

The Implementation of Personal Letter in Teaching Writing of Narrative Texts to the Eighth Graders of SMP Negeri 5 Sidoarjo

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Abstract

Writing is one of the four language skills which have to be mastered in language learning, especially English. It is a productive skill in which the students produce the language in the written form. Most of the students think that writing is the most difficult skill. It is because they need some processes to be done. Narrative text is a genre text that is taught in Junior High School. This text is considered as an important text since it arises every year from Junior High School until Senior High School except expository text. Using personal letter as an activity can be used to help the students in writing narrative texts. This study is to describe how the personal letter activity is implemented in teaching writing of narrative texts to the eighth grades, to describe how the students' writing tasks after the personal letter is implemented as an activity, and to find out the students' responses toward the personal letter activity in teaching writing of narrative texts. This research is a descriptive qualitative research. The subject of the study is the eighth grades. The instruments of this study are semi-structured observation, students' writing tasks and questionnaire. The instruments are used to gain the data. The data are collected and analyzed by doing observation during the teaching learning process. The semi-structured observation and questionnaire were used to describe the implementation of personal letter as an activity in teaching writing of narrative texts. And, the students' writing tasks are used to know the students' writing abilities in narrative texts. Based on the research conducted by the researcher, the results showed that writing of the students were better after using personal letter as the activity in writing narrative texts. In conclusion, personal letter can be used as an activity to teach writing of narrative texts. It is because this activity can help the students to organize, to generate, and to write their ideas of writing narrative texts, so they can write the narrative texts well.

Keywords: Writing, Narrative text, Personal letter

INTRODUCTION

Language is an important means of communication. It means for expressing ideas and feelings in written and spoken. English is the first foreign language in Indonesia which is considered very important to absorb and develop science and technology. In order to master it, English has been taught from elementary level up to university level.

Writing is considered by most English learners, as well as English instructors, as the most difficult subject. The students often see it a hard work and a boring activity because writing is often given as homework. It is supported by Hadfield that says, "Writing is indeed difficult, for several reasons. Firstly, the writer has to decide what information eventual reader needs, and how best to express it. Secondly, there is a linguistic difficulty, in that the language used in written language is different in most way from that used in speech. Thirdly, there is a cognitive difficulty, in that student have to organize thoughts on paper, for unknown reader, for reasons that may not immediately be apparent (1990: 5)."

Because of those reasons, it is not surprising if students often complain and grumble when their teacher asks them to do writing activities. Moreover, if their

teacher cannot give a variety of techniques in the instruction, the students will not only get bored easily but also lose interest in learning writing. Relating with the variety of activities, Sauvignon states that, "The most important to the learners' progress is a variety of activities in which the students can use the language in the real situations' boredom (1982: 39)."

The interest of students also needs to be created and to be kept for a longer time in order that they are motivated to learn the subject matter well. To raise the students' interest in learning, the teacher should find a better teaching technique or media to be applied in the teaching learning process. The teacher has an important role to motivate the students in order that the teaching learning process can be more lively and communicatively because the student's motivation to learn determines the success of the teaching learning process in the classroom.

Writing also is a process which should be creating, organizing, and producing a good writing. According to Brown (2001: 339), and Diaz-Rico (2004) stated that writing is not a simple matter, there are some processes in writing texts, and those are: prewriting, writing, revising, editing, and publishing. Writing is also product which can be improved step by step. The writer should know

how to write so that his writing composition is understandable and meaningful to a good writing. As supported by Brown (2001) that the composition to make a good writing is paying attention to the final product of writing based on criteria includes content, organization, vocabulary, grammar, and mechanical considerations such as spelling and punctuation.

In teaching writing, it has some principles can be adapted to the many different situations. First, teacher has to understand the students' reason for writing. It is used to match the teacher's goal and to explain what the real on exact purpose of the students' writing in curriculum. Second, teacher gives many opportunities for writing. It means that teacher gives time and chooses to practice writing. Teacher should provide students with different types of writing as well. They are journal, diary, letter, note, poetry, recount, narrative or descriptive text. Third, teacher should give comments on students' paper by using vocabularies or symbol that understandable to students. Forth, teacher should make a rubric, a kind of scoring grid that elaboration the elements of writing that are to be evaluated (Nunan, 2003: 92).

