

# CHAPTER 1

## INTRODUCTION

### A. Background of The Study

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 needs as media to share idea. Personal letter is one of the example 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, of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.<sup>1</sup>

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 Richard in book of the language

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<sup>1</sup> Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays*(London: Longman, 2005) p. 2.

teaching matrix stated that writing form for adult level needs not only institutional writing but also personal one.<sup>2</sup>

The importance of writing can be seen from the fact that scientific books, novel, reports, letter, newspaper, magazines, brochures, commercial advertisements are product of writing . most of those product are very important for human being in their daily activities.

Based on those fact, English learners especially 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 reason , English learners at school must be able to express their ideas of feeling in spoken or written form effectively. The effectiveness of sharing or giving information could be seen when person tries to communicate with other 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,

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<sup>2</sup> Jack C Richard, *The Language Teaching Matrix*, (New York: Cambridge University Press,1990), p.100.

the speaker speaks to the listener directly. Here, speaker does not have much time to think more . “ writing is one of four language skill, reading, writing , listening, and speaking, are productive skill . that mean they involve producing language rather than receiving it , <sup>3</sup>

Moreover writing skill is more complicated than other skill in English language . writing skill is not only talk about grammar and vocabularies but also conceptual and judgment element<sup>4</sup> .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

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

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<sup>3</sup> Mary Spratt, *et. al.*, *The TKT Teaching Knowledge Test Course*, (london: Cambridge UniversityPress, 2005), p. 26.

<sup>4</sup> J. B. Heaton, *Writing English Language*, (London: Longman, 1975), p: 138.

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 visual media, audio media, audio-visual media and games.<sup>5</sup>

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

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<sup>5</sup> M. Basyiruddin Usman and Asnawir, *Media Pengajaran*, (Jakarta: Ciputat Press, 2002), p.

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.<sup>6</sup> 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 speakers

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<sup>6</sup> Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Education Limited, 2002), p. 49-50.

whose native languages are different from each other's and where one or both speakers are using it as a second language.<sup>7</sup>

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.<sup>8</sup> 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.

Nowdays, 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

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<sup>7</sup> Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Education Limited, 2002), p. 49-50.

<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001), p. 1.

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 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.<sup>9</sup>

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<sup>9</sup> Claude W. Faulker, *Writing Good Sentences, A functional Approach*



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, attitude, 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.<sup>10</sup> 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 conduct the title ***“The Effectiveness Of Using Personal Letter on Students Recount Text Writing Ability*** (An Experimental Research at the First Grade of SMAN Cijaku)”).

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to *Sentence Structure, Grammar and Punctuation*, (New York: Charles Scribner's Son, 1950) Revised Ed. p. 1.

<sup>10</sup> Azhar Arsyad, *Media pembelajaran*, (Jakarta: RajaGrafindo Persada, 2008), p. 15

## **B. Statement of problems**

The writer in this study be formulates the problem as follow:

1. How is the students' recount text writing ability at the tenth grade of Senior High School of SMA 1 Cijaku Lebak?
2. How is the effectiveness of using personal letter on student recount text writing ability at the tenth grade of senior high school cijaku, lebak

## **C. Objectives of the study**

The objectives of this study are:

1. To know the students' recount text writing ability at the tenth grade of Senior High School Cijaku Lebak.
2. To know the effectiveness of using personal letter on student recount text writing ability at the tenth grade of Senior High School Cijaku Lebak.

## **D. Benefit of The Research**

The benefit of the study can be stated as follows :

### **1. For Students**

Students can use this media to memorize and understand the lesson in their mind so that they will study harder and master the writing skill well.

### **2. For Teacher**

Teacher can use personal letter as a reference when they want to improve their ability in teaching writing.

### **3. For The Writer**

The writer can use this media to improve her skill in mastery writing

### **4. For The Readers**

It is hoped that this media can give more information and contribute the knowledge

### **5. For The School**

It can be alternative method to improve the teaching and learning process.

### **E. The Hypothesis of the Research**

Based on the background of the study above, the researcher submits the hypothesis. Muijs defined “Hypothesis can be defined as ‘a tentative explanation that accounts for a set of facts and can be tested by further investigation’, as we mentioned earlier.”<sup>11</sup> And hypothesis as follow:

1. The experimental hypothesis (Ha) There is a significance differences in applying the effectiveness of using personal letter on students recount text writing
2. The null hypothesis (Ho) There is no significance differences in applying the effectiveness of using personal letter on students’ recount text writing

### **F. The Previous Study**

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 Ainatuz Zahiroh, (English Language Education of

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<sup>11</sup> Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), 16.

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.<sup>15</sup>

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).

### **G. Organization of Writing**

The paper consists of five chapter. **The first chapter** discusses introduction that consists of the background of the stdy, the statement of problems, the objectives of the study, the hypotesis and the organization of writing.

**The second chapter** explains regarding to the theoretical review consisted of definition of personal letter, the explanation about writing and the explanation of Recount text.

**The third chapter** discusses methodology of the research consisted of place and time of the study, subject of the study, method of the research, types of collecting the data, technique of collecting the data, technique of analyzing the data.

**In the fourth chapter** deals with the result of the study that contains description and analysis of the data.

**The fifth chapter** is closing that consists of conclusion and sugestion.