TEACHING APPLICATION LETTER THROUGH EMAIL FOR THE 12TH GRADE STUDENTS OF SMKN 3 KOTA SERANG ACADEMIC YEAR 2016/2017

Cucum Rohmawati

English Teacher of SMKN 3 Kota Serang
Post Graduate Student of Sultan Ageng Tirtayasa University
she.ceria44@yahoo.com

ABSTRACT

The research was purposed to find out whether there was any significant increasing or not for the students who have been learned by using electronic mail (e-mail). This research is used quasi experiment and the object of the research is the 12th Grade Students of SMKN 3 Kota Serang Academic Year 2016/2017. The data sources of this research were the result of observation and test. The data collecting techniques used are observational technique and test. The data will be analyzed in two ways: the first is non statistically, and the second is statistically to know about the effectiveness of e-mail in learning application letter for the 12th Grade Students of SMKN 3 Kota Serang Academic Year 2016/2017. It used repeated measure t-test in the control group dan experiment group. To analyze the data, it used repeated measure t-test in which the significance was determined by $p<0.05$. The result showed that the students' mean score of experimental group in pretest was 55,0 while the posttest mean score was 75,28, and the students' mean score of control group in pretest was 55,39 while the posttest mean score was 74,32. The result also showed that there was a significant difference of the mean score. It had increased to be 1,35 after treatments with the significant level of 0,05, it was noted that $p=0.000$. It proves that the the students' score were significantly different ($p<0.05$). So, the hypothesis proposed in this research was accepted. In conclusion, it can be said that e-mail can be used to imrpove students' skill in writing application letter.
Keywords: *Effectiveness, Skill in Writing Application Letter, Electronic Mail (E-Mail)*

INTRODUCTION

With the fast development of computer and digital information technology (including multi-media technology, internet technology, mobile telecommunication technology and wireless network technology), computer and internet are combined more and more with language teaching, on the basis of which e-learning environment has been constructed. Computer Assisted Instruction (CAI) has been widely used in many developed countries. For instance, as one of the most widely used and the most convenient means of communication, e-mail is seldom

used in the vocational school English teaching and learning. It's estimated that there are more than 1 billion e-mail users all over the world (Mark W. 1995:5). So how to make good use of e-mail in vocational school English teaching has become one of the heated topics.

The use of sophisticated and new things as a tool in learning English becomes popular nowadays. It is because students are more actively engaged in a new and sophisticated gadget as well the applications which are supported by Internet connection. One of the applications that provide features to learn English is Email. The E-mail (electronic mail) means the exchange of computer-stored messages by telecommunication (Some publications spell it *email*; we prefer the currently more established spelling of *e-mail*).

Email is widely used as a form of business communication and overall it is a highly effective communication tool. Email is inexpensive, only requiring an Internet connection that is generally already present in the business. Although a printout of emails is possible, emails often stay as soft copies because archiving and retrieving email communications is easy to do.

Although it cannot and should not replace all face-to-face communication and others forms of communication, internal email usage can cover many areas within the business. It is a very powerful information tool that is simple to use and easy to understand. It's hard to imagine any other form of computer-based communication that can be so intimate and yet so wide reaching (Ken W. White & Jason D. Baker 2004: 44).

Nowadays, email is often the first point of contact for job seekers and hiring managers, the subject line can make all the difference. It's not only communicates who you are and what you want but also can be a marketing tool that shows off your qualifications and helps you stand out.

At the time that this fast-paced and sophisticated, advances in technology increasingly allow a person to communicate with. Even in the world of work, almost all companies use the Internet as a medium that can help them run their business affairs more quickly. No exceptions in the case of applying for a job, many companies prefer email as the most efficient way for job seekers to submit their applications.

Based on those usage of email that can be used in the world of work, this study uses learner email to investigate each student's improvement in writing application letter and teaching them to apply a job by using email as their preparation after graduating.

METHOD

To know the effectiveness of using email in teaching application letter, this research uses quasi-experimental research. A quasi-experimental design is one that looks a bit like an experimental design but lacks the key ingredient - random assignment (William M.K. 2006). The quasi-experimental design was implemented in this research because the true experimental design was impossible to be done. This research assigned two classes that had been created by the school and the researcher can only give the different treatment to those classes.

The design which is used in this research has some characteristics. The first characteristic is that the researcher conducted the research in two classrooms. Those two classrooms were divided into one experimental group and one control group.

The second characteristic is that the researcher measured both groups twice. The first

measurement served as the pretest to find out their homogeneity before the treatment, and the second one served as the post test to find out the effectiveness of technique employed.

Then, the researcher manipulated the experimental group by using a particular treatment which was the use of email, while the control group did not use it. Finally, the researcher measured the dependent variables' effect after the treatments were completely given by using statistical analysis.

The population in this study is Grade 12 students of vocational school. The samples were two classes of Grade 12 at SMK Negeri 3 Kota Serang. They were Accounting Class and Banking Class. These classes were chosen by the school principal randomly. Both classes consisted of 40 and 38 students respectively.

There were two stages employed in the process of analyzing the data. The first stage was concerned with the descriptive statistics of which purpose was to reveal thecharacteristics of the data, like maximum score, minimum score, and mean score. The analysis consisted of a table and the value of analysis. The researcher also used pictorial statistics in the form of table containing the obtained values in order to display the obtained data.

The second one dealt with the inferential statistics which was intended to answer the research problems, whether or not there was difference in mean scores between students who were taught using email and those who were taught in conventional way. In the second stage, there were two steps of analyzing the data. The first was concerned with a test of fulfillment of statistical assumptions which consist of the tests of homogeneity and normality of the data while the second step was concerned with the hypothesis testing.

In hypothesis testing, the researcher used t-test for independent samples to test the pretest scores. The researcher intended to reveal the t-value to find out the significant difference of the values. If there is no significant difference, the next analysis uses t-test for independent samples. But if the t-value is different, the next analysis uses ANCOVA. Significance level used in this research is the .05.

FINDINGS AND DISCUSSION
Findings

After the implementing email in teaching application letter, the researcher got some results. This part displays the descriptive analysis of the result of the pretests for both the experimental and control groups. The results of students' scores for both the experimental and the control groups in the pretest are summarized in Table 1.

Table 1. Descriptive Statistics of the Results of the Pretest of Experimental

Group	N	Minimum	Maximum	Mean
Experimental	40	50.00	65.00	55.00
Control	38	50.00	62.50	55,39

and Control Groups

Table 1 showed that among 40 students of the experimental group and 38 of the control, the lowest score of the experimental group was 50 and the control group was 50. The highest score of the pretest of the experimental class was 65 and the control group was 62,50. It revealed that there were still differences in terms of the highest and lowest scores between the experimental and control groups. Whereas, the results of students' scores for both the experimental and the control groups in the posttest are summarirized in Table 2.

Table 2. Descriptive Statistics of the results of the Posttest of Experimental

Group	N	Minimum	Maximum	Mean
Experimental	40	72.25	80.00	75.28
Control	38	70.00	75.50	74.32

and Control Groups

Table 2 showed that there were differences between the experimental and control groups in writing application letter after the treatment. It showed that among 40 students of the experimental group and 38 of the control group, the lowest score of the experimental group was 72,25 and the control group was 70. The highest score of the posttest of the experimental group was 80 and the control group was 75,50. It revealed that there were differences in terms of the highest and lowest scores between the experimental and control groups. From those two scores, the experimental group seemed to be better than the control group.

The next step is hypothesis testing for the pretest scores using t-test for independent samples. The result showed that the mean difference of t-test was at the value of 0,96 which was more than 0,5. It meant that there was a significant difference in the results of pretest scores of the experimental and control groups or the null hypothesis was received.

DISCUSSIONS

Email was found to be effective to be applied to improve students' ability in learning and writing application letter. The application of email to the vocational school English teaching can be realized through the following ways: teacher-student interaction and student-student interaction.

Teachers and students seldom have face-to-face communication after class due to the lack of proper time, the lack of confidence in English study or mere shyness (Mark W. 1995:33). This insufficiency of communication has a negative influence on the vocational school English teaching and learning and ruins the enthusiasm of both the teachers and the students to teach and study English. In such a case, the employment of e-mail might be good solution to this problem. It is just like a bridge between teachers and students for their all-round communication both in and after class. To some extent, this communication bridges the gap between the teachers and the students and makes it more like "communication between colleagues" (Donald, E.H., Michelle, G. & Simone 2000:10). The ways to realize teacher-

student interaction via e-mail are as follows; problem solving and question answering, Language abilities developing (developing listening, reading, writing ability). And the ways to realize student-student (s-s) interaction by making very few communications concerning English study both in class and after class. Study after class and the main reasons are the lack of fixed communicative media and shyness. However, e-mail can provide the students with a stable and convenient medium for them to communicate. They can communicate with each other about English study through e-mail, which broadens the English study from classroom to everywhere. What's important is that students enhance their friendship by doing so.

The results indicated that while the writing environment has no effect on attitudes toward writing with computers or writing apprehension, writing quality improves in the computer-assisted classroom and that discourse patterns in the two environments are different. "Students become more confident in writing", "every word they put down is not for the purpose of being corrected by their teacher, but rather for the purpose of sharing ideas with their classmates"(Mark W. 1995: 40).

The features and the nature of email are more appropriate to be used in learning and writing application letter, as in applying a job. As shown from the using email in teaching and learning application letter in SMKN 3 Kota Serang, the differences of students' improvement in writing application letter between the classes with email and those without email were caused by the different ways in learning English. The class which used email had more interest in writing because the students found out that it was interesting to try something totally new. It changes the classroom situation. The class situation is changing as media of teaching used maximally, the students' motivation improves during with class activities. This situation also gives effects to the students to pay attention more in working with the tasks. The students are not bored anymore as the teaching technique in general is not monotonous anymore, and in the activities through e-mail, teachers should not correct the mistakes made by the students directly. Instead, they should let students know the correct way to express by setting examples (Kelm 1995).

In this study, although it was rather hard to use email in the beginning, students kept trying on accessing the email and the features. The features of the email, such as the chronological order, helped the students compose the draft more easily in writing application letter. This made an additional point for the researcher that the use of email was a good option.

On the other hand, the control group which used the conventional way only acquired the knowledge about writing application letter from a handbook and the teacher's explanation. It might make the students bored by the condition of the class and the monotonous learning activities. The students do not get the chance to apply technology of email which provides features that help students improve their writing ability.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Undoubtedly, the biggest change brought about by online education is that the cooperation between teachers and students is strengthened more and more (Greg, K. 2000: 4).

We can draw a conclusion from based on the discussion above, it is concluded that the use of email is effective in teaching application letter and improving the students' ability in it. The improvement can be clearly shown in the students' writing score. Before the researcher implemented a email as a technique in teaching application letter, the students' writing score was really low, but after a email as a technique in teaching application letter was implemented, the students' mean score increased. This is verified by the result of the analysis of t-test that the significant difference of the means was more than 0,5. It meant that the null hypothesis was received. Because the difference was significant, it was evident that there was an improvement on the students' ability in writing application letter after the treatment in the experimentation.

Suggestions

Having concluded the result of the research, the research would like to propose some suggestions for the students, for the teacher, the institution of education, and also for the other researcher. For the students, the researcher suggest the students should not be afraid of making errors and mistakes in the use of language because making errors and mistakes is part of learning. For teacher, the researcher suggests that the English teacher should reliaze that providing appropiate teaching technique or method is really helpful for the students. For the institution of education, the researcher suggest that the institution of education should provide appropiate facilities in order to support the teaching and learning process especially in learning English, so that the teaching and learning process can run effectively. Finally for the other researcher, the researcher wants to suggest that they can get a valuable experience which can be used for doing a better action research in the future and they are encouraged to follow up another research on using email for teaching application letter. It is recommended for future researchers to choose schools with Internet connection, and conduct such a study by having proper preparation of the materials and practices. Also, it is better to have sufficient time to conduct the research.

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