

STUDENTS CHALLENGES IN WRITING PERSONAL LETTER
(A Study at State Islamic Senior High School (MAN) 1, Pidie Jaya)

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
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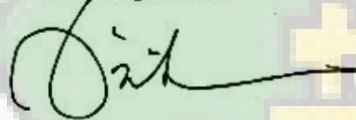
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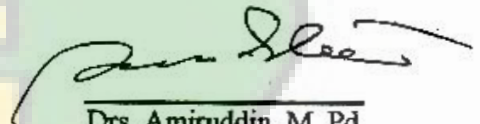
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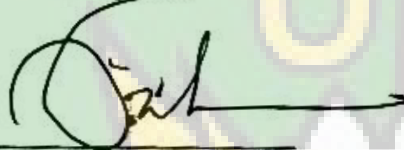
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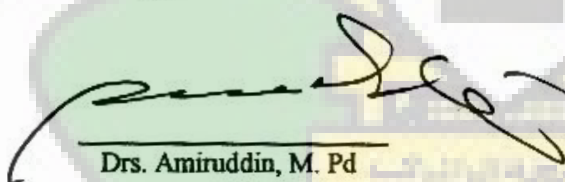
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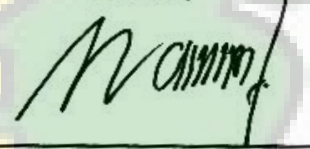
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Adalah benar-benar karya saya, Kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 Agustus 2020

Saya yang membuat surat pernyataan,



Rifal Alfayed

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First of all, I thank Allah S.W.T for always giving his blessing in my attempts of finishing this study. Peace and salutation always be upon the Prophet Muhammad SAW (Peace Be upon Him), my greatest role model of all times.

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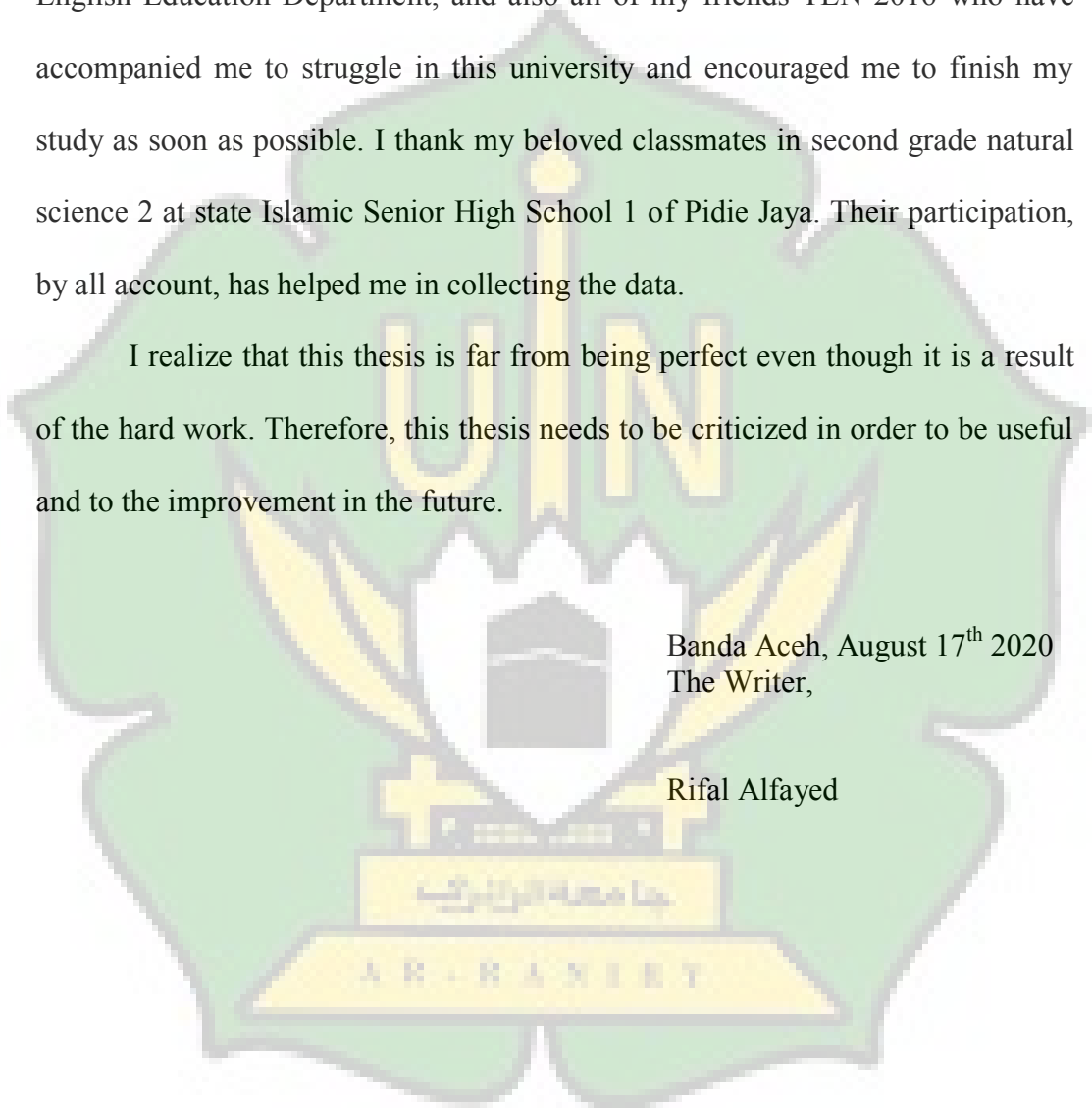
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I realize that this thesis is far from being perfect even though it is a result of the hard work. Therefore, this thesis needs to be criticized in order to be useful and to the improvement in the future.

Banda Aceh, August 17th 2020
The Writer,

Rifal Alfayed



ABSTRACT

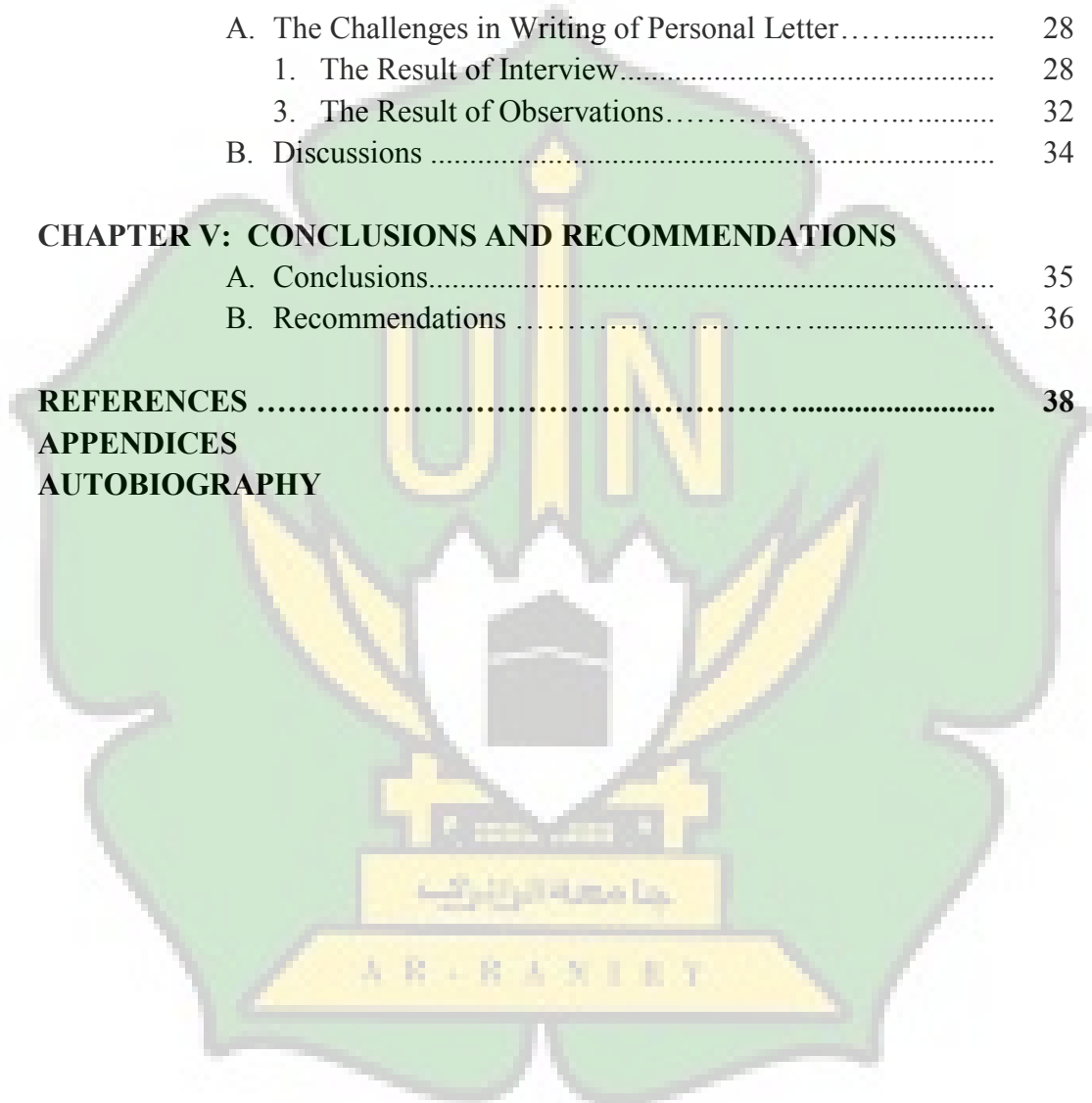
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Main Supervisor : Fithriyah, S.Ag, M.Pd
Co- Supervisor : Drs. Amiruddin, M.Pd
Keyword : Academic Writing; Student Challenges; Personal Letter

This study was conducted to find out the challenges encountered by the second Grade Natural Science students 2 of MAN 1 Pidie Jaya in writing of personal letter. It was aimed at one fold of research objective. It finds out what the student's challenges in writing of personal letter. The study employed qualitative research methods to find out what student's challenges in writing of personal letter. The participants of this study were 7 students at grade-2 natural science 2. The research data was collected through interview and observation. To collect data, 7 interviewees were selected purposively and students observation at the second grade natural science 2. The result of the data shows that many factors cause students to experience problems in writing, especially in writing personal letters. Among others, lack of ideas in writing, lack of vocabulary that was recognized by the students and the laziness of the students in writing. Where this factors are interrelated in order to improve writing skill for students, especially in writing personal letter, because a personal letter is one of the compulsory materials in learning English for grade two in senior high school. Therefore, after knowing what the challenges of students in writing personal letters, it was hoped that this study would improve learning writing of personal letter in the future to make it better. In particular, teacher in teaching students must be more active and use more modern learning media in accordance with the current era.

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CHAPTER I

INTRODUCTION

A. Background of Study

There are four skills which are necessary to be mastered by the EFL/ESL learner English. Those skills are listening, speaking, reading, and writing. Among other language skills writing is regarded, as one of the most difficult skills to be mastered. Writing is a process involves finding and arranging the idea, redesign and repairing. (Meyers, 2001; as cited in Helmi, 2012, p.1). It involves some components (spelling, language in use, vocabulary and punctuation). Writing needs hard thinking to produce ideas, words, sentences and paragraph. Some students still have difficulties to write in English especially to write letters.

Some previous studies on personal letter writing have been conducted. Harry (2016) conducted a research to investigate developing writing skill of grade VIII students through personal letter. He reported that teaching writing through personal letter could improve the student writing skill.

Another research was done by Purwasih (2018) to study the use of personal letter material to improve students writing skill in recount text for the tenth grade student of MA Darussalam Wonosegoro in the academic year 2018/2019. The study shows that the use of personal letter material can improve the students writing skill in recount text. The differences between the two previous studies from the present study were that this study focused on

the difficulties of students in writing personal letters. whereas previous research focused on using personal letter material to improve students writing skill.

