

TEACHING WRITING OF RECOUNT TEXT BY USING PERSONAL LETTER AS MEDIA IN THE TENTH GRADE AT MAN JUNG CANGCANG PAMEKASAN

Nur Farida

e-mail: Nurfarida@gmail.com

Abstract:

This research aims are to describe the teacher in using personal letter as media in teaching writing of recount text and to find out the teacher's problems in teaching writing of recount text by using personal letter as media in the tenth grade of MAN Jung Canggang Pamekasan. Then, the object of this research obtain from the students of the tenth grade at MAN Jung Canggang Pamekasan. There are 35 that consist 9 boys and 26 girls students.

In gathering the data, the researcher used observation process, interview, and documentation at the tenth grade of MAN Jung Canggang Pamekasan. The research design of this study is descriptive qualitative. The result of this research, there are how the teacher in using personal letter and the problems the teacher in using personal letter as media in the tenth grade at MAN Jung Canggang Pamekasan. In using personal letter of teaching writing recount text, there are some steps such as: pre-activity, whilst activity, and post activity. Then, the problems that was faced by the teacher in using personal letter as media in teaching writing recount text are the first, the teachers' problems in teaching writing recount text is difficult to get attention for students in teaching process by using personal letter media, the second problem, the teacher felt difficult to make the students active in the class because the students less of vocabularies, and the third problem, the teacher felt that the goal of the teaching process by using personal letter as media is not running well.

Keywords: Writing, Recount Text, Personal letter

Introduction

Writing is very important to teach in the classroom because it can be used to achieve the ability to write about our feelings, idea, opinion, and also to express anything which come into our mind. According to Jeremy Harmer (2001:79) Writing is a form of communication to deliver through or to express feeling through written form. In addition, writing also argues that it can be used as an indirect means of communication to others to convey information activities is not easy to write because writing should be able to produce something new and can give your an idea or ideas to the reader through writing

According to Leo (2007:1) Writing is a process of expressing ideas or thoughts in words should be done at our leisure. In teaching writing there are

some kinds of genre must be learnt by students at senior high school, like narrative text, descriptive text, recount text, procedure text, explanation text and so on. But this study only focus on the recount text because recount text is taught everyday and also included in curriculum and in the X IPA1 class there.

According to Hyland (2004) cited from Helmi, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.

One way that helps the teacher in teaching writing recount text is by using media, because media plays important role in understanding English learners in receiving materials. Russell (2008:7)

stated that media for teaching language can be classified into; Teks, Audio, Visual, Video, Prekayasa and The people. One of media that hopefully is personal letter because personal letter become the communication tool to convey information or idea in written by one person to another and also can make student to be more motivated and easier to express their feeling. According to Bodomo (2003) cited from Nisaa, personal letter is a missive communication in writing, addressed to a person or body of person. A personal letter is usually written in casual, friendly language, or in practical straightforward language, depending on the purpose and audience of the letter. By using personal letter in writing recount text, students will be able to tell everything, experience, event they had to share each others. Sy (2019) Writing is major mean by which students demonstrate their knowledge in school, and primary instrument that the teacher use to evaluate academic performance.

The reason of choosing MAN Jung Cancang Pamekasan school, because this school located in lawangan daya and the teacher can get new media in teaching learning process, especially in writing.

Knowing the phenomena above, the researcher takes a title Teaching writing of Recount text By using Personal letter as Media at The tenth grade students of MAN Jung Cancang Pamekasan in the academic year of 2015-2016.

Based on the statement of the problems the purpose of the study are as follows:

1. To describe the result of the teacher in using of personal letter in teaching writing of recount text for the tenth grade students of MAN Jung Cancang Pamekasan.
2. To find out the difficulties faced by the students in learning writing of recount text by using personal

letter for the tenth grade students of MAN Jung Cancang Pamekasan

Research Method

This research design of this study is descriptive qualitative. Mukhtar (2013: 10) defines that descriptive qualitative research is that is intended to collect information on the subject of study and conduct research subject in a given period. Descriptive qualitative research tries to describe the entire circumstances that exist, namely under what circumstances when the study was conducted. Moreover, Marczyk (2005:17) state that Qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. This research does not use measurement and statistic data because it just focus on the data get directly by observe the object of observation. So, the data is taken to describe in writing form not in numerical form.

