

**AN ANALYSIS ON STUDENTS' ABILITY IN  
WRITING INVITATION LETTER AT GRADE  
VIII SMP NEGERI 2 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidempuan as  
a Partial Fulfillment of the Requirement for the Degree of Graduated of  
Islamic Education (S.Pd.I) in English*

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**



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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to ISMI RUQAYYAH ASRAL, entitled "An Analysis on Students' Ability in Writing Invitation Letter at Grade VIII SMP Negeri 2 Padangsidempuan". We approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

Thank you.

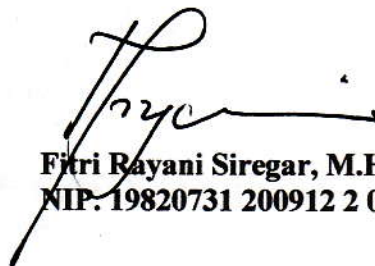
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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it in students' ethic code of IAIN Padangsidimpuan article 14.

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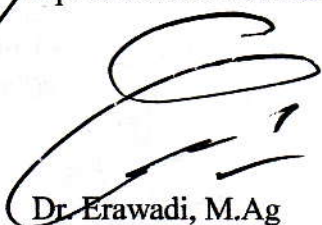
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**LEGALIZATION**

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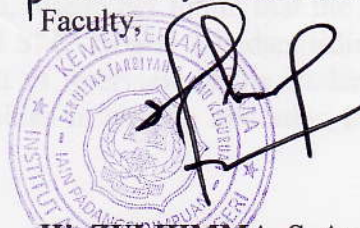
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## **ABSTRACT**

Name : ISMI RUQAYYAH ASRAL  
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Title : An Analysis on Students' Ability in Writing Invitation Letter  
at Grade VIII SMP Negeri 2 Padangsidempuan.

The research was taken based on fact that most of students' could not write English well especially in writing invitation letter, because they weren't comprehending invitation letter. The researcher wanted to analyze on students' ability in writing invitation letter at Grade VIII SMP Negeri 2 Padangsidempuan.

This research was conducted at Grade VIII SMP Negeri 2 Padangsidempuan. The resources of the data for this research were the English teacher and grade VIII students' in SMP Negeri 2 Padangsidempuan. This research was qualitative research by using descriptive method. The instrument for collecting data test and interview, the technique of data analysis; classification of data, checking data validity, calculating the result (mark), and description of data. The participants of data are the grade VIII of students' SMP Negeri 2 Padangsidempuan. They were divided into eleven classes: the classes were VIII 1 – VIII 11. So, the researcher took the students' at grade VIII 1 – VIII 11. Each class consisted of 3 students' based on their achievement; the sample consisted of 33 students'.

Based on the result of test given, researcher found that the students' ability in writing invitation letter at grade VIII SMP Negeri 2 Padangsidempuan 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 vocabularies.

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First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in finishing this thesis. Next, I do not forget to send Shalawat to our Prophet Muhammad SAW who has guided us to have good life.

This thesis is presented to the English Department of the State Institute for Islamic Studies (IAIN) Padangsidempuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Education Scholar (S.Pd.I).

In finishing this thesis, I got a lot of advices, suggestion, and aids from the following:

1. Mrs. Rayendriani Fahmei Lubis, M. Ag., as the first advisor who has given suggestions and helps in writing this thesis.
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3. Mrs. Hj. Zulhimma, S. Ag., M. Pd., the Dean of Tarbiyah Faculty.
4. Mrs. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Education Department.
5. Mrs. Yusri Fahmi, S. Ag., M. Hum., as the leader of library, for his cooperative and permission to use their books.
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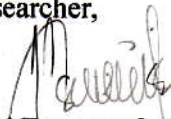
8. Headmaster, English teachers and also students of SMP Negeri 2 Padangsidempuan who helped me to complete my research.
9. My beloved friends are very kind always help me much especially Cici, Shabrina, Yanti, Imah, Indah, Yaspiah, Hifni, Ira, Rani, Utari, Yusnia, Tari, Putri, Laina, Ifeh, Sabroh, Tiwi, Ria and all of my friends from English Education Department especially for TBI-2 that I can't mention one by one, thanks for everything and love to me.
10. The last, to my beloved (Sersan Azwar) thanks to support, motivation, love and wait me until finish my education.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan,

2015

Researcher,



**Ismi Ruqayyah Asral**  
**Nim. 11 340 0059**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English is an important language which is studied at school, Colleges and Universities. So that, students able to communicate each other in English. Now days, English is used by people in many countries in the world because English is one of the international language besides Japan and Mandarin language. English as a global language can make the people use it as a medium to communicate with the other people from many countries.

