Student's Ability in Writing Short Functional text in the Form of Informal Invitation Letter :A Study at the Second Grade Students of MA NW Sunan Giri Montong Baan, East of Lombok

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STUDENTS' ABILITY IN WRITING SHORT FUNCTIONAL TEXT IN THE FORM OF INFORMAL INVITATION LETTER: A STUDY AT THE SECOND GRADE STUDENTS OF MA NW SUNAN GIRI MONTONG BAAN, EAST LOMBOK

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ABSTRACT

This thesis aims to find out the 11th grade students' ability of MA NW Sunan Giri in writing informal invitation letter. This approach by the researcher is quantitative. Writing test was used as an instrument to collect the data along with an interview with the English teacher. The subject of the study was the 11th grade students of MA NW Sunan Giri Montong Baan in the academic year 2017/2018 consisting of 24 students. The result of this study is the students ability in writing informal invitation letter is low. This supported by the fact that among 24 students, there were only 2 students got high score, 2 students got moderate score and 20 students got low score. The total of average score of the test is 56.97. The percentage of students ability in writing salutation is zero (0%). Students that include in high and moderate score is zero (0%). Moreover the percentage of students in low score is (100%). The percentage of students' ability in writing the content of the message in high score is (8.33%). The total number of students who is in moderate score is (7.16%), and in the low score is (12.50%). The percentage of students score in writing complimentary closing is (12.15%). On the other hand the percentage of moderate score is (33.30%) and in the low score is (54.16%). The percentage of students who got high score in using grammar is (0%). The moderate score of students is (8.33%) and in the low score is (91.66%). The students who are able to use vocabulary is zero (0%). The students percentage in moderate score is (8.33%) and the low score is (91.66%). The last high score percentage is in using mechanics there is zero (0%). The percentage of modererate scores is (20.83%) and the low scores is (79.16%).

KEMAMPUAN SISWA DALAM MENULIS TEKS FUNGSIONAL PENDEK DALAM BENTUK SURAT TIDAK RESMI: PENELITIAN KEPADA SISWA KELAS DUA DI MA NW SUNAN GIRI MONTONG BAAN, LOMBOK TIMUR

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ABSTRAK

Skripsi ini bertujuan untuk mengetahui kemampuan siswa kelas 11 MA NW Sunan Giri dalam menulis surat undangan tidak resmi. Pendekatan yang digunakan oleh peneliti adalah kuantitatif. Tes tulis digunakan sebagai instrumen untuk mengumpulkan data bersama dengan wawancara dengan guru bahasa Inggris. Subyek penelitian adalah siswa kelas 11 MA NW Sunan Giri Montong Baan pada tahun akademik 2017/2018 yang terdiri dari 24 siswa. Hasil dari penelitian ini adalah kemampuan siswa dalam menulis surat undangan tidak resmi rendah. Hal ini didukung oleh fakta bahwa di antara 24 siswa, hanya ada 2 siswa yang mendapat skor tinggi, 2 siswa mendapat nilai sedang dan 20 siswa mendapat nilai rendah. Total skor rata-rata tes adalah 56,97. Persentase kemampuan siswa dalam menulis salam adalah nol (0%). Siswa yang mendapatkan nilai tinggi dan sedang adalah nol (0%). Selain itu persentase siswa yang mendapatkan skor rendah adalah (100%). Persentase kemampuan siswa dalam menulis isi pesan yang mendapat skor tinggi adalah (8.33%). Jumlah siswa dengan skor sedang adalah (7,16%), dan skor terendah adalah (12,50%). Persentase skor siswa dalam menulis penutup adalah (12,15%). Di sisi lain persentase skor sedang (33,30%) dan dalam skor rendah (54,16%). Persentase siswa yang mendapat nilai tinggi dalam menggunakan grammar adalah (0%). Nilai siswa yang sedang adalah (8,33%) dan skor terendah (91,66%). Para siswa yang mampu menggunakan kosakata adalah nol (0%). Persentase skor siswa yang mendapat nilai sedang (8,33%) dan skor rendah (91,66%). Persentase skor terakhir adalah dalam menggunakan mekanik yang tertinggi adalah nol (0%). Persentase skor sedang adalah (20,83%) dan skor terendah adalah (79,16%).

Kata kunci: Analisa, Kemampuan, Menulis, teks fungsional pendek (surat tidak resmi)

A. Introduction

In studying language, there are four skills that must be mastered by students. Heaton (1975) in Sanytasari (2010) states that the four skills in communicating through language are often broadly defined as listening, speaking, reading, and writing. As each of the language skill is related to one another, that is makes these four skills taught better in integrative way. For example, before being able to master writing, reading is significant skill to be understood by students first, as all techniques in doing certain writing text is based on the understanding of the reading text itself. Without forgetting the strong relation between those skills, it can be said that writing is mostly considered to be the hardest skill to be mastered among those four skills. However, regardless the problem it is simply to be one of the major skills that is compulsory to be mastered by students.

According to Nunan (2003) writing is a physical or mental act to discover ideas to be developed into the statements or paragraphs that will be comprehensible to a reader for the purpose of communication. This means that writing skill is a process to produce a writing that needs some ideas to be poured into the writing itself to express the information. Based on my experience teaching students at senior high school, writing was considered to be the most complicated skill, they must learn the three skills first to help them to be able to write. Therefore, beside its difficulties in generating the idea, it was also very difficult for them to master the other skills such as speaking, grammar and reading, that makes writing to be the most complicated skill. This makes Nunan's perspective to be somehow very hard to achieve.

Moreover, in spite of the obstacles above the need to improve writing skill is very significant for the further level, even Indonesian curriculum in English subject has taken a special account for the expectation of the secondary high school level that requires the students to master two kinds of writing text, those are interpersonal and transactional conversation texts .

Interpersonal and transactional texts are needed by the students as they are aimed to help students in completing their task probably in the future in doing their job after graduating, because the text is written as a mean to help the reader to accomplish an everyday task, for example, writing invitation and greeting, mailing through the internet and so on. Short functional text may cover invitation, greeting card, notice, short message, announcement, label, advertisement, brochure, personal letter, graphic, caution, job vacancies, traffic sign.

Yet, this study will just focus on the use of invitation as in the curriculum of senior high school, the eleventh grade students have to learn invitation letter. During the time of my PPL (internship teaching) program at Ma Nurul Hakim Kediri, I found the eleventh grade students have understood about invitation letter easier than other kinds of text. However, at that moment, most of the students did not understand and could not make invitation texts themselves, because they have thought to learn invitation letter when they were in grade X. But several of them still learn about invitation letter in their English club at their school. That's why this study will be done to analyze the ability of the eleventh grade students in MA NW Giri Montong Baan to write short functional texts of invitation type, without knowing whether they still remember on how to arrange the formal invitation and informal invitation or not.

Based on the informal interview done at MA NW Montong Baan, there are problems found in teaching students invitation. The teacher said that many of his students are confused in writing informal invitation letter with good organization. Some of the problems were: the students got confused in deciding a good topic, the students got difficulties in generating their ideas, the content of their writing was not relevant with the topic, they lacked of vocabulary, the students did not know how to spell. In addition of that, this study would like to analyzed more to know to what extent are the student able to write informal invitation letter at MA NW Sunan Giri Montong Baan, and how the students write a short functional text in the form of informal invitation with good organization more specifically.

B. Research Method

This study was done in descriptive quantitative research design to find out the data on students ability in writing invitation letter. The population of this research was XI IPS students of MA NW Giri Montong Baan in the academic year 2017/2018. The number of the populations were 61 students. The study used representative sampling technique in selecting the sample. So, among all of the classes of the eleventh grade students, the XI IPS 1 which consisted of 24 students were chosen as the sample because they were thought to be able to represent all other classes members because they had same characteristics, such as they had thought to learn informal invitation letter when they were on the X grade.