A letter is a communication medium in the form of writing carried out by someone or institutions.(Ritango, 2010). Many mistakes are found in letter writing. Hence this research discusses the ins and outs of the letter so that it can provide in-depth information to the reader. There are several types of agreement letters based on their contents, namely a sale and purchase agreement letters, letter information letters, a work contract agreement, letter of assignment, and personal letter.

The first type is a sale and purchase agreement letters. A sale and purchase agreement made because the party that has committed itself to surrender the material rights and other parties who are willing to pay the agreed price (Article 1457 of the civil code). The object of the sale and purchase items that can be determined and approved and are not in accordance with applicable law for sale and purchase.

Second, letter information is one type of formal letter that is useful to inform important information. Information letter can be made by individual or agencies addressed to individual or other agencies as well. So, there is no rule that states that the letter must be made by a particular company or institution.

In general, a notification letter is made to convey information about a matter or activity that will take place in the future. Therefore, the content in writing of the information to be conveyed must be clear and easily understood by the reader.

The third types are work contract agreement letters. The employment contract agreement is an oral agreement between the employer and worker for a certain period of time, which contain the terms of employment, rights and obligations of both parties. The work letter is giving on the first day the employee works or the day before the employee will work. Of course, the employment contract must contain company policies in accordance with the Manpower Act in force in Indonesia. (Based on Law No. 13/2003 article 52 Paragraph 1 concerning regulating employment).

And the last is personal letter. Letters is a piece of paper or more used as communication tool to deliver the statement or information in written form, from one person to another. From that statements can be seen personal letter is written text in paper which sent from people to another people and used as communication. (Adlan & Tanzili in Helmi, 2012, p.9-10)

Personal letter can be use standard or nonstandard language because the contents of the letter can be adjusted to their need. In writing the contents of a personal letter must be always paid attention to ethics and use polite language. Broadly speaking, actually private letters do not have binding rule. Personal letter can be written according to the tastes of each writer.

The main factor that supported in compiling a good letter is the ability to compose sentences using the right tenses, because after all the essence of a letter is a message delivered to the body. The main factor that supports in compiling a good letter is the ability to arrange sentences using tenses. To have a good command of writing, in this case, personal letter writing. Students must master the forms of tenses in English. To facilitates students in writing, especially in writing personal letters. My own experience as a learner/teacher of English, I found that many students encounter difficulties in writing personal letter.

This often happens to some students who study personal letter material, many of them know part of a letter, but they always have difficulty when asked to write a letter, especially when having to compile a good sentence so the message of the letter can be understood. Personal letter learning is also taught to high school students, which aims to get used to it. (Syllabus English Language Kemendikbud SMA/SMK/MA, Revise 2017).

In the learning process the extent to which the improvement of in writing a personal letter unknown. Is the ability of students of class XI Natural Science (IPA) 2 State Islamic Senior High School (MAN) 1 Pidie Jaya in writing a personal letter reached optimal results? and what are the things that have caused the students of class XI IPA2 MAN 1 Pidie Jaya not to write a personal letter yet to get a definite picture?. To obtain accurate information, it is important to conduct a study and I hope that the present study will be of use for the development of teaching letters in English.

In this regard, I want to know the extent to which writing learning can improve the students to make a good personal letter. To answer this question of course research must be done. Therefore, I would like to conduct a research in class XI IPA 2 MAN 1 Pidie Jaya, whether students of class XI IPA 2 are able to write a personal letter.

Writing skills are very important for students. They can express ideas, and creative styles in written form. Besides, writing skills can also bring material benefits and fame.

B. Research Question

After going through some relevant literature related to personal letter writing, I formulate the following research question "What are the Challenge of class XI IPA 2 MAN 1 Pidie Jaya students in writing a personal letter?"

C. Research Aim

The aim of the present study is, to find out how the challenges of students of class XI IPA 2 in writing a personal letter.

D. Significance of Study

This study was to determine the extent of the challenges of class XI IPA 2 Student in Writing Personal Letter. The results of this study are expected to provide benefits for the teaching English personal letter in high school, specifically at MAN 1 Pidie Jaya. The present study is hoped to be a fruitful reference for another researcher to conduct further study on writing, specifically personal letter writing.

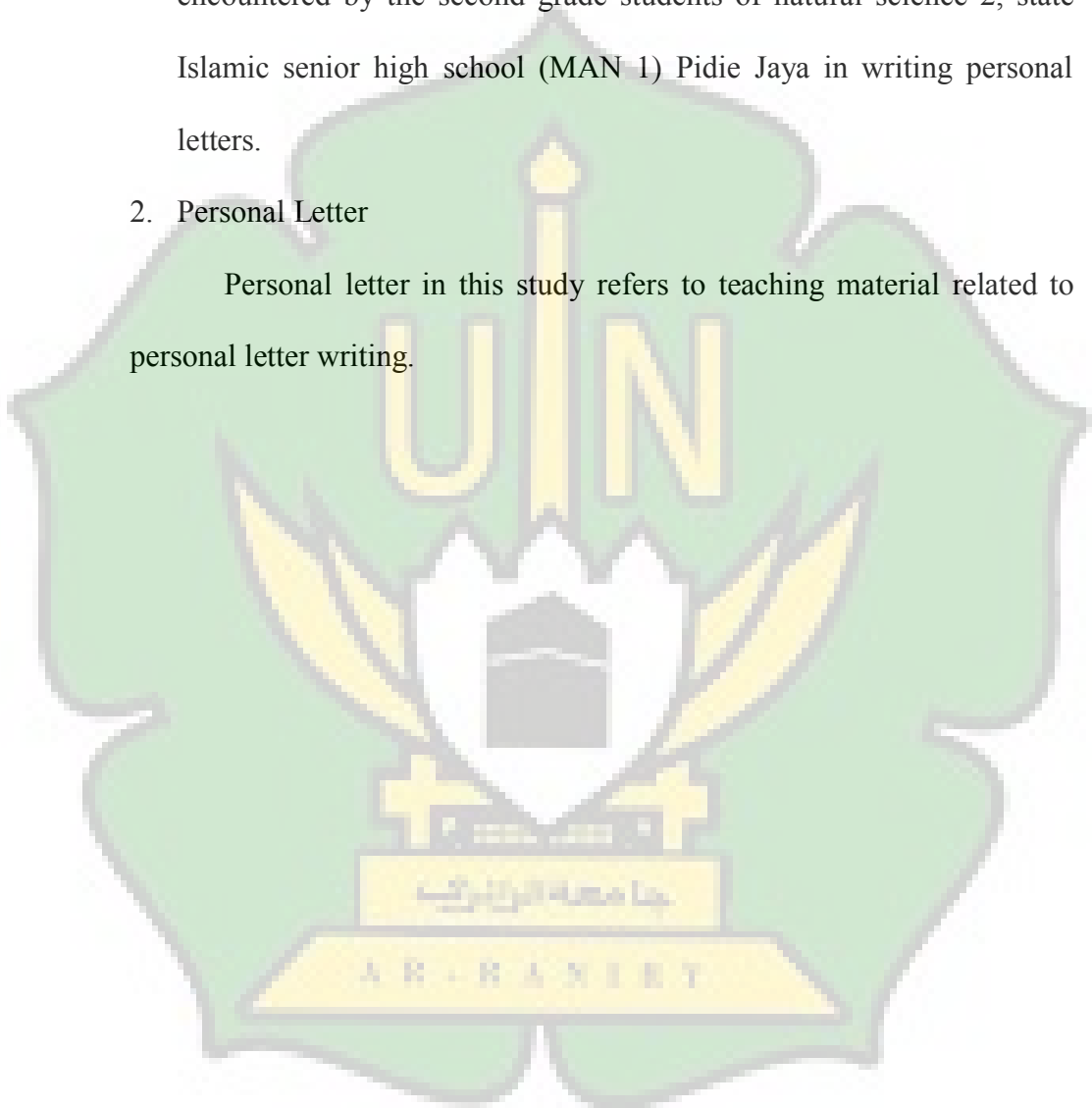
E. Terminology

1. Student Challenges

Students challenges in this study refers to the difficulties encountered by the second grade students of natural science 2, state Islamic senior high school (MAN 1) Pidie Jaya in writing personal letters.

2. Personal Letter

Personal letter in this study refers to teaching material related to personal letter writing.



CHAPTER II

LITERATURE REVIEW

This chapter compiles the theories and concept related to this study. The supporting theoretical framework comprises the three general aspects; challenge, writing, and personal letter. The literature review of writing include the definition of writing, importance of writing. The personal letter include the definition of personal letter, the element or structure of the personal letter, the benefits of the personal letter, the functions and uses of the personal letter and the last is example of personal letter.

A. Challenge

Barriers which are also called obstacles can be easily overcome and can also be difficult to overcome even there are obstacles that must be resolved must be with the help of others. According to the KBBI the obstacle comes from basic words inhibit. Inhibiting means "making something (travel, work, etc.) slow or not smooth". (Large Language Dictionary Indonesia, p. 385). Sometimes the challenge is so strong that it traps a writer, so the idea is jammed and a writer was unable to issue a word, or jammed at all.

The biggest obstacle comes from oneself or psychological barriers. There are a number of psychological barriers that are usually posed by students who must be immediately realized and find a solution. According

to Sudaryanto, "The first obstacle: writing bad shame, the second obstacle: ordinary writing just donot want it, and good writing isnot able ". (Sudaryanto, 2011, p. 3).

Other obstacles for the writer are the fear that comes from himself, such as: fear of being wrong, fear of not being good, fear of not having time, fear of being ridiculed, and other fears that should be overcome by having a strong motivation to continue reading, learning and develop ideas that are well owned.

B. Writing

1. The Definition of Writing

Expert give different definitions or arguments regarding to the definition of writing. According to Hyland (2004) state that writing is a way to share personal meaning. It means that writing is the way to express feeling and thought to other people that have meanings. Writing can help people to communication. Therefore, when constructing their view (idea), the people have to make it understandable and acceptable. (p.09). It is also supported by Fylnn abd Stainthop (2006) who state that writing is media of human communication that represents through the inscription or recording of signs and symbol in action and highly complicated task.

Writing is a process or result of recording language in the form of conventionalized visible marks or graphic signs on a surface. Hartman (1972) defined writing as functional communication, making learners possible to create imagined worlds of their own design. It means that, through writing, learners express thoughts, feelings, ideas, experience, etc. to convey a specific purpose. The purpose of writing is to give information. (Richard, 2002, p.172)

In addition, writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work. (Mayers, 2005, p.1)

Writing is one of the productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider coherence and cohesion. Some linguists gave some definitions of writing that may help us get a clearer definition. (Celce, 2000, p.142).

In addition, Harmer (2007) is quite appropriate because writing is defined also a process of creating written text that obtains idea, feelings, thoughts, and desires to other person. Writing involves planning what we are going to write. First, drafting it, second, reviewing, third, editing what we have written, and the last, product a final version. Many people have thought that this is linear process but a closer examination of how written of all different kinds are involves in writing process.

In short, writing is a system of human communication which represent symbol. By writing, we are can share our idea, feeling, or anything than exist in our mind. Writing prosecutes students focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2. The Importance of Writing

Writing has the importance role in language teaching. Asteri (2011) said that writing help the students to learn. First, writing reinforce the grammatical structure and vocabulary that we have been teaching the students. Second, when the students write, they also have a chance to be adventurous with the language. Third, when the write, they necessary become very involved with the language to effort to

express idea and the constant use the eye, hand, and brain is a unique way to reinforce learning.

It is supported by Raimes (1983) who stated that writing reinforce the grammatical structure, idiom, and so on which we had been teaching our students. It means that learning to write is learning how to express ideas that needs specific skill.

Meanwhile, Astheri (2010) stated that “what makes writing important is that students are able to express themselves. It prepares them for school it self and employment. Writing can solidify ideas and thoughts, and allow the students to reflect on them better than if the ideas remain evolving in their head. Writing help the students with other language task as well. Writing is easier to examine, evaluate, and revise than speaking because it is concrete”. From the explanation above, it can be concluded that teaching writing skills is important. In writing, the students learn more aspects of language, such as: content, organization, grammar, vocabulary and mechanic.

