

**TEACHING WRITING A RECOUNT TEXT TO SENIOR HIGH SCHOOL
STUDENTS THROUGH IMPLEMENTING A LETTER FROM MIAMI**

PAPER

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Strata One
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By:
MAI RATHI
2006 / 77154

Advisor:
Havid Ardi, S.Pd., M.Hum.

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
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HAL PENGESAHAN LULUS UJIAN MAKALAH

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Nama : Mai Ratih
Nim : 2006/77154
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

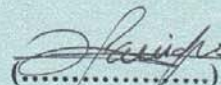
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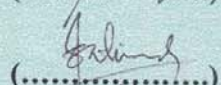
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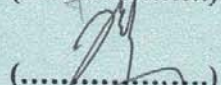
1. Ketua: Havid Ardi, S.Pd., M.Hum.


(.....)

2. Anggota: Sitti Fatimah, S.S., M.Ed.


(.....)

3. Anggota: Rusdi Noor Rosa, S.S., M.Hum.


(.....)

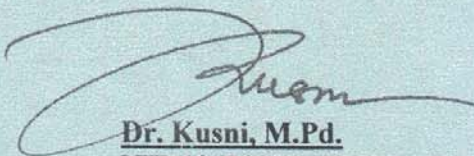
HALAMAN PERSETUJUAN MAKALAH

Judul : Teaching Writing a Recount Text to Senior High
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Miami
Nama : Mai Ratih
Nim : 2006/77154
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, Januari 2011

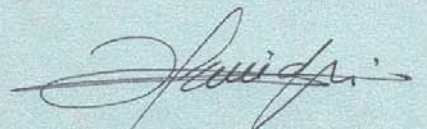
Diketahui

Ketua Jurusan Bahasa Inggris


Dr. Kusni, M.Pd.
NIP.19620909.198803.1.004

disetujui oleh,

Pembimbing


Havid Ardi, S.Pd., M.Hum.
NIP.19790103.200312.1.002

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ABSTRAK

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Dalam makalah ini didiskusikan teknik pengajaran *writing* khususnya *Recount Text* melalui penerapan teknik *A Letter from Miami* kepada siswa sekolah menengah atas. Teknik ini adalah salah satu cara yang menarik untuk meningkatkan kemampuan siswa dalam menulis khususnya *Recount Text* karena penerapan teknik ini berorientasi pada siswa.

A Letter from Miami adalah suatu teknik yang menggunakan sebuah surat sebagai awal dari cerita yang nantinya akan diselesaikan oleh siswa dalam penerapannya. Surat tersebut adalah surat undangan misterius dari Miami. Surat itu ditujukan kepada para siswa sekolah. Siswa diharuskan untuk menerima undangan tersebut. Kemudian, surat balasan dari si pengirim diberikan kepada para pembelajar. Cerita ini kemudian dilanjutkan dengan pertemuan antara si pengirim surat dan siswa. Di dalam kegiatan ini siswa disuruh untuk menuliskan cerita tentang apa yang mereka alami hari itu (hari mereka menerima surat misterius tersebut), apa pendapat mereka tentang undangan tersebut. Selanjutnya, para siswa melanjutkan cerita mereka dengan mengimajinasikan bagaimana pertemuan mereka, bagaimana situasi, dimana mereka bertemu, siapa-siapa saja yang ikut dalam pertemuan tersebut. Dengan menerapkan *A Letter from Miami* ini, secara tidak langsung mereka belajar membuat teks *recount* sendiri.

Penerapan *A Letter from Miami* diharapkan dapat menjadi salah satu alternatif bagi guru di dalam pengajaran *writing recount text*.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a compulsory subject at junior and senior high schools; and even it has been introduced to elementary school from grade four to grade six. As stated by DEPDIKNAS in the curriculum (CBC, competency based curriculum (2003), and KTSP, *Kurikulum Tingkat Satuan Pendidikan* (2006)), the purpose of teaching English to the students is to enable the students to communicate in English, spoken and written. To be able to communicate in English, spoken and written, there are four skills that have to be mastered. They are listening, speaking, reading, and writing. So, the teachers should help the students to master the four skills.

English teachers should enable their students to listen, to speak, to read, and to write in English. English news reports, English songs, English films, etc are often given to the students as listening activities. Conversations, dialogues, interviews and so on are often presented as speaking activities. Texts are often delivered as a reading activity. To write a summary, a composition, an essay, etc is often given in writing activities.

