

SKRIPSI

**EMPOWERING STUDENTS' WRITING SKILL BY USING
PERSONAL LETTER AT THE SECOND-GRADE
STUDENTS AT MTs DDI AT TAQWA JAMPUE**



By

HARTINA MA'RUF
Reg. Num. 14.1300.089

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements for the

Degree of Sarjana Pendidikan (S.Pd)

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English Education Program

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To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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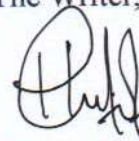
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The researcher realizes that this Skripsi has not been perfect, both in terms of material or presentation. The suggestion and constructive criticisms are expected in the completion of this Skripsi. The researcher hopes that this Skripsi can provide things that are useful and add insight to the reader, especially for the researcher.

Parepare, February 28th, 2020
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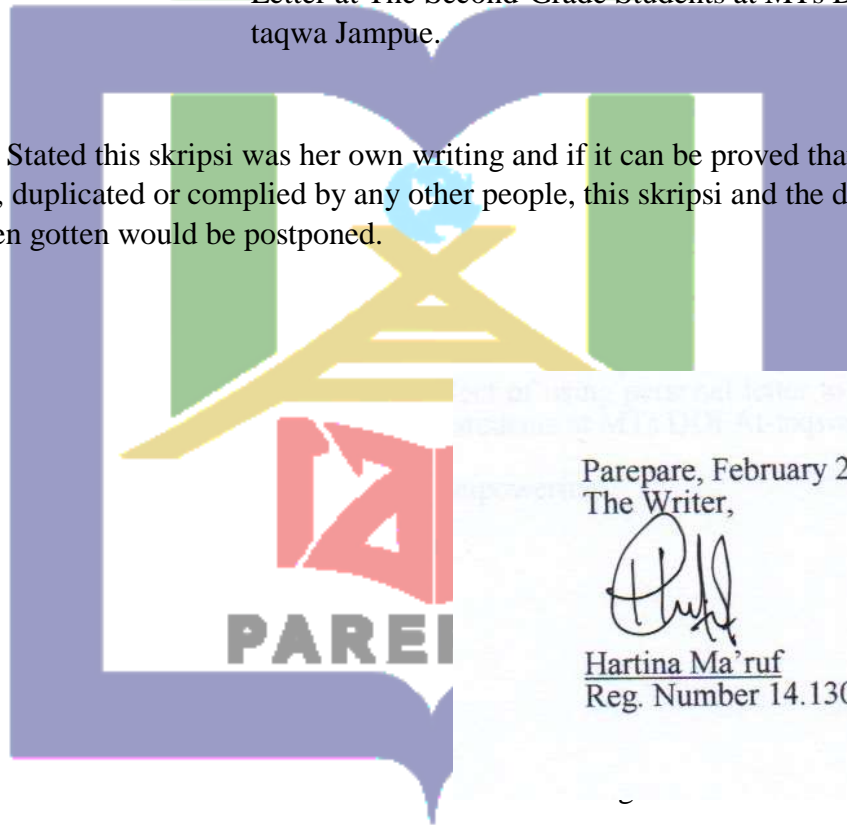
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DECLARATION ON AUTHENTICITY OF THE SKRIPSI THE

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Stated this skripsi was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.



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ABSTRACT

Hartina Ma'ruf. *Empowering Students' Writing Skill By Using Personal Letter at The Second-Grade Students at MTs DDI at-Taqwa Jampue.* (Supervised by Abdul Haris Sunubi and Mujahidah).

Writing is one of the four skill in English and it is the most difficult skill to learn. It needs a method, strategy or technique to makes the students easier to understand a writing text and stimulate the students to be interesting to write their ideas. The researcher offered personal letter in teaching writing. The objective of the research was to find out whether personal letter able or not to empower the students' writing skill at the second-grade students at MTs DDI At-taqwa Jampue. The result of this research was expected to be useful information in the English teaching and learning process, especially inteaching writing.

This research used pre-experimental design with pre-test and post-test design approach. There were two variables in this research, they were dependent variable (personal letter) and independent variable (writing skill). The population of this research was the second-grade students of MTs DDI At-taqwa Jampue which consist of two classes. The researcher used total sampling in choosing the sample. The researcher took VIII.1 as the sample of this research and it was consist of 19 students. The instrument of this research was a written test.

The result of data analysis showed that there was an improvement on the students' writing skill after being treated by personal letter. The statement was proved by the t-test value (11,21) which higher than t-table value (2,101), at the level of significance 0,05 and the degree of freedom was 18. It can be summed up that the null hypothesis (H_0) was refused and the alternative hypothesis (H_1) was accepted, so it can be sure that there was a positive effect of using personal letter to empowering students' writing skill at the second-grade students at MTs DDI At-taqwa Jampue.

Keywords: Writing skill, Personal letter, Empowering.

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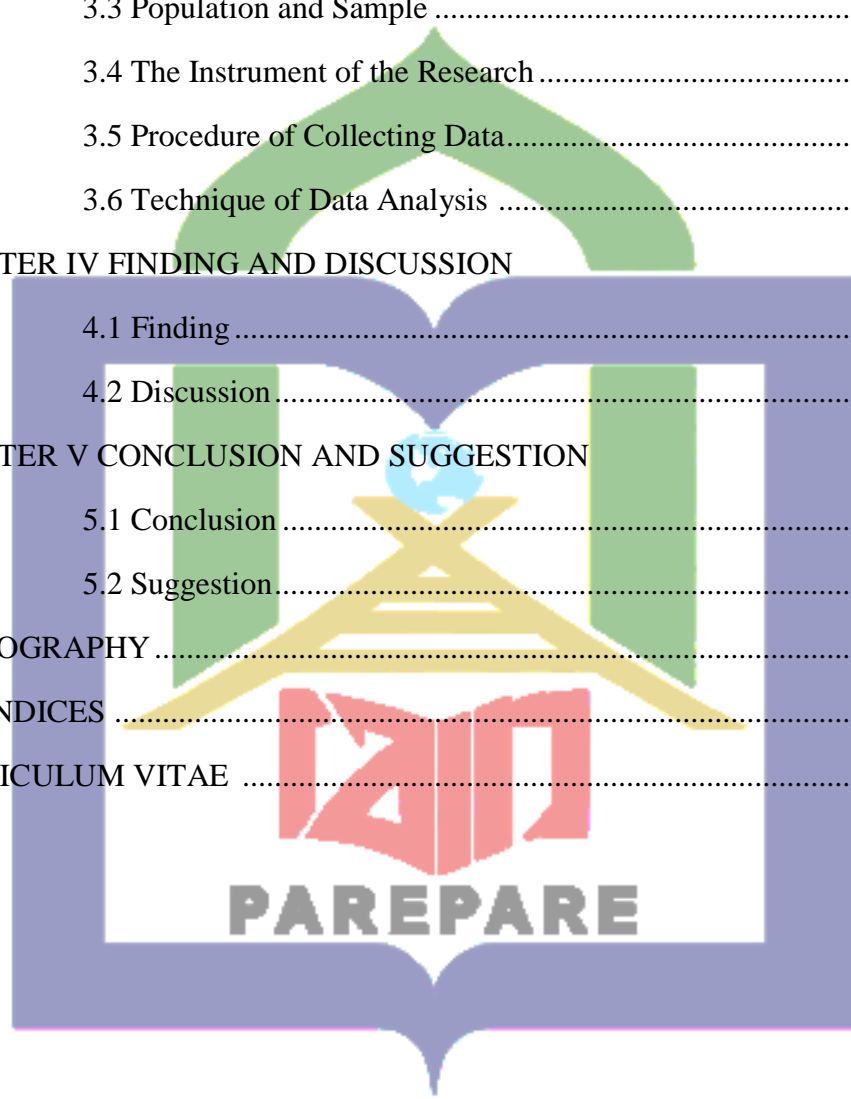
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CHAPTER I

INTRODUCTION

1.1 Background

English language is one of a foreign language. It becomes very important in the education aspect because the English language including to several language lessons in our country and there are several functions of the foreign language such as; international communication and the study of language and language as a system of communication. As an international language, it is used to communicate among people in a different country. However, it can be important that it should be learned by the students.

In real-life communication, being able to speak in English is not enough. Because not all communication activities can be held in the form of spoken language, but communication activities also need the written form. Many aspects of life need writing skills as a part of the requirements. Such as in education settings, students are expected to be able to write a kind of academic writing. Therefore, schools should provide their students with sufficient skills that are needed to face the real world situation with real language use.

As we know, writing skill is one of the important skills, because writing skill helps the students gain independence, comprehensibility, fluency, and creativity in writing. The students will be able to write if they have mastered these skills, and not only they can read what they have written but other speakers of that language can also read and understand it. Based on the observation at the second-grade students at MTs DDI At-Taqwa Jampue in the academic year 2018/2019 show that the students got

difficulty in writing texts. I found the results of the writing test were unsatisfactory. It was due to the teacher who taught writing skills not varied and monotonous for the students. They were not interested and motivated and got bored in learning writing. Therefore, the teacher should have an effective strategy to solve students' difficulties. Varied techniques or strategies in teaching writing give a chance more for the students to explore their ideas without feeling difficult. Moreover, teaching writing also needs a process gradually because writing itself is a complex skill. It means that the teacher should teach how to organize the ideas, come up with the ideas and put down in sentences, lexical and grammatical items and mechanics (punctuation and spelling). Those must be taught by the teacher so that students can write the texts well. The fact the teacher is not able to teach writing well and the use of writing techniques in teaching is boring and monotonous.

Based on the statement above, the researcher took a personal letter as a way to teach writing skill to the students. The researcher believes that through personal letter, the students can express their ideas to be better. In a personal letter, the students can express their interest, feeling, and wish. It means that the students' record what happened, what someone thought about it, how someone felt. Thus, it will give the best solution to empower and develop students in writing text. Besides, the more opportunities acquired by the students, their writing improvement will be better. Personal letter is able to make them more motivated and easier to express their feeling by writing. It also can make students freely write their ideas in the written form. Based on the background of the study above, the researcher is interested in carrying out the research entitled: Empowering Students' Writing Skill by Using Personal Letter at the second-grade students at MTs DDI At-Taqwa Jampue.

1.2 Problem Statement

1.2.1 Is the use of personal letter able to empower the students' writing skill at the second-grade students at MTs DDI At-Taqwa Jampue?

1.2.2 How is the students' ability in writing skill at the second-grade students at MTs DDI At-Taqwa Jampue?

1.3 The Objective of the Research

1.3.1 To know whether the use of personal letter is able to empower students' writing skills at the second-grade students at MTs DDI At-Taqwa Jampue.

1.3.2 To know the students' ability in writing at the second-grade students at MTs DDI At-Taqwa Jampue.

1.4 The Significance of the Research

Activities undertake is not only limited to having a purpose but also has usefulness. So in this study can be a knowledge and useful for:

1.4.1 Theoretically

1.4.1.1 Giving increasing of student's learning outcome at the second-grade students at MTs DDI At-Taqwa Jampue.

1.4.1.2 Become a reference material for other research in the same topic.

1.4.2 Pratically

1.4.2.1 For the students, this research will increase their motivation and develop their writing skills.

1.4.2.2 For teacher, it can be provide the alternative way for teaching writing which is more enjoyable to improve the students' writing skill.

1.4.2.3 For the researchers, it will be used as are reference for other researches.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concepts of Writing

2.1.1.1 Definitions of Writing

Writing is one skill that students have to learn besides listening, speaking and reading. It is one of the activities that students must do in the English classroom. In writing, students should have a capability in arranging words, phrases, and sentences or grammatically correct as well as appropriate with its purpose.

Writing is a progressive activity in which it is one way to produce a graphic symbol that has to arrange according to a certain convention to express ideas, feelings, intentions, and opinions. Writing is an interactive process of communication. The interaction between the reader and the writer is made possible via the text, it is through the text that the writer encodes his or her message, and it is also through the text that the writer gets the meaning of the writer's messages when they translate it. Writing is an activity of writing such as book, articles and so on in general and written of an author, person's handwriting.¹

Based on Donn Byrne, writing is producing a sequence of sentences arranged in a particular order and linked together in a certain way.² Pincas said that writing is a way of the writer to communicate a message to a reader for a purpose. Purposes of

¹Oxford, *Oxford Learner's Pocket Dictionary* (Third Edition: Printed in China, 2009), p. 223.

²Donn Byrne, *Teaching Writing Skill, New Edition* (England: Longman, 1988), p. 1.

writing are to express oneself, to provide information for one's reader, to persuade one's reader, and to create a literary work.³

According to Bell and Burnaby in David Nunan's book, writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of several variables simultaneously.⁴ It means that, the level of the sentences includes organization, control of content, sentence structure, vocabulary, punctuation, and spelling. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Barly Bram stated that writing is producing or reproducing written messages. It is an active process to organize and formulate the ideas on paper.⁵ Therefore, before we write we have to decide what writes should have something meaningful to convey.

2.1.1.2 The Writing Process

In Jeremy Harmer's book, the writing process has several stages:⁶

1. Planning

It is the writers' plant that they want to write. Before the writer starting to write, they try and decide what they are going to say, for some writers, this involves making detailed notes in writing. In planning, there are three main issues who has to be considered by the writers; the purpose of their writing which is consist of its language whom they use and the information whom they choose, the writers have to

³Pincas, *Teaching English Writing: Essential Language Teaching Series* (London: The Macmilan Publisher, 1998), p. 56.

⁴David Nunan, *Designing Task for The Communicative Classroom* (New York: Cambridge University Press, 1989), p. 36.

⁵Barly Bram, *Write Well: Improving Writing Skill* (Yogyakarta: Kanisius, 1995), p. 34.

⁶Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p. 4.

consider the audience they are writing for (how it is laid out, how the paragraph are structured), and the content structure talk about how best to sequence the facts, ideas, or argumentation.

2. Drafting

It can refer to the first version of a piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be amended later.

3. Editing (reflecting and revising)

In this process, the writer was revised about the order of information is not clear. Perhaps the way something is written is ambiguous or confusing. So the reflecting and revising are often helped by other readers (or editors) who comment and make a suggestion.

4. Final Version

When the writer has edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing.

2.1.1.3 Good Writing

Good writing in any language involves knowledge of the convention of written discourse in culture as well as the ability to choose the precise words that convey one’s meaning. To write an interesting text and a good paragraph, we should know what a paragraph is. “A paragraph is a group of sentences which contain relevant information about one main or central idea”.⁷

⁷Barlin Bram, *Write Well: Improving Writing Skill*, p. 13.

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. The topic sentence is important to express an idea. The function of the idea is to control the content of the paragraph. The idea is the beginning of the creative process. A paragraph basically of three parts; those are introduction, body, and conclusion.

2.1.1.4 Components of Writing

According to Jacob argues there are five components of writing as follow:⁸

1. Content

The content of writing should be clear to readers so that the readers can understand the messages conveyed and gain information from them. To have a good content of the writing, its content should be well unified and completed. This term is usually known as unity and completeness, which the characteristics of the good writing. In Heaton's book, content is the ability to think creatively and develop thoughts, excluding all irrelevant information.⁹

2. Organization

The process of organization material in writing involves coherence, order of importance, general to specific to general, chronological order and spatial pattern. Coherence means "sticking together" and in coherence essay, all the ideas stick together. A coherence paragraph is one in which the ideas are part in right order is never confused. This makes the writer's thought easy to follow form sentences and paragraph.

⁸Jacob and Hally, *Testing ESL Composition: a Partical Approach* (London: Newbury House Publisher, 1981), p. 58.

⁹J.B. Heaton, *Writing English Languages Tests* (New York: Longman,1991), p. 135.

Order of importance is one of the most useful ways of arranging ideas in a paragraph. Technically speaking, such as a paragraph can be arranged into two ways, beginning with the important ideas and preceding to the least important and building the least important. The general to the specific pattern is the most common type of paragraph order. The arrangement begins with topic sentences that make a general statement followed by a series of supporting sentences which supply specific; details, example, and facts.

In the specific to general pattern usually presents a series of individual, specific facts, details, impression or observation, and end with generalization or conclusion, usually the topic sentence. In paragraphs organized chronologically, events and details are arranged in the order in which they occurred, usually moving from the first and earliest to the last or latest. If the purpose of the paragraph is to tell how something looks, the most effective organization pattern is usually spatial.

3. Grammar

Grammar plays important rules in writing. It governs utterance that we produce to be right and orderly. Therefore, it also has a great influence on the quality of writing. To have a good grammar in the writing, writer should pay attention to use the grammatical rules concerning tenses, preposition, conjunction, clause (adjective or verbs clauses), articles, etc. the lack of grammar will make the content of the writing vague and can make misunderstanding, for example, the use of tenses.

4. Vocabulary

One cannot write anything if he or she has nothing to express. He or she should express the ideas in the form of words or vocabulary, the lack of vocabulary make someone fail to compose what they are going to say because he or she feels

difficult to choose words. Appropriate vocabulary will help the writers to compose the writing and also make readers easy to understand.¹⁰

5. Mechanics

Mechanics in writing deals with capitalization, spelling, and punctuation. A capital letter has two principal uses in English writing. First, they may be used to distinguish between particular and general cases of person, place things. In addition, there are some special situations that call for the use of the capital letter. The first word in a quotation, a formal statement and proper adjectives, etc. the ability to spell correctly can be deduced from the application of few rules. Our spelling begins to improve if we practice the procedures.

2.1.1.5 The Characteristics of Writing

In Douglas Brown's book there are some characteristics of writing, as follow:¹¹

1. Permanence

Something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: the power to emend, to clarify, to withdraw. That prospect is the single most significant contributor to making writing a scary operation. Student writers often feel that the act of releasing a written work to an instructor is not unlike putting themselves in front of a firing squad.

¹⁰Asni, *Improving Students' Writing Skill Through Writing a Letter to The second Year Students of SMK 2 Majene* (Unpublished Skirpsi STAIN Parepare, 2012), p. 16.

¹¹H. Douglas Brown, *Teaching by principles an Interactive Approach to Language Pedagogy* (Longman: Addison Wesley Longman, 2001), p. 341.

2. Production Time

One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitations. This may mean sacrificing some processing time, but with sufficient training in process writing, combined with practice in-display writing, you can help your students deal with time limitations.

3. Distance

One of the thorniest problems writers face is anticipating their audience. That anticipating ranges from general audience characteristics to how specific words, phrases, sentences, and paragraphs will be interpreted. The distance factor requires what might be termed “cognitive” empathy, in that good writers can “read” their writing from the perspective of the mind of the targeted audience.

4. Orthography

Everything from a simple greeting to extremely complex ideas is captured through the manipulation of a view dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students. If students are non-literate in the native language, you must begin at the very beginning with the fundamentals of reading and writing. For literate students, if their native language system is not alphabetic, new symbols have to be produced by hands that may have become accustomed to another system. If the native language has a different phoneme-grapheme system (most do), then some attention is due here.

5. Complexity

The complexity of writing, as opposed to spoken language, as illustrated. Writers must learn how to remove redundancy (which may not jibe with their first

language rhetorical tradition), how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6. Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary. Vocabulary is a list of words arranged in alphabetical order and explained dictionary or author, a branch of science, or the like a word book.¹² Also, vocabulary is commonly defined as all the words known and used by a particular person.

7. Formality

Whether the student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex convention occurs in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

2.1.1.6 Genres of Writing

According to Brown in his book, there are two genres of writing;¹³

1. Academic Writing

Academic writing is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by the teacher and researchers or presented at conferences. Academic writing consists of papers and

¹²Definition of Vocabulary, <http://www.brainyquote.com/word/vo/vocabulary237782.html>.retrieved (Accessed on October, 28 2018).

¹³H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Pearson Education, 2004), p. 219.

general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports, theses, and dissertations.

2. Personal Writing

Personal writing is subjective (based on personal opinions or feelings rather than facts or evidence).for this genre of writing, you are the audience. This can range from constructing journal entries to a stream of consciousness. Your writing can take the form of personal letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction. The language can be abrasive and offensive, stylized to mimic a particular literary movement, and does not have to appease the criteria of anyone except yourself.

In this case, the researcher only focuses on personal writing especially on letter.

2.1.2 The Concepts of Letter

2.1.2.1 Definition of Letter

A letter is one person's written message to another about some matter of common concern.¹⁴ In Oxford Learner's Pocket Dictionary defines that letter is writing message send to somebody, writing or printed sign representing a sound.¹⁵ Based on the definitions above, the researcher concluded that a letter is a message or writing that we write on a piece of paper and we send it to someone.

¹⁴ "Letter" *Wikipedia the Free Encyclopedia*, [https://en.m.wikipedia.org/wiki/Letter_\(message\)](https://en.m.wikipedia.org/wiki/Letter_(message)) (Accessed on October, 14th 2018).

¹⁵Oxford Learner's Pocket Dictionary, Third Edition (New York: Oxford University Press, 2007), p. 246.

2.1.2.2 Types of Letter

Letter can be classified in following categories:¹⁶

1. Personal Letter

This type of letter written to our friends or relatives. These can conclude: apologies, thank you letters, personal love letter, congratulations, and invitation. In personal letters, we can express personal feelings and depend on the relationship between the sender and the receiver do not require formal concise language.

2. Business Letter

This letter is used as a communicative tool in the business and is usually written by traders, firms, and companies for business purposes. This kind of letter falls under a formal letter.

3. Official Letter

This type of letter includes a letter of application, letter to a government official and letter to newspapers, etc. this letter is used for official communication of the information from one department to another.

In this case, from all types of letter, the researcher only focus on the personal letter because the personal letter will make the students are interested to express their feeling easily

2.1.2.3 Parts of Letter

The letter that is well organized in form and content generally follows a pattern that is similar to basic composition writing. A well-composed letter, like a good composition in English, usually has three basic components as follow:

¹⁶Nur Linda, *Stimulate the Students' Writing Ability of The Second Year Students of SMPN 2 Sendana Through Writing a Letter* (Unpublished Skripsi STAIN Parepare, 2011), p. 21.

1. A salutation, corresponding to introduction (the introduction of the sender).
2. A General message, corresponding to the body (the contents of letter, the purpose of the contents tell in some paragraph).
3. A closing and signature, corresponding to the conclusion of composition (the last word of the letter until the sender's name).¹⁷

2.1.3 The Concepts of Personal Letter

2.1.3.1 Definition of Personal Letter

A personal letter is a type of letter (or informal composition) that usually concerns personal matters (rather than professional concerns) and is sent from one individual to another. It's longer than a dashed-off note or invitation and is often handwritten and sent through the mail.¹⁸ It means that a personal letter is a letter that is used for private purposes and it relates to a private matter between a person with another person.

2.1.3.2 Why Write a Personal Letter?

It's easy to get confused when trying to express how you feel to someone you care about. Just being in the same room with the object of your affection can make you feel a little muddled. Sitting down and writing in private. However, gives you time to get in touch with your deepest feeling and then decide which words will you express them. You may reach clarity of thought by the time you finish the letter that you didn't have when you started and which you probably would not have reached trying to express yourself in person.

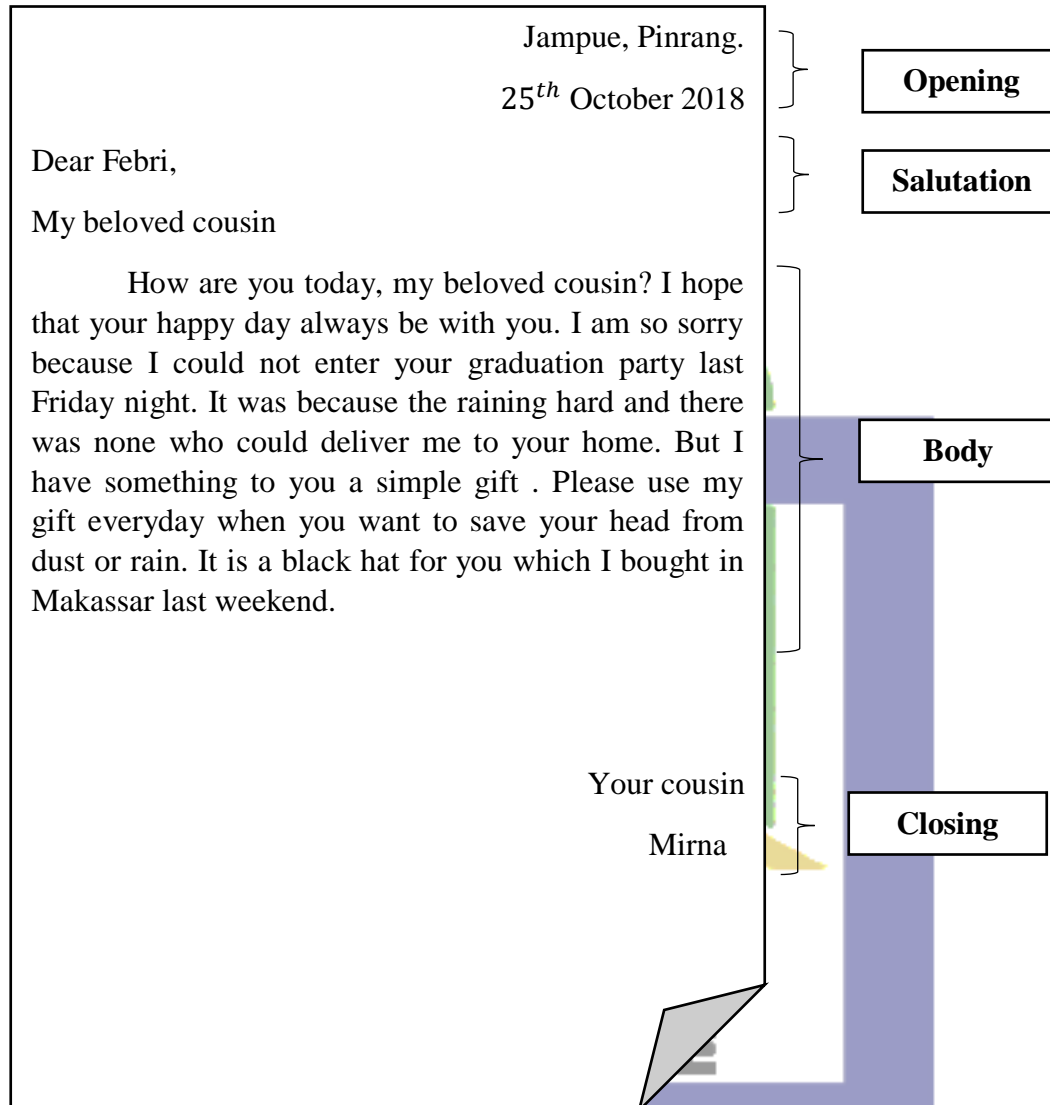
¹⁷Anna Maria Malkos, *Letter Writing in English* (Washington DC: Bureau of Educational and Cultural Affairs, 2003), p. 2.

¹⁸<https://www.thoughtco.com/personal-letter-composition-1691499> (Accessed on October 14th, 2018).

2.1.3.3 Personal Letter Instruction

1. Address and date of the sender: the first thing that the writer should write is address and date, it should be located at the top right corner of the page since we do not always know if someone has our address if they want to reply. It can be a street address, a place name, or a location that is identified by a code.
2. Receiver: address and name of the receiver in the left corner, be sure to get the name of the person right.
3. Opening: the first letter in the word was written in the capital letter and was ended with a coma. Be sure to get the name of the person right.
4. Body: the content of the letter should be written in a personal and friendly tone. A good way of assessing how you should write is to think about how you would interact with the person you are writing to in real life. The body is the contents of the letter, the purpose of the contents tell in some paragraph. Greeting paragraph, contents and closing.
5. Closing: the closing is where you summarize your letter and say goodbye to the reader.
6. Signature: in terms of signing off, the choice is yours and you have a lot of freedom here. After you have chosen one that fits the overall tone of your letter, simply sign your name.

The example of personal letter



2.2 Previous Research Finding

In constructing this research proposal, the researcher was considering some previous finding to support the researcher's proposal.

The research about Ability in Writing had been done by M. Miftahul Huda a student of Walisongo State Islamic University (UIN) Semarang, his research about

“Improving Students’ Ability in Writing Procedure Text through Demonstration (A Classroom Action Research with the Seventh Grade Students of MTs. Al Islam Jepara in the Academic year of 2014/2015). In his research, he had found that students’ writing after being taught using demonstration was improved as well as their motivation to learn English. The students become more understood in writing procedure text. The results of the research showed that the students also improved their writing skills in almost the five writing elements (content, organization, vocabulary, language use and mechanics). They become better at composing and arranging procedure text effectively and efficiently.¹⁹

Nofi Yulianti in her research “Improving the Students’ Writing Skills through Diary Writing of the Tenth Grade Students of SMAN 1 Ngemplak” she found that the implementation of diary writing in the teaching and learning process of writing is believed to be an effective way to improve the students’ writing skills. Besides, diary writing was introduced to students to get them familiar with the writing process so that they would be encouraged to write frequently on their own. The diary writing in this research is meant to keep the students’ personal experiences in which it could be integrated with a recount text.²⁰

From the previous related research findings above, there are some similarities and differences with this research. The similar of the research that has been done by M. Miftahul Huda and also the research by Nofi Yulianti with this research are the

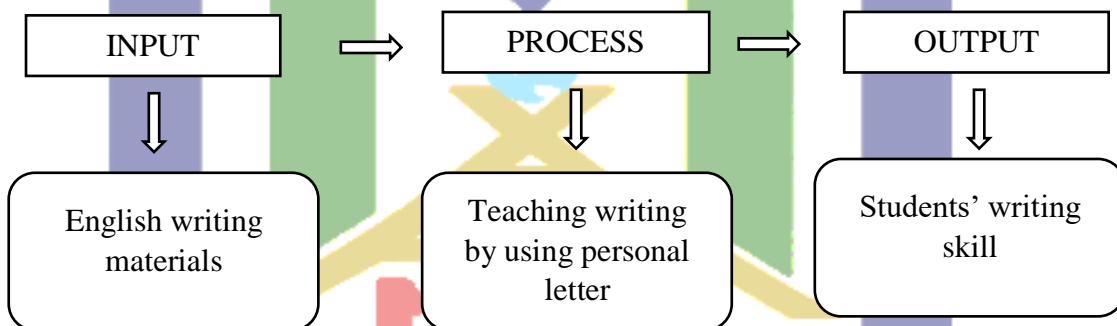
¹⁹M Miftahul Huda, *Improving Students’ Ability in Writing Procedure Text Through Demonstration (A Classroom Action Research with the Seventh Grade Students of MTs. Al Islam Jepara)*, (Published Skirpsi: English Language Education Department, Walisongo State Islamic University: Semarang, 2015), p. 79.

²⁰NofiYulianti, *Improving the Students’ Writing Skills through Diary Writing of The Tenth Grade Students of SMAN 1 Ngemplak* (Published Skripsi: English Education Departement, Yogyakarta State University: Yogyakarta, 2014), p. 70.

focus of research, which are the all research have the same focus that is to improve students' writing skill whereas the difference between the both of previous related research findings with this research is the way to improve students' writing skill, which are the research by M. Miftahul Huda uses demonstration in writing procedure text to improve students' writing ability and the research by Nofi Yulianti uses diary writing to improve students' writing skill whereas, in this research, the researcher will use personal letter to improve students' writing skill.

2.3 Conceptual Framework

From discuss of study above the researcher formulated the conceptual framework as follow:



Based on the conceptual framework above, the researcher will do the research that focus on writing skill. The researcher will give English material to the students in the form of a personal letter. It means that the researcher will use a personal letter in teaching writing. In this research, the researcher will use the kinds of personal letters such as personal love letter, personal thank you letter, personal invitation letter, personal congratulation letter, and personal apologies letter. After though the students by using the personal letter, the researcher will give a test to the students to see the students' writing skill.

2.4 Hypothesis

The researcher formulates the following hypothesis:

2.4.1 Null Hypothesis (H_0)

The use of personal letter is not able to empower students' writing skill at the second-grade students at MTs DDI At-Taqwa Jampue.

2.4.2 Alternative Hypothesis (H_a)

The use of personal letter is able to empower students' writing skill at the second-grade students at MTs DDI At-Taqwa Jampue.

2.5 Variables and Operational Definition of Variable

2.5.1 Variables

There are two kinds of variables in this experimental research, independent variable and dependent variable. The dependent variable in this research is a personal letter and the independent variable is writing skills.

2.5.2 Operational Definition of Variables

2.5.2.1 Writing is one of the skills in the English language that used to express feelings, ideas, and desires.

2.5.2.2 A personal letter is one technique that can be used in teaching writing that can empower the students' writing skills. This technique divide into five components of writing, they are content, organization, grammar, vocabulary, and mechanic. This technique is design to make the students learn how to express their feelings, ideas to their friends or relatives easily in their own language.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Research Design

This research applied the pre-experimental design. Pre-Experimental research is conducted without a control group. In this research, the group was given a pre-test before the experimental treatment. When the treatment had finished, the post-test is administered to see the achievement. The effectiveness of the instructional treatment was measured by comparing the average score of the pre-test, then it is concluded that the instructional treatment is effective. In addition, in test measured components of writing, they are organization, punctuation, grammar, vocabulary, and content. Another name for this Pre-Experimental Design is One-Group Pre Test-Post Test Design. The method that will be used in this research is pre-experimental with the one group pretest-posttest design. This design involved a single group that is pretested (O_1), exposed to a treatment (X), and post-tested (O_2). The success of the treatment is determined by comparing pre-test and post-test scores. Gay stated that the One-Group Pre Test-Post Test design is presented as follows:

O_1 X O_2

Where: O_1 : Pre-test,

X : Treatment,

O_2 : Post-test.²¹

²¹L.R Gay, *Educational research: Competencies for Analysis and Applications* (United States of America: Pearson Education, 2006), p. 252.

3.2 Location and Duration of the Research

The location of the research took place at MTs DDI AT-TAQWA Jampue. Where MTs DDI At-Taqwa Jampue is located in Poros Waetuee street No. 199 Jampue, Lanrisang. The researcher did this research in seven meetings and it used less than one month for collecting data.

3.3 Population and Sample

3.3.1 Population

The population of this research was the second-grade students of MTs DDI AT-TAQWA Jampue in academic year 2018/2019. The total number of population is 19 students.

Table 3.1 Population

No.	Class	Male	Female	F
1.	VIII. 1	0	19	19
The Total of Population				19

(Source: MTs DDI At-taqwa Jampue Pinrang)

3.3.2 Sample

Based on the population above, the researcher used the total sampling technique of the second-grade students at MTs DDI AT-TAQWA Jampue, the researcher chose the class VIII.1 based on the recommendation from the teacher, because the students' writing skill in this class was low. The total of samples was 19 students.

3.4 Instrument of the Research

The researcher used writing-test to collect the data and the test applied in pre-test and post-test. The purpose of pre-test was to grade the students' prior knowledge

before starting the research at the second-grade students at MTs DDI AT-TAQWA Jampue. Whereas, the purpose of post-test was to identify the students' improvement and to measure the influence of personal letter in students' writing.

3.5 Procedure of Collecting Data

The procedure of collection data was present in chronological order as follows:

1. Pre-Test

Before applied personal letter or doing the treatment, students were given pre-test to know their achievement in writing, the researcher asked the students to write a personal letter.

2. Treatment

After giving the pre-test, the students then treated by implementing the Personal letter. The researcher conducted for fifth meetings.

The first meeting, the researcher explained what is the personal letter and the types of the personal letter, also the personal letter instruction. The students were given a chance to give a question about the material and the researcher answered the question from the students. After that, the researcher continued the material about the personal letter in the form of the personal love letter and then the researcher asked the students to write a text in the form of the personal love letter.

The second meeting, the researcher gave a treatment about the personal letter in the form of personal thank you letter. After that, the researcher gave the chance to the students to ask the question, then the researcher answered the question from the students. After that, the researcher asked the students to make a personal thank you letter.

Next, in the third meeting, the researcher reviewed about the material last meeting, and then the researcher continued the processed of teaching in the class by using the personal letter in the form of the personal invitation letter. The students asked the researcher about what they did not understand about the personal invitation letter. After that, the students made a new letter in the form of the personal invitation letter.

In the fourth meeting, the researcher started the meeting with brainstorming, the students asked about the material before the researcher explained the material. One by one the students delivered their opinion. After that, the researcher explained the material about personal congratulation letter. at the end of meeting the researcher asked the students to make a personal congratulation letter in their home.

The last meeting, the researcher took the students' task that given last meeting. After that, the researcher continued the processed of teaching by using personal apologies letter. The researcher explained about personal apologies letter while the students pay attention to the material and asked the researcher when they did not understand the material. The last, the researcher asked the students to make a personal apologies letter.

3. Post-Test

After applying the treatment, the researcher gave post-test to the students to obtain data, whether there was any progress or improvement of students' writing skill at the second-grade students at MTs DDI AT-TAQWA Jampue after applying the treatment by using personal letter or not.

3.6 Technique of Data Analysis

The data collected through the test was analyzed by using the pre-experimental method. The researcher employs the formula as follows:

3.6.1 Scoring and classifying the students' writing ability as suggested by Brown.²²

Here are explained the detailed of the explanation above with its criteria:

1. Organization (Introduction, body and Conclusion)

This element of writing has to do with coherent arrangement of material. Good organization is logical and sequential. It guides the reader between divisions of material. Introduction orients the reader to the central idea and the line of reasoning. Body is arranged in a logical and coherent sequence; subordinate ideas are effectively identified. Conclusion, emphasizes the central idea, and leaves the reader with a sense of completion.

Table 3.2.1 Scoring and classifying the students' writing ability

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body; Transitional expressions used; arrangement of material shows plan (could be outline by reader), supporting evidence given for generalization; conclusion logical and complete.

²² H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, p. 244-245.

Next table of 3.2.1

No.	Classification	Score	Criteria
	Good to adequate	17-15	Adequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully develop; sequence is logical but transitional may be absent or misused.
3	Adequate to fair	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; Problems of organization interfere.
4	Unacceptable-not	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical effort at organization.
5	College-level work	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outline by reader).

2. Punctuation, spelling and mechanics

This element of writing counts only when it's wrong. Fair or not, your reader will notice when your punctuation, spelling, or mechanics only when you make a mistake. Punctuation, particularly comma placement, reflects standard usage. Spelling, include technical terms and proper names, is correct. Mechanics refers to all the arbitrary technical stuff in writing; capitalization, use of numerals and other symbols.

Table 3.2.2 Punctuation, spelling and mechanics

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Correct use of English writing conventions; left and right margins, all needed capitals, paragraph, indented, punctuation and spelling very neat.
2.	Good to adequate	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
3.	Adequate to fair	14-12	Some problems with writing conventions or adequate punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
4	Unacceptable-not	11-6	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.

Next table of 3.2.2

No.	Classification	Score	Criteria
5	College-level work	5-1	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problems.

3. Grammar

Grammar refers to the way words are put together to make units meaning. General accepted rules of grammar are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.

Table 3.2.3 Grammar

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, article, verb forms, and tense sequencing; no fragment or un- on sentence.
2.	Good to adequate	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them no fragments or run on sentence.

Next table of 3.2.3

No.	Classification	Score	Criteria
3	Adequate to fair	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents.
4	Unacceptable-not	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
5	College-level work	5-1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say unintelligible sentence.

4. Content

Content in writing means what the writer want to say, or the message that they want to share with the reader. Content in writing is totally depends on the subject or topic of writing.

Table 3.2.4 Content

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Essay addresses the assigned topic, the ideas are concrete and thoroughly developed: no extraneous material, essay reflects thought.

Next table of 3.2.4

No.	Classification	Score	Criteria
2.	Good to adequate	17-15	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
3.	Adequate to fair	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
4.	Unacceptable-not	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
5.	College-level work	5-1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

5. Vocabulary

Vocabulary is a set of familiar words within a person's language. The writer must use words that their reader can understand easily. The word has to be right, not nearly right but absolutely right.

Table 3.2.5 Vocabulary

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Precise vocabulary usage of parallel structures; concise; register well.
2.	Good to adequate	17-15	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise.
3.	Adequate to fair	14-12	Some vocabulary misused; lack awareness of register; may be too wordy.
4.	Unacceptable-not	11-6	Poor expression of ideas problems in vocabulary; lack variety of structure
5.	College-level work	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

3.6.2 Classifying the score of the students answer into five levels, which based on classification as follows:

Scores	Classification
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor
0-40	Very poor

3.6.3 Calculating the rate percentage of the students score:

$$P = \frac{F}{n} \times 100\%$$

Where:

P = Percentage

F = Frequency

n = Total number of sample.²³

3.6.4 Finding out the mean score will use the following formula:

$$X = \frac{\sum X}{n}$$

Where:

X = Mean

($\sum X$) = Total score

n = The total number of students.²⁴

3.6.5 Calculating standard deviation of test

$$SD = \frac{\sqrt{SS}}{n}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

Where:

SD = Standard Deviation

($\sum X$) = The square of score

SS = The sum of square

$\sum x^2$ = The sum of score

n = Number of students

²³Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008), p. 81.

