



Job Application Letter Writing Skills of SMA Tambang Students

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Abstract

Mastery of letter writing skills is a crucial competency that students need to have. However, based on the phenomenon and interviews at SMA Negeri 2 Tambang, students' abilities are still categorized as lacking and there are still problems faced by students in writing job application letters. Therefore, the researcher wants to prove the ability to write a job application letter among class XII students of SMA Negeri 2 Tambang. The purpose of this study is to prove and find out the ability to write job application letters of class XII students of SMA Negeri 2 Tambang in the 2023/2024 school year. This research applies a descriptive method with a qualitative approach, with the object of research in class XII IPS 2, totaling 38 respondents. The results indicated that the ability to write job application letters of students in class XII SMA Negeri 2 Tambang showed a deficient category in both aspects of writing job application letters, namely systematic aspects and linguistic rules. In the systematics aspect, there were 7 students or 19% in the sufficient category, while 31 students or 82% scored in the insufficient category. Furthermore, in the aspect of linguistic rules, all students (38 people) or 100% get a score in the insufficient category. Based on this, it can be concluded that the ability to write a job application letter of SMA Negeri 2 Tambang students is categorized as insufficient with an average of 70.3.

Keywords: ability, writing, job application letter

Abstrak

Penguasaan kemampuan menulis surat sebagai kompetensi krusial yang perlu dimiliki siswa. Namun, berdasarkan fenomena dan wawancara di SMA Negeri 2 Tambang kemampuan siswa masih berkategori kurang dan masih terdapat permasalahan yang dihadapi siswa dalam menulis surat lamaran pekerjaan. Maka dari itu, peneliti ingin membuktikan kemampuan menulis surat lamaran kerja dikalangan siswa kelas XII SMA Negeri 2 Tambang. Tujuan penelitian ini adalah untuk membuktikan dan mengetahui kemampuan menulis surat lamaran pekerjaan siswa kelas XII SMA Negeri 2 Tambang tahun ajaran 2023/2024. Penelitian ini menerapkan metode deskriptif dengan pendekatan kualitatif, dengan objek penelitian kelas XII IPS 2 yang berjumlah 38 responden. Hasil penelitian mengindikasikan bahwa kemampuan menulis surat lamaran pekerjaan siswa kelas XII SMA Negeri 2 Tambang menunjukkan kategori kurang pada kedua aspek menulis surat lamaran pekerjaan, yaitu aspek sistematis dan kaidah kebahasaan. Pada aspek sistematis, terdapat 7 orang siswa atau 19% berkategori cukup, sementara itu 31 orang siswa atau 82% mendapatkan nilai berkategori kurang. Selanjutnya, pada aspek kaidah kebahasaan, seluruh siswa (38 orang) atau 100 % mendapatkan nilai berkategori kurang. Berdasarkan hal tersebut, dapat ditarik kesimpulan bahwa kemampuan menulis surat lamaran pekerjaan siswa SMA Negeri 2 Tambang berkategori kurang dengan rata-rata 70,3.

Kata kunci: kemampuan, menulis, surat lamaran pekerjaan

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INTRODUCTION

Indonesian language skills are divided into four components: listening, speaking, reading and writing. Based on these four components, writing ability plays an important role because writing is a form of application that helps strengthen language acquisition of language in more depth (Dewi, 2024). Writing as an activity to convey the results of thoughts, ideas or opinions into written form. Not only that, by writing one can also improve language skills and hone understanding of the discussion he is writing (Sutrisno & Puspitasari, 2021). In the academic field, good writing skills can enable a person to develop critical thinking skills and can develop their understanding of learning materials. Therefore, writing skills become an inseparable part of students' academic activities, these writing activities are almost always needed. Writing is the process of finding an idea, where this process is highly dependent on the knowledge possessed by the writer. The broader the knowledge the writer has, the more ideas he expresses through his writing. In the writing process, writers are required to be skilled in using symbols, language structures and vocabulary (Sukirman, 2020; Sukma & Puspita, 2023). In line with this, Nuryani (2016) conveys that students' critical and creative thinking can be honed through various learning activities in the classroom, one of which is writing activities.

Writing skills have been taught to students since entering the education level. Although it has been taught from an early age, in fact students still experience difficulties in expressing their ideas (Mahmud, 2017). A similar condition is also experienced by XII grade students of SMA Negeri 2 Tambang in the academic year 2023/2024, where writing activities are a challenge for them. Some students consider writing activities as something boring and less interesting so that they are less eager to develop their writing skills. This problem must be considered by teachers so that writing activities in schools receive more attention

One of the writing skills learned at school, according to the syllabus of SMA class XII in the 2013 curriculum, is composing a job application letter. This material is taught in the Indonesian language subject and is listed in the content standards of the 2013 curriculum at the high school level, which is studied in semester 1 (Odd). The competency is listed in Basic Competency 4.2 composing job application letters by paying attention to content, systematics and language (Permendikbud No. 37 Tahun 2018, 2018). Through this learning, students are expected to be able to compose a job application letter with the right structure, as well as the use of formal language. This skill is important for students because composing a job application letter is the first step in a series of efforts to get a job.

But in reality, students' ability to write job application letters at SMA Negeri 2 Tambang still faces a number of problems. Through careful observation and in-depth conversations with subject teachers, a number of problems were found related to students' ability to compose job application letters. These problems include: (1) students' lack of mastery of the systematics or format of writing job application letters. Some students are still confused about the components of the letter; (2) students' lack of knowledge about formal letter language; (3) lack of understanding about the proper use of punctuation. This is evident from the students' practical scores which did not reach the passing standard. The score achieved by students is only 78, while the Minimum Completion Criteria (KKM) set by the school is 85.

A letter is defined as a communication tool that contains the delivery of written information written by one party to inform the intention of the message between other parties (Iswanto et al., 2024). A good letter is certainly well structured. The letter layout generally includes the parts of the letter. If the parts of the letter are written correctly and arranged according to the rules, the letter written will also be good. Letters are a means of communication used in daily activities, the purpose is to exchange information, exchange ideas or convey information to others through paper media, thus facilitating the effective exchange of information between parties (Alber et al., 2023; Sugiarti & Saputra, 2022; Wicaksono et al.,

2021). Therefore, letters play an important role as a communication medium that helps convey information and exchange opinions within the community.

One type of letter that students need to master is a job application letter. This letter is the first step written by a job applicant before he or she follows a further selection process at the intended company or agency. Therefore, given the importance of this, prospective workers need to write a good application letter. A good job application letter is written in an attractive and persuasive style and full of self-confidence in order to gain trust and arouse the company's desire to accept the application (Kosasih, 2018). Suryaman et al. (2018) explains a job application letter as a request to work in a certain place. In general, job application letters are usually formal or official. It is called formal or official because it is related to private agencies and government agencies. This document is used to apply for certain positions or job vacancies (Handika et al., 2020).

When writing a job application letter, it is important to pay attention to several things so that the resulting letter is better, including paying attention to the systematics of writing. Suryaman et al. (2018) explains "the systematic components of a job application letter, including the place and date of the letter, attachments and matters, mailing address, opening greeting, opening paragraph, content, closing, closing greeting, and signature and surname". In addition, it is also necessary to pay attention to the provisions for the use of grammar in writing job application letters. Mariskha (2015) suggests "the use of proper grammar so that the reader understands the contents of the letter written, including spelling (including writing letters, writing words, and using elements of absorption), punctuation."

Several literature reviews on the ability to write job application letters have been conducted. First, which discusses the skills in writing job application letters based on advertisements for class XII SMK students with a quantitative approach has been carried out by (Nariyah et al., 2021). Second, another study has also been conducted on improving the ability to write job application letters for XII IPA students with a quantitative approach by (Poojadixa et al., 2023). Third, similar research has also been conducted by oleh Jeni et al. (2023) regarding the ability to write job application letters for XII high school students with quantitative and qualitative approaches. Fourth, research conducted by (Maidah et al., 2020) which is included in the category of classroom action research (PTK) with a quantitative approach. Fifth, (Najamudin & Sukarismanti, 2020) with quantitative methods also applied in classroom action research (PTK)

Research conducted by previous researchers has certain similarities and contrasts with ongoing research, which emphasizes the skills of composing job application letters, but there are fundamental differences, namely differences in the approaches used and research locations, and some previous studies are classroom action research (PTK). The purpose of classroom action research (PTK) itself is to strengthen and perfect students' skills in writing job application letters. However, the research conducted by researchers is not classified as a type of classroom action research (PTK), but descriptive research with a qualitative approach. The purpose of this study was to determine the ability of job application letter writing skills of class XII SMA Negeri 2 Tambang students in the 2023/2024 academic year.

RESEARCH METHODS

The research location SMA Negeri 2 Tambang on August 21, 2023. This research applies descriptive methodology with a qualitative approach. The qualitative approach seeks to understand certain phenomena through in-depth data collection, analyzing patterns, and exploring the meaning of the observed situation, so as to provide a more comprehensive picture of the object of research (Fiantika et al., 2022). Widodo (2021) explains that descriptive research is intended to describe the actual situation according to the situation that occurs at the location.

Next is to determine the subject and object of research. Subjects and objects in qualitative research act as the main data source and can provide information related to the problem under study. Based on this explanation, SMA Negeri 2 Tambang students in the 2023/2024 academic year are the subjects. Meanwhile, the object is class XII IPS 2 students totaling 38 students. This object selection technique is carried out by saturated sampling technique, Hikmawati, (2017) says saturated sampling technique is a sampling technique that uses the entire total population as a sample. To collect data, researchers conducted three techniques, namely, direct observation, conducting, and carrying out tests. The test is used as a tool to measure the level of ability to write a student's job application letter which consists of 2 aspects, namely systematic aspects and linguistic rules. After the data has been collected, the next step is data management. At this stage, the data that has been collected will be assessed and organized according to predetermined criteria. To interpret the percentage achieved, it needs to be adjusted to the benchmark using an interval scale. This scale divides the percentage range into several intervals as follows:

Table 1. Assessment Criteria

Percentage interval	Description
95 - 100	Very good
90 - 94	Good
85 - 89	Simply
<85	Less

RESULTS AND DISCUSSION

Students' Job Application Letter Writing Ability Based on Systematic Aspects

The discussion of the systematics of writing a job application letter in this study refers to the theory of Suryaman et al., (2018) systematic aspects in the ability to write a student job application letter are described based on several important aspects, namely the place and date of the letter, attachments and things, letter address, opening greeting, opening paragraph, letter content, closing, closing greeting, signature and surname, as follows.

a. Place and date of the letter

Based on the results of the analysis, it is known that the majority of students are able to master the systematic aspects of writing the place and date of the letter. About 71% or 27 students scored in the excellent category. In addition, about 5% or 2 other students scored in the good category. Meanwhile, 3 students or 8% scored in the moderate category, and about 16% or 6 other students still had great difficulty in writing the place and date of the letter correctly. Some of these students failed the test because they could not write the place and date part of the letter according to the systematics. Students' ability to write the place and date aspects of the letter can be seen in the following diagram.

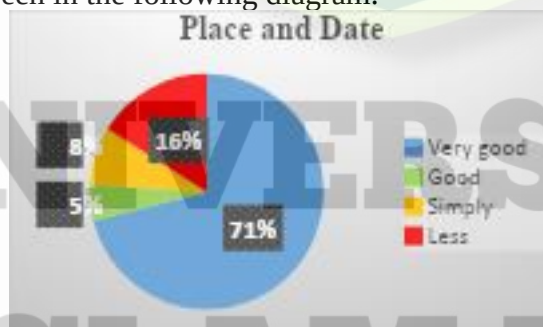


Figure 1. Ability to Write The Place and Date Aspect of the Letter

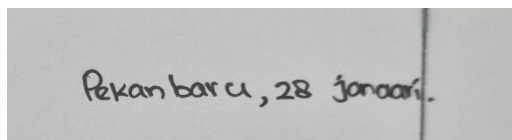


Figure 2. Students' Answers on the Place and Date Aspect

In the aspect of place and date, students are asked to be able to write the place and date part of this letter according to systematics. This aspect is very important in a letter because writing the right place and date will provide clear information about when and where the letter was made. Based on Figure 1, the student wrote "Pekanbaru, January 28". The writing does not seem to follow the systematic format that should be. Writing the place and date of the letter should also be followed by the year of the letter so that information about when the letter was made becomes clearer. The student should write the correct place and date of writing, namely "Pekanbaru, January 28, 2024". This correct writing will provide clearer information that the letter was written in Pekanbaru on January 28, 2024. This explains that there are difficulties for students in writing the place and date aspects of the letter. This is in line with the opinion of Suryaman et al., (2018) that "the place and date of the letter are placed in the upper right corner, stating the place of creation of the letter accompanied by the date, month, and year of the letter."

b. Attachments and items

Based on the results of the analysis, in the aspects of attachments and letter matters, almost all students experienced difficulties. As many as 13% or 5 students get a score in the poor category. Most of the students, namely 84% or 32 students, got a score in the sufficient category. Meanwhile, there was 1 student or 3% who scored in the good category. Based on these results, it explains that only a few students were able to write this aspect correctly. This can be seen in the following diagram.

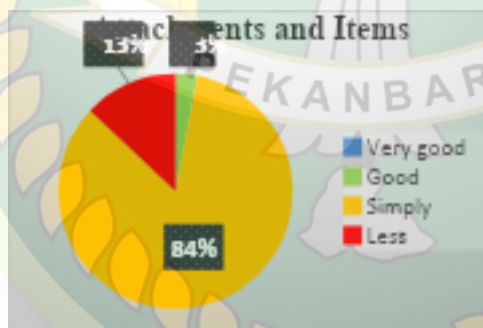


Figure 3. Ability to Write Attachments and Letter Subjects

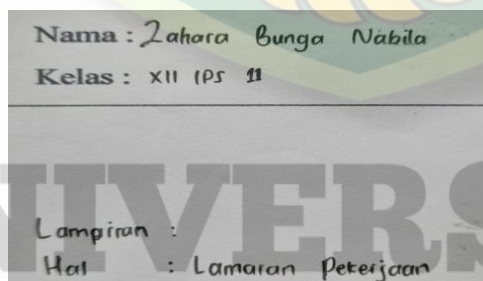


Figure 4. Students' Answers on the Attachments and Things Aspect

The job application letter writing test specifically requires students to be able to write the attachments and matters sections of the application letter. The matter of the letter refers to the topic covered in the letter, while the attachment contains details of the number of documents included in the letter. Based on figure 2 above, the student wrote "attachment: - Hal: job application". The writing does not seem to be in accordance with the systematic format. The

writing of things and attachments should follow the correct format. The attachment section should be filled with details of the number of documents to be included. The student should write the correct attachments and things, namely.

"Attachment : Seven sheets"

"Hal : Job Application"

Proper writing will provide clearer information about the content and purpose of the letter. By writing the attachment section, the reader can immediately know how many documents are included in the letter. Meanwhile, the subject of the letter explains specifically the matter discussed in the letter. Following the correct guidelines will make the letter more informative, making it easier for the recipient to understand. This is in line with the opinion of Suryaman et al., (2018) that attachments and letter matters are included with proper writing, namely, not abbreviated and the attachment details column is written using letters.

c. Mailing address

Based on the results of the analysis, it can be seen that students' abilities in the aspect of letter addresses vary. A total of 15 students or equivalent to 39% got very good category scores. Meanwhile, 6 students or 16% scored well in writing the address aspect of the job application letter. In addition, as many as 4 students or 11% get a score in the moderate category. Furthermore, there are 13 students or 34% who get scores in the poor category. This shows that some students are still wrong in writing the address aspect of the letter correctly. The following answers of students who still have difficulties in the aspect of writing a letter address can be seen in Figure 3 along with the diagram.

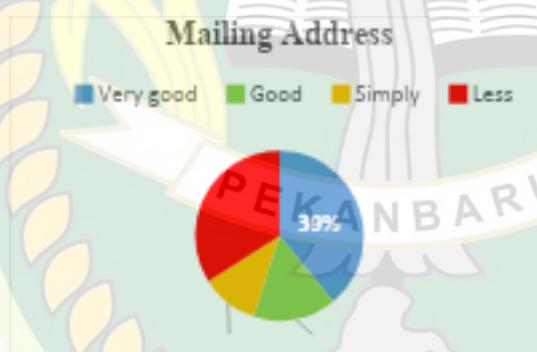


Figure 5. Letter Address Aspect Writing Ability

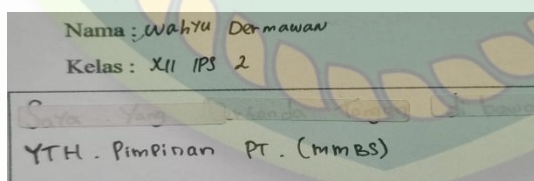


Figure 6. Student Answers on the Mailing Address Aspect

In the aspect of writing the letter address, students are asked to write the part with the correct systematics. However, based on figure 4 above, the student included "Dear. Leader of PT (MMBS)". It can be seen that the writing of the address is unclear, and incomplete in accordance with formal letter writing standards. The mailing address should be written clearly and completely to ensure that the letter reaches the intended recipient. To improve the correct writing of the letter address, namely.

