

**INCREASING STUDENTS' ABILITY IN WRITING A SHORT FUNCTIONAL
TEXT (SHORT MESSAGE) BY DRILL METHOD AT THE EIGHT YEAR
STUDENTS (VIII.A) OF MADRASAH TSANAWIYAH NEGERI
PADANG MUTUNG KAMPAR**

A Thesis

Submitted in Partial Satisfaction of Requirements for the
Bachelor Degree in English Education Department
(S.Pd).



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PEKANBARU
1430 H/2011 M**

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1432 H/2011 M**

SUPERVISOR APPROVAL

The thesis entitled *"Increasing Students' Ability in Writing a Short Functional Text (Short message) by Drill Method at the Eighth Year Students of MTs Negeri Padang Mutung"* is written by Sabni Yulianza NIM. 10714001197. It is accepted and agreed to be examined in the meeting of the final examination committee of Undergraduate degree al Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

Pekanbaru, Ramadhan 1431 H
Agust 4th 2010 M

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The thesis entitled *"Increasing Students' Ability in Writing a Short Functional Text (Short Message) by Drill Method at the Eighth Year Students of MTs Negeri Padang Mutung"* is written by Sabni Yulianza NIM. 10714001197. It has been approved and examined by the final examination committee of Undergraduate degree on July 06th 2011 at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau one of Requirements for Bachelor Degree (S.Pd) In English Education Department.

Pekanbaru, Sya'ban 1432 H
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ACKNOWLEDGEMENT

In the name of Allah, the gracious and merciful.

Praises belong to Allah Almighty, the Lord of universe, by his guidance and blessing, the writer has completed this academic requirement and the writer says peace be upon Prophet Muhammad.

This paper is written and intended to fulfill one of requirements for the award of the bachelor degree at English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim (SUSKA) Riau. The title of this paper is the "Increasing the students' Ability in writing a short message by drill method at the eighth year students of MTs N Padang Mutung".

The writer realizes that there are some weaknesses of this project paper. Therefore constructive suggestion are need to improve it, next, the writer expresses her gratitude to:

1. Prof. DR. H. M. Nazir the Rector of UIN SUSKA Riau who always dedicate his time to increase this University development and all Staffs.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty and all staffs for their kindness and service during my study.
3. Dra. Hj. Zulhidah, M.Pd the Chairperson of English Education Departments, Thanks for guidance an attention to the process of the teaching learning especially in guiding the students in writing paper.
4. I thankful to my supervisor Rasid Ritonga, MA for his guidance, time and kindness in finishing this paper. You are like my brother to me who always motivates me.
5. The Headmaster of MTs Negeri Padang Mutung and the English teacher.
6. My beloved parents, my father Nazaruddin, my beloved mother Masni, A.Ma who always given love and affection, financial, and usually motivate the writer to accomplish this theses, my beloved young brother Guslimatul Aswad, SKM, and my young sister Novia Laila Zarni, AMR

7. My boyfriend Richo Afrianto who always beside me and accompany me to look for reference's books in the bookstore and library. Then, pick me up to mr. Rasyid house.
8. My best friends, Ratna Juita, Tris, all my classmate in P2SDM's class. Thanks for helping and supporting me to write this research paper.
9. Finally, the write realizes that this paper is still far from the perfectness. Therefore, comments, critics and constructive suggestion are very much appreciated.

May Allah SWT almighty, the lord of the universe, bless them all.

Pekanbaru, 06th July 2011

The writer

SABNI YULIANZA

ABSTRACT

Sabni Yulianza (2010): *Increasing students' ability in writing a short fungsional text (short message) by drill method at the eighth year students of Madrasah Tsanawiyah Negeri Padang Mutung*

The title of this research is "Increasing students' ability in writing a short functional text (short message) by drill method at the eighth year students of *Madrasah Tsanawiyah Negeri Padang Mutung*". There is a kind of formulations of this research like "Does the drill method can increase the students' ability in writing a short message". The purposes of the research are to find out increasing the students' ability in writing a short functional text (short message) by drill method at the eighth year students of *Madrasah Tsanawiyah Negeri Padang Mutung*".

The subject of the research is the second year (VIII.A) of MTs Negeri Padang mutung. The number of the students is 186. The writer uses techniques stratify random sampling as the sample because the number of the population in this research is too large. Therefore, the writer took 45% or it is around 24 respondents as the sample. The place of this class action research is conducted in the second year students (VIII.A) of Madrasah Tsanawiyah Negeri Padang Mutung and the time of this research is conducted on August – October in 2009. Subject that will be conducted is English writing skill.

In order to this class action research succeed well without resistance bothering research activities, researcher compile step passed in this class action research, that is 1) Planning action 2) Action execution 3) Observation, and 4) Reflection.

Succeeding of implementation *drill method* at English subject, know from students' ability increase in writing a short message from before action, Cycle I to Cycle II. At before action students' ability in writing a short message only reach percentage 24% with category "Fail" because exist at span 0-40%. At cycle I students' ability in writing a short functional text (short message) is increase with percentage 60% with category "enough" because exist at span 56-75%. After performed a repair process study at cycle II students' ability in writing a short functional text (short message) is increase considerably gratify with percentage 82% with category "very good" because exist at span 76-100%. This circumstance indicates that writing a short functional text (short message) by drill method can be said increase.

ABSTRAK

Sabni Yulianza (2010): Meningkatkan Kemampuan Siswa Dalam Menulis Sebuah fungsional teks pendek (Pesan Singkat) dengan Metode Drill Pada Siswa Kelas Delapan MTs Negeri Padang Mutung.

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa dalam menulis sebuah teks fungsional pendek contoh nya pesan singkat, khususnya pada mata pelajaran bahasa inggris. Rumusan masalah dalam penelitian ini adalah apakah dengan metode latihan dapat meningkatkan kemampuan menulis sebuah teks fungsional pendek (pesan singkat) pada siswa kelas VIII.A Mts Negeri Padang Mutung?.

Sebagai subjek dalam penelitian ini adalah siswa kelas VIII.A tahun pelajaran 2009/2010 dengan jumlah siswa sebanyak 24 orang. Sedangkan objek dalam penelitian ini adalah meningkatkan kemampuan menulis siswa dengan metode latihan. Adapun tempat penelitian tindakan kelas ini dilaksanakan dikelas VIII.A MTs Negeri Padang Mutung dan waktu penelitian dilaksanakan pada bulan Agustus sampai Oktober 2009. Mata pelajaran yang diteliti adalah Bahasa Inggris.

Agar penelitian tindakan kelas ini berhasil dengan baik tanpa hambatan yang mengganggu kelancaran penelitian, peneliti menyusun tahapan-tahapan yang dilalui dalam penelitian tindakan kelas, yaitu: 1) Perencanaan/ persiapan tindakan , 2) Pelaksanaan tindakan, 3) Observasi, dan 4) Refleksi.

Berhasilnya penerapan metode latihan pada mata pelajaran Bahasa Inggris, diketahui dari adanya peningkatan kemampuan dalam menulis dari sebelum tindakan, Siklus I ke siklus II. Pada sebelum tindakan kemampuan siswa dalam menulis sebuah pesan singkat hanya 24% dengan kategori "kurang baik" karena berada pada rentang 0-40%. Pada siklus I kemampuan siswa dalam menulis sebuah teks fungsional pendek (pesan singkat) meningkat dengan persentase 60% dengan kategori "cukup" karena berada pada rentang 56-75%. Setelah diadakan perbaikan proses pembelajaran pada siklus II kemampuan siswa dalam menulis sebuah teks fungsional pendek (pesan singkat) mengalami peningkatan dengan sangat memuaskan dengan persentase 82% dengan kategori "sangat baik" karena berada pada rentang 76-100%. Keadaan ini menunjukkan bahwa menulis berbahasa inggris melalui metode latihan dapat dikatakan meningkat.

سبنى يولنزا (٢٠١٠) : إرتفاع قدر التلاميذ فى كتابة الرسالة القصيرة بطريقة التمرين للفصل الثامن فى المدرسة الثانوية الحكومية فاداغ موتوغ

هذابحث العلم تقدم بخفض قدر التلاميذ فى كتابة الرسالة القصيرة ,ألخص فى المادة اللغة الإنجليزية.

رمزت المسألة فى هذابحث العلم هى هل تستطيع ان ترتفع قدر التلاميذ فى كتابة الرسالة القصيرة بطريقة التمرين بطريقة التمرين للفصل الثامن فى المدسة الثانوية الحكومية فاداغ موتوغ ؟

كان الفاعل فى هذابحث العلم هم التلاميذ ا لفصل الثامن للسنة الدراسية 2009 ٢٠١٠ بعدد أربعة و عشرين تلميذا ومفعوله هو إرتفاع قدر التلاميذ فى كتابة الرسالة القصيرة بطريقة التمرين و مكانه يقع فى ا لفصل الثامن فى المدسة الثانوية الحكومية فاداغ موتوغ و زمنه فى شهر أغسطس حتى أكتوبر و مادته اللغة الإنجليزية.

لنجاح بحث العلم الخطو الفصل جيدا دون عون معوق لصلافة بحث العلم, رتبت الباحثة فى طبق بمرور بحث العلم خطو الفصل يعنى:

١. خطة الخطو

٢. تنفيذ الخطو

٣. ملاحظة

٤. صورة منعكسة

نجحت الطريقة التمرين فى مادة اللغة الإنجليزية معروفة من إرتفاع قدر التلاميذ فى كتابة الرسالة القصيرة قبل الخطو فى الدور الأول و الثانى. قبل الخطو الأول قدر التلاميذ فى كتابة الرسالة القصيرة إلا ٢٤% بمرتب "غير جيد" لوجوده فى ٠ - ٤٠%. فى الدور الأول قدر التلاميذ يرتفعلى نسبة مئوية ٦٠% بمرتب " جيد " لوجوده فى ٥٦-٧٥%. قبل الإصلاح فى الدور الثانى يرتفع بحاصل قانع إلى نسبة مئوية ٨٢% بمرتب " جيد جدا" لوجوده فى ٧٦-١٠٠%. هذا الحال يؤشر أن كتابة اللغة الإنجليزية بطريقة التمرين تستطيع ان ترتفع.

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CHAPTER I

INTRODUCTION

A. Background

English is a subject that consists of four skills. They are listening, speaking, reading, and writing. English has been taught from elementary until university levels. Writing is one of English skills. According to Burrows (1998; 155) writing is a “complex act” and “experience, information and understanding affect the ideas in writing”. It means that writing is a process to give some ideas.

In teaching English, there are some skills to teach for the students. According to Brown, quoted by Sahara (2007) there are four skills for mastery in English language, there are listening, speaking, reading and writing.

Students who study writing a short message also need interest. Not all of students have ability in writing a short functional text (short message) subject. As we know that every student has different ability in doing something. There are students who like writing and *vice versa*. The students who like writing a short functional text (short message) can be called they have ability in writing. On the other hand, the students who do not like writing is also called they have lack ability in writing. Sometimes not all of the students who do not like writing can be called they have lack ability in writing.

MTs N Padang Mutung is one of a school that exists in Kampar. One of subjects that has been taught at MTs N Padang Mutung is writing in English language. The subject is taught from the first semester from the seventh class until the ninth class. These subject is intended to guide the students in writing English

so that they can write many kinds of writing or least writing a short functional text (short message). MTs Negeri Padang Mutung has many activities in the classroom. They are; write a short message for someone, speech presentation, write a narrative text, etc. where English writing a short message is one of the topic As a matter of fact, it is found some students of MTs N Padang Mutung are not able to write a short message well. It is stated based on the writer experience when she studied writing subject.

In teaching writing in the class the writer divides the activities into three interrelated stage such as; pre – writing activities, while – writing activities, and post – writing activities. At the first stage the writer tries to lead the students to the topic being taught. This activity can be done in some ways such as; asking some question, expose the difficult words, writing a short message with a good topic. At the stage, the writer distributes the writing task (exercise). After studying the exercise, writing a short functional text (short message) are distributes, and the writer writes it until the end. Then, the students are suggested to do the task about ten minutes later, the writer distributes the second task (to write a short functional text (short message) by drill method. After checking the students' work, the writer gives another task which is close related to the topic. This activity is done at the third stage.

Actually, the students study English every week. In one week they have two meetings. The time available for one meeting is 90 minutes. Thus, two time meetings the students have studied English for 160 minutes. This should be

divided then into four parts, such as; for writing skill, reading skill, listening, and speaking, it means that for writing skill has only 80 minutes.

Based on her experience 80 minutes for teaching writing skill by following the steps as mentioned above is not enough, and the result is often unsatisfactory. This may be caused by the fact that the interest of students in writing a short message is very low.

Writing a short functional text (short message) is very difficult subject for the students who do not like the subject. The students do not like the subject always complaint and have problems during their study in writing a short functional text (short message). They avoid if there is a writing a short functional text (short message), they do not do exercise who has been given by the lecturers, or they are in the class but in the middle of the class subject they go out from the class. In contrary, for students who like writing a short functional text (short message), they do not have problems and never complaint. The teacher have many titles of education, they are Diploma 2, Diploma 3 and master of education. But the teacher of English subject is Diploma 3.

By Drill method the students can try and do by them self. The advantages of drill method, there are: 1. Drill method in application form and using a formula who taught in the others form, it will be good response for the students in learning. 2. With drill the teacher can do evaluation to topic her given for her students.

Then, based on the background and some phenomena, the researcher is interested in carry out a classroom action research entitled: *'Increasing students'*

ability in writing a short functional text (short message) by drill method at the eighth year students of MTs Negeri Padang Mutung’.

B. Definition of the Term

The title of this classroom action research is “*Increasing students’ ability in writing a short functional text (short message) by drill method at the eighth year students of Madrasah Tsanawiyah Negeri Padang Mutung’*

To avoid misinterpretation and misunderstanding, it is necessary of the writer defines the operational terms available in this research as follows;

1. Writing

According to Longman (1999:409) in Fitriana’s script said that writing is a system of writing symbol which represent the sounds, syllables, or words of a language.

According to Aminah (2005:2) in Nadia Devaga’s script said that the writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. On the other hand, writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

2. Short Functional Text (Short message)

According to **Fadlieha** <http://fadlieha.blogspot.com/2011/05/pengertian-short-functional-text.html> said that :

Short Functional Text adalah sebuah teks pendek yang berfungsi untuk menyampaikan sebuah informasi tertentu. Karena bentuknya yang pendek maka disebut Short Functional Text.

It means that a short functional text is used to send information for someone to another person. So, its form is short, it can say short functional Text.

Short message is a message that is written in short. Usually the students like to read and write a short message because they can read and write it very fast or in a limited time. Reading short message can give an idea for the students to write. The idea that they get from short message can be used for their topic in their writing.

2. Drill Method

Away of learning something by means of repeated exercise (Hornby. 2000.p.405). It means that skill and knowledge must have a method in the process. Drill method here means how English teacher teaches in writing a short functional text (short message) with good method. In fact, the students have one way to do every activity in learning process.

C. Problem of Research

1. Identification of problems

The writer can identify problem as follows:

- a. The students get the difficulties with vocabulary
- b. The students cannot share their ideas in writing by correct grammatical structure
- c. The students get difficulties in writing a short message.

3. Limitation of problem

In this research, the writer focuses on “students’ ability in writing a short message and drill method.

D. Formulation of Problem

In this research, the writer formulates the problem as follow “Does the drill method can increase the students’ ability in writing a short functional text (short message)?”

E. Purpose and Benefit of Doing Research

1. The Purpose of the research

The purpose of the researcher doing this research is to investigate the Increasing of Students’ interest in writing a short functional text (short message) by drill method at The Eighth Year Student of Madrasah Tsanawiyah Negeri Padang Mutung.

3. The benefit of the research

The benefit of this classroom action research as follow:

a. For the students:

This action research result will provide useful information for students about their ability in writing short messages.

b. For the teacher:

This action research will help the teacher increasing their knowledge about kinds of classroom action research for increasing students’ writing interest

c. For others

This action research can be use as one of a reference and basic form for other writer in different places and subject of study.

CHAPTER II

THEORETICAL FRAME WORK

A. The Nature of Writing

According to Medieval illustration of a Christian scribe writing. Writing is an extension of human language across time and space. Writing most likely began as a consequence of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities.

Writing is important for everybody, especially for English students. Writing is one of the cognitive in learning writing and skill that improve students' language. Writing is useful for students that learn English. Therefore, students should learn some stages or process in writing to make it easier. Related to Janet theories above, students should know all of those theories to make their writing easier and understandable. Sue lorch in Fitriana's scription (2008, 9).

Writing is a process consisting of three stages: first writing gets writers started. They help us to learn what we think by seeing what we've said. Meddle writing may change a few words, a few sentences, or paragraph. A writer may add new material, and discover that what he started saying is not really what he think at all. And final writing present what we've already thought in clearest to the reader and will be presented to the reader.

Based on the theories that, writing is a means of communication in which the writer uses language to express his/her ideas, thought and feeling. Writing is not simply a matter of putting word together, and the writing task as communicative skill will enable the students to communicate using the language that they learn written mode.

According to Longman (1999:409) in Fitriana's scrip said that writing is a system of writing symbols which represent the sound, syllables, or words of a language. Jane lane (1993; 23) also says that in writing the students the students have to follow some steps, they are:

1. Choosing a writing topic, before going to write, students should choose a writing topic. Choosing the interest topic.
2. Gathering information, once you have selected a topic. Discuss it with a classmate or small group.
3. Prewriting, working by yourself. List some ideas you have discussed with a classmate or in a group.
4. Writing your draft, use your list from prewriting to help you write your first draft. Focus on content.
5. Sharing your draft, working with your classmate, read each other's draft. Give feedback to each other using this format.
6. Revising your draft after getting feedback from classmate, you are going to revise your writing. Focus on the content and sentences level accuracy. As you check each sentences. Focus on verb tenses you have used.
7. Proofreading your final draft, read your final draft once again. Paying particular attention to verb, make any necessary change.

Based on statement above, it means that there are so many forms for writing like magazines, poetry, short story and short message that the students can read.

Harmer (2004:55) says that “students need to learn and drill the art of putting words together in well-formed sentences, paragraphs, and texts”. The students usually dislike the reading text that content with complicated sentences. It is difficult for the students to understand the text if they do not understand the language of it. If the students find the difficult words in reading text, they can use dictionary to find out the meaning. Sometimes the students are lazy to use dictionary because it is long work for them. Dictionary helps the students if the students get the text in complicated sentences.

The students will be lazy to write if the source for their writing is difficult to understand by them. On the other hand the students will feel pleased to write something easy.

In writing test, the students should write a paragraph that contains five components of writing and their paragraph at least of 150 words. The students write about “send a short message for parent to give information to her, because you are late to come to house”. The students evaluated by using ESL composition profile.

For ESL students particularly, whose individual needs and goals is highly variable, writing is an efficient tool to facilitate and reinforce other language skill. Reading, vocabulary, and grammar skills are employed in the act of writing. As ESL students become actively engaged in the writing process, they read for additional information perhaps to clarify positions concerning particular topic. Writer gathers information by reading, observing, talking with others, synthesizing, and evaluating data.

Short message is a message that is written in short. Usually the students like to read short message because they can read it very fast or in a limited time. Reading short message can give an idea for students to write. The idea that they get from short message can be used for their topic”

Then, Barnet (1990:25) says that “the student were invited as an introductory exercise to write about an idea provided by their own experience, something they knew or understood well that they could describe or explain to others who were unfamiliar with it”. According to the statements above, it means that the students are given freedom to choose the topic that they want to write.

The students can write short message according to their knowledge or their experience or based on the reading they have read. For example, the students can write message about their experience when they entered to their school for the first time, from Kindergarten and Elementary School. So, the students can express their ideas in their writing. Let the students start to write the simple and easy thing freely. Simple short message can give the idea to the students to write.

1 The suitable Factors in Writing.

Writing is an amazingly complex activity. The writer is simultaneously involved with thinking of what to write, coherence and cohesion of the text, formation and legibility of individual letters, spelling, grammar including punctuation, layout and register, organization and selection of appropriate content for an intended audience.

It is impossible, even for skilled and talented writers, to control all aspect of writing at once. Students need a clear framework within which they can express

and order their ideas, thus reducing the complexity of the task and the demands on their working memory. They also need to be able to focus on one or two aspects at one time so that they can practice new skills until they become automatic.

The teacher who demands need writing, correct punctuation and perfect spelling while students are learning to master new skills runs the risk of promoting the continuation of short boring text written by students who have no interest in the message only in what the teacher demands. Students cannot manage all the demands of written language concurrently.

Opportunity to interact with teachers and peers is an essential part of learning to write. Students can be encouraged to questions, compare, modify and share with peers throughout the writing process. Time to practice the skills and develop understandings is an essential component of the writing program. Students also need time to reflect on what they know and to think about what they need to know so that they have ownership and control of their own writing development.

B. Drill Method

According to Drs Hartono, M.Pd (2007:28) state that:

Metode latihan berguna untuk memperkuat “trace” atau kesan yang diterima siswa terhadap materi pelajaran.

From the statement above, we know that the students can try to use drill method after they got information or knowledge about lesson. It means that the students can use drill method in writing a short message.

Then, according to Syaiful Bahri Djamarah and Aswan Zain (2004:94) said that “Metode latihan yang disebut juga metode training, merupakan suatu cara mengajar yang baik untuk menanamkan kebiasaan-kebiasaan tertentu”.

Based on the statement, we knew that facilities to care good daily activities. Besides that, drill method can use to get a skill.

1. The advantages of drill method

There are many the advantages of drill method by: **Syaiful Bahri Djamarah:**

- a. Untuk memperoleh kecakapan motorik, seperti menulis, melafalkan huruf, kata-kata atau kalimat, membuat alat-alat, menggunakan alat-alat (mesin permainan dan atletik), dan terampil menggunakan peralatan olahraga.
- b. Untuk memperoleh kecakapan mental seperti dalam perkalian, menjumlahkan, pengurangan, pembagian, tanda-tanda (simbol), dan sebagainya.
- c. Untuk memperoleh kecakapan dalam bentuk asosiasi yang dibuat, seperti hubungan huruf-huruf dalam ejaan, penggunaan symbol, membaca peta, dan sebagainya.
- d. Pembentukan kebiasaan yang dilakukan dan menambah ketepatan serta kecepatan pelaksanaan.
- e. Pemanfaatan kebiasaan-kebiasaan membuat gerakan-gerakan yang kompleks, rumit, menjadi lebih otomatis.

The drill method means that the students write a short message will be enjoy and understand in writing. Drill method can increase the students' ability in writing a short functional text (short message).

C. Relevant research

After the writer read and learned researches about the students' ability in writing a short message, the writer cannot find a relevant research. Moreover, Fitriana's state in her research, the contribution of writing speech draft between students' interest in writing skill and they are writing achievement. The level of the students' interest is categorizing enough. Then, Nadia Devagas' state in her research, the students' ability in writing narrative paragraphs and the factors that influences it of the third year students at MAN 1 Pekanbaru. The level of the students' ability is categorizing enough.

D. Hypothesis Action Research

Based on the theoretical before, the hypothesis of this research is by drill method the student ability in writing a short message at the Eighth year students of MTs Negeri Padang Mutung can increase.

E. Success Indicators

There are many success indicators of action research as follow:

1. The teacher able to grow up in writing a short functional text (short message).
2. The teacher can indicate of way of thinking like using a quotation in writing a short functional text (short message).
3. The teacher can recognize between alphabets in spelling a word, in using sign. Then, in using a word who appropriate with context.

4. The teacher can make a daily form who do and the teacher can accuracy.
Then, the velocity in writing especially in writing a short functional text (short message).
5. The teacher can make a step completely in writing.
6. The students able to express their ideas.
7. The students able to use quotation in writing.
8. The students can recognize alphabet in spelling, and in using the signs. So, in using word base on the teacher given.
9. The students able to do it with quickly, and true.
10. The students able to write a short functional text (short message).

This research will be success if the students have high ability in writing increase until 76 – 100 value.

CHAPTER III

METHOD RESEARCH

A. The Subject and Object of the Research

The subject of this research is the eighth year students of MTs N Padang Mutung and the object of this research is increasing students' ability in writing a short functional text (short message).

The students of Madrasah Tsanawiyah Negeri Padang Mutung. This subject consists of one class, it is: class VIII.A consists of 24 students, they are totally 72 students.

Furthermore, the writer employs other participants, they are three English teachers who are pointed collaboratively as the observers who are assigned to observe two essential activities, namely: a) the teaching activities conducted by the writer concerning the application of Drill Method in teaching process, (including the writer's mastery in subject matter, way of interaction, classroom managements and so forth) and b) the learners' activities during learning writing, their writing.

B. The Location of the Research

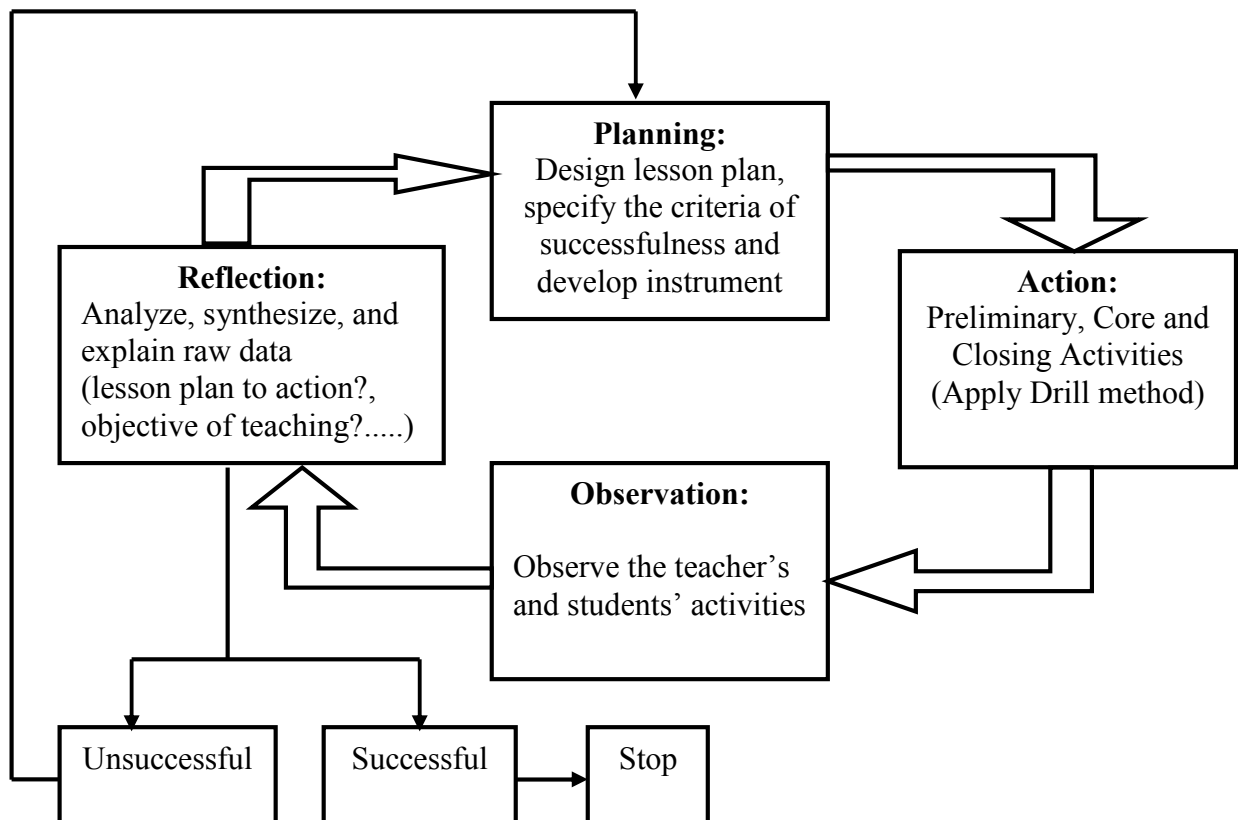
This class Action research is executed at MTS Negeri Padang Mutung Kampar.

C. Research Design

1.

Research Setting

The implementation of teaching process and the application of PBI are described in (a) *Planning*, (b) *Action*, (c) *Observation* and (d) *Reflection*. Further elaboration of those components is as follows:



This class action research is executed in the eighth year student of MTs Negeri Padang Kampar. As for this research time is executed by August until October. The subject is English Language subject.

This research is executed in two cycles and every cycle will do two meeting. The subject in this research is the eighth year students 2009/2010 with 24 students. From all students at eighth class only 25% who capable in writing a

short functional text (short message in learning process. While 80% unable in writing.

a. Planning (Designing lesson plan, Criteria/Indicators of Successfulness and developing instruments)

Here is an example:

This step covers the application of Drill Method to increase the students' English writing skill. In order to maximize the implementation of the application of Drill Method, some activities should be planned, such as (1) *designing lesson plans*, (2) *specifying the criteria of success* and (3) *developing the research instruments*.

(1). Designing the Lesson Plan

2006 curriculum is used as the basis in designing the lesson plan. The items should be consider (a) the instructional objectives to be achieved, (b) the writing activities the students will perform, (c) the time allocation provided, (d) materials and media, and (e) the assessment during the writing process and through the application of short message in the classroom.

(a) *The instructional objectives* should go along with the standard of competency and basic competency for English writing instruction at Junior High School as stated in curriculum. *(Emphasize upon the components of writing, such as content, vocabulary, grammar / structure, organization, and mechanics)*

(b) *The writing activities* are designed in such a way that create attractive classroom atmosphere in order to achieve the instructional objectives.

(what to do before, whilst and close teaching)

(c) The activities are limited to *time allocation* provided in the curriculum, that is 2 x 40 minutes for each meeting, but the length of each activity is flexible and prescribed based on the students' needs.

(d) Selection of *material and media* are done based on the instructional objectives which are stated before. *(state down the materials/topics)*

(d) *The assessments* used in this study are in form of the ***observation and performance (writing/product)***.

(2). Specifying the Criteria of Success

1. The criteria of success are set up in order to judge whether the implementation of the action through Drill Method is being effective or not. If it effective the research action is stopped, but if it is fail the cycle continues to the next one. The criteria of success in this research reflect the area of concerns during *the process* and within *the product* of teaching and learning English writing.

2. Research Variable

There are two variables use in this research, first Drill Method (variable x) Ability in writing a short message (variable y).

3. Action Research Plan

a. Planning

The plan of research activities in the classroom are:

1. Identifying problem
2. Preparing a topic.
3. Preparing an example short message form.
4. Doing writing a short message
5. Observation and
6. Reflection

Cycle I

a. Planning

In the plan or this action preparation, stages done as follows:

- 1) Arranging of teaching plan with competence standard is mengungkapkan makna dalam teks fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat. Standard competence can reach by basic competence namely capable in writing a short message.
- 2) Preparing many words in writing a short message.
- 3) The teacher prepares an example a short message form.

b. Action

The action for this time will do about 40 minutes. The several ways of action implementation as follow:

- 1) The teacher gives motivation to her students to their ability can grow up in writing a short message.
- 2) The teacher chooses a topic can know her students ability and to be pay attention for her topic. For instance; in making a short message for their boyfriend.
- 3) The teacher gives many words to be good sentence in the topic and say together.
- 4) The students know the purpose of the words in short message.
- 5) The students express their ideas in a short message.
- 6) The students write a short message, then, they choose a word into a short message.
- 7) The students read a short message, then, they write again with different word.

c. Observation

The research will use in classroom action research by doing four cyclists: planning, action, observation, and reflection. The action research setting is in the eighth grade students of MTs N Padang Mutung. The objects of the research are twenty four students. After the observed and reflection done, next it will be interpret and then will be write in the research sheet report.

The teacher says greeting and introduce researcher self to the students. The teachers do expressions. Write a topic in the whiteboard. The students say many words can appear in a short message. For example; dear, to, date, from, deliver, send, time, and refusing statement. The students answer will write by teacher on the outline form.

After teaching process about a half hour, the teacher asks to the students write a short message for someone. Then, the students write an example it in the whiteboard and also hope her/ his understands with her/his written. So, her/ his friends show her/his short message and they can give common and respond to their friend wrote. Before teaching process the end, teacher asks to her students' problem about writing a short message. The teacher can give assignment. For students to write a short message for their best friend. The teaching process finished, after that the teacher said greeting.

a. Reflection

In the first time, the student ability is not come. The student response is not matching with teacher's outline in the whiteboard. The researcher and teacher are unanimous that this problem maybe media is not comfortable. On the other hand, drill method is the first time to do it. For that, the action next time teaching media will be more prepare.

Data obtained from observation result and result of test every cycle will be used to mean the given action influence. Result of analysis from this phase will be used a materials to block in the next action.

Result obtained from observation phase later collected and analyses, from observation result what activity done by have learned to increasing the student ability in writing a short functional text (short message) by drill method at eighth year students of MTs Negeri Padang Mutung.

Cycle II

a.

Planning

In the plan or this action preparation, stages done as follows:

- 1) Arranging of teaching plan with competence standard is mengungkapkan makna dalam teks fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat. Standard competence can reach by basic competence namely capable in writing a short message.
- 2) Preparing many words in writing a short functional text (short message).
- 3) The teacher prepares an example a short message form.

b. Action

The action for this time will do about 40 minutes. The several ways of action implementation as follow:

- 1) The teacher asked to her students about the lesson before.
- 2) The teacher chooses a topic can know her students ability and to be pay attention for her topic. For instance; in making a short message for their boyfriend.
- 3) The teacher gives many words to be good sentence in the topic and say together.
- 4) The students know the purpose of the words in short message.
- 5) The students express their ideas in a short functional text (short message).
- 6) The students write a short message, then, they choose a word into a short functional text (short message).
- 7) The students read a short message, then, they write again with different word.

c. Reflection

Data obtained from observation result and result of test every action will be used to means the given action influence. Result of analysis from this phase will be used as materials to block in the action hereinafter.

Result obtained from observation phase is later collected and analyzed, from observation result of what activity done by have earned to increase the eight students' ability in writing a a short functional text (short message) by drill method at the Eighth Year Student of MTs Negeri Padang Mutung.

d. Observation

During process learn, also entangle the observer, duty from observer is to see the activity learn and student of during study take place and will note all occurrence and change to be happened by effect is done action. This is data good for as guidance for the execution of action at meeting of following.

