

## THE UTILIZATION OF IDENTIFICATION TABLE MEDIA TO IMPROVE THE STUDENTS OFFICIAL LETTER

SYAMSIA<sup>1</sup>, SUMIYATI SUDARMIN<sup>2</sup>

<sup>1,2</sup> INSTITUT SAINS DAN KEPENDIDIKAN KIE RAHA MALUKU UTARA

### Abstract

*The objectives of this research were to find out whether the identification table media in official letters to improve the students' writing in formal letter and to know the difficulties of the students' deals with in writing formal letter. Writing is an activity to express feelings, ideas, ideas, or opinions in writing aimed at others by paying attention to linguistic rules indirectly (Andira, Adnan, & Yamin, 2017). One of the important functions of writing skills is the ability to write formal letters ( (Sitiulwiah & Baisu, 2018)). Formal letter is a letter used for formal purposes by certain parties, be it individuals, institutions, organizations, or certain agencies to communicate with each other formally ( (Suprpto, 2018). The research used in this research is non-experimental quantitative research that uses descriptive methods. The populations in this research were the students of English Department; the sample of this research was 15 students in fifth semester. . To collect the data, the researcher used documentation and interview. The data is analyzed by using the thematic content analysis. The result of this research, It can be seen from the students' scoring of post training test is higher than pre training test; there is an improvement of students' writing formal letter by using identification table media. Beside the students' score, the students also give the good responses in writing formal letters using identification table media. The students' difficulties in writing formal letter can be help by using identification table media*

**Keywords:** *writing, officicial Letter, table media*

## INTRODUCTION

Writing is an activity to express feelings, ideas, ideas, or opinions in writing aimed at others by paying attention to linguistic rules indirectly (Andira, Adnan, & Yamin, 2017)). Writing as one of the language skills needs attention in learning at school. Writing skills including writing official letters will provide a way for students to solve problems when engaging in the field or society. (Ahyana, 2020). Among other language skills, writing is a skill that is not mastered by everyone, let alone writing in an academic context, such as writing essays, scientific papers, research reports, and so on. One of the important functions of writing skills is the ability to write formal letters (Sitiulwiah & Baisu, 2018). the researcher use the identification table media learning strategy to write formal letters. This technique is a collaborative activity that can be used to teach a concept, classify properties or repeat information that prioritizes physical movement by means of an identification table

Formal letter is a letter used for formal purposes by certain parties, be it individuals, institutions, organizations, or certain agencies to communicate with each other formally (Suprpto, 2018)). Formal letters are made with predetermined rules and regulations, for example the use of standard language, the contents of the letter must be effective and clear, and made carefully according to their needs.

Writing formal letter is very important. Moreover, we live in modern times, therefore, everything about developments such as technology, economy, education, politics, and much more requires English language skills, and therefore they need sufficient knowledge of English. Primarily, they must have writing skills because they have to write many forms of letters in English, that's why writing skills are important to master. Here the researcher tries to familiarize business English learners with the social features and interactional aspects of the language and direct students to use the social sub-skills and pragmatic elements in business letters.

Based on the result of observations, there are many students who still cannot write the formal letter. There are those who do not know how to systematically form the correct letter based on the form of a formal letter. In fact, only a few students can complete learning to write formal letters. Thus, the ability to write formal letters is still very lacking. This can be seen in student learning. How to solve problems that occurs in the learning process to write formal letters, the researcher use the identification table media learning strategy to write formal letters. This technique is a collaborative activity that can be used to teach a concept, classify properties or repeat information that prioritizes physical movement by means of an identification table. In addition, this technique aims to provide opportunities for students to be able to play a more active role in learning and can help to provide energy or enthusiasm to the class. The objectives of this research were to find out whether the identification table media in official letters to improve the

students' writing in formal letter and to know the difficulties of the students' deals with in writing formal letter.

### **Writing skill**

Writing skill is an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

According to Nunan in (Widiastuti & Endahati, 2020), productive writing skills There are two different views on the nature of writing, the product approach and the process approach. The product approach focuses on the results of the compositional action, while the process approach is on the meaning of complementing the created text as in the final product itself.

There is According to Meyers in (Widiastuti & Endahati, 2020). Writing is a progressive activity, it is stated that the writing process starts from an idea, arranges it into a good sentence, combines sentences into a paragraph, and produces a unified paragraph.

### **Formal and Informal Writing**

Official letter in (Aristycha, 2020), is a letter used for formal purposes by certain parties, be it individuals, institutions, organizations, or certain agencies to communicate with each other formally. This official letter is made with predetermined rules and regulations, for example the use of standard language, the contents of the letter must be effective and clear, and made carefully according to their needs.

(Aristycha, 2020), unofficial letters are letters used in informal situations. Examples of informal situations, such as for the purposes of friendship or brotherhood. An informal letter does not have to be written in a standard language and structure. The most important thing in an informal letter is that the content or intent of the letter is clearly stated. Although in an informal letter the use of language does not have to be standard, but it must still be communicative and in polite language. Unofficial letters are usually in the form of an introduction letter to someone, a letter to a friend about some news, or a letter to a relative. *Formal Letters*

Official letter is a written communication concerning the interests of the task and the interests of the agency, the following are the definitions given by researchers. According to Anggraini, as quoted by Sucipto, in (Ahyana, 2020), an official letter is a letter containing government official or administrative matters and can be sent to all parties who have a relationship with the agency. Likewise, according to Suharyanto, as quoted by Anggraini, in (Ahyana, 2020, p. 3) an official letter is a letter that contains important matters relating to government administration. According to Kustiawan in (Ahyana, 2020), an official letter is a letter containing official issues made by private and government agencies.

From this opinion, it can be concluded that official letter is a form of written communication that uses standard language from one party to another related to the service or organization and is only made by government agencies.

### **Identification table**

An identification table works like a rubric in that there are certain criteria regarding the writing of a formal letter, both in its elements and in its composition. A formal letter identification table can be used as a blank containing instruction on what elements to fill in a column and column with an accurate arrangement based on the applicable legal letter writing rules.

In this study, the researcher explained to the students how to use the official letter identification table, namely by paying attention to what elements must fill certain rows or columns in the table. By using a formal letter identification table in this way, students can write official letters more easily because they get an identification table as a guide in writing official letters.

Letter identification table is often referred to as a chart or layout. Every text that discusses writing official letters such as (Haryono, 2000), and (Nurhidayati, 2013) includes the layout of the official letter. However, the use of official letter identification tables is still rarely studied to date. Therefore, the advantages and disadvantages of using a formal letter identification table have not yet received a clear description.

Nevertheless, the researcher attempts to mention some of the advantages and disadvantages that may exist in the use of a formal letter identification table. The advantages and disadvantages of using identification tables in the context of teaching writing formal letters to students can be stated as follows:

The advantage of using an identification table is that the reader can immediately conclude the contents and explain in more detail and clearly, the reader also no longer needs to understand symbols or lines. And lack of identification table when asked for visualization feels more difficult to describe and does not display or describe the ups and downs of a value; it is difficult to explain a lot.

### **METHODOLOGY**

The research used in this research is non-experimental quantitative research that uses descriptive methods. According to Sugiono in (Sitiulwiah & Baisu, 2018), quantitative research can be interpreted as research based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative or statistical data analysis with the aim of testing hypotheses. This method is used by researchers because in measuring students' abilities, the method that can be used is media tables to find out how effective they are in using official letters on writing. By recognizing, the size of students can be known

because there are previous researchers who have done it before it can be used as a reference that will be used by researchers.

The populations in this research were the students of English Department, the sample of this research were 15 students in fifth semester. To collect the data, the researcher used documentation and interview. Documentation in terms of the official letters written by the students before and after having taught how to write an official letter with identification table media. The researcher asks the students to write an official letter at the first meeting to measure their writing quality. Later, the researcher teaches and trains the students how to use identification table media in writing official letter. After teaching and training the students, the students are required to write the second official letter. Therefore, each student will write two official letters. Interview is used by the researcher to collect the data of what difficulties the students deal with in writing official letters, especially by using the identification table media. The interview method used is non-structured interview in which the questions asked to the students are not determined before. The main objective of the interview in this study is to attain information as many as possible about the difficulties that the students deal with in writing their official letters especially by using the identification table media.

To analyze the data, data from documentation is analyzed to measure the improvement that the students' official letters achieve. It is also accomplished to compare the official letters written by the students both before and after the training. Data from interview is meant to answer the second statement of the problem, which is, the difficulties that the students deal with in writing official letters especially by using the identification table media. The data is analyzed by using the thematic content analysis.

## FINDINGS

The researcher presents the research findings based on the data collected through written tests and interviews.

Below are the scores for each test that have been tabulated, the total score calculated for each student, as well as the percentage of student success in writing and the predicate of each student which is determined based on the rubric used in this study.

### a. *The Test Score of Writing Formal Letter*

Table 4a. Students' writing scores in pre-training test

No	Name of Students	S C O R E S							Predicates
		Form.	Cont.	Lang.	Conv.	Total	Ideal	%	
1	S1	1	1	1	1	4	16	25.00	Emerging
2	S2	2	3	2	2	9	16	56.25	Satisfactory
3	S3	3	3	3	3	12	16	75.00	Satisfactory

4	S4	2	2	3	2	9	16	56.25	Satisfactory
5	S5	1	2	2	1	6	16	37.50	Developing
6	S6	1	1	1	1	4	16	25.00	Emerging
7	S7	1	1	1	1	4	16	25.00	Emerging
8	S8	2	1	2	2	7	16	43.75	Developing
9	S9	3	3	3	4	13	16	81.25	Excellent
10	S10	3	3	3	2	11	16	68.75	Satisfactory
11	S11	2	2	3	2	9	16	56.25	Satisfactory
12	S12	3	3	2	2	10	16	62.50	Satisfactory
13	S13	2	3	3	2	9	16	56.25	Satisfactory
14	S14	2	3	3	3	11	16	68.75	Satisfactory
15	S15	2	3	3	2	10	16	62.50	Satisfactory
Total		30	34	35	30				
Average		2	2	2	2				
Predicates									

The table above displays the score of each student for each aspect that is assessed in writing an official letter, namely format, content, language, and convention. These scores were obtained through the rubric used in this study. In addition, the researcher also calculated the percentage of students' success in writing formal letters based on the total score and the ideal score they could achieve. Then, there is a predicate that determines which category each student is in.

As we can see, the table above categorizes students into four categories:

- Emerging : 3 students
- Developing : 2 students
- Satisfactory : 9 students
- Excellent : 1 student

We can also see that the highest percentage is 81, 25 and the lowest is 25, 00 and the average percentage is 53,33. Based on these findings, it is not excessive if the researcher assumes that in general, students' ability in writing formal letters is quite good but can still be improved. This finding will also be used as a benchmark to see any changes that occur based on the comparison between the scores shown in this table (4a) and the table (4b) which we show below.

Table 4b. Students' writing scores in post-training test

No	Name of Students	SCORES							Predicates
		Form.	Cont.	Lang.	Conv.	Total	Ideal	%	

1	S1	1	3	2	1	7	16	43.75	Developing
2	S2	3	3	3	3	12	16	75.00	Satisfactory
3	S3	4	3	3	4	14	16	87.50	Excellent
4	S4	3	3	3	4	13	16	81.25	Excellent
5	S5	2	2	2	2	8	16	50.00	Developing
6	S6	2	2	2	2	8	16	50.00	Developing
7	S7	1	2	2	1	6	16	37.50	Developing
8	S8	1	2	2	2	7	16	43.75	Developing
9	S9	4	4	4	4	16	16	100.00	Excellent
10	S10	4	3	3	4	14	16	87.50	Excellent
11	S11	2	1	3	2	8	16	50.00	Developing
12	S12	3	2	2	2	9	16	56.25	Satisfactory
13	S13	3	3	3	2	11	16	68.75	Satisfactory
14	S14	3	3	3	3	12	16	75.00	Satisfactory
15	S15	4	3	4	3	14	16	87.50	Excelent
Total		40	39	41	39				
Average		3	3	3	3				

The table above contains the scores for writing a student's official letter after participating in formal letter writing training using the media identification table. As with the previous table (4a), this table also displays some information related to the students' ability to write official letters.

The number of students in each category in this second test is as follows:

Emerging : 0

Developing : 6 students

Satisfactory : 4 students

Excellent : 5 students

We can also see that the highest percentage is 100.00 and the lowest is 37.50 and the average percentage is 66.25. Based on these findings, it is not an exaggeration if the researcher assumes that in general, students' ability to write official letters has developed.

The difference between the results of the first and second tests will be discussed in the discussion section to see changes (increase or decrease) in students' writing skills after attending the training process. The data above will be compared using descriptive statistical analysis where only the percentage and average score are used by the researcher.

#### b. Data from Interview

This data was collected by the researcher through interviews with 15 students who were involved as respondents or research participants. Interview data were collected using a tape recorder.

This interview data was collected as a means to capture student responses to the use of identification table media in writing official letters. The things that were asked by the researchers included students' experiences related to the use of identification table media as well as writing experiences or learning to write. In addition, students also responded to questions about difficulties in using identification table media in writing official letters.

From the data collected by the researcher, at least five themes have been formulated based on the students' responses to the interview questions. These themes include the following:

1. The lack of student experience in using the identification table media
2. The majority of students already have experience learning to write
3. Media identification table makes it easier for students to write official letters
4. Minor difficulties in using identification table media
5. General difficulties in writing official letters and special difficulties in writing official letters using identification table media

The themes above, in summary, show that the identification table is something new for students. Even though the students already have experience learning to write, they do not have experience writing formal letters using an identification table as a supporting medium. After going through several practice sessions on writing an official letter with the researcher, the students admitted that the identification table media provided a lot of convenience for them in writing, especially writing a formal letter. Some of the difficulties in using the identification table media were also mentioned by the students, including the

## **DISCUSSION**

In the discussion, the researcher would like to find out the answers of the research question. They were about the students' improvement in writing Formal Letter and the students' difficulties in writing formal letters.

### *a. The students' improvement in writing Formal Letter*

In this research, the researcher found that the ability of students in writing a formal letter. Based on the results of finding that before giving the identification table media it showed that just one students reach excellent category with the score 81,25. Nine students reach satisfactory category, two students reach developing category and three students got emerging category.



In teaching writing especially writing formal letter, identification table media not only interest but also can improve students' low motivation in writing formal letter. Before giving identification table media, the students felt difficult how to write a formal letter.

Media Identification Table includes graphic media. According to Rohani in (Nurhidayati, 2013) which states that graphic media are all media that contain graphics (writing/lines/pictures)? Utilization of the media identification table makes it easier for students to write official letters because it contains a systematic official letter as well as a tool to evaluate the accuracy of writing letters by giving a check list.

The result after giving identification table media by the researcher were the are five students reach excellent category with the score one students got score 100, three students got score 87,50, and one student got score 81,25. Four students reach satisfactory, six students reach developing category and no one got emerging category.

Students' scoring of post training test is higher than pre training test so the researcher can concluded that there is an improvement of students' writing formal letter by using identification table media. Beside the students' score, the students also give the good responses in writing formal letters using identification table media. They said that it was very easy for them to understand about how to write formal letter by using tables media.

*b. students' difficulties in writing formal letter*

Based on the data findings, the students' difficulties in writing formal letter were students felt difficult made sentences in letter they were lack of vocabulary in writing formal letter especially in heading of letter and size alphabet in made heading. This research relates to (Trismanto, 2017) lack of vocabulary has caused the students to face challenges in acquiring writing skills claimed.

The students were felt difficulty a range in heading of letter. In the part of salutation, the students felt difficulties because students did not comprehend about differences of Mrs and Mr. Then students felt difficulties to certainly punctuation such as comma and full stop in salutation. They were felt difficulty a range in salutation of letter. The students' difficulty in writing formal letter especially parts of letter in the body of letter; students felt difficulties in wrote a letter because students did not comprehend about letter, students' lack of vocabulary. So, students felt difficulties made of sentences in the body of formal letter and using tenses in wrote letter. They were felt difficulty a range in the body of letter. Students make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures (Fareed, 2016).

Based on the explanation above, it can be concluded that there were some students' difficulties in writing formal letter. There were lack of vocabulary, the students were felt difficulty

a range in heading of letter, students did not comprehend about letter, and the students felt difficulty a range in the body of letter.

## CONCLUSIONS AND SUGGESTIONS

Based on the result of the data and previous discussion in this research, it can be concluded that using identification table media is able and significant to improve the students' ability in writing formal letter. It can be seen that the students' scoring of post training test is higher than pre training test, there is an improvement of students' writing formal letter by using identification table media. Beside the students' score, the students also give the good responses in writing formal letters using identification table media. The students' difficulties in writing formal letter can be help by using identification table media. So the students can give a good respond when the researcher asked them to write a formal letter.