In Indonesia English has been taught from Kindergarten (TK), Elementary School (SD), Junior High School (SMP), and Senior High School (SLTA) and up to University. In education aspect, the students hopefully to be able to speak English fluently in order to the technology development. In practice for communication use a language especially in English. In learning English students are expected to master four skills. The four basic skills in English; listening, speaking, reading and writing.

To complete those skills learners must master structure and grammar. Mastering structure and grammar will help learners good a speaking, reading and listening especially writing skill. The four basic skills aspects are very important that need to be mastered by the students to accomplish the basic

language communication and the students have to practice all those skills which can not be separated from each other.

A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.<sup>1</sup> According to the syllabus of English in Junior High School, there are many subjects or material taught in SMP Negeri 2 Padangsidimpuan at grade eight still introduce about writing skills such as a Short functional texts can be in the form of notice, announcement, prohibition, invitation, memo, advertisement.<sup>2</sup> Thus, the syllabus for a writing course might specify the kinds of writing skill that will be taught and practiced during the course, the functions, topics, or other aspects of that will be taught, and the order in which they will appear in the course.

Writing is one of the language skills which is important in our life. Through writing, students can inform others, carry out transactions, persuade, infuriate, and tell what students feel. However, students know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn. Those, writing are one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface.

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<sup>1</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, New York: Cambirdge University Press, 2001, p. 2.

<sup>2</sup> Syllabus SMP Negeri 2 Padangsidimpuan



Specifically, writing is one kind of expression in language which is created by particular set symbol, having conventional values for representing the wordings of particular language which is drawn up visually. The main goals in writing activities are able to write ideas, information in a good logical order, expressing their thought clearly, and improve that they have in mind so that the reader easier to know what the read.

In writing skill, students must learn short functional text. Short functional text has types of informational text to help the information receivers or readers grasp the information quickly. Since short functional texts are intended to make the readers understand the texts quickly, they are usually characterized with the use of clear, simple and concise sentences, pictures or symbols and the use of particular words or letters. Short functional text can be in the form of notice, announcement, prohibition, invitation, memo, advertisement.

So, write a letter of invitation that includes the purpose of the visit, your relationship to the individual, and a statement of your status here and the length of time they will be visited (usually less than three months). If the individual has a job to which she/he plan to return, it is good to mention it in the invitation letter. If you plan to provide for their support while they are here, include that information as well. So, writing invitation letters is the process of arranging words, letters, sentences and paragraphs by using of

structure and some others related to one another as the writing statement or information from someone to other.

There are many problems of students in learning English especially to write invitation letters.<sup>3</sup> According to interview of the researcher in the grade VIII students of SMP Negeri 2 Padangsidempuan, most of them say “the students can be looked through unable to write well. Next, they were lack of vocabulary, structure in sentences and using tense”. It made them difficult to write invitation letters. Studying formal writing is helpful to writers than simply discussing grammatical construction and usage in context. By mastering short functional texts especially, the students are able write with good. Researcher focus one text, it is also important when students study English. It’s call with invitation letters. So the writer wants to do this research with title “**An Analysis on Students’ Ability in Writing Invitation Letters at Grade VIII SMP Negeri 2 Padangsidempuan**”.

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

Based on the background of this research, there are some problems in writing especially invitation letters at grade VIII SMP Negeri 2 Padangsidempuan that caused students ability are low in writing as following:

1. Students lack of vocabulary
2. Students found difficulty in structure in sentences

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<sup>3</sup> Students of SMP Negeri 2 Padangsidempuan at grade VIII, Interview, At 28<sup>th</sup>2015

3. Students could not using tense

In details, this research concern with students' ability and difficulties in writing invitation letters.

### **C. The Limitation of the Problem**

This research must be limited to analyze Students' ability in Writing Invitation Letters at Grade VIII SMP Negeri 2 Padangsidempuan. This analysis is focused on writing Invitation Letters by Grade VIII in SMP Negeri 2 Padