

**IMPROVING STUDENTS' PERSONAL LETTER WRITING  
SKILLS THROUGH WRITING PROCESS APPROACH**  
(A Classroom Action Research of the eleventh grade Students at SMK Negeri  
8 Surakarta Semester 1, Academic Year of 2019/2020)

A THESIS

Presented as Partial Fulfillment of the Requirements for the Magister Degree of  
Language Education Department



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**2020**

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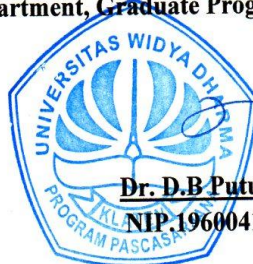
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SKILLS THROUGH WRITING PROCESS APPROACH  
(A Classroom Action Research at the eleventh grade Students at SMK  
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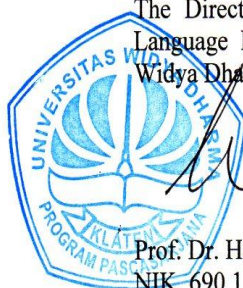
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It is not a plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, July 25, 2020

The writer,



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## **MOTTOS**

**Lahaula wa la quwata illabillah.....**

**Ing Ngarso Sung Tulodho  
Ing Madyo Mangun Karso  
Tut Wuri Handayani**

( Ki Hajar Dewantoro)

## DEDICATIONS

**This Thesis is specially dedicated to:**

- **My beloved family**  
**My lovely husband and My Sons: Rizqar & Haikal**  
Who give me the priceless love, motivation and support in finishing this study
- **My mother**  
Who always gives me continuous prayers.

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I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Karanganyar, 25 July 2020

The writer,

Ninik Nurhayati



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## ABSTRACT

Ninik Nurhayati **1881100004**. *Improving Student's Personal Letter Writing Skills Through Writing Process Approach*. A Classroom Action Research at the eleventh grade Students XI ST.1 at SMK Negeri 8 Surakarta Semester 1, Academic Year of 2019/2020. A Thesis. Language Education Department Graduate Program of Widya Dharma University Klaten 2020.

This research is aimed to improve the students' personal letter writing skills. It is assumed that the Writing Process Approach will be effective to improve the students' writing skills.

Thus is a Classroom Action Research (CAR), conducted in class XI ST.1 at SMK Negeri 8 Surakarta Semester 1, Academic Year of 2019/2020. It was conducted in two cycles. Every cycle consisted of: *planning, implementing, observing, and reflecting*. Each meeting consisted of five steps: 1) prewriting, 2) drafting, 3) revising, 4) proof reading and 5) publishing. The researcher used two techniques in collecting the data - test and non-test. The data collected in this study were qualitative and quantitative data. The qualitative data were taken through observation and interview. The observation were written in the form of field notes, which were obtained from the daily observation, while the quantitative data were obtained by doing pre-test and post-test. The researcher followed the five stages proposed by Burns (2010: 105)

The findings show that the use of Writing Process Approach, can improve the students' writing skill of XI ST.1 SMK Negeri 8 Surakarta 2019/2020. It could be seen that the students were more active, enjoyed to study and students' involvement in group discussions, attention and enthusiasm in learning personal letter text increased significantly. It could be seen that from 48% attention 18% enthusiasm in preliminary increased to 74% and 66% in the first cycle and increased again to 92 % and 85 % of students' attention and enthusiasm in the second cycle. The role of teacher's guide to the students in doing the task is decreased significantly. It means that the students can be more independent in doing the tasks in the learning process of writing personal letter. The result of the implementation of Writing Process Approach could improve the students' writing skill, the students are successful in achieving the passing grade of 75. Based on the empirical data, here are the improvement between the results of students' mean scores in five aspects, by Tribble (1996: 130 –131) namely contents, organization, vocabulary, language use, and mechanics. From the students' pre-test mean score in term of content was 3,20 increased to 3.63. Meanwhile, the organization score was 3,04 increased to 3,50 in the vocabulary score was 2,67 increased to 3,37 in the post-test. In the language use, their pre-test score was 2.69 increased significantly to 3.48 in the post-test. While the students' mean score in term of mechanics were 2.83 increased to 3.37 in the post-test.

Finally, all the students had been successful in gaining the passing grade score in personal letter. So, it is necessary to develop and to apply writing process approach in the learning process for writing skill.

Key word : Writing skill, Writing Process Approach, Personal Letter

## ABSTRAK

Ninik Nurhayati **1881100004**. *Upaya Meningkatkan Keterampilan Menulis Teks Surat Pribadi (Personal Letter) Melalui Writing Process Approach. (Sebuah Penelitian Tindakan Kelas Pada Siswa Kelas XI ST.1 SMK Negeri 8 Surakarta Semester 1, Tahun Ajaran 2019/2020)* Sebuah Tesis. Program Pasca Sarjana. Fakultas Bahasa Universitas Widya Dharma Klaten 2020.

Tujuan Penelitian ini adalah meningkatkan keterampilan menulis teks surat pribadi. Diharapkan dengan Pendekatan Proses Menulis, akan efektif meningkatkan kemampuan menulis siswa.

Penelitian Tindakan Kelas ini, dilaksanakan dikelas class XI ST.1 SMK Negeri 8 Surakarta Semester 1, Tahun ajaran 2019/2020. Dilaksanakan dalam dua siklus, setiap siklus terdiri dari : Merencanakan, Mengimplementasikan, Mengobservasi dan Merefleksi. Setiap Pertemuan terdiri dari lima tahap yaitu: 1) Awal menulis 2) Mengkonsep 3) Merevisi 4) Mengoreksi dan 5) Menerbitkan. Peneliti menggunakan dua tehnik dalam pengumpulan data : tes dan non-tes. Pengumpulan data kualitatif dan kuantitatif. Data kualitatif diperoleh melalui observasi dan wawancara. Data observasi ditulis dalam bentuk catatan pengamatan harian, digunakan untuk menjelaskan kemajuan dari tindakan. Data kuantitatif diperoleh dengan cara mengerjakan tes awal dan tes akhir mengacu pada teori Burns (2010: 105)

Hasil penelitian menunjukkan bahwa penggunaan pendekatan proses menulis dapat meningkatkan kemampuan menulis pada siswa siswi kelas XI ST.1 SMKN 8 tahun ajaran 2019/2020. Dapat dilihat siswa lebih aktif, menikmati belajar dan keterlibatan siswa-siswi dalam diskusi kelompok, perhatian dan antusiasme belajarnya meningkat. Prosentase perhatian dan antusiasme pada kondisi awal dari 48% dan 18% meningkat menjadi 74% dan 66% pada siklus pertama dan 92% dan 85% pada siklus kedua. Peranan guru dalam membimbing siswa berkurang. Menunjukkan siswa siswi mandiri mengerjakan tugas menulis surat pribadi. Meningkatkan kemampuan menulis mencapai nilai KKM 75. Berdasarkan data empiris menunjukkan peningkatan nilai rata – rata siswa dalam lima aspek, mengacu pada teori Tribble (1996: 130 –131) yaitu isi, organisasi, kosa kata, penggunaan bahasa dan mekanisme tulisan. Pada kondisi awal penguasaan nilai rata-rata isi 3,20 meningkat menjadi 3,63 pada post test, nilai rata-rata organisasi pada test awal 3,04 meningkat menjadi 3,50, penguasaan kosa kata 2,67 meningkat menjadi 3,37. Penggunaan bahasa 2,67 meningkat menjadi 3,37. Sementara nilai pada mekanisme 2,83 menjadi 3,37.

Disimpulkan melalui pendekatan proses menulis siswa berhasil mencapai nilai ketuntasan kriteria minimum surat pribadi. Untuk itu perlunya menerapkan pendekatan proses menulis ini guna meningkatkan kemampuan menulis.

Kata Kunci: Kemampuan Menulis, Pendekatan Proses Menulis, Surat Pribadi.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is one of the subjects which is taught to the students since they were on Elementary school. As the subject, the main objective of English is to develop the English communication ability in both oral or written. There are four skills in English : listening, speaking, reading, and writing.

