

**THE STUDENTS' ABILITY IN WRITING PERSONAL STATEMENTS  
FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTEMENT UMSU**

**SKRIPSI**

*Submitted in Partial Fulfillment of The Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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2018**



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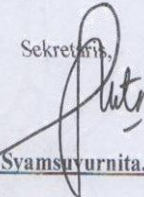
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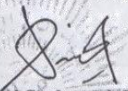
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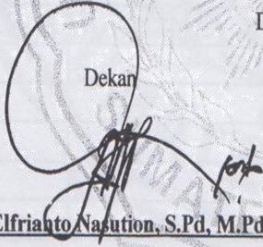
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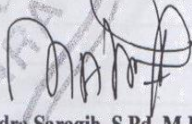
  
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## **ABSTRACT**

**Indri Kumala Sari. 1302050385. "Students' Ability in writing Personal Statement". Skripsi, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. 2018.**

This study deals with the study of The Students' Ability in Writing Personal Statements. The students' able in writing personal statements and was the students' difficulties of the students to write personal statements. Qualitative method used in this research. Technic of collecting data by giving test, instrument of research is writing test, analyzing data by Arikunto and Suharsini (2002: 108-109). Finding the research some students are able and unable to write personal statement about the experience. There are test correct scored based on writing personal statement students' experience .The students difficulties or unable to write personal statement of experience vocabulary mastery based on the minimal passing grade the students that 70 points or 30% it means that 10 students was difficulties got writing personal statement above passed of the minimal passing grade 70%, it means that 32 students was able in writing personal statement.

***Keyword : Writing, Statement***

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*Assalamu 'alaikum warahmatullahi wabarakatuh*

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In completing this research entitled “*Students’ Ability in writing Personal Statement*” the researcher faced a lot of difficulties and problems but those have not stopped the efforts to make a better one and it was seem impossible to be done without much help from the following people.

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Medan, Maret 2018

The Researcher

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# CHAPTER 1

## INTRODUCTION

### A. The Background of the Study

The curriculum of English subject unit is one of the programs to develop the students' knowledge, skill and positive attitude toward the English language. English proficiency in the curriculum at the Muhammadiyah University of North Sumatera is the main objective of teaching English. English language skill consist of four aspect: listening, reading, speaking, and writing. The four aspect are basically a unity and inseparable aspect, because each other has been complementary.

As written in the *Al-Qur'an* in sura *Al-Alaq* 1-5 which means read by mentioning the name of your God who created man from a clot of blood, read and your God is the most generous, who teaches human being with intermediaries Kalam, taught to man what is not known that literacy is the key to science.

To get knowledge must be done reading and writing learning, therefore writing skills are very important to really apply in everyday life. Writing skills in the classroom are sometimes only taught at the time of writing learning, whereas writing learning can be integrated or synthesized in every classroom learning process. Writing can also be integrated in the other language learning. Low students skill usually occurs when writing activities such as writing paragraphs,

writing essays, writing personal letters, writing short stories writing about experience

Personal statements is a short work up to a maximum of 4,000 characters) as to why university should choose you as an appropriate candidate for education at the university. Personal statement are personal , there is types of writing that is set out as the a model. That can be liberating, it can also be maddening. But while, every personal statement is unique in style, its purpose is the same. A personal ted to interview, statement is your introduction selection comite, it determines

The researcher was finding of problem in the school SMA Al-Hidayah Medan Jln. Letda Sujono in grade sixth semester academic year 2016/2017. Some student can not understand what is personal statement and how to write personal statement. Even the students lack of tenses, grammar, vocabulary, language use, content mechanics are used especially in writing experience of personal statement In writing personal statement there are many barriers experience by students. Sometime student got difficulties to make systematic and complete sentence in writing personal statement. These are due lack of mastery of vocabulary and the level willingness to learn writing personal statement. Even thought, the students can't arrange the word to sentence and sentence to paragraph in writing personal statement.

In relation to the teaching writing personal statement some paper is useful to use can support the process of teaching writing personal statement, it help the

teacher to serve the important aspect in personal statement genres that are to introduce the genre to the point out some distinctive characteristic of the genres such as the social purpose, generic structure and the language features of the text. In doing so, the teacher can start the showing the some paper to give stimulate the students to get ideas for writing personal statement especially in the experience the students. The students are in the stage, hoped to leas the students to arrange the story based on the arrangement of some paper with appropriate generic structure. At the end the students can write personal statement especially experience the students well

In this study, writing personal statement.contains vocabulary, grammar, and writing. This study is conducted to find out the benefit of writing personal sttement. It is hoped that this study can be one of references for English teachers to teach writing personal statement in interasting and enjoyable ways so that the student can be motieved to write. It is also hope the students can be stimulate to think creatively in writing personal statement and learn writing enthausiastically.

## **B. The Identification of the Problem**

Based on the background of the study, the problem of the study can be formulated as the following:

1. The students are unable to write personal statements and the motivation learning is still low
2. The students get difficulties using personal statements

### **C. The Scope and limitation**

The scope of the study related to write personal statement, about experience fifth semester students of English Departement Universitas Muhammadiyah Sumatera Utara academic years 2017-2018

### **D. The Formulation of the problem**

In this research, the problems are formulated as follows:

1. Were the students able in writing personal statements?
2. Were the students difficulties of the students to write personal statements?

### **E. The Objectives of the Study**

The objective of the study are:

1. To find of out the students' abillity to identify personal statements
2. To find out the students' difficulties to using personal statements

### **F. The Significances of the Study**

The finding of this reasearch are expected to be useful for the following :

#### **Theorically**

The result of study can be used to enrich the theories in writing personal statement especially to write about experience and become one references for further studies related of some paper in writing.



## **Practically**

Students' was able to know and understand the personal statement about experience themselves and the students can write into English well. For the teachers, students and readers who practically deal with the use of paper to personal statement writing. This study can be useful for the students to write better and motivated practice their English skill. Moreover, for the teacher and readers, the result show implication of the use some paper of write personal statement in writing activity, provide information related to the students' toward of the use paper in writing personal statement, and become evidence that paper give benefit during process of writing personal statement.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Definition Ability**

According to Stephen P Robins (2003, 46) Ability is the capacity of individuals to perform various task is essentially composed of two sets of factors namely intellectual ability and physical ability.

Ability is examination and evaluation of the relevant of the information to select the best of action from among various alternatives.

Richard and play (2005:89) said that ability is the quality of being able to perform, a quality that permits of facilities achievement or accomplishment. Form definition previously, the researcher will be conclude that ability is capacity when he or she was born, mover, the ability comes from the inner side of human's brain. The ability is also skill especially to do something, think, act, make, etc. when the students have the ability, it implies that they have physical and mental power to do assignment, which can be regarded as a text. This ability must express their real potential by doing something concrete, measurable, operationally, ability is indicated by score of the last test obtained by the students.

Ability is one if capacity of doing something and that making certain physical or mental response. The term "Ability" in this study is the power of the students to understands the materials given by the teacher in classroom. The ability of the

students in learning can be seen from the result of learning it self after the students learn about the materials, of course there is a change in behavior and knowledge

## **2. Definition of writing**

Olson (1992:18) assert that writing is drafting to give idea shapes and form in the symbols of written language. It is one of man most useful inheritance form the past. It make it possible for the man to communicate each other across great distance. To communicate means to share information, experience, ideas, and thought. It also enable man to leave record of their accomplishment for future generation. Writing is skill of writer to communicate information to a reader or group of readers. Her or his also realized by his or her ability to apply the rules of the language. She/he is writing to transfer the information she/he has in her or his mind to the readers effectively. Writing become a vital task in all discipline and profession. For the students writing is useful a and aid to train their critical thinking, understanding, and also to improve their communication skill.

To write a good writing the writer should be considered for five aspect they are content (relevance to the topic), organization (good logical order), vocabulary (choice of word), mechanics (punctuation) and language use (grammar).

## **3. Writing**

Writing is one of the four language skills besides listening, speaking and reading. Among the four skill, writing the most difficult to learned. The difficulty

is not only in generating and organizing ideas, but also in translating idea into readable text. As Harmer (2004:4) “Writing process is the stage writer goes through in order to produce something in its final form” According to Weigle (2002:1) “Writing has also become more important as tenets of Communicative Language Teaching that is teaching language as a system of communication rather than as an object of study which have taken hold in both second and foreign language setting”.

As one of skills require in English language as communication tool, writing has already and will continue to be an important part of human daily life. The writing we do can be as simple as jotting down a phone message or writing ourselves a quick reminder or as complex as developing a research paper on a historical event or preparing a task report. We probably do some forms of writing either simplex or complex – just about our daily life.

Writing is about how to get an to explore the ideas, imaginations, experiences and feelings we have then to transfer them into a paper. It is appropriate with the statement of Harmer (2001:79) that writing is a form of communication to deliver thoughts or to express feelings through written form. Furthermore, Carol (2001:3) says that writing can help us expressing and sharing our feelings and also bring us surprising insights into ourselves. Being a writer helps us responding to the words. In order to be a good writer, we have to know some important things in writing (Carol:2001). These are some things to do in order to increase our ability in writing.

1. Write in different forms for different purposes and audiences;
2. Write coherently about a wide range of topics, issues, ideas, incidents, etc, organize different kinds of text in ways which helps the reader;
3. Craft writing is significantly different from speech, show a developing control of grammatical structure and of a differentiate vocabulary;
4. Write in a style which is appropriate with the purpose, audience, and subject matter;
5. Know when and how to plan, draft, redraft, revise, and proof-read our works;
6. Understand the nature and functions of write language.

Based on the explanation above, we can say that writing is mainly about the ability to transfer what is inside our mind which is abstract to the form of write text which is concrete.

### **3.1 Writing Process**

Creating a good writing is not as easy as we can see. It needs a set of steps that writers take in the process of creating a finished piece of work. It is appropriate with the statement of Nunan (2003) that the writing is physical and mental act. It is about discovering ideas, thinking about how to communicate and develop them into statements and paragraphs that will be comprehensible to a reader. Writing is a product and also a process. What the readers or audiences read

is the writing product. Writing as process is the action of the writers themselves in creating, planning, writing process do not exist in a linear way. Writers sometimes go back and forth among the steps.

Another expert, Spivey (2006) states that there are seven steps of writing process.

They are:

### 1) Prewriting

The first stage is prewriting in which the students brainstorm to generate ideas of writing. They can use charts, story webs, and graphic organizers to help them developing a word list for writing, deciding the type of writing and audiences, and determining the purpose of writing.

### 2) Rought Draft

Having the ideas of writing, the students can put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. The purpose of rough draft is for the students to focus on their ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure

### 3) Peer Editing

In this stage, the students can share their rough drafts to their classmates and make suggestions to each other for improvement. They help each other to understand the story by asking who, where, when, what, why, and how questions. They look

for better words to express their ideas and discuss among themselves how to make their writing clearer.

#### 4) Revising

After the students have got the suggestions, they can use the suggestions they have got from their classmates to make additions or clarify details. They try to improve their writing on their own. The teacher steps in at this stages and gives feedback.

#### 5) Editing

In this stage, the students need for their teacher's help to correct all their mistakes in grammar and spelling.

#### 6) Final Draft

When they have finish editing their writing, students can produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher may offer the last suggestions for improvement at this point.

#### 7) Publishing

The writing process is finally at its end. Students publish their writing by making a copy in their neatest handwriting or using a word processor. This is the time for students to celebrate, they may share their writing with the class during the story time, make a class book or a personal portfolio, or send their work to the local newspaper and magazines for publications.

### **3.2 Academic Writing**

Academic writing is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at conferences. A very broad definition of academic writing could include any writing assignment given in an academic setting.

### **3.3 Characteristics of Academic Writing**

- a) Planning - There is a certain amount of planning before you start writing the paper; so, it will be analytical and organized
- b) Outline - A proper outline is a must for academic writing. An outline will not only help you formulate your thoughts, but will sometimes make you aware of certain relationships between topics. It will help you determine the pertinent information to be included in your paper
- c) Tone - A formal tone is used. You do not use slang words, jargon, abbreviations, or many clichés
- d) Language - The language in your paper needs to be clear and words need to be chosen for their precision. A thesaurus is a good tool to help you pick just the right words to explain the issues
- e) Point-of-view - The point of view in the third person, as the focus of academic writing is to educate on the facts, not support an opinion



- f) Approach - Deductive reasoning is a big part of academic writing as your readers have to follow the path that brought you to your conclusion.

### **3.4 Academic Writing Structure**

An academic paper has three distinct sections - the introduction, body and conclusion.

#### **a. Introduction**

In the introduction, you must grab the writer's attention and identify the thesis of the paper. You can do this by starting with:

1. Several questions
2. A quote from a famous work or person
3. Some interesting facts or information
4. A definition of an important term related to the work

#### **b. Body**

This is the main part of the work and the paragraphs must be clearly written and be arranged in a logical order, like chronologically or in order of importance. Each initial sentence links the preceding paragraph and the whole section flows smoothly

#### **c. Conclusion**

In the conclusion, you re-emphasize the thesis and summarize all the main points. The conclusion consists of one paragraph which shows the final conclusion to the reader

### **3.5 General Meaning of Writing**

Writing is one to communicate with other people, it is representation of language which is used to express and explain ideas in a textual medium through the use of sign of symbol.

There are several definition of writing, as Meyers (2005:2) state that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. While Boardman (2003:84) says that writing is a continuous process of thinking and organizing, rethinking and reorganizing. The explanation above show that writing is a process to procedure language. We can take more to think and choose the words in order to express our idea. We can still make a revision if it is not so clear to express what we intend to write.

Writing is complex skill, it involves a complex process done step by step to pass on knowledge or message in our mind in a written form, in which it must have been use certain grammatical rule and choose the right words in the sentences. Each of sentence in paragraph must have certain correlation with each other and organize in a good order.

Actually, paragraph discuss the main ideas of the essay. Oshima and Hogue (2006:16) state that a paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea.

A well -written paragraph contains six elements. They are:

1. Topic sentence. It state the main idea of the paragraph.
2. Supporting sentence which develop the topic sentences.
3. Concluding sentence. It indicates the end of the paragraph and leaves the reader with important points to remember.
4. Unity. It means that the discussion in the paragraph is only one main idea, which is stated in the topic sentences, and then each and every supporting sentences develops that idea.
5. Coherences, it means that the paragraph is easy to read and understand and using appropriate transition signal connects the ideas.
6. Cohesion. It mean that all supporting sentences “stick together” in their support of the topic sentences.

### **3.6 Purpose of writing**

They are many purpose of writing, such as to complete the assignment, to earn a good grade, to publish their writing, and o on Hugo (1986:24) in Sari (2008:8) state that the purpose in writing activities are as follow:

1. Assignment Purpose

In term of this purpose, the writer actually doesn't have the purpose of writing. It is just for completing the task given.

2. Altruistic Purpose

Here, the writer intends to entertain the reader thought his writing order so they can serve the life in the easy, simple and enjoyable way.

3. Informative Purpose

The writer introduce and express what he really feels or thinks to readers.

4. Creative Purpose

Through his/her writer wants to perform artistic norm by him/her self.

5. Problem Solving Purpose

The writer wants to explain and analyze the problem in his/her mind so that the readers understand it.

6. Persuasive Purpose

The writer wants to persuade or convince the reader about his/her idea.

7. Self Expression Purpose

The writer introduce and express what he/she really think to the readers.

#### **4. Paragraph**

Oshima and Hogue (1988:55) assert that paragraph is basic unit of organization in writing in which a group of related sentence that develops one main idea. They further state that a paragraph has three major structural parts, namely topics sentence that work together to develops a main idea. A paragraph is group of sentence that works together to develops main idea.

Topic sentence is a statement that present the main idea to be developed in the paragraph. While supporting sentences come after the topic sentence, makes up the body of paragraph. It function to give details, to develop and to support the main idea of paragraph. Concluding sentence is often called closing sentence, which usually appears in the last sentence of the paragraph. It function to restate the main idea of paragraph in different words.

Concluding sentence signal the end of paragraph, it summarize the main point of paragraph, and leaves the reader with important point to remember. So, it can be included that a paragraph contains several sentence that related to develop single ideas. And a good paragraph has three parts namely; topic sentence that to that function to give a picture about the topic that will be developed in the paragraph. Then supporting sentences give any information which function to develop the topic sentence. The last part is concluding sentence that paraphrase the main idea of the paragraph.

## **5. Definition Personal Statement**

A Personal Statement is common part of graduate/professional school application process. The personal statement allow you to create a more complete picture of who you are as a person, in addition to you application and transcript, a personal statement should tell a story, your story

1. A picture. Provide a snapshot of who you are as a person
2. An invitation. Your job is to bridge the assumed distance of stranger. “  
invite you reader to get to know you
3. An indication of your priorities and judge your selection of material reveals  
your priorities and ability to discern effectively.
4. A story, or more precisely, your story. The personal statement allows you  
room for creative, meaningful self-reflection.

A personal statement is not :

1. An academic paper with you as the subject. The objective distance of academic writing disengages the reader from you in a personal statement.
2. A resume in narrative form. Other parts of your application, which might include a resume, already tell readers about your accomplishments. A personal statement must reveal and interpret well beyond a resume.
3. A plea or justification. Don't beg and don't defend the (incorrect) assertion that you are more worthy than other candidates; it only backfires.

### **5.1 Types of Personal Statements**

1. The general, comprehensive personal statement allows maximum freedom in terms of what you write and is the type of statement often prepared for standard medical or law school applications.
2. The responses to very specific questions, often business and graduate school applications, ask specific questions and your statement should respond specifically to the question being asked. Some business applications require multiple essays. Typically asking for responses to three or more questions.

### **6. Criteria of Personal Statement**

In writing of personal statement in experience, Begin each item by stating the name of the place, location, dates, and job title (e.g. manager, volunteer). Describe your responsibilities in concise statements led by strong verbs. Focus on those skills and strengths that you possess and that you have identified as being

important to your field. Avoid using "I," "and," "the," and the use of any pronouns and prepositions.

## **B. Relevant Study**

1. Ika Maylinda in years 2010 the title of “ *improving the ability to write argument with the mind mapping method in the school muhammadiyah 25 high school level nine*” The researcher is the presence of such reseach skill of writing ninth grades in high school 25 muhammadiyah south Pamulang attack can be increased.
2. Darmiati Zuchdi in years 2010 the title of “ *improving the skills of writing scientific paper for librarians* “ the result of research is by the research asked his scientific knowledge, scientific attitude, and specific thinking
3. Fitri Siti in years 2012 the title of “ *improving the skill of narrative writing with the media drawing series students ninth grade high school 1 Lewilang Bogor 2012* “ the result showed that there was an increase in the system of learning to write narrative after a class action research with the media series that can be seen from the value of pre-action of 35% and action I of 50% and action II of 86.6%

## **C. Conceptual Framework**

A personal statements is your introduction to a selection committe. It determinines whether you are invited to interview, and if selected as a finalist, interview, questions will be based on this material. It is the heart of your application. Personal statement is a

written description of ones' achievement, interest, etc, included as part of an application for job or a place at university or collage. A personal statement is a picture: provide a snapshot of who the person, an invitation: the job is to bridge the assumed distance of stanger and indication of proprieties and judge selection of material reveals in priorities and ability to discern effectively. Personal statement is not: An academic paper with you as the subject. The objective distance of academic writing disengages the reader from you in a personal statement A resume in narrative form. Other parts of you application, which might include a resume, already tell readers about your accomplishments. A personal statement must reveal and interpret well beyond a resume.

A plea or justification. Don't beg and don't defend the (incorrect) assertion that you are more worthy than other candidates it only backfires and I hope the students are able to know what is personal statement and I how to put the words in the personal statement of the writing and maybe many students who do not understand about personal statement even more often in their hearing personal statement just writing about experience only and there are so many kind and types of personal statement. So from this very large influence of personal statement fot the students in developing their knowledge.



## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of The Research**

This research was conducted at Universitas Muhammadiyah Sumatera Utara on Kapten Mukhtar Basri No 3 academic years 2017/2018 fifth grade mornings' semester of Faculty of Teachers' Training and Education. This university is chosen because it is possible for the researcher in term of accessibility.

#### **B. Population and Sample**

##### **1. The population**

According to Arikunto (2010: 173) is a group of people that would be researched". The group which she or he would be result of the study generable. Population is all members of well defined class, events or objects.

From that definition, the population of the research was carry out at 5 Morning grade students of UMSU English Departement On Muchtar Basri in population that are many 42 students and 179 sample of academic years 2017/2018

##### **2. The sample**

Arikunto (2006 : 143 ) said that "sample is part of population that research". He also says that "if the population is more than 100students, so the sample was taken as 10%, 25%, 50%, but if it is less that 100 students, the sample must be

taken all". Then population whole 179 students, so the research will be taken all population as sample. And the sample was taken by using random sampling.

**Table 3.1**  
**Population and Sample**

<b>Class</b>	<b>Population</b>	<b>%</b>	<b>Sample</b>
5A Morning	38	25%	9
5B Morning	39	25%	9
5C Morning	43	25%	10
5 D Morning	38	25%	9
5E Morning	21	25%	5
Total	179		42

### **C. Research Design**

This study applied the descriptive quantitative research. It mean that the students were given test about writing personal statement, and the researcher gave an essay to the sample.

### **D. Technic of Data Analysis**

In collecting data the researcher gave the exercise about experience in writing personal statement in the sentences. The students just writing in a paper and the researcher analyzed the students answer, ever correct answer was gave the score that test was scored based on 5 indicators" they are :

1. Content

The scoring of content depends on the students' capability their ideas and information in the form of logical sentences.

27 - 30 : Excellent o very poor the students with some knowledge on subject adequate or range limited development. Mostly on subject adequate or range limited development .mostly relevant to topic sentence but lack the detail.

22 - 26 : Good to average ;for the students with some knowledge of subject, adequate range limited out ,but lack the details

17 – 21 : Fair to average for the students with some knowledge of subject, little substance in adequate development of subject

13 - 16 : Very poor, when student does not know knowledge of subject, non substantive, not pertinent to evaluate.

## 2. Organization

The organization refers to students' ability write idea an information good

Logical, topic the supporting sentence are clearly stated .the criteria as follow:

18 - 20 : Excellent to very good where a students is ready to provide fluent expression ,ideas clearly stated, sentence were organized logical sequence cohesive

14 - 17 : Good average; some what choppy ,loosely organized but the main ideas stand out.

10 - 13 : Fair to poor non-fluent ideas confused or disconnected, lack logical sequencing and development.

7 - 9 : Very poor does not communicate no organization or not enough to evaluate

### 3. Vocabulary

Vocabulary refers to the student's ability in using words or idioms to express ideas logically; it also refers to the ability to use synonyms, antonyms, and prefixes. The criteria for scoring the vocabulary will be given below:

18 – 20 : Excellent to very good; a student with sophisticated range, occasionally error, meaning not obscure.

10 – 13 : Fair to poor, limited range, frequent errors of word idiom form, choice usage, put meaning confused or obscured.

7 - 9 : Very poor, lack of essential translation, little knowledge of English vocabulary, idiom, word form or not enough to evaluate.

### 4. Language use

Language use refers to someone's capability in writing: simple, complex, or compound sentences correctly and logically. It also refers to the ability to use agreement in sentences and some others, such as nouns, adjectives and time signals. The criteria are as follows:

22 – 25 : Excellent to very good. Effective complex construction. Few errors of agreement, tenses, elements.

18 – 21 : Good average, some effective complex construction frequent errors the use of sentence elements.

11 – 17 : Fair to poor; major problem in simple complex construction, errors of negotiation frequent agreement number, etc.

4 - 10 : Very poor; usually no mastery of sentences contraction rules dominated by errors, does, does not communicated, not enough to evaluate.

### 5.Mechanics

Mechanics refers to the students' ability in using word appropriate; using punctuation correctly, paragraphing, and the text can read correctly. The criteria for the scoring the mechanics were given as follow:

- 5 : Excellent to very good; demonstrated mastery of punctuation, few error in spelling.
- 4 :Good average; occasional errors in spelling, punctuation capitalization, writing sentences, but meaning not obscured.
- 3 : Very poor; no mastery of conversation, dominated by errors, of spelling of punctuation, capitalization writing sentences, hand writing not enough to evaluated

Based on these indicators ,then the students ability to write descriptive paragraph or sentence by using chronological order is classified in quantitative and qualitative system the scale are as follow

**Table 3.2**

**Qualitative and Quantitative form**

<b>SKILL</b>	
Qualitative Form	Quantitative Form
Excellent to very good	90 – 100
Good to average	70 – 89
Fair to poor	30 – 69
Very poor	0 – 29

**E. Technique Data Analysis**

In accumulating the data the following step was implemented for analyzing the data:

- 1). Identifying the score
- 2). Describing the students achievement
- 3). Getting the percentage of students' achievement, the following calculation was

used:

—

Q = the percentage of able / unable students

X = the number of able / unable students

Y = the of student

**CHAPTER IV**  
**THE DATA ANALYSIS AND FINDINGS**

**A. Descriptive of Data**

In evaluating, the data collection used two evaluators namely; Arikunto and Suharsini (2002: 108-109) and the scores obtained from data shown in following Table:

**Table 4.1**  
**The Students' Score about Writing Personal Statement.**

NO	NPM	Indicators						total
		Students' Initial	Content	Organization	Vocabulary	Language Use	Mechanics	
1	1502050382	AL	19	14	16	20	5	74
2	1502050235	VH	18	14	17	16	5	70
3	150205240	ARG	16	18	19	22	5	80
4	1502050210	AKS	16	14	13	13	4	60
5	1502050213	RM	16	16	15	18	5	70
6	1502050202	CA	20	20	15	19	5	79
7	1502050245	WPP	15	13	18	20	5	71
8	1502050219	NY	17	15	19	15	4	70
9	1502050207	BN	14	18	18	15	4	68
10	1502050134	DAN	21	11	15	9	4	60
11	1502050089	FA	19	13	13	11	4	60

12	1502050108	AH	18	15	15	20	4	72
13	1502050074	KA	18	13	13	12	4	60
14	1502050076	CN	18	13	12	14	4	61
15	1502050072	NBB	18	13	12	14	4	61
16	1502050062	DPS	18	13	13	12	4	60
17	150205010	AR	16	15	14	22	4	72
18	1502050109	RWM	15	13	19	21	4	72
19	1502050140	DS	14	13	18	21	4	70
20	1502050138	RDF	13	14	17	22	4	70
21	1502050121	DDJ	23	14	15	15	4	70
22	1502050170	APS	23	13	15	15	5	71
23	1502050118	VL	12	12	10	15	4	53
24	1502050119	TE	18	13	13	10	4	58
25	1502050173	LW	22	19	16	20	4	81
26	1502050168	MF	26	17	18	18	5	93
27	1502050127	WD	18	15	10	11	4	55
28	1502050002	CRMS	20	14	19	18	5	76
29	150205003	WH	22	18	18	21	5	84
30	1502050005	DAN	20	16	14	16	5	71
31	1502050013	AR	22	16	13	16	3	70
32	1502050017	ARS	26	17	18	17	4	92
33	1502050019	JDA	20	16	14	16	5	71
34	1502050021	RO	26	18	18	18	5	95



35	1502050025	NGS	18	11	10	7	4	50
36	1502050028	ANH	17	14	14	22	4	71
37	1502050040	PA	16	15	14	21	5	71
38	1502050048	RAS	15	15	15	15	5	65
39	1502050049	UC	20	15	14	16	5	70
40	1502050028	MA	22	18	15	15	3	70
41	150205003	NT	25	16	18	18	5	94
42	1502050326	RS	20	16	16	17	3	70
	TOTAL		752	599	628	668	175	

## B. DATA ANALYSIS

The following table was used to show the students' ability in writing personal statement. The standard ability is used as one the criteria to determine the level of the students' competence conducting on the test correctly. It has been explained in the previous chapter that the students' scores were classified into qualitative system. Based on qualification, to determine the standard ability for individual in writing was obtained more than 70% as the lowest standard scores. If the students got less than 70%, it means the students were classified as unable

**Table 4.2****The Students' Ability in Writing Personal Statement about Experience**

NO	NPM	Students' Initial	Quantitative Ability	Qualitative Ability	Ability
1	1502050382	AL	74	Good to average	Able
2	1502050235	VH	70	Good to Average	Able
3	150205240	ARG	80	Good to Average	Able
4	1502050210	AKS	60	Fair to Poor	Able
5	1502050213	RM	70	Good to Average	Able
6	1502050202	CA	79	Good to Average	Able
7	1502050245	WPP	71	Good to average	Able
8	1502050219	NY	70	Good to average	Able
9	1502050207	BN	68	Fair to Average	Unable
10	1502050134	DAN	60	Fair to Poor	Unable
11	1502050089	FA	60	Fair to Poor	Unable
12	1502050108	AH	72	Good to Average	Able
13	1502050074	KA	60	Fair to Poor	Unable
14	1502050076	CN	61	Fair to Poor	Unable
15	1502050072	NBB	60	Fair to Poor	Unable
16	1502050062	DPS	72	Good to Average	Able
17	1502050107	AR	72	Good to Average	Able
18	1502050109	RWM	70	Good to Average	Able
19	1502050140	DS	70	Good to Average	Able
20	1502050138	RDF	71	Good to Average	Able

21	1502050121	DDJ	71	Good to Average	Able
22	1502050170	APS	53	Fair to Poor	Able
23	1502050118	VL	58	Fair to Poor	Unable
24	1502050119	TE	81	Good to Average	Able
25	1502050173	LW	93	Good to Average	Able
26	1502050168	MF	55	Fair to Poor	Able
27	1502050127	WD	76	Good to Average	Able
28	1502050002	CRMS	84	Good to Average	Able
29	1502050003	WH	71	Good to Average	Able
30	1502050005	DAN	70	Good to Average	Able
31	1502050013	AR	92	Excellent to very Good	Able
32	1502050017	ARS	71	Good to Average	Able
33	1502050019	JDA	92	Excellent to very Good	Able
34	1502050021	RO	71	Good Average	Able
35	1502050025	NGS	95	Excellent to very Good	Able
36	1502050028	ANH	50	Fair to Poor	Unable
37	1502050040	PA	71	Good Average	Able
38	1502050048	RAS	71	Good to Average	Able
39	1502050049	UC	65	Fair to Poor	Unable
40	1502050028	MA	70	Good to Average	Unable
41	1502050003	NT	70	Good to Average	Able
42	1502050326	RS	94	Excellent to very Good	Able

The students' ability in writing personal statement can be know from the table

above, the researcher can  
explain that

- a) There were 4 students and 13 .9% who were categorized as Excellent to very good
- b) There were 26 students and 58.13% who were categorized as Good to Average
- c) There were 12 students and 28% who were categorized as very poor from the result obtained above, we can see that there 32 students and 70% out of 42 students as sample were categorized as **Able** write personal statement about experience sentence and then were 10 students and 30% out of 42 students as the sample were categorized as **Unable**. The whole percentage can be computed by using formula as follows:

—

Note:

Q= The percentage of able/unable students

X= The number of able/unable students

Y= The number of students

= 72% (able)

= 27%

From the calculating above the students who were categorized as able were 32 students or 70%. Meanwhile, the students who were categorized as unable 10 students or 30%. From the data obtained above, it may be concluded that the students of English Departement Universitas Muhammadiyah Sumatera Utara 2017/2018 of academic year, especially on the second year students were able write personal statement.

The following table was used to show the students average score find out their difficulties in writing personal statement.

**Table 4.3**

**The Students' Ability in Writing Personal Statement about Experience**

Indicator	Content	Organization	Vocabulary	language	Mechanic
Total Average	819	643	655	722	184
Average of each sample	19.05	14.95	15.23	16.8	4.28

To find out the average scores of each sample, were measured by using the following formula:

---

Based on the table above shows that:

1. In the content of indicator, the students average scores is 20.31 ; it is mean that their ability is fair to average. Several difficulties mostly because the students have major problem. In the topic paragraph and development these is mostly relevant. But the problem are lacks detail and limited developments thesis.
2. In the organization of indicators, the students 15.073 ; it means that their ability is in level good to average. Students mostly have limited logical support, but uncompleted.

### **C. Research Finding**

After analyzing the data, the finding of research are as following:

1. 30.% from 42 students were categorized unable to write personal statement about experience in the sentence.
2. 70% from 42 students were categorized able to write personal statement. It mean that of the students English Departement UMSU at academic year 2017/2018
3. The difficulties faced by the students was that they have lack language use so that they were difficulties to write personal statement about experience in sentence.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research t-test, the research gives some conclusion as follows:

1. The researcher was finding of problem to the students in fifth grade faculty of teachers training and education of Universitas Muhammadiyah Sumatera Utara about how to write personal statement especially writing experience and the researcher also was finding cause and effect why students got difficulties to understand what is personal statement and how to write it into sentences and the researcher was finding various problem in writing that is least vocabulary, grammar and the language use of minimum.
2. The researcher was done about personal statement can be concluded as follow from 42 students there are 29 students was able to write personal statement in sentence and, 11 students was unable to write personal statement in sentences. After the design and testing of the system was obtained result 70% of 42 students were able to write personal statement in sentence and 30% students were unable to write personal statement in sentence.

## **B. Suggestion**

In relation to the conclusion above, the researcher gives some suggestion, as follows:

1. The English teacher can use personal statement for writing especially in experience of writing personal statement.
2. As in input for the students' to writing personal statements.
3. The readers of UMSU library should make this thesis as a reference to make a similar research.
4. As an input for other researchers to make education policy in teaching about the same theory or the same issue and also this research can be developed by the next researcher in different skill and participant.



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## SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Indri Kumala Sari  
N.P.M : 1302050385  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Students' Ability in Writing Peronal Statement Fifth Smester  
Students of English Department UMSU

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Maret 2018  
Hormat saya  
Yang membuat pernyataan,



Indri Kumala Sari

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum