacher reads the text aloud and students repeat after him
 - l. Teacher gives some questions to students related to the text
 - m. Students answer the question
 - n. Teacher asks students to check some vocabularies they do not know
 - o. Teacher explains about the grammatical points used in the text
 - p. Teacher asks students to write their last experienced in letter form
 - q. Teacher asks students to tell their last experienced in letter form
 - r. Teacher gives some helps to students if they get difficulty
- c. Post Activities :
 - d. After finishing the work, students tell to their work in front of class
 - e. Teacher gives evaluation and correction
 - f. Teacher closes the lesson

IV. Sources and Media :

- Emalia, *et. al*, Interactive *English*, 2009, Jakarta, Yudistira.
- Kasihani K.E Suyanto. *et. al. English in Context*, 2008. Jakarta, Bumi Aksara.
- White, Ronal V. 1995. New Ways in teaching writing. Pantagraph printing, USA.

V. Assessment:

1. Form : Written form
2. Technique : Students are asked to make paragraph of recount text in personal letter form based on the theme.
3. Aspects to be assessed : Mechanic, Language use, Vocabulary, Organization, and content.

The Teacher of Eighth Class
of MASS Proto Pekalongan

(Jami'ul Malatifa, S.Pd)

The Researcher,

(Farid Helmi)

Appendix 10

Result of Observation in Pre-cycle

Date : March 31st 2012

Cycle : Pre-cycle

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	Students participate toward teachers' explanation.			√			3
2	Students activity in make a note from teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding	√					1
4	The students are enthusiastic in responding teacher' question		√				2
5	The students answer teacher's questions		√				2
6	The students are enthusiastic doing and complete the written test			√			3

Appendix 11

Result of Observation in Cycle I

Date : April 7th 2012

Cycle : cycle I

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	Students participate toward teachers' explanation.				√		4
2	Students activity in make a note from teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding		√				2
4	The students are enthusiastic in responding teacher' question			√			3
5	The students answer teacher's questions			√			3
6	The students are enthusiastic doing and complete the written test				√		4

Appendix 12

Result of Observation in Cycle II

Date : April 14th 2012

Cycle : Cycle II

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	Students participate toward teachers' explanation.				√		4
2	Students activity in make a note from teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding			√			3
4	The students are enthusiastic in responding teacher' question			√			3
5	The students answer teacher's questions			√			3
6	The students are enthusiastic doing and complete the written test					√	5

Appendix 12

Evaluation Test of Cycle I

Theme : Ramadan
Kind of Paragraph : Recount
Tense : past tense
Time Allotment : 70 Minutes

Instruction

1. Write down your name, class, and students' number
2. Write a letter to your friend/sister/brother
3. Your letter tells about your last experience during fasting last Ramadan
4. It would be better if you write your letter more than 20 sentences
5. Do it individually

Appendix 13

Evaluation Test of Cycle II

Theme : **Holiday**
Kind of Paragraph : **Recount**
Tense : **past tense**
Time Allotment : **70 Minutes**

Instruction

1. Write down your name, class, and students' number
2. Write a letter to your friend/sister/brother
3. Your letter tells about your experience during your last holiday.
4. It would be better if you write your letter more than 20 sentences
5. Do it individually

mechanic : 3
 ke use : 15
 Vocab : 15
 Organization : 14
 Content : 20

Name: Wiwini Setiawati
 Students' Number: 38 39
 Class: x @

68

SCOUT

In my school, there are some activities. Meanwhile scout extracurricular which be held in every Friday. All student in the grade x (ten) was obligated to followed the activities. But many student who don't departed or followed the activities. Such as me, sometimes I felt bored with it. Because the activities was started in the afternoon day when situation very hot.

One day, I am ever came be late, such usually if was student came be late wont be a punishment to stand in row in front of class. Other than cannot to came in class before got an instruction, it is very spetefuled to me.

But although that I also happy because got a punishment in scout was an experience which gave an impression.