In relation to learn English, the four skills must be mastered by the students. Writing is placed the last among them. Writing is the most difficult skill among them because it requires good grammar, punctuation, appropriate tenses, vocabulary, spelling etc. When students write something, they have a big question in their mind whether what they write is correct or not, or it can be understood or not by other people.

Writing is an activity of transferring ideas into written form by using graphical symbols to be read and understood by others. Thoughts expressed in written form were discovered through thought processing and intended to open insight and knowledge to its readers. For this reason students need the ability to choose and use language that is appropriate to the context in a learning model of writing skills (Sheir, Zahran, & Koura, 2015).

Writing skills cannot be obtained instantly because they have to go through a quite long process. The skills involved in writing are very complex. The difficulties in writing skill are not only in generating and organizing ideas, but

also in translating these ideas into a readable and understandable text. The difficulty becomes more noticeable if their language proficiency is weak. Besides having to pay attention to this writing also requires imagination and creativity, especially in creative writing so that it has a clear meaning and gives its own impression to the reader (Bayat, 2014).

Writing accurately involves spelling correctly, forming letters, writing legibly, punctuating correctly, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly. These sub-skills are quite complex so that they create some problems for students in writing class.

Based on the statement above, it is clear that writing is not an easy skill to master. It is also supported by the following reason. Firstly, the writing skill is placed in the last part after three skills namely listening, speaking, and reading. Secondly, writing is important for students to communicate in their daily lives such as writing letter, job applications, memo and short messages etc. Although the students are familiar with writing, it has many important points that make writing not as easy as it is assumed.

Learning writing is not easy for vocational high school students, but they have to master this skill well to reach the goal of their future. Writing skill will be needed by them when they look for jobs, because they must make an application letter, or curriculum vitae. Therefore, teacher has to teach the students to the informational level in order to communicate in written and spoken texts, to solve the daily problems. To reach that goal, a special way to solve some problem in

writing is needed. The use of an appropriate technique in teaching writing will give a contribution to the success of students' writing skill.

Accordance to the explanation above, Vocational High School 8 Surakarta which is located in Surakarta City, has arts programme study. So that English is one of important lesson to study and it needs serious handling. This school majoring intraditional music instrument, traditional dancing art, puppet shadow art, modern music, broadcasting and multi media. All these programmes have intend to form great generation that cares with the nation cultures. SMKN 8 Surakarta has heterogeneous students input with different learning abilities.

Most of the students have their own dream to be a professional art workers and others. They dream to go or to work aboard as many of their seniors. So, fluent in english is very important for them in order to support their study, because some of them have chance to go aboard in accordance with their field study. Mastering writing skill is one of the ways to improve the students' ability in English. The students need to write many things about themselves to their foreign friends in order to find informations, relationship or connections related with their arts skill. Both of finding jobs or like to perform arts in other countries. The facts show that the process of teaching and learning activities in class XI ST1 SMK Negeri 8 Surakarta is known that learning English is still centered on teacher that make students become passive. The researcher realize that students' comprehension and ability in English especially in writing skill can be seen by their achievement. In addition to this view Ghazi (2002: 1) says that writing is a complex process that allows writers to explore thoughts and ideas, and make them

visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

In relation with that, there are many ways to improve student's ability of writing. One is the varieties of teaching learning techniques given by the teacher. When the teacher uses monotonous techniques in teaching writing, the students can be bored and loss their motivation to learn. Here teachers are demanded to find an appropriate technique which is capable to meet learners' need to improve writing skill.

Based on the pre-observation conducted by the researcher did on Tuesday, September 10<sup>th</sup>, 2019 at class XI ST1 and in the interview to the students and other English teacher at Vocational High School 8 Surakarta, the researcher found that the students' writing ability in that class were still low. They made many mistakes in writing.

The writer found that the students have low competence on writing skill. It is indicated through the following indicators. From the competence of writing skill, the indicators are: 1) the students get difficulties in exploring idea for writing; 2) they get difficulties to arrange their writing into cohesiveness and coherence; 3) they do improper activities (non academic activities) in the class such as sleeping, chatting with their friends, doing assesments for other subjects etc; 4) they do not respond to the teacher's commands and They made many mistakes in writing, such as not correctly in using punctuation, appropriate tenses,

vocabulary, grammar, spelling, and arranging words into a sentence. The researcher also found that only about 10-15 students or 30% of the students dare to ask questions about material that is not yet understood. The rest about 70% of students are still passively asking questions to the teacher. By looking at the situation above, the researcher can see from a side of the varieties of teaching learning techniques given by the English teacher at XI ST.1 students of SMKN 8 Surakarta in preliminary condition

Meanwhile, in creative writing students are required to be able to cultivate their thinking power. The power of thought includes ideas which are then processed with imagination and creativity. The ability to process thinking power is influenced by the level of ability and background of students, so it requires direction and practice, especially in learning to write. It is uneasy to produce written products. They are also called the result of our thinking. This product also by means of drafting, and revising procedures. It requires specialized skills, skills that not every writer develops naturally. It is clear that writing skills cannot be mastered instantly, but it needs a process to master this ability.

Because of the different backgrounds and abilities of students, the teacher must be able to direct them correctly. The teacher is expected to be able to choose a learning method that is suitable for the class conditions and the conditions of the students. The selection of the right learning method is expected by the teacher to be able to convey learning material in a more interactive, interesting and enjoyable way. Interesting and fun learning conditions will enhance student

learning activities. Increasing student's activity is expected to improve the quality of learning that can be seen through increasing the activity of asking students.

The contributing factor to the low writing skills of students in class XI ST1 is that teachers only use the text book from dropping by the government, in each learning process from the material taught before, but the presence of these book has not optimized student learning activities, so student activity is still very low. This is very influential on student learning outcomes. In class XI ST1, the most complex problem occurred was the lack of students' interest in learning English, especially learning to write. Students feel reluctant, not excited in participating in learning English. In learning activity, students only passively accept material from the teacher in the learning process. The students' skill to understand the writing material influence the personal letter material provided by the teacher were still low, so that the writing skills of students of class XI ST1 SMK Negeri 8 Surakarta need to be increased.

Nowadays there are many various techniques that can be used by teachers to help the students in organizing ideas and bring their boredom down in writing. Strategies are very important in teaching learning process. One of the strategic that can be used in teaching English writing is writing process approach. The use of writing process approach here can guide the students' learning activities in the classroom effectively.

The right solution used to overcome the above problems is to use appropriate learning methods. Learning methods that are expected to be able to overcome the problem of the low activities of asking by students is to use the



writing process approach. Learning with the writing process approach can enable students to learn because in this learning method has the principle of being able to bring students to be ready to learn subject matter quickly (Bayat, 2014).

The main focus in the writing process approach is that writing is truly a skill. Writing skill are built through several stages and a long process, not immediately become. This new view, which became known as the process approach or process oriented, it is in contrast to previous conventional learning practices where the teacher simply assigns writing assignments to students either as assignments in class or as homework and only needs to collect the student's work without knowing how the writing process is done by the students (Brown, 2000).

Writing process approach can be used to see the level of student ability. This approach can be carried out in almost all subjects. Students can learn actively by using their thinking means, students can think independently and innovatively not only receive from the teacher alone but also can work together with other friends to exchange knowledge so that, they will be motivated to learn by doing learning activities to increase their active activity. The writing process approach emphasizes the process of learning to write for students rather than the final product (Sheir, Zahran, & Koura, 2015).

Through the application of the learning process, writing process approach is expected to stimulate student involvement in learning activities. The involvement is physical and mental involvement both of which are related to one another. In applying the writing process approach, students are required to be more active in

following the learning process, not only acting as passive recipients of information, students are challenged to actively communicate, especially activeness in asking questions, in order to find the information needed (Soemarjadi, Ramanto, & Zahri, 1991).

By learning writing skill at vocational high school , the students are expected to be able to produce a text or a message to communicate with others. However, it is important to view that writing is not only as the product of an individual, but also as a social act. In line with this statement, Lyons and Kroll (Weigle, 2002: 19) define writing as an act that takes place within a context, that accomplishes a particular purpose, which is appropriately shaped for its intended audience. Thus, writing is not only to produce text, but also to interact with others in a social act.

## **B. Identification of Problems**

Based on the background of the study, there are some problems that can be identified in learning writing skills. To identify the existing problems, the researcher observed the learning process in class XI ST1 semester 1 2019/2020 of SMKN 8 Surakarta, and then interviewed the English teacher and some students in the class to get some informations.

After doing some observations and interviews, the researcher obtained informations about the major problems faced by the students, related to the teaching and learning of writing in the classroom. The problems found that made

the students have low performance in writing skill, were classified into five categories :

1. The English teachers in this school, still used a traditional method. She directly gave material with short explanations.
2. The students' drooping book from the Government as the main source of English materials has less of exercises to the students.
3. The lack of media used by the teacher in the teaching learning process also contributed the students's writing skill in class XI ST1 of SMKN 8, It made the classroom atmosphere become uncondusive. The students' motivation became less and The students' activities were not interactive.
4. The students in class XI ST1 of SMKN 8 surakarta were still confused to arrange the words to be a good sentence. It was caused by their lack of comprehension in understanding the meaning of the words. The lack of vocabulary mastery also influenced the students' writing skill.
5. The problem is related to generating ideas. The students had difficulties in developing their ideas. If the teacher did not give an example for them as a model, they were confused and waste a lot of time to think.

### **C. Limitation of Problems**

There are many problems faced by the students of the eleventh grade class XI ST.1 students of SMK Negeri 8 Surakarta semester 1, academic year of 2019/2020. The researcher and the English teacher decided to focus the study in improving students' writing skills. This limitation is based on the findings that the

researcher found in the classroom. By implementing the Writing Process Approach in teaching and learning process, she hoped the approach could help the English teacher to teach personal letter writing skill effectively and help the students to improve their writing skills. Moreover, this approach was also used to investigate the implementation of writing process approach in teaching writing to know its impact to the improvement of students' writing skills.

#### **D. Formulation of the Problem**

The formulation of the problem in this research is formulated as follows:

1. “How can the application of the Writing Process approach improve the process of teaching and learning of personal letter text in class XI ST1 semester 1 students of SMKN 8 Surakarta in the Academic Year 2019/2020?”
2. “ To what extend can the application of writing process approach be used to improve students' writing skills of personal letter texts in class XI ST1 semester 1 students of SMKN 8 Surakarta in the Academic Year 2019/2020 ?”

#### **E. Objectives of the Study**

The objective of this research is to describe :

1. How the writing process approach can improve the process of teaching and learning of personal letter texts in class XI ST1 semester 1 students of SMKN 8 Surakarta in the Academic Year 2019/2020.

2. To investigate to what extent the application writing process approach can be used to improve the students' writing skill of personal letter text to the students class XI ST1 semester 1 of SMK Negeri 8 Surakarta in the Academic Year 2019/2020.

#### **F. Benefits of the Study**

The researcher expects that the findings of this study can give benefits and some contributions to the students, English teachers, schools, school principals, school committees and the other researchers. The expected contributions are:

1. For the students:

Increasing the students' personal letter writing skills of class XI ST1 semester 1 SMK Negeri 8 Surakarta Academic Year 2019/2020.

2. For the English teachers:

- a. Applying the writing process approach by the English teachers to improve the classroom situations in teaching learning process.

- b. Applying the writing process approach by the English teachers to improve the students' writing skills.

- c. This research as an alternative solution that can be used to improve the students' writing skills.

3. For the schools:

- a. Improving the quality of education, especially English subjects.

- b. Making a positive contribution in learning activities at school.

4. For the school principals:

The results of this study can be used as a reference in making policies to improve school quality.

5. For the school committees:

The results of this study can be used as input in the fulfillment of learning facilities and infrastructure.

6. For the other researcher:

This research can be used as a reference to conduct further studies for them.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication and suggestion obtaining from the study. The following discussion is how this study brings the effects on improving the students' writing skill in class XI ST.1 SMK Negeri 8 Surakarta.

#### A. Conclusions

1. Through the application of the writing process approach with the proper model procedures developed, the process of teaching and learning personal letter text for the students in class XI ST.1 SMKN 8 Surakarta 2019/2020 works better and faster than in traditional classroom. The students' classroom interaction is more active. In group discussion the students become active, more cooperative with others, enjoy the lesson and interesting in writing activity. It could be seen that the students were more active, enjoyed to study and students' involvement in group discussions, attention and enthusiasm in learning personal letter text increased significantly. It can be seen that from 48% attention 18% enthusiasm in preliminary increased to 74% and 66% in first cycle and increased again to 92 % and 85 % in second cycle. The role of teacher's guide to the students in doing the task is decreased significantly. It means that the students can be more independent in doing the tasks in the learning process of writing personal letter. The students also get some benefits from the use of

brainstorming activity. All of them are able to write in right steps. The teacher's role in this classroom also involve well and become a good fasilitator for the students. Finally, the improvement of the students' writing skill in personal letter text can be reached but it should follow the proper model procedures of the implementation of WPA proposed by Reed (2014). In other words, writing process approach can improve the students' writing skills XI ST.1 semester 1 SMK Negeri 8 Surakarta Academic Year 2019/2020.

2. Through the extend of the application writing process approach, the output of the students' writing skill improve significantly. The improvement can also be seen in terms of language use, especially related to components of writing, proposed by Tribble (1996: 130 –131), such as: content, organization, vocabulary, language, and mechanics. It is really able to improve the students' achievements from cycle to cycle. The students can minimize their writing problems in five aspects of writing. The improvement can be seen through the comparison between the mean score of pre-test and post-test scores. The data shows the pre-test average score is 72 with 29.6 % completeness, in cycle I the average score increases to 79 with 63% completeness, in the final condition or in cycle II the average score increases again, it reaches 85 with 92% completeness and it reaches 86 with 100% completeness in the post-test, in the class of XI ST.1 semester 1 SMK Negeri 8 Surakarta Academic Year 2019/2020.



## **B. Implications**

From the results of the research findings, the application of the writing process approach can improve the students' writing personal letter skills XI ST.1 semester 1 SMK Negeri 8 Surakarta Academic Year 2019/2020. Based on the result, teaching writing through WPA is a suitable approach to improve the students' writing competence step by step. The objectives of Writing Process Approach are to improve the process continually and to investigate to what extent the Writing Process Approach can improve the students' writing skills. It is hoped that WPA also have the quality, especially, the learning process.

The use of WPA helps the students to improve their ability in writing. In this case, they are able to generate ideas rapidly and notice the organization of their paragraphs. They are also able to correct the use of tenses, punctuation and words choices learning writing to be more creative and innovative.

The implications for english teachers as well as researcher in further teaching learning process, that the WPA is needed to use in order to improve the students' writing skill in different subject and level. However, the uses of this approach is necessary to develop and to apply writing process approach in the learning process for writing skill. This study can also be used as a reference for English teachers in improving teaching and should be able to modify and simplify so that it can be more adaptable for other users.

### **C. Suggestions**

Based on this research, there are several suggestions that need to be considered, namely:

#### 1. For Teachers

- a. In Teaching and learning process by using the writing process approach, the teacher should provide an apperception or brainstorming that encourages the students to learn so that students can improve their learning achievement.
- b. English teachers need new method for teaching learning process which can improve the students' achievement.
- c. The Students' attention and enthusiasm in learning writing skills in personal letter material increased by using the writing process approach, because of that other english teachers can use writing process approach in writing class.

#### 2. For students

- a. By implementing the writing process approach, students should be able to use it well, based on the steps so the students' learning abilities can be improved.
- b. By implementing the writing process approach students should be more active, creative and trying to find the concepts of study.

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