3. Process of Writing

Process of writing skill need an ability of good writing, we must learn from steps by steps process of writing skill. Harmer (2004) stated that writing process involves a series of steps to follow in producing a finished piece of writing.

There are four elements that must be followed, such as:

a. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the ideas of the process of writing. This may involves making detailed notes.

b. Drafting

Drafting is the process of putting all ideas and thought in a piece of paper which will be in the very rough form. This stage need and editing for checking the text. It is assumed as the first version of a piece of writing as a draft.

c. Editing

The way to revise and to improve the first draft is called editing. Here, students are checking the draft have been written by students. After they are checked and edited, students will start to write in the best form of writing based of their own text type. Richards and Willy (2002) stated that in editing writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, example and the like.

d. Final draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the change if any necessary in order to produce the final draft. ThisI look

considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

Every single person who wants to be a good writer or mastering writing well should notice the elements of writing process in order to write English systematically. Besides, by following certain elements in writing, it is possible for students to master the skill.

4. Aspect of Writing

Basically, there are some aspects that must be focused by students in writing because by following certain aspects, it is possible for them to master the skill. They are contents, organization, vocabulary, grammar, and mechanic. Jacobs, et al (1981) said that there are five aspects of writing. (p.90)

- a. Content refer to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.
- b. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

- c. Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well formed sentence.
- d. Vocabulary refersto the selection or words those are suitable with the content. It can be identified by seeing the word choice or diction in order to convey ideas to the reader.
- e. Mechanics refer to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

Finally, it can be concluded that the aspects of writing are mostly linked to content, organization ideas, mechanics and use of language, and judgmental skill or domain knowledge of the readers. Those components must be incorporated to produce a good, well written, meaningful piece of writing.

5. Purpose of Writing

There are some arguments from the expert about the purpose of writing. Taylor (2009) states that the usual function of an introduction in academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it. In another word writing is part of media to give information that happened to the reader.

In addition, Miles Myersin Chicaiza (2009) state that one purpose of writing is making of text and one way to learn how to make anything is to have a model, either for duplication or for triggering one's own ideas . (p. 3)

Meanwhile, Sharpes (1998) said that writing was an opportunity, it allow students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can thing critically. (p. 08).

Furthermore, Semi (2007) states that the aims of writing are; (a) to tell something, (b) to give direction, (c) to explain something, (d) to convince, (e) to summarize. (p.14)

In short, writing is part of media to give information that happened to the reader is more relevant in this content. With the aim of this writing, we can get important information in the mass media and electronic media. Information that we get from various media is one form of the purpose of writing.

6. Type of Writing performance

Brown (2001) proposes five major categories of classroom writing performance. They are as follows.(p. 343-346).

a. Imitative

This type of writing is usually for the beginner, in which they simply write down English letters, words, and possibly sentence in order to learn the conventions of the orthographic code.

b. Intensive

Students produce to display their competence in grammar, vocabulary, or sentence formation.

c. Self- writing

Self-writing is a writing with only the self in mind as an audience. Diary or journal writing and note taking can be categorized in this kind of writing in which they take a note for something for the something for the purpose of later recall.

d. Display writing

This type of writing is more focused on task based responses in which students are responding to a prompt or assignment.

e. Real writing

The purpose of this type of writing is to exchange useful information. Since the different writing may have different purposes, the teacher should able to give the students a clear

understanding of the type of writing performance so that the students could difference and recognize which types their writing belongs to.

C. Personal Letter

1. Definition of Personal Letter

According to Adlan & Tanzili as cited in Helmi (2012) “letter is a piece of paper or more that used as communication tool to deliver the statement or information in written form, from one person to another”. From that statements can be seen personal letter is written text in paper which sent from people to another people and used as communication. (p. 9-10).

Harni, (2016) “apersonal letter is also called as a private letter and contains of private information about experience in the written form to be sent in acertain people”. (p.3).

Farid (2012) adds that there are many types of personal letters, and they are written for a wide variety of reason. And personal letters also known as friendly letters. It consist offelling expression, private things, and important things as a way to communicate and allow a person to leave a message and to keep intouch. (p.10).

2. Element or Structure of the Personal Letter

As written communication way, letter consist of main parts of the letter. According to George as cited in Harni (2016), the main parts of personal letter consist of heading, salutation, body of letter, closing and signature. (p.3).

a. Heading

Heading is put the right or the left side of the paper. It is includes the address and the date.

For example:

1) The address:

15 south cedar street

Boston Massachusetts 02214

2) The date line

The date line is put the right or at the left side of the paper under the heading. Usually the date is written in a letter. There are alternative ways of writing the date.

For example:

February 1, 2012/ 1 February, 2012

b. Salutation

The salutation is greeting. A comma follows the follow in personal letter. The salutation begins at the left hand margin. The following are typical salutations in friendly letters.

For example:

Dear Mother,

Hello,

c. Body of letter

The body usually consists of two parts, namely:

1) Opening paragraph

Opening paragraph is a paragraph where the researcher starts to write down some words before him going the main paragraph or content of letter.

2) Content paragraph

The second is the paragraph, where the researcher starts to write down the topic. It may consists of two or more paragraph.

d. Closing

There are several forms to choose for closing of a friendly letter. Each one has slightly different meaning use the one best convey what is meant. Only the first word of the closing is capitalized. The closing is followed by comma.

Examples:

Sincerely,

Your friend,

e. Signature

Sender's name should be signed. We may sign with our full name of nick name. There is no punctuation after the signature.

3. Characteristics of Personal Letter

- a.) Personal letters do not have a letter head (letterhead).
- (b.) Personal letters do not have letter numbers.
- (c.) The opening and closing greetings in a personal letter are non-formal and casual.
- (d.) The language used is tailored to the purpose of the personal letter.
- (e.) Use standard language if it is official, and use non-standard language if it is informal.
- (f.) Generally the format of private letters is more's free.

4. Function of Personal Letter

Letter is a statement, which is written on a piece of paper or more. It contains feeling expression, private thing, and important thing. According to Farid (2012) personal letters has function as written form communication, documentation, historical, reminder, guidelines to take decision, safety information, vice of organization, as a way to easy the archival matters work and announcement. (p.10).

Besides as a mean written communication, letter is useful as representative of organization or individual. Letter is the written note that can not be changed fully by oral communication. So, personal letter is used in personal relationship.



5. Example of a Personal Letter

PERSONAL LETTER

Medan, July 4, 2015

My best friend, Rudi, is good.

How are you, Rudi? How about now? Have you been well? I hope all is well and you are smarter in the city. Why my letter? Did not you reply back then? Do not be arrogant! Just in town, all the time arrogant. Please return this letter to me soon, so it does not seem arrogant anymore. Later if you do not reply again, you won not send another letter. He he he....

I am just practicing soccer now. You know, my physique is not badbig. So, I was added to the Bintang Sekolah team. The training is hard too. But I am happy. You know, your old school always won the championship sub-district. It is just fun and healthy. Later if found it, you will be surprised by my body. Now even more black, but stronger. Do not challenge me anymore!

That's all, yes! I look forward to your reply. Do not forget, later if vacation to play again to my place. Have a good study. See you later, by ...

From your old friend,

Rama Kusum

D. Previous Studies on Letter Writing

Some previous relevant studies have been conducted. Harny, et al (2016) conducted a study on developing writing skill of grade VIII students through personal letter. The result of the study showed that the use of personal letter as a medium can develop writing skill of grade VIII students at SMPN 1 Bulagi.

Another relevant study was conducted by Anggraini (2017) on improving students' skill of narrative text using picture series. The result of the study showed that the students consider writing as an easy and interesting lesson, indicated by their enthusiasm to write, and the students generated and organized their ideas more easily in a good order. The implementation of picture series improved the student's writing skill of narrative text.

Rosa' study on identifying (2018) student ability in writing personal letter. Showed that the students of class XII SMK 6 Padang have been able to write letters complaint properly and completely even though there are still some students need improvement.

The differences between some previous studies from the present study were that this study focused on the difficulties of students in writing personal letters. whereas previous research focused on using personal letter material to improve students writing skill. In my view, the present study is of importance for the adolescent of teaching personal letter writing not only at State Islamic Senior High School (MAN) 1 Pidie Jaya but at another high school as well.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methods and Techniques

1. Research Methods

This research employs qualitative research design. According to Bogdan and Biklem (2006) qualitative research is a study that produces descriptive data in the form of writer or oral word of the people or behavior observed. This approach is directed toward the individual's background as a whole. Therefore, the researcher used descriptive qualitative method in analyzing and reporting the data based on writing personal letter. In qualitative research there are five method, those are ethnographic, narrative research, phenomenological research, grounded theory, and case study (creswell, 2006). Qualitative research has some technique; observation; interview; and reviewing text.

In this research the case study is used, which I explore in depth an activity, program, process, and one or more individuals (Creswell, 2006). Thus, interview and observation were used as method to obtain the data.

2. Techniques of the Research

a. Setting of the Research

The participants of this study were 14 students of second grade natural science 2 MAN 1 Pidie Jaya. The school is located at Jl. Revolusi No. 45 Meureudu City.

b. Data Collection Techniques

According to Sugiyono (2009) data collecting technique is the most strategic step in the research, because the main purpose of the research is to get the data. The purpose of collecting data is to gain the information related to the research question posed in the chapter one. The research used classroom observation and interview for students.

c. Data Processing Techniques

1. Observation

Bailey (2001) stated that observation is the purposeful examination of teaching and learning events through the systematic processes of data collection and analysis. In this research, observation was conducted to seriousness of students in learning and understanding subject matter, especially in writing of personal letter.

2. Interview

According to Fraenkel (2012) interview was an important way for a researcher to check the accuracy of - to verify or refute – the impressions of the researcher which has gained

through observation. In this research, the interview was conducted to gain the information on the challenges of class XI natural science 2 State Islamic Senior High School (MAN) 1 Pidie Jaya in writing personal letter.

I used the interview which was applied in this data collection. Bungin (2007) said that interview is a process to obtain information for the purpose of research by face to face questioning between the interview and interviewee.

B. Population and Sample

1. Population

According to sugiyono (1999) population is the whole object that has certain qualities and characteristics set by the researcher to be studied and then conclusions drawn.(p.57). While other experts say that the population is all individuals both subject and object subject to treatment in research (Marsalis, 1998, 53).

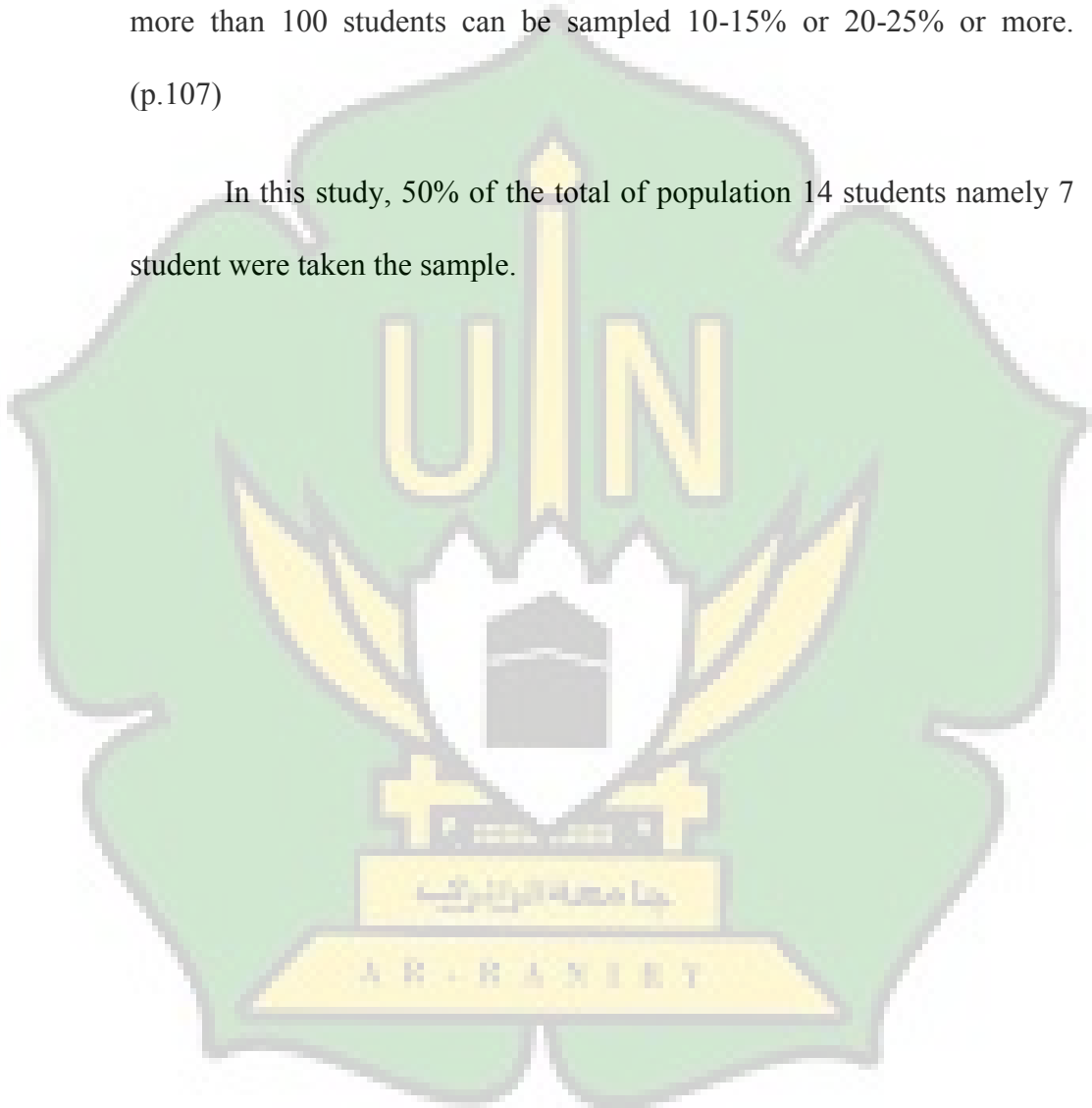
The populations of this study are the find student of class XI natural science 2 MAN 1 Pidie Jaya, consisting to 14 students. This population has homogeneous characteristics because these students get the same treatment from harrow and school. In this case writing learning is guided by only certain teachers in the same classroom atmosphere.

The population of this studies 14 students of grade 2 of natural science major at State Islamic Senior High School (MAN) 1 Pidie Jaya.

2. Sample of the Research

Sample is part of the population that is considered capable of representing the study population. Arikunto (1992) said that if the subject more than 100 students can be sampled 10-15% or 20-25% or more. (p.107)

In this study, 50% of the total of population 14 students namely 7 student were taken the sample.



CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presents the finding and discussion of the data. There are two types of data, interview and observations that need to be analyzed. The chapter contains interpretation of the data. Each finding has discussion of the data that is presented to the research question.

A. The Challenges in Writing of Personal Letter

1. The Result of Interview

Based on the results of kinds of the challenges in writing personal letter, I interviewed student of the second grade natural science 2 class. This interview was done to find out the kinds of students challenges in writing personal letter.

Five questions were provided to be answered by the students. All of the answers can be seen in the following.

- a. Do you feel happy and interested in learning writing of personal letters?

“Based on the 7 students' interviews, it can be concluded that students are very interested in learning writing of personal letters, because with the learning of writing of personal letters students can write personal letters easily and correctly. Learning writing of personal letter is easier for students to

understand than learning to write official letters, where official letters are more formal in writing and must have letterhead. It differs greatly in terms of format between personal letters and official letters.”

- b. Is the teacher's explanation in learning writing of personal letters in the classroom easy to understand?

“Students easily understand the teacher's explanation in front of the class. Because the teacher is very detailed in explaining the writing of personal letters lessons with various media and English learning methods. Teachers in class are very active in interacting with students, as well as students and teachers. The teacher is good at managing the class and students, so that the teacher's explanation is easily understood by students.”

- c. What are the challenges or difficulties that you experienced while participating in the writing of personal letter learning? And what is the cause, try to explain!

“Students have varying challenges writing personal letters. Some students have the challenge of not being focused on listening to lessons due to many other things to think about as adolescence increases. Some other students have challenges, namely the lack of English vocabulary and lack of ideas in writing. So that it has difficulty composing sentences in writing personal letters.”

- d. What are the benefits that you get after participating in the learning of writing of personal letters?

“There are many benefits that students get after participating in writing of personal letter learning. Students are able to find out the structures contained in a personal letter. And students know how to write personal letters correctly. So that students can directly apply the benefits of writing of personal letter, namely writing and sending personal letters to their friends. “

- e. What are your suggestions or comments on learning writing of personal letters?

“The suggestions given by the students in learning writing of personal letter were very constructive. The students gave suggestions such as making special books or worksheets for learning writing of personal letters. Teachers must better understand the condition of students in learning, such as there are students who do not dare to ask questions about material that these students do not master. In addition, the teacher must use a lot of media and often assign practical assignments to students. So, that the hope of students able to write personal letters properly and correctly.”

Based on the result of interview with the students it can be concluded that students have various challenges in writing, especially in writing personal letters. The challenges that students often experience in

writing are the lack of vocabulary in English, so students are constrained in composing sentences.

Meanwhile, students who lacked ideas in writing had their own challenges. Like feeling lazy in writing, afraid making mistakes, and consequently they do not write at all. The hope of the students in the future is that teachers can teach material, especially personal letter writing learning with various media and learning methods that support their era. So that students do not get bored easily in learning writing of personal letter.



2. The Result of Observations

Table 4.1

Student Difficulty Factors in Writing Personal Letter

Factors	
Verbal	Nonverbal
Students do not ask questions about the material taught by the teacher	Students lack-self confidence
Students unless respond to the material presented	Students do other assignments
Students kidding with friends	Student looked shy
Silent students, not answering questions	Student are less enthusiastic about taking lessons
Students talk to themselves outside the material	Students playing alone

Based on the table 4.1, it shows that students have certain factors, both verbal and nonverbal. These factors can cause students to have challenges in writing, especially in writing personal letters. These factors include students' lack of confidence, embarrassment, and playing in class when the teacher explains the material. However, there are also students in the class who listen carefully, respond to teacher questions, and between teachers and students have a reciprocal relationship.

It was also revealed that students who often laughed at their classmates made mistakes. Some students looked worried when their friends laugh at them. They start to feel uncomfortable when the teacher delivers the material. So that it becomes a challenge for students in writing.

B. Discussion

The purpose of this study was to find out of the students challenges in writing personal letter, at state Islamic senior high school 1 Pidie Jaya of second grade natural science 2. In conducting research, I applied two kinds of instrument to get the data for this research, there are interview and observation.

For the research question about the students challenges in writing personal letter at state Islamic senior high school 1 Pidie Jaya of second grade learning English. I used interview, I interviewed seven of the English students of the second grade natural science 2. Based on the result of the interview with the students have various challenges in writing,

especially in writing personal letters. The challenges that students often experience in writing are the lack of vocabulary in English, so students are constrained in composing sentences.

Aside from that, I also use student observations to obtain data. From the observations it can be concluded, the students have certain factors, both verbal and nonverbal. These factors can cause students to have challenges in writing. It was also revealed that students who often laughed at other students made mistakes. Some students look worried when their friends made fun of them. They start to feel uncomfortable when the teacher delivers the material.

From the data above, I can be concluded that many factors cause students to experience problems in writing, especially in writing personal letters. Among others, lack of ideas in writing, lack of vocabulary that was recognized by the students and the laziness of the students in writing. Thus, after knowing what the challenges of students in writing personal letters are, I these file hopes that this finding can be a reference for EFL learning in writing personal letter.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter specifically focuses on conclusion and recommendations which are drawn from the student challenges in writing of personal letter. It begins by concluding the finding of challenges in writing of personal letter based on research question. The recommendations section follows afterward, encompassing very urgent writing crafted to those who are in charge of teaching English language at the state Islamic senior high school (MAN) 1 Pidie Jaya, hoping to amend current issues in students' language performance.

A. Conclusions

The study unveils conclusion related to the research question formulated in this study, namely the student challenges in writing personal letter. The result shows that the students have various challenges in writing, especially in writing personal letters. The challenges that student often experience in writing are the lack of vocabulary in English, so students are constrained in composing sentences. Meanwhile, students' lack of ideas in writing can lead to various factors for these students. Such as loss of student self-confidence, the student becomes embarrassed in front of other students, and ultimately does not want to try to write.

Many factors are encountered by the students in writing personal letter; they are verbal and nonverbal factors. Both of these factors are interrelated in order for the students to improve their skill in writing personal letter, which is, one of the compulsory materials lessons which must be taught to the grade two students of senior high school.

B. Recommendations

The results of this research encourage the I to give some suggestions to other. The first for students, this research can be used as a solution and help students to understand their challenges in writing personal letter. It is suggested to the students to read and practice more on how to write a good writing in personal letter. The students should understand well the components in making a good writing in personal letter.

Second for the teacher, the teacher considering the results of this research, it is suggested that the teacher should give clear information the students about how writing in personal letter. The teacher should allocate much more time in teaching the students in the class, and also made the learning runs effectively. Furthermore, teacher made a workshop writing in personal letter for students.

The last for the other researcher, the finding of the study are expected to be used as a consideration for other researcher who plan to conduct the study focused on student problem in writing personal letters. it

is suggested to the research to follow the study that focuses on different aspects of this research. For example: arousing student spirit in their writing personal letter. Focusing on others students challenges in writing of personal letter.



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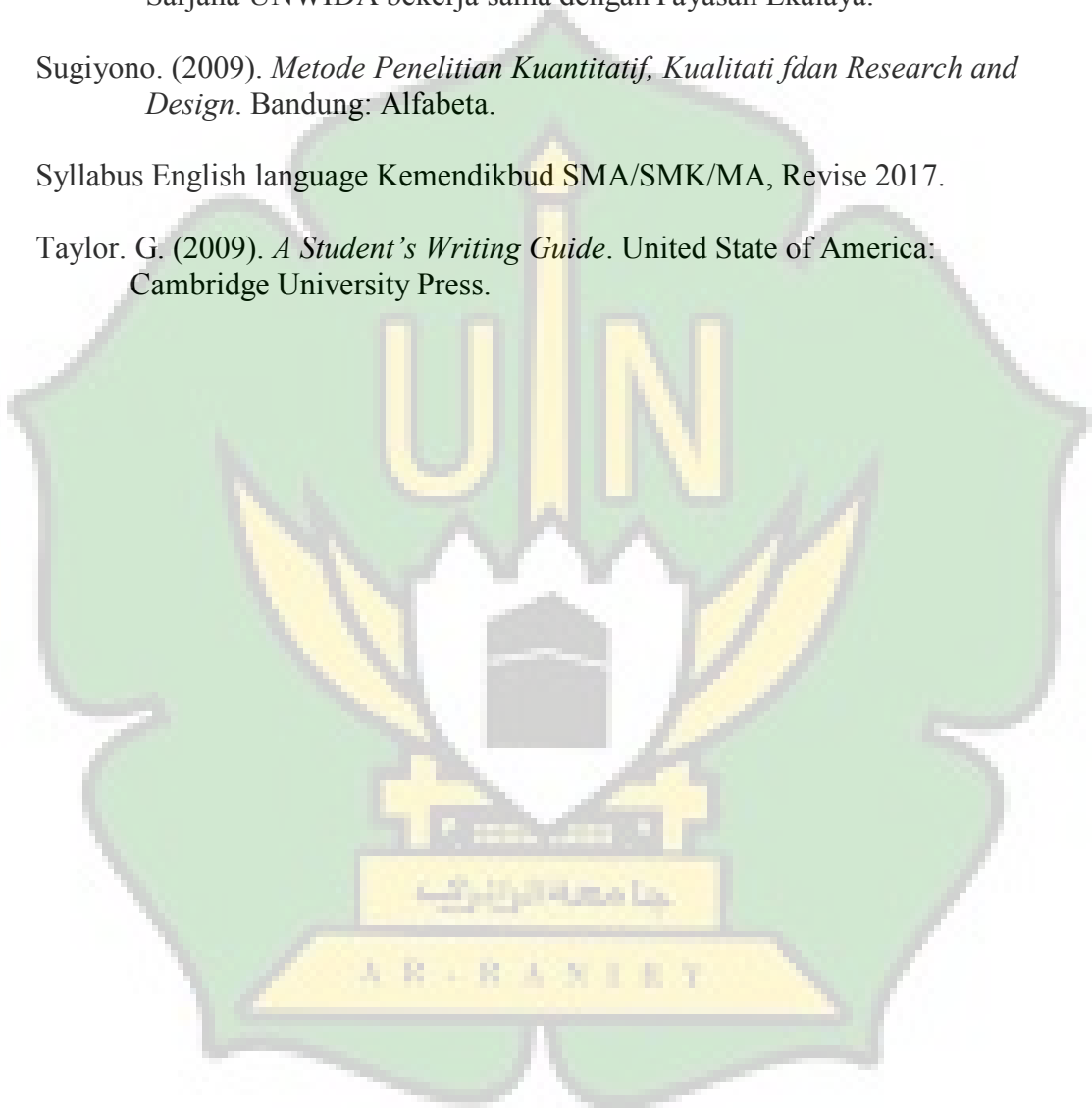
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-3723/UN.08/FTK/KP.07.6/03/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
- 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
- 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
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- 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
- 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
- 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Februari 2020

MEMUTUSKAN

Menunjuk Saudara:

1. Fithriyah, S. Ag., M. Pd

Sebagai Pembimbing Pertama

2. Drs. Amiruddin, M.Pd

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Rifal Alfayed

NIM : 160203221

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Students Challenges in Writing Personal Letter

- : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 Maret 2020





**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

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Nomor : B-7275/Un.08/FTK.1/TL.00/07/2020

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Madrasah Aliyah Negeri 1 Pidie Jaya

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RIFAL ALFAYED / 160203221**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Laksamana Malahayati, Komplek Pola Kemala, Kadju.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Students Challenges of Writing Personal Letter*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 29 Juli 2020

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 29 Juli
2021

M. Chalis, M.Ag.

INSTRUMENT PROTOCOL

Project : **Students Challenges in Writing of Personal Letter
(A Study at Islamic Senior High School, MAN 1 Pidie
Jaya)**
Place :
Date :
Interviewer : **Rifal Alfayed**

This is a research study about students' challenges in writing of personal letter. Challenge is so strong that it traps a writer, so the idea is jammed and a writer was unable to issue a word, or jammed at all. The purpose is to find out how the challenges of students of class XI IPA 2 in writing a personal letter. The data collected through a semi-structured interview which is recorded and only used for the research goal to protect the interviewee confidentially based on informed consent. During the interview, the interviewee will ask several questions. The interview process will take 10 minutes.

1. Do you feel happy and interested in learning writing of personal letters?
2. Is the teacher's explanation in learning writing of personal letters in the classroom easy to understand?
3. What are the challenges or difficulties that you experienced while participating in the writing of personal letter learning? And what is the cause, try to explain!
4. What are the benefits that you get after participating in the learning of writing of personal letters?
5. What are your suggestions or comments on learning writing of personal letters?

: Students Challenges in Writing of Personal Letter

: Rifal Alfayed

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement.

Please Initial
Box:

I confirm that I have read and understand the information sheet (interview protocol) And have had opportunity to ask questions.

☒

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

☒

I understand that my responses will be kept strictly confidential. I understand That my name will not be linked with wiry research material, and will not be Identified in the report or reports that result from the research.

☒

I agree for this interview to be tape recorded. I understand that the audio recording Made of this interview will be used only for analysis and the extracts from the Interview, from which I would not be personally identified, may be used in any Conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written Permission and that so no one outside the research team will be allowed access to the original recording.

☒

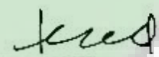
I agree that my anonymised data will be kept for the future research purpose such as Publications related to this study after the completion of the study.

☒

I agree to take part in this interview:

TQ
Participant's Name

03-08-2020
Date


Signature

RIFAL ALFAYED
Researcher's Name

03-08-2020
Date


Signature

If you have any further questions or concerns about this study, please contact:

Name of Research : Rifal Alfayed
Address : Komplek Pola Kemala, Kadju. Kecamatan
Baitussalam, Kabupaten Aceh Besar, Aceh
Telp : 082161359505
E-mail : rifalalfayed1999@gmail.com



Title : Students Challenges in Writing of Personal Letter

Researcher by : Rifal Alfayed

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☒

I agree to take part in this interview:

RD
Participant's Name

03 AGUSTUS 2020
Date

Rifal
Signature

Rifal Alfayed
Researcher's Name

03 AGUSTUS 2020
Date

Rifal
Signature

If you have any further questions or concerns about this study, please contact:

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Telp : 082161359505
E-mail : rifalalfayed1999@gmail.com



Title : Students Challenges in Writing of Personal Letter
Researcher by : Rifal Alfayed

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☒

I agree that my anonymised data will be kept for the future research purpose such as publications related to this study after the completion of the study.

☒

I agree to take part in this interview:

SU
Participant's Name

03 Agustus
Date

SU
Signature

Rifal Alfayed
Researcher's Name

03 Agustus
Date

Rifal
Signature

If you have any further questions or concerns about this study, please contact:

Name of Research : Rifal Alfayed
Address : Komplek Pola Kemala, Kadju. Kecamatan
Baitussalam, Kabupaten Aceh Besar, Aceh
Telp : 082161359505
E-mail : rifalalfayed1999@gmail.com



Title : Students Challenges in Writing of Personal Letter

Researcher by : Rifal Alfayed

Consent Form for Participant in Research Interview

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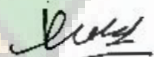
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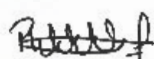
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TF
Participant's Name

04 AUGUSTUS 2020
Date

[Signature]
Signature

Rifal Alfayed
Researcher's Name

04 AUGUSTUS 2020
Date

[Signature]
Signature

If you have any further questions or concerns about this study, please contact:

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Title : Students Challenges in Writing of Personal Letter
Researcher by : Rifal Alfayed

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WRL
Participant's Name

04 Agustus
Date

[Signature]
Signature

Rifal Alfayed
Researcher's Name

04 Agustus
Date

[Signature]
Signature

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Title : Students Challenges in Writing of Personal Letter

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KN
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04 AGUSTUS 2020
Date

Numb
Signature

Rifal Alfayed
Researcher's Name

04 AGUSTUS 2020
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Interview Guideline

Place : State Islamic Senior High School (MAN) 1 Pidie Jaya

Interviewees : Second Grade IPA 2 of MAN 1 Pidie Jaya

Respondent : TQ

Interviewer : Rifal Alfayed (the researcher)

I : Assalamu'alaikum TQ!

R : Waa'laikum salam Wr. Wb.

I : Gimana keadaannya?

R : Baik!

I : Gimana sekolahnya sekarang?

R : Alhamdulillah lancar!

I : Sekarang sekolahnya online, Apa saja kendala selama sekolah online dek?

R : Sekolahnya melalui HP, Tetapi lebih mudah online. Kita bisa tidur dirumah, jadi guru ngak bisa lihat kita apa yang sedang kita lakukan.

I : Kalau masalah nilai gimana dek selama sekolah online?

R : Kalau masalah nilai ya.. terserah guru sih. Mau kasih nilai bagus atau tidak.

I : Nah.. sekarang kan sudah pembagian rapor, gimana hasil nya dek?

R : Hasilnya memuaskan!

I : ouh.. Alhamdulillah ya!

I : Jadi dek abang sedang meneliti mmengenai kuliah, judulnya students challenges in writing of personal letter. Yang artinya kesulitan atau tantangan-tantangan siswa dalam menulis surat pribadi.

R : Iya!

I : Jadi adek sebagai respondent abang. Abang menyediakan 5 pertanyaan kan. Jadi adek yang harus menjawabnya.

R : iya!

I : Jadi, pertanyaan yang pertama ini “Apakah anda merasa senang dan tertarik terhadap pembelajaran writing of personal letter”?

R : Tertarik. Karena personal letter kan surat pribadi, maksudnya kita mudah dalam menulisnya. Tidak ada perbedaan antara titik dan koma, tidak dipermasahkan. Berbeda dengan surat resmi.

I : Ouh begitu!

I : Jadi. Next question! “Apakah penjelasan guru dalam pembelajarn writing of personal letter ini di dalam kelas mudah dipahami oleh adek”?

R : Bagi saya sih...mudah. Karena disekolah kami gurunya tidak kejam dalam mengajar. Jadi, kami sebagai siswa mudah untuk memahami tentang writing of personal letter.

I : Iya...iya dek!

I : Jadi, pertayaan ketiga. “Apa saja tantangan dan kesulitan yang anda alami selama mengikuti pembelajaran writing of personal letter? dan apa penyebabnya, coba adek jelaskan!

R : Bagi saya sih...writing of personal itu tidak ada tantangan dan kesulitan. Dan selama saya mengikuti materi tersebut, saya mudah memahaminya. Bagi saya sih...tidak terlalu susah-susah baget.

I : Ouh gitu ya...!

I : Jadi, bagi adeki ni. Apa saja penyebabnya, misalkan adek kurang memahami dalam menulis surat pribadi?

R : iya, kalau penyebabnya sih...bagi saya. Saya kurang memahami, kurang merespon tentang materi yang diberikan guru tentang writing of personal letter. Karena namanya juga remaja, jadi pikiranya pasti kemana-mana, tidak terlalu focus kepada pelajaran.

I : Oke gitu ya...dek ya!

I : Okay next question. “Apa mamfaat yang adek peroleh setelah mengikuti pembelajaran writing of personal letter?”

- R : Mamfaat bagi saya sih banyak!
- I : Salah satunya apa dek?
- R : Saya bisa menulis surat pribadi kepada seseorang yang orang tersebut tidak berada di wilayah ini.
- I : Emangnya adek pernah menulis surat pribadi itu untuk seseorang?
- R : Pernah. Karena saya pernah mengirim surat pribadi untuk kawan saya yang sedang di luar daerah, untuk menyuruh pulang ke kampung halamannya, Supaya ada kawan di kampung.
- I : Ouh gitu.. ya dek!
- I : okay. Pertanyaan terakhir ya.. dek!
- I : “Apa saran atau komentar anda terhadap pembelajaran writing of personal letter?”
- R : Saran saya sih... Cuma satu. Bagi yang mencetak majalah atau buku, haruslah mencetak buku yang khusus tentang writing of personal letter. Supaya generasi selanjutnya mudah memahaminya dan kalau sekarang kan lagi musim covid-19 dan sekolah pun lagi online. Dan siswa pun agak susah menerima materi sekolah online, karena tidak berhadapan langsung dengan guru. Kalau bisa dibutlah buku yang khusus supaya generasi-generasi selanjutnya bisa belajar di rumah dengan sendirinya.
- I : Okay dek itu aja kan!. Terima kasih atas jawaban-jawaban yang adek berikan untuk penelitian abang ya! Assalamua’alaikum dek.
- R : Waa’laikum salam Wr. Wb.

Interview Guideline

Place : State Islamic Senior High School (MAN) 1 Pidie Jaya

Interviewees : Second Grade IPA 2 of MAN 1 Pidie Jaya

Respondent : RD

Interviewer : Rifal Alfayed (the researcher)

I : Gimana kabarnya RD?

R : Alhamdulillah baik.

I : Sekolahnya lancar?

R : Lancar!

I : Inikan lagi COVID, Gimana sekolahnya online?

R : Online, kami online!

I : Ouh iya.!

I : Jadi kan dek. Abang lagi menyusun.

R : Iya kakak.

