

	solving the problem.	and the criteria of success.
	2. Implementing the action	Applying the first implementation based on the lesson plan.
	3. Observing the action	Conducting the observation and assessing to the result of the implementation.
	4. Reflecting the action	Evaluating the first implementation and the learning result and revising the first implementation of plan based on the evaluation result.
2 nd Cycle	1. Planning the action	Identifying the problem, determining problem solving and developing the second implementation.
	2. Implementing the action	Applying the second implementation
	3. Observing the action	Data collection of second implementation
	4. Reflecting the action	Evaluating the second implementation.
The next cycles		
Conclusion, Suggestion and recommendation.		

Table: Model classroom action research

B. Subject of the Study

The subjects of the study of this research are the English teacher and the students of SMPN 2 Buduran-Sidoarjo that consist of 6 classes. And each class is about thirty-nine students of the year 2010/2011 academic year. As the sample, the researcher will be taken the students of eighth grader of SMPN 2 Buduran-Sidoarjo as the main focus because, it is known as the special class. The special class which is the students has the higher score in every subject than other classes. One of the considerations, why the researcher chose this class because, and this class don't apply the use of personal letter in teaching writing. Therefore, this study could be considered as a take off point to the use of letters as media in teaching writing to other classes.

C. Research Instrument

Research instrument is a means to collect the data. In this study, the researcher collects the data through the questionnaires, the scores result (scores for the content, language use, and vocabulary), and the observation checklist include three things; teacher's activity, student's activity, and the materials. It will be evaluated by using EFL (English as Foreign Language) Composition Profile. The researcher needs it to complete the researcher. The researcher uses the several instruments to conduct this study namely.

Observation checklist is used to facilitate the observer to conduct the observation. These observations are used to monitor the teacher step of action and the students respond toward the actions given by the teacher during the teaching learning process. The result of the observation and the field notes will become input for improvement of the teacher performance in the following meeting data and source data.

5. Evaluating and Reflecting

The result of the observation checklist during the observation stage evaluated and analyzed for the next planning, acting, and so on for the next cycle. The researcher helped the teacher analyzed the weakness of the first cycle. When the result of the first cycle was still inappropriate with the hoped result, they continued to go to the next cycle with the hope that the next cycle showed better result then the previous one. These kinds of activities will be repeated in three cycles.

E. Data Collection Technique

According to Gay, there are two kinds of observation, namely: participant observation and non participant observation. In participant observation, the researcher involves in the object of research activity. While, in non participant observation, the researcher is only as the observer, he/she do not involve in the

interpretation, she describes those data based on the research problems on the previous chapter.

Next, she describes the result of students' composition on each meeting. Then, the compositions would be analyzed to find out if the students' writing progress. It was used to measure students' progress during the first meeting until third meeting using global rating from poor, fair, good, and very good level writing skill. Further, to see the progress made by the students, she uses progress rate. The students who faced one level improvement will give mark (+1), (+2) for two level improvement, and (0) who were steady. The last, answer the third question that it's conducted from the questionnaire. The researcher analyzed the data by using percentage formula. The sum of students' response of one question is divided by the number of students and multiplied by 100%.

The result used to know the students' response toward the implementation of letter in teaching writing. From the obtained data using those three kinds of technique, the researcher measures whether the use of letters is effective to encourage students to write better or not.