

teacher was “My favorite star”. Before the class was started, the teacher checked the LCD.

To begin the lesson, the teacher started by saying greeting to the students, he checking the students’ attendance to create conducive atmosphere.

He stimulated the students about the topic that will be taught by asking the question related with the topic of the day. Then, he started explain about the topic by holding a short discussion to build the students’ knowledge about kind of the adjective of personalities. He asked the students about meaning of adjective of personalities and mention the kind of adjective’ personalities, three till five students raised their hand and tried to answer the question of the teacher. And the teacher orders the students to answer it one by one of students, whereas the teacher can hear their voice clearly. The pre teaching activity above is still was not effective to create the students enthusiasm to study. However, the teacher question understandable for the students.

Then, the teacher asks the students to make in group; he decided that one group consists of nine till ten persons according that line of sitting. And he showed the chunk of the words of adjective of personalities, and he distributed it in every group, then she explained to the students about how to play that games. First, every group should be match the words with the suitable meaning and adhere on the whiteboard. After the students’ work was done, the teacher and students corrected and discussion it together. Next, he explained about the generic

of structure which is used in describing people that to build the writing skill's students in writing letters and its make the students understand about the language function also grammar. The teacher gives the hand out of the example of personal letters to students and he explained how to writing letters by explained part of the letters using LCD. Afterward, the students identify the part of the letters together by little short discussion, he asks the students to make personal letters with the topic about their favorite star by using the adjectives words which has write down on whiteboard. The teacher monitoring the students while they writing letters, it is to anticipate if the students has the difficult words and to control them. One of the students raised her hand and the teacher pleasure the students to asking something, she started to ask about one of the part of the letters, teacher not direct answer her question but he tried to give elicitation to the students whereas the students can answer their question by her self.

After the time was up, the teacher asked the students to collect their tasks in the end of teaching learning process. Then, he reviewed the lesson that was taught, checks the students' comprehension, and made conclusion of the lesson. Before closing the class, the teacher evaluated the teaching learning process by asking the students about the difficulties and responses toward the use of letters, as a result the researcher also could know how far the technique helped the students to comprehend a writing letters. The result of letter could be the reflection in the next cycle.

and motivated them and also appreciate the students. Participation by saying “good” or “that’s great”. In order the students were always motivated during teaching learning process.

In this cycle, the topic was done well. All of the students pay attention well to the teacher, and they easier to control than in the previous cycle. And, most of the students understand about the topic and the students were not shy any more to ask a question to the teacher. Then, the condition of the class was good, they could apply the lesson and they could do the task very well too. And also, the researcher did not find any serious problem because most of the students could catch the lesson very well; it can be seen from the result of their test.

D. The Discussion of The Cycle

Based on the result of the observation of the researcher and from the first cycle until third cycle, during the teaching learning process using letters was in progress. The result showed the development of the students’ writing competence using letters. The researcher found several things that can be noted down. But, it was obvious class that the letters was effective to teach writing in writing class. The material applied got positive response from the students. Nevertheless, the researcher found that the students were not ready to make writing letters from the visualization in the first meeting. Although the teacher had explain and tried to

students could move from fair level to the good level. There were students 6, 7, 17, 20, 21, 23, 24, 26, 28, 30, 37 and, 38. The rest was staying in fair level same with the previous meeting.

While, in good level there were significance improvement was indicated by the students. In this level, seventeen students were able to write letter in some knowledge, substantive, adequate important ideas and understandable, although there were still lack details in each description of the ideas. They were students 5, 6, 7, 9, 15, 17, 18, 20, 21, 23, 24, 26, 28, 30, 31, 37 and, 38. Most of the students in this group had faced level improvement. And, there were two students (5 and 18) who did not show any improvement. They stayed in good level similar to the previous meeting.

In this meeting, six students reached very good level. There were students 13, 19, 22, 27, 32 and, 39. And one student was staying in very good level same with the previous meeting. The rest of the students, five students (19, 22, 27, 32 and 39) show the significance improvement from the good level to the very good level. Because, they had presented their writing in criteria such as: knowledgeable, substantive, complete ideas of the topic, perfectly and, accurate.

information or idea, also how to present the important ideas they got in writing. Even, it could be seen that there were only one student who were able to present their ideas in very good criteria of content. It was shown by the students' writing that there was only one student who could achieve very good level.

For more detail, the students' progress could be seen in the table of students' progress from the increasing rate in the first until third meeting. The table showed, there were only two students who did not show any progress (0). They were students 11 and 13. However, most of the students showed progress in their writing. There were 23 students who progressed in one rate (+1). They were six students (poor to fair) students 2, 3, 10, 14, 25, 36, and twenty-four students (fair to good) and, fifteen students were good to very good and one student were stated in very good level. Meanwhile, fourteen students faced progress in two rate (+2). They were students 1, 3, 4, 10, 15, 25, 31, 36 (poor to good), and eight students (fair to very good).

In fact, the use of personal letter helped the students in writing letter since it helped the students' to gather information or idea as much as they could get.

- He is an actor entertainment
- He is the footballer
- She lives in Jakarta
- The weather is cool

They were also able to use relating verbs well in their writing.

Example:

- He has talented to create body
- He plays for an Spain team
- He plays for Barcelona

Further, they were also able to use adjectives well.

Example:

- He has short hair
- He has thick lips
- He has cute face
- She is very handsome.

Although most of the students had capability in using elements of language features, they still made several mistakes related to the grammatical rules. Those are:

- a. Tense

In the last composition, it could be seen that there was decreasing toward the students who reached fair level. There was only one student who stayed in this level. They were students 12. The students in this level showed progress in his score even though, not in his level. Meanwhile, twenty students were able to reach good level. They were students 1, 2, 4, 5, 7, 8, 10, 11, 14, 17, 19, 20, 21, 23, 25, 30, 31, 33, 36, 38. And eighteen students were able to reach very good level. They were students 3, 6, 9, 13, 15, 16, 18, 22, 24, 26, 27, 28, 29, 32, 34, 35, 37, 39. Those students moved from good level to very good level. They were students 3, 6, 9, 13, 15, 16, 18, 24, 27, 28, 29, 32, 35. Meanwhile, the rest of this group (students 22, 26, 34, 37, 39) stayed in the same level.

e. The Discussion of Vocabulary

From the students' writing from the first until the third meeting, it could be concluded that the use of personal letter was able to improve students' capability in term vocabulary. It could be seen from the amount of the students who got.

In the first meeting, it could be seen that thirteen students who categorized in neither poor level nor very good level. It proved that the students did not have major in their vocabulary. Most of the students were falling in fair group. It means that their ability to use vocabulary was not

good enough. They still made frequent error in the word choice and sometimes meaning was obscure.

Started from the second meeting, some students reached very good level. It could be said that, they had some improvement in their ability vocabulary. However, the amount of students who got good level was also increasing since the decrease of students who achieved fair level. In the last meeting, it could be seen that the majority of students got good level. The rest achieved very good level.

In detail, the students' progress could be seen in the table of students' progress in terms of vocabulary (appendix). One student did not show any progress (0). It was students 12. However, there were fifteen students faced progress on rate (+1). They were students 5, 7, 8, 17, 33, 38 (good to good), students 3, 13, 27, 35 (good to very good), students 22, 37, 39 (very good to very good). Twenty three students faced progress in two rates (+2). They were students 1, 2, 4, 6, 10, 11, 12, 14, 15, 16, 18, 21, 23, 24, 25, 26, 28, 29, 30, 31, 32, 34, 36.

In fact, the use of personal letter was able to improve students' vocabulary, since in writing the students were demanded to be able to use word appropriate to the context. Further, the teacher also discussed the vocabulary in reviewing activity in each meeting. Hence, it could help the students to be to the vocabulary used.

The third is about the materials or the topic which are used in implementing letters, the student's responses were interested in topic chosen in letters, there are 51, 28% students. And, about 51, 28% students stated that the topic chosen improve the spirit of the students in writing skill.