Name: Erni Hidayah
Students' Number: 14 (fourteen)
Class: 2a

Mechanic = 9
Lgc Use = 17
Vocab = 15
Organization = 14
Content = 22

71

"Smile because Shy"

It happened at afternoon in Friday, when my friends and I followed scout. That time, the weather was rainy, but I always went to scout although rain. We came to late because we walked slowly. We thought won't to late. After that, we looked for manner in order to can enter before PA looked us. Dinda, one of my friends, she got an idea so funny. But, we followed her too. We walked in field behind our school. We ran and jumped in border field. Suddenly, I fell down to field because the road very slippery. My clothe was dirty and wet. I cried and smile because I felt afraid, shy and fun. Then, I went home with Dinda. She felt fault to me. Until my house, my mother looked me. She asked, "why?" I told all to him. My mother smile and advised me I don't forget it. That moment is funnier than other moments.

Name: Nur Abidah

Students' Number: 32 33

Class: X 1

mechanic : 3

logic : 13

Vocab : 14

Organization : 13

Content : 20

63 Marching Is Boring

One Friday, I want Scouting exercise. I really like the scout activities, because, these activities can add to the experience very much. I left two and a half hours from home, in the exercise began at two o'clock. After two hours we first perform the opening ceremony first and then start training new scouts.

At that time the material is marching, in my group there were two brothers who will lead the parade in the group. In the other group was told to facing right, facing left, back right, etc.

But in my group was just told to keep the road in places. Because of fatigue, such as the foot can not lift anymore and until there is no strong friend he fainted. Scouts training time I was very bored and do not like such exercises normally. I'm very, very bored.

Well Asar finally arrived, and stop the exercise at that time. The day was a tiring and very boring.

Name: Wiwini Setiawan

Students' Number: 39

Class: x @

mechanic : 4

hgc Use : 16

Vocab : 13

Organization : 15

Content : 24

72

April, 7 2012

Dear Mom,

This is just to let you know that my class is going very well. Do you know mom, I am very fine in here, and I hope mom such as it in home. I will tell little about my activities in last ramadhan mom in my cottage.

I was, spent the last ramadhan only in the cottage. During ramadhan I always exercised every day to followed festival MHA level National in Banjarmasin in the last september.

Any else my activities in ramadhan was contained a programme in the mosque every evening after nonobligatory evening prayers. The programme was "Semaan Al-Qur'an". And than every morning after day break prayers I was always followed religion programme during 7-15 minutes. After that I was to walked along with my friend to comforted fresh air. After tired I and my friends returned in we cottage.

for the last, thank you very much for your time to read my sweet letter

Your Beloved

Wiwini Setia

Name : Erni Hidayah

Class : 8a

Student number :

Mechanics : 4

Life Use : 18

Vocab : 16

Organization : 17

Content : 13

78

March 17, 2012

Dear Eza,

Here, I am so healthy. How are you? I will tell you about events in last Ramadhan.

On Sunday, I and my mother went to tradisional market. We started at 09.00 a.m. we bought some new dress. We went to tradisional market because the price is very cheap. We went by motorcycle.

In the afternoon, I was tired. Then, ~~my mother~~ we rested in the mosque and having pray Dzuhur. After that, we went to home at 13.00 a clock.

My story is enough began to here. In feastday "Idul Fitri", please you come to my house. I always waited you.

Sincerely,

Erni

Erni Hidayah.

Name: Nur Abidah

Students' Number: 32 33

Class: X^A

Mechanic : 4

Use : 15

Vocab : 15

Organization : 14

Content : 22

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April 7, 2012

Dear Laila

How are you doing now? I'm here just fine. Yes we do not have a long correspondence, I will tell you my experience which I would not forget the last fasting month...

one day in the fasting month my aunt invited me to the market to buy ingredients to be cooked for the feast, and also in buying clothes and I take in order to choose clothes that I like and bought it for me. I'm very happy.

next I was invited back to buy the ingredients for a dish that in looking for my aunt. Though I was very tired and did not seem very strong. suddenly my aunt asked me, "Abidah you why is not strong yes"? finally I was told to wait for my aunt was not told to wait for my aunt was not told to take the streets looking for materials. But still I can not sit in front of people because of selling in the market did not have his seat. I was standing on and in that moment I felt as though the market will turn around and many people passing by. I was very dizzy. After a while my aunt came.

