AN ANALYSIS OF STUDENTS' ABILITY IN WRITING INVITATION LETTERS OF ELEVENTH GRADE AT SMAN 2 PEKANBARU
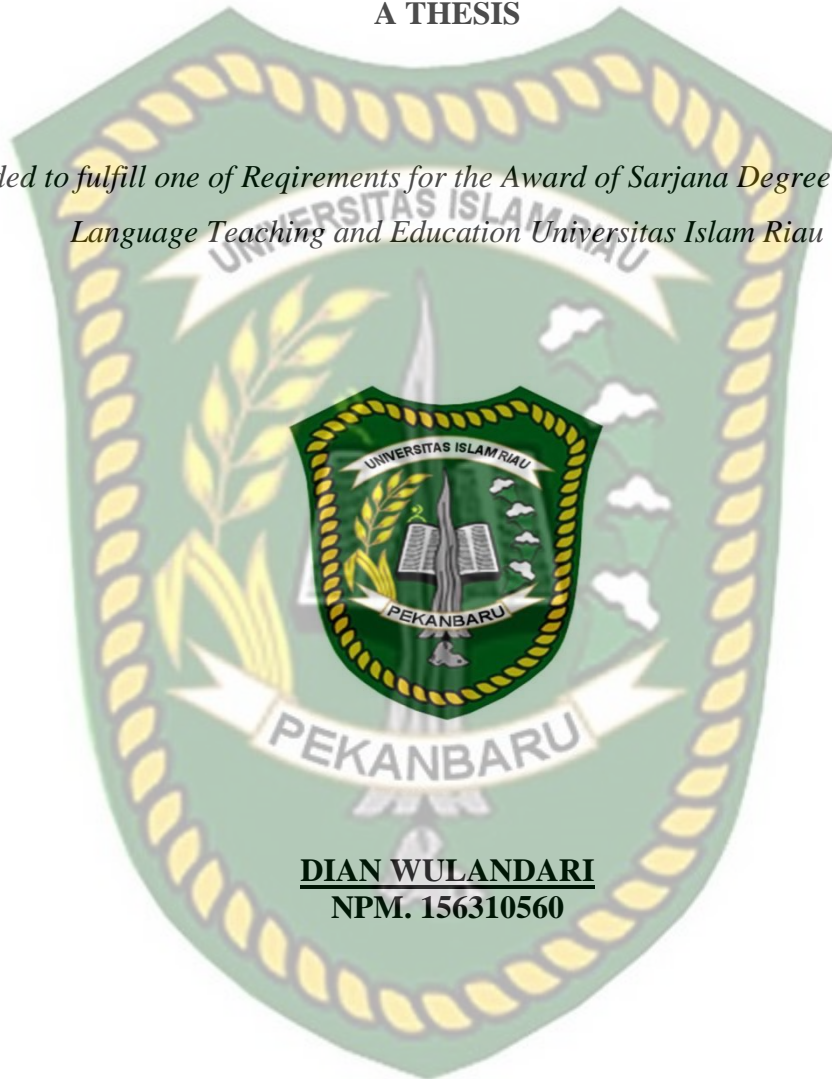
A THESIS

Intended to fulfill one of Reqirements for the Award of Sarjana Degree in English Language Teaching and Education Universitas Islam Riau

DIAN WULANDARI
NPM. 156310560

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU
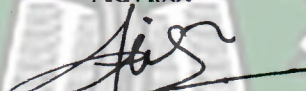
PEKANBARU

2022

THESIS APPROVAL

TITLE

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING INVITATION LETTERS OF ELEVENTH GRADE AT SMAN 2 PEKANBARU

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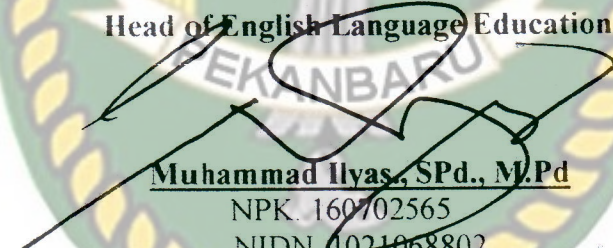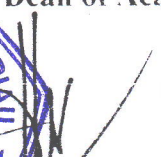1005068201

THESIS

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING INVITATION LETTERS OF ELEVENTH GRADE AT SMAN 2 PEKANBARU

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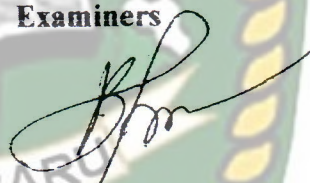
THE EXAMINERS COMMITED

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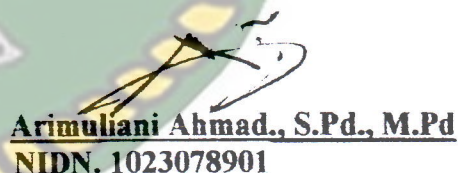
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LETTER OF NOTICE

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AN ANALYSIS OF STUDENTS' ABILITY IN WRITING INVITATION LETTERS OF ELEVENTH GRADE AT SMAN 2 PEKANBARU

It has been to be examined. This letter is made to be used as it needed.

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Judul Tugas Akhir (Bahasa Inggris) : AN ANALYSIS OF STUDENTS' ABILITY IN WRITING INVITATION LETTERS OF ELEVENTH GRADE AT SMAN 2 PEKANBARU

Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	12-8-2019	Revised title and chapter I	Revised title, background, objective the research	
2	18-10-2019	Revised chapter II	Revised review of related literature	
3	4-11-2019	Approved to join Seminar Proposal	The advisor signed proposal	
4	2-12-2019	Join the Seminar Proposal	Join seminar proposal	
5	9-1-2020	Revised proposal	Revised proposal that has suggested by the examiners	
6	7-12-2021	Revised chapter III	Revised instrument	
7	15-12-2021	Revised chapter IV	Revised data description, data analysis, data interpretation	
8	30-5-2022	Approved to join Thesis Examination	The advisor signed to join thesis examination	

Pekanbaru, 3 Juni 2022
Wakil Dekan I/Ketua Departemen/Ketua Prodi

(Dr. Miranti Eka Putri ,S.Pd ,M.Ed)
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MTU2MZEWNTYW

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
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5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

IV

DECLARATION

The researcher signature below:

Name   :   DIAN WULANDARI

Index Number   :   156310560

Place/date of birth   :   Pekanbaru, September 3rd 1997

Study Program   :   English Language Education

Faculty   :   Teacher Training and Education

I truly confess that this paper writing was obtained from my own ideas, except some questions (directly and indirectly) which were adopted from various sources included in the references. Scientifically, I take responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, 30th June 2022

The researcher

DIAN WULANDARI
156310560

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ACKNOWLEDGEMENT

Alhamdulillahirabbil 'Alamin, first of all, the researcher would like to express her thankfulness to *Allah Subhanahuwata'ala*, who has blessed me in finishing this thesis entitled: "**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING INVITATION LETTERS OF ELEVENTH GRADE AT SMAN 2 PEKANBARU".** Then the researche expresses peace be upon prophet *Muhammad Sallallahualaihiwassalam*, his companions, and families who have brought mankind to the bright world.

This thesis is written as one of the requirements to achieve the undergraduate degree (S1) of the English Language Education of Universitas Islam Riau. The researcher realizes that the accomplishment of this thesis has been contributed by many people to whom she would like to express her deepest gratitude:

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6. I am very grateful to the principal of SMAN 2 Pekanbaru Drs. Kasim for allowing me to conduct the research there. Also to the English teacher Etika Dewayani. S.Pd for allowing me to conduct my research in her class. I could never have finished this without your great guidance.

For closing this statement, this thesis may be uncompleted and still far being perfect. To complete this paper need suggestions and critics from the reader.

Pekanbaru, December 2021

DIAN WULANDARI
156310560

ABSTRACT

Dian Wulandari 2022 entitle "An Analysis Of Students' Ability In Writing Invitation Letters Of Eleventh Grade At Sman 2 Pekanbaru".

Keywords: Analysis, Writing, Invitation Letters.

This research is an invitation letters text was conducted at SMAN 2 Pekanbaru. The main focus of the study is to find out the students' ability in writing invitation letters.

This research used descriptive qualitative. The qualitative method was used by the researcher to analyzed students' ability in writing invitation letters based on five ascpects. They were Heading, Salutation, the Body, Closing and Signature.

The result of the research there were 7 classes, total all of the eleventh grade are 143 students, the researcher only focus on one class which is XI MIPA 1. Overall, the students in XI MIPA 1 is 35 students as the sample of the research it was found that the total score entire students was 1.705 in which the mean score was 85. From the result of the research, it was found that the mean score of students' ability in writing invitation letters was categorized as good. In this case, there were 7 (35% of students total number) categorized as excellent, there were 7 (35% of students total number) categorized good, there were 6 (30% of students total number) categorized fair and there were no categorized poor and very poor.

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CHAPTER I

INTRODUCTION

1.1   Background of the Problem

English is a language that is commonly used globally in many countries around the world. People must learn foreign languages as an international language in order to prepare themselves for competition in the era of globalization. Mastering English in all skills is very important for students. Those skills are listening, speaking, reading, and writing. All of those skills are related to each other. In this case, the researcher focus on writing skill.

Writing is one of the skills that students can gain while studying English. Writing shows someone ideas in written form and that is explanation supported by Nurbaeti (2020), says that writing is a skill and activity of thinking which it is expressed into written in a communicative written language. It also means that writing is used for communicating one's idea in a written form to the reader. People can tell expression and their thought to others through written form such as letter, messages, or invitation for any business. Husna (2013) writing is a thinking process, a transaction with words followed by a physical act. That is involves producing language rather than receiving it, takes practice to connect and make communication between the writer and the reader.

Writing can apply everything when learners through the three stages before. The aim of writing activities such as write ideas, and share the information or knowledge. So that it is easier for the reader to realize what the writer means. Students are supposed to be able to communicate their ideas and opinions by writing in order to develop their communication skills and create the definition perfectly and make it so understandable and other people get the meaning of purpose of the ideas.

In writing process, students need to concentrate on ideas. Writing is a language skills which is important in our life. Students can explain others by writing, carry out transaction, persuade, and tell what students feel. It is one of four basic skills that are very complex and difficult to learn. The researcher want to know of students' skill in writing invitation letters, because not all of students can write effectively.

Based on the researcher observation and communication with the teacher, the researcher found the problems of the students. Students have many problems in learning English, especially in writing invitation letters. Therefore, students are still uncertain about the indicators of invitation letters and they have no idea to express in writing process. Next, some of students have limited vocabulary that makes difficult for them to explore and share their ideas. From the explanation above, the researcher wants to conduct a research entitled **"AN ANALYSIS OF STUDENTS' ABILITY IN WRITING INVITATION LETTERS OF ELEVENTH GRADE AT SMAN 2 PEKANBARU".**

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1.2   Identification of the Problem

Based on observation above, students of SMAN 2 Pekanbaru still have difficulties in writing especially in writing invitation letters. The students are hopefully required to be able to make an invitation letters based on some indicators. Students also have limited vocabulary that makes them get difficulties to transfer their ideas in writing.

1.3   Focus of the Problem

From the identification of the problem, the researcher would like to focus on the ability to write invitation letters based on some indicators. They were Heading, Salutation, the Body, Closing, Signature.

1.4   Research Question

From the focus of the problem above, the research question is " How is the students' ability in writing invitation letters of eleventh grade at SMAN 2 Pekanbaru".

1.5   Objective of the Research

Based on the research question, the objective of this research is to find out the students' ability in writing invitation letters.

1.6   Significant of the research

Theoretically, this study to know the theory of writing, especially in understanding the students' ability in writing invitation letters.

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Practically, the significances of this study are as follow:

(1) For the students, as the information to help them to solve problems in writing invitation letters.

(2) For the teacher, to provide some information concerning students' writing.

(3) For the researcher, as reference in the same object in various topic and different context.

1.7   Definition Of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. An analysis is collect information that can be used to develop a profile of the language needs of group learners in order to be able to make decision about the goals and content of language course (Richards, 2011).

2. Writing is defined as the process of thinking which are involved inventing the interesting ideas, expressing the ideas in words, and organizing ideas in paragraphs to become a good order based on the writing skill project to be understandable by the reader (Autila, 2017).

Invitation letters is a request (spoken or written) to participate or be present or take part in something (Hindasah, 2018). In this research, the researcher concludes that invitation letters is a media in written form or printed message addressed to persuade peoples to be attended a various event or celebration.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevances Theories

2.1.1 Definitions of Writing

Writing is one of important skills in English, because writing is a complex cognitive activity and the last stages of language learning after listening, speaking, and reading. Writing has also become object of study of many experts. Therefore, there are some definitions of writing proposed by experts. Based on Fitri (2017) defines that writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. It means that writing is an activity where the writers give expression and shows what is in their mind in written form. On the other side, Anjayani (2016) explains that writing is activity of making a recording language in a piece of paper or any other areas to express the idea any messages from the writer including the usage of vocabulary and structure of language. It shows that in writing consists of a sentence structure that aims to convey their ideas in short paragraph and also in a good writing skill make the readers easily understand.

Furthermore, Puspawati (2014) says writing is also a process when we write it will be influence by the constraints of genre has to be present in learning activities. It seems that writing is also a mechanism that can be influenced by the limitation of genre in activities of learning as we write it. According to Jusman (2014) states that writing can be defined as a way of communication by

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transforming observation, information, thought, or ideas into written language that can be shared with ideas. It can be conclude that if we have somethings, feelings, or ideas in our mind, we can use the writing to express all of them. Mettaningrum (2013) tells that writing is one of those four language skills, which is used as one medium to communicate with others. In writing, the writer should make their ideas clearly so that the reader gets the point of the writer. According to Natsir (2017) writing is one of the English language skills that have an important role not only in formal situation but also informal one, sometimes people cannot verbalize their opinion, ideas, or feelings but they can express them through writing. It shows that if some people do not tell their thought, ideas, views, but the can convey them by writing.

Based on the result of the previous researcher and theories related to journals of writing, the researcher concludes that writing is a language skill used to communicate indirectly and also has important role in learning process because writers are able to explore their own ideas, messages, knowledge to others.

2.1.2 Genre of Writing

According to Brown (2003) indicated there are three genre of writing which are different in term of academic writing, job-related writing, and personal writing.

Firstly, academic writing. Oshima (2007) states academic writing is the kind of writing used in high school and college classes. Academic writing in English is probably different from academic writing in your native language ,

because the words and grammar and also the way of organizing ideas are probably different from what you are used to. The examples of academic writing consist of paper and general subject reports, essay, thesis, dissertation, journals, short answer test responses.

Secondly, job-related writing. The functions of this genre are to provide practical information, to give facts rather than impression, to give accurate measurements, to persuade and offer recommendations. Job-related writing consist of messages, letters or emails, memos, reports, schedules, announcements, advertisements, labels, signs.

Thirdly, personal writing. As the writer, we can be a bit more relax about the choice words. Very little structure is required, also our writing tone can be less formal. What we are writing about may need to be understood by a wider audience. Personal writing divided into letters, emails, greeting cards, invitation letters, notes, financial documents, shopping lists, reminder, diaries, medical reports, questionnaires, personal journal fictions.

Based on previous explanation, it can be conclude that the researcher used personal writing to explore the research, because invitation letters is part of personal writing.

2.1.3 Process of Writing

There are four processes in writing based on Richards (2002). In making a good piece of writing, it has to be done in some process, and the process are follows:

a. Planning. Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. Students must have planned what they are going to write. Before starting to write, they try to decide it.

b. Drafting. The students may also be encouraged to write for different audiences, among whom are peers, other classmates, or family members depends on the genre that given by teacher.

c. Revising. When students revise, they review their texts and see how effectively they have communicated their meanings to the reader.

d. Editing. At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher.

To sum up, when we deeply consider the power of each stage of that processes, and this is will energize and inspire us to get the excellence result of our writing.

2.1.4 Types of Writing

Based on Zulaikah (2018), states four types of writing. The types are: expository, descriptive, persuasive, and narrative.

a. Expository. It is explains or inform that talks about a subject without giving opinion. Authors focus on telling you about given topic or subject.

b. Descriptive. It is focuses on communicating the details of a characters, events, or places. The purpose of descriptive is to describe the topic.

c. Persuasive. It is tries to bring other people around to your point of view. Persuasive writing's main purpose is to convince.

d. Narrative. It is tells a story. There will usually be characters and dialogue. Narrative writing's main purpose is to tell a story.

The researcher summarize that the types of this research is persuasive. The goal of this type is to persuade other people to be attending an event and also to do something.

2.1.5   The Aspects of Writing

As we know that in writing there are some aspects, according to Brown in Harahap (2018) divided into five categories, they are explained as follow:

1) Content

    Content deals with statement, related ideas, development ideas, and the use of description.

2) Organization

    Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length.

3) Grammar

    Grammar includes rules of verbs, agreements, articles, pronouns, etc.

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4) Vocabulary

Vocabulary includes intended information, attitudes, feeling. Including prefix, suffix, idioms.

5) Mechanic

Mechanic refers to the use of spelling, punctuation, citation of reference, and appearance.

Based on the explanation above, those aspect has a crucial role in increasing a good writing. In writing, it is not just an activity that transfers thought into form of writing, but also must be done in the right pattern.

2.2 Invitation Letters

According to Ali in Faramarzi (2015) an invitation is commemorative social action having the function of informing and requesting the presence or participation. It seems that there is an information of the event to be held in a specific time, place, and to call them to participate in that occasion by their presence. It shows, the main purpose of invitation letters is to invite or persuade someone to be attended at certain events.

2.2.1 Kinds of Invitation Letters

Although the main goal of invitation is to request people to come in our celebration in a written text, however there are some types of invitation, which are: formal and informal invitation. Formal invitation. According to Webster in Bashir (2017) she states that a formal invitation is an invitation which follows a dignified form, tone, or style in agreement with the established norms, customs or

values. For example they are: an invitation to a wedding, an invitation to a graduation ceremony, an invitation to opening of a school.

1. **Wedding Invitation Letter**

   Example of wedding invitation letter:

   15, Sudirman Street

   Jati Asih, Bekasi

   December 10, 2018

   Dear Mr. and Mrs. Hasby,

   We are invited you to presence our daughter's wedding party and getting married to her beloved Rudy Anggara. We would like to share the day so your attendence is required.

   The wedding will take place on:

   Date   : 1st January

   Time   : 13:00 PM

   Venue : Grand Ballroom Merdeka Hotel

   The presence and blessings of family and friends will enhance to our happiness.

   Sincerely Yours,

   Zahir Purnama and Melisa Arista

2. Graduation Ceremony Letter

Example of graduation ceremony letter:

45, Yos Sudarso Street

Rumbai, Pekanbaru

February 9, 2020

Dear Mr. and Mrs. Parents,

Respecfully informed that the special graduation ceremony of twelfth grade semester of 2018/2019. In connection with that we invite the father / mother of students of class XII. The event will be held on:

Date   : 8th September

Time : 09:00 AM

Place : Cendana's Garden

Graduation is time of yearning for what's ahead and left behind. Always say yes to dreams that excite you.

We genuiely hope that you honor us with your presence.

Regards,

Principal of Cendana School

3. Opening School Letter

Example of opening of a school letter:

33, Bunga Harum Street

Cisarua, Bogor

March 20, 2019

Mrs. Jayanti

The Board of Directors of the Indonesian Educational Foundation

Dear Mrs. Jayanti,

It is a pleasure to inform you that our school will be opened on November 12th at seven o'clock at Gatot Subroto Street. There would be a lot of best teachers to increase the knowledge and educate to the students to make better future.

You are requested to attend the ceremony. Your arrival as a great honor for us.

Sincerely,

Headmaster of Al-Azhar School

2.2.2 Indicators of Invitation Letter

There are some indicators in invitation letter that are divided into six parts:

1) The Heading

This part shows the reader when and where you wrote the letter. The where gives the reader an address to which they can respond, and the when gives the reader the date you wrote.

2) Salutation or Greeting

This part will be determined by the writer's relationship to the person to whom he or she is writing it will be addressed as Dear Sir, Gentlemen, etc. Dear is strictly formal, and it is merely a respectful expression that does not immediately imply any special affection.

3) The Body of letter

The letter which you write it will be determined by the type of letter you are writing. Also there are date, time, place to guide the guest who are inviting to the ceremony or event.

4) The Subscription or Courteous Leave-taking (Closing)

Various leave-taking forms are used in various types of letters, and these will be listed under their respective headings. The subscription, or leave-taking term, must be written below the letter's final words, with the first word beginning with a capital letter.

5) The Signature of Name of the Writer

The signature should be comprehensible that makes the reader knows to whom to give an answer (adopted from Ruqayyah, 2015).

2.2 Relevances Studies

There are some related studies related to this research. They are:

Firstly, a thesis written by Ismi Ruqayyah Asral (2015) entitles "An Analysis on Students' Ability in Writing Invitation Letter at Grade VIII SMPN 2 Padang Sidimpuan". The research finding showed that the students' ability in writing invitation letter at grade VIII SMPN 2 Padang Sidimpuan was high category (76,51%), and based on result of interview to the students' and English teacher stated that the students' difficulties in writing invitation letter was caused they were lack of vocabulary.

Secondly, a thesis written by Aulia Hindasah (2018) entitles "Improving Students' Skill for an Invitation Text using RAFT Strategy in MTs Nurul Huda Sedati". The research finding showed that the role, audience, format and topic (RAFT) strategy is helpful to improve students writing invitation text skill. This strategy also encourages students to write as well as promotes students creativity in thinking and motivation.

Thirdly, a thesis written by Aurisna Nurah Setya Anugraheni (2016) entitles "Students' Grammatical Errors in Writing Invitation Cards at Eight Grades of SMPN 2 Purwekerto in Academic Year 2015/2016". The research finding showed that the main cause of the students' grammatical error as the effect of their mother tounge or first language.

2.3 Conceptual Framework

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┌─────────────────────────────────────────────────────┐
│    An Analysis of Students' Ability in Writing Invitation │
│    Letters of Eleventh Grade at SMAN 2 Pekanbaru      │
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┌─────────────────────────────────────────────────────┐
│                 Qualitative Research                  │
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│        Students' Writing Invitation Letters Ability   │
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│        Scoring Rubric of Writing Invitation Letters   │
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┌─────────────────────────────────────────────────────┐
│        Heading, Salutation, The body, Closing,        │
│                     Signature                         │
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2.4 Assumption

The researcher assumes that the eleventh grades of SMAN 2 Pekanbaru have good ability in writing invitation letters.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used a qualitative research. According to Cresswell (2014) qualitative research is an approach to explore and understand the meaning of individuals of groups that refer to social or human problems. It shows that in qualitative study approach to the discovery and interpretation of the significances of people or group related to social. Meanwhile, Gay (2000) states that qualitative research is the collection, analysis, and interpretation of comprehensive neurative and visual data to gain insight into a particular phenomenon of interest. It emphasize that the participants used as the representative of the subjects. It conclude that the research would not be succesful without a research subject, especially qualitative research. Based on Ari (2010) mentions that the data in qualitative research is in the form of words of images rather than numbers.

3.2 Location and Time of the Research

The location of the research is at SMAN 2 Pekanbaru which is located on Jalan Budi Utomo. This research was conducted in academic year 2020/2021.

3.3 Population and the Sample of the Research

Based on Ary et al (2009: 148) a population is defined as all members of any well-defined class of people, events, or objects. The population of this research was the eleventh grade of the students of SMAN 2 Pekanbaru in 2020

academic year. There are seven classes and the quantity of the students in eleventh

grade is 143 students.

Table 3.1

Population of the Research

No	Class	Number of Students
1	XI MIPA 1	35
2	XI MIPA 2	36
3	XI MIPA 3	36
4	XI MIPA 4	36
5	XI IPS 1	36
6	XI IPS 2	36
7	XI IPS 3	36
Total		143

Furthermore, According to Mertens (2010: 4) she states that sample is the

group that you have chosen from your population from which to collect data. In

this research the researcher using purposive sampling. Based on Mulyatiningsih

(2011) explains that purposive sampling is used when the target sample under

study has certain characteristics, and it is impossible to take other samples that do not occupy the predetermined characteristics. The sample of this research was XI MIPA 1.

3.4 Instrument of the Research

The researcher used writing test an invitation to cellect data. the topic divided into three parts, they are: wedding invitation, graduation ceremony, and opening of a school. The students chose one topic and got 20 minutes to wrote their invitation. Each instrument should be design and carry out as closely as possible to the objective of the research.

3.5 Data Collection Technique

in collection data, a writing test was used an instrument. The researcher took data online via whatsapp by reason of pandemic covid-19. The following are some steps to collect the data:

1. Ask permission from SMAN 2 Pekanbaru to collect data research via online.
2. Joined the whatsapp group in the sample class.
3. Reviewed topic about Invitation.
4. The students got some topics and chose one of them.
5. The researcher given 20 minutes.
6. After that, the researcher collect the result.
7. The researcher asked the first and second raters to check writing test of students using the writing test scoring rubric that prepared by the researcher.
8. The next step, the researcher classified the writing test result of the students based on heading, salutation, the body, closing and signature of the invitation letters.

3.6 Data Analysis Technique

The researcher will be helped by raters to analyze and give the scores by using scoring rubric about students' writing test.

Table 3.2

Scoring Rubric of Writing Invitation Letter

Dimension		Score
Heading	Students' can write the heading of letter completely	15
Salutation	Students' write salutation completely	20
The Body	Students' write introduction, development, and conclusion	30
Closing	Students' write closing completely	20
Signature	Students' write signature	15
Total Score		100

Adopted from Ruqayyah (2015)

Afterward, calculating the result by percentage of data.

$$P = \frac{F}{N} \text{ x } 100\%$$

Explanation:

P = Percentage

F = Frequency

N = Sum of the students

Last stage, after calculating and scoring students answer sheets, according to

Framana (2019) their score will be consulted into the criteria score below:

Table 3.3

The Criteria Score

Score Level	Category
90 – 100	Excellent
75 – 89	Good
65 – 74	Fair
50 – 64	Poor
1 – 49	Very Poor

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Data Description

The researcher conducted a test in order to collect data. The test was scored using a scoring rubric of writing invitation letter to present the indicators of writing invitation letters there are heading, salutation, the body, closing and signature. The researcher was assisted in scoring assessment by the English Teachers. The researcher calculated all of the students score that given by raters and create mean of it, as follows;

Table 4.1

Students Score from Rater 1 and Rater 2

Scoring Aspect				
Student	Rater 1	Rater 2	Final Score	Categorized
1	85	85	85	Good
2	100	100	100	Excellent
3	100	100	100	Excellent
4	85	85	85	Good
5	70	70	70	Fair
6	85	85	85	Good
7	80	80	80	Good
8	70	70	70	Fair
9	100	100	100	Excellent

10	85	85	85	Good
11	85	85	85	Good
12	100	100	100	Excellent
13	70	70	70	Fair
14	100	100	100	Excellent
15	70	70	70	Fair
16	100	100	100	Excellent
17	80	80	80	Good
18	100	100	100	Excellent
19	70	70	70	Fair
20	70	70	70	Fair
Total Mean			1705	
			85	Good

Based on table above it could be showed that the students ability in writing invitation letters were 1,705, while the mean of the test was 85 it was found that the mean of students' ability in writing invitation letters was categorized as good. It can be seen from the presentation of respondents score from rater 1 and rater 2, there were 7 (35%) students were categorized excellent, 7 (35%) students were categorized good, 6 (30%) students were categorized fair, and there were no categorized poor and very poor. The researcher describes the result in chart from the calculated by the first and second raters, it can be seen in the following below;

Figure 4.1

The Studets Score from Rater 1 and Rater 2
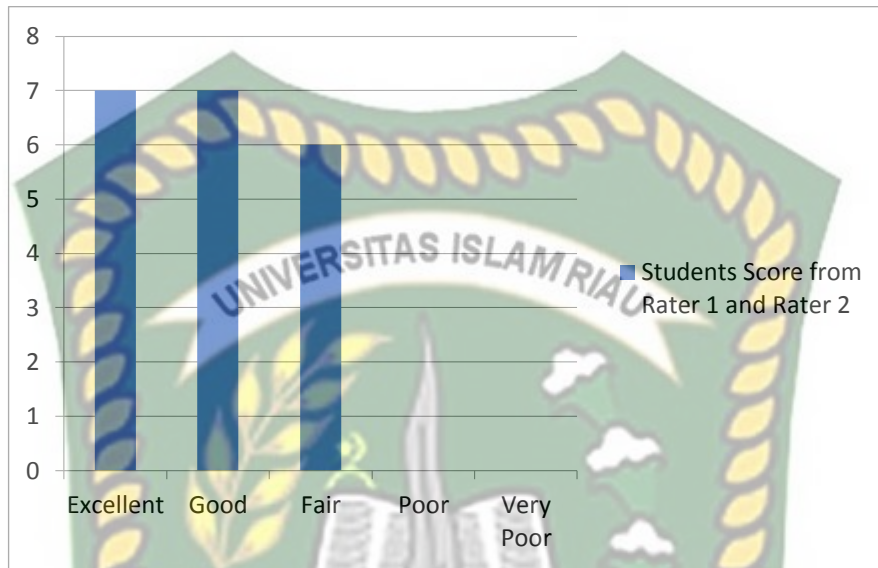
It was clearly seen that the student ability in writing invitation letters was good category. In this research, the researcher found that most of students have good ability and they could write well about the indicators in invitation letters.

4.2. Data Analysis

In this part, the researcher analyzed the data based on the indicators are heading, salutation, the body, closing and signature to found out the results.

4.2.1 Student 1

The result of the ability student 1 in writing invitation letter he got good categorized. It can be seen from table 4.1 he got score 85. In heading indicator, he got 0 score it was because he did not write it. The correct sentence should be "10 Perwira Street, Solo Jawa Tengah, January 6th 2019" as an example.

Whereas in salutation indicator, the student got perfect score which is 20 of 20 because he wrote "Dear Mr and Mrs. Liam" that related to his topic. In the

body indicator he got 30 of 30 as complete score it was because he described the "Date : Sunday, 9th February 2015, Time : 12:00 PM – 17:00 PM and Place : Garden Ambridge Hotel". "Sincerely Yours" as closing indicator and "Dina and Dino" as signature indicator, he got full score which are 20 of 20 and 15 of 15.

4.2.2 Student 2

The result of the ability student 2 in writing invitation letter got excellent categorized. It can be seen from table 4.1 she got score 100. The student could write the heading indicator and got score 15 of 15 for "12 Jendral Street, Pekanbaru Riau, May 10 2021. For salutation indicator, she wrote down "Dear Mr and Mrs. Ridwan" and got whole score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date : 15th July, Time : 13:00 PM and Place : Grand Ballroom Istana Hotel" that relevant to her topic. While in closing indicator she got score 20 of 20 it was because the student could write "Sincerely Yours" and "Rosi Meilya and Adit Purnomo" as signature indicator based on the topic and got 15 of 15 score.

4.2.3 Student 3

The result of the ability student 3 in writing invitation letter got excellent categorized, it can be seen from table 4.1 she got score 100. Student 3 could write the heading indicator that concerned to her topic and got score 15 of 15 she wrote "20 Teratai Street, Cibinong Bogor, September 5 2019. For salutation indicator, she wrote "Dear Mr and Mrs Saqeel" and got score 20 of 20.

Moreover in the body indicator she got score 30 of 30 it was because she wrote "Date : 10th October, Time : 13: 00 PM and Place : Grand Ballroom

Pangeran Hotel" that connected to her topic. Then, closing indicator she got score 20 of 20 because she wrote "Sincerely Yours" and wrote "Zahir Purnama and Melisa Arista" as signature indicator then she got score 15 of 15.

4.2.4 Student 4

The result of the ability student 4 in writing invitation letter good categorized, it can be seen from table 4.1 the student got score 85. He could not write the heading indicator he needs to write "7 Perlin Street, London UK, 12 June 2019" as an example and got score 0 of 15 if he could write he will get entirely score. For salutation indicator the student could write "Dear Mr and Mrs Fico" and got score 20 of 20.

Meanwhile he got full score 30 of 30 in the body indicator it was because he wrote "Date : 10th April 2019, Time : 14:00 and Place : Ballroom Wijaya Hotel" that involved to his topic. In closing signature he wrote "Sincerely" and got score 20 of 20. While he got score 15 of 15 because he wrote "Ardhito and Sukma" as signature indicator.

4.2.5 Student 5

The result of the ability student 5 in writing invitation letter fair categorized, it can be seen from table 4.1 he got score 70. The student did not write the heading indicator and got score 0 of 15, the correct sentence should be "19 Rose Street, Samosir Medan, May 16th 2018".

Whilst in salutation indicator he wrote "Dear Mr and Mrs Chandra" and got full score 20 of 20. He also got score 30 of 30 from "Date : 30th May 2018, Time : 2 PM and Place : Auditorium Medan University" as the body indicator

which seriates to the topic. For closing indicator he wrote "Regards" and got score 20 of 20 while he did not write the signature indicator and got score 0 of 15, he should write "Agung Hapsah and Fathia Izzati".

4.2.6 Student 6

The result of the ability student 6 in writing invitation letter good categorized, it can be seen from table 4.1 the student got score 85. She could not write the heading indicator and got score 0 of 15, here is the right example "7 Orange Street Rengat, Indragiri Hulu, July 2nd 2018".

Whereas in salutation indicator student 6 got score 20 of 20 it was because she wrote "Dear Mr and Mrs Louist". In addition, for the body indicator she could write well and got perfect score 30 of 30 for "Date : 26th January 2018, Time : Two O'clock and Place : Nusa Dua Hall". Then she wrote "Regards" as closing indicator and get score 20 of 20. For signature indicator she could write "Dina and Dino" and finally got score 15 of 15.

4.2.7 Student 7

The result of the ability student 7 in writing invitation letter good categorized, it can be seen from table 4.1 he got score 80. The student got score 15 of 15 it was because he wrote "13 Rawabening Street, Ciracas Jambi, February 3rd February 2020" for heading indicator. While in salutation student 7 did not write and got score 0 of 20, he should write "Dear Mr and Mrs Vendra" as an example. If the student could write he will get fully score.

Meanwhile, he got score 30 of 30 it was because he wrote "Date : 17th March 2020, Time : 7 PM – 9 PM and Place : Harvest Ballroom Hotel" as the

body indicator. For closing indicator he could write "Sincerely" and got score 20 of 20. Then he got score 15 of 15 because he wrote "Miko Andrianto and Mika Andriani" as the signature indicator.

4.2.8 Student 8

The result of the ability student 8 in writing invitation letter fair categorized, it can be seen from table 4.1 the student got score 70. She got score 0 of 15 for heading indicator it was because she did not write it, the correct sentence should be "11 Melur Street, Sukajadi Pekanbaru, September 22nd 2019". In salutation indicator the student wrote "Dear Mr and Mrs Ramzi" and got score 20 of 20.

Furthermore for the body indicator she got score 30 of 30 it was because student 8 could write "Date : 23th October 2020, Time : 1 PM and Place : Pacific Place Hotel, Bekasi". She also got score 20 of 20 for "Sincerely" as closing indicator. However she could not write the signature indicator that makes she got score 0 of 15 for example "Hanan Sirata and Anindya Khairunnisa".

4.2.9 Student 9

The result of the ability student 9 in writing invitation letter got excellent categorized. It can be seen from table 4.1. In heading indicator she could write "17 Melati Street, Cibinong Bandung, March 9 2018" and got score 15 of 15. For salutation indicator, she wrote "Dear Mr and Mrs. Jose" and got perfect score 20 of 20. Moreover in the body indicator she got complete 30 of 30 score for "Date : 30th March, Time : 13:00 PM and Place : Alaya Resort" that relevant to her topic. in closing indicator she got score 20 of 20 it was because student 9 could write

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"Sincerely Yours" and "David Ravendri Emilia Putri" as signature indicator based on the topic and got score 15 of 15.

4.2.10 Student 10

The result of the ability student 10 in writing invitation letter she got good categorized. It can be seen from table 4.1 the student got score 85. In heading indicator, she got 0 score it was because she could not write it. For example she needs to write "11st Cibubur Street, Bekasi Jawa Barat, January 6th 2018". For salutation indicator, she got perfect score which is 20 of 20 because she wrote "Dear Mr and Mrs. Warizqi" that concerned to her topic.

Whilst in the body indicator sstudent 10 got 30 of 30 as complete score it was because she described the "Date : 21st January 2018, Time : 6 PM – 10 PM and Place : Grand Pallace Hotel, Bekasi". She wrote "Regards" as closing indicator and "Jovan Aldo and Vianita Risqita" as signature indicator, she got full score which are 20 of 20 and 15 of 15.

4.2.11 Student 11

The result of the ability student 11 in writing invitation letter she got good categorized. It can be seen from table 4.1 she got score 85. In heading indicator, the student got 0 score it was because she did not write. The correct sentence should be "21st Mentari Street, Sabang , Aceh, April 13th 2018". For salutation indicator, she wrote down "Dear Mr and Mrs. Niall" and got whole score 20 of 20.

Meanwhile in the body indicator the student got complete score 30 of 30 for "Date : Sunday 16th April 2018, Time : 1 o'clock in the afternoon, and Place :

Malibu Hotel, Bogor." that relevant to her topic. While in closing indicator student 11 got score 20 of 20 it was because the student could write "Regard" and "Dina and Dhino" as signature indicator based on the topic and got 15 of 15 score.

4.2.12 Student 12

The result of the ability student 12 in writing invitation letter got excellent categorized. It can be seen from table 4.1 she got score 100. The student could write the heading indicator "20 Teratai Street, Cibinong Bogor, September 5 2019" and got score 15 of 15. For salutation indicator, he wrote "Dear Mr and Mrs. Saqeel" and got full score 20 of 20.

Moreover in the body indicator student 12 got perfect score 30 of 30 for "Date : 10th October, Time : 13:00 PM and Place : Grand Ballroom Pengeran Hotel" that connected to his topic. In closing indicator she got score 20 of 20 it was because the student could write "Sincerely Yours" and for signature indicator he got 15 of 15 score it was because he could write "Zahira Purnama and Melisa Arista".

4.2.13 Student 13

The result of the ability student 13 in writing invitation letter got fair categorized. It can be seen from table 4.1 the student got score 70. The student could not write the heading indicator, here is the right example "3 Rainbow Street, Medan Sumatera Utara, June 27th 2020". For salutation indicator he wrote "Dear Mr and Mrs Benny" and got full score 20 of 20.

He also got score 30 of 30 from "Date : 19th November 2020, Time : 3 PM and Place : Garden Hotel Mekarjaya Medan Merdeka" as the body indicator

which related to his topic. For closing indicator student 13 wrote "Regards" and got score 20 of 20 while he could not write the signature indicator and got score 0 of 15, he should write "Marlo Vernandon and Lica Goddard" as an example.

4.2.14 Student 14

The result of the ability student 14 in writing invitation letter got excellent categorized. It can be seen from table 4.1 she got score 100. Student 14 got score 15 of 15 it was because she could write the heading indicator that concerned to her topic. She wrote "32 Paus Street, Pekanbaru Riau, January 21, 2021". For salutation indicator, she wrote "Dear Mr and Mrs Saurinel" and got score 20 of 20. Furthermore in the body indicator she got score 30 of 30 it was because she wrote "Date : 30th January, Time : 13: 00 PM and Place : Grand Ballroom Ratu Mayang Garden Hotel" that connected to her topic. Then, closing indicator she got score 20 of 20 because she wrote "Sincerely Yours" and wrote "Agung Chandro Winata and Amelia Winata" as signature indicator then she got score 15 of 15.

4.2.15 Student 15

The result of the ability student 15 in writing invitation letter got fair categorized. It can be seen from table 4.1 student got score 70. The student did not write the heading indicator and got score 0 of 15, the correct sentence should be "19 Lower Street, Tegal Jawa Tengah, May 15th 2021". In salutation indicator she wrote "Dear Mr and Mrs Chandra" and got full score 20 of 20. Student 15 also got score 30 of 30 from "Date : 20th May 2021, Time : 10 AM and Place : Auditorium Grand Elite Hotel Tegal" as the body indicator which connected to

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her topic. For closing indicator she wrote "Yours Truly" and got score 20 of 20 while she did not write the signature indicator and got score 0 of 15, she should write "Rico Pratama Putra and Rina Permata Sari" for example.

4.2.16 Student 16

The result of the ability student 16 in writing invitation letter got excellent categorized. It can be seen from table 4.1 she got score 100. Student could write the heading indicator and got full score 15 of 15. It was because she wrote "67 Mawar Street, Bantul Yogyakarta, October 7th 2018". For salutation indicator, she wrote "Dear Mr and Mrs. Sheeran" and got full score 20 of 20.

Whilst in the body indicator student 16 got perfect score 30 of 30 for "Date : 13th November 2018, Time : 13:00 PM and Place : Grand Hotel Yogyakarta" that connected to her topic. While in closing indicator she got score 20 of 20 it was because the student could write "Regards" and for signature indicator she got 15 of 15 score it was because he could write "Kenzo Aldianra and Michele Zolanda".

4.2.17 Student 17

The result of the ability student 17 in writing invitation letter got good categorized. It can be seen from table 4.1 he got score 80. The student got score 15 of 15 from heading indicator it was because he wrote "54 Barner Street, Kerinci Riau, June 17th 2020". In salutation indicator student he got score 20 of 20 it was because student 17 wrote "Dear Mr and Mrs Shawn".

Whereas for the body indicator he could write well and got perfect score 30 of 30 for "Date : July 1st, 2020, Time : 10 PM – 12 PM and Place : Hall of

Swakarya Bumi Hotel". Then he did not get the score of closing signature because he could write this part that makes he got score 0 of 20 . For signature indicator he could write "Harry Razla and Olivia Wilson" and finally got score 15 of 15.

