



**IMPROVING STUDENTS' GENERATING IDEAS  
TO IMPLEMENT GENERIC STRUCTURE  
IN WRITING PERSONAL LETTER CONTAINING RECOUNT TEXT  
USING PICTURE SERIES**

**The case at the Eighth Graders of SMP Kristen 1 So'E, at the Second  
Semester in the Academic Year of 2014/2015**

**A THESIS**

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**by  
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## MOTTO AND DEDICATION

“Educating the mind without educating the heart and attitude is no education at all”

(Aristotle)

This thesis is dedicated to:

- ❖ My Beloved Father; Oktovianus Christian Patty
- ❖ My Beloved Mother; Juliana N.B Patty/Tlonaen
- ❖ My Beloved Son; Kevin Christofel Patty
- ❖ My Beloved Brother; Frangky Patty
- ❖ My Beloved Sisters; Aprianty and Merciany Patty

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## ABSTRACT

Patty L, J.Ch., 2015. Improving Students' Generating Ideas and Implementing Generic Structure in Writing of Personal Letter Containing Recount Text by using Picture Series (The case at the Eighth Graders of SMP Kristen 1 So'E, at the Second Semester in the Academic Year of 2014/2015). Thesis. English Language Education, Graduate Program of Semarang State University. Supervisors: I. Dr.Dwi Anggani Linggar Bharati, M.Pd II. Dr. Januarius Mujiyanto, M.Hum.

Keywords: Improving students' Generating idea, Generic structure, teaching writing recount text, personal letter.

The topic of this study is the use picture series to improve the students' generate ideas and practice expressing thoughts in a writing personal letter containing recount text. The objectives of the study were; to find out the problem face by students in writing, to describe the implementation generic sturcture in writing personal lettr containing recount text and to determine whether the use of picture series could improve the students' generating ideas in writing personal letter.

Classroom Action Research approach was adopted by applying 3 cycles and each cycle consisted of two meetings. The subject of this research was the Eighth graders of SMP Kristen 1 Soe in the academic year of 2014/2015. The number of students were 25 students. The instruments used were interview, observation sheet, and tests. It is qualitative and quantitative research. The qualitative were taken from observation checklist while the quantitative data were covered by the students' progress in the form of the students' score.

The result shows that, picture series implemented in the classroom during the research had enhanced the generating ideas of the VIII students of SMP Kristen 1 Soe in in the academic year of 2014/2015 in writing personal letter contaning recount text. It could be seen that there was almost all of the students still got confused and unorganized form in making outline in preliminary research. While in the first, second, and third cycle, the result of students' work were well organized through applying picture series. Those picture series were easy to understand and reduce the confusion. The picture series implemented during the research had supported the students to enhance the writing ability. It was proved by the result on creating personal letter containing recount text in preliminary research that the students' writing mean score was 43,16, the first cycle was 57,36, at the second cycle was 70,68. At the end of the third cycle the mean score was 81,68 (achieved) which was higher than KKM. This result indicated that the students' achievement score in writing personal letter was achieved at all. Because the students' average score were 100% achieved, the teacher/the writer decided to complete the action in three cycles only.

Therefore, teachers should consider in using interesting material in teaching and learning process. Based on the result, the use picture series are suggested to help the students get ideas in starting the writing. Based on the result, the use picture series are suggested to be used for improving the students' generating ideas in writing skill.

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## CHAPTER 1

### INTRODUCTION

This part deals with the background of the study, the reasons for choosing the topic, the statements of the problems, the objectives of the study, the significance of the study, the scope of the study, and the definitions of key terms and outline of report.

#### **1.1 Background of the Study**

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 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 the students.

There are four skills that should be taught in teaching language. They are listening, speaking reading and writing. Among the four language skills taught in schools, writing is the most difficult skill to learn. Celce Murcia and Olstain (2014) state that writing is the production of the written word that result in a text but the text must be read and comprehended in order for communication take place. O'Malley and Pierce (1996) add that writing is a personal act in which writers take ideas or prompt and transfrom them into self-initiated topics. Therefore, writing prosecutes students to formulate goals and plans for creating and oraganizing structure in their compositions.

Writing is actually a challenging activity but in fact, to produce a readable text is something uneasy. When writing, a student should frequently have more time to think than she or he does in oral activity. Writing activity demands a student to bind her or his idea in accurate language use. It means that a message she or he wants to convey should be put in good order, correct structure, and appropriate word choice. In addition, to be understandable, the text she or he write should be clear, informative and interesting. This is why teachers think that writing becomes the complicated skill to teach and many students consider it is difficult to learn. Moreover, teaching writing consumes time, needs lots of giving practice, and many language aspects should be taught. For the student herself or himself, there is no doubt that writing is the most difficult skill to master since many aspects should be paid attention and applied. This is because writing normally demands much higher standard of language than in speaking. Writing needs neat handwriting in order to be readable, correct punctuation and spelling, more careful constructions, more correctness of expression, as well as acceptable grammar and careful selection of vocabulary.

In teaching English, the teacher meets some problems when the teacher should teach writing. Firstly, some students may find themselves in a situation where they do not want to write. It can be they like to speak more than to write. So, they are not enthusiastic enough to get involved in the learning process. They may get bored if the technique of teaching, especially in writing skill, is taught only using traditional ways.

Secondly, the students lack of confidence to express their idea, feeling or thoughts in written form. They think writing is complicated skill and need a long time in process. They should organize the idea in such way and the language which is used tends to be standardized.

Thirdly, most of the students say that lack of grammatical knowledge is source of their failures in constructing or completing sentences in the text. Indonesian and English grammar are much different in rules. There are at least sixteen tenses in English to say one utterance and there is a changing of pattern and verb form in each tense. For example English has different verb forms;  $V_1$ ,  $V_2$ ,  $V_3$  and verb + ing while Indonesia does not have. These differences often cause confusion and sometimes create frustration for students in writing.

The last one is teaching-learning problem. In spite of the fact that, for most students, writing is probably considered the most difficult among four skills, up to now English teaching and learning model practiced in the classroom has not given significant proportion to writing yet. Most of the teachers have not given a lot of opportunities to the students to practice and develop writing skill and have not given correct treatment to the students' writing problem. The teachers also have not found yet appropriate method and technique to teach writing effectively.

This study was focused on writing personal letter containing recount text. Recount text is chosen since the function of is to retell the past event. Retelling past event intends to entertain or inform others what happened and when it happened. It means that the students are expected to be able to write their past

experience by learning recount. It can be their personal diaries, letters, biographies, and speeches.

Personal letter is a type of friendly letter which provides communication between a small number of people, usually two. It contains of feeling expression, private things, and important things as way to communicate and allows a person to leave the message and to keep and touch.

Through letter students can communicate to each other and convey their meaning. Students use 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, experience and wish. The problem are students still feel strange and face some difficulties with English lesson especially in generate their idea and developing paragraph. It is difficult for the students to accomplish their writing tasks.

One of the visual aids that can be used in learning writing personal letter is picture series. The strategy is selected since picture is interesting and innovative media. Pictures usually capture past events and surely can help students remember detail about people, places, and events. In short, picture can guide students to generate ideas into a meaningful composition.

Pictures series are series of pictures of single subject and its function is to tell story or a sequence of events. From the definition, picture series is a kind of picture which present chronological order. In this type, it is presented in a series of picture that tells past experience, legend or fable story, ect. The writer implement these picture because from this series of pictures, students will be easier to

understand the meaning of words, sentences, or event in the paragraph after they saw the pictures itself.

Based on the problems above, it is an urgent need to implement teaching technique that can solve the problems. To solve the problems, the writer will conduct an action research and propose picture series as a media in order to improve the students' generating ideas and implementing generic structure in writing personal letter containing recount of the Eighth graders of SMP Kristen 1 So'E at the second semester in the academic year 2014/2015.

