**AN ANALISYS OF THE ABILITY OF THE GRADE X STUDENTS OF YAYASAN PERGURUAN SMA NURHASANAH MEDAN IN WRITING LETTERS**

**SKRIPSI**

**BY**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUSLIM NUSANTARA AL – WASHLIYAH
MEDAN
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*Submitted to the faculty of teachers training and educations science university of muslimnusantara al-wasliyah in partical fulfillment of the requirements for English language education study program*

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**JENJANG PENDIDIKAN :** Strata 1 (S-1)

**JUDUL :** An Analysis of the Ability of the Grade X Students of YayasanPerguruan SMA Nurhasanah Medan in Writing Letters

 **The First Consultant, The Second Consultant**

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Diuji Pada Tanggal :

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 Ketua Sekretaris

**H. Hardi Mulyono Surbakti, SE,M.A.P Drs. Samsul Bahri, M.Si**

 **AKNOWLEDGEMENTS**

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Artinya:

Hai orang-orang yang beriman, sukakah kamu aku tunjukkan suatu perniagaan yang dapat menyelamatkanmu dari azab yang pedih? (Yaitu) kamu beriman kepada Allah dan RasulNya dan berjihad di jalan Allah dengan harta dan jiwamu. Itulah yang lebih baik bagimu, jika kamu mengetahuinya. (QS. Ash-Shaff : 10-11)

The writer got suggestions and comments from some persons in completing this research. Therefore, the writer would naturally feel obliged to express her gratitude to all of them.

1. H.Hardi Mulyono Surbakti, SE,MAP as the Rector of UMN Al Washliyah, Medan who has given facilitiesa to her during her study at the university.
2. Drs. Samsul Bahri, M.Si as The Dekan of FKIP UMN Alwashliyah Medan and his staffs for guidance and counseling during the study.
3. Dra. Nurjannah, M.Si, the head of English Department UMN Al washliyah Medan.
4. Junaidi, S.S, S.Pd.,M.Si, the first consultant, who has given her a lot of valuable suggestions, comments and cristicsm for completing this research.
5. Syahran Yusuf, M.Pd, and Yulia Sari Harahap, S.Pd,M.Hum her second consultant, who has never stopped helping her in guiding and correcting the pattern of this research so that this research is complete and perfect.
6. The headmaster of SMA NURHASANAH Medan for the facilities given to her in conducting this research.
7. The librarian of FKIP UMNAlwashliayah Medan, for the books needed in conducting this research.
8. My beloved parents, my brother evriN andikaand my sister enia syahfitri that always support his unconditionally.
9. My friends Cantik Handayani Harahap, Riski Ardi, Sastra Buana Ginting, Eli Candra Barus, Takla Titi Gulo, Nona Jilenta Pinem, Windy arianty, Riska Cut Nadya, Harita Mulia ,Rendi Hasbi Yoga and class 8d that always support to makes this tesis.
10. The lectures of the English section of language Department FKIP UMN Medan for their nice and valuable discussing to enrich the write’s knowledge.

Finally, she realizes that she could not recompense the contribution of those people mentioned above. She prays upon God, may the Almighty bless them all in here after.

 Medan, juli 2020

 The writer

 **ENDANG RAHMADINA**

**ABSTRACT**

**AN ANLYSIS ON THE ABILITY OF THE GRADE X STUDENTS OF SMA NURHASANAH MEDAN IN WRITING LETTERS**

**BY:**

**ENDANG RAHMADINA**

**NPM : 151244200**

This study deals with the ability of the students in writing letters. The purpose of this study is to find out whether or not the students are able to write such letters.

The population of this study was grade X students of SMA NURHASANAH Medan in 2019 Academic year with the total number of the 90 students. From this population, the writer taken sample of this research was randomly that is 30 students.

The instrument used to collect the data was as essay test. The students were asked towriter letters based on the advertisement provided by the writer. Since the test was in from the essay, inters corer reliability is used to evaluation the result. After analyzing the data, it as found that 70% of the sample were able to write letters. It means that grade X students of SMA NURHASANAH Medan are able in writing letters.

**ABSTRACT**

**SUATU ANALISIS KEMAMPUAN SISWA KELAS X**

**SMANURHASANAH MEDAN**

**DALAM MENULIS SURAT**

 **OLEH:**

 **ENDANG RAHMADINA**

 **NPM : 151244200**

Penelitian ini berkenaan dengan kemampuan siswa dalam menulis surat. Tujuan penelitian ini adalah untuk mengetahui apakah siswa mampu untuk menulis surat.

Populasi dalam penelitian ini adalah siswa kelas X SMA NURHASANAH Medan Tahun Pembelajaran 2019 dengan jumlah 90 siswa. Dari populasi ini peneliti mengambil sample sebanyak 30 siswa secara acak.

Alat pengumpul data yang digunakan dalam penelitian ini adalah tes berbentuk essay. Siswa diminat untuk menulis surat berdasarkan penjelasan dari penulis. Setelah siswa menulis surat, kemudian peneliti mengadakan evaluasi dari hasil tes tersebut. Setelah menganalisis data, peneliti menemukan 70% sample mampu dalam menulis surat. Artinya siswa kelas X SMA NURHASANAH Medan mampu dalam menulis surat

 **CHAPTER I**

**INTRODUCTION**

1.1 **Background of the Problem**

 In studying English as foreign language in Indonesia the students hand to master the basic skills of English in order to express their idea opinion both in speaking and writing actually writing is one of the most important medias of the human life in expressing their minds such as newspaper magazines, scientific writing, novel, short story, etc, but there are not a lot of people mastering writing skill.

 Further writing which was once considered the domain of the elite and well educated has become an essential tool for people of all walks of life in todays global community, furthermore, it is now widely recognized that writing plays vital role not only in conveying information, but also in transformation knowledge to create new knowledge. writing also as one of the four skills has always formatted part of the syllabus in the teaching of English, where mastering the ability to write effectively is seen as key objective for learners.

 In addition in teaching experience, however has that writing has always had problems that put the students into trouble. It means that writing is not easy for students because writing is a complex subject that involves generating and organizing ideas. It is also caused by the students lack of knowledge how to write and what they wanted to write in their writing. More ever, most students are not interested in learning writing. they felt difficult in writing English because they didn’t know what they wanted to write and it was not easy for students in writing like as writing a letter.

Letters is a mean of communication in written language one of the letters is letters, those are written to relation or a fiend concerning some private or social matter in order to give the latest news about yourself or to make arrangement for an outing or a visit somewhere, to our family, pen-pals etc.(Gordon, 1983 : 102).

In writing some letters people who want to write a letter expected having abilities. the ability consist of the uses of the structure, the lexical items and the conventional representation, in ordinary of facts of writing.In other words, writing ability refers to the ability of the writer in using grammar and in organizing lexical items to express her/his ideas or opinions in written form.

A letters as a formal letter is considered as the most important letter from them. It relates to what stated in basic competence of English curriculum of SMA NURHASANAH. The students of SMA were expected to have in writing skill one of them is in writing a letters as a mean of communication in social interaction for human being in life as a knowledge of a person. Every student should be able to use the English as well as possible as knowledge in life .

Realizing the importance of the ability in writing a letters for the senior high students, the writer decided to conduct a research with the topic as follow: ’an analysis of the students ability of the ten grade of SMA NURHASANAH in writing letters.”

**1.2 Identification of the Problem**

Identification of the problem is the important part to show the elements related to the topic that would be analyzed. the problems would be clearer if they were written in the forms of question. So that it can bring the readers to the limitation of problem and the formulation of the problem. The problem are also stated in order that the aim of the study would be clearer and meaningful. In this connection, the problem was identified about the writing letters.

**1.3. The Scope of the Research**

 letter is a mean of communication in written language, according to

(Gordon, 1983 : 2) in ’practical letter writing ’stated that letter may be divided into three types, they were:

1. Personal letters
2. Formal letter and business letter
3. Professional letter( Ian Gordon,1983:2)

In focusing the research the writer want to limited this study .The scope of this study was:’ the students ability of the ten grade of SMA NURHASANAH in writing letters”.

**1.4 The Problem of the Research**

Based of the explanation above, the problem of this study is formulated as follows:

1. What is the ability of the X grade of SMA NURHASANAH in writing letters?
2. What are the problems of the students ability of the X grade of SMA NURHASANAH in writing letters?

**1.5 Objective of the Research**

The objective of this research were:

1. To know the students ability of the X grade of SMA NURHASANAH in writing letters
2. To know the problem of the students ability of the X grade of SMA NURHASANAH in writing letters.

**1.6 The Significance of the Research**

 This study intended to find out the ability of the students in writing a letter of the students ability of the X grade of SMA NURHASANAH 2018/2019 academic year.

 At the end of this study the writer expected that everything about this study would be useful for all people who read it and also both to the teacher in recognizing their students strength and weakness in writing letters and for all students as a measurement of their ability in writing a letters, especially to the grade x students of to school. Furthermore, this study was significant for the English department students of state of university of Moeslim Nusantara and for the writer in applying his knowledge especially in writing letters.

 The human should be able and have knowledge in their life one of the branches of the knowledge is writing skill, writing skill very important human being in their life in order to communicates to one each other.

 **CHAPTER II**

 **REVIEW OF LITERATURE**

 **2.2 Definition of writing**

Writing is a kind of communication through written text.in process of this communication the writer should be able to consider the person who will be the reader and how to make the written text easy to read and understandable.

 Writing is the process of expressing ideas from the writer to the reader, the reader understand what he writer means in his writing on the other hand Lado (1981: 284) stated that writing is an ability of using language and its representation productively in ordinary writing situation.

 This statement is supported by Norman (1990) states writing is the sophisticated ability of combining the five general components of writing, content, organization, grammar, and mechanics.

 Harris (1969:68) stated that writing is a complex skill for learners, consequently they Found it difficult to express their opinion, feeling, emotion, ideas, and estimation as well, he also said that the writing process has been analyzing at leads the following five general component in writing namely, content, form, grammar, style, and mechanics.

Moreover in Pincas ‘compilation (1990: 5) said that writing is an instrument of both communication and self-expression and writing should be as close as possible to genuine use of language understanding the connection between writer and audience is essential for good writing because the writer will

Know about what to say and how to say it about an if the writers writer the same topic for different audience the elements of writing will different ways most teachers would probably agree in recognizing at least the following five general components in writing namely content form grammar style and mechanism.

Writing is one of the language skills which are performed though a written form the convey thoughts, ideas, and feelings. Bello (19947:86) said that writing is a complex sociognitive process involving the constraction of recorded messages on paper or on some other material and more recently on a computer screen. Writing involves thinking about the purpose of the text to be composed and about it is possible effect in the intended readership, because of these characteristic writing is not an innate achievement like speaking but has to be acquired though years of schooling.

Tarigan Guntur Henry (2008:8) stated writing means to illustrate of syimbolize graphic symbol that show a language and understood by someone so that others can read the graphic symbol.in considering writing process, it is necessary not just look at what getting better writing but also the role which writing plays in structuring thought and developing concepts.

In the other word, job (1981:320) said that there are five components of writing:

1. Content: consist of knowledgeable, substantive, through development of thesis, relevant to assigned topic.

Second, organization consist of fluent expression, ideas clearly stated/supported, succinct, well organized, and logical sequencing, and cohesive, third, vocabulary consist of sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.

Fourth, language use consists of effective complex construction, few of agreement, tense, number, word order/function, articles, pronouns, preposition. fifth, mechanic: they are description about: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing and handwriting.

Belllo(1997: 86) also said that writing enhance language acquisitions as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class. There is many linguists ’writing definition.one of them is as stated by Harris in Nasir A, (2007;9) writing is one process of selecting, combining, arranging and developing ideas in effective sentence, paragraph and discourse.

Writing is a mean communication and it is important to be included in English teaching. besides, writing is an activity that in order to organize the ideas in correct sentence for example, sometimes students can not speak directly to someone whom we want to meet but we can send the letter. also, Pinnociaro in Nasi A (2007:10) stated that in writing activity, the student are encouraged to

express their ideas, experiences, thought, and feeling in the written form. According to petty (1980:467),writing is as mental and physical act of forming letters and the words correctly, using punctuation and capitalization in customary ways and observing conviction in written forms.

Furthermore, Lado (1981:146) added that the writing is the ability to use language and its presentation productively in ordinary writing situation. More especially writing is a ability to use structure, lexical items an their conversational representation in ordinary of fact writing. and the last, Byrne(1984:321) stated that writing is the production of the graphic which has to be understood by readers. Based on the definition above, we can conclude that writing s one of the skills that are important to others.

If someone cannot speak so her or she can write a message or the letter to another. Writing needs the ability on phrases, clauses, sentence and of course vocabulary and structure. So if the writer has ability to express hid or ideas into a sentence grammatically and effectively, the activity if writing will become a challenging and enjoyable task.

**2.1.1 .Influential factors of writing**

 Actually, some factors have significant effect on writing. they determine the motivation to write, the diction, and the organization of writing. this, they should be taken into account before starting to write.

 Oshima and Hogue (1988:1) said writing is a communicative activity and therefore is purpose, should be kept in mind in order that the message received by reader is the same as the message the writer intents to convey.so in writing activities,

We have to pay attention to some aspects make the message can be received and understood by the readers.

 Audience is the intended readers of a kind writing tone is the writers attitude towards the subject and purpose is the writing intention. The audience of academic writing for example, is the students and lecturers. Conversely the audience of non academic writing may be friends, lawyer, or experts in certain subject. This shows that the audience of writing may be assumed to have relatively that same background knowledge. Otherwise, the audience of non academic writing has widely varied background knowledge.Petty (1980:467)

However, the writer must also be concerned with the tone of his or her writing. Tone reveals his or her attitude towards his or her subject by his or her choice of words, grammatical structure, and even the length of his or her sentences. For istance, a letter to usually has a friendly, personal tone, contains many slang expression and active verbs from, on the other hand, a specific paper usually has more passive verbs from, thechnical terminology, very formal and impersonal tone. Byrne (1984:321)

 There for if an article will be published in a scientific journal, it will have many technical terms that can be understood by experts and students of certain subject. but if the same article will be published in a popular newspaper or magazine, it will be written in general English with technical terms explained in everyday vocabulary because general public might not understand highly technical vocabulary.

**2.1.2 The Teaching Writing**

 Writing is one of the essential aspects of introduction on language teaching besides reading, listening, and speaking. Harris (1969) stated that writing is one of the components of learning the language. those components are listening, speaking ,reading, and writing. for that writing should be thought to students because it can be used to measure the students’ ability and to look up their comprehension toward grammatical rules on sentence.

In teaching writing there are several important points that teacher should make during the process of writing. Firstly, students should have ideas to be communicated to the readers secondly, the students know their audience who will read their writing . (Haris, 1969:8)

Recently, the teaching of writing has begun to move away from a concentration on the written product to emphasis on the process of writing. Angelo (1980) stated that writing is format thinking for particular occasion.in educational field writing is one of four skills in English. it could enlarge the perception and clarify one’s thought.

Harmer (1983) described that teaching writing needs consideration which includes the organization into a coherent piece of discourse. He adds that coherent is the way to combine or to join into paragraph is a group of sentences that develop one main point or idea and a paragraph should be united; all sentences in the paragraph are interconnected. shortly, teaching writing is important in teaching English as foreign language, because it can help students to think creatively.

**2.1.3 The Description of Letter**

Letter is used for communication to other people in written language form, the usage of letter can be divided into three form, they are letters, formal letter and business of professional letter ,according to Gordon (1983: 3), the third of the letters are;

1. Letters ,are those written to a relation or friend concerning some private or social matter to give latest news out us or to make arrangement for an outing or visit some where,for example : a letter to our family, pen-pals etc.
2. Formal letters, are those written to someone we do not know particularly well as a applying for a job or complaining to make a manufacture of radios about a faulty set, or to a hotel asking about price of their rooms, or to your headmaster asking for testimonial.
3. Business of professional letters is written one business and another .they concern with technical matters; the ordering of goods, request for estimating to do job, the knowledge of receiving goods and soon (Gordon,1983;3)

 From the ability quotation, the writer concludes that a letters is a part of letter that has same function to others. a basic letter is usually written to a relation or friend concerning some private or social matter to give latest news out us or to make arrangement for an outing or visit somewhere, for example a letter to our family, space pen-pals etc.

 the parts of letters are the most important aspect in writing a letters. the part of letter consists of some paragraphs and the relevant word or sentence. they are insert the introductory of how good the letters is written. then reason of the uses parts of the letter correctly and the uses of the suitable sentences such as, the uses of suitable grammar and the structure in the letters in writing the letters furthermore. if writer of the letters writes a letter as good as possible, the letter can be categorizes into good letters.

**2.1.4 The Deciding The Type Letter That is Want To Write**

 Some letter can be considered as a mixer of basic and formal letter .for istance, if we were to write to the principal of your former school asking him to act as a referee, this would be a formal letter, however, you might also give him some purely basic news about yourself and what you have been doing since leaving school, particularly if you happen to know your principal well.

**2.1.5 the parts of letter**

 The main parts of the letters consist of six parts, they are ( Gordon,1983:3) :

1. Your address
2. The date
3. The salutation
4. The body of the letter
5. The valediction
6. The signature

**2.1.6 Address**

Your address tells the person who is going to receive your letter where you live or where you are writing from so that she/he can send back a reply. Even if you are writing to a friend who knows your address, it is customary to write down here. It will depend simply on where you live or where you are writing from.no two address will be exactly the same, but the general rule is to write.

1. The number of your house or flat, and the street it is in.

Example : 15 Smith Street,

1. The name of your town or city. if the city is divided into postal districts, this number may follow the name of the city.

Example : Manchester 19

1. The name of the district is not requiring ,but it is still often include as well.

Example ; Levenshulme,

1. The name on the sub division of your country (country, province ,etc )in which in your city lies, in this case of a large city, this may be omitted as ‘Manchester’ is a large city in ‘england’.it was not necessary in the to write the name of the country on the next line, with smaller towns, however, it should always remember to do this because there are often several towns of the same name in one country. the name of your country writes if the letter is going abroad, otherwise this is not necessary.

Example : England

1. If you have a the number of your telephone number, it should write in your number immediately after your address. It is usual to abbreviate ‘Telephone’ to ‘Tel’, a full stop is used to mark the abbreviation and a colon is often used before the actual number.

Example : Tel.SWA.35678

1. Houses with name. if your house has a name, the name is written on the first line. the name of the street is written on the next line and the name of the district.it is usual to write the name of the house between inverted commas.
2. Abbreviate form. ;road’,’ street’ and avenue’ are sometimes shortened to ‘Rd’, ‘St’ and ‘Ave’ . in this case the full stop is often use to indicate the abbreviation, thought some English authorities on punctuation say that this not necessary, particularly that if the a writer do a abbreviate and use a full stop to mark the abbreviation, then you still need the comma at the end line.
3. Punctuation. A comma should be written at the end of every line in the address, expect the last line and at the last line write a full stop.
4. The shape of the address. In a letters it is usual to slope the address in the manner shown ,because the telephone number may be rather long, the a writer may write it further to the left then the last line of the address above it. then the first line of the address should begin about two thirds of the way across the paper. great geometrical accuracy is not called for ,but the result should look tidy. make sure that you do not slope the line so much that a writer have no room left on the paper to write the last line of the address.

Below is the example of parts of letters in full block style :

 *15 Smith Street*

 *Levenshulme,*

 *Manchester 19,*

 *Tel.SWA.35678*

 *17 th June,2007*

 *Dear Eli*

 *Thank you for the photograph you sent me. They have just*

 *arrived. I think those of your house are particularly good. I shall*

 *send you same of your house with my next letter.*

*I am afraid that I cannot write a longer letter just now as I have*

*a long essay to write for school by tomorrow morning. I shall*

*write at the week-end.*

 *I hope you get better soon.*

 *Your sincererely,*

 *Endang rahmadina*

**2.1.7 The date**

 The date is written directly under the address .various ways of writing a date are possible in English, but the following is probably the most common and can be safely used. The date is written are the number of the day, the name of the month, a comma and the year. the number of the day must be written on an ordinal number. Example :’st’ , ‘nd’ , ‘rd’ ,’th’ . these are example of the date that commonly used

* 1st January,2014
* 2nd February 2015
* 3rd march,2016
* 4th may, 2017
* June 19, 2018, etc

 A full stop is often written after the year, but this is not necessary, it is more frequently missed out. The number of the must month be an ordinal number: that is a writer must writer after it.

* + 1. **The Salutation**

This is consists of an introductory word or words, and the name of the person you are writing to. A the salutation usual write ’dear” plus the name you would normally use when speaking to the person you are writing to. A letter is always written to a person that writer already know. thus to a friend of your own age whom a writer would write ’dear kofi ’and ‘dear Mary’.

 For a brother, sister or cousin a writer would also use his/her given(christen) name in exactly the same ways as for a friend. A writer do not, I modern English, write ’dear brother’, “ dear sister’, “dear cousin’, if your brother called ‘Michael’, then write ‘dear Michael”.

For a friend or acquaintance that is much older than a writer, for example a friend or a writer’s father, or a writer’s school teacher, a writer should write ‘Mr’, ‘Mrs’ or ‘miss” plus their family name (sure name),if the person is a doctor, professor, or hold military rank, then the title will replace the ‘Mr’, ‘Mrs’, or ‘miss”. Thus a writer might write ‘dear Mr .Smith’, ‘dear professor jones’, ‘dear captain wright’, ‘dear doctor jones’, ( Gordon,1983:9)

**2.1.9 The Body of the Letter**

 This contains of the information you want to send and it is depend on what you want to say. the difficulty here quite often is finding the appropriate English phrase for the particularly matter about which you are writing letter. The following general principles should be remembered and may be stated at the body of the letter, they are :

 Unless it is very short, the letters like any other piece of continuous writing.it should be divided into paragraphs. start the first paragraph on the line after the solution and about one inch in such as

*Dear Andy,*

 Thank you for your….

 In letter, the language may be more colloquial than in a formal essay.in a particular contracted form such as; ‘I’m’ ‘you’re’,etc are permitted. however it must be grammatical. and be careful show clearly the development of a writer idea. Paragraphs and sentences should be carefully put together and linked with appropriate conjuctions and sentences adverbs and be carefully about the ‘last sentence’. This should be a completed grammatical sentence, there is no need to have a special sentence, thought frequently writer do finish the letter with some wish, usually using the verb ‘to hope’ .thus a writer might writer ‘ I hope you have a nice holiday’ or ‘ I have you a better soon’, a writer can then writer a suitable valediction as suggested

Bellow:

 *I hope you get better soon*

 *You sincerely,*

Or

 *Hoping you get better soon, I remain,*

 *Your sincerely,*

(Gordon, 1983:12)

**2.1.10 The Valediction**

 here you must use a conventional phrase to close the letter. when leaving some one, a writer usually say, ‘ good bye, or less formally ‘ cheerio’. A writer must no say this at the end of the letter. There are other phrases which a writer may use instead, which one a writer choose depend on how well a writer know person to whom a writer writing.

For a letter to friend to her/his own age or an acquaintance that is older than her/his self. A writer usually write ’yours sincerely’. To make the letter less than formal, sometimes writer these words in reverse order.

For a letter to a relation a writer usually write either ‘love’, a comma must be placed after the salutation and a capital letter is required for the first word of the valedictions. (1983:13)

**2.1.11 The Signature**

it is essential that the signature matches the solution. If you are on very friendly terms with person that a writer to, and he/she would addressed a writer by given name, then a writer just given name here, however, if the person would address a writer by his/her family name preceded by ‘Mr’ , ‘Mrs’ or ‘miss’ for instance if a writer a school master replying to a student who had written to you, then you would writer here both her/his given and your family names. You do not write down ‘Mr’ , ‘Mrs’, ‘Miss”.

 In writing a letters, a writer might be writing to someone who could confuse a writer with other people of the same give name such as, if writing to a schoolmaster several years after a writer had left school. If he/she may taught many people with your given name in this care is better to write your family name as well as your given name

 A writer should be always write signature as legibly as possible. If the letter has been type written may type the name under the written signature if there could be any possible cause of confusion other wise a writer should not do so.in any case a signature written in following longhand and it is joined handwriting and it is must be appear. According to Oshima states that :

 “ The signature and your name make a block-the first words stars at the same place in the line. You write your signature in handwriting between the closing and printed name. you should always write you signature in black ink.” (Oshima, 1988:108)

**2.1.11 The lay Out and the Technique of Writing Letter**

 In writing a good letter, it is very important to know the rule, the letter is ideally consisted of the address the date, the salutation, the body of the letter, valediction and the signature The number of the paragraph in letter is ideally consisted of the address, the date, the salutation, the body of the letter, valediction and the signature. The number of the paragraph in letter depend on the how far a writer want to express his/her mind I it, but make sure the letter be a simply. According to Gordon in ‘practical letter writing’ make the schema of the personal letter as below:

|  |
| --- |
|  *15 smith street* *Levenshulme,* *Manchester 19,* *England.* *Tel.SWA.35678* I *(*THE ADDRESS) |

|  |
| --- |
|   *17th june,2018* II ( THE DATE) |

|  |
| --- |
| *Dear Jhon,* III (THE SALUTIONS) |

|  |
| --- |
|  *Thank you for the photograph you sent me, they have just arrived.I think those of your house are particular good. I shall send you some of your house with my next letter.* *I am afraid that I cannot write a longer letter just now as I have a long essay to write for school by tomorrow morning. I shall write at the week-end.* IV ( THE BODY OF THE LETTER) |

|  |  |  |
| --- | --- | --- |
|   *Your sincerely,* V (THE VALEDICTIO) |  | *Ricard* VI(THE SIGNATURE) |

 Based on the lay out of the personal letter above it can concludes that :

1. The address. The heading includes the writer’s address, the writer’s address and
2. It is show when the sender in writing the letter to and it has to be arranged
3. correctly.
4. Salutation consist of the introductory words and the person you are writing to.
5. The body of the topic of the letter of both sender and the receiver of the personal letter.
6. Leave-taking is use a conventional phrase to close the letter.

**CHAPTER III**

 **METHOD OF RESEARCH**

**3.1 Design of the Research**

 This study is done by using a descriptive research. It meant that this study intended to describe and interpret what the variable is. Is relates to what best says that a descriptive research concerns with the condition or relationship that exist,opinions that are held, processes that are going on, effects that are evident, or trends that are adeveloping. (Best, 1981: 93)

**3.2 Population and Sample**

 The population means generalization region consist of: objects/subjects that have certain qualities and characteristics are determined by investigators to be studied and then drawn conclusions. (Sugioyono,2010:80)

In this studythe population there are two classes of grade X students they are consisting of grade X-1, X-2, with the total number 60 students.

 In obtaining the sample the writer used random sampling considering what bong says that:

”random sampling is a process from a populationthat provides every sample of a given size as equal probability of being selected.by using this random sampling all the population have an equal and independent chance of being selected for the sample”.(borg,1983:245)

 In this study,The writer take a one class as sample.That class has chosen is XI-2 which consisted of 30 students.

 **TABLE I**

 **RESEARCH DESIGN**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Class |  Amount | Amount |
|  Male |  Female |
| 1. |  X-1 |  15 |  15 |  30 |
| 2. |  X-2 |  10 |  20 |  30 |

**3.3 Instrument of the Research**

 The instrument of the research is a set of question.Where as, the students ask to write down letters. To score the students’ writing English letters, the writer uses some criteria’s writing they are five scoring components.

 **TABLE II**

**THE INDICATOR OF WRITING LETTERS**

|  |  |
| --- | --- |
| **Indicator of the Letters** |  **Score** |
| Completing meaning |  40 |
| Harmony |  30 |
| Logic | 30 |
|  **Total** |  **100** |

 Firstly,the students can choose words that convey their ideas. The word choice tends to be exact, common and continuation. The exactness of word choices covers the accuracy of tone of talking. The students are expected to use the words which are common and familiar.Another point that isimportant to consider in the word chosen has continuation that is consistency which represent their ideas systematical.

 Second,effective sentence should be used to represent their ideas that other people can understand the content of the letter. The sentence are considered affective if they have:

1. Complete meaning

It can be seen from the parts of sentences are called subject, predicate and complement.

1. Harmony

It is formed by conformity of structure.

1. Logic

A good sentence should be logic and receivable. (Gradely,1851:20)a paragraph arrangement is considered correct if its sentences are arranged as the following steps:

* 1. In the first paragraph,the students should introduce course of dealing,that the writer of the letter can lead the readers to discover the main point of the letter.it should be courteous,formal or it may hint serious matters which the message will soon make plain.
	2. Information or message should be clearly be stated and divided into an appropriate way and number of paragraph. It is usually placed on the second paragraph.
	3. In the closing paragraph, the students are expected to establish the atmosphere of courtesy whatever has been the nature of the body of letter. Furtheremore,it is frequently used to signal used to signal the action which hopes willfollow from the letter.(Raimes,1989:16)

**3.4 Technique of Collecting the Data**

 In the collecting the data, the writer prepare of a letter from her/him friend. Then the writer ask the students to write a replay letter based on the letter. The results of the test are analyzing in the data analysis.

**3.5 Technique of the Data Analysis**

 At the first,the writer tabulated the student’s scores,than compared each of the scores with the standard ability set out to determine whether the students are able to do the test.

 In setting the standard ability,the refers to KTSP curriculum (Kurikulum Tingkat SatuanPendidikan). Based on the references, the standard ability of an individual mastery of learning process is 70 (seventy) of the writing letters test, it mean

* + 1. If a students is able to write letters 70 correctly, she/he will be categorized as able.
		2. If a student is able to write letters below 70 correctly, she/he will be categorize as unable.
		3. If 50% of the samples get 70 correctly, the population wills be categorized as able.
		4. If 50% the sample get below 70 correctly, the population will be categorized as unable.

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 **CHAPTER IV**

 **RESEARCH FINDINGS AND DISCUSSIONS**

* 1. **The Research Result**

As stated before that to know the ability of the students in identifying topic writing letters, This research used essay test. After testing the students by using the test, The score of students be seen as table below:

 **TABLE II**

**THE SCORE OF STUDENTS IN WRITING LETTER**

|  |  |  |
| --- | --- | --- |
| NO |  **Student’s Name** |  **SCORE** |
| 1 | Aina Katiara | 90 |
| 2 | Anita | 75 |
| 3 | Arysika | 75 |
| 4 | Dewi Ambar Wati | 90 |
| 5 | Diana Evi Sartika | 75 |
| 6 | Eka Yanti | 90 |
| 7 | Bayu Indrawan | 90 |
| 8 | Dedi Setiawan | 85 |
| 9 | Gilja Agustira | 90 |
| 10 | Aji Prima Dani | 90 |
| 11 | Herna Ningsih | 90 |
| 12 | Yulia Syahputri | 90 |
| 13 | Lutfhi Andri Ramadhan | 85 |
| 14 | Muhammad Solihin | 85 |

|  |  |  |
| --- | --- | --- |
| 15 | M. Dahrul | 70 |
| 16 | Nanda Pratama | 65 |
| 17 | Nita Sari | 75 |
| 18 | Oki Herdian | 85 |
| 19 | Rebi Damanik | 70 |
| 20 | Rika Ardianta | 85 |
| 21 | Sinta Kusuma | 70 |
| 22 | Siska Frantika | 80 |
| 23 | Sundari | 65 |
| 24 | Yeni Syahpitri | 70 |
| 25 | Abdul Haji | 85 |
| 26 | Nurul Azrina | 80 |
| 27 | Rahma | 85 |
| 28 | Suhalatul Mumtaja | 90 |
| 29 | Evri Andika | 70 |
| 30 | Ernia Syahfitri | 85 |
|  |  Totally |  2,430  |

 After testing the students by the test, it known that calculated the students’ score based on the above table, it can be known that the highest score of the students in writing letters is 90 a. However ,the lowest score of them is 65.

* 1. **Analysis of the Data**

After knowing the score of students, this the score of the student’s ability in in writing letters can be applied into the distributions frequency as follows:

R: Highest sore – Lowest score

 90-65 =25

K: 1= (3,3) x log n

i : R : k

k= 1+ (3,3) x log 30

 = 1 + (3,3) x 1.477122

 = 1 + 4.7755026

 = 5.7755026

 = 6

I= 25 : 6 = 4,16

 So, after calculate the highest and the lowest scored it can be stated that the interval of the score is 4.16. Then, the result of the score above can be applied into the table distribution frequency as bellow:

**TABLE III**

**THE FREQUENCY DISTRIBUTION OF**

 **THE STUDENTS SCORE IN WRITING LETTERS**

|  |  |  |  |
| --- | --- | --- | --- |
| NO | **INTERVAL** | **FREQUENCY** | **PERCENTAGE** |
| 1 | 90-95 | 9 | 22,5% |
| 2 | 80-85 | 10 | 25% |
| 3 | 70-75 | 9 | 22.5% |
| 4 | 60-65 | 2 | 5% |
|  | **Totally**  | **30** | **75%** |

 Based on the table above, it can be seen that most of the student’s interval score is 70-75 or 22.5% from the total sample and then the condition of frequency distribution score of the eleventh grade X students of SMA NURHASANAH Medan in 2019 Academic year in writing letters can be applied into the histogram as below:

 there were 30% students or 75% who have the highest score, and there were 10 or 25% students who have the lowest score.

 After calculated the students’ score as above, the next step is to state the students’ score into the classification as table below:

**TABLE IV**

**THE CLASSIFICATION OF STUDENT’S**

**SCORE IN WRITING LETTERS**

|  |  |  |  |
| --- | --- | --- | --- |
| NO |  **Student’s Name** | **SCORE** | **Classification** |
| 1 | Aina Katiara | 90 | Able  |
| 2 | Anita | 75 | Able |
| 3 | Arysika | 75 | Able |
| 4 | Dewi Ambar Wati | 90 | Able |
| 5 | Diana Evi Sartika | 75 | Able |
| 6 | Eka Yanti | 90 | Able |
| 7 | Bayu Indrawan | 90 | Able |
| 8 | Dedi Setiawan | 85 | Able |
| 9 | Gilja Agustira | 90 | Able |
| 10 | Aji Prima Dani | 90 | Able |
| 11 | Herna Ningsih | 90 | Able |
| 12 | Yulia Syahputri | 90 | Able |
| 13 | Lutfhi Andri Ramadhan | 85 | Able |
| 14 | Muhammad Solihin | 85 | Able |

|  |  |  |  |
| --- | --- | --- | --- |
| 15 | M. Dahrul | 70 | Able |
| 16 | Nanda Pratama | 65 | Unable |
| 17 | Nita Sari | 75 | Able |
| 18 | Oki Herdian | 85 | Able |
| 19 | Rebi Damanik | 70 | Able |
| 20 | Rika Ardianta | 80 | Able |
| 21 | Sinta Kusuma | 65 | Unable |
| 22 | Siska Frantika | 70 | Able |
| 23 | Sundari | 85 | Able |
| 24 | Yeni Syahpitri | 80 | Able |
| 25 | Abdul Haji | 85 | Able |
| 26 | Nurul Azrina | 85 | Able |
| 27 | Rahma | 90 | Able |
| 28 | Suhalatul Mumtaja | 70 | Able |
| 29 | Evri Andika | 85 | Able |
| 30 | Ernia Syahfitri | 85 | Able |
|  |  Totally | 2,430 |  |

 Based on the table above, it can be know that the percentage classification of the student’s ability in writing letters can be computed as below:

1. There were 30 students or 75 % from total sample who have categorized into able.
2. There were 10 student’s or 25 % from the total sample who have categorized into unable.

 After calculated the student’s score in writing letters, it can be known that the total score of them is 2430. However, the total sample was 30 students. To find out the mean score of the students by formula as follow:

 M = ∑x

 N

 =$\frac{2,430}{30}$ =0,081

 Based on the calculation above, it can be found that the means score of them is 0,081, it means that their mean score is more than 70 (M>70). So, it can be stated that the grade IX students of SMA NURHASANAH Medan in 2018-2019 Academic year are able in writing letters.

 The student’s problems in writing letters are:

1. They don’t understand about the structure.
2. The students don’t understand how to closing the letters.
3. They are can’t organized their ideas in writing letter, it means each of the students have the problem in writing letters.
4. They are have less numbers of vocabularies, so they are can’t organized their ideas to write a good letter.
5. The students are not understood how to write letters. Because they have not interesting in learning English letters.
	1. **Findings**

 The findings can be viewed from many aspects. They can viewed from the aspect of ability and the manner of the test. The findings viewed from the aspects of ability means that the ability of the students in mastering English tests is ‘able’. From the finding it can be interpreted to what extend the ability of the students in writing letters.

 Based on individual data, they showed that there were 30 persons of the students who could got ’able’ marks. This indicates that the ability of the students in English is good because 75% of the students able in writing letters. The students who got “unable” were 10 persons. They were categorized as the lowest score.

 Based on formative or regular tests the achievement of teaching writing letter is successful because the number of the students who got more than or equal to 75% in other words the teaching of writing letters is successful.

* 1. **Research Discussion**

 By looking at the students ability in writing letters, they got the mean of the scores 0,081. Based on the number of students who were successful, there were 75% of the students their belonged to successful. Even those who failed in writing. Letter were 25%. There were two paradox decisions here. Based on the number of the students who were successful, there were only 75%. This figure is paradox to the mean number. This means that the scores were too fluctuated in range. The more fluctuated the range the more fluctuated average of ability of the students.

 What is discussed here is that the analysis can be varied. In other words, it can be viewed from the data available or and from the criteria decided by Depdikbud (2006). In this case the teachers have right to decide which one they want to follow so long as they have patterns to step on.

 On should be explained in this case is that the ability in writing letters. This means that the ability of students is not always the same. As the students have learned the writing letter by heart and they remember parts of letters. In a few days or weeks later they no longer remember parts of letters. The words being memorized do not remain long because they are not frequently use. The way to use them frequently is by using the words as frequently as possible. The words can be used in dialogues, speeches, conversations or and written language.

 The teachers sometimes neglect their duty to give their students home assignment to do at home. If the teachers can do this and give them to the students after being corrected the students will remember the words for a long time. This is based on the language teaching that strengthens communicative competence with the portion : *encounters :structured tasks : self activities = 1: 2 : 3*

 The other important work belongs to parents. Parents to important role in education. Parents sometimes do not check their sons and daughters what they have done at school and what they do at home. If parents want their sons and daughters to be clever in English and the other subject they must send their sons and daughters to English course, mathematics course, and physics course. As their sons have come back from school or courses, parents must check the bag and their home assignment. Home assignment must be done at home.

 Parents do watch it. Parents are responsible for everything to be done at home. This can support everything instructed by teachers at school. School is only 30% of responsibility of students. The left 70% belongs to parents and environment. Environment is also important to support education. That is why many people search positive environment for bringing children up. It does not depend only with the term ‘the more the merrier’ but rather places.

 Environment also influences the ability and stability of students. When they go to school they interact with their friends and others. This is makes situation in both good and bed conditions. When the result is good the condition becomes contra-productive in learning. How to evaluate this is the obligation of parents. Parents decide to what and to where they ask their children to learn.

**CHAPTER V**

 **CONCLUSIONS AND SUGGESTIONS**

* 1. **Conclusions**

After testing the students by instruments of the research and analyzed the data of the research, the writer concluded the research as follow:

1. The grade IX students of SMA NURHASANAH Medan in 2018-2019 Academic year able in writing letters, because 75% of the students got 75 correctly in writing letters.
2. The mean of the student’s score who have got is 71.62, based on standard ability in learning process (KTSP) it can concluded the grade IX students of SMA NURHASANAH Medan 2018-2019 Academic year are able in writing letter.
3. From the research result, the problem of the students in writing letters are:
4. The students not understand about part of letters.
5. The students have not many vocabulary to write letters.
6. The students not understand in writing body of letters, because them are haven’t enough vocabulary.
	1. **Suggestions**

Having seen the result of the study, the writer would like to offer some suggestion to be considered as follows:

1. English teachers should teach writing as frequently as they teach other skills.
2. The teachers are also suggested to choose the more interesting and useful material of writing.
3. Teacher should pay attention to the reality that students’ competence are different, thus, she or he must apply the suitable method in order that students have better writing achievement learning process, especially in teaching writing letters.

APPENDDIX-A

NAMA :

HARI/TANGGAL :

KLS :

PETUNJUK

1. Read the letter bellow carefully?
2. Then make a replay of the letters bellow, you may write it more then two paragraphs. Write a letter as good as possible?

Medan Street,

 Tebing tinggi,

 Medan 67,

 Indonesia

 Tel 082365655103

 21 St May,, 2019

Dear Mario

I hope you get the best days. For this time I want to share with you because I have may problem then I hope you help me to my problem later.

I have a friend asked her if she liked me but she I always said ‘ I don’t know’. Today I saw her at the school canteen ans she kept looking at me. Is this a sign that she like me or something?, what do you think?.

I think that all for my letter, I hope you give a suggestion to my problems because I need it soon.

Your sincerely,

 Endang rahmadina