4.2.18 Student 18

The result of the ability student 18 in writing invitation letter he got excellent categorized. It can be seen from table 4.1 she got score 100. In heading indicator, she got score 15 of 15 because she could write 10 Perwira Street, Solo Jawa Tengah, January 6th 2019". Moreover in salutation indicator, the student got perfect score which is 20 of 20 because she wrote "Dear Mr and Mrs Maldi" that related to her topic.

Moreover indicator she got score 30 of 30 as complete score it was because she described the "Date : 3rd Agustus 2019, Time : 11 AM and Place : Flower Hotel Jakarta Barat". Then she wrote "Sincerely Yours" as closing indicator and "Dina and Dino" as signature indicator, she got full score which are 20 of 20 and 15 of 15.

4.2.19 Student 19

The result of the ability student 19 in writing invitation letter she got fair categorized, it can be seen from table 4.1 student got score 70. She could not write the heading indicator and got score 0 of 15, the correct sentence should be "82 Amsali Street, Dumai Riau, June 19th 2021" as an example. In salutation indicator student 19 wrote "Dear Mr and Mrs Christopher" and got full score 20 of 20.

Furthermore she also got score 30 of 30 from "Date : 26th June 2021, Time : 7 PM – 10 PM and Place : Grand Ballroom Jati Asih Mekar Hotel" as the

body indicator which connected to her topic. For closing indicator she wrote "Truly Yours" and got score 20 of 20 while she could not write the signature indicator and got score 0 of 15, she should write "Zayd Maulana and Audrey Seliari" as an example.

4.2.20 Student 20

The result of the ability student 20 in writing invitation letter she got fair categorized, it can be seen from table 4.1 student got score 70 it was because she could write the heading indicator and got score 0 of 15. She only wrote salutation indicator, the body indicator, and closing indicator. For heading student 20 should write "36 Tower Street, Makassar Sulawesi Selatan, September 7th 2019" as an example.

Whereas for salutation indicator she got perfect score 20 of 20 because she wrote "Dear Mr and Mrs Christianr" and got full score 20 of 20. Student 20 also got score 30 of 30 from "Date : 12th September 2019, Time : 13:00 – 17 : 00 and Place : Permadi Lounge and Cafe" as the body indicator which related to her topic. Then she got score 20 of 20 because she wrote "Regards" as closing signature and got score 0 of 20 because she could not write the signature indicator, for example she should write "Fery Ardhia and Serly Anber Tizani".

4.3. Data Interpretation for Each Indicators of Writing

In writing test, the test were divided into five parts and the researcher asked the students to make the heading, salutation, the body, closing, and signature based on their abilities.

Table 4.2

Percentage of Each Indicators in Writing Invitation Letters

No	Indicators in Writing Invitation Letters	Percentage (correct)	Percentage (fault)	Totals
1	Heading	50%	50%	100%
2	Salutation	95%	5%	100%
3	The Body	100%	0%	100%
4	Closing	95%	5%	100%
5	Signature	65%	35%	100%

The first indicator of heading, heading tell readers when and where you wrote the letter. The where should be the write's complete address and when which informs the date of making the letter. According to the table 4.2 above, there were 10 students correct (50%), it shows that a half of the students could write well but there were 10 students (50%) could not write the heading because they forgot to put this indicator in their invitation letters.

The second indicator of salutation or greeting, it means that the writer's relation with the reader will define this section and also needed for all types of letters. Based on the table 4.2 above almost of the students could write the salutation, there were 19 students correct (95%). However there were 1 student (5%) could not write the salutation and did not get the score.

The third indicator of the body, it shows the sort of letter you write and will decide the type of the letter. There seems to be a date, time, and location to guide the guests who are decided to invite to the event or ceremony. It can be seen from table 4.2 above that all of the students could write this indicator perfectly, there were 20 students correct (100%) and there were no student could not write the body of the letter.

The fourth of closing, the first word is capitalized. There are some closing expression such as Sincerely, Sincerely Yours, Very Truly Yours, Yours Truly, Yours Respectfully. According to the table 4.2 above there were 19 students correct (95%) and 1 student (5%) could not write the closing indicator.

The last indicator of signature, it means the sender's name should be writter in invitation letter as a proof or identity. From the table above there were 13 students correct (65%) because they wrote the signature and there were 7 students (35%) could not write that makes them did not get the score.

From the data above, it is possible to conclude the students' ability in writing each indicators of invitation letter shows that the body indicator is the highest result compared to other indicators because they could write perfectly. Meanwhile in heading indicator students get the lowest because students could not write well.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1.Conclusion

This research is an analysis of students' ability in writing invitation letters of eleventh grade at SMAN 2 Pekanbaru. The researcher conducted writing test to measure the students' ability in writing invitation letters. The students were required to make invitation letters based on the topic that given by researcher. In order to obtain reliability data, two English teachers examined the writing test.

Based on the previous discussion, the researcher concludes that the students' ability in writing invitation letters of eleventh grade at SMAN 2 Pekanbaru was discovered that the mean of students' ability to write invitation letters was categorized as Good (75-89). By the presentation of respondents scores from rater 1 and 2, there were 7 students (35%) were classified as excellent. There were 7 students (35%) were classified as good, there were 6 students (30%) were classified as fair and there were no poor and very poor. It was indicated that most of students in eleventh grade at SMAN 2 Pekanbaru have good in writing invitation letters.

5.2 Suggestion

Based on the conclusion, the researcher would like to make the following suggestions, which are hoped to be useful:

5.2.1 for The English Teacher

1. To ensure that the teaching learning process runs smoothly, the English teacher must motivate the students.

2. The teacher should make various ways of creative and innovative techniques or strategies to keep the students focus and enjoy during the teaching learning process.

5.2.2. For the Students

1. Students have to hard effort to improve their ability in writing in actively in learning process to support writing ability.

2. To mastery writing ability, the students should understand what aspects are included in writing and what the generic structure of the text.

5.2.3. For Further Researcher

1. This research can be used as a reference for other researchers who want to conduct more research on writing abilities.

2. The sample of the study may also be added ot it can be compared with others to obtain a better result.

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