D. Type and Data Collection Technique

1. Type of Data

Type of data in this research is qualitative and quantitative data, consisted of:

a. Learning Activities

Are teacher activities and student activities in learning process by observation sheet.

a. Lesson Plan

Is data about lesson plan (RPP) consists of RPP I and II at first cycle and RPP I and II at second cycle.

b. Observation of Result Data in Teaching

Enclosed.

2. Data Collection Technique

The data will be collected by doing:

- a. Writing test. To find out the students' ability in writing a short functional text (short message).

- b. Observation will do by researcher and collaborator when learning-teaching process.

The analysis has been done every meeting. The result of analysis will be a reflection after meeting. The technique used by the writer in analyzing the data is by using the table. The scores of the students do every student. The total number is compare between the students who use drill method with the students do not use drill method. Then, the data can give category from the high score until the low score or on the contrary. It can be seen through this following formula:

Values	Score	Category
80-100	A	Very good
70-79	B	Good
60-69	C	Enough
50-59	D	Less
0-49	E	Fail

$$P = \frac{F}{N} \times 100$$

Boldness:

F = Frequency which is being searched by its percentage
N = Number of Cases
P = Number of Percentage
100% = Number of remain.

In determining research criterion of research result, hence, done by subdividing to the 4 assessment criterions that is; good, enough, less, and fail. As for the percentage criterion that is as follows:

1. If percentage of among 76% - 100% told "Good".
2. If percentage of among 56% - 75% told "Enough"
3. If percentage of among 40% - 55% told "Less"
4. If percentage of less than 40% told "Fail".

CHAPTER IV

THE PRESENTATION OF THE RESEARCH FINDING

A. The Data Presentation.

1. The Description of the Research Setting.

In this chapter, the writer presents the result of the research data, which have been collected from the eighth year students of MTs Negeri Padang Mutung. The number of the students is 24. The presented data are gained through writing test.

The main purpose of this research is to obtain the increasing students' ability in writing by five components of writing (Content, Organization, Vocabulary, Language Use, Mechanics).

1. Teacher Situation

The Efficacy of institute education especially in MTS Negeri Mutung is not quit of learning as instructor energy. Teacher is activator to taking place it process to learn to teach. Through the teacher will be good condition to creating in an institute of education. Teacher is one of the executing of education in school, without teacher will not better. So that, the things of MTS N of Padang Mutung where teacher as energy of instructor and educator.

The Teachers teaching at MTS N of Padang Mutung consisted of by the public servant teacher, and not servant teacher, the amounting of the teachers is 30. The teacher's situation in teaching at MTS N Padang Mutung following:

Table IV. 1
The teaches condition at MTs N Padang Mutung 2009 /2010

No	Name	Education	Position
1	H. M. Bakri, M.Ag	S2	Head Master
2	Dra. Nurhasnah	S1	Mathematics teacher
3	Kamaruzzaman, S.Pd	S1	Indonesia
4	Dra. Meli Deriza	S1	Biology
5	Dra. Masda	S1	Mathematics
6	Nursilianis, S.Ag	S1	Fikih
7	Mardianis, S.Pd	S1	Indonesia
8	Junaidi Ahmad, S.HI	S1	Sport
9	Mhd. Yuras, S.Sos.I	S1	Computer
10	Yeyen Lestari, S.Pd	S1	Art of culture
11	Nurhasnimar, S.Ag	S1	Alqur'an Hadist
12	Mohd. Nasrun, A.Md	D3	Geography
13	Rina Fitri, S.Pdi	S1	Arabic
14	Netty Olpina, S.Ag	S1	Fikih
15	Bustamar, S.Hi	S1	SKI
16	Seswita, S.Ag	S1	SKI
17	Neti Elvina, s.Pd	S1	Indonesia
18	Azwi Narti, A.Ma	D2	Mulok
19	Desri Sorgawati, S.IP	S1	Fisika
20	Sabni Yulianza, A.Md	D3	English
21	Tri Sustri Hariyanti, S.Pdi	S1	Aqidah Ahklak
22	Sri Maryanti, A.Md	D3	Mathematic
23	Maniarti	SMA	Geography
24	Rosdiana, S.Ag	S1	Mulok
25	Sunarmi	SMA	Economy
26	Nurazima Ahmad	SMA	Conselling
27	Desi Rosnita	SMA	Economy
28	Emi Gusrianti, SS	S1	English
29	Arniati, A.Md	D3	English
30	Fakhrur Razia	D2	Pkn

Source: MTs Negeri Padang Mutung

3. Student situation

The students are important component in education, both of inseparable and each other related. The teachers are an educator, and the students as educated.

The amounting of students is followed:

Table IV. 2
The students Condition at MTs N Padang Mutung 2009 /2010

No	Class	Male	Female	Amount
1	VII A	10	10	20
2	VII B	9	11	20
3	VII C	8	12	20
4	VIII A	10	14	24
5	VIII B	7	17	24
6	VIII C	11	13	24
7	IX A	10	17	27
8	IX B	12	15	27
9	IX C	9	18	27

Source: MTs N Padang Mutung

4. Curriculum

Curriculum is a set plan and arrangement of concerning target, fill and lesson materials and also the way of which is used as guidance of management of study activity to reach the target of certain education.

The level of Curriculum education is operational curriculum compiled by and executed by each set of education. KTSP consisted of the target of education, structure and the level curriculum payload of education, calender of education and syllabus. Structure of Curriculum at MTS Negeri Mutung which is gone through in education ladder of during 3 years start the VII until VIII class.

Structure of Curriculum at MTS Negeri Mutung compiled by pursuant to competence's standard of learning and standard of subject as follows:

- a. Curriculum of MTS N Padang Mutung is 12 subjects.
- b. Subtancy of Subject of IPA and IPS represent the inwrought IPA and inwrought IPS.
- c. Time allocation of one subject is 40 minute.
- d. Effective Sunday in one school year (two-semester) is 42 week.

Tables IV.3

The curriculums structure of MTs Negeri Padang Mutung as follows:

NO	MATA PELAJARAN	ALOKASI WAKTU		
		Kls VII	Kls VIII	Kls IX
1.	Pendidikan Agama Islam			
	a. Qur'an Hadist	2	2	2
	b. Aqidah Akhlak	2	2	2
	c. Fiqih	2	2	2
	d. Sejarah Kebudayaan Islam	1	1	1
	e. Bahasa Arab	3	3	3
2.	Pendidikan Pancasila dan kewarganegaraan	2	2	2
3.	Bahasa Indonesia	4	4	4
4.	Matematika	4	4	4
5.	Ilmu Pengetahuan Alam	4 IPA		
	a. Biologi	TERPADU	2	2
	b. Fisika		2	2
6.	Ilmu Pengetahuan Sosial	4		
	a. Ekonomi	IPS	2	2
	b. Geografi	TERPADU	2	2
	c. Sejarah		2	2
7.	Seni Budaya	2	2	2
8.	Pendidikan Jasmani dan Olahraga	2	2	2
9.	Bahasa Inggris	4	4	4
10.	Muatan Lokal			
	a. Arab Melayu	1	1	1
11.	Teknologi Ilmu Komunikasi	2	2	2
12.	Pengembangan Diri	3	2	2
	JUMLAH	42	42	42

Source: MTs Negeri Padang Mutung

6. Facilities and Basic Facilities

Facilities and basic facilities represent the all important component to support reaching of target of expected education. Without suitable facilities and basic facilities of education will not give the maximal result. They are:

Table IV.4
The facilities and Basic Facilities at MTs Negeri Padang Mutung

NO	THE KINDS OF FACILITIES	AMOUNT OF UNITS
1	The classroom	9
2	The Headmaster office	1
3	The Teacher office	1
4	The Library	1
5	The Teacher counseling	1
6	Laboratory	2
7	Sport Hall	1
8	Parking	1
9	Toilet	6
10	Mosque	1

Resource: MTs Negeri Padang Mutung

B. The Result of Research

1. The students ability in writing a short message before action

After analyzing student ability in writing, the teacher knew the students ability in writing a short message before action is “Less” with 24 percentage with category “Less”. So that, the students ability in writing a short message before action can see at table:

1. Content
2. Organization
3. Vocabulary
4. Language Use
5. Mechanics.

The Aspects of Composition Writing.
Table IV.5

1. Content

DESCRIPTOR	CRITERIA
Knowledgeable	Is there any understanding of the subject? Are facts or other pertinent information used? Is there recognition of several aspects of the subject? Are the interrelationships of these aspects shown?
Substantive	Are several main points discussed? Is there sufficient detail? Is there originality with concrete details to illustrate, define, compare, or contrast factual information supporting thesis?
Through development of thesis	Is the thesis expended enough to convey a sense of completeness? Is there a specific method of development (such as comparison, contrast, illustration, definition, example, description, fact, or personal experience)? Is there an awareness of different points of view?
Relevant to assign to topic	Is all information clearly pertinent to the topic? Is extraneous material excluded?

2. Organization

DESCRIPTOR	CRITERIA
Fluent expression	Do the ideas flow, building on one another? Are there introductory and concluding paragraph?
Ideas clear stated/ supported	Are there effective transition element-words, phrases, or sentences – which link and move ideas both within and between paragraphs? Is enough written to adequately develop the subject? Is there a clearly stated controlling idea or central focus (a thesis) to the paper?
Succinct	Do the topic sentences in each paragraph support, limit, and direct the thesis?
Logical sequencing	Are all ideas directed concisely to the central focus on the paper, without digressions? Are the points logically developed, using a particular sequence such as time order, space order, or importance?
Cohesive	Is this development indicated by appropriate transitional markers? Does each paragraph reflect a single purpose? Do the paragraphs form an unified paper?

3. Vocabulary

DESCRIPTOR	CRITERIA
Sophisticated Range	Is there facility with words and idioms to convey intended information, attitudes, and feelings? Distinguish subtleties among idea and intentions? Convey shades and differences of, meaning? Express the logic of ideas? Is the arrangement and interrelationship of words sufficiently varied?
Effective word/ idiom choice and usage	In the context in which it is used, it is the choice of vocabulary accurate? Idiomatic? Effective? Concise? Are the strong, active verbs and verbal used where possible? Are phrasal and preposition idiom correct? Do they convey the intended meaning? Does word placement give the intended message? Emphasis? Is there an understanding of synonyms? Antonyms? Homonyms? Are denotative and connotative meaning distinguished?
Word form mastery	Is there effective repetition of key words and phrases? Do transition elements mark shifts in thought? Pace? Emphasis? Tone? Are prefixes, suffixes, roots, and compounds used accurately and effectively?
Appropriate register	Are words correctly distinguished as to their function (an adjective, adverb, noun, and verb)? Is the vocabulary appropriate to the topic? To the audience? To the tone of the paper? To the method of development? Is the vocabulary makes the intended impression?

4. Language Use

DESCRIPTOR	CRITERIA
Effective complex constructions	Are sentences well formed and complex with appropriate compliments?
Agreement	Are single – word modifiers appropriate to the function? Properly formed, placed, and sequenced?
Tenses	Are phrases and clauses appropriate to function? Complete? Properly placed?
Numbers	Are the introductory it and there used correctly to begin sentences and clauses?
Word order/function	Are main and subordinate ideas carefully distinguished?
Articles	Are coordinate and subordinate elements linked to other elements with appropriate conjunctions, adverbials, relative pronouns, or punctuation?
Pronouns	Are sentences types and length varied?
Preposition	Are elements parallel?
	Are techniques of substitute, repetition, and deletion used effectively?
	Is there basic agreement between sentences elements: auxiliary verb, subject-verb, pronouns – quantifiers?
	Are verb tenses correct? Properly sequenced?
	Do modal convey intended meaning, time?
	Do nouns, pronouns, and verbs convey intended quantity?
	Is normal word order followed expected for special emphasis?
	Is each word, phrase, and clause suited to its intended function?
	Are a, an and the used correctly?
	Do pronouns reflect appropriate person, gender, number, function, and referent
	Are preposition chosen carefully to introduce modifying elements?
	Is the intended meaning conveyed?

5. Mechanics

DESCRIPTOR	CRITERIA
Spelling	Are words spelled correctly?
Punctuation	Are periods, commas, semicolons, dashes, question marks used correctly?
Capitalization	Are capital letters used where necessary and appropriate?
Paragraphing	Are paragraphs intended to indicate when one sequence of thought ends another begins?
Handwriting	Is handwriting easy to read, without impending communication?

Those five components are the components that should be considered by the writer. The components should be considered for their contribution to be succeeded in writing. Thus, students should consider all components to know what she / he writes about and the audiences. The students can improve their writing ability from the components of ESL composition profile. Based on the rating scale of writing grades' composition with excellent to very good, good to average, fair to poor and very poor. In order to know students' ability in writing a short message, the five components of writing are analyzed by five components.

They are namely:

1. Content
2. Organization
3. Vocabulary
4. Language Use
5. Mechanics.

Different category items present each component. It is different to predict students' score ability. To make it easier, students' writing a a short functional text (short message) are presented by component to component.

This research will be success if the students have high ability in writing increase until 76 – 100 value.

Table IV.6
The students' ability in writing a short functional text (short message)
before using drill method

No	Nama Siswa	The Aspects of Students Ability					Totally
		1	2	3	4	5	
		Content	vocabulary	Organization	Language Use	Mechanics	
1	Fikria Hasanah		√		√		2
2	Yossi Mulyani			√			1
3	Aida Utari	√					1
4	Meri Agustina	√					1
5	Ilham Maulana		√				1
6	Ilham Saputra					√	1
7	Atika Rahmi				√		1
8	Afrida Yenni			√			1
9	Mardiana		√				1
10	Melda Yunita	√					1
11	Idil Adri		√	√			2
12	Anggar. S	√					1
13	Maysafitri		√	√			2
14	Rio Ali	√	√				2
15	M.Husen BS		√				1
16	Darisma Wijaya		√				1
17	Ridwan			√			1
18	Putri Ningsih			√			1
19	Siska Alphianti				√		1
20	Yulisman					√	1
21	Suhelmi. H		√		√		2
22	Afrizon Aziz					√	1
23	Wiky		√				1
24	Asri Nur Riski			√			1
AMOUNT OF STUDENTS' ABILITY		5	10	7	4	3	29
		21	42	29	17	12	121
PERSENTACES							24%

Resource: Test of Result, 2009

From the tables IV.5 above, can be depicted that student ability in writing a short functional text (short message) with the percentage 24% can write a short message and also answer cannot counted with the percentage 76%. After compared to classification standard which have been specified at Chapter III,

hence student ability at cycle I reside in classification "Fail". Because 22% residing in spanning 0-40. While student ability in writing a short functional text (short message) before action in detail as follows:

1. The Student ability in choosing relevant words in writing a short message.

After perceived from 24 students, only 10 students can choose word or with the percentage 42%.

2. The students ability in recognizing the choose structure in writing a short message from 24 students, only 7 students can recognize word or with the percentage 29%.

3. The student ability in expressing their idea in writing a short message from 24 students, only 4 students can use generic structure or with the percentage 17%.

4. The student ability in using mechanics of writing a short message. From 24 students, only 3 students can use it or with the percentage 12%

5. The Student ability in making a short message. After perceived from 24 students, only 5 students can make or with the percentage 21%.

On that account, researcher at the same time double as teacher do the stages to overcome the students ability in writing a message by drill method.

2. The Result of Cycle I

a. Action

Cycle I like the first meeting and the second time. The Research schedules as according to study schedule which have been specified in the eighth class in

English subject at MTs N Padang Mutung. They are two meeting in a week, consisted by 4 hours (4x40 minute).

Discussion fundamental studied at first cycle is related words in writing a short message with the interest standard lay open the meaning in short functional text (a short message) while elementary ability to be reached is student can write a short message. Observation of performed within this research is concentrated on a process and also result of acting study of items of English Language. Activity perceived is teacher activity and student activity. The teacher activity will be observation with collage, then, the student activity can observe by teacher subject and observer. The teacher activity can do at the opening activity, the process activity, and the closing activity in learning process.

After done action I, so, the result of observation of teacher and student activities at the first meeting and the second meeting can reserve follows:

b. Observation

1) The Teacher Activity

The teacher activity can observe with many activities. Observation can do by observer or collage. Action I has 2 meeting, so, observation to the activities teacher at action I can do 2x. For to be clearer the teacher activity at the first meeting and second meeting can explants follows:

Table IV.7
The teacher Activity by drill method at Cycle I (1, 2 Meeting)

No	The Activities Research	Alternative	
		Yes	No
1	The teacher preparing many words to students in the classroom.	√	
2	The teacher write many words in the whiteboard	√	
3	The teacher give meaning some of words	√	
4	The teachers give an example about short message for students. They can memorize many words.		√
5	The teacher ask to the student about short message	√	
6	The teacher give explanation about advantages of short message	√	
7	The teacher ask the student to arrange many word in an example a short functional text (short message) short message		√
8	The teacher and students give clarification and conclusion in learning process		√
9	The teacher ask to the students write a short functional text (short message) for someone		√
	Amount	5	4
	Mean	56%	44%

Resource: Observation Data, 2009.