The processes of writing are pre - writing, whilst - writing, and post - writing. Pre - writing is the first stage in writing process. It is basically a process of communication ideas thought on paper to an audience. It is a long process. It means the work done by the writer before the paragraph is actually written. Oshima and Hogue (1983: 3) state that pre - writing are the activities to discover ideas for students' writing assignment. It is an idea gathering and information - gathering process. It involves finding the topic, finding out about the topic and thinking about in such a way that ideas are organized. The second step is whilst - writing. It is a phase where a writer must organize and design their ideas. Oshima (1991: 10) points out that must arrangement is the process of discovering and ordering principles so that the ideas can be organized in such a way as to make them understandable and believe to the reader. It means that the writer can organize the ideas in such a way them into sentences or paragraphs. Post - writing is the last step of the writing process. It is a step where the writer is polishing all draft and deciding it as a final product. Oshima and Hogue (1999: 265) state that post - writing includes changing or adding to writer's first draft, revising and editing the writer's composition. It means that post - writing is polishing the final product by roof reading and correcting a draft for errors in grammar, spelling, and punctuation.

A personal letter is a written or printed informal message to someone which the students write about their own personal experience. It is also known as a private letter. According to Stockwell (1981), a personal letter consists of private information about people and things to a certain people in the written form. It means that the content of personal letter is usually private. In personal

letter, the writers can tell everything to their families, friends, relatives, or loved ones in their daily lives and usually use the informal language. A personal letter has five parts which it will help you organize your letter and make it easier for your friend to read (Stockwell, 1981). Those are heading, salutation, body, complimentary closing, name, and signature.

Using a personal letter seems to be the appropriate activity to arise students' motivation in writing process, especially to write narrative texts. It is because of some reasons. First, the students feel that writing requires a long process. Using a personal letter, the writing activity can reduce the students' boredom. Second, the students feel difficulties in organizing ideas. Using a personal letter can help them to generate their ideas. Third, the students feel difficulties in writing, and using a personal letter can help them to reduce the students' difficulties. It means that using a personal letter is an activity that can break the students' difficulties, arise students' interest and motivate them to write.

Narrative text is a text that has special social function to amuse, to entertain and to deal with the experience in different ways (Anderson, 1998: 5). It deals with problematic events and finds the resolution. It means that narrative text is related with story and its imaginative story related to the event, happen in chronological events in the past. Narrative text aims to present a view of the world that entertains and informs the readers or listener (Depdiknas, 2004: 35). Moreover, narrative can serve a variety of purpose, for example; to teach or inform, to realize the writer's reflection or experience, and perhaps most important is to maintain and extend the readers' imagination. Narrative text has some generic structures such as orientation is the introduction contains the person who experienced, time, and place of events in the story, complication contains the problems experienced by the characters in the story to be solved, and resolution contains about how the character of the story to solve the existing problems in the complication (Depdiknas, 2004: 35). Narrative text has also the language features. It is classified into seven components (Derewianka, 1990: 42), those are adjectives, action verbs, time and conjunctions, adverbs and adverbial phrases, saying and thinking verbs, simple Past Tense.

Narrative text can be classified into two kinds, fiction and non - fiction. According to Carosson and Judth (1983: 104), fiction is kind of story which tells about the author's imagination or non-factual stories such as legend, fairy tale, fable, etc. Meanwhile non - fiction also tells story, but the story is true and based on the writer's own experience. It is usually called a personal narrative. A personal narrative is a story in which the author tells a story about a personal experience. It could be about a place you have visited, things you have seen or done, or

funny things that have happened to you, but a story will always have certain characteristics. The characteristics includes focuses on one event, has a clear purpose (the significance of the event is clear to the reader), written in first person (I), has many relevant, sensory details (things for the reader to see, hear, feel, smell, taste), the authors feelings and thoughts, and often includes dialogue.

There are three activities implemented in teaching writing of narrative text by using personal letter, the first activity is pre - writing; the teacher asks about narrative texts. Then, the teacher introduces a personal letter as one of the narrative texts, especially the personal narrative texts. The teacher explains the students about definition, generic structures, language features and characteristics of the personal narrative texts. The teacher also introduces and explains some new vocabularies based on the texts of a personal narrative. It aims to build the students' knowledge of personal narrative texts. The second activity is whilst - writing; the teacher introduces and explains about personal letter. In this case, the teacher gives an explanation about the definition and the format of the personal letter. Then, the teacher gives an example of personal narrative texts in the personal letter form. The teacher explains the generic structures of the personal narrative texts (orientation, complication and resolution) related with the content of personal letter (heading, salutation, body, complimentary closing, signature and name). Then, the process of writing is conducted as follows are the students discover ideas on their personal experience, the students organize their ideas into sentences or paragraphs, the students make the format or draft personal letter, and the students write a personal narrative text in the personal letter. The third activity is post - writing; the teacher asks the students to revise and edit their personal letters. Then, the teacher asks the students to submit students' writing tasks and assesses the students' writing with the rubric of ESL Composition Profile (Jacob, 1981). After that, the teacher discusses students' error and asks the students' difficulties.