The objects of this research are the students in the X IPA1 of MAN Jungcancang Pamekasan, the researcher chooses the X IPA1 in this school because recount text is taught in this grade, so it is suitable to be researched.

The tenth grade at MAN Jungcancang Pamekasan consists of four classes but the researcher takes only one class, that is X IPA1. In this class there are 35 students which consist of 9 boys and 26 girls.

The data of this research was personal letter in teaching writing of recount text. And the sources of data in this reasearch are the students at the tenth grade of MAN Jung Cancang Pamekasan. In this research, the researcher used purposive sampling. Given (2008:562) stated that purposive sampling refers to a process where participants are selected because they meet criteria that have been

predetermined by the researcher as relevant to addressing the research question (e.g., people of a particular age or other demographic category).

In taking the sample, the researcher uses criteria based on the student's achievement which classified into three levels; smart, average and low ability based on grade point averaged. So, the sample of this research is 6 students. The data are obtained through observation, interview, and documentation.

The procedure of collecting data used in this research is observation, interview and documentation.

1. Observation

The observation used the non-participant observation. In this observation the researcher tries to look for information of teaching learning process of MAN 1 Pamekasan. The researcher observe twice on 27th April 2016 and 13th May 2016. Besides the researcher also observe the activities of English teacher and students in teaching learning process of the using personal letter media in teaching writing of recount text. The researcher used observation checklist collecting the data, when teaching learning was being done. To know the data are valid or not the researcher used it.

2. Interview

According to John W. Creswell (2012:212) Interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Probably the central value of the interview as a research procedure was that it allows both parties to explore meaning of the question and answers involved. Any misunderstanding on the part of the interviewer or the interviewee could be checked immediately. There are 2 kind of interview, namely: structured and unstructured. In this interview process,

the researcher used structured interview for interviewing English teacher of tenth grade at MAN Jung Cancang Pamekasan in using Personal letter media in teaching writing of recount text.

3. Documentation

Documentation is the last instrument used to explore the data from the English teacher in MAN Jungcancang Pamekasan. The document of this studies was photo when teaching learning process have done, lesson plan of the teacher, paper assignment from the students.

In this research, the data of this study is collect and get in field. After collecting the data, then analyze the data, as follow : (John W. Creswell, 2012 : 506)

1. Collecting the data

The researcher get the data from observing the teacher and students to know their responses about the implementation of personal letter in teaching writing in recount text.

2. Verifying the data

To check the data whether it is complete or not, the researcher verifies the data which are got when there is interview with the English teacher of the eight grade at MAN Jung Cancang Pamekasan.

3. Classifying the data

In this step, the researcher classifies the data based on the result of observation, interview, documentation and the implementation of personal letter in teaching writing of recount text in the tenth grade at MAN Jung Cancang Pamekasan.

4. Analyzing the data

After classifying the data the researcher tries to analyzing the data systematically. The researcher determines the problems as stated in chapter I, arranges theory where the researcher formulates the problems, the researcher analyzes the result of interview and documentation.

5. Making conclusion

The researcher makes conclusion from the result of analysis and researcher finding before the researcher check the validity of data gotten from research finding.

Finding and Discussion

1. The Ways Of Teaching Writing Recount Text Using Personal Letter

Based on the observation who has been done by the researcher about Teaching Writing Of Recount Text By Using Personal Letter As Media At The Tenth Grade Of MAN Jung Cancang Pamekasan On Wednesday 27 April 2016 And On Friday 13 Mei 2016. The teacher prepared everything that will be used to teach the students in the class. Such as, list the name of the students, lesson plan and media. The teacher used media in teaching learning process that is Personal Letter.

The First Observation

There are three steps in teaching learning process: 1) pre-activity, 2) whilst-activity and 3) post activity.

In the pre-activity, the teacher greet the students and ask them about condition such as: "Assalamualaikum Wr. Wb, good morning, how are you?" In order to warming up the situation. The teacher tells to the students what they going to be learn at the time. After that, before the teacher going to the material, the teacher check the attendance of the students in the tenth grade of MAN Jung Cancang Pamekasan.

The teacher gave warming up to the students focused on vocabulary like a have a trip, there is a scenery, mountain, beach, and the others. The teacher ask what was the topic that they to be learn at the time, because the teacher want to know the knowlagemen of the students, the teacher uses personal letter in deliver the material to make the students understand.