"Dear Manager of PT Mitra Manajemen Bisnis Solusindo
Jalan Gajah Mada No.117 G, Pahoman, Rawa Laut, Bandar Lampung City
Lampung"

This is in line with the opinion of Suryaman et al., (2018) explains that the mailing address is included with several provisions, namely, not using the word "To", not exceeding three lines, not using gender terms such as Mr. or Mrs., and writing the address must be clear and not abbreviated.

d. Greetings

Based on the analysis, in the aspect of opening greetings, almost all students get very good category scores, namely around 97% or 37 students. Overall, students already have the ability to write the correct letter opening greeting according to the systematics. Meanwhile, there was 1 student or 3% who got a score in the poor category. This indicates that there are still students who face difficulties in the letter writing test on the aspect of opening greetings. The following picture and diagram show the percentage level of students' ability in the aspect of opening greetings.

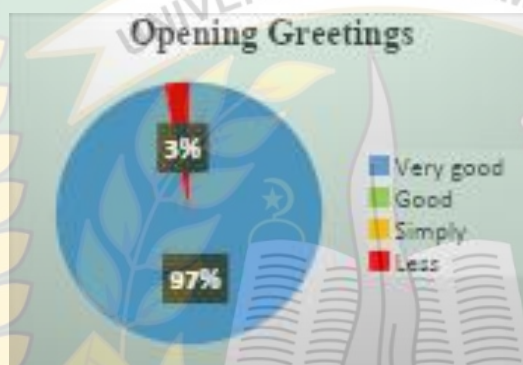


Figure 7. Writing Ability of Letter-Opening Greeting Aspect

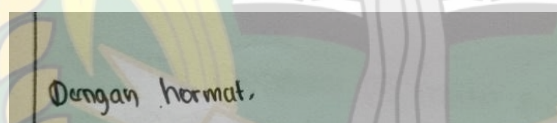


Figure 8. Students' Answers on the Aspect of Opening Greetings

In the test of the ability to write a job application letter, students are required to be able to present one part of the letter opening greeting. The opening greeting on the letter functions as showing respect to the recipient. Based on picture 4 above, the student includes the opening greeting of the letter by writing "Respectfully," the student's answer is correct with the correct systematic presentation format. It explains that the student is able to master the aspect of writing the opening greeting of a job application letter. This is in line with Suryaman et al., (2018) the opening greeting of a job application letter is generally "With respect". Opening greetings help create the impression of respect, courtesy and respect for manners in communication. Therefore, saying the correct opening greeting is very important to show the applicant's sense of seriousness.

e. Opening paragraph

Based on the results of the analysis, the students' scores, especially on the aspect of the opening paragraph of the job application letter, varied. Out of a total of 38 students, 71% or 27 students scored in the excellent category, indicating that they adhered to the systematic guidelines that had been set. In addition, 4 students or 11% scored in the good category. Meanwhile, 7 students or 18% scored in the poor category. The following is a diagram along with the results of students' answers.

In the opening paragraph aspect, students are asked to be able to write this section according to the correct systematic guidelines. This aspect has a very important role because this is the first impression that will be seen by job seekers. Therefore, students must be able to write complete information based on the correct writing systematics. This opening paragraph should contain the source of the job vacancy information, the purpose and objectives, and the

position applied for. Based on Figure 5, the student's answer is considered less precise based on the systematic guidelines that should be. This is in line with the opinion of Suryaman et al., (2018) and Kosasih (2018) that in the guidelines for writing the opening paragraph of a correct job application letter, students must include important information such as the source of job vacancy information (if any), the intention to apply, and the position to be applied for. However, based on Figure 5, the answer written by the student only conveys the intention to apply for a job without specifically mentioning the source of job vacancy information and the position to be applied for. Therefore, it can be concluded that the student still has difficulty understanding and applying the correct writing systematic guidelines

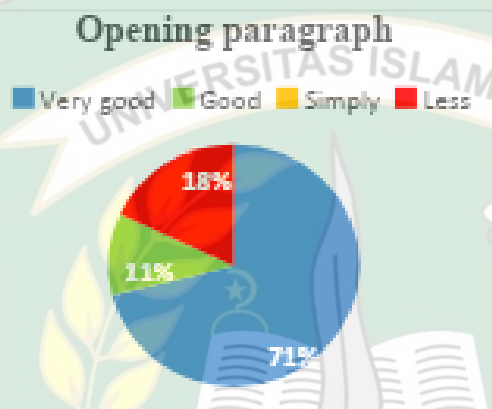


Figure 9. Writing Ability in the Opening Paragraph of a Letter



Figure 10. Students' Answers on the Opening Paragraph Aspect.

f. Letter content

Based on the data that has been analyzed, it can be concluded that the level of student competence tends to be in the sufficient category. This is evidenced by the highest percentage of 58% or 22 students getting scores in the moderate category. Although there are 13 students or 34% who get very good category scores and 3 other students or 8% get good category scores, the percentage is still lower than the majority of students who get enough categories. This shows that almost all students already have an understanding of the writing aspects of letter content, but most students still need to improve their skills to get good or very good category scores. Students' ability to write the content aspect of the letter can be seen in the following diagram.

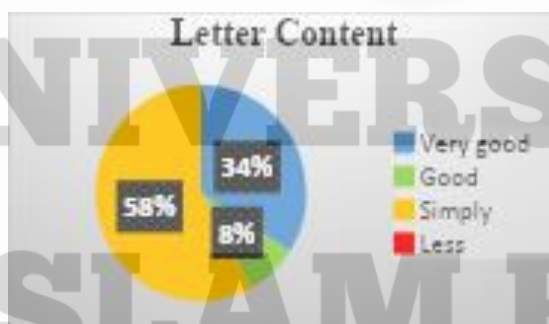


Figure 11. Writing Ability in Letter Content Aspect

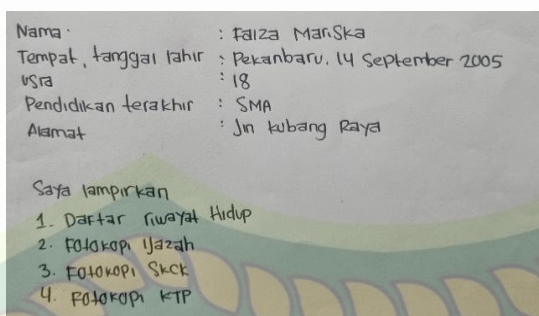


Figure 12. Students' Answers on the Job Application Letter Writing Test Content Aspect

In the content aspect of the letter, students are asked to be able to write the contents of the letter completely according to the systematics. The content aspect in the letter is very important because it is the core part of the written communication that you want to convey. The content of the letter is the main part that serves to convey messages, goals, and information to the reader. If the content of the letter is not included clearly, then the intent and purpose of the letter cannot be conveyed clearly either, which can lead to misunderstanding and confusion. Based on Figure 6, the answer does not seem to follow the proper systematic format. The writing of the letter content should contain the applicant's identity, purpose and objectives, and complete the required documents in the attachment. The student should write the correct part of the letter content, namely.

" : Faiza Mariska
 place, date of : Pekanbaru, September 14, 2005
 age : 18 years old
 education : HIGH SCHOOL
 address : Jalan Kubang Raya"

I hereby intend to apply for a job as a tax staff in the company that you lead. I enclose my resume for your consideration:

1. curriculum vitae;
2. photocopy of diploma;
3. score transcripts;
4. health certificate;
5. photocopy of KK;
6. photocopy of ID card;
7. 4x6 passport = 2 sheets."

This is in line with the opinion of Suryaman et al., (2018) that the contents of the letter must contain the applicant's identity, purpose and objectives, and the applicant must fulfill the requested attachments.

g. Cover

In this aspect, students are asked to be able to write the closing part of the letter according to the right systematics. A proper closing should show the applicant's enthusiasm and confidence. This sense of enthusiasm and confidence shows that the applicant is not just looking for a job, but is really excited about his role in the company. This confidence can reassure employers that the applicant is confident in his or her ability to develop and make a positive contribution. Based on the results of the analysis, most students obtained a good category, totaling 30 students or 79%. Meanwhile, 2 students or 5% scored in the very good category, and 6 other students or 16% scored in the fair category. The following are the percentages and student answers.

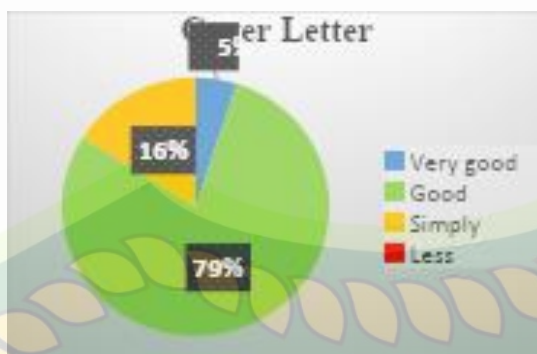


Figure 13. Ability to Write the Closing Aspect of the Letter

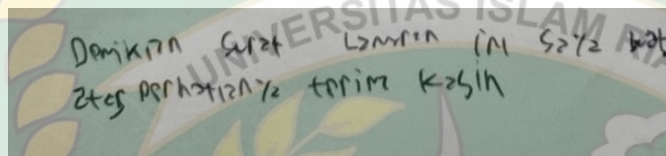


Figure 14. Students' Answers on the Closing Aspect

Based on picture 7 above, the answer does not seem to show enthusiasm in applying for a job. The student should write the correct closing part of the letter, namely.

"I am very interested in joining a great company at PT Mitra Manajemen Bisnis Solusindo. I am confident that my experience and skills will make a significant contribution to the company. I am looking forward to the next stage. Thus this letter is made, for your attention I thank you."

This is in line with the opinion of Suryaman et al., (2018) that the closing part of the letter must show the enthusiasm of the job applicant for the intended agency.

h. Closing remarks

Based on the analysis, in the aspect of closing greetings, almost all students scored very well, namely 92% or 35 students. Overall, students already have the ability to write the closing greeting part of the letter correctly according to the systematics. Meanwhile, there was 1 student or 3% who got a score in the good category. While 2 other students or 5% got a score in the poor category. The analysis shows that students still face difficulties in the letter writing test on the aspect of closing greetings. The following are the answers and the percentage diagram of the students' ability level in the closing greeting aspect.