Based on the result of the data analysis and conclusion, there are some suggestion in this research. They are: it is suggested to English teacher used identification table media in teaching writing especially writing formal letter and for the next researcher can use this research as a reference in teaching writing.

## REFERENCES

- Abdi, H. (2019, September 11). *Fungsi Surat Dinas, Ciri-Ciri, dan Jenisnya yang Perlu Diketahui*. Retrieved Agustus 31, 2021, from Liputan6.com:  
<https://hot.liputan6.com/read/4059989/fungsi-surat-dinas-ciri-ciri-dan-jenisnya-yang-perlu-diketahui>
- Ahyana. (2020). Kemampuan Menulis Surat Dinas Siswa Kelas VII B SMP Negeri 12 Palu. *Jurnal Bahasa dan Sastra*, 5(3), 1-12.
- Andira, F., Adnan, & Yamin, M. (2017). Kemampuan Menulis Surat Resmi Siswa Kelas V SD Negeri Garot Aceh Besar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 2(1), 35-40.
- Aristycha. (2020, Desember 27). *Penegertian surat Resmi dan Surat Tidak Resmi (Lengkap)*. Retrieved Agustus 27, 2021, from Materi Belajar.co.id:  
<https://materibelajar.co.id/pengertian-surat-resmi-dan-surat-tidak-resmi/>
- Fareed, M. (2016). *basic sentence structure*.
- Haryono, R. D. (2000). *Correspondence With English*. Gresik: Putra Pelajar.
- Hikmah, S., Hakim, N., & Burhanudin, D. (2019). Kemampuan Menulis Surat Resmi Siswa Kelas VII SMP YLPI P. Marpoyan Pekanbaru. *Jurnal Buah Pendidikan dan Pengajaran Bahasa*, 1(2), 132-139.

- Mardiyah. (2016). Keterampilan menulis Bahasa Indonesia Melalui Kemampuan Mengembangkan Struktur Paragraf. *Jurnal Pendidikan dan Pembelajaran Dasar*, 3(2), 1-22.
- N, W. R., Widiastuti, R., & Endahati, N. (2020). The efforts to Improve Writing Skill of Secondary School Students by Using Snake and Ladder Game. *ELTICS*, 5(1).
- Noor, S. H., & Mulyani, M. (2016). Peningkatan Keterampilan Menulis Surat Resmi Melalui Pendekatan Keterampilan proses. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(2), 35-41.
- Nurhidayati. (2013). Pemanfaatan Media Tabel Identifikasi Untuk Meningkatkan Keterampilan Menulis Surat Resmi Siswa Kelas V SDN Tambaksari I Surabaya. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 1(1), 1-5.
- Sanjaya, M. D., Sanjaya, M. R., & Sandra, D. O. (2020). Kemampuan Mengidentifikasi Informasi Dalam Surat Dinas Pada Siswa Kelas VII SMP Negeri 7 Oku. *Jurnal Ilmiah Kependidikan*, 13(2), 297-292.
- Sitiulwiah, & Baisu, L. (2018). Kemampuan Menulis Surat Dinas Siswa Kelas VIII A SMPN 19 Palu. *Jurnal Bahasa dan Sastra*, 3(6).
- Suprpto. (2018). Upaya Meningkatkan Keterampilan Menulis Surat Dinas dengan Pendekatan Kontektual Pemodelan Siswa Kelas VIII A SMP Negeri 2 Piyungan, Bantul. *CARAKA*, 4(2), 16-33.
- Trismanto. (2017). Keterampilan Menulis Dan Permasalahannya. *Polines*, 3(1), 62-67.
- Utami F S, R. A., Utami, F. S., Rais, A. D., & Setyaningsih, E. (2012). Improving Students Writing Skill Using a Four-Phase Technique. *English Education Department*, 1(1), 1-14.
- Widiastuti, R., & Endahati, N. (2020). The Efforts to improve Writing skill of Secondary School Students by using Snake And Ladder Game. *ELTICS (English Language Teaching and English Linguistics)*, 5(1), xx.
- Wigati, F. A. (2014). Kesulitan Pada Aspek-Aspek Writing Mahasiswa Dengan English Proficiency Levels Yang Berbeda. *Jurnal Ilmiah Solusi*, 1(3), 46-57.