In the whilst activity, the teacher showed or introduced the materials were going to be learnt, the material was about recount text by using personal letter. The teacher gave brainstorming about the material that aimed to make students know about the material and make students interested during learning process. After giving brainstorming on the material, the teacher explained what recount text clearly, what the language features, what the generic structure of recount text (orientation / event / re-orientation). And the teacher gave example of recount text it was about "OUR TRIP TO THE BLUE MOUNTAIN" this example made all students interested in listening what the teacher explanation.

The teacher used media in doing brainstorming. This is the media (personal letter) used by the teacher in teaching writing of recount text:

<ol style="list-style-type: none"> 1. Date 2. Greeting 3. Introduction 4. Massage / body 5. Closure 6. Closing 7. signature 	<p style="text-align: right;">30thMay 2016</p> <p style="text-align: right;">Dear Ria,</p> <p>How are you?</p> <p>Ria, I want to tell you about _____</p> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> <p>I hope you reply my letter</p> <p style="text-align: right;">Love, Bela</p>
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The first, the teacher explain the definition of personal letter after that the teacher give to know how to put the parts of personal letter in writing recount text while write in the whiteboard before using it, it aimed to make students understand and enjoy when teaching learning process using that media. The last, the teacher give task to the students to write about their experience by using

personal letter because the teacher wants to know the students understand or not.

The last activity was post-activity. In this activity, The teacher gave conclusion about the material to make the students more understand and remember about recount text. And the teacher gave an opportunity to all of students to ask about the material that was the teacher explains. When the teaching learning process was finished, the teacher closed the material by saying “Wassalamu’alaikum Wr. Wb”.

The second observation

In the pre-activity, the teacher opened the lesson by saying “Assalamu’alaikum Wr. Wb and good morning” to make the students spirit to study. The teacher ask the students about the material that have been done last meeting, the teacher just to know how far students understood about the previous material and still remember or not about the material.

In the whilst activity, The teacher ask the students to submit their task that the teacher gave at the last meeting. Beside that, the teacher also ask the students to read the result of their task in front of class because the teacher want to know where the mistake that do by the students. After the students understand about the material that given by the teacher. The teacher gave homework to all of students in order that the students more understand about the material today.

In the post-activity, the teacher told the material for the next meeting. The teacher closed the material by saying “Wassalamu’alaikum Wr. Wb”.

2. The Difficulties Faced By The Students In Learning Writing Of Recount Text Using Personal Letter

After the observation was done the researcher did interview some students. The researcher took sixth students as

sampling with the categorize, 1. Two smart students, 2. Two average students, and 3. Two low students. The sixth sample students here was represented all of the students in the class. This sampling called purposive sampling. From the result interview the researcher found difficulties in each categorize students in using personal letter media in teaching writing recount text.

The teacher tried to asked the students to write about their experience by using personal letter, When the researcher did interview with the sixth students. The researcher found that the students still get difficulties.

1. Student A for low students and who get low score (71,98) said that he difficulties to make the sentences in the paragraph and he also difficult in grammar because he has limited vocabulary.

2. Student B for low students and who get low score (71,85) said that she has trouble to know how the way to write the sentences by using grammar well because she didn’t have basic in english.

3. Student A for Averangestudents and who get average score (85,35) said that she was lack understand what the teacher explain because there some difficult word that she didn’t know the meaning.

4. Student B for averangestudents and who get average score (85,20) said that she difficult to determine tenses and she has limited vocabulary so, she felt difficult to make the sentences well.

5. Student A for smart students and who get high score (88,42) said that she difficult to understand of recount text that the teacher gave because she can’t interpret all the important sentences.

6. Student B for smart students who get high score(88,39)said that she has difficult to make the sentences when she translated into english.

In teaching learning writing teachers need media to keep students

motivated and able to understand the material they learn and one of the media that are effective in helping students understand and remember the material is personal letter media.

CONCLUSION

Based on the findings and discussion above the conclusions are:

1. By using personal letter as media in teaching writing recount text, the teacher more easier to deliver the material to the students. By using personal letter media, the students will be able to tell everything, experience, event they had to share each others. The students also enjoy in teaching learning process.

2. The difficulties faced by the students in learning writing recount text using personal letter, the students many difficult to make the sentences well it is because the students lack of vocabulary, didn't know about grammar and difficult to determine the tenses.

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