Then I and my aunt come out of the market. I said to my aunt "Aunty I'm not strong anymore"

Finally, I and my aunt came home. That's my story friend... Thank you friends have read my latter.

Your friend,

Nur Abidah

Name: Wiwin Setiawati

Students' Number: 39

Class: X @

Mechanic : 4

Use : 16

Vocab : 16

Organization : 18

Content : 15

78

April, 14 2012

Dear my best friend,

This was just to let you know that ago a very interested
my vacation, you know me and my friends were here
went to Pekalongan for a pilgrimage to the tomb, the
"Sapuro tomb".

Sapuro tomb was a tomb of the hakeim. We went there
by bicycle, precisely on Friday, where we chanted and
prayed together. We leave at 5.30 am and got there
about 08.30 o'clock in the morning. Although tired and
tough but we were also fun, while enjoyed the fresh air.
We got on a bike with a joke and laughed, I am very
happy with this. Because I think being with friends was
a priceless thing, as well as with you, O my friend

Your close friend

Wiwin Setia

Name: Erni Hidayah
Students' Number: fourteen (14)
Class: X a

Mechanic : 5
Logic Use : 18
Vocab : 17
Organization : 18
Content : 25

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April 14, 2012

Dear Dinda,

This was my story during last holiday. I and my family planning to went to "Borobudur temple". But that planned ^{not} there fore, finally we went to jogjakarta. we arrived in jogjakarta on Monday from proto. I was having a wonderful time. we stayed at Uncle's house, which is very comfortable and right in the midde of city.

Jogjakarta^{is} a great city for sightseing. There was a Sultan's Palace, Taman Sari water castle, Prambanan temple, Parang Tritis Beach and more famous street, Malioboro. The traffic was not as crowded that in Pekalongan.

I plan to went to the tradisional market Bringin Harjo to buy some batik clothes and souvenir.

Sincerely,

Erni

Name: Nur Abidah

Students' Number: 32 33

Class: X A

mechanic : 4
Cyc use : 17.
Vocab : 16
Organization : 19
Content : 23

74

April 19, 2012

Hello Dina,

How are you my friend? I'm here just fine
I hope you well too, with this latter I will told about
my last holiday.

one day of the week, It was vacation time,
me and my friends and the athletic trainers also
participate. we went to the beach to ride a bike to the
busy beach pasir kencana. we set off very early so
she could see the beautiful scenery on the coast.

Some time later we arrived at the beach pasir-
kencana, we take in the sights at the beach is beautiful.

Then we played volleyball, soccer and sand. At that
time the beach is very crowded, sometimes the ball
would hit someone.

our final race run jump over the waves. Though
I and my friends do not bring clothes to change, we
bask in advance and then go home. His return at the
shop coconut ice. It was a fun vacation and can not
be forgotten.

Your friend,

Nur Abidah

CURRICULUM VITAE

A. Personal Data

1. Name : Farid Helmi
2. Date of Birth : Pekalongan, February 27th 1987
3. Student's Number : 063411058
4. Home Address : Kebonsari Street Karangdadap Pekalongan 51174
5. Mobile phone : 085640364900
6. E-mail : farid_helmi@ymail.com

B. Educational Background

1. Elementary School : MIBI Pegandon
2. Junior High School : SMP Islam Yarohis Simbang Wetan
3. Senior High School : MAS Simbang Kulon
4. University : IAIN Walisongo Semarang

Semarang, May 10th 2012

Farid Helmi

NIM: 063411058