I : Dengan judul skripsinya, students challenges in writing of personal letter. Yang artinya kesulitan atau tantangan siswa dalam menulis surat pribadi. Jadi adek sebagai respondent abang . Abang mengajukan 5 pertanyaan, jadi pertanyaan pertama ini “ Apakah anda merasa senang dan tertarik terhadap pembelajaran writing of personal letter. ?”

R : Iya saya sangat tertarik dengan pembelajaran ini. Karena dengan pembelajaran ini saya dapat menulis surat yang baik dan benar, dan saya merasa pede ketika saya mengirim surat ke teman saya.

I : Okay itu alasannya ya.!

I : Okay next questions. Yang kedua ini “Apakah penjelasan guru dalam pembelajaran writing of personal letter di dalam kelas mudah dipahami?”

- R : Sangat-sangat jelas. Karena guru kami sangat detail dalam menjelaskan tentang surat ini, dengan berbagai metode pembelajaran yang digunakan. Jadi kami sangat jelas.
- I : Okay. Nomor 3 ya. ” Apa saja tantangan-tantangan atau kesulitan-kesulitan yang anda alami selama mengikuti pembelajaran writing of personal letter? dan apa penyebabnya, coba anda jelaskan!”
- R : Bagi saya sih tidak tantangan atau kesulitan. Cuma saya masih ragu dalam menulis, bagaimana dalam menulis surat resmi dan surat pribadi. Cara mengaplikasikannya masih kamu dalam kehidupan sehari-hari.
- I : Dan apa penyebabnya?
- R : Mungkin karena guru kami kurang media pembelajarannya. Cara mengajarnya, medianya kurang.
- I : Ouh gitu ya!
- I : Okay next questions ya! “ Apa mamfaat yang kamu peroleh setelah mengikuti pembelajaran writing of personal letter?”
- R : Sangat banyak. Terutama saya sudah bisa menulis surat pribadi, dan saya sudah mengerti bagaimana tata cara menulis surat pribadi. Saya sudah pede mengirim surat kepada kawannya saya yang jauh tempat tinggal dari saya.
- I : Ouh gitu ya!.
- I : Next yang ke-5 ini “ Apa saran atau komentar anda terhadap pembelajaran writing of personal letter.”
- R : Sarannya mungkin guru harus mampu, menjelaskan dengan baik bagaimana tata cara menulis surat. Misalnya kan harus ada media pembelajaran yang banyak. Missalnya praktek atau bermacam-macam metode. Supaya siswa-siswi itu bisa senang belajarnya dan tidak gampang bosan.
- I : Ouh itu ya.!
- I : Okay terima kasih RD, telah menjadi respondent kakak, dan menjawab pertanyaan tadi.

Interview Guideline

Place : State Islamic Senior High School (MAN) 1 Pidie Jaya

Interviewees : Second Grade IPA 2 of MAN 1 Pidie Jaya

Respondent : SV

Interviewer : Rifal Alfayed (the researcher)

I : Okay gimana kabarnya dek?

R : Alhamdulillah baik.!

I : Sekolahnya gimana?

R : Lancar. Cuma gara-gara corona...

I : Jadi break bentar gitu.

R : Iya.!

I : Nilainya gimana? Ini kan sudah pembagian rapor.!

R : Bagus.!

I : Alhamdulillah ya.

I : Okay. Jadi kan dek abang lagi meneliti skripsi kuliah yang berjudul students challenges in writing of personal letter. Yang artinya kesulitan atau tantangan siswa dalam menulis surat pribadi. Jadi adek sebagai respondent abang, dan menjawab pertanyaan-pertanyaan abang sekitar 5 pertanyaan. Yang pertama questionsnya, “ Apakah anda merasa merasa senang dan tertarik terhadap pembelajaran writing of personal letter?” Gimana pendapat adek!

R : Saya tertarik. Karena dengan mempelajari personal letter, saya bisa mengirim surat pribadi kepada teman-teman saya.

I : Ouh gitu ya.!

I : Okay. Next questions, “Apakah penjelasan guru dalam pembelajaran writing of personal letter di dalam kelas mudah dipahami?”

R : Mudah.

I : Alasannya?

R : Karena guru nya mudah diajak bicara, walaupun kita tidak bisa, kita bisa bertanya lagi sama ibu guru.

I : Ouh gitu ya.!

I : Okay lanjut. “Apa saja tantangan-tantangan atau kesulitan-kesulitan yang anda alami selama mengikuti pembelajaran writing of personal letter? dan apa penyebabnya, Coba anda jelaskan!

R : Ketika ibu guru mengasih soal, saya tidak bisa, karena kurangnya vocabulary.

I : Penyebabnya? Sehingga adek tidak bisa, kenapa!

R : Karena belum menguasai vocabulary, Sebagian vocabulary belum saya kuasai.

I : Ouh gitu ya.! Itu penyebab utamanya.

I : Okay. Next questions pertanyaan ke 4, “ Apa mamfaat yang kamu peroleh setelah mengikuti pembelajaran writing of personal letter?”

R : Bisa mengirim surat ke kawan.

I : Apa lagi mamfaatnya dek, kan banyak mamfaatnya yang adek peroleh dari pembelaran ini.

R : Bisa mengetahui cara mengirim surat gimana gitu.

I : Emmm. Gitu ya.! Bisa mengirim surat sama kawan .

I : Okay. pertanyaan terakhir ini, “Apa saran atau komentar anda terhadap pembelajaran writing of personal letter?”

R : Kalau menurut saya sarannya, kalau ada siswa yang kurang paham, seharusnya guru menanyakan kendalanya itu dimana, masalahnya apa.

I : Udah dek? Itu aja sarannya?!

R : Dan kalau siswanya tidak bisa, seharusnya bertanya kepada guru, jangan malu. Kan banyak siswa-siswa yang tidak bisa, terus tidak mau bertanya, cuma diam aja.

I : Okay. terima kasih dek ya atas jawaban-jawaban yang adek berikan untuk pertanyaan-pertanyaan abang.

R : Sama-sama.



Interview Guideline

Place : State Islamic Senior High School (MAN) 1 Pidie Jaya

Interviewees : Second Grade IPA 2 of MAN 1 Pidie Jaya

Respondent : NZ

Interviewer : Rifal Alfayed (the researcher)

I : Okay. dek NZ apa kabarnya?

R : Baik.!

I : Alhamdulillah.!

I : Sekolahnya gimana? Lancarkan !

R : Lancar.!

I : Okay lancar.

I : Jadikan, sekarang abang lagi penelitian, penelitian kuliah. Yaa lagi nyusun skripsi lah. Judul skripsi abang adalah students challenges in writing of personal letter. Yaitu kesulitan atau tantangan siswa dalam menulis surat pribadi. Jadi adek sebagai respondent abang, abang mengajukan beberapa pertanyaan untuk adek. Yang pertama, “Apakah anda merasa tertarik terhadap pembelajaran writing of personal letter”?

R : Ya. Saya tertarik, dengan itu kita bisa membuat surat pribadi dengan sendiri. Dan bisa mengirim ke kawan-kawan.

I : Ouh gitu ya. Next yang kedua, “Apakah penjelasan guru dalam pembelajaran writing of personal letter didalam kelas mudah dipahami?”

R : Mudah. Karena guru dalam menjelaskan suatu materi, saya memmahami. Dan guru juga detail dalam menerangkan materi.

I : Okay. yang ke -3, “Apa saja tantangan-tantangan atau kesulitan-kesulitan yang anda alami selama mengikuti pembelajaran writing of personal letter? dan apa penyebabnya, Coba anda jelaskan!

R : Kekurangannya ide-ide dalam menulis surat.

I : Kekurannya ide itu kenapa?

R : Karena kurangnya ide-ide dalam membuat surat pribadi.

I : Itu penyebab utamanya ya.!

I : Okay. Next questions ya, “Apa mamfaat yang kamu peroleh setelah mengikuti pembelajaran writing of personal letter?”

R : Saya lebih mengerti dalam membuat surat pribadi.

I : Terus ada lagi mamfaat-mamfaat yang adek ketahui atau yang adek dapatkan dalam pembelajaran writing of personal letter. ?

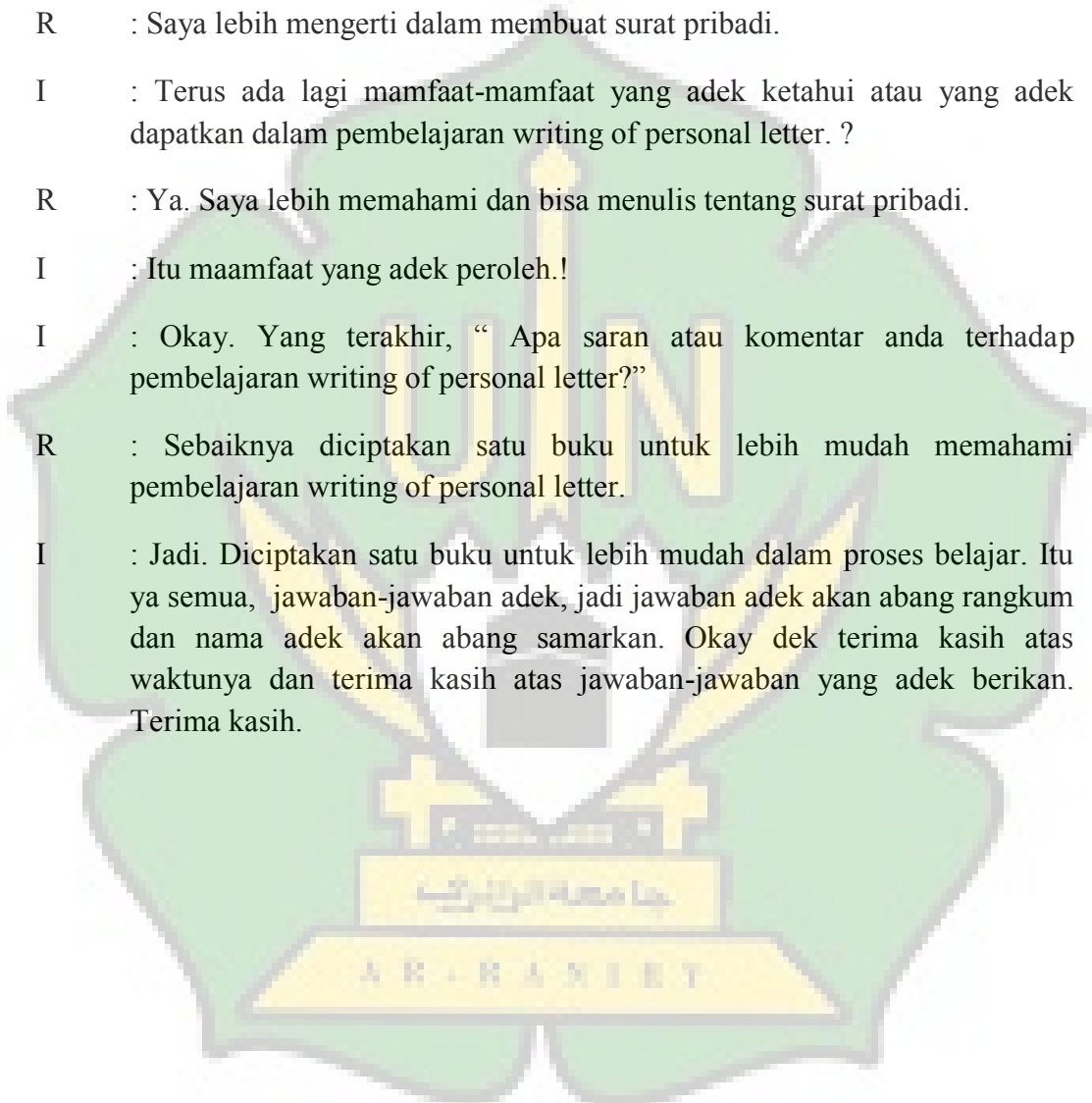
R : Ya. Saya lebih memahami dan bisa menulis tentang surat pribadi.

I : Itu maamfaat yang adek peroleh.!

I : Okay. Yang terakhir, “ Apa saran atau komentar anda terhadap pembelajaran writing of personal letter?”

R : Sebaiknya diciptakan satu buku untuk lebih mudah memahami pembelajaran writing of personal letter.

I : Jadi. Diciptakan satu buku untuk lebih mudah dalam proses belajar. Itu ya semua, jawaban-jawaban adek, jadi jawaban adek akan abang rangkum dan nama adek akan abang samarkan. Okay dek terima kasih atas waktunya dan terima kasih atas jawaban-jawaban yang adek berikan. Terima kasih.



Interview Guideline

Place : State Islamic Senior High School (MAN) 1 Pidie Jaya

Interviewees : Second Grade IPA 2 of MAN 1 Pidie Jaya

Respondent : TF

Interviewer : Rifal Alfayed (the researcher)

I : Gimana kabarnya dek?

R : Alhamdulillah baik kakak.!

I : Gimana sekolahnya? Baik lah, apalagi ini corona ya. okay, jadi begini dek ya, abang kan lagi meneliti skripsi, yang judul nya students challenges in writing of personal letter. yang artinya kesulitan atau tantangan siswa dalam menulis surat pribadi. Jadi adek sebagai respondent abang, untuk menjawab beberapa pertanyaan dari abang ya. siap kan dek.!

R : Siap kakak.!

I : Pertanyaan pertama ini, “ Apakah anda merasa tertarik dan terkesan dengan pembelajaran writing of personal letter?”

R : Surat pribadi ya kakak.

I : Iya.

R : Tertarik. Karena apa, karena menurut saya pribadi surat pribadi itu mudah dipahami. Karena tidak memakai kata-kata yang formal kak, beda dengan surat resmi. Kalau surat resmikan mudah kita pahami.

I : Emm... gitu ya dek. Okay next questions, pertanyaan kedua. “Apakah penjelasan guru dalam writing of personal letter ini didalam kelas mudah dipahami?”

I : Mudah tidak dipahami dalam kelas tentang writng of personal letter?

R : Menurut adek yaa mudah. Karenakan itu surat pribadi kan.

I : Iya dek.!

R : Apa yang kita sampaikan pribadi dengan teman kita misalkan kan, jadi tidak susah, berbeda dengan surat resmi.

I : Ouh iya. Lanjut ya dek.

I : Yang nomor 3 ini. “Apa saja tantangan atau kesulitan yang anda alami dalam mengikuti pembelajaran writing of personal letters. Dan apa penyebabnya? Coba anda jelaskan.!”

I : Tantangan apa sih yang adek dapatkan waktu pembelajaran writing of personal letters itu.

R : Menurut saya tantangannya kak, gimana ya,.! tidak ada tantangan sih, Cuma tantangan nya kalau surat pribadi itu, iya dipengiriman ya?

I : Ouh dipengiriman dek ya.

I : Penyebabnya apa dek?

R : Misalkan ni, saya tinggal di pelosok kampung kan?

I : Eeee. Iya dek.!

R : Kita susah tu, mengirim surat itu, harus ke kantor pos dulu. Yaudah di situlah tantangannya kak.

I : Ouh disitu tantangannya ya!.

R : Iya. Lama sampainya kan, padahal kita perlu cepat balasan. Karena telat sampai, itulah tantangannya.

I : Ouh okay-okay.

I : Okay. lanjut dek ya nomor 4, “A pa mamfaat yang kamu peroleh setelah kamu mengikuti pembelaran writing of personal letter ini.

I : Mamfaatnya apa!?

R : Mamfaatnya menurut saya lebih, gimana yaa. Lebih, mamfaatnya kan kakak kita lebih mengetahui cara menulis surat pribadi gimana, cara mengirimnya, kan dia ada caranya itu, bukan asal-asal kita buat kan suratnya. Dan kita lebih hemat disitu, Cuma biaya pengiriman di pos Cuma beberapa ribu. Tetapi kan kalau memakai alat elektronik kan perlu dengan membeli handphone, membeli kuota, gitu kakak.

I : Itu salah satu mamfaat nya ya dek.

R : Iya kakak.!

I : Okay . lanjut ya! soal nomor lima, “Apa saran atau komentar anda terhadap pembelajaran writing of personal letters?”

I : Apa sih saran kedepannya!

R : Menurut saya sih kakak, saran saya, surat resmi atau surat pribadi ini lebih bagus emang tidak boleh dihilangkan . Karena apa, perkampungan-perkampungan itu kakak, mereka tidak ada sinyal, tidak ada listrik, dan tidak ada alat electronic. Kek gitukan, jadi dengan adanya surat pribadi ini mereka lebih tau wawasan. Dan saran saya pos itu, tempat pengiriman jangan hanya di pusat kota saja, tetapi harus ada di perkampungan, Karena yang dipelosok pun pasti ada yang menerima kabar dari luar kota dengan menggunakan surat pribadi.

I : Ouh gitu ya saran-saran adek. Semoga kedepannya akan lebih baik lagi ya dek.

R : Iya kakak!.

I : Okay terima kasih dek ya. Thanks you, atas kehadirannya dan telah menjawab pertanyaan –pertanyaan dari kakak. Terima kasih.!

R : Iya sama-sama kakak. Terima kasih kembali.!

I : Iya.!



Interview Guideline

Place : State Islamic Senior High School (MAN) 1 Pidie Jaya

Interviewees : Second Grade IPA 2 of MAN 1 Pidie Jaya

Respondent : WL

Interviewer : Rifal Alfayed (the researcher)

I : Okay gimana kabarnya?

R : Alhamdulillah baik. Tapi sekarang lagi masa belajar nya online kan corona. Sekarang pandemi jadi sekarang belajar dirumah.

I : Ouh. Berarti melalui media electronic lah ya.!

R : Iya melalui media electronic.

I : Okay. jadi ginikan dek , abang lagi meneliti skripsi dengan judul nya the students challenges in writing of personal letters. Yang artinya kesulitan atau tantangan siswa dalam menulis surat pribadi. Jadi adek sebagai respondent kakak, kakak ingin menanyakan beberapa pertanyaan untuk adek.

R : Boleh.”!

I : Adek siapkan?

R : Insya Allah.

I : Okay!

I : Jadi soal yang pertama ini,” Apakah anda merasa senang atau tertarik terhadap pembelajaran writing of personal letters”?

R : Sejauh ini saya suka. Karena saya orangnya suka curhat, jadi saya malu mengungkapkan dengan lisan, jadi saya suka menulis gitu. Personal letter itu kan dia lebih ke surat pribadi, bisa sebagai diary, jadi saya selama ini sih tertarik kalau mau belajar-belajar itu. Karena memang hobinya saya adalah mencurhatkan hati dalam bentuk writing atau tulisan.

I : Ouh berarti bisa buat cerita lah ya. ?

R : Iya kakak. Apalagi ada sahabat pena.

I : Okay dek. Next question ya dek, “Apakah penjelasan-penjelasan guru dalam pembelajaran writing of personal letters didalam kelas mudah dipahami?”

R : Eee...Sejauh ini mungkin karena guru saya itu, bukan era zaman nya saya. Guru nya itu sudah sedikit tua dari saya, kadang-kadang bahasa yang dipakai atau digunakan didalam kelas itu, lebih ke bahasa-bahasa era beliau. Kalau yang era sekarang kan istilahnya agak gaul lah.

I : Iya..iya.

R : Ya, kadang-kadang sih saya, belajar otodidak/ belajar sendiri.

I : Berarti tidak tergantung sama gurunya ya.!

R : Iya tidak tergantung sama gurunya. Mudah atau enggaknya itu sebenarnya bukan tantangan yang apa kali. Itukan surat pribadi kan?

I : Eee..!

R : Jadi dibilang mudah juga enngak, dibilang susah juga enngak. Iya standar-standar aja sih sebenarnya.

I : Ouh gitu ya.

I : Okay. lanjut ya.

I : Soal yang ke 3, Apa saja tantangan atau kesulitan yang anda alami selama mengikuti pembelajaran writing of personal letter ini? Dan apa penyebabnya, Coba anda jelaskan!.

R : Mungkin dikarenakan karena guru, karena guru kami itu bukan guru zaman now. Karena guru zaman dulu, iya bahasanya masih bahasa-bahasa zaman, jadi itu kendalanya sebenarnya. Untuk mengatisipasinya yaudah saya biasanya nonton youtube, lihat-lihat bahasa-bahasa gaul, bahasa-bahasa zaman now untuk sekarang, versi-versi sekarang. Kalau guru-guru yang itu kan, biasanya terlalu panjang, terlalu bertele-tele, kalau yang sekarang kan singkat, padat, dan jelas. Itu tantanganya sebenarnya.

I : Yang pertama itulah ya tantangan penyebabnya.!

R : Mungkin kalau zaman dulu sih gurunya terlalu formal cara jelasinya. Sedangkkn anak muda-muda sekarang kan bahasanya itu, bahasa santai.

I : Iya.

R : Mungkin itu bisa di mixed kan. Secara saya pribadi, vocabulary-vocabulary itu, bahasa inggris yang inilah, yang slanks lah.

I : Jadi itu aja ya.!

R : Iya.

I : Lanjut ya. soal yang ke- 4 ini, “Apa mamfaat yang kamu peroleh setelah mengikuti pembelajaran writing of personal letter?”

R : Mamfaatnya, mungkin kalau bagi saya, saya bisa mencurahkan semuanya, mencurahkan dalam bentuk tulisan. Karena saya orangnya tipe-tipe introvert, yang susah bercerita ke orang, jadi saya butuh teman yang bisa saya curahkan. Ya mungkin itu mamfaatnya. Bisa mencurahkan isi hati saya dalam bentuk tulisan.

I : Itu mamfaatnya ya!

R : Iya.

I : Okay next questions ya, yang terakhir ini.

R : Iya

I : “Apa saran atau komentar anda terhadap pembelajaran writing of personal letter”?

R : Saran saya, mungkin ya kalau bisa, okelah kalau sekolah-sekolah lain mungkin gurunya sudah mulai me-revolusi lah, sudah pakai bahasa-bahasa gitu. Saran saya mungkin guru-guru sekarang harus pintar dalam menarik perhatian siswa. Supaya bisa masuk ke dunia bahasa siswa. Bahasa-bahasa yang lagi getren. Karena kan untuk menarik hati siswa ya, kita harus masuk ke dunia mereka.

I : Eee.!

R : Mungkin itu sarannya. Yang kedua, bisa jadi wadah bagi murid-murid yang introvert gitu. Jadi siapa tau dengan ada personal letter itu, kita tau bakat-bakat siswa kita, dia pintar menulis gitu, tidak masalah sih, sering-sering belajar tentang writing gitu lebih, apa namanya itu, lebih keren, untuk mengetahui bakat-bakat siswa.

I : Jadi itulah saram-saran adek ya.!

R : Iya.!

I : Okay dek terima kasih atas jawaban- jawaban nya.

R : Okay. Sama-sama.!



Interview Guideline

Place : State Islamic Senior High School (MAN) 1 Pidie Jaya

Interviewees : Second Grade IPA 2 of MAN 1 Pidie Jaya

Respondent : KN

Interviewer : Rifal Alfayed (the researcher)

I : Assalamua'laikum dek.!

R : waalaikum salam.

I : Apa kabarnya dek?

R : Alhamdulillah baik.

I : Jadi dek kan, abang lagi meneliti skripsi, yang judul nya students challenges in writing of personal letter. Yang artinya kesulitan atau tantangan siswa dalam menulis surat pribadi. Jadi adek sebagai respondent abang, kakak mengajukan beberapa pertanyaan. Adek diap kan?

R : Siap. Insya Allah.!

I : Pertanyaan pertama ya, “Apakah anda merasa senang atau tertarik terhadap pembelajaran writing of personal letter?”

R : Jadi untuk pembelajaran menulis surat ya, !

I : Iya.

