

**AN ANALYSIS OF THE ELEVENTH-GRADE STUDENTS' ABILITY IN
WRITING PERSONAL LETTERS WITH THINK PAIR SHARE MODEL
AT BUSANA 4 DEPARTMENT OF SMKN 3 PAYAKUMBUH**

THESIS



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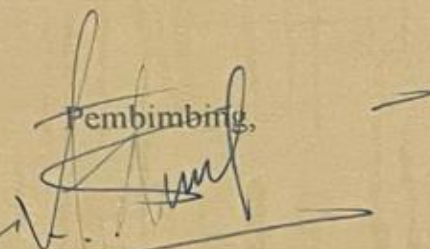
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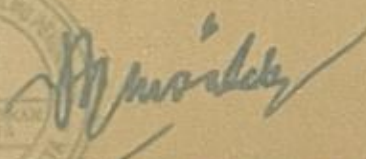
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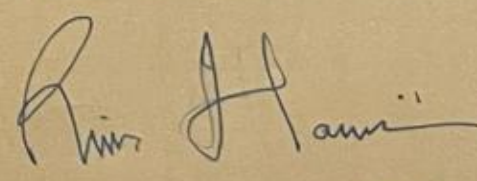
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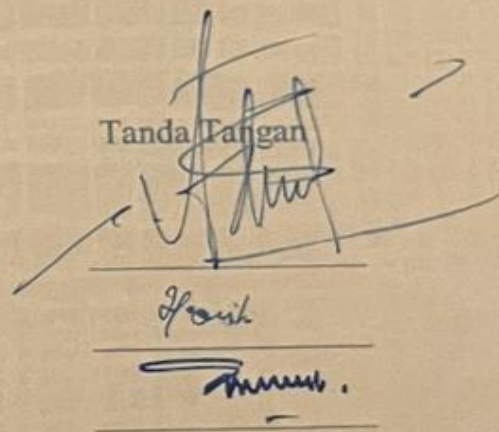
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The image shows two handwritten signatures in black ink. The first signature is written above a horizontal line, and the second signature is written below another horizontal line. There are also some faint, illegible handwritten marks and arrows around the signatures.

ACKNOWLEDGMENTS

Alhamdulillahirabbil,,alamin. First, the researcher would like to express her deepest gratitude to Allah subhanahu wa ta'ala who has blessed her with blessing, love, opportunity, health, and mercy to complete this thesis. She would also want to offer Sholawat and Salam to Prophet Muhammad SAW. The title of this thesis is "An Analysis Of The Eleventh-Grade Students' Ability In Writing Personal Letters With Personal Letter Model At Busana 4 Department Of SMKN 3 Payakumbuh". The primary aim of writing this thesis is to fulfill the final requirement for accomplishing strata 1 degree from the English Department, the Faculty of Teacher Training and Education, Bung Hatta University.

In writing this thesis, there are a lot of people who have helped and given motivation, advice, and support to the researcher. Therefore, the researcher would like to express her gratitude to her advisor: Dr. Drs. Adzanil Prima Septy, M.Pd. who had given his guidance, advice, time, input, and expertise so that the researcher could finish writing this thesis. Then, the researcher would also give special thanks to her beloved parents, Sugiono and Herawati for their full support, motivation, and prayer for the researcher in writing this thesis. She would also thank her brothers, Siar Sugiarto, Christian Andi Putra, and Reza Febrianto for their support and caring. Then, the researcher wants to express her thanks to her sisters, Triceneli Deviani and Harmi Raina Putri who gave support and motivation to the researcher to complete this thesis.

Next, the researcher would like to present her sincere appreciation to Dr. Yetty Morelent, M.Hum. as the Dean of the Faculty of Teacher Training and Education, Dra. Zulfa Amrina, M.Pd. as the Vice Dean, Fitriana Harmaini, S.S., M.A. as the Head of the English Department, and all lecturers who taught and guided the researcher during studying at the English Department of Bung Hatta University.

The researcher also wants to express her thanks to her best friends, Oktora Andika, Diska Vanesha, Ayisti Leni Batubara, Ayu Sartika, and Kholisha Amalia for their support, motivation, help, and prayer to finish this thesis. The writer also says thanks to all of her friends that could not be mentioned one by one, thank you for the laughs, supports, and experiences.

Padang, 09 November 2023

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ABSTRACT

Angelina, Y. 2023. *An Analysis Of The Eleventh-Grade Students' Ability In Writing Personal Letters With Personal Letter Model At Busana 4 Department Of SMKN 3 Payakumbuh*

Advisor : Dr. Drs. Adzanil Prima Septy, M.Pd.

The objective of this research is to the analysis of students' ability writing skills in personal letters with think pair share model eleventh graders of SMKN 3 Payakumbuh. Researchers used a descriptive research design with the research population being students of class XI Busana Busana 4 at SMKN 3 Payakumbuh. Researchers used a cluster random sampling technique to select samples, and the sample size was 32 students. The data collection instrument in the research was in the form of writing a personal letter using the think pair share model. The results of the analysis showed that the test was reliable, This is supported by a correlation coefficient of 0.94 which proves that the test is valid because it covers the material studied in the syllabus (Appendix 1).