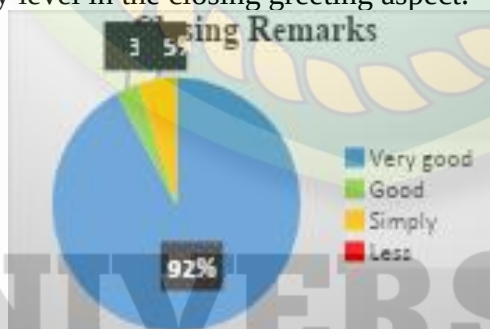


Figure 15. Ability to Write the Closing Salutation Aspect of the Letter

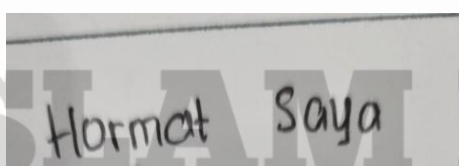


Figure 16. Students' Answers on the Letter Content Aspect

In the test of the ability to write a job application letter, students are required to be able to present the closing greeting part of the letter. The closing greeting shows a sense of ethics, courtesy to the reader. Based on Figure 8, the student includes a closing greeting with the writing "*Sincerely*," The student's answer is correct with the correct systematic presentation format. It explains that the student is able to master the aspect of writing the closing greeting of the job application letter. This is in line with Suryaman et al., (2018) the closing greeting of a job application letter is generally "*Sincerely*". This part functions as a form of ethics or respect in communication.

i. Signature and full name

In the closing greeting part of the letter, most of the 30 students or 79% scored very good. However, about 3% or 1 student scored good. Meanwhile, 6 other students or equivalent to 16% got a score in the moderate category, and 1 other student or 3% got a score in the poor category. This can be seen based on the following diagram and student answers.

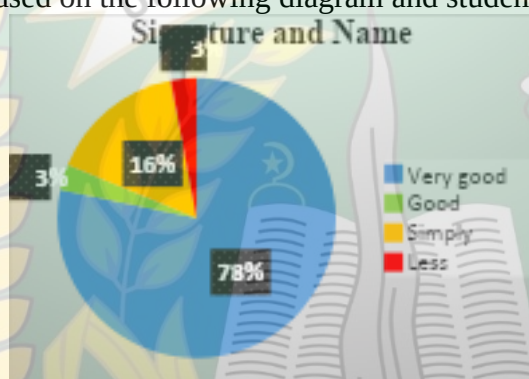


Figure 17. Writing Skills in the Aspect of Signature and Name Highlighting

Figure 18. Student Answers on the Signature and Prominent Name Aspect

Every prospective worker is obliged to put his signature on the application letter he made. Giving a signature proves that the letter writer is responsible for the letter he wrote. The signature also makes the letter valid. In addition, the name of the sender also needs to be included completely. Based on the picture 9 above, the student includes signature and her given name which is "*Andini Tri A.*". The writing of the name is not correct. The writing of the name should be written in full without abbreviations so that the recipient of the letter can clearly know the identity of the sender. Therefore, students should write it correctly like "*Andini Tri Ariyani*". This is explained by Suryaman et al., (2018) says the signature is written in the lower right corner of the letter, then accompanied by the full name.

Students' Job Application Letter Writing Ability Based on the Aspects of Grammar Rules

The discussion of the language rules of job application letters in this study refers to the theory of Mariskha (2015), this aspect of language rules includes the use of proper spelling. This spelling consists of the use of capital letters, word writing, elements of absorption, and punctuation. Overall, there were 1049 forms of inaccuracy in the use of spelling in the students' application letters. The following is a breakdown of these errors.

a. Capitalization

Capital letters, known as uppercase letters, have different sizes and shapes. The use of capital letters generally applies to the first letter of the first word in a sentence, the first letter

in proper names, elements of the name of God and religion, positions, ethnic groups, names of days, months, years, geography, names of countries, titles of books or articles, elements of kinship, and abbreviations (Riskinasih, 2023). Therefore, every word that falls into this category must be written in capital letters. If not, then it violates the rules of capitalization.

Based on the results of the analysis, the researchers found 477 forms of capitalization errors from the overall writing of students' job application letters. Only 1 student or 3% got a very good score. Meanwhile, 3 other students or 9% scored in the good category and 5 students or 13% scored in the fair category. Most students, 29 students or 76%, scored in the poor category. This shows that the majority of students still face difficulties in applying the rules of proper capitalization according to the guidelines. The following are the errors found and the percentage diagram of students' ability level in the aspect of capital letters.

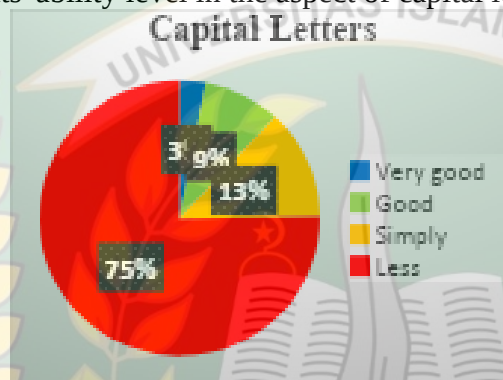


Figure 19. Writing Ability in Capitalization Aspect

Data 1

Pekanbaru, 07 [march] 2024

Based on data 1, the writing of "*march*" is identified as the name of the month. Writing elements of the name of the year, month, and day must use capital letters. This is in line with the opinion of Mariskha (2015) and Riskinasih (2023) that in the rules of Indonesian writing rules, the names of years, months and days must be written in capital letters. The application of capital letters does not only comply with official grammar rules, but also plays a role in clarifying the delivery of information to readers. Thus, the word in data 1 can be corrected to.

Pekanbaru, *March* 07, 2024

Data 2

[based on] job vacancy information in the newspaper

Based on data 2, the word "*based on*" is identified as the first letter element at the beginning of a sentence. The writing of the first letter element of the word at the beginning of the sentence must use a capital letter. This is in line with the opinion of Mariskha (2015) and Riskinasih (2023) that in the rules of Indonesian writing rules, these elements must be written in capital letters. The application of capital letters does not only comply with official grammar rules, but also plays a role in clarifying the delivery of information to readers. Thus, the correction for data 2 becomes.

Based on job vacancy information in the newspaper

Data 3

Dear [head of PT. mitra manajemen bisnis solusindo]

Based on data 3, the writing "*manager of PT. mitra manajemen bisnis solusindo*" is identified as the name of position and rank. Writing the names of positions and ranks, or those used as a substitute for the name of a person, institution, or place name must use capital letters. This is in line with the opinion of Mariskha (2015) and Riskinasih (2023) that in the rules of

Indonesian writing rules, the elements of these names must be written in capital letters. The application of capital letters does not only comply with official grammar rules, but also plays a role in clarifying the delivery of information to readers. Thus, the correction for data 3 becomes.

Dear Leader of PT Mitra Manajemen Bisnis Solusindo

b. Word Writing

When writing a job application letter, the wording is an aspect that should not be overlooked. A job cover letter is the first impression given to a potential employer, and errors in wording can indicate that the applicant is negligent or careless. In addition, word writing skills reflect that the applicant has a good command of language. Therefore, every correctly written word in a job cover letter not only keeps the meaning intact, but also shows that the applicant has good language skills.

Based on the results of the analysis, researchers found 110 forms of word writing errors from the overall writing of students' job application letters. From the data found, only 4 students or equivalent to 11% obtained very good category scores on the aspect of word writing. There were 21 students or 71% who scored in the good category, and 5 other students or 13% scored in the fair category. Meanwhile, 2 other students or 5% scored in the poor category. This shows that most students already have the ability to write correct words following the letter spelling guidelines. The following are the errors found and the percentage diagram on the aspect of word writing.

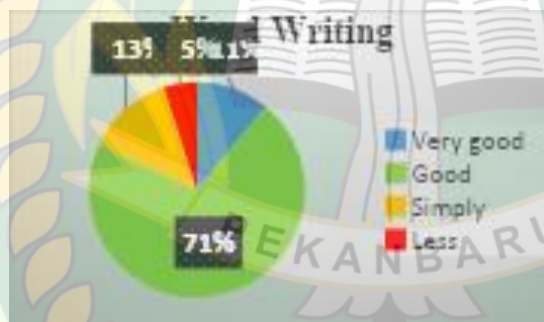


Figure 20. Writing Ability in the Aspect of Word Writing

Data 1

..... requires a [reliable] workforce...

Based on data 1, the writing of the word "*reliable*" is included in the basic word writing error. This error occurs because there are excess elements in the word. This is in accordance with Sugihastuti's statement in Savitri (2018) that writing errors should not be underestimated because they can lead to meaning errors. Mariskha (2015) and Riskinasih (2023) explain that the basic word means a word that stands alone. Thus, the correction for data 1 becomes.

..... requires a *reliable* workforce

Data 2

..... and I also hope to join [in the company] that you lead.

Based on data 2, the writing of the word "*in the company*" is included in the preposition writing error. This error is because the preposition "di" must be separated from the word "company". In Indonesian writing, prepositions that indicate place names or directions must be written separately. This is in line with the opinion of Mariskha (2015) and Riskinasih (2023) that prepositions, di, ke, and dari used to indicate location or direction must be written separately. Thus, the correction for data 2 becomes.

..... and I also hope to join the *company* that you lead.

Data 3

I hope to be [accepted] in the company that you lead.

Based on data 3, the writing of the word "*di terima*" is included in the preposition writing error. This error is because the preposition "di" must be connected from the word "terima". In Indonesian writing, prepositions that do not indicate place names or directions are connected. This is in line with the opinion of Mariskha (2015) and Riskinasih (2023) that prepositions, *di*, *ke*, and *dari* when indicating direction or place, are written separately. Thus, the correction for data 3 becomes.

I hope to be *accepted* in the company that you lead.

c. Absorption Element

Another aspect that also needs to be considered when writing a job application letter is the use of elements of absorption. An absorption element is a word that originated from another language (foreign or regional language) which is then integrated into the Indonesian vocabulary. Therefore, before using the elements in writing a letter, it is important to ensure that the words are absorbed correctly and follow standardized language standards.

Based on the results of the analysis, the researcher found 167 forms of errors in writing elements of absorption from the overall writing of students' job application letters. The absorbed elements written by students come from foreign languages. From the data found, only 2 students or equivalent to 5% get very good category scores in the aspect of word writing. There were 21 students or 55% who scored good and 11 other students or 29% who scored fair. Meanwhile, there are 4 students or equivalent to 11% who get scores in the poor category. This shows that most students have understood the writing of absorbing elements in letter writing well. The following are the errors found and the percentage diagram of students' ability level in the aspect of absorption elements.

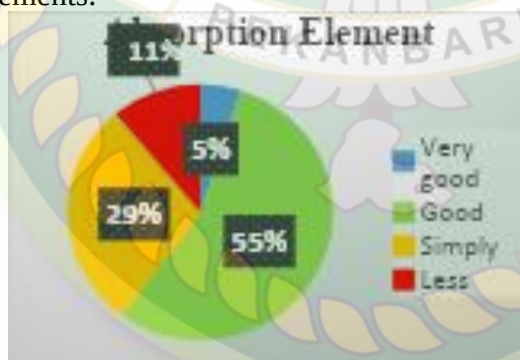


Figure 21. Writing Ability in the Aspect of Absorbed Elements

Data 1

I am able to operate [computer] well

Based on data 1, the writing of the word "*computer*" is included in the error of using absorbed elements. This error is caused by writing the word *computer* with English spelling. According to the applicable Indonesian language rules, the correct form is "computer". This is in line with the opinion of Mariskha (2015) in writing letters, it is important to pay attention to the rules for using elements of absorption from foreign languages. Thus, the correction for data 1 becomes.

I am able to operate a *computer* well.

Data 2

Number: 0895-3803-7026

Based on data 2, the writing of the word "*hp*" is included in the error of using absorbed elements. This error is caused by the writing of the word *hp* which is an abbreviation of a foreign language term. According to the prevailing Indonesian language rules, the correct form is "telephone". This is in line with the opinion of Mariskha (2015) in writing letters, it is important to pay attention to the rules for using elements of absorption from foreign languages. Thus, the correction for data 2 becomes.

Phone number: 0895-3803-7026.

Data 3

4 passport-sized 3x4 photos

Based on data 3, the writing of the word "*photo*" is included in the error of using elements of absorption. This error occurs because the word still retains its original English spelling. According to the prevailing Indonesian language rules, the correct form is "foto". This is in line with the opinion of Mariskha (2015) in writing letters, it is important to pay attention to the rules for using elements of absorption from foreign languages. Thus, the correction for data 3 becomes.

Four 3x4 *photographs*.

d. Punctuation

The use of punctuation is very necessary in writing spelling, especially in writing a job application letter. Punctuation is a special symbol used in writing to make meaning clearer. In letter writing, punctuation is very important so that the message is conveyed clearly. Punctuation marks commonly used in letters include: full stops, commas, semicolons, colons, and slashes (Mariskha, 2015). To ensure that the message is clearly understood and avoid misunderstandings, it is very important to use proper punctuation in letters.

Based on the results of the analysis, the researcher found 295 forms of punctuation writing errors from the overall writing of students' job application letters. There were no students who scored very well in the aspect of punctuation usage. Only 5 students or 13% scored in the good category and 15 other students or 39% scored in the fair category. Meanwhile, 18 other students or 47% scored in the poor category. This indicates that most students still face difficulties in using punctuation marks according to the rules. The following is an error and percentage diagram of students' ability level in the aspect of using punctuation marks.

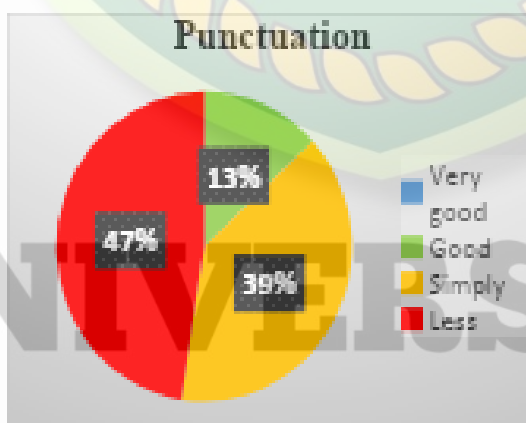


Figure 22. Writing Ability in the Aspect of Punctuation

Data 1

With respect

Based on data 1, the writing of *the* phrase "*respectfully*" is identified as a letter opening greeting. However, the writing of this opening greeting contains an error in comma punctuation. This error is caused by the omission of a comma at the end of the opening greeting. In letter openers, the comma functions as a pause or stop. In a letter, the comma can be used to distinguish the opening greeting from the actual content of the letter. This is in line with the opinion of Mariskha (2015) and Riskinasih (2023) that comma punctuation should be included after the opening salutation, closing salutation, and the name of the letter signatory's position. Thus, the correction for data 1 becomes.

With respect,

Data 2

Sincerely

Based on data 2, the writing of the phrase "*my respect*" is identified as the closing greeting of the letter. However, the writing of this closing greeting contains an error in comma punctuation. This error is caused by the omission of a comma at the end of the closing greeting. In the closing of the letter, the comma serves as a separator for the expression of respect from the sender's identity. This is in line with the opinion of Mariskha (2015) and Riskinasih (2023) that comma punctuation should be included after opening greetings, closing greetings, and the name of the letter signatory's position. Thus, the correction for data 2 becomes.

Sincerely,

CONCLUSIONS AND SUGGESTIONS

Conclusion

The research shows that the writing skills of students of class XII SMA Negeri 2 Tambang are poor, with an average score of only 70.3. Some of the aspects that students mastered the most were the aspects of the place and date of the letter, aspects of the letter's opening greeting, opening paragraph, closing greeting, signature and surname. Furthermore, the aspects that are sufficiently mastered by students are aspects of attachments and letter matters, letter address, closing, word writing and aspects of absorbing elements. As well as the most difficult aspects for students to master, namely, writing the contents of the letter, capital letters and punctuation.

Advice

Referring to the conclusions that have been described, the researcher would like to provide suggestions for further consideration. First, schools should have a special program that focuses on writing skills. This program can be in the form of additional subjects or extracurricular activities that can emphasize how important these skills are. Second, for teachers, they should be able to provide students with the practice of writing job application letters regularly and during the learning process, teachers need to deepen the material on the correct use of linguistic rules. Finally, for students, they can continue to practice their ability to write job application letters and pay attention to the structure and grammatical rules of proper letters. This can hone knowledge about systematic aspects and the use of correct grammatical rules.

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