. The instrument of this study used writing test and interview for the teacher. Students were asked to write informal invitation letter and the result of students' writing informal invitation letter were seen on how they arranged the part of informal invitation letter like salutation, contents (the message),

complimentary close, and sender's name. The students were instructed to write an

invitation letter based on the themes/titles given. The text writing were measured

and analyzed by using the rubric score adopted from Brown (2007) and suited

based on the needs of analysis, as follows:

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is clear and complete but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20 % - Salutation, -Themessage -Complimentary close -Sender's name.	4	Show the complete parts of the invitation	2x
	3	Does not show one part of the text, e.g there is no date. Therefore the readers have not received the complete information from the text.	
	2	The idea focuses based on the topic of the invitation but it does not show two or three parts of the the text, therefore the readers get confused about the invitation	
	1	Does not show three parts of the text, therefore the invitation is hard to understand for the readers.	
Grammar (G) 20 % - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	

Vocabulary (V) 15 %	4	Effective choice of words and word forms	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	

Aspect	Score	Performance Description	Weighting
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15 % -Spelling -Punctuation Capitalization	4	It uses correct spelling, punctuation and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

The second step was done to convert the score into the descriptive analysis based on the conversion table, as follows:

No	Interval score	Categories
1	80 – 100	Very good
2	70 – 79	Good
3	60 – 69	Fair
4	59 – 0	Poor

The third step was done to find the middle number (the usual average score) of the content, organization, grammar, vocabulary and mechanics' performance description by using the pattern of median.

$$Me = (X_{n/2} + X_{(n/2) + 1})/2$$

Me: Median

Xn: Total of data

Then, students' scores were calculated into an average score to find out students' altogether current abilities level in writing informal invitation letter. Thus, the analysis were done by using the pattern of Mean.

$$\bar{x} = \frac{1}{n}\left(\sum_{i=1}^{n} x_i\right) = \frac{x_1 + x_2 + \cdots + a}{n}$$

$\bar{x}$: Mean

$\sum_{i=1}^{n} x_i$: Total scores

n: Total frequency

And the last step was done to find the percentage of each students' performance description results who had high, moderate and low ability, by using pattern of (Sudjana and Ibrahim, 2001), as follows:

P = F/N x 100%

P= Percentage of students who got each score

F= The number of students who got high, moderate or low score

N= The number of students

C. Findings

Students' Ability in Writing Informal Invitation.

After students did the test of writing informal invitation letter, it could be concluded that students' ability in writing informal invitation letter for the eleventh grade of IPS 1 at MA NW Giri Montong Baan was considered to be low. Students' average score was **(56.92)**which was under the minimum score needed.

The data of the test results showed that among 24 students there were only 2 students who got high score in writing informal invitation, 2 students got moderate score, meanwhile the rests, 20 students got under the minimum score. Furthermore, per each rubric's scores of the performance descriptions, students' average score of the 'content' was 3 out of 4, 'organization' was 3 out of 4, 'grammar' was 1 out of 4, 'vocabulary' was 1 out of 4, and 'mechanics' was 2 out of 4, based on score which were gotten from the pattern of Median.

Table 4.1 students' scores:

No	Name	Performance Description					Total Score	Categories
		Content (C)	Organization (O)	Grammar	Vocabulary	Mechanics (M)		
1.	Student 1	4	4	3	3	3	87,5	Very good

No.	Name						Score	Category
2.	Student 2	4	4	2	2	2	75	Good
3.	Student 3	3	3	3	3	1	67,5	Fair
4.	Student 4	3	3	2	2	1	66,25	Fair
5.	Student 5	3	4	1	1	2	58,75	Poor
6.	Student 6	3	4	1	1	2	58,75	Poor
7.	Student 7	3	3	1	1	3	57,5	Poor
8.	Student 8	3	3	1	1	3	57,5	Poor
9.	Student 9	3	3	1	1	3	57,5	Poor
10.	Student 10	3	4	1	1	1	55	Poor
11.	Student 11	3	3	1	2	1	53,75	Poor
12.	Student 12	3	3	1	1	2	53,75	Poor
13.	Student 13	3	3	1	1	2	53,75	Poor
14.	Student 14	3	3	1	1	2	53,75	Poor
15.	Student 15	3	3	1	1	2	53,75	Poor
16.	Student 16	3	3	1	1	2	53,75	Poor
17.	Student 17	3	3	1	1	2	53,75	Poor
18.	Student 18	2	3	1	1	2	50	Poor
19.	Student 19	3	3	1	1	1	50	Poor

20.	Student 20	3	3	1	1	1	50	Poor
21.	Student 21	2	3	1	1	3	50	Poor
22.	Student 22	3	3	1	1	1	50	Poor
23.	Student 23	3	3	1	1	1	50	Poor
24.	Student 24	2	3	1	1	2	48,75	Poor
N= 24	TOTAL	72	77	30	31	45	1366,25	Poor
		3	3	1	1	2	56,92	
		MEDIAN					MEAN	

Students' Ability in Writing Salutation.

Figure 4.1 Students' Ability in Writing Salutation

Percentage of Students' Ability in Writing Salutation

100%
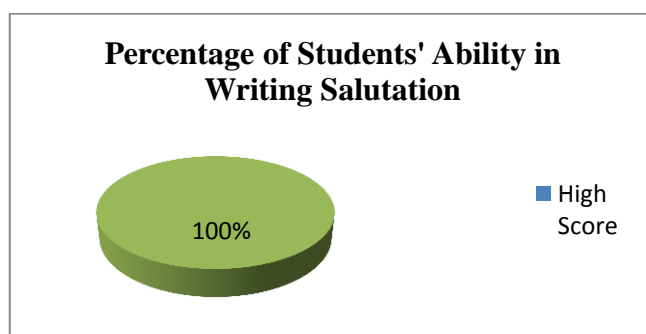
■ High Score

All of the students did not write the receiver's names at all. Therefore, there is no students got high score and moderate score in writing salutation, and the percentage verify that 100% students got low score.

Students tended to write the receivers' in too general way like writing 'Dear my beloved friends', 'Dear my sister', 'Dear my boy friends', 'Dear my love', 'For your person beloved', even one student did not write the receiver's name at all. This showed that students' ability in writing salutation was poor as the name of the receiver was not written specifically at all by all of the students, furthermore, there were a lot of ambiguities which were considered to be quite confusing from the way they put the salutation such as 'For your person beloved'. Thus, those words were quite hard to be understood by the reader

Students' Ability in Writing the Content of the Message.

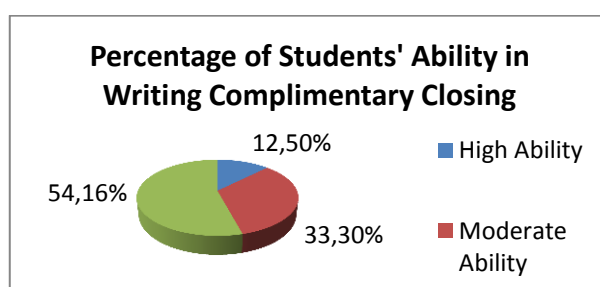Figure 4.2 Students' Ability in Writing the Content of the Message.
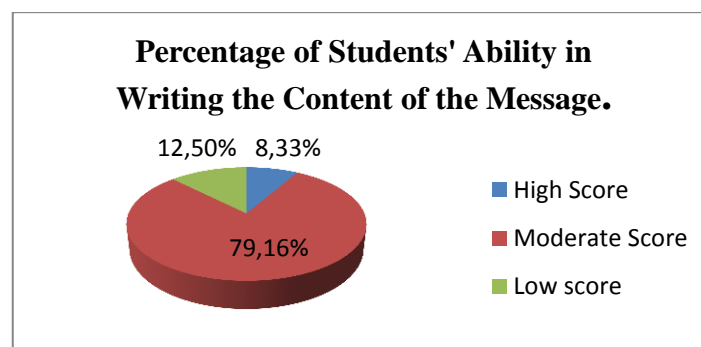
Students had moderate ability in writing the content of the message based on the organization. Each parts of the organization such as the name of the event, the time and the place were completely written in details. Students even wrote the closing content of the message.