R : Jadi untuk pembelajaran menulis surat ini sebenarnya saya kurang tertarik. Karena sekarang kan yang namanya menulis surat itu kita tidak terlalu perlu lagi, gitu kan! Dan semua itu serba social media, hal-hal seperti itu bukan hal penting lagi untuk kita pelajari.

I : Ouh gitu ya.!

I : Okay. Next question ya dek pertanyaan ke-2, “ Apakah penjelasan guru dalam pembelajaran writing of personal letter di dalam kelas mudah dipahami?”

I : Mudah tidak dipahami? Gimana pembelajarannya? Apakah mudah atau susah! Atau kurang dipahami?

R : Pembelajarannya mungkin untuk sekarang sih mudah ya, karena penulisan surat itu sudah sering kita temukan di kegiatan sehari-hari. Ya yang jelasnya kita pasti tau tidak perlu meraba-raba lagi, yang pastinya itu mudah.

I : Okay. Jadi mudah ya.!

I : Pertanyaan nomor 3 ya dek.

I : “Apa saja tantangan atau kesulitan yang anda alami selama mengikuti pembelajaran writing of personal letter?” Dan apa penyebabnya, Coba anda jelaskan?”

I : Apa sih tantangannya?

R : Tantangannya ya?!

I : Ia.!

R : Untuk menulis surat itu, tantangan nya itu mungkin dari kita, kita kan menggunakan bahasa Indonesia yang kurang baku. Jadi saat menulis surat itu, itu yang diminta adalah bahasa baku. Jadi ketika kita tidak mengerti akan bahasa baku, mungkin menulis surat itu agak terlalu sulit. Itu salah satunya, yang kedua itu, mungkin kalau misalnya dalam menulis surat itu, menggunakan bahasa-bahasa yang tidak biasa kan, bahasa-bahasa majas kan, ya bahasa-bahasa itu kita kurang mengerti. Apalagi kan ini pembelajarannya untuk anak SMA. Ya mungkin bahasa seperti majas-majas itu, ya kita enggak ngerti.

I : Gitu ya dek.

I : Pertanyaan nomor 4, “Apa mamfaat yang kamu peroleh setelah mengikuti pembelajaran writing of personal letter?”

R : Jadi mamfaatnya itu, kan mungkin biasa kalau penulisan surat itu, kita tujuan untuk lembaga, seperti kerja lah. Jadi dengan kita menulis surat dengan baik dan benar atau dengan bahasa yang baku, untuk melamar kerja atau apa, untuk kedepanya lebih mudah, seperti itu.

I : Tapi kalau untuk surat pribadi gimana dek?

R : Jadi maamfaatnya itu, kita bisa, misalnya kita bercakap atau kita bisa mengetahui kabar kawan kita dari jarak jauh. Jadi kita bisa berkomunikasi. Mungkin ini mamfaat yang paling utama dari menulis surat pribadi.

I : Okay. Yang terakhir ya dek ini.!

I : “ Apa saran atau komentar anda terhadap pembelajaran writing of personal letter ini?”

R : Saran ya?!

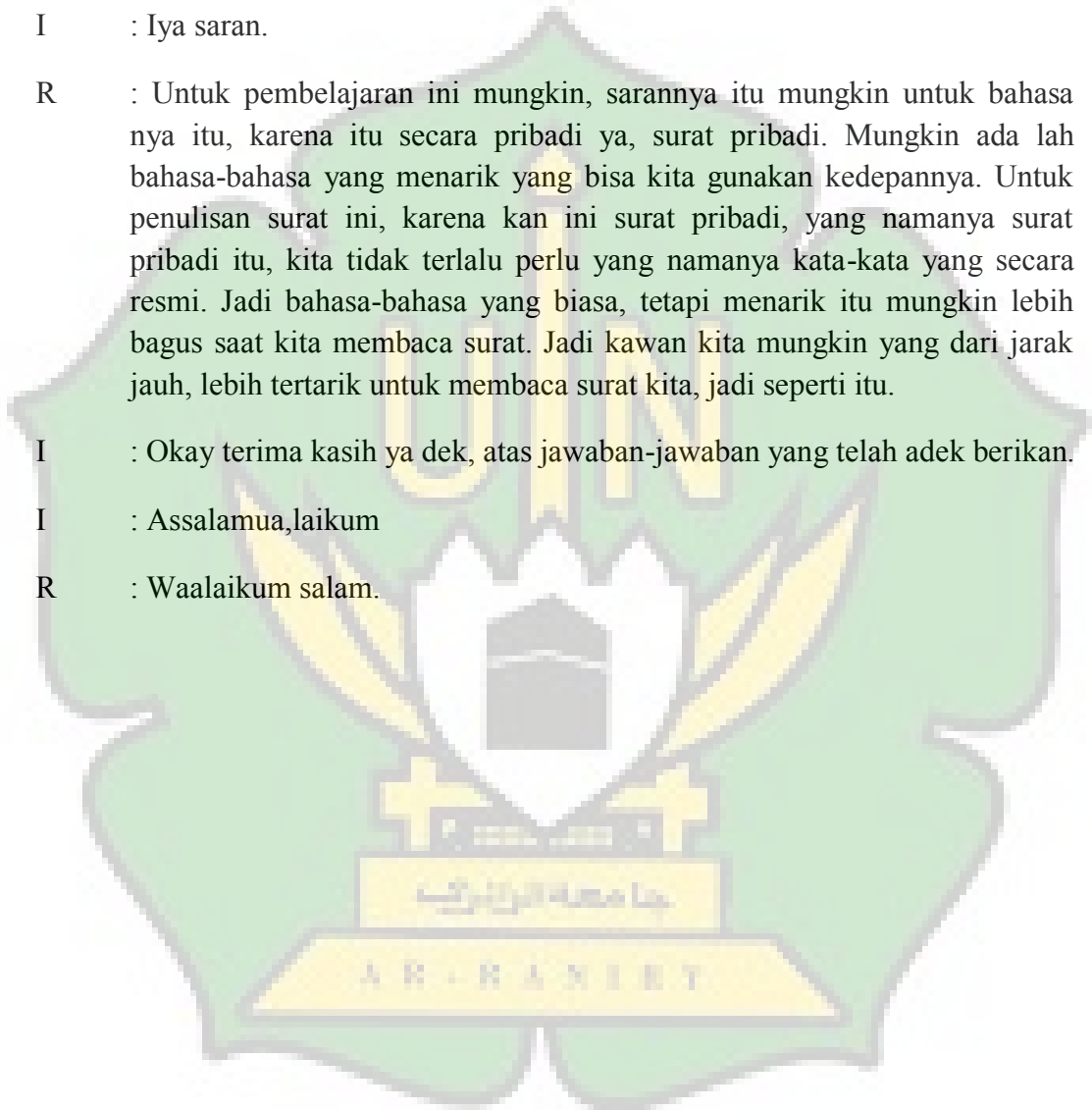
I : Iya saran.

R : Untuk pembelajaran ini mungkin, sarannya itu mungkin untuk bahasa nya itu, karena itu secara pribadi ya, surat pribadi. Mungkin ada lah bahasa-bahasa yang menarik yang bisa kita gunakan kedepannya. Untuk penulisan surat ini, karena kan ini surat pribadi, yang namanya surat pribadi itu, kita tidak terlalu perlu yang namanya kata-kata yang secara resmi. Jadi bahasa-bahasa yang biasa, tetapi menarik itu mungkin lebih bagus saat kita membaca surat. Jadi kawan kita mungkin yang dari jarak jauh, lebih tertarik untuk membaca surat kita, jadi seperti itu.

I : Okay terima kasih ya dek, atas jawaban-jawaban yang telah adek berikan.

I : Assalamua,laikum

R : Waalaikum salam.



Catatan Lapangan Observasi

Setting : Kelas 2 IPA 2
Observer : Rifal Alfayed
Tanggal : 05 Agustus 2020
Durasi : 90 Menit
Pesan : Mengamati Subject Penelitian

07:45- 08:00 : Guru masuk dalam kelas membimbing siswa membaca surah-surah jus 30. Selama 15 menit.

08:00- 08: 10 : Guru mengabsen siswa.

08:10-08: 30 : Guru memberikan materi kepada siswa, dengan materi pada hari itu adalah tentang menulis surat pribadi. Guru menjelaskan dari pengertian surat pribadi, fungsinya, struktur-struktur surat pribadi sampai pada contoh surat pribadi. Sementara guru menjelaskan materi, siswa pun ikut menyimak, namun ada juga dari siswa yang asik berbicara sama kawan sebangku, ada yang kurang focus. Dan ada juga yang tidak menyimak sama sekali. Namun, ada juga dari siswa-siswa yang menyimak dengan sangat cermat. Dan mencatat hal-hal yang penting apa-apa saja yang di sampaikan oleh guru yang dia rasa penting.

08:30- 09:00 : Selesai guru menjelaskan materi. Guru memberi tugas kepada siswa dengan menulis surat pribadi. Ketika guru memberi tugas, respon dari siswa beragam, “ujung-ujungnya tugas, tugas lagi-tugas lagi. Berbagai respon siswa mengenai tugas. Guru memberikan waktu kepada siswa 30 menit untuk menyiapkan tugas yang diberikannya.

09:00- 09-10 : Guru bertanya, ada yang sudah siap kepada siswa. Respon dari siswa pun beragam, ada yang sudah siap, ada juga yang belum siap. Dan pada akhirnya guru menyampaikan “ okay tugas nya dibuat dirumah, besok kita presentasi tentang surat pribadi yang telah kalian buat tadi”.

09:10-09-15 : Guru menutup kelas dengan say salam.



Catatan Lapangan Observasi

Setting : Kelas 2 IPA 2
Observer : Rifal Alfayed
Tanggal : 05 Agustus 2020
Durasi : 90 Menit
Pesan : Mengamati Subject Penelitian

07:45- 08:00 : Guru masuk membuka kelas dan kemudian menyapa siswa.

08:00- 08: 20 : Guru meminta siswa untuk berkumpul bersama kelompoknya, guru menjelaskan kegiatan belajar yang akan dilakukan.

08:20- 08:30 : Setelah siswa sudah berkumpul dengan kelompoknya. Guru menjelaskan kegiatan belajar yang akan dilakukan. Tiap kelompok akan membacakan teks surat pribadi milik mereka sendiri dan pada saat sangat yang bersamaan kelompok lain menyimak. Guru memberi tugas siswa dengan mengoreksi bacaan dan menyuruh siswa mengoreksi kesalahan structure dari surat pribadi.

08: 30- 09:00 : Guru mempersilahkan kelompok yang ingin membaca terlebih dahulu. Beberapa siswa terlihat saling menunjuk satu sama lain, untuk membaca atau mempresentasikan tugas membuat surat pribadi. Ada yang mencoba menghindar dengan memalingkan pandangan, menyibukkan diri dengan berbicara dengan teman, ada juga yang izin ke kamar mandi. Selang beberapa menit, akhirnya ada kelompok yang menjadi volunteer untuk mempresentasikan hasil kerjanya. Guru mempersilahkan kepada kelompok volunterr untuk mempresentasikannya. Lalu seorang siswa dari kelompok mulai membacakan teks surat pribadi. Ketika siswa tersebut salah dalam mengucapkan kata , siswa yang lainnya ketawa. Guru menenagkan siswa sambil berkata, “it is okay, tidak apa-apa”.

Kemudian ada seorang siswa membaca dengan suara pelan . Sementara beberapa siswa dari kelompok lain mulai terlihat tidak fokus, mulai sedikit ribut dan bosan. Kemudian guru memintanya untuk membaca lebih keras. Siswa tersebut terlihat malu, dan kurang percaya diri.

09:00- 09:05 : Setelah semuanya selesai, siswa dari masing-masing kelompok dipersilahkan untuk bertanya. Kepada kelompok lain apabila ada yang kurang memahaminya.

09:05-09:10 : Guru meminta siswa untuk mengumpulkan hasil tulisan dan kegiatan menyimak.

09:10- 09:15 : Guru menutup pelajaran. Sebelumnya guru mereview tentang materi yang dipelajari tadi. Dan menyampaikan materi untuk minggu depan.