In general, students have high abilities in writing personal letters (personal letter writing structure, application of grammar, and use of vocabulary). This is supported by the student's score of 95 which is a high score and 71.75 which is the lowest score in writing a personal letter. In detail, 20 students (0.625%) have high ability to write generic structure of personal letters, 12 students (0.375%) have low ability to write generic structure of personal letters, 28 students (0.875%) have high ability to use grammar in writing personal letters, 4 students (0.125%) have low ability in applying grammar in writing personal letters, and 32 students (100%) have very high ability in applying vocabulary in writing personal letters.

Considering that the students have quite a good ability in writing personal letters with the think pair share model, the researcher gives some suggestions to English teachers, students, and future researchers. English teachers are suggested to explain more about how to organize a personal letters, express the content, apply correct grammar, and apply correct mechanics in writing personal letters. The students should study more about a personal letters, pay attention when the teacher explains the material, and do more exercises to improve their ability in writing. The future researchers are suggested to study more about personal letters and find out other problems with students' abilities in writing a personal letters.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of the key terms.

1.1. Background of The Problem

English is an international language used to communicate in everyday life and academic activities. English as a foreign language is formally taught in schools from junior high school to university. It is limited to becoming a compulsory subject and as one of the subjects tested in the National Examination investigation. English is rarely practiced among students in everyday life because they are very high influenced by their first language, and that is why English is difficult to teach to students. Learning the English language involves the mastery of four key skills: speaking, listening, reading, and writing Septi (2023).

Writing is a productive and expressive activity whose results always create new things, which produce things that attract someone's attention. According to Cahyani (2017), writing is a productive activity. Producing language expresses ideas and writing skills requires a process to write well. Writing can express ideas or ideas freely. Writing is when someone finds ideas, expresses ideas, and organizes ideas into statements or paragraphs Nunan (2003). That is, writing is finding ideas and creating these ideas through paragraphs, according to Barus

(2018), Writing is an activity to express ideas, thoughts, experiences, and feelings in graphic form or written symbols clearly and systematically so that readers can understand the message conveyed. The virtue of writing is expressing feelings, providing information, and influencing the reader so that the reader is interested in seeing the written work that is made. Writing can be said to be the most difficult language skill. Not everyone can easily write down or put ideas into written form. Writing is the most difficult skill to master in a second language. In addition, the difficulties students face in writing English are poor vocabulary. Patel and Jain (2008) said that writing is an important feature when learning a language because it is supported by very good vocabulary, spelling, and sentence patterns. Therefore, students must master English vocabulary well to write English well.

The Think Pair Share (TPS) model is an instructional strategy that promotes active learning and student engagement. It involves students working in pairs or small groups to think critically about a topic, share their thoughts and ideas, and then discuss their findings with the whole class. The think pair-share model has been widely recognized as an effective approach in various educational settings to enhance student's understanding and learning outcomes. Writing personal letters requires students to effectively express their thoughts, emotions, and intentions coherently and engagingly. However, many students struggle with this skill, often producing poorly structured and unconvincing letters.

Addressing this issue, the use of the Think Pair Share model is expected to potentially provide a solution. By incorporating the think pair share model students will have the opportunity to engage in collaborative discussions,

critically analyze different perspectives, and receive feedback from their peers. These interactions are expected to contribute to developing their writing skills, enabling them to produce more coherent, organized, and persuasive personal letters. Thus, investigating the using of the Think Pair Share model to enhance eleventh-grade students' writing skills in personal letters at SMKN 3 Payakumbuh is crucial to address the existing challenges and promote effective teaching and learning practices.

1.2. Identification of the Problem

Cooperative learning is a series of specific strategies designed to encourage students to work together during the learning process. Therefore, it is a valuable way to increase students' knowledge effectively. Moore (2008). Cooperative learning is one of which aims to motivate students to be more active in the ability of learning. Through cooperative learning, students can work together and help each other in understanding the material and learning tasks they face.

Cooperative learning can be done through several models as follows.

1. Student achievement divisions

This model developed by Slavin (2011) can be used by teachers in giving weekly assignments to their students. The steps for implementing cooperative learning with the student achievement division model are as follows. The teacher divides students with various abilities into small groups of 4-5 people. That is, students in one group must have different levels of ability. Each student in the group must understand and learn the material by helping each

other. Each student must evaluate his friends. The teacher gives an assessment based on each student's level of understanding of the assigned material.

2. The jigsaw

The application of this model is almost the same as the student achievement division model. The steps for using cooperative learning with the Jigsaw model are as follows. The teacher forms small groups consisting of 4-5 students. Each small group is given the task of analyzing the material in a particular section. The results of the small group analysis are discussed further in large groups with different material coverage. At the end of the lesson, the teacher evaluates the results of the discussion.

3. G (group investigation)

In this model, students are involved in determining the problem plan to be studied.

