

An Analysis of Students' Ability In Writing Invitation Letters at Second Grade of SMKN 6 Padang

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Abstract

The objective of this research was to find out the students' abilities and students' difficulties in writing invitation letters. This research was conducted at SMKN 6 Padang in the 2021/2022 academic year. This research was taken based on the fact that most of the students could not write English well, especially in writing invitation letters. Researchers want to analyze the ability of students in writing invitation letters in class II SMKN 6 Padang. This research was conducted in class II SMKN 6 Padang. Sources of data in this study were students of class II TKJ 1 SMKN 6 Padang. This research is a descriptive study using quantitative methods. Test data collection instruments, data analysis techniques; data classification, checking data validity, calculating results (values), and data descriptions. The population is 64 students of SMKN 6 Padang, namely two TKJ one and two PH three culinary two. The sample consists of 34 students. Based on the results of the tests given, the researchers found that the students' ability to write invitation letters for class II SMKN 6 Padang was in the high category (76.91%), (1) The students' ability to write heading invitation letters was sufficient (44.11%). (2) The students' ability to write salutation in invitation letters is high (73.52%). (3) The students' ability to write the body in invitation letters is very high (100%). (4) The students' ability to write closing invitation letters is high (61.76%). (5) The students' ability to write signatures is high (88.23%). Based on the results of student tests, the researcher stated that the difficulty in writing invitation letters was due to a lack of vocabulary.

Keywords: An Analysis of Students' Ability, In Writing Invitation Letters

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan dan kesulitan siswa dalam menulis surat undangan. Penelitian ini dilakukan di SMKN 6 Padang pada tahun pelajaran 2021/2022. Penelitian ini diambil berdasarkan fakta bahwa sebagian besar siswa tidak dapat menulis bahasa Inggris dengan baik, terutama dalam menulis surat undangan. Peneliti ingin menganalisis kemampuan siswa dalam menulis surat undangan di kelas II SMKN 6 Padang. Penelitian ini dilakukan di kelas II SMKN 6 Padang. Sumber data dalam penelitian ini adalah siswa kelas II TKJ 1 SMKN 6 Padang. Penelitian ini merupakan penelitian deskriptif dengan menggunakan metode kuantitatif. Uji instrumen pengumpulan data, teknik analisis data; klasifikasi data, pengecekan keabsahan data, penghitungan hasil (nilai), dan deskripsi data. Populasinya adalah 64 siswa SMKN 6 Padang yaitu dua TKJ satu dan dua PH tiga kuliner dua. Sampel terdiri dari 34 siswa. Berdasarkan hasil tes yang diberikan, peneliti menemukan bahwa kemampuan menulis surat undangan siswa kelas II SMKN 6 Padang berada pada kategori tinggi (76,91%), (1) Kemampuan siswa dalam menulis surat undangan tajuk adalah cukup (44,11%). (2) Kemampuan siswa dalam menulis salam dalam surat undangan tergolong tinggi (73,52%). (3) Kemampuan siswa dalam menulis isi surat undangan sangat tinggi (100%). (4) Kemampuan menulis surat undangan penutup siswa tinggi (61,76%). (5) Kemampuan menulis tanda tangan siswa tinggi (88,23%). Berdasarkan hasil tes siswa, peneliti menyatakan bahwa kesulitan dalam menulis surat undangan karena kurangnya kosa kata.

Kata kunci: Analisis Kemampuan Siswa Dalam Menulis Surat Undangan

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INTRODUCTION

English is one important language to communicated with other people in the world. To communicated with other people in English, there are four basic skills that must be mastered. They are listening, speaking, reading and writing. These basic skills are interrelated each other. One can speak well if listen to English well, and one can write well if able to read well.

Learning a language is not easy. It includes learning its four basic skills, namely listening, reading, speaking, writing, grammar/structure and vocabulary. In the university level, especially in English department there are compulsory subject that have to be mastered by the students. Regarded of those skills, the students intended to have good english skill written and spoken. It is also noted that written language and spoken language are different.

As a basic skill in English, writing is one of important ways to improve someone's language skills. Writing practice can help students to express their ideas, feeling and knowledge, such as writing sentence, text, essay, letter, book journal, poem and thesis. In other word, writing is useful in many purposes.

According to the English syllabus in Senior High School, there are many subjects or material taught in SMK Negeri 6 Padang at second grade about writing skills such as a short functional texts can be in the form of noticement, announcement, prohibition, invitation, memo, advertisement.

An invitation letter is a letter issued by a person or organization that aims to invite someone to attend an event or activity. Usually made as a form of requesting someone's presence in an event whose value is quite formal. There are two types of invitation letters that can be used, the first is formal invitation letters (wedding invitations, graduation invitations, parental invitations, etc.) while the second is informal invitation letters (party invitations, dinner invitations, etc.) informal situations and can also be conveyed through social media, memos, or text messages.

Based on the reason stated, the researcher focused on "An Analysis of Students' Ability in Writing Invitation Letters at Second Grade of SMKN 6 Padang".

Many problems in writing invitation letters at second grade students of SMK Negeri 6 Padang that caused students ability are low in writing as follow:

First, based on the pre-research activity, the researcher found that students still lacked vocabulary in developing written texts, especially in invitation letters. Some students have little vocabulary, when the teacher asks students to write some sentences, they have no vocabulary. When making invitation letters, the lack of vocabulary makes students confused in developing ideas.

Second, most students do not know how to compose good and correct sentences in making invitation letters. Some students said that they had difficulty how to write a good letter on the invitation letter.

And the last, students have difficulty in expressing their ideas when writing because students have limited ideas and knowledge. In addition, they do not know the structure of the writing, thus making students confused about how to write it.

Students' ability comes from two words: student and ability. According to A.S Hornby (2000:41) that "the student is a person in studying at school or college". Student is a person who studies, or investigates or person who is enrolled for study at school or college. It can be concluded that student is a person that studying at school not only Elementary School, Junior High School, Senior High School,

but also at collage. In Indonesia dictionary the students is a learner especially on the grade of elementary, junior and senior high school. So, it can be concluded that the

student is someone that learn at the school or university to the get knowledge from the teacher.

The ability means the quality or capacity of being able to do something well. As said by Hornby (2000), the definition of ability such as," ability is: 1). Capacity or power to do something and mental. 2). Cleverness, intelligence. 3). Special natural power to do something well that talent".

Based on the definition above, the writer concludes that students' ability is a person who has a level of skill or intelligence in writing invitation letters. The ability means the power of the students SMK Negeri 6 Padang in writing invitation letters.

Writing is one basic language skill that is important to be learnt besides reading, speaking and listening in language learning. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, or diction and cultural understanding of the target language. According to David Nunan (2003:88) "Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader.

Furthermore according to caroline T. Linse (2005:98) "writing is the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Based on the explanation above, the writer concludes that, writing ability is result ideas to develop thinking mind, about express something or ideas writer in other that the reader's comprehension what the writer means. Harmer (2004: 4-5) states that there are four steps in writing process. They are: Step one: Prewriting thinking about the topic.

Step Two: Planning organizing your material.

Step Three: Drafting using your ideas and plans to write a first draft.

Step Four: Revising and Editing focus to content and organizing of your first draft. Checking the grammar, spelling, punctuation act.

Step Five: Writing the final draft.

Writing is a complex process, it means that in writing the students have to consider many things to build a good writing. Harmer (2004: 31-33) states that there are many importance of learning writing. To make a good writing the student needs a lot of vocabulary, correct grammar and good comprehension. Adapted from Nurgiantoro (2001: 306- 308), there are some components of writing.

Tarigan (1994: 24) summarize the purpose of writing as follows:

1. Assignment Purpose
2. Altruistic Purpose
3. Persuasive Purpose

4. Self-expressive Purpose
5. Creative Purpose
6. Problem Solving Purpose

Tarigan (1994: 6) explain some criteria of good writing:

1. A good writing result shows the abilities of the writer in arranging the materials to be a good structure.
2. A good writing result shows the abilities of the writer to write clearly (unambiguous), to use the sentence structure well, language, and examples, therefore, it make the readers easy to understanding the explicit and implicit meaning.
3. A good writing result shows the ability of the writer to write surely: it can take the readers's interest to the main idea of the writing; it can describe the main idea clearly and logically.
4. A good writing shows the ability of the writer to criticize his draft of writing and then revise it to get the better one. The key of the successfulness in writing is the willingness and the abilities of the writer in revising his draft.
5. A good writing result shows the proud of the writer to his writing.
6. Problem of Learning Writing

Learning to write English in foreign language is not easy for the students of junior high school, especially at seventh grade students. There are some problems faced by the students in learning writing according to Nurgiantoro (2001: 298-299), those are organizing idea, lack of vocabulary, and grammar accuracy.

Harmer (2004: 41-42) declares that there are some teacher tasks inwriting process:

1. Demonstrating
2. Motivating and Provoking
3. Supporting
4. Responding
5. Evaluating

Write a letter of invitation that includes the purpose of the visit, your relationship to the individual, a statement of your status here and the length of time they will be visiting (usually less than three months). If the individual has a job to which they plan to return, it is good to mention it in the invitation letter. If you plan to provide for their support while they are here, include that information as well.

An invitation is a type of letter which is written to invite a guest to a particular event or celebration. The former conveys information about the event and the latter ensures that the guest is going to attend. Invitation is categorized differently. Some categorize it into a formal and informal invitation while others categorize it into a business and friendly invitation.

METHOD

This study used descriptive research. There are 64 students of the second grade SMK N 6 Padang as the population of this research. They divided into 2 classes, they were second computer network engineering one and the last second hospitality two. The source of the population is from the data of SMK N 6 Padang.

In this research, the researcher used cluster random sampling. The researcher used 2 paper that already named (2.TKJ.1 & 2.PH.3). Then, researcher shake and choose one of both paper. After that, 2.TKJ.1 selected as the sampling of this research.

The techniques for collecting data by using the test as follow:

1. Researcher conducted research online through the WhatsApp application.
2. Researcher Prepare tests for students.
3. Researcher Provide written tests to all students according to the specified sample.
4. Researcher Determining the time to do the test.
5. Researcher Giving the opportunity or time for students to ask something that is still left or not clear in doing the test.
6. Researcher Asking the students to do test and the researcher looked after the students during the test time.
7. After the students finishes answering the test, then the researcher collect their answer to analyze it.

Data is taken from students' scores in the speaking test. In analyzing the data, the Mean (M) and percentage (P) calculation is used to measure the students' ability in conversation. Then, the research analyzed students' scores to know how much students got the high, enough, and low ability.

FINDING AND DISCUSSION

Description of an Analysis on the Students' Ability in Writing Invitation Letters at Second Grade TKJ one of SMKN 6 Padang

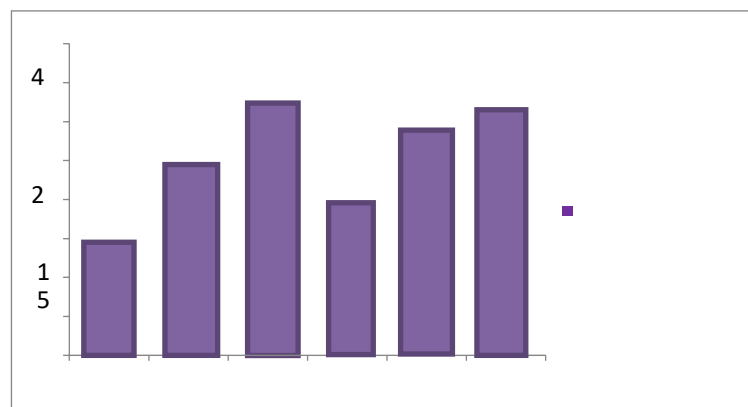
Based on the analysis of the data obtained during the research, the researcher found that the students in writing test to make the heading, salutation, the body of the letter, closing, and signature based the examples of invitation letters. The students' score in data analysis can be seen in the following table.

Table 1. Rubric Score of Writing Letter

No	Aspects of Writing Invitation Letter	Students(correct)	Students (faults)	Amount
1	Heading	15	19	34
2	Salutation	25	9	34
3	The Body of the letter	34	0	34
4	Closing	21	13	34
5	Signature	30	4	34

Tests consisted of 5 parts. First, the Heading 15 students correct (44, 11%), second the Salutation 25 students correct (73, 52%), third the Body of letter 34 students correct (100%), fourth the Closing. 21 students correct (61.76%), fifth the Signature 30 students correct (88.23%). From data above researcher found that students' ability in writing invitation letter was High (76, 91% students correct). To complete the result of research, researcher related the result of writing test collectively (see appendix 1). It can be seen from the picture 1.

Finally, the researcher describes score all of the students wrote invitation letters. Total score all of students wrote invitation letters was 2,615. Total score students wrote invitation letters 2,615 divided to 34 students in 100 percent and the result was 76, 91%.



Picture 1. Result of Writing Invitation Letter Test at Grade XI TKJ 1 SMKN 6 Padang

The Students Difficulties in Writing Invitation Letters at Second Grade of SMKN 6 Padang.

Based on the result of test to students, there were students' difficulties in writing invitation letters.

Heading

The student difficulty in writing invitation letters especially parts of letter in heading; students difficulties made sentences in letter there were lack of vocabulary in writing invitation letters.

especially in heading of letter and size alphabet in made heading. They were felt difficulty a range in heading of letter.

Salutation

The student difficulty in writing invitation letters especially parts of letter in salutation; students felt difficulties because students did not comprehend about differences of Ms and Mr. then students felt difficulties to certainly punctuation such as comma and full stop in salutation. They were felt difficulty a range in salutation of letter.

The body

The student difficulty in writing invitation letters especially parts of letter in the body of letter; students felt difficulties in wrote a letter because students did not comprehend about letter, students lack

of vocabulary. So, students felt difficulties made of sentences in the body of invitation letter and using tenses in wrote letter.

Closing

The student difficulty in writing invitation letters especially parts of letter in closing of letter; students felt difficulties in wrote a letter because students did not comprehend about letter, students lack of vocabulary in closing of letter. So, students felt difficulties made of sentences in closing of invitation letter and difficulties about differences between the body and closing of invitation letters. They were felt difficulty a range in closing of letter.

Signature

The student difficulty in writing invitation letters especially parts of letter in signature of letter; students felt difficulties in wrote a letter because students did not comprehend about letter, students felt difficulties to certainly the signature of name of the writer and between right or left in signature. They were felt difficulty a range in closing of letter.

Based on the result of research had done by the researcher, when the researcher gave them the test in writing invitation letters, some of students did not know vocabularies in made sentences in wrote invitation letters and students did not comprehend about parts of invitation letters.

CONCLUSION

The researcher found that ability in writing invitation letters at Second Grade of SMKN 6 Padang can be categorized into high in which the score was 76.91%. That students still lacked vocabulary in developing written texts, especially in invitation letters. Some students have little vocabulary, when the teacher asks students to write some sentences, they have no vocabulary. In relation to the conclusion, suggestions are stage as following:

1. 1.To students SMK Negeri 6 Padang especially at grade XI TKJ one you must study hard about writing invitation letter. Then, you must remember some vocabulary, you know parts of letter and understanding about using tenses inwriting letter so you can more easy to write invitation letters.
2. 2.To English teacher is hoping to develop the students remember some vocabulary and asked the students about vocabulary before learning process. Then, the teacher must teach about parts of letter and students' ability understanding using tenses especially in write invitation letters. Then, before studying write invitation letters, the teacher give background knowledge about invitation letters. The last, teacher must have strategies, method which can improve or help them more understand and easy in write invitation letters.
3. 3.To the headmaster hoping to motivate the teacher about how to do teaching English process well so the students and teacher will be more active to study. Then, increase their ability in study English, especially in writing invitation letters at second grade of SMKN 6 Padang.

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