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# PEDAGOGIK

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**Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran  
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## PENGANTAR EDITORIAL

Syukur kehadiran Allah Swt, karena hanya izin-Nya Jurnal Pedagogik yang sekarang berada di tangan para pembaca dapat diluncurkan. Selawat dan salam kita sampaikan kepada Nabi Muhammad Saw yang telah membawa ummat manusia ke jalan kebajikan dan keselamatan di dunia dan di akhirat.

Jurnal ilmiah ini diadakan untuk memfasilitasi dan mendorong lahirnya karya tulis ilmiah, berupa hasil penelitian dalam dunia pendidikan dan pembelajaran. PEDAGOGIK: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh ingin membagi pendapat dan ide dalam pengembangan dan peningkatan mutu pendidikan dan pembelajaran secara nasional maupun internasional. Keberadaan jurnal ini menjadi semakin penting untuk memacu tumbuhnya nuansa akademis di lingkungan para pendidik mulai pada tingkat rendah hingga perguruan tinggi serta bagi para peneliti pendidikan dan pembelajaran. Tetapi tidak tertutup kesempatan bagi pihak lain yang juga memiliki inisiatif untuk memaparkan hasil penelitiannya yang relevan dengan pendidikan dan pembelajaran.

Pada edisi ini, Jurnal Pedagogik menyajikan beberapa tulisan yang menganalisis isu-isu pendidikan dan pembelajaran yang bersumber dari berbagai perspektif yang meliputi pendidikan dalam konteks sains, sosial, dan bahasa; pendidikan karakter; organisasi dan manajemen pendidikan; serta strategi pembelajaran dan kurikulum. Berdasarkan tema tersebut, beberapa artikel menarik yang disajikan yaitu: EFL Teachers' Perceptions Toward the Use of Authentic Material in Teaching Reading Comprehension oleh *Wildanum Mukhalladun, Nidawati, dan Muhammad AR*; Penerapan Pendekatan SAVI (*Somatic, Auditory, Visual, Intellectual*) Terhadap Kemampuan Berpikir Kreatif Matematis oleh *Roni Sumarsaid, Lukman Ibrahim, dan Muhammad Yani*; Proses Pembelajaran Matematika di Madrasah Ibtidaiyah Negeri 3 Langsa di Tengah Pandemi Covid-19 oleh *Nurdin dan Khairul Husna*; *Number Sense* Peserta Didik SMK Negeri Penerbangan Aceh oleh *Arhamni, Elva Wirda, dan Iklima*; Nilai-Nilai Edukatif dalam Salam oleh *Cut Nyak Dhin*.

Selanjutnya juga ada Model Pembelajaran *Group Investigation* untuk Meningkatkan Kemampuan Berpikir Kritis Matematis Siswa oleh *Muhsin dan T. Arif Munandar*; Psikologi Humanistik dalam Pembelajaran PAI oleh *Wahyu Hidayat*; Tingkat Kemampuan Pemahaman Konsep Matematis dan Kreatif Siswa dalam Memecahkan Masalah Matematika di Madrasah Aliyah oleh *Arizal Fahmi*; *Students' Ability in Writing Application Letter* oleh *Siti Safura, Cut Mawar Helmanda, dan Nengsi Aria Riski*; Pengaruh Model Pembelajaran Inquiri Terhadap Peningkatan Kemampuan Pemecahan Masalah Siswa oleh *Zikra, Qurratu Aini, dan Suwarniati*.

Sesuai dengan jurnal ilmiah, publikasi Jurnal Pedagogik ini diharapkan dapat menjadi bahan rujukan dan sumber kajian yang relevan dan aktual serta memberikan wawasan para pembaca dalam pendidikan dan pembelajaran. Kepada penulis, tim penyunting dan penerbit serta semua pihak yang telah memberikan dukungan atas

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terbitnya Jurnal Pedagogik ini, kami sampaikan ucapan terima kasih. Semoga Allah Swt berkenan memberikan balasan yang setimpal atas usaha baik ini.

Salam,  
Tim Penyunting

## DAFTAR ISI

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## KETENTUAN PENULISAN NASKAH JURNAL ILMIAH PEDAGOGIK

Setiap penulis harus memastikan naskah yang dikirim sesuai dengan ketentuan-ketentuan yang telah ditetapkan oleh **Jurnal Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh** sebagai berikut:

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### B. Ketentuan Khusus

1. Kerangka naskah meliputi: **Judul, Nama Penulis dan Institusi, Abstrak, Pendahuluan, Metode Penelitian, Hasil dan Pembahasan, Kesimpulan dan Saran, dan Referensi.**
2. **Judul.** Judul harus mencerminkan permasalahan yang dibahas dalam tulisan, pendek, dan informatif, tetapi tidak melebihi 17 kata. Judul naskah tidak mengandung singkatan yang tidak umum.
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7. **Hasil dan Pembahasan.** Bagian ini berisi tentang hasil penelitian dan pembahasannya. Hasil yang diperoleh dari penelitian harus didukung dengan data yang memadai. Hasil penelitian dan penemuannya haruslah merupakan jawaban atau hipotesis penelitian yang telah dikemukakan sebelumnya pada bagian pendahuluan. Komponen yang harus ada pada pembahasan adalah: Bagaimana hasil penelitian berhubungan dengan pertanyaan atau tujuan awal yang diuraikan dalam bagian pendahuluan (apa/bagaimana)? Apakah anda memberikan interpretasi secara ilmiah untuk setiap hasil atau temuan yang disajikan (mengapa)? Apakah hasil penelitian anda konsisten dengan apa yang telah dilaporkan? Atau apakah ada perbedaan?
8. **Kesimpulan dan Saran.** Kesimpulan harus menjawab tujuan penelitian dan penemuan penelitian. Ucapan penutup tidak hanya berisi pengulangan hasil dan pembahasan atau abstrak. Anda juga harus menyarankan untuk penelitian selanjutnya dengan landasan penelitian yang telah dilakukan.
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## STUDENTS' ABILITY IN WRITING APPLICATION LETTER

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa dalam menulis surat lamaran secara umum. Penelitian ini dilakukan di program studi bahasa inggris Universitas Muhammadiyah Aceh dengan mahasiswa semester empat diambil sebagai peserta. Penelitian ini adalah penelitian deskriptif kuantitatif di mana lembar kerja dan wawancara siswa digunakan sebagai instrumen. Hasil analisis data menunjukkan bahwa kemampuan mahasiswa dalam menulis surat lamaran sangat baik. Aspek penulisan tertinggi yang dikuasai oleh mahasiswa adalah mekanika/pedoman penulisan, sedangkan aspek penulisan terendah adalah tata bahasa. Kemudian, data menunjukkan bahwa penguasaan tata bahasa mempengaruhi kemampuan mahasiswa dalam proses menulis paragraf di mana mahasiswa tidak dapat mengekspresikan ide-ide tertulis mereka jika mereka tidak mengetahui bagaimana menulis dengan tata bahasa yang benar dalam bahasa inggris. Keutamaan dari penelitian ini ditujukan kepada para dosen dan mahasiswa. Bagi para dosen, diharapkan agar dapat mengevaluasi kemampuan para mahasiswa dalam menulis surat lamaran, terutama dalam mendukung kemampuan mereka dalam berbahasa inggris, dan untuk para mahasiswa diharapkan agar mereka mendapatkan cara-cara yang lebih baik dalam meningkatkan kemampuan mereka dalam menulis surat lamaran.

**Kata Kunci:** Kemampuan Menulis, Surat Lamaran

**Abstract:** The aims of this study are to find out the students' ability in writing application letter in general. This study done at english department Muhammadiyah Aceh University, while the students of semester four were taken as the participants. This study is a descriptive quantitative in which the students' worksheets and interview are used as the instruments. The result of data analysis shows that the students' ability in writing application letter is very good. The highest aspect of writing which mastered by the students is mechanic, while the lowest aspect of writing is grammar. Then, the data shows that the grammar mastery affect the students' ability in writing paragraph process in which the students do not able to express their written ideas if they do not know how to write grammatically correct in english. The significance of this study is pointed to the lecturers and the students. For the lecturers, it is expected that they can evaluate the students' ability in writing application letter, especially to support their ability in english, and for the students, it is expected that they can get better ways in improving their ability in writing application letter.

**Key Words:** Writing Ability, Application Letter



## **A. INTRODUCTION**

In English, there are four skills that should be mastered by learners, they are listening, speaking, reading and writing. Among four skills, writing is supposed as the most important skill to be mastered. As Raimes (2011) said that writing is important to express and develop the idea into written form. To make a good writing, students need to go through several steps such as prewriting, planning, draft writing and revising, the good writing is needed when students go to the final. According to Hedge (2000) writing is a gradual activity involving stages like setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing, then revising and editing. Thus, to have an excellence writing, students need to know those steps in writing activities. The main focuses of this study is to find out the students' ability in writing application letter in English.

In writing, it has characteristic which must be noted to have a perfect writing, they are; permanence, production time, distance, orthography, complexity, vocabulary and formality (Byrne, 1980). The first is permanence. It means the students abdicate a certain power to clarify. The second is production time. It means that the students should use the time as efficient as possible.

The third is distance. It means the students' needs to be able to predict the audience's general knowledge and specific subject-matter knowledge and very importantly, how their choice of language will be interpreted. The fourth is complexity. It means the students must learn how to remove redundancy how to combine sentences. The fifth is vocabulary. It means, a good students will learn how to the advantage elements of English vocabulary. The last is formality. It means the writers have to learn how to describe, explain, compare, contrast, illustrate defend, criticize, and argue.

Based on those characteristics, it is clear that to write good paragraphs, the students should identify and understand well, the characteristics of the writing. If they do not understand the characteristics of writing well, they also cannot write good paragraphs and it will not be interested to be read by other people.

Writing, of course, is perfectly intelligible without these missing ingredients. But then writing is a medium for language in its own right, and though it is, in the last

analysis, constructed on the basis of spoken language, the aim of writing is not usually to represent actual spoken utterances which have occurred (Brown, 2001). The main purpose of writing down speech, in fact, is to enable us to study speech; it is certainly not to provide a model of what written language ought to look like.

Likewise, Braine (2011) proposed four common purposes in writing: writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform means to educate the readers about a topic of which we have some knowledge. Such writing provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

In line with this, writing not only has great purposes but also has some functions that can be a rules to write. Halliday (2009) expressed that written language has three functions, they are:

1. Primarily for action

Public signs (on roads and stations), product labels and instructional (on food, tools, toys, purchased), recipes, maps, menus, telephone directories, computer manuals, etc.

2. Primarily for information

Newspaper, hobby magazines, non-fictions books, textbooks, public notices, advertisement, and so on.

3. Primarily for entertainment

Light magazines, comic strips, fiction books, poetry and drama etc.

Accordingly, the types of writing must be also considered as having a good writing. There are some types of it, they are: imitative or writing down, intensive or controlled, self-writing, display writing and real writing (Braine, 2011).

The first is imitative or writing down. It means the student will simply write down English letters, words, and possibly sentences in order to learn the convention of the orthographic code. The second is intensive or controlled. It means to present a paragraph to the students in which they have alter a given structure throughout. So, for example they may be asked to change all present tense verbs to past. The third is self-writing. It means the students take notes during a lecture for the purpose or later recall. Other note taking may be done in the margin of books and odd scraps of paper. And the fourth is display writing. It means the students make short answer exercise, essay examination, and even research report will involve an element of display. The last is real writing. It means an academic, vocational/technical and personal writing.

Also, Brown (2001) explained some types in writing that are:

1. Incorporate practices of good students there are several things should be realized such as; focus on a goal or main idea in writing, perceptively gauge their audience, spent some time (but not too much) planning to write, easily let their first ideas flow onto the paper, follow a general organizational plan as they write, solicit and utilize feedback on their writing, are not wedded to certain surface structures, revise their work willingly and efficiently, patiently make as many revision as needed.
2. Balance process and products, the things should know are; make sure that the application of the process principle does not detract from a careful focus on the product as well.
3. Account for cultural/literary Backgrounds. Make sure that the techniques do not assume that the students know the English rhetorical conventions. If there are some apparent contrast between students native traditions and those that you are trying to teach, try to help the students to understand what it is exactly.
4. Connect reading and writing. By reading and studying a variety of relevant types of text. Student can gain important insight both about how they should write and about subject matter that may become the topic of their writing.
5. Provide as much authentic writing as possible. Publishing a newsletter, writing letters, writing a script for a skit or dramatic presentation, writing a resume, writing advertisement, all can be seen as authentic writing.

Each type is used based on the context or the needed. The teacher can use one of the types based on the learning material. Self-writing is one of the types which usually applied to measure the students' ability in writing.

Writing is not a quick activity. In fact, when students are required to write, they often find a blank page on their minds. In other words, we can say that finding ideas, writing down the ideas, until students come to their final product are long process. Often, students are quite difficult on what they have to write even though teachers have given them a prompt. Trough each process in writing, students will be easier in making a piece of writing. Basically, the principle of writing includes some steps including pre-writing, drafting, revising, and editing.

Furthermore about writing in this study, the writer needs to clarify the application letter. An application letter is merely another name for a cover letter, the official business letter often included with a job application and/or resume and sent to a prospective employer. Although application letters are generally considered optional components of applying for a job, more and more frequently, employers are singling out those who actually take the time to write an application letter as their top picks. A well written application letter (or cover letter) is your initial introduction to a potential employer and the starting point that will lay the groundwork for future interactions. This crucial document is your chance to show off a bit of your personality, explain more about how you're uniquely qualified for the job at hand, and drive home what you are looking to get out of your next position.

There are some rules for the sections included in the letter, from heading to sign-off, and how the letter is organized (Krashen, 1982). Here is a quick lowdown on the main sections included in a job application letter:

1. Heading

A letter of application should begin with both you and the employer's contact information (name, address, phone number, email) followed by the date. If this is an email rather than an actual letter, include your contact information at the end of the letter, after your signature. Here's how to send an email application letter.

2. Salutation

This is your polite greeting. The most common salutation is "Dear Mr./Ms." followed by the person's last name. Find out more about appropriate cover letter salutations, including what to do if you don't know the person's name, or are unsure of a contact's gender.

### 3. Body of the letter

In the first paragraph, you'll want to mention the job you are applying for and where you saw the job listing. The next paragraph(s) are the most important part of your letter. Remember how you gathered all that information about what employers were seeking, and how you could meet their needs. This is where you'll share those relevant details on your experience and accomplishments. The third and last part of the body of the letter will be your thank you to the employer; you can also offer follow-up information.

### 4. Complimentary Close

Sign off your email with a polite close, such as "Best" or "Sincerely", followed by your name.

### 5. Closing Examples

Signature: End with your signature, handwritten, followed by your typed name. If this is an email, simply include your typed name, followed by your contact information.

Indeed, writing is an important skill of communication that allows students to express the idea or feeling. Good writing skills will ease students to convey the meaning of word. Regarding to this, the writers have desire to see students' ability in writing application letter.

## **B. RESEARCH METHODOLOGY**

This research is descriptive quantitative research. Descriptive quantitative research is the systematic scientific investigation of quantitative properties and phenomena (Arikunto, 2006). The objective of quantitative research is to develop and employ mathematical models theories and/or hypotheses pertaining to natural phenomena (Sugiyono, 2011). In this study, the writer investigated the students' ability by writing application letter and interview.

In order to find out the expected data, the writer analyzed the data from the result of students' worksheet in writing application letter. The writer used mean score to analyze the

students' ability in writing application letter.

Then, the result of the students' worksheet can be classified into five categories based on criterion-reference evaluation by Sugiyono namely excellent, very good, good, enough, and bad. After the writer tabulated them into some categories, she described into percentage.

**Table 1.** The Classification of Score

Score	Value	Category
90-100	A	Excellent
80-89	B	Very good
65-79	C	Good
55-64	D	Enough
0-54	E	Bad

### C. RESULT AND DISCUSSION

The result of analysis from students' worksheet showed that the total score of students' ability in writing application letter is 83.63, in which the score 80 – 89 is classified into very good category. Each aspect of writing produced the score above 80, otherwise grammar is 75,53%. The first aspect of writing which mastered by the students mechanic with 87.37%, the second is style and quality of expression with 87.11%, the third is organization with 86.58%, the fourth is content with 81.58% and the last aspect is grammar with 75.33%. Based on the result, it is summarized that the students' ability in writing application letter is very good.

**Table 2.** Students Worksheet of Application Letter

No	Name	Scoring					Total
		Organization	Content	Grammar	Mechanic	Style	
1	A	15	15	12	13	15	70
2	C	15	15	12	14	15	71
3	D	15	15	13	15	15	73
4	H	17	15	15	16	15	78
5	I	17	17	15	16	15	80
6	J	17	18	15	16	15	81
7	P	18	17	17	15	15	82
8	Q	17	17	15	17	16	82
9	V	18	17	15	18	18	86
10	W	18	17	15	18	18	86

11	X	17	17	17	18	18	87
12	Y	17	16	15	20	20	88
13	Z	17	16	15	20	20	88
14	AA	17	15	16	20	20	88
15	BB	17	17	15	20	20	89
16	CC	20	15	15	20	20	90
17	DD	20	15	15	20	20	90
18	EE	18	18	18	18	18	90
19	FF	19	18	17	18	18	90
Total		329	310	287	332	331	1589
Average		17,32	16,32	15,11	17,47	17,42	83,63
Percentage		86,58	81,58	75,53	87,37	87,11	83,63

Related to the grammar mastery of students' ability in writing application letter. It shows the contrary result, in which the students get problem in mastering grammar in writing. It is found that the errors that often occur in the students' writing paragraph are writing a general or very specific topic sentence; and ruining off the coherence and the unity. The students could not write the paragraphs with well organizing. They made mistakes in wrong-word choice, wrong form, missing word, using unnecessary word and word order. The students often make errors in their writing paragraph more than half of their writing paragraph. For example, in topic sentence, the students could not write the topic clearly and control the idea into a good opening paragraph. Then, in supporting sentence, the students also could not connect the idea which support the paragraph and write detail systematically. It indicated that there is a strong tendency of students in understanding grammar.

Similarly, based on the result of interview showed that the writing class was rather difficult because in writing they had to know not only how to make a paragraph but also how to improve their writing skill in some kinds of paragraph types. The students agreed that the grammar mastery influence their ability in writing paragraph process. It caused them cannot deliver their idea written if they do not know how to write the language grammatically correct in english.

Then, it is making a list with a lower percentage of recognition by the sample of the population. Next comes editing and mapping with a similar and lower percentage of

approval by the students. These answers are close to the English level of students and how many times they practice these writing techniques as well as how far they have gone through these techniques in class because some of the students said that they use as many techniques as they know.

Finally, the use of application letter is considered very helpful to determine the students' writing ability. Kumalasari, Rufinus, and Husin (2013) pointed out the process of writing is relevant in teaching application letter. Diana (2019) emphasized that the writing process was the process on writing application letter. Quite often an appointment to interview is made after application letter has been received.

## **D. CONCLUSION AND SUGGESTION**

### **1. Conclusion**

Based on the finding, it can be concluded as follow:

1. The students' ability in writing application letter in English is very good that summarized from the total score is 83.63.
2. The students' grammar in writing is not as good as other aspects in which other aspects reach above 80%, whereas grammar is 75.33%.
3. The writing class was rather difficult because in writing students should understand not only how to make a paragraph but also how to improve their writing skill in some kinds of paragraph types.

### **2. Suggestion**

Based on the result of this study, the writers suggest three points as follow:

1. Students should improve their knowledge about how to write a well essay by reading many books and practicing writing.
2. Teacher should teach the students to develop their idea into written form. The idea must be arranged systematically from topic sentence, supporting sentence and concluding sentence.
3. The last, the writer also suggests that this research to be an action research for the readers, especially English for teachers. This research will be better if the research has more time and preparation in teaching plans.



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