Boldness:

Sign (x) Do not do

Sign (√) Do

From table IV.6 above, it can see that the teacher activities in learning with drill methods with answer alternative “Yes” and “No”, So, after done observation with get answer “Yes” 5x with percentage 56%. Then, answer “No” 4x with percentage 44%. After compared to classification standard which have been specified in Chapter III, hence teacher activity with drill method practice at action I reside in the pad classification "Enough". Because 56% residing in spanning 56-

75%. Pursuant to perception result by observer, that teacher activity at action I there are weakness among others that is:

4. The teachers give an example about short message for students. They can memorize many words. After perceived by counted 2 times meeting, hence obtained by an answer alternative "Not", or teacher have never executed it.
7. The teacher asked the student to arrange many word in an example short message. After perceived by counted 2 times meeting, hence obtained by an answer alternative "Not", or teacher have never executed it.
8. The teacher and students give clarification and conclusion in learning process. After perceived by counted 2 meeting, hence obtained by an answer alternative "No" or teacher have never executed it.

2) The observation of Student Activity

The weakness learning activity at this first action will influence the activity student in course of learn, visible the mentioned there is tables following:

Table IV.8
The student activity in writing a short message by Drill Method to Action I at first Cycle

No	Nama Siswa	The Aspects of Students Ability					
		1	2	3	4	5	
		Content	Vocabulary	Organization	Language Use	Mechanics	
1	Fikria Hasanah	√	√		√	√	4
2	Yossi Mulyani	√	√	√		√	4
3	Aida Utari	√	√		√		3
4	Meri Agustina	√	√		√		3
5	Ilham Maulana		√	√		√	3
6	Ilham Saputra		√		√	√	3
7	Atika Rahmi	√			√		2
8	Afrida Yenni		√	√		√	3
9	Mardiana		√	√	√		3
10	Melda Yunita	√	√		√		3
11	Idil Adri		√	√			2
12	Anggar. S	√		√		√	3
13	Maysafitri	√	√	√			3
14	Rio Ali	√	√				2
15	M.Husen BS		√	√	√		3
16	Darisma Wijaya	√	√	√			3
17	Ridwan	√		√		√	3
18	Putri Ningsih	√		√	√		3
19	Siska Alphianti		√	√	√		3
20	Yulisman	√	√			√	3
21	Suhelmi. H	√	√		√		3
22	Afrizon Aziz	√	√	√		√	4
23	Wiky	√	√		√		3
24	Asri Nur Riski	√		√		√	3
AMOUNT OF STUDENTS' ABILITY		17	19	14	12	10	72
PERSENTACES							60%

Resource: Test of Result, 2009

1. The students study to return the studied items.
2. The students pay attention to their teacher in writing many words for them in the classroom.
3. The students pay attention to their teacher in giving meaning many words in the whiteboard.
4. The students see an example. Then, they can memorize many words.
5. The students answer about the teacher asked to them.
6. The students listen their teacher explains.
7. The student listen their question. Then, they answer it.
8. The student listen their teacher in giving clarification and conclusion in learning process.
9. The students write a short functional text (short message).

From table IV.7 above, it can see that the student activities in learning with drill method with answer alternative “Yes” and “No”, So, after done observation with 1 meeting get answer “Yes” with percentage 60%. After compared to classification standard which have been specified in Chapter III, hence teacher activity with drill method practice at cycle I reside in the pad classification "Enough". Because 60% residing in spanning 56-75%.

Pursuant to perception result done during process learn to teach to take place, the analyzed by pursuant to result analyze, the teacher and collaborator do reflect them self to do the research efficacy and plan the next action.

c. Reflection Cycle I

Pursuant to research result of cycle I told above, hence inferential that level of student ability in writing a short functional text (short message) at cycle I pertained "Enough", because 60% residing in spanning 56-75%. Seeing level of student ability in writing a short functional text (short message) at subject of English Language, hence knowable that student ability in writing a short functional text (short message) at cycle I not yet reached the efficacy indicator which have been specified, as for efficacy indicator which have been specified in this research is 75%.

Hence pursuant to result of solution of researcher and observer known by the cause of student ability not yet reached the efficacy indicator which have been specified, caused there are some teacher activity which is not executed better, that is aspect:

3. The teachers give meaning some of words. However not yet. After perceived by counted 2 times meeting, hence obtained by an answer alternative "Not", or teacher have never executed it.
1. The teachers ask to the student about short message. However not yet. After perceived by counted 2 times meeting, hence obtained by an answer alternative "Not", or teacher have never executed it.
9. The teacher and students give clarification and conclusion in learning process. After perceived by counted 2 times meeting, hence obtained by an answer alternative "Not", or teacher have never executed it.

Pursuant to result of solution of researcher and observer of cycle I, known by the weaknesses which require to be improved by:

3. Result of Research of Cycle II

a. Action Execution

Time of Execution of cycle II, take place one week after finishing cycle I. This Research schedule as according to study schedule which have been specified in class VIII of English subject at MTS N Padang Mutung, which in one week of there are 2 times meeting, consisted of 4 hour (4x40 minute).

The Research schedules as according to study schedule which have been specified in the eighth class in English subject at MTs N Padang Mutung. They are two meeting in a week, consisted by 4 hours (4x40 minute).

Discussion fundamental studied at first cycle is related words in writing a short message with the interest standard lay open the meaning in short functional text (a short message) while elementary interest to be reached is student can write

a short functional text (short message). Observation of performed within this research is concentrated on a process and also result of acting study of items of English Language. Activity perceived is teacher activity and student activity. The teacher activity will be observation with coleage, then, the student activity can observe by teacher subject and observer. The teacher activity can do at the opening activity, the process activity, and the closing activity in learning process.

After done cycle II, so, the result of observation of teacher and student activities at the first meeting and the second meeting can reserve follows:

b. Observation

1) The Teacher Activity

The teacher activity can observe with many activities. Observation can do by observer or coleage. Cycle I has 2 meeting, so, observation to the activities teacher at Cycle I can do 2x. For to be clearer the teacher activity at the first meeting and second meeting can explants follows:

The weakness of teacher activities at Cycle I after repaired at Cycle II, hence obtained by result of observation of activity of Cycle II experience of the improvement compared to at Cycle I. To be more sharpness of result of teacher activity observation at first meeting and second explainable hereunder.

Table IV.9
The teacher Activity by drill method at Cycle II (1, 2 Meeting)

No	The Activities of Research	Action II	
		Yes	No
1	The teacher asked to her students about the lesson before.	√	
2	The teacher does her expressions, write a topic in the whiteboard	√	
3	The students say many words can appear in a short functional text (short message)	√	
4.	The students answer will write by teacher on the outline form	√	
5	Then, the teacher can divide her students into many groups.	√	
6	The teacher asked to all groups to make a short functional text (short message) for someone	√	
7	One of the group can read a short message had them write	√	
8	The teacher gives a plus for one group had read a short functional text (short message) in front of class	√	
9	The teacher and students give clarification and conclusion in learning process		√
	Amount	8	1
	Mean	89%	11

Resource: Observation Data, 2009.

From table IV.9 above, it can see that the teacher activities in learning with drill method with answer alternative “Yes” and “No”, So, after done observations with 2 meeting get answer “Yes” with percentage 89%. Then, answer “No” with percentage 11%. After compared to classification standard which have been specified in Chapter III, hence teacher activity with drill method practice at cycle I reside in the pad classification "Very good". Because 89% residing in spanning 76-100%.

2) The observation of Student Activity

The weakness learning activity at this first cycle will influence the activity student in course of learn, visible the mentioned there is tables following:

Table IV.10
The student activity in writing a short message by Drill Method at second Cycle

No	Nama Siswa	The Aspects of Students Ability					
		1	2	3	4	5	
		Content	vocabulary	Organization	Language Use	Mechanics	
1	Fikria Hasanah	√	√	√	√	√	5
2	Yossi Mulyani	√	√	√	√	√	5
3	Aida Utari	√	√	√	√	√	5
4	Meri Agustina	√	√		√	√	4
5	Ilham Maulana	√	√	√	√	√	5
6	Ilham Saputra		√	√	√	√	4
7	Atika Rahmi	√	√		√		3
8	Afrida Yenni		√	√		√	3
9	Mardiana		√	√	√	√	4
10	Melda Yunita	√	√	√	√		4
11	Idil Adri		√	√	√		3
12	Anggar. S	√		√	√	√	4
13	Maysafitri	√	√	√	√		4
14	Rio Ali	√	√	√		√	4
15	M.Husen BS		√	√	√	√	4
16	Darisma Wijaya	√	√	√	√		4
17	Ridwan	√	√	√		√	4
18	Putri Ningsih	√	√	√	√		4
19	Siska Alphianti	√		√	√	√	4
20	Yulisman	√	√	√	√	√	5
21	Suhelmi. H	√	√	√	√		4
22	Afrizon Aziz	√	√	√	√	√	5
23	Wiky	√	√	√	√		4
24	Asri Nur Riski	√	√	√		√	4
AMOUNT OF STUDENTS' ABILITY		18	22	22	20	16	99
PERSENTACES							82%

Resource: Test of Result, 2009

1. The students study to return the studied items.
2. The students pay attention to their teacher in writing many words for them in the classroom.
3. The students pay attention to their teacher in giving meaning many words in the whiteboard.
4. The students see an example. Then, they can memorize many words.
5. The students answer about the teacher asked to them.
6. The students listen their teacher explains.
7. The student listen their question. Then, they answer it.
8. The student listen their teacher in giving clarification and conclusion in learning process.
9. The students write a short functional text (short message).