From table 4.1, it could be seen 8.33% students got high score. There were 79.16% students got moderate score. And the rests, 12.50% of students got low score.

However, although the message were conveyed in right order, most of students' writing were not understandable or confusing as there were a lot of grammar errors and inappropriate vocabulary errors which made the message unclear. For example, "I very hope you for present", "Without present my Birthday party nothing meaning", "I weitprezent boy friends in my home," etc.

**Students' Ability in Writing Complimentary Closing**

Figure 4.3 Students' Ability in Writing Complimentary Closing.

Students' ability in writing the complimentary closing were poor, as most of students did not put the complimentary closing word like 'love' before writing their names as the senders. From '24' students, there were '13' students who did not write the complimentary closing word at all and just put their names directly, '4' students wrote the complimentary word wrongly, instead of using 'love' they wrote 'for' which this word should be intended for the receiver not the sender, '3' students wrote the wrong word instead of writing 'love' they used 'lous', '1' student wrote 'greetings love' which the word of 'greetings' there was not necessary, there were '3' students who wrote their complete names instead of writing their call names or first names, however, there were only '3' students who wrote the complementary closing properly by putting the word 'love' and their call names only. Therefore, for the percentage score, there were 12.5o% students got high score, 33.30% students got moderate score, and 54.16% got low score.

Students' Ability in Using Grammar.

Figure 4.4 Students' Ability in Using Grammar.

Percentage of Students' Ability in Using Grammar

- High Ability
- Moderate Ability

91,66%
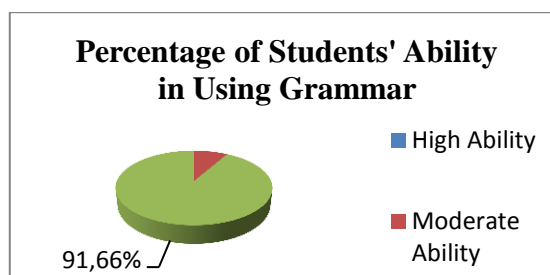
Students' average performance description score in using grammar was '1' out of '4'. This showed that students' ability in using the grammar for their daily performance in English was low especially for writing the informal invitation which is considered to be lower in usage for its grammar feature compared to the other more complex kinds of text which need more difficult grammar feature. Almost all of students' writings were confusing due to the lack of the grammar ability.

Meanwhile from the score, there were only 8.33% students got moderate score in their writing test results, meanwhile the rests 91,66% students got low score and 0% students got high score

Students' Ability in Using Vocabulary.

Figure 4.5 Students' Ability in Using Vocabulary

Percentage of Students' Ability in Using Vocabulary

8,33%

91,66%

- High Ability
- Moderate Ability
- Low Ability
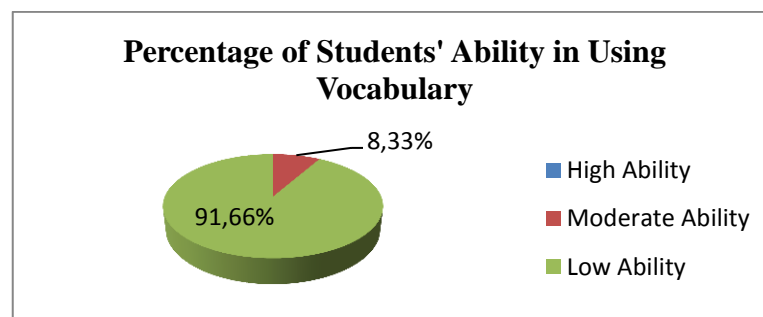
Students' ability in using English vocabulary was very low. There were a lot of vocabulary errors appeared in the students' writing results. This was one of

the reasons besides the grammar errors which made students' writing confusing. For example, "with comeing litter this" instead of saying "with this coming letter,""prezent" instead of writing " present," "laike" instead of writing "like," etc.

For each students' scores, there were 0% students got high score, 8.33% students got moderate score, 91.66% students got low score

Students' Ability in Using Mechanics.

Figure 4.6 Students' Ability in using Mechanics

Percentage of Students' Ability in Using Mechanics

20,83%
79,16%

■ High Ability
■ Moderate Ability
■ Low Ability
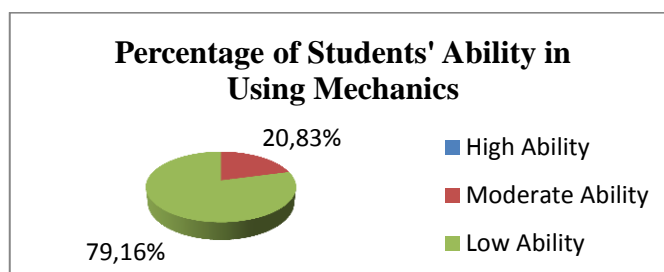
Students' average performance description score in using mechanics was '2' out of '4', this average score was better than the grammar and the vocabulary abilities. However, it did not cause problems free from the side of students in using the mechanics as errors of the mechanics appeared regularly in many students' writings. For example, the use of capitalization such as "agust" instead of saying "August" where the month should be written in capitalization for the first alphabet also the vocabulary used there was wrongly spelled, and "All my friend" as all was not written in the first word so it was not necessary to write it in capital, etc.

From table 4.1, it can be seen that the percentage of each students' performance were 0% students got high score, 20.83% got moderate score and 79.16% got low score.

Teacher's Perspective towards Students' Ability in Writing Informal Invitation Letter.

After doing the interview with one of the English teacher in MA NW Giri Montong Baan who taught the eleventh grade students of the IPS 1 about informal invitation letter when they were in 10th grade, showed that the problems which made students had poor writing especially in writing the informal invitation letter were due to first, this kind of text was taught in tenth grade that made the students forgot how to write informal invitation letter properly. Despite that, students also had poor ability in writing informal invitation as students had low ability in using vocabulary which was considered to be the most problematic problems. Although, teachers admitted that she used a lot of interesting strategies in teaching English and she said that she boosted students' motivation to study, but the rests problems like the vocabulary and grammar issues simply need further analysis to solve students' problems in using English especially in writing and writing informal invitation.

D. Conclusion

In general the finding of this research can be concluded that the eleventh grade students' ability in writing informal invitation letter at MA NW Giri Montong Baan was low. This conclusion was supported by the fact that among 24 students, there were only 2 students who got high scores, 2 students got moderate scores and 20 students got low scores with the total average score of the test was (56.97).

Specifically, the conclusion can be seen as follows:

1. Students' ability in writing salutation was low as most of the students did not write the name of the receivers specifically, some of the words used as the salutation were also confusing.

2. Students' ability in writing the content of the message based on the organization was high, therefore average score of the organization was 3 out of 4, however the way students conveyed the message was unclear and confusing.

3. Students' ability in writing the complimentary closing was poor as among 24 students there were only 3 students who wrote the complimentary closing appropriately.

4. Students' ability in using grammar was very poor as the total of average score for the grammar description performance was only 1 out of 4.

5. Students' ability in using vocabulary was also very poor. Except the grammar issue which made the students' writing unclear, the lack of students' vocabulary mastery also affected the writing to be confusing. Thus, the total of average score for the vocabulary description performance was also 1 out of

6. Students' ability in using mechanics was poor as the total of the average score for mechanics description performance was 2 out of 4 because of the regular appearance of the wrong placement of the capitalization.

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