RESEARCH DESIGN

The researcher conducted the research by using descriptive qualitative research design to obtain information gained from the subjects. It was to describe about what were happening during implementation of personal letter in writing narrative text. Here, the researcher used a descriptive qualitative study. Descriptive research is a research which controls and interprets condition and phenomena such as relation, point of view attitudes, process, and influence of condition which happen (Susanto, 2002: 36). It means that descriptive qualitative is a research which describes the real situation or exists phenomena during the natural study condition without any attempts to manipulate the

situation. In this study, the researcher described the process of applying personal letter in teaching writing. The researcher observed the teacher and students activities during the implementation of personal letter in teaching writing based on semi - structured observation. The researcher also analyzed students' writing tasks and questionnaire which are used to get the result of this research.

The setting is SMP Negeri 5 Sidoarjo. It is located at Jln. Untung Suropati no. 24 Sidoarjo. The researcher implemented personal letter as an activity to teach writing, especially narrative texts. So, the researcher observed the condition of teaching and learning process by using personal letter in teaching writing of narrative texts.

The subject was the eighth graders of SMP Negeri 5 Sidoarjo and the English teacher. The researcher conducted in VIII - 6 which consists of 36 students. The researcher chose this subject because the personal letter has been implemented in teaching writing of narrative texts.

Research instruments are means to collect the data. To observe and examine all of the students writing activity process and to reach the accuracy of the study, the researcher used semi - structured observation, students' writing tasks, and questionnaire.

a. Semi - Structured Observation

Based on the first research questions, the researcher used semi - structured observation. It contained information on what going on in the class when the teacher applied personal letter activity. The indicator that measured in semi - structured observation involved the teaching and learning process by using personal letter activity in teaching writing of narrative text. The content consisted of teacher's activity and students' activity during implementation of personal letter. This study focused on the teacher's activity and students' activity because it could be known the progress of students' acquisition during teaching and learning process in classroom.

b. Students' writing tasks

Based on the second research question, the researcher used students' writing tasks. Students' writing tasks were their personal letter. It used to analyze the students' writing ability of the narrative texts by using a personal letter. The teacher analyzed the students' writing tasks based on the ESL composition profile.

c. Questionnaire

Based on the last research question, the researcher used questionnaire. It used to know the students' responses before students got personal letter and their responses after they got personal letter in writing activity. It consisted of questions about the problems that were faced during implementation of personal letter in teaching writing of narrative.

The data of the study were the results of semi – structured observation which showed the activity during the teaching and learning process by using personal letter, the students' writing tasks which were used to know the ability of the students in writing narrative texts. And the questionnaire which had an aim to know how the students' responses are toward the personal letter activity in teaching writing of narrative texts.

Data collection techniques to obtain the required data of the study, the researcher used some techniques for three meetings, those are;

a. Doing observation

The researcher collected the data through observation. The researcher observed overall aspects in implementation of personal letter in the class. The researcher observed and checked all possible phenomena based on semi - structured observation during the teaching and learning process in classroom.

b. Collecting students' writing tasks

The researcher collected the students' writing tasks in three meetings. The researcher used the rubric of ESL composition profile to describe the students' writing ability.

c. Giving questionnaire

The researcher gave the questionnaire for students' response. The researcher used yes or no questions which contained questions in multiple choice forms to know the students' responses toward the implementation of personal letter in teaching writing of narrative texts.

In data analysis, the researcher analyzed the data obtained from the three meetings in descriptive way. The researcher analyzed the data from the result of the semi – structured observation. The data collected from the semi - structured observation which was described based on the items in indicators. It was because the researcher wanted to know the teaching and learning process. The researcher analyzed the data from the students' writing tasks which were conducted in the three meetings. The researcher used the rubric of writing which was adopted from ESL composition profile (Jacob, 1981) to analyze the students' written tasks. And the researcher analyzed the data from the questionnaire in order to know the students' responses, and the result of questionnaire is analyzed by using multiple choices (yes or no) that is taken to get the students' responses.