From table IV.10 above, it can see that the student activities in learning with drill method with answer alternative “Yes” and “No”, So, after done observation with 1 meeting get answer “Yes” with percentage 82%. After compared to classification standard which have been specified in Chapter III, hence teacher activity with drill method practice at cycle II reside in the pad classification "Good". Because 82% residing in spanning 76-100%.

The Recapitulation of Teacher Activities at Cycle I and Cycle II

Table IV.11

No	The Activities	CYCLE I		CYCLE II	
		Yes	No	Yes	No
1	The teacher preparing many words to students in the classroom.	√		√	
2	The teacher write many words in the whiteboard	√		√	
3	The teacher give meaning some of words	√		√	
4	The teachers give an example about short message for students. They can memorize many words.		√	√	
5	The teacher ask to the student about short message	√		√	
6	The teacher give explanation about advantages of short message	√		√	
7	The teacher ask the student to arrange many word in an example short message		√	√	
8	The teacher and students give clarification and conclusion in learning process		√	√	
9	The teacher ask to the students write a short message for someone		√		√
		5	4	8	1
		56%	44%	89%	11

From the recapitulation of observation done, can know that cumulative amount of execution of teacher activities at cycle I alternative answer “Yes” 5 times, there by will be able to be searched of percentage:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{4} \times 100\%$$

$$P = \frac{500}{4} \times 100\%$$

$$P = 56\%$$

$$P = \frac{F}{N} \times 100\%$$

Then, from the recapitulation of observation above, for the teacher activities done at cycle II can increase with alternative answer “Yes” 8 times, So, there by will be able to be searched of percentage:

$$P = \frac{8}{1} \times 100\%$$

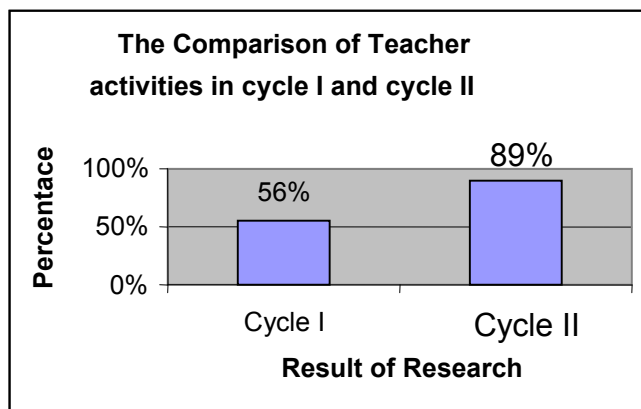
$$P = \frac{800}{1} \times 100\%$$

$$= 89\%$$

If, we see from assessment, can get conclude that the teacher activities in learning process with drill method at cycle I is “Enough” because 56% between 56-75%.

While the teacher activities in teaching process with the drill method at cycle II categorized "Good" because 89% residing in between 76-100%.

Then comparison of percentage the teacher activities at cycle I and cycle II can see at chart:



The Recapitulation of Student Activities at Cycle I and Cycle II

Table IV.12

No	Indicator	Cycle I	Cycle II
		Frequency	
1	Indicator 1	17	18
2	Indicator 2	19	22
3	Indicator 3	14	22
4	Indicator 4	12	20
5	Indicator 5	10	16
	Score/ Level	72/60%	99/

Based on the table the student activities between cycle I and cycle II that at cycle II increasing. The cycle I the percentage of student activities is 60%. Then, cycle I only 60% and after that cycle II can increase about 82%.

Appendix 5.The Teacher Activity Observation

CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusion

This research is done to obtain increasing students' ability in writing a short functional text (short message) by drill method at the second year students of MTs Negeri Padang Mutung. Based on the data analysis, the writer concludes that the students' ability in writing a short functional text (short message) is classified into very good categories.

The factors that influence students' ability in writing a short functional text (short message), it is because teacher role such as; the teacher give the way of writing to the students and the teacher give the same chance to the students for writing English. Besides, there is other factors that influence students' because students' ability such as; students cannot choose good word in writing and students hesitate to writing because of afraid of making mistake.

2. Suggestion

1. Suggestion for students

1. Students should improve their knowledge in writing a short message.
2. Students should improve their ability in writing such as; content, vocabulary, organization, language use, and Mechanics that are need to support writing skill of the students.
3. Students should practice more and more to improve students' ability in writing a short message.

4. Students should suggest having positive in choosing words.

2. Suggestion for teacher

1. The teacher should concern about the students' ability in writing a short message.
2. The teacher should give more explanation about ways to good in writing.
3. The teacher should provide the students with the good model in writing.
4. The teacher should be motivator for students.

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Appendix 3.

The Teacher Activity by drill method at Cycle I

No	The Activities Research	Alternative	
		Yes	No
1	The teacher preparing many words to students in the classroom.		
2	The teacher write many words in the whiteboard		
3	The teacher give meaning some of words		
4.	The teachers give an example about short message for students. They can memorize many words.		
5	The teacher ask to the student about short message		
6	The teacher give explanation about advantages of short message		
7	The teacher ask the student to arrange many word in an example short message		
8	The teacher and students give clarification and conclusion in learning process		
9	The teacher ask to the students write a short message for someone		
	Amount		
	Mean		

The teacher Activity by drill method at Cycle II (1, 2 Meeting)

No	The Activities of Research	Action II	
		Yes	No
1	The teacher asked to her students about the lesson before.		
2	The teacher does her expressions, write a topic in the whiteboard		
3	The students say many words can appear in a short message		
4.	The students answer will write by teacher on the outline form		
5	Then, the teacher can divide her students into many groups.		
6	The teacher asked to all groups to make a short message for someone		
7	One of the group can read a short message had them write		
8	The teacher gives a plus for one group had read a short message in front of class		
9	The teacher and students give clarification and conclusion in learning process		
	Amount		

	Mean		
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Appendix 4.

The student activity in writing a short message by Drill Method to Action I at cycle I

No	Nama Siswa	The Aspects of Students Ability					Totally
		1	2	3	4	5	
		Content	Vocabulary	Organization	Language Use	Mechanics	
1	Fikria Hasanah						
2	Yossi Mulyani						
3	Aida Utari						
4	Meri Agustina						
5	Ilham Maulana						
6	Ilham Saputra						
7	Atika Rahmi						
8	Afrida Yenni						
9	Mardiana						
10	Melda Yunita						
11	Idil Adri						
12	Anggar. S						
13	Maysafitri						
14	Rio Ali						
15	M.Husen BS						
16	Darisma Wijaya						
17	Ridwan						
18	Putri Ningsih						
19	Siska Alphianti						
20	Yulisman						
21	Suhelmi. H						
22	Afrizon Aziz						
23	Wiky						
24	Asri Nur Riski						
AMOUNT OF STUDENTS' ABILITY							
PERSENTACES							

Appendix 5.

The student activity in writing a short message by Drill Method at Cycle II

No	Nama Siswa	The Aspects of Students Ability					Totally
		1	2	3	4	5	
		Content	vocabulary	Organization	Language Use	Mechanics	
1	Fikria Hasanah						
2	Yossi Mulyani						
3	Aida Utari						
4	Meri Agustina						
5	Ilham Maulana						
6	Ilham Saputra						
7	Atika Rahmi						
8	Afrida Yenni						
9	Mardiana						
10	Melda Yunita						
11	Idil Adri						
12	Anggar. S						
13	Maysafitri						
14	Rio Ali						
15	M.Husen BS						
16	Darisma Wijaya						
17	Ridwan						
18	Putri Ningsih						
19	Siska Alphianti						
20	Yulisman						
21	Suhelmi. H						
22	Afrizon Aziz						
23	Wiky						
24	Asri Nur Riski						
AMOUNT OF STUDENTS' ABILITY							
PERSENTACES							