Writing is more difficult for students because writing is complex. There are many things to be considered. In accordance with Linse (2005: 98), someone cannot be called as a writer if he/she just forms the words in the arrangement of the letter by using pen or pencil. It is not a kind of writing. Writing is more than that. To write in English, someone needs ideas, what he/she is going to write,

knowledge of English, and so on. Because of the complexities of writing, it is difficult to ask the students to write, in the meaning of expressing thought or ideas in sentences not as an activity of forming arrangement letters in written. They usually have many reasons to avoid writing activity as the writer found in school of practice teaching.

Actually, writing is similar as reading skill. It cannot be separated with texts. Texts as stated in Curriculum 2004 (CBC, competency based curriculum) are produced by communication, or a product of a communication. A text can be a product of oral communication or written form communication.

Therefore, texts are divided into several genres. Recount is one of them; and as stated by DEPDIKNAS in the curriculum (CBC, competency based curriculum (2003), or KTSP, *Kurikulum Tingkat Satuan Pendidikan* (2006)), it is one kind of texts that is learned by the students at senior high school. As one kind of genres, recount has a definite communicative purpose, structure of text, and linguistics characteristics. Recount is a kind of text that tells events in chronological sequence. Writing a recount text in the meaning of expressing of thought is to tell what happen in the events.

Writing a recount text has been taught in various ways. As found in many literatures, there are several ways of teaching recount writing. Recount writing can be taught by writing a diary, retelling unforgettable experience, etc. Besides, writing a recount text has also been taught by using various media. Picture is one of them. Skit has also been used in teaching writing a recount text. Furthermore,

card trick, guided questions, etc are the other media used in teaching writing a recount text.

However, the students that the writer found in the school of practice teaching are still unable to write a recount text. They often have no ideas to write. They even do not know about the texts – the purpose, the generic structure, and the lexico-grammatical of the text. They are still in problem to write a recount text. Actually, this problem is caused by several factors. The first factor comes from the students. They do not know what to write. Most of them do not have ideas. If there are some of them have ideas, they cannot explore their ideas well. They are difficult to expand their ideas. They also feel difficult to follow the generic structure of the recount text. They do not know what should be written in the orientation, the events, and the re-orientations.

Besides, the problems may also come from the teachers, the way they teach. Many teachers the writer found usually use monotonous ways. The teachers just ask the students to open the book, read the explanation, and do the tasks provided. Although there are some others explaining about the text, the students are still unable to write a recount text. The teacher often gives the explanation of the text – the purpose, the structure, and the lexico-grammatical features; but they do not guide, and help the students to write. They just ask the students to write down a recount text as homework.

Consequently, the students that do not understand how to write it ask someone who understand about it for helps. They may ask for help to teach them how to write. They may also ask for help to write a recount text for them. Besides,

the students may also search for a recount text example in the internet easily. There are many examples of recount text provided. So, they then have a similar text to collect.

The problems mentioned above actually can be overcome through implementing A Letter from Miami. A Letter from Miami provides several events that the students are going to tell about. The students do not have to worry about the ideas they are going to write. They just express what they feel into the tasks provided and guided by the teacher.

As stated on the title, A Letter from Miami, there must be a relation with Miami. The story begins with a letter coming from Miami, a mysterious letter exactly. The letter is sent to the students of the class to invite them to come to Miami. Then, the students have to receive the invitation. At last, there will be a meeting between the sender and the receiver of the letter in Miami. How could they meet each other, how the meeting will be, is there any other people comes on the meeting, where they are going to meet, what are they talking about, how do they dress, and other situations, will be decided by the students themselves. They are given right to determine how the story is going to be. Finally, at the end of the implementation, the students have to rewrite the story in a complete text, not only the draft.

By implementing this technique, it is hoped that the students can improve their writing ability in writing a recount text; and the students will enjoy writing, not avoid it anymore. Based on the background and this rationale, the writer is

interested in discussing and explaining how to implement this technique in teaching writing a recount text.

B. Limitation of the Problem

There are many techniques applied in teaching writing a recount text as such by using skit, picture, a diary, card trick, guided questions, retelling unforgettable experience, etc. This paper is limited to teaching writing a recount text through implementing A Letter from Miami to the first grade of senior high school students in the first semester.

C. Formulation of the Problem

This paper is formulated into the following question: how is a Letter from Miami technique implemented in teaching writing a recount text to senior high school students?

D. The Purpose of the Paper

The purpose of this paper is to explain how to use this alternative technique, a Letter from Miami, in teaching and improving students' writing a recount text.