

**IMPROVING STUDENTS' BUSINESS LETTER WRITING SKILL  
THROUGH A JIGSAW STRATEGY AT THE SECOND YEAR OF  
ACADEMY SECRETARY MANAGEMENT - ASM OF YAYASAN  
PENDIDIKAN PERSADA BUNDA PEKANBARU**

**THESIS**



**By:**

**K A R N E D I**

**NIM: 93223**

*Submitted as One of the Requirements to Fulfill the Degree of  
Magister Pendidikan*

**ENGLISH EDUCATION SECTION  
LANGUAGE EDUCATION PROGRAM  
GRADUATE PROGRAM  
STATE UNIVERSITY OF PADANG**

**2012**

## **ABSTRAK**

**KARNEDI, 2011.** Peningkatan Keterampilan Mahasiswa Dalam Menulis Surat Bisnis Melalui Model Kooperatif Jigsaw Pada Mahasiswa tahun kedua Akademi Sekretari dan Manajemen – ASM Yayasan Pendidikan Persada Bunda Pekanbaru - Riau.

Dalam menulis surat bisnis yang baik, ada dua masalah pokok yang dihadapi oleh mahasiswa tahun kedua Akademi Sekretari dan Manajemen – ASM Yayasan Pendidikan Persada Bunda Pekanbaru - Riau. Masalah pertama berkaitan rendahnya kemampuan mahasiswa dalam menulis surat bisnis dalam bahasa Inggris. Selain strategi pengajaran, ada faktor-faktor lain yang menjadi penyebab baik atau buruknya hasil tulisan mahasiswa. Faktor-faktor tersebut adalah: materi, media, manajemen kelas, pendekatan guru, strategi pengajaran, dan suasana kelas. Masalah kedua adalah berkaitan dengan strategi pengajaran yang belum optimal dilakukan dosen. Kedua permasalahan tersebut merupakan faktor yang dominan yang menyebabkan mahasiswa mengalami kesulitan dalam menulis surat bisnis yang baik dan benar.

Tujuan penelitian ini adalah untuk menguji sejauh mana “ Jigsaw strategi dapat meningkatkan keahlian mahasiswa dalam menulis surat bisnis bahasa Inggris. Serta menjelaskan faktor-faktor yang menyebabkan meningkatnya hasil belajar mahasiswa. Penelitian ini dikategorikan ke dalam penelitian tindakan kelas (PTK). Data-data pada penelitian ini, dikumpulkan dengan memberikan tugas dan tes di setiap akhir pertemuan. Melakukan observasi oleh teman sejawat atau kolaborator. Melakukan interview disetiap akhir pertemuan dan catatan lapangan atau field note. Tugas dan ujian diberikan untuk mengetahui sejauh mana perkembangan kemampuan mahasiswa dalam menulis surat bisnis. Interview dan observasi dilakukan untuk mengetahui sejauhmana faktor-faktor yang disebutkan di atas mempengaruhi hasil tugas dan tes mahasiswa.

Kenyataannya, Temuan penelitian ini telah dapat menjawab pertanyaan bahwa “Jigsaw strategi” dapat meningkatkan kemampuan mahasiswa dalam menulis surat bisnis bahasa Inggris. Materi, media, manajemen kelas, pendekatan guru, strategi pengajaran, dan suasana kelas merupakan faktor-faktor yang mempengaruhi meningkatnya kemampuan menulis mahasiswa.

## **ABSTRACT**

**KARNEDI,2011.** Improving Students' Business Letter Writing Skill through a Jigsaw Strategy at the Second Year of Academy Secretary management – ASM Yayasan Pendidikan Persada Bunda Pekanbaru-Riau.

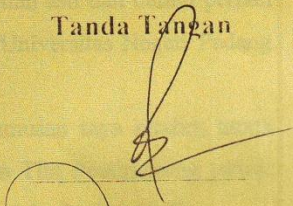
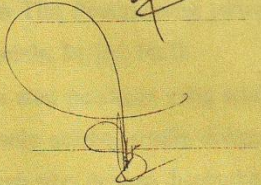

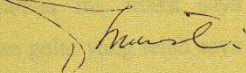
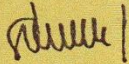
There were two main problems that were faced by the students of the Second Year of Academy Secretary Management – ASM Yayasan Pendidikan Persada Bunda Pekanbaru-Riau. The First, it was related to the students' low skill in writing an English business letter. Besides teaching strategy, there were some factors that caused the students' skill such as materials, media, classroom activities, teacher's approach and classroom management. The second problem was the teaching strategy was not so effective. Both of the problem became the dominant factors that caused the students' difficulties in writing a good business letter.

The purposes of the research were to describe whether Jigsaw strategy could improve students' writing skill and to find out the factors that influenced the students' letter writing. This research was a classroom action research. The data in this research were collected through tasks and tests to the students every end of the meeting. The last instrument was by doing field notes. Tasks and tests were given to identify the students' writing progress and then observation, interview and field notes were done to find out the factors that influenced their tasks and tests.

In fact, The findings of this research could answer that Jigsaw strategy improved the students' writing skill. Teaching strategy, materials, media, classroom activities, teacher's approach and classroom management were the factors influenced their writing skill.

In conclusion, Jigsaw strategy was not only successfully applied in this research but it be a useful strategy to be applied in the next teaching activities.

**PERSETUJUAN KOMISI  
UJIAN TESIS MAGISTER KEPENDIDIKAN**

Nama	Tanda Tangan
1. <u>Prof. Dr. H. Anas Yasin, M.A.</u> (Ketua)	
2. <u>Dra. Yenni Rozimela, M.Ed., Ph.D.</u> (Sekretaris)	
3. <u>Prof. Dr. H. Mukhaiyar</u> (Anggota)	
4. <u>Dr. Desmawati Radjab, M.Pd.</u> (Anggota)	
5. <u>Prof. Dr. Gusril, M.Pd.</u> (Anggota)	

Mahasiswa

Mahasiswa : **KARNEDI**  
NIM. : 93223  
Tanggal Ujian : 25 - 1 - 2012

## **ACKNOWLEDGEMENT**

By saying Alhamdulillahirabbil a'lamin, in the name of Allah SWT, the most gracious and merciful. Thanks to Allah almighty who has given his blessing and mercy. Shalawat and salam to Muhammad SAW prophet who has been the best model for human life.

The researcher would like to express his deepest thank and appreciation to his honorable advisor Prof. Dr. H. Anas Yasin, MA as the major advisor who has given a lot guidances, advices, thoughts, motivations and encouragements in finishing this thesis and the researcher wishes to express his gratitude to Dra. Yenni Rozimela, M. Ed, Ph.D as co-advisor who has given a lot guidances, advices, thoughts, motivations and encouragements in completing this this research.

His appriciation also goes to special thanks to the collaborators Prof. Dr. Mukhaiyar, M.Pd, Prof. Dr. Gusril, M.Pd and Dr. Desmawati Radjab,M.Pd who gave great contribution in revising and improving this thesis.

Finally, special thanks are also delivered to my wife Dessy Yulia Susanti,my daughter Annisa Nurul Fajri and my son Ibnu Furqan for their support,contribution and understanding in finishing this graduate program and Mrs. Diana Zuriaty,SS.M.Pd as the collaborator of this research. The unforgettable contributions came from H.Haznil Zainal,SE,MM as the chief YPPB Pekanbaru and the great help and support came from all my best friends namely:Dodi Settiawan, S.Pd.I,M.Pd,Yuherman Susilo,S.Pd,M.Pd,Lelly Zuyana

Asril,SS,M.Pd,Dessi Arafa Azhar,S.Pd (M.Pd of Education candidate) and  
Bukhori, S.Pd.I, M.Pd (Doctor of Education candidate).

Pekanbaru, 16<sup>th</sup> January 2012

The Researcher

## TABLE OF CONTENTS

	Page
ABSTRAK.....	i
ABSTRACT .....	ii
PERSETUJUAN AKHIR TESIS.....	iii
PERSETUJUAN KOMISI .....	iv
SURAT PERNYATAAN.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLE.....	viii
LIST OF FIGURES.....	ix
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of Problem.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem.....	7
D. Statement of Problem.....	7
E. Formulation of the Problem.....	7
F. Purpose of Research.....	8
G. Significance of the Research.....	8
H. Definition of the Key Terms.....	8

## **CHAPTER II: REVIEW OF THE RELATED LITERATURE**

A. Review of the Related Theories.....	11
I. Letter Writing.....	11
II. Letter Writing Indicators.....	13
III. Types of Business Letter .....	20
IV. The Component of English Business Letter.....	22
V. The Generic Structure of the Styles of Business Letters...	22
VI. a. The Concept of Jigsaw.....	24
VII. b.1. Cooperative Learning.....	31
b.2. The Advantages of Cooperative Learning .....	33
b.3. Cooperative Learning Strategies.....	34
A. Review of Related Findings.....	39
B. Conceptual Framework.....	42

## **CHAPTER III: METHODOLOGY OF THE RESEARCH**

A. Type of the Research.....	43
B. Setting .....	44
C. Data.....	44
D. Instrumentations.....	45
1. Tasks an Tests .....	45
2. Observation.....	45
3. Interview.....	46
4. Field Notes.....	46
E. Technique of Collecting Data.....	46



F. Technique of Analyzing Data.....	47
G. Procedure of the Research.....	49
H. Reflection.....	52
<b>CHAPTER IV: FINDINGS AND DISCUSSIONS</b>	
<b>A. Description and Analysis of the Data.....</b>	<b>53</b>
I. The extent to which the Jigsaw Strategy could improve the students' letter writing skill.	
1. Analysis of the tasks and the tests.....	54
II. The factors influenced the students' letter writing skill.....	96
2. Observation.....	96
3. Interview.....	115
4. Field Notes.....	203
B. Discussion.....	203
C. Limitation of the Research .....	206
<b>CHAPTER V: CONCLUSIONS,IMPLICATION AND SUGGESTION</b>	
A. Conclusion.....	207
B. Implication.....	209
C. Suggestion.....	209
<b>BIBLIOGRAPHY.....</b>	<b>210</b>
<b>APPENDICES.....</b>	<b>332</b>

## LIST OF TABLES

TABLE	Page
1.The Schedules of the Cycle.....	54
2.Rating Quality for Letter Writing.....	55
3.The Result of Letter Writing Task 1.....	56
4. The Result of Letter Writing Task 2.....	59
5.The Result of Letter Writing Task 3.....	61
6.The Result of Letter Writing Task 4.....	64
7. The Result of Letter Writing Test 1.....	66
8. The Result of Letter Writing Task /Test.....	69
9. The Schedules of the Second Cycle.....	73
10. The Result of Letter Writing Task 1.....	74
11. The Result of Letter Writing Task 2.....	76
12. The Result of Letter Writing Task 3.....	79
13. The Result of Letter Writing Task 4.....	81
14. The Result of Letter Writing Test.....	84
15. The Result of Letter Writing Tasks/Test.....	87
16.The Average of Students' Letter Writing Ability.....	90
17. The Average of Students' Letter Writing Ability.....	91
18. The Average of Students' Letter Writing Ability.....	92
19. The Result of Tasks/Tests.....	94

## LIST OF FIGURES

FIGURE	Page
1. Conceptual Framework.....	42
2. Procedures of the Research.....	50
3. The Result of Letter Writing Task 1.....	56
4. The Result of Letter Writing Task 2.....	59
5. The Result of Letter Writing Task 3.....	62
6. The Result of Letter Writing Task 4.....	64
7. The Result of Letter Writing Test 1.....	67
8. The Result of Letter Writing Task/Test.....	69
9. The Result of Letter Writing Task 1.....	74
10. The Result of Letter Writing Task 2.....	77
11. The Result of Letter Writing Task 3.....	79
12. The Result of Letter Writing Task 4.....	82
13. The Result of Letter Writing Test.....	85
14. The Result of Letter Writing Tasks/Test.....	87
15. The Average of Students' Letter Writing Ability.....	90
16. The Average of Students' Letter Writing Ability.....	91
17. The Improvement of Students' Letter Writing in Each Indicator	92
18. The Result of Letter Writing Tasks/Tests.....	94

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

There are four basic skills in mastering English, one of them is writing. One of the best ways to learn is to write. Writing is one of the most difficult subjects for the students to master. Many factors should be taken into a consideration such as grammar, vocabulary, the rules of writing, etc. There are many kinds of writings. One of the formal writing subjects is letter writing or correspondence.

At the English Literature of English Department of ABA – STIBA and ASM Persada Bunda, Correspondence or letter writing is a compulsory subject. To take this subject, a student has to pass the other English subjects such as: Bahasa Inggris Niaga Dasar (Business English 1) and Bahasa Inggris Niaga Lanjut (English Business 2). In other words, a student is not allowed to take a letter writing or correspondence subject if he or she fails in taking one of the above subjects requirement.

The subject covers three kinds of letters such as: personal letter, social letters and business letters. Personal letter covers a love letter and a letter for parents etc. Social letter covers Apologies, condolence, invitations, Thank You letter. Business letter covers Acknowledgment letter, Letter of requesting payment, Collection letter, Complaining letter, Replying to complaints, Orders, Application letter, etc.

The students of ASM Persada Bunda focus on learning business letters. It is caused by among three kinds of the English letters, business letter is one of the important and useful part to study. The students are also expected to master English business.

Mastering a business letter, a student must understand the indicators of a good letter. The indicators of a good letter are completeness, conciseness, consideration, concreteness, clarity, courtesy and correctness. This is called the Seven C's.

Based on the researcher's experience and observation as an English lecturer at ASM Persada Bunda Pekanbaru, the students faced many problems in letter writing. The problems are influenced by many factors. The factors may come from the students, the lecturer and the materials given to the students. Some students found that the writing is hard for them because they have limited vocabulary. In the writer's opinion, the students also have low motivation in studying. Their low motivation is caused by two factors; internal factor and external factor. Internal factors include lack of the basic knowledge about the principles of writing letters, low vocabulary and being unable to master grammar. The external factors can be categorized into language facility or the material and the teaching method and technique. Or It may be that the lecturers have not had a special training in this area.

From February to June of 2010, it was exactly on the last even semester the researcher taught English Business ( Bahasa Inggris Niaga Dasar) at ASM's students. It is the class that the researcher will conduct a Classroom Action

Research (CAR) during this semester. Forty students were joining the subject. The English Business is an English letter that's related to business. At the time, the researcher started teaching the students by giving the simple English such as an introducing of an English part of speech, explaining some tenses and English business. Before entering to the mid-test, the researcher asked the students to write a simple social letter in English by using their own words. The results were not so good. Most students did some mistakes. They did not compose an effective writing namely seven C's. The researcher assumed that there were several writing problems faced by the students. The same problems also occurred while teaching English letter writing to English ABA- STIBA students on the last semester. Even though they are English students but composing a formal English letter is still hard for them.

Actually the English lecturers have already introduced students many good strategies and appropriate teaching techniques to make them able to master the subject easier for examples through photographs, scaffolding, a genre-based approach and collaborative learning. Some methods have been applied in teaching and learning process, but in fact the students still have trouble and difficulties in mastering letter writing.

Basically, writing letter is one of the most important activities in developing language ability but not every student shows their motivation and ability to master a good and right correspondence in English. Every semester, the researcher finds the same problem. Most of students have low motivation in learning this subject. He sees the fact that; they tend to be passive in presenting

their tasks. They are not so serious in studying. During the class 10% students go out the class. A few of the students are still talking about something else while the others are discussing the subject discussed. In every task not all students are ready to write a good and right correspondence. At the end of semester, every student has to submit a final project. It is about writing a proposal to be sent to a bank ( asking for a loan to run his/her own business) or government ( asking for scholarship for SI and S2). They found some troubles in finishing it. In every meeting, the students who have low motivation usually come late to class. A few students do not submit the final task on time. As a result, after getting a final exam only 30% of the students got a excellent grade. In other words, 70 % of the students failed. After scoring the students' test results, the researcher found that the average scores of each components of letter writing as follow: content (13.5), organization (7.88), vocabulary (7.16), language use (9.18), and mechanic (2.5). The total average is 40.22. The other facts, the researcher found that Students get low or bad grades in letter writing. 5 from 35 students (14.3%) got 70. 10 students (28.5%) got 50 and 20 students (57.2%) got 30. They can't compose an effective English letter. It takes time when they try to write an English letter. The sentences are messy. Simply, the students have no background knowledge about the indicators and components of a good letter..

To achieve the best result of teaching letter writing to ASM students, strategies have very important role. Simply, strategies are some steps or actions that are taken by students to make them more effective, easier, enjoyable, understandable and faster in achieving a goal of teaching learning process. By

doing a right strategy, it is believed that students can improve and increase the development of their skill.

In order to achieve the main purpose of writing, some strategies are needed that can be helpful and useful during learning teaching process. As what have been done by many experts or researchers, a jigsaw strategy is one the best strategies of teaching. It can be used for teaching reading, writing, listening and speaking. Cooperative learning has some strategies namely; Spontaneous Group discussion, Numbered Head Together, Think- Pair- Share and Jigsaw.

A good teaching strategy should make students more active than teachers. This is one of the main reasons why researcher is interested in choosing a jigsaw strategy in doing his research. Because in this cooperative learning strategies, the students work in group cooperatively and actively. Every student gets involved to be active in their group tasks. Every student has a duty to present her or his topic a group work. Normally, a student is more motivated to do her or his task in a group discussion. Simply. many researches had been done by the experts, teachers and lecturers by conducting a jigsaw strategy. It can be useful and helpful in every subjects. It is not only used for speaking classes, writing subjects but also many other sciences. It is done for language sciences and non language sciences such as mathematics, chemistry and so on.

Finally, the researcher takes them into conclusion that the better way to improve students' letter writing mastery is through a Jigsaw strategy - Cooperative Learning. It is an instructional strategy based on the human instinct of cooperation. The research will be conducted at the third semester students of



Academy Secretary Management program Pekanbaru Riau. The researcher is one of English lecturers at that college. He entitles this researcher: **“Improving Students’ Letter writing Skill through a Jigsaw Strategy at the Second Year of Academy Secretary of Management Persada Bunda Pekanbaru”**.

### **B. Identification of the problem**

Based on the background of the problem above, it can be identified that there were several factors that caused low level of students’ letter writing mastery. They have low motivation in studying. The factors might come from the students themselves, the social atmosphere of classroom learning teaching process. And also teaching techniques used by the teachers during the class is one of the problems. The problems were identified as follows:

1. Some students are not able to compose an effective English letter. They could not apply certain communication principles. A good and correct letter should be in Seven C. They are *completeness, conciseness, concreteness, consideration, clarity, courtesy, and correctness*.
2. The letter writing material used by the teachers of ASM Persada Bunda is not so interesting.
3. The teaching strategy is not encouraging the students to write and study more.
4. The students still had trouble and difficulties in mastering letter writing. Because they did not have background knowledge before.
5. They had lack of motivation in learning.