²⁴Jarome M, Sattler, *Assesment of Children* (San Diego:Jerome M. Sattler publisher, 1988), p. 14.

3.6.6 To find out the significant differences between the score of pre-test and post-test by using the formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Where:

t : Test of Significance

D : The mean score of difference (X₂-X₁)

∑D : The sum of the total score

∑D² : the square of the sum score of difference

N : The total sample.²⁵

The value of the t-test will be consulted to the value of t-table. Whether or not the difference between the mean of the two groups is significant depends on the comparison between the value of t-test and the value of t-table. If the value of the t-test is higher than t-table, it can be concluded that the use of personal letter is able to improve students' writing skill.

²⁵L.R. Gay, *Education Research: Competencies for Analysis and Application Second Edition* (Colombus. Charles E Meril Publishing, 1981), p. 33.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, namely the findings of the research and discussion of the research. The researcher analyzed the data consisting of the result of the pre-test and post-test of the research.

4.1 Findings

The finding of this research deals with the classification of the students' pre-test and post-test scores. To find out the answer to the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before the treatment to know and measure the students' ability in writing a descriptive paragraph, while the post-test was given after treatment through personal letter. The result of the post-test of this research can answer the question of this research that aims to find out whether personal letter able or not to empower the students' writing skillsof second-grade students at MTs DDI At-taqwa Jampue Pinrang.

4.1.1 The Result of Students' Score in Personal Letter.

4.1.1.1 The Students' Score in Pre test

The pre-test had been done before applying a personal letter. It was conducted on Wednesday, December 19nd, 2018. The students were assigned to write a personal letter. The researcher found the result of the students' score in pre-test based on the scoring rubric of writing which refers on five points they are content, organization, grammar, vocabulary, and mechanics which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The students' score in pre-test based on scoring rubric of writing

No	Students	Aspect					TS
		C	O	G	V	M	
1	Student 1	5	6	4	5	5	25
2	Student 2	5	5	5	5	7	27
3	Student 3	7	6	5	8	7	33
4	Student 4	5	6	6	5	7	29
5	Student 5	12	12	11	12	11	58
6	Student 6	11	12	11	10	12	56
7	Student 7	5	10	5	7	12	39
8	Student 8	6	13	7	7	7	40
9	Student 9	5	6	5	7	7	30
10	Student 10	6	5	7	7	7	32
11	Student 11	10	12	8	10	12	52
12	Student 12	5	5	11	11	5	37
13	Student 13	5	5	6	5	6	27
14	Student 14	5	5	5	7	5	27
15	Student 15	6	6	5	5	5	27
16	Student 16	11	12	9	12	9	53
17	Student 17	12	7	8	10	7	44
18	Student 18	7	5	8	6	7	33
19	Student 19	7	8	12	12	6	45

In which:

C : Content

V : Vocabulary

G : Grammar

O : Organization

M : Mechanics

TS : Total Score

After knowing the students' scores in the pre-test based on a scoring rubric of writing a personal letter, the researcher presents the mean score of the students' pre-test.

Table 4.2 The students' mean score in pre-test

Students	Pre-test of the students (X1)			
	Max Score	Score (X1)	X2	Classification
Student 1	100	25	625	Very Poor
Student 2	100	27	729	Very Poor
Student 3	100	33	1089	Very Poor
Student 4	100	29	841	Very Poor
Student 5	100	58	3364	Poor
Student 6	100	56	3136	Poor
Student 7	100	39	1521	Very Poor
Student 8	100	40	1600	Very Poor
Student 9	100	30	900	Very Poor
Student 10	100	32	1024	Very Poor
Student 11	100	52	2704	Poor
Student 12	100	37	1369	Very Poor
Student 13	100	27	729	Very Poor
Student 14	100	27	729	Very Poor
Student 15	100	27	729	Very Poor
Student 16	100	53	2809	Poor
Student 17	100	44	1936	Poor
Student 18	100	33	1089	Very Poor

Next table of 4.2

Students	Pre-test of the students (X1)			
	Max Score	Score (X1)	X2	Classification
Student 19	100	45	2026	Poor
		$\sum X1 = 714$	$\sum X^2 = 28948$	

Based on the table above that showing the result of students' writing scores before applying personal letter, thirteen students gained a very poor score, and six students gained a poor score. The total score in the pre-test was 714. It could be seen that most of the VIII.1 students' writing skill was very low, because most of the students gained a very poor score. The following are the process of calculation to find out the mean score and standard deviation based on the calculation of students score in the pre-test of table 4.2

Firstly, the researcher calculated the mean score of the pre-test.

$$X = \frac{\sum X1}{n}$$

$$X = \frac{714}{19}$$

$$X = 37,58$$

The result of mean score in pre-test was 37,58. It was indicated that the student's writing skill was very poor classification.

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{28948 - \frac{714^2}{19}}{19 - 1}}$$

$$SD = \sqrt{\frac{28948 - \frac{509796}{19}}{18}}$$

$$SD = \sqrt{\frac{28948 - 26831,37}{18}}$$

$$SD = \sqrt{\frac{2116,6}{18}}$$

$$SD = \sqrt{117,6}$$

$$SD = 10.84$$

4.1.1.2 The Students' Score in Post-test

The post-test had been done after applying a personal letter. It was conducted on Saturday, December 22st, 2018. The students' score in post-test would be presented in the following table:

Table 4.3 The students' score in post-test based on scoring rubric of writing

No	Students	Aspect					TS
		C	O	G	V	M	
1	Student 1	13	12	14	15	15	69
2	Student 2	16	15	17	17	16	81
3	Student 3	16	16	16	17	17	82
4	Student 4	16	12	10	9	10	57
5	Student 5	13	12	13	13	12	63
6	Student 6	14	15	15	15	15	74
7	Student 7	14	10	14	16	12	66
8	Student 8	15	16	14	15	16	76
9	Student 9	17	15	14	14	17	77
10	Student 10	15	10	14	14	13	66
11	Student 11	12	14	14	15	15	70

Next table of 4.3

No	Students	Aspect					TS
		C	O	G	V	M	
12	Student 12	14	10	13	13	14	64
13	Student 13	13	13	13	14	12	65
14	Student 14	15	16	15	15	17	78
15	Student 15	17	17	15	17	17	83
16	Student 16	17	15	15	17	15	79
17	Student 17	16	15	16	15	14	76
18	Student 18	15	16	15	17	16	79
19	Student 19	14	15	15	16	17	77

In which:

C : Content V : Vocabulary
 O : Organization M : Mechanics
 G : Grammar TS : Total Score

After knowing the students' scores in the post-test based on the scoring rubric of writing, the researcher presents the mean score of the students' pre-test.

Table 4.4 The students' mean score in post-test

Students	Post-test of the students (X2)			
	Max Score	Score (X2)	$X2^2$	Classification
Students 1	100	69	4761	Good
Students 2	100	81	6561	Excellent
Students 3	100	82	6724	Excellent
Students 4	100	57	3249	Fair
Students 5	100	63	3969	Fair
Students 6	100	74	5476	Good
Students 7	100	66	4356	Good

Next table of 4.4

Students	Post-test of the students (X2)			
	Max Score	Score (X2)	$X2^2$	Classification
Students 8	100	76	5776	Good
Students 9	100	77	5929	Good
Students 10	100	66	4356	Good
Students 11	100	70	4900	Good
Students 12	100	64	4096	Fair
Students 13	100	65	4225	Fair
Students 14	100	78	6084	Good
Students 15	100	83	6889	Excellent
Students 16	100	79	6241	Good
Students 17	100	76	5776	Good
Students 18	100	79	6241	Good
Students 19	100	77	5929	Good
	1382	101538		

Based on the table above that showing the result of students' writing scores after applying personal letters, there was one student who got a very poor score, three students got the fair, twelfth students got good scores and three students got excellent scores. The total score in the post-test is 1382. The following are the process of calculation to find out the mean score and standard deviation based on the calculation of students' score in post-test of table 4.3.

$$X = \frac{\sum X2}{n}$$

$$X = \frac{1382}{19}$$

$$X = 72,74$$

So, the mean score (X_2) of the post-test is **72,74**. After giving the treatment for students, the researcher found out the result of the mean score in the post-test was 69,74. It was indicated that the student's writing skill was good classification.

The following are the process of calculation of standard deviation in post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{101538 - \frac{1382^2}{19}}{19 - 1}}$$

$$SD = \sqrt{\frac{101538 - \frac{1909924}{19}}{18}}$$

$$SD = \sqrt{\frac{98289 - 100522,32}{18}}$$

$$SD = \sqrt{\frac{1015,68}{18}}$$

$$SD = \sqrt{56,43}$$

$$SD = 7,512$$

4.1.1.3 The Result of Pre-test and Post-test

The result of the pre-test and post-test showing in the following table:

Table 4.5 The mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation
Pre-test	37,58	10,84
Post-test	72,74	7,512

The data above showed that there was an improvement while doing pre-tests up to post-test, in the pre-test had score 37,58 and the post-test score increased become 72,74. Besides that, the standard deviation of the pre-test was 10,84 while the standard deviation of the post-test was 7,512.

As a result at this item was the mean score of the post-test was greater than the result of the mean score in the pre-test. It can be concluded that the students' writing skillshad empowered after doing the learning process that used the personal letter. Although there was one student still got a very poor score, but the other students show their improvement in writing skill after doing treatment used personal letter.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency of the pre-test and post-test

Table 4.6 The Rate Percentage of the Frequency of the Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	80-100	0	3	0	15,79%
2	Good	66-79	0	12	0	63,16%
3	Fair	56-65	0	4	0	21,05%
4	Poor	40-55	6	0	31,58%	0
5	Very Poor	0-40	13	0	68,42%	0
Total			19	19	100%	100%

Table 4.6 showed the students' percentage of pre-test was most common in very poor score namely thirteen students and it was the high percentage 68,42%.

Besides that, there was no student got an excellent score, and there was no student who got a good score. It means the students' writing skills were still very low. Whereas, the percentage of the post-test indicated that there was an increasing percentage of the students' writing skills because there were three students gained excellent scores with the percentage is 15,79%. Even though, as can be seen, in a great majority of the score was good to score namely twelfth students with the percentage is 63,16%. But, in this case, there were four students got a fair score with the percentage is 20,52%. It can be concluded that there was an increasing percentage after doing pre-test up to post-test.

4.1.2 Personal Letter is Able to Empower the Students' Writing Skill of Second-grade Students at MTs DDI At-taqwa Jampue

This part discusses the result of data analysis about personal letter able to empower students' writing skill of second-grade students at MTs DDI At-taqwa Jampue.

4.1.2.1 T-test Value

The following is the table to find out the difference in the mean score between pre-test and post-test.

Table 4.7 The worksheet of the calculation of the score on pre-test and post-test.

No	X1	X2	$(X1)^2$	$(X2)^2$	$D(X2-X1)$	$D(X2-X1)^2$
1	25	69	625	4761	44	1936
2	27	81	729	6561	54	2916
3	33	82	1089	6724	49	2401
4	29	57	841	3249	28	784
5	58	63	3364	3969	5	25
6	56	74	3136	5476	18	324

Next table of 4.7

No	X1	X2	(X1)2	(X2)2	D(X2-X1)	D(X2-X1)2
7	39	66	1521	4356	27	729
8	40	76	1600	5776	36	1296
9	30	77	900	5929	47	2209
10	32	66	1024	4356	34	1156
11	52	70	2704	4900	18	324
12	37	64	1369	4096	27	729
13	27	65	729	4225	38	1444
14	27	78	729	6084	51	2601
15	27	83	729	6889	56	3136
16	53	79	2809	6241	26	676
17	44	76	1936	5776	32	1024
18	33	79	1089	6241	46	2116
19	45	77	2025	5929	32	1024
Total	714	1382	28948	101538	668	26850

In the other to see the students' score, the following is t-test was statistically applied the formula:

$$D = \frac{\sum D}{N} = \frac{668}{19} = 35,16$$

The calculation of the t-test value as follow:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{35,16}{\sqrt{\frac{26850 - \frac{668^2}{19}}{19(19-1)}}$$

$$t = \frac{35,16}{\sqrt{\frac{26850 - \frac{446224}{19}}{19(19-1)}}$$

$$t = \frac{35,16}{\sqrt{\frac{26850 - 23485,47}{19(18)}}$$

$$t = \frac{35,16}{\sqrt{\frac{3364,53}{342}}}$$

$$t = \frac{35,16}{\sqrt{9,84}}$$

$$t = \frac{35,16}{3,137}$$

$$t = 11,21$$

Thus, the t-test value is **11,21**

Table 4.8 The Test of Significance

Variable	T-test	T-table value
Pre-test – Post-test	11,21	2,101

The data above showed that the value of t-test was greater than the t-table value. It indicated that there was a significant difference between the result of students' pre-test and post-test.

4.1.2.2 Hypothesis Testing

To find out the degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$= 19-1$$

$$= 18$$

For the level, significant (p) 5% and $df = 18$, and the value of the t-table was 2,101. While the value of the t-test was 11,21. It can be concluded that the t-test value was greater than the t-table ($11,21 \geq 2,101$). Thus, it means that the students' writing skill was significantly better after getting the treatment. So, the null hypothesis (H_0) was refused and the alternative hypothesis (H_1) was accepted. It has been found that there was an improvement in personal letters on students' writing skills.

4.1.3 The Students' Ability in Writing

Before the researcher was doing her research, the researcher gave the pre-test to the students to find out how is the students' ability in writing. The result of the pre-test showed that the students' ability in writing was so poor. Because there were so many students who got a score under the fair score in the pre-test. After the researcher gave treatment, the students' ability became greater than before the pre-test. It showed in the result of the post-test that given by the researcher. In the result of the post-test, there were three students got excellent scores, twelve students got good scores and only four students got fair scores. It means that the students' ability greater than before the treatment.

4.2 Discussion

4.2.1 The Empowering of Students' Writing Skill by Using Personal Letter

By looking at the test finding, from the data provided in the classification table based on the aspect of writing, clearly to see that there were no students who got an excellent score and good score. There were six (31,58%) students who got a poor score and thirteen (68,42%) students got a very poor score. Whereas in the post-test,

there were three (15,79%) students who got an excellent score, twelfth (63,16%) students got good score, four (20,05%) students got a fair score. From the result, the researcher concluded that the students' writing skills empowered from very poor up to good classification.

Here were some examples that personal letters able to empower students' writing skills by looking at the aspect of writing, they were the content, organization, grammar, vocabulary, and mechanics. The statement was proved by looking at the students' work in pre-test and post-test. Look at the following writing test.

Example:

1. Student 2, her name is Asni. Pin Pre-test, she got 27 scores and then increased become 81 scores in the post-test. Based on her exercise in the pre-test, she put the address and the date correctly but there was a mistake when she wrote the salutation of the letter, in the organization in which there were fifteen points in this part, they were identification and description she got sixteen points because her identification was arranged with almost proper connectives. Her grammar and agreement got better. Besides that, she had a limited range of confusing words and word forms. As well as she still had dominated by errors spelling, punctuation, and capitalization. After implementing the personal letter in the classroom the researcher doing post-test to the students. Apparently, there was an improvement in the students' writing skills. It can be seen by looking at the test worked by Asni. P. Her topic was complete and clear, and the details were relating to the topic. Then, her identification was almost complete, and the description was arranged with almost proper connectives. Besides that, few of her grammatical or agreement inaccuracies, but not affect on meaning.

She had few misuses of vocabularies, word forms, but not change the meaning. Although, she had frequent spelling, punctuation, and capitalization.

2. Student 3, her name is Dhiva Ramadhani. She got 33 scores in the pre-test and then increased become 82 scores in the post-test. By looking at her exercise. In content, she got 7 scores in the pre-test but increase in the post-test with 16 scores. In addition, looking by her organization. She got 6 scores in the pre-test, her identification was not complete and her description was arranged with few misuses of connectives, but in the post-test her topic was complete and descriptions were arranged with proper connectives so the researcher gave 16 points for her organization. Besides that, she got 5 scores in grammar at the pre-test and at the post-test she got 16 scores. Her vocabulary also increased from 8 scores up to 17scores, and her mechanics from 7 score up to 17 scores.

In terms of students' scores in generating ideas, the researcher got the result from the research that personal letters gave influence for the students to have a good motivation, making them easier to organize their idea, making a relationship with their friends. In addition, thepersonal letter made them more interested in writing a letter. It can be seen by looking at the mean score of students' pre-tests (37,58) before giving a treatment by using the personal letter and increase become 69,74 in the post-test after giving treatment five times by using personal letter. It means there were differences and development before and after usingthe personal letter in teaching writing.

The use of personal letters was able to empower the students' writing skills. It was supported by some previous related research findings. One of them was Nofi Yulianti (2014), she said that diary writing had a positive effect on learning writing.

The students' motivation was increased and the students who had lower skills can be asked and discussed their weakness to the students who had a higher ability in teaching writing. It means that personal letter made the students more interesting in teaching writing because if they found problems in the teaching process, they could get the solution from their other friends.

Based on the result of the research above the theory in the previous chapter, it can be concluded that using personal letters had a positive effect to empowered the students' writing skills of second-grade students at MTs DDI At-taqwa Jampue.

4.2.2 The Ways of the Implementation Personal Letter in Empowering the Students' Writing Skill

There were seven meetings for doing this research, two meetings for doing the test (once in the pre-test and once in post-test) and five meetings for doing the treatment to prove that personal letters can empower the students' writing skills. At the first meeting, the researcher gave a pre-test to the students. The students were asked to write a personal letter. It aimed to know the students' writing skills before getting the treatment. The researcher gave the score to the students' work based on the scoring rubric of writing.

In the second meeting, the researcher explained about what is a personal letter and the types of personal letters, also the personal letter instruction. The students were given a chance to give a question about the material and the researcher answered the question from the students. After that, the researcher continued the material about personal letter in the form of personal love letter and then the researcher asked the students to write a text in the form of personal love letter.

The third meeting, the researcher gave an explanation about the personal letter in the type of personal thank you letter and gave the student the example of the letter. In the next section, the researcher gave the chance to the students to ask the question. Then, the researcher answered the question from the students. After that, the researcher asked the students to make a personal thank you letter.

Next, in the fourth meeting, the researcher reviewed the material last meeting, and then the researcher continued the process of teaching in the class by using the personal letter in the form of a personal invitation letter. The students asked the researcher about what they did not understand about the personal invitation letter. After that, the students had to make a new letter in the form of a personal invitation letter.

In the fifth meeting, the researcher started the meeting with brainstorming, the students had asked about the material before the researcher explain the material. One by one the students delivered their opinion. After that, the researcher explained the material about personal congratulation letter. At the end of the meeting, the researcher asked the students to make a personal congratulation letter in their home.

In the sixth meeting, the researcher took the students' task that given the last meeting. After that, the researcher continued the process of teaching by using a personal apologies letter. The researcher explained about personal apologies letter while the students pay attention to the material and asked the researcher when they did not understand the material. The last, the researcher asked the students to make a personal apologies letter.

At the end of the research. After doing fifth treatments, the researcher gave a post-test to the students to measure the improvement of the students' skill after

treatment was done. In the post-test, the researcher asked the students to choose one of the types of personal letters and making a personal letter in the form of what they had chosen.

From the first meeting until the last meeting the students could understand all types of personal letters. And during the research at MTs DDI At-taqwa Jampue the researcher did not has difficulty because the teachers and all of the staff at the school were very welcome, and also the students were feeling very happy with the researcher. It made the researcher feel comfortable and confident to did the research, so the research was run successfully. It proved that beginning at the first meeting until the last meeting the students always cooperative and enjoy the learning process in the classroom. It could be assumed that using the personal letter towards students' writing skill was appropriate with the planning of the researcher that had been discussed previously. In this case, every action was planned as well as possible. So, writing activities could be accomplished well.

The using of personal letter in teaching writing was interesting for the students and it empowered the students' writing skills, it could be seen in the result of the testes where is the mean score of the pre-test was 37,58 and the mean score of the post-test was 69,74. The result of the post-test was greater than in the pre-test, because the students writing skill such as content, organization, vocabulary, grammar, and mechanic was better after the treatment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestion of the research about empowering students' writing skill by using personal letter

5.1 Conclusions

The aim of using personal letter in teaching writing is to reduce the students' problem in writing which is boredom, the researcher believes that by creating a condition where the students are supposed to write a letter to someone can make them being willing to compose writing. In this case the researcher leaves a conventional way of teaching writing and applied a creative way for teaching writing.

Based on the result of data analysis and the discussion of the result in the previous chapter, the finding of the research showed a positive impact on the students' writing skills. This research is categorized pre-experiment research design, the objective of the research is to find out whether personal letters able or not to empower students' writing skills. Therefore, the researcher concludes that there is an improvement in students' writing skills after being given treatment using personal letter.

It can be proved by looking at the mean score of the students' skills in pre-test and post-test. The mean score of the pre-test (37,58) is lower than the mean score of the post-test (69,74). Then, the value of the t-test (8,32) was greater than the t-table value (2,101). It means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So, the researcher concludes that the use of personal

letters is able to empower the students' writing skill of second-grade students at MTs DDI At-taqwa Jampue.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

5.2.1 For English Teachers

Personal letter can be a new way for teachers in teaching English. So, the teacher should consider implements such a strategy that would empower the students' achievement in any subject. As in this study, the researcher gave a view of how to implement it in the right way.

5.2.2 For Further Researchers

This research needs to be completed by further research due to gain a more positive result or to ensure that the personal letter has an influence on students' writing skills. They can combine personal letters with other skills or sub-skills as research variables.

5.2.3 For Students

The students should have high motivation to practice their writing skill whether in class or at their home. The students should form a habit of writing by trying to make writing in English frequently. It is because the more they practice they would be better at writing.

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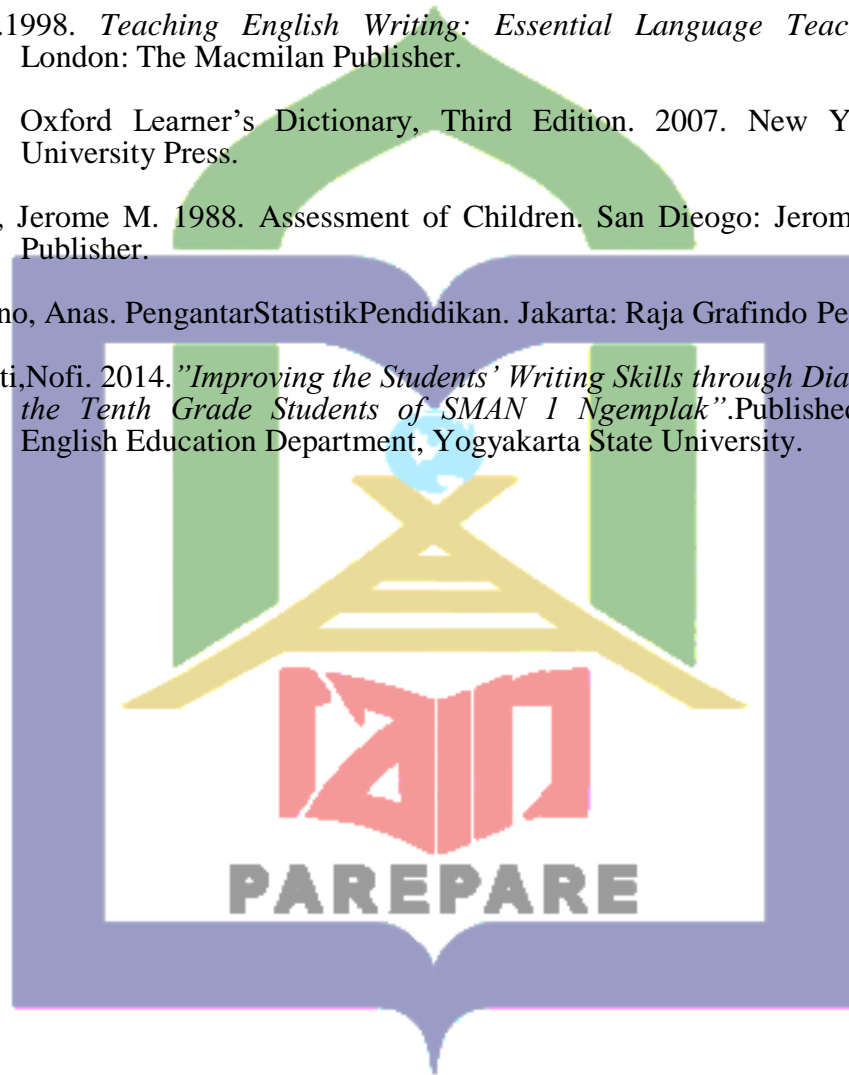
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Appendix 1. Students' score of Pre-test and Post-test

Number	Students	Students' Score	
		Pre-test	Post-test
1	AsniAbdi	25	69
2	Asni P. Pattonrong	27	81
3	DhivaRamadhani	33	82
4	FahraSangrilla	29	57
5	IrmayaAlyasari	58	63
6	Lisnayanti	56	74
7	Musdalifa	39	66
8	MutyaniArisna	40	76
9	NurAliyah	30	77
10	NurulGista	32	66
11	NurHalisah	52	70
12	NurulIlmi	37	64
13	NurIsya	27	65
14	Rosnaeni	27	78
15	SittiRahmaSindar	27	83
16	SittiDzahraSaini	53	79
17	Windi	44	76
18	NurAinun	33	79
19	FitrahHidayah	45	77
Total		714	1382

Appendix 3. Instrument of the Research

PRE-TEST

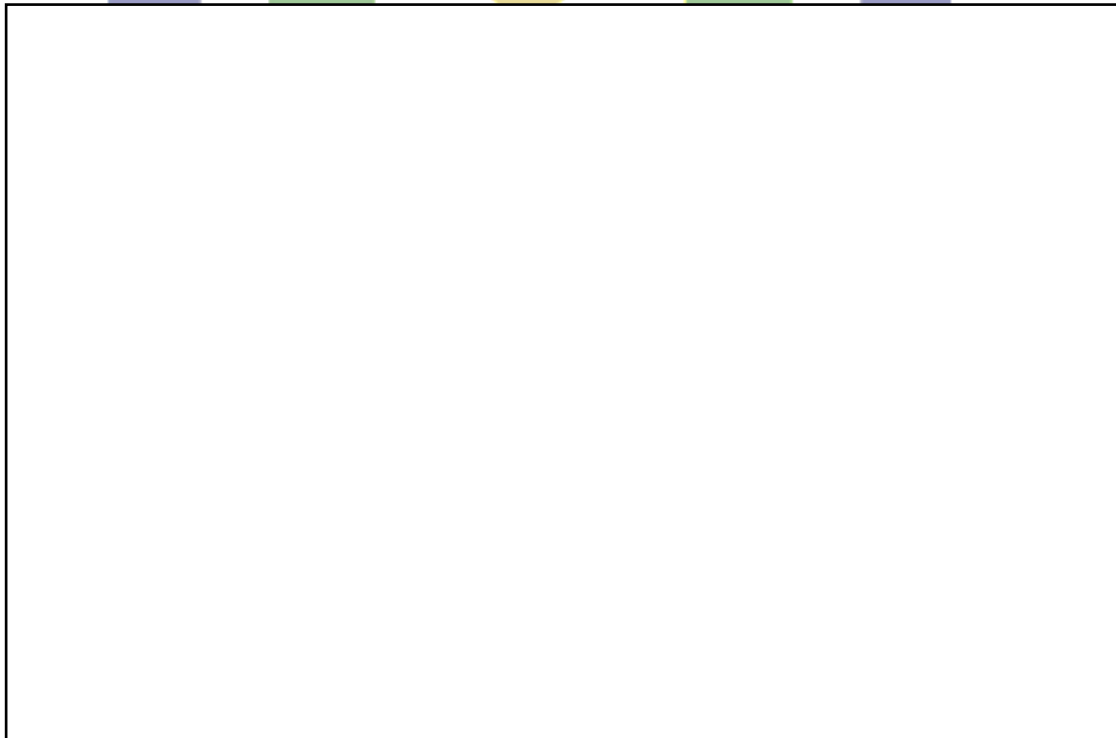
Name :

Class :

Day/Date :

Instruction :

1. Write your full name, class and day/date.
2. Choose one of the types of personal letter.
3. Write your own personal letter.
4. Scoring will be based on content, organization, grammar, vocabulary, and mechanics.
5. Do not forget to write the title.



POST-TEST

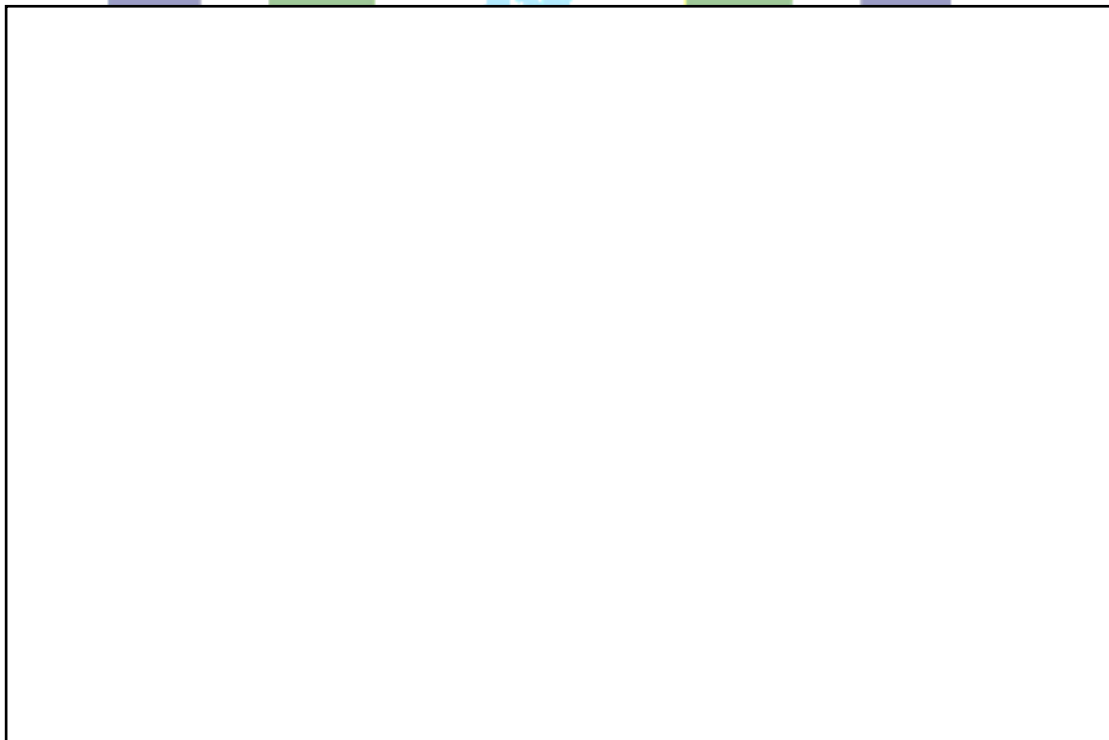
Name :

Class :

Day/Date :

Instruction :

1. Write your full name, class and day/date.
2. Choose one of the types of personal letter.
3. Write your own personal letter.
4. Scoring will be based on content, organization, grammar, vocabulary, and mechanics.
5. Do not forget to write the title.