4. Picture and picture

This model emphasizes the use of pictures so that students are more interested in the material being discussed. Even more optimal if this model is used for science subjects.

5. The TPS (Think Pair Share) .

The step for using the think pair share learning model is that the teacher gives questions to each group. Then, group members were asked to talk about it. In the end, each study group collects the results of their discussions with the teacher to be assessed.

A personal letter is an informal letter sent by one individual to another and usually contains personal matters. The nature of the personal letter is that it is unofficial so this letter cannot be addressed to an agency, organization, or company. The following is the generic structure of the personal letter.

- a. Address, a place where you are writing from.
- b. The date, when the letter is written (top left).
- c. Salutation and name, greeting, and the person's name you are writing to.
- d. Introduction, the opening of the letter.
- e. The body of the letter is the main part of the letter.
- f. Closure, the part that indicates the letter is going to end.
- g. Complimentary close, a short expression.
- h. Signature or initials of the writer.
- i. Postscript (P.S.) afterthought in a letter.

The using of the Think Pair Share model to saw ability the eleventh grade students' writing skill to write personal letter at SMKN 3 Payakumbuh. The following issues have been identified:

Insufficient engagement: The current teaching methods used for personal letter writing fail to fully engage eleventh-grade students. This lack of engagement hinders their ability to develop effective writing skills.

Limited student participation: The existing teaching approaches at SMKN 3 Payakumbuh do not provide adequate opportunities for students to actively participate in the writing process. As a result, students may struggle to express their thoughts and ideas effectively in personal letters.

Ineffective peer collaboration: The current classroom practices do not emphasize peer collaboration, which can be beneficial for improving writing skills. The absence of structured activities, such as peer review and discussion, limits students' ability to receive feedback and learn from their peers.

Inadequate instructional strategies: The current instructional strategies employed by teachers may not be optimal for enhancing students' writing skills. There is a need to identify more effective teaching approaches that cater specifically to the writing demands of personal letters.

Limited self-reflection opportunities: Students may lack opportunities for self-reflection and self-assessment in their writing process. The absence of self-reflection hampers their ability to identify areas for improvement and develop a sense of ownership over their writing.

By addressing these identified problems, the use of the Think Pair Share model can offer a potential solution to see an increase in the personal letter writing skills of eleventh grade students at SMKN 3 Payakumbuh.

1.3. Limitation of the Problem

With the significance of problem identification above, the researcher needs to limit the research. This research will focus more on the think pair share model to identify how the students' abilities in writing personal letters using the think pair share model in class eleven busana 4 at SMKN 3 Payakumbuh. With the think pair share model students have the opportunity to exchange ideas with group mates, increase student participation, increase the amount of information students

can remember, optimize student participation, and provide opportunities for students to show their participation to others.

1.4. Formulation of the Problem

Based on the limitations of the problem above, the researcher formulated the research problem as follows: How is the eleventh-grade class busana 4 students' ability in writing a personal letters with think pair share model at SMKN 3 Payakumbuh ?

1.5. Research Questions

1. How is the ability of eleventh-grade class busana 4 students to wrote personal letters in English with Think Pair Share ?
2. How is the ability of eleventh-grade class 4 students to wrote generic structure personal letters with Think Pair Share Model ?
3. How is the ability of eleventh-grade class busana 4 students to wrote grammar personal letters with Think Pair Share Model ?
4. How is the ability of eleventh-grade class busana 4 students to wrote vocabulary personal letters with Think Pair Share Model ?

1.6. Purpose of the Research

The purpose of this research was to describe the eleventh-grade class busana 4 ability in writing a personal letters with think pair share model at SMKN 3 Payakumbuh. Specifically, the researcher wanted to describe the following:

1. The eleventh-grade class busana 4 ability at SMKN 3 Payakumbuh to wrote personal letters with think pair share model.

2. The eleventh-grade class busana 4 ability at SMKN 3 Payakumbuh to wrote generic structure personal letters with Think Pair Share Model.
3. The eleventh-grade class busana 4 ability at SMKN 3 Payakumbuh to wrote grammar personal letters with Think Pair Share Model.
4. The eleventh-grade class busana 4 ability at SMKN 3 Payakumbuh to wrote vocabulary personal letters with Think Pair Share Model.

1.7. Significance of the Research

Researchers hope that this research can be useful for schools, especially for teachers who teach. This can make teachers know students' abilities in writing personal letters. Then, the think pair share model can be taken into consideration in the learning process. Researchers also hope that this can be an evaluation of students' abilities in writing personal letters, especially using the think pair share model. In the end, this research will become a source of information and reference for future researchers.

1.8. Definition of the Key Terms

To avoid misunderstanding the key terms used in this study, the following is a definition of the key terms :

1. Writing skill is a special ability that helps the writer put his thoughts into words meaningfully and mentally interact with the message.
2. Think Pair Share is a learning model where students can work together to solve problems or answer questions about what the teacher assigned
3. Personal letter is an unofficial letter sent by one individual to another and usually contains personal matters.