6. Sometimes the social atmosphere provided by the teachers did not support teaching and learning process.
7. The lecturers still dominated activities in class.

### **C. Limitation of the Problem**

Based on the identification of the above problems, it can be seen that there are seven problems stated in this study. Because of the large scopes of the problems so the researcher only focuses the problems on:

1. The students' low letter writing skill.
2. The factors that influence the improvements of the students' letter writing skill through a Jigsaw strategy at the second year of ASM students.

The researcher uses a cooperative learning- jigsaw strategy to master the principles of letter writing communication namely Seven C's.

### **D. Statement of the Problem**

Simply, the statement of the problem of this research can be formulated:

1. The students' low letter writing skill can be better improved through a Jigsaw strategy.
2. The factors that influence the improvements of the students' letter writing skill through a Jigsaw strategy at the second year of ASM students.

### **E. Research Question**

The problem of this research can be formulated in the following questions:

1. To what extent can a Jigsaw strategy improve students' letter writing skill at the students of Academy Secretary Management of Persada Bunda?.

2. What are the factors that influence the improvements of the students' letter writing skill through a Jigsaw strategy at the second year of ASM students?

#### **F. Purposes of the Research.**

Purposes of research are:

1. To identify whether a Jigsaw strategy can better improve the student's letter writing skill at the students of Akademi Sekretari Manajemen of Persada Bunda.
2. To find out what factors can influence students' letter writing skill through a Jigsaw strategy at the students of Akademi Sekretari Manajemen Persada Bunda.

#### **G. Significance of the Research**

After this research is completed, researcher hopes that this research will give significant contribution to the writing class or correspondence subject where the students have difficulties in learning it. Secondly, researcher expects that this research can also give beneficence to the writing lecturers who have problem dealing with writing lesson. Finally, researcher hopes that this research result could be applied for whoever like teaching and learning English particularly in a letter writing subject.

#### **H. Definition of the Key Terms**

After the researcher found the literature, the researcher defined some key terms in his research. The terms used in this research are defined as follow:

1. **Jigsaw:** Groups with five students are set up. Each member is assigned some material to learn and to teach to his group members. The representative of the students working on the same topic gets together and discusses the important concepts and the ways to teach it to the whole class. After the practice in these “expert” groups the original groups get together and teach each other. Tests and tasks follow.
2. **The Seven C’s:** The indicators of a good letter should be in seven C. They are *completeness, conciseness, concreteness, consideration, clarity, courtesy, and correctness*. The writing principle of communication seven C’S is designed for students who have developed the motivation competence skill in writing through experience and to study concepts.
3. **The 5 Cs:** A good business letter is always written with the reader in mind. The writer considers: Knowing the 5 Cs of business writing can help you write effective letters. Your letter should be:
  1. **Clear:** Make sure your purpose and intent is clear to the reader.
  2. **Complete:** Include all the information the reader needs to have.
  3. **Concise:** Make sure your letter is not too wordy.
  4. **Courteous:** Address the reader politely.
  5. **Correct:** Edit and proofread your letter so that it has no grammar, spelling and punctuation errors.

4. **Business letter:** is an old form of official correspondence. A business letter is written by an individual to an organization or an organization to another organization. Business letters are written for various purposes. One writes a letter to enquire information, apply for a job, acknowledge someone's work, and appreciate one's job done, etc. As the motive of writing the letter is different, the style of the letter changes and you get different types of business letters. The various types of business letters are used by different people to serve their purposes of sending the message across.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATION AND SUGGESTION**

#### **A. Conclusion**

The purposes of the research can be clearly understood after applying a Jigsaw strategy in the research. It is a fact that Jigsaw strategy could better improve the students letter writing skill at the students of Academy Secretary Management of Yayasan Pendidikan Persada Bunda Pekanbaru.

However, there were some other factors that influenced students' letter writing skill through a Jigsaw strategy. After interviewing the students at the end of the meeting, it could be concluded that these factors below also gave a significant contribution for the students:

##### **1. Media.**

In fact, to make learning process easier, the use of media such as lap top and LCD helped the students' in presenting their topics in Jigsaw groups.

##### **2. Material.**

Some of materials were considered difficult for them, but media, classroom management, teaching athmosphere, teacher' approach, teaching and strategy helped them in discussing and understanding the materials.

##### **3. Classroom Athmosphere.**

The classroom athmosphere motivated the students in learning process.

**4. Teaching Strategy.**

Most of the students enjoyed and liked the teaching strategy in their class.

**5. Teacher's approach.**

The students stated that teacher approach was very helpful in mastering the subjects.

**6. Classroom Management.**

The teacher had tried to manage the classroom well so some students showed their seriousness in learning process.

**7. Rewards.**

In order to increase and improve the students' willingness to be active in learning, the researcher gave rewards in result score of their examination.

However, this research showed that the implication of Jigsaw strategy can better improve the students' business letter writing ability at the second year Academy Secretary of Management Persada Bunda Pekanbaru. The improvement of the students' letter writing ability could be gained after implementing Jigsaw strategy in that class within ten meetings in two cycles. The progress or the improvement students' letter writing can be seen from the improvement of students' letter writing scores in tasks and tests results in the cycle I and cycle II.

**B. Implication.**

The finding and the conclusions of this research have some implications not only for the researcher but the students and academy also. The implications are as follow:

1. To the researcher himself: This is one of alternatives strategy in teaching to the other classes.
2. To Academy Secretary of Management especially for the class which had applied this strategy: This strategy can be one the good teaching strategy to apply.

**C. Suggestions**

1. As an English lecturer, the researcher should continue applying Jigsaw strategy in teaching.
2. The lecturer should encourage the students to write a business letter by considering the seven indicators of a good letter.



## BIBLIOGRAPHY

- Anna Maria Malkoc. 1990. **Letter Writing In English. Rational And Models For Social And Business Letters.** Washington D.C.
- Akbar Ali. 2008. **Improving students speaking skill through teaching good language Learner strategies.** Padang : Unpublished Thesis.
- Arends I Richard. **Learning To Teach.** McGraw- Hill International Edition.
- Arvani, Mansour. 2006. **June 2006 Volume Article 2.** PDF File Article Tabriz Power Generation Management Co.
- Ballin, WANT. 1990. **Perfect Your English,** Printice Hall International English Language Teaching.
- Bloor, Thomas and Merriel. 1995. **The Functional Analysis of English : A Hallidayan Approach,** London Arnold.
- Brian, Paul.2007. **Common Errors in English,** 2 Revised Edition, Yogyakarta, Argo Published.
- Chamot. 1999. **The Learning Strategies.** Addison Wesley Longman Inc. New York.
- Esje, H. S.I, MBA. 2004. **Business Correspondence.** Persada Bunda. Pekanbaru-Riau.
- Esje, H. S.I, MBA. 2006. **Intermediate Business Correspondence.** Persada Bunda. Pekanbaru- Riau.
- Fathony. 2007. Improving Students' Motivation in Reading Comprehension Through Various Types of Letters At Second Grade of SMKN 1 Pasir Penyulu Indra Giri Hulu: **Unpublised thesis.**
- Ferianti. 2008. Improving Students' English Speaking Skill By Using Jigsaw Techniques At Class IX Of Junior I Bukittinggi: Unpublished thesis.
- Henderson Henry. 2005. **Practical Business Communication.** Golden Books Centre. SDN.BHD Kuala Lumpur.
- Hughes. 2003. **Testing for Language Teacher (2 ed).** Cambiridge
- Hedge, Tricia. 2000. **Teaching and Learning on the Language Classroom.** New York: Oxford University press.