RESULT AND DISCUSSION

The Results of the Study

The result of this study includes the observation result of the implementation of personal letter in teaching writing of narrative texts for three meetings, the result of the students' writing, and the questionnaire result of the students' responses.

The implementation of the research divided into three meetings, in every meeting the research wrote everything that have done in this teaching learning process. The objective of the teaching and learning process of this

meeting was the students understood in writing narrative text of the personal letter.

The First Meeting

Pre Activity

The opening session, the teacher greeted the students and the students replied it. The greeting expressed by the teacher was opening interaction between the teacher and the students. After that, the teacher checked the students' attendance list. Then the teacher began the lesson by asking questions. The teacher started the conversation and tried to make a good atmosphere in learning English.

Whilst Activity

The teacher explained about the definition of personal narrative text and the characteristic of personal narrative text. She explained what a personal narrative text was. The students paid attention to the teacher's explanation and took a note what the teacher had explained. Then the teacher gave the students the example of personal narrative text and asked them to read it. After that, she explained about generic structures and language features of personal narrative text. The first, the teacher explained about orientation of personal narrative text. Before continuing, she asked the meaning of orientation to the students. The orientation is the opening of the text. It consists of the characteristics, time, and place. Then she continued to explain and identify the complication and resolution. The complication is the problem of the text, and the resolution is the exiting problem of the text. After the teacher finished explaining and identifying the generic structures of personal narrative text, she explained the language features and gave the example. She also focused and explained past tense of the personal narrative text. The teacher had finished explaining the generic structures and language features of the personal narrative text. The students were still paying attention to her. Then the teacher gave the students example of personal narrative text in the personal letter form. Then also, the teacher asked the students to write a personal narrative text in the personal letter form. There were many students looked confused how to write it.

Post Activity

The time was up, the teacher reviewed the material that she had explained to the students and she asked the students to submit their writing. There were many students who had not finished writing yet, but the lesson had ended. The teacher asked the students to submit their writing. The teacher left the classroom and she greeted the students.

The Second Meeting

Pre Activity

The opening session was almost the same as the first meeting. As usual, the teacher greeted and checked the students' attendance list. The teacher reviewed the previous lesson that was personal narrative text. The teacher asked some questions to the students about what lesson that they have learned in the previous meeting. The teacher went to the whiteboard and wrote down the phrase personal narrative, while asking the questions that related to students' understanding about personal

narrative text. There are the definition, the generic structures, and the language features of personal narrative text.

Whilst Activity

The teacher started the lesson. She explained and identified the generic structures and language features of personal narrative text in the personal letter form. Then she also explained what a personal letter was. She asked the students if they had ever written a personal letter in their daily life or not. After the teacher had finished explaining the material, she asked the students to practice writing a personal narrative text in the personal letter form.

Post Activity

The time was up. The teacher asked the students to submit their writing. The teacher reviewed the material on that day and she greeted the students in the ended lesson.

The Third Meeting

Pre Activity

The opening session was almost the same as the first and second meeting. As usual, the teacher greeted and checked the students' attendance list. The teacher reviewed the previous lesson that was personal narrative text and personal letter. The teacher asked some questions to the students about what lesson that they have learned in the previous meeting.

Whilst Activity

The teacher reviewed personal narrative text in the personal letter form. Then she asked the students to write a personal narrative text in the form of personal letter individually, those are funny, sad, and happy experience. After that, the teacher had finished explaining the material and she also asked the students to write a personal narrative text in the form.

Post Activity

The time was up. All students finished doing their writing and submitted their writing task to the teacher. The teacher helped the researcher to give questionnaire. The students filled and submitted the questionnaire. The teacher asked the researcher to give a speech briefly to the students as a parting greeting. The teacher greeted and left the classroom.

The Students' Writing Composition

The content was an important aspect. The analysis was to find out the relevant of the students' writing with the topic. The data were analyzed using the rubric of ESL Composition Profile that is modified from Jacob, 1981. There are four criteria where the students' score would be criteria in the excellent criteria if they had highly understandable, clear, accurate, unified, and relevant to topic. For good criteria if they had understandable, clear enough, unified, mostly relevant but some details are loss to topic. Fair criteria if they had rather unified and relevant but many details are loss to topic. The last was poor criteria if they had not unified, clear, and relevant but it is difficult to understand to topic.