(RPP)

Sekolah : MTs DDI JAMPUE

Mata Pelajaran : Bahasa Inggris

Kelas : X-MIPA 1

Materi Pokok : Personal Letter

Alokasi Waktu : 2 × 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, santun.
3. Memahami pengetahuan baik factual, konseptual maupun procedural .
4. Mencoba, mengolah, dan menyaji dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KD: Menggunakan makna dan langkah retorika dalam text singkat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar berbentuk personal letter.

IK: Menulis teks pendek dan sederhana dalam bentuk personal letter berdasarkan topic yang diberikan dengan langkah retorika yang benar.

C. Tujuan Pembelajaran

1. Mengidentifikasi ciri kebahasaan dari personal letter.
2. Memahami text berbentuk personal letter.
3. Menulis text berbentuk personal letter.

D. Materi Pembelajaran

1. Definition of writing and process of writing
2. Good writing
3. Definition of personal letter
4. Types of personal letter
5. Instruction of personal letter

E. Metode Pembelajaran : Scientific approach

F. Teknik Pembelajaran : Personal technique

G. Media/Alat dan Bahan : laptop, spidol, and LCD

H. Sumber Belajar : Buku bahasa inggris dan materi internet

I. Kegiatan Pembelajaran

Pertemuan 1**Kegiatan Awal:**

1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah swt.
2. Ketua kelas menyiapkan siswa untuk memulai pembelajaran dan berdoa.
3. Memeriksa kehadiran peserta didik.
4. Menyampaikan tujuan pembelajaran yang akan dicapai.
5. Menyampaikan batasan materi-materi, dan menjelaskan apa yang harus dilakukan oleh siswa.

Kegiatan Inti

1. Peneliti menjelaskan tentang personal letter, tipe dan instruksi dari personal letter.
2. Setelah menjelaskan, siswa diberi kesempatan untuk mempertanyakan hal-hal yang belum dipahami.
3. Kemudian peneliti akan menjawab pertanyaan dari siswa dan melakukan sharing informasi mengenai apa yang telah dijelaskan.
4. Peneliti melanjutkan materi dengan menjelaskan tentang personal letter dalam bentuk personal reference letter.
5. Kemudian peneliti akan meminta siswa untuk membuat personal reference letter.

Kegiatan Penutup

1. Peneliti akan mengevaluasi pengetahuan siswa tentang apa yang telah dijelaskan mengenai personal letter.
2. Peneliti akan menyimpulkan pembahasan yang telah dilakukan dan memberikan beberapa motivasi yang baik kepada siswa.
3. Peneliti menutup pelajaran dan memberi salam.

Pertemuan 2**Kegiatan Awal**

1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah swt.
2. Ketua kelas menyiapkan siswa untuk memulai pembelajaran dan berdoa.
3. Memeriksa kehadiran peserta didik.
4. Menyampaikan tujuan pembelajaran yang akan dicapai.
5. Menyampaikan batasan materi-materi, dan menjelaskan apa yang harus dilakukan oleh siswa.

Kegiatan Inti

1. Peneliti akan menjelaskan tentang personal letter dalam bentuk personal thank you letter.
2. Setelah menjelaskan, peneliti akan memberikan contoh personal thank you letter dan meminta siswa untuk memperhatikan.
3. Kemudian peneliti akan meminta siswa untuk membuat personal letter dalam bentuk personal thank you letter.

Kegiatan Penutup

1. Peneliti akan menyimpulkan tentang kegiatan yang telah dilakukan oleh siswa dan menyampaikan hal-hal penting yang berkaitan dengan materi.
2. Peneliti menutup pertemuan dengan beberapa motivasi dan mengucapkan salam.

Pertemuan 3

Kegiatan Awal

1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah swt.
2. Ketua kelas menyiapkan siswa untuk memulai pembelajaran dan berdoa.
3. Memeriksa kehadiran peserta didik.
4. Menyampaikan tujuan pembelajaran yang akan dicapai.
5. Menyampaikan batasan materi-materi, dan menjelaskan apa yang harus dilakukan oleh siswa.

Kegiatan Inti

1. Peneliti akan menjelaskan tentang personal letter dalam bentuk personal invitation letter.
2. Setelah menjelaskan, peneliti akan memberikan contoh personal invitation letter dan meminta siswa untuk memperhatikan.
3. Kemudian peneliti akan meminta siswa untuk membuat personal letter dalam bentuk personal invitation letter.

Kegiatan Penutup

1. Peneliti akan memberikan solusi dari kesalahan yang dilakukan oleh siswa jika masi ada yang sulit dipahami.
2. Kemudian peneliti akan menyimpulkan rangkain kegiatan yang telah dilakukan.
3. Peneliti menutup pertemuan dengan berbaga motivasi dan ucapan terima kasih serta mengucapkan salam.

Pertemuan 4

Kegiatan Awal

1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah swt.
2. Ketua kelas menyiapkan siswa untuk memulai pembelajaran dan berdoa.
3. Memeriksa kehadiran peserta didik.
4. Menyampaikan tujuan pembelajaran yang akan dicapai.
5. Menyampaikan batasan materi-materi, dan menjelaskan apa yang harus dilakukan oleh siswa.

Kegiatan Inti

1. Peneliti akan menjelaskan tentang personal letter dalam bentuk personal congratulation letter.
2. Setelah menjelaskan, peneliti akan memberikan contoh personal congratulation letter dan meminta siswa untuk memperhatikan.
3. Kemudian peneliti akan meminta siswa untuk membuat personal letter dalam bentuk personal congratulation letter.

Kegiatan Penutup

1. Peneliti akan memberikan solusi dari kesalahan yang dilakukan oleh siswa jika masi ada yang sulit dipahami.
2. Kemudian peneliti akan menyimpulkan rangkain kegiatan yang telah dilakukan.
3. Peneliti menutup pertemuan dengan berbagai motivasi dan ucapan terima kasih serta mengucapkan salam.

Pertemuan 5**Kegiatan Awal**

1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Allah swt.
2. Ketua kelas menyiapkan siswa untuk memulai pembelajaran dan berdoa.
3. Memeriksa kehadiran peserta didik.
4. Menyampaikan tujuan pembelajaran yang akan dicapai.
5. Menyampaikan batasan materi-materi, dan menjelaskan apa yang harus dilakukan oleh siswa.

Kegiatan Inti

1. Peneliti akan menjelaskan tentang personal letter dalam bentuk personal apologies letter.
2. Setelah menjelaskan, peneliti akan memberikan contoh personal apologies letter dan meminta siswa untuk memperhatikan.

3. Kemudian peneliti akan meminta siswa untuk membuat personal letter dalam bentuk personal apologies letter.

Kegiatan Penutup

1. Peneliti akan memberikan solusi dari kesalahan yang dilakukan oleh siswa jika masi ada yang sulit dipahami.
2. Kemudian peneliti akan menyimpulkan rangkain kegiatan yang telah dilakukan.
3. Peneliti menutup pertemuan dengan berbagai motivasi dan ucapan terima kasih serta mengucapkan salam.

J. Rubrik Penilaian

1. Teknik : tertulis
2. Bentuk : work paper

Generic structure

1. Organization (Introduction, body and Conclusion)

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outline by reader), supporting evidence given for generalization; conclusion logical and complete.
2.	Good to adequate	17-15	Adequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully develop; sequence is logical but transitional may be absent or misused.

Next Table of organization.

No.	Classification	Score	Criteria
3.	Adequate to fair	14-12	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; Problems of organization interfere.
4.	Unacceptable-not	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical effort at organization.
5.	College-level work	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outline by reader).

2. Punctuation, spelling and mechanics

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Correct use of English writing conventions; left and right margins, all needed capitals, paragraph, indented, punctuation and spelling very neat.

Next table of Punctuation

No.	Classification	Score	Criteria
2.	Good to adequate	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
3.	Adequate to fair	14-12	Some problems with writing conventions or adequate punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
4.	Unacceptable-not	11-6	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
5.	College-level work	5-1	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problems.

3. Grammar

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, article, verb forms, and tense sequencing; no fragment or un- on sentence.

Next table of Grammar

No.	Classification	Score	Criteria
2.	Good to adequate	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them no fragments or run on sentence.
3.	Adequate to fair	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents.
4.	Unacceptable-not	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
5.	College-level work	5-1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say unintelligible sentence.

4. Content

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Essay addresses the assigned topic, the ideas are concrete and thoroughly developed: no extraneous material, essay reflects thought.
2.	Good to adequate	17-15	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
3.	Adequate to fair	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
4.	Unacceptable-not	11-6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
5.	College-level work	5-1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

5. Vocabulary

No.	Classification	Score	Criteria
1.	Excellent to good	20-18	Precise vocabulary usage of parallel structures; concise; register well.

Next table of Vocabullary

No	Classification	Score	Criteria
2	Good to adequate	17-15	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise.
3.	Adequate to fair	14-12	Some vocabulary misused; lack awareness of register; may be too wordy.
4.	Unacceptable-not	11-6	Poor expression of ideas problems in vocabulary; lack variety of structure
5.	College-level work	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.



CURRICULUM VITAE



Hartina Ma'ruf was born on June 23th 1996 in Jampue, Pinrang, South Sulawesi. She is daughter of Ma'ruf Mashuri and Sappeani Halid. She has two older siblings, Nadra Ma'ruf and Nadir Ma'ruf. Also has three younger sisters, Karmawati, Kasmawati, and Nurfadia Rahma. The researcher began her study in SD Muhammadiyah Jampue and graduated in 2008, after that, she continued her study in SMPN 2 Mattiro Sompe and graduated in 2011. Then, she continued her study in SMAN 10 Pinrang and graduated in 2014. In 2014, she continued her study in State Islamic Institute of Parepare. She was finished her skripsi under the title **“Empowering Students’ Writing Skill by Using Personal Letter at the Second-Grade Students at MTs DDI At-Taqwa Jampue”**.