## **1.2 Reasons for Choosing the Topic**

The writer tries to elaborate some reasons why this topic is interesting. Based on the preliminary study that has been done before, the writer can conclude some aspect 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 and among four skills, writing is consider the most difficult subject to learn. We often find it hard, even to write in our native language.
- 2) Recount is kinds of types text that retell the past event which purpose is to informing or entertaining the reader. By using personal containing recount text, students will enjoy telling story in written form. It makes them easy in understanding and implementing generic structure of recount text in writing.
- 3) Picture series are chosen as a media to be implemented in teaching writing because it provides a suitable stimulus, rise great enthusiasm and

draw students' attention. Picture series usually capture past events, surely can help students remember details about people, places and events. Picture series can guide the students to plan what they are going to write and to make generating ideas more fun, enjoyable, and it can help the students to practice to produce a text. So, it will become a good media in teaching learning process. Naturally, studying using visual pictures is more interesting than written words only.

### **1.3 Statement of the Problems**

1. What problems are faced by the Eighth graders of Junior high school in writing of personal letter?
2. How is the implementation of generic structure in teaching writing of personal letter containing recount using picture series for the eighth graders?
3. How can the use of picture series improve students' generating ideas in writing personal letter containing recount?

### **1.4 Objectives of the Study**

Based on the statements of problems above, the objectives of this study are:

- 1) To describe the problems faced by students in writing personal letter.
- 2) To describe the implementation generic structure in teaching writing personal letter containing recount using picture series in eighth grade students is.
- 3) To determine whether the use of picture series could improve students' generating ideas in writing personal letter containing recount text.

### **1.5 Significance of the Study**

This part contains theoretical significance, practical significance, and pedagogical significance. It gives rationales why this study should be carried out.

Theoretically, the finding of this research can be useful input in teaching of English especially writing using picture series as a media.

Practically, For teachers, hopefully this research will be worthy and beneficial for English teacher in using picture series as teaching media in the classroom and also contribute to teaching writing of eighth grade students. For students, hopefully the students can increase their ability in generating ideas and implementing generic structure of recount especially in writing personal letter. For the researcher, the finding can be used as a supporting reference in conducting a study with similar field.

Pedagogically, this research is pedagogically significant for Language Education especially on how to use picture as media of learning and how to improve students' generating ideas and implementing generic structure in writing especially in writing personal letter containing recount text.

### **1.6 Scope of the Study**

This study is focused on improving students' generating ideas and implementing generic structure in writing personal letter containing recount text using picture series and the implementation of this media at the Eighth graders of SMP Kristen 1 So'E at the second semester in the academic year 2014/2015.

### **Definition of the Key Terms**

To avoid ambiguity and misunderstanding, it is important to give definition to the term used in this study.

#### 1) Writing

McCuen (1987) states that writing is a creative process, an intellectual exercise that result in a symbolic product, it can be a book, play, essay memo, letter, photograph. 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.

#### 2) Personal letter

According to Ali (2006) 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 person to another. It is usuall contains of feeling, expression, private thing and important thing as way to communicate and allows a person to leave the message and to keep and touch.

#### 3) Recount Text

Anderson (1997) a recount text is speaking or writing about past events or piece of text that retells past events, usually in the order which they happened. Recount text means the form of the text telling about someone experience in the past, there for the experience of the readers themselves, such as their adventure and their day's activities

#### 4) Picture Series

According to Wright (1989), picture series are picture, which show some actions or events in chronological order. They tend to range from four to eight pictures. They usually tell some short stories but they may also be used to depict the process how to make something. In addition, Wright state that, picture series can highlight certain language features and it can illustrate a story or a process.

#### 5) Generating ideas in writing

Harmer (2007), generating ideas is the process of creating, developing, and communicating ideas which is abstract, concrete or visual. The process of constructing through the idea, innovating the concept, developing the process , and bringing the concept to reality.

### **1.8. Outline of the Report**

Chapter I deals with the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, definition of the terms.

Chapter II contained review of related literature. In this chapter covers the previous studies, the theoretical framework, the definition of writing recount, the process in writing recount text, picture series as media of writing personal letter containing recount text.

Chapter III research methods. In this chapter covers the description of the method employed in this study. The description comprises design of the study, instrument of data collection, steps of collecting and analyzing data, setting and subject of the study.

Chapter IV is research findings and discussions. in this chapter the writer discussed the research findings and interpretation or discussion. The last is Chapter V that rolled out conclusion and suggestion. in this chapter the writer concludes her study and gives some suggestions for her futher study.