The organization analysis was to find out the relevant of the students' writing with the topic. It concludes the generic structures of personal narrative text and the parts of personal letter. The result of the students' composition, the researcher classified the criteria into four, such as an excellent criterion was perfectly suitable of text, good criteria was mostly suitable of text, fair criteria was rather suitable of text, and poor criteria was not suitable of text.

The language use analysis was to find out the relevant of the students' writing with the topic. It concludes the language features and the tense, especially simple past tense. The result of the students' composition, the researcher classified the criteria into four, such as excellent criteria was many correct, good criteria was almost correct, fair criteria was many errors, and poor criteria was serious errors.

The vocabulary analysis was to find out the relevant of the students' writing with the topic. There were new words or not new words in the students' writing. The result of the students' composition, the researcher classified the criteria into four, such as excellent criteria was consisted of many unfamiliar words, good criteria was consisted of some unfamiliar words, fair criteria was consisted of little bit unfamiliar words, and poor criteria was consisted of little unfamiliar words.

The mechanics analysis was to find out the relevant of the students' writing with the topic. It concludes the spelling, punctuation and capitalization. The result of the students' composition, the researcher classified the criteria into four, such as excellent criteria was many corrects of the spelling, punctuation and capitalization, good criteria was little corrects, fair criteria was many errors, and poor criteria was serious errors.

The Students' Response

The questionnaire result aims to find out the students' response about the teaching and learning activity. Here, the researcher gave the questionnaire to the students and the students had to fill the questionnaire.

The first question is about whether the teacher's explanation is clear or not. Based on the result, most of the students had the same opinion about the teacher's explanation. They said that the teacher's explanation was clear and understandable.

The second question is about the materials of the teacher's presentation of the narrative text was easy to understand and be understood. Based on the result, most of the students have understood with the materials of the narrative text given by a teacher.

The third question is about the students' difficulties of the narrative text. Based on the result, most of the students who asked to the teacher when the students got the difficulties in understood the narrative text and the rest was several of the students that were not asked the difficulties.

The fourth question is about the students' writing of the narrative text. Based on the result, most of the students and a few students who did not easy in writing the narrative text.

The fifth question is about the students' interest of the narrative text using personal letter. Based on the result,

most of the students that were interested in personal letter as an activity to write the narrative text and the rest of the student were a few students who did not interested in personal letter as an activity to write narrative text.

The sixth and seventh questions are about the materials of personal letter was suitable and understood for writing lesson. Based on the result, most of the students taught that personal letter was suitable for writing lesson. And most of the students taught that personal letter's explanation given was very clear and easy to understand.

The eighth and ninth questions are about the materials of personal letter in teaching writing narrative text can help students to get an idea. Based on the result, most of the students learned that personal letter helps them in writing narrative text.

The tenth question is about the students' difficulty in writing narrative text using personal letter. Based on the result, most of the students asked the teacher when they got difficulties in writing narrative text using personal letter.

Discussion of the Results

The Implementation of Personal Letter in Teaching Writing of Narrative Texts

In teaching and learning process, the teacher used personal letter as an activity in teaching writing of narrative texts. The teacher divided those activities into three main activity of writing. Those were pre - writing, whilst - writing, and post - writing. Therefore, the teacher would like to discuss those activities for each meeting.

Pre – writing

Based on the observation, there were some explanations that were done well by the teacher. In the first, the teacher explains the personal letter and how the personal letter facilitates the students to write. She explains the point related with the content and form or draft of the personal letter. She also gives an example of form or draft personal letter and gives an example of narrative text using personal letter. Moreover, she asks the students to identify the generic structure and the language features on the example given. She explains the generic structure of the narrative text related with the content of personal letter. And then, she gives the detail information of narrative texts and personal letter.

Whilst – writing

Based on the observation, the teacher gives instructions or directions to write narrative texts using personal letter. And then, she asked the students to write narrative texts of the personal letter form. In the first meeting, she asked the students about their own experiences. She continued to explain the students about personal narrative texts. In the second meeting, the teacher asked the students to review the previous lesson. Then she explained the students about the implementation of personal letter to the narrative texts. She also gave a personal letter form. And, the third meeting, the teacher asked the students about students' difficulties in writing lesson. And she asked the students to write their own experiences in the personal letter form. Besides that, in each meeting, she used personal letter as

an activity to generate the students' ideas and to help students in creating their ideas in writing narrative texts.

Post - writing

The teacher asked the students to revise and edit their writing. She asks the students' difficulties. She also helped them to solve the student's difficulties in writing lesson during the teaching and learning process. And then she reviews the material in the end of the activities.

The Students' Writing Ability

The result of the students' writing ability could be seen in appendix 6. There were 5 criteria taken for consideration. Those are content, organization, language use, vocabulary, and mechanics.

In terms of content, it could be seen that the number of students who got excellent criteria were 10 students, students who got good criteria were 8 students, students who got fair criteria were 9 students, and students who got poor criteria were 9 students. It means most the students were able to write a narrative text in the personal letter well. And also the students were capable to understand the content of the writing clearly. In the case, it showed students composition points based on each criteria such as; excellent, good, fair, and poor. So, a good content was contained supporting details and relevant topic.

In terms of organization, it could be seen that the number of students who got excellent criteria were 12 students, students who got good criteria were 10 students, students who got fair criteria were 6 students, and students who got poor criteria were 8 students. It means most of the students were able to write a narrative text in the personal letter form based on the generic structure and the parts of letter well. And also the students had a lot of knowledge about the generic structure was written completely (orientation, complication, and resolution) and the parts of letter were complete (heading, salutation, body, complementary closing, signature and name). So, a good organization could be said that there was complete generic structure and related of the personal letter.

In terms of language use, it could be seen that the number of students who got excellent criteria were 11 students, students who got good criteria were 9 students, students who got fair criteria were 8 students, and students who got poor criteria were 8 students. It means most of the students were able to write a narrative text in the personal letter based on the language features and tense. And also the students had a lot of knowledge about the language features, such as; noun, adjective, time connection, action verb, saying verb, thinking verb, adverb and adverbial phrase. The tense used simple past tense, the pattern; S + Verb 2 or S + to be 2. So, a good language use could be said that they comprehend about the use of language features and tense, especially simple past tense.

In terms vocabulary, it could be seen that the number of students who got excellent criteria were 8 students, students who got good criteria were 6 students, students who got fair criteria were 10 students, and students who got poor criteria were 12 students. It means some of students who have been able to use unfamiliar words to

write a narrative text in the personal letter. And also the students could improve their vocabularies. So, a good vocabulary used effective words, choice and usage, word from mastery, appropriate word but the meaning isn't obscured.

In terms mechanics, it could be seen that the number of students who got excellent criteria were 12 students, students who got good criteria were 10 students, students who got fair criteria were 5 students, and students who got poor criteria were 9 students. It means most of the students were able to use correct mechanics for their writing composition. And also the students were a little error of mechanic in their writing. So, good mechanics was related to the more detail of spelling, punctuation, and capitalization.

The Students' Responses

From the results of the questionnaire, it is known that teacher can motivate the students to write narrative text, especially in writing personal experiences. It is because teacher explains narrative text by using a personal letter activity which the students say that writing letter can be hobbies, diary, art, etc. It is supported by Barker (1992: 2), letter is personal. In writing a letter we want to be seen as approachable, caring and positive, we want our organization to be seen as friendly, efficient, and professional.

Moreover, it is known that the personal letter activity is suitable to the implementation in writing narrative text, it is because the students can write a narrative text well and apply the activity for communication in their lives. The activity is also expected to be able to facilitate the students to understand about narrative text, and know how to write it.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the study, the researcher concluded that the personal letter activity can be implemented to teach writing narrative texts because it is can encourage the students in writing narrative texts. So the personal letter activity can reduce the students' boredom that writing requires a long process, and help the students to generate their ideas during the teaching and learning process. Based on the result of students' writing after the implementation of personal letter activity, it can be seen from their writing ability. So the personal letter activity was very useful in order to increase students' writing ability in narrative texts. Based on the questionnaire, the personal letter activity gets positive responses. The students interested in writing narrative texts therefore they felt that personal letter gave motivation to them to follow the teaching and learning process. And also personal letter helped the students to overcome their difficulties in writing narrative texts.

Suggestion

Based on the result of analysis and the conclusion that previously explained, the researcher gives the following suggestion:

1. For the teacher,

The teacher can implement the personal activity as pre - writing activities, especially in writing narrative texts. The teacher should also create the comfortable and relaxed classroom situation to make the students enjoy during the teaching and learning process.

2. For the students

The students be more active and motivated during the teaching and learning process. The students should also be able to manage their time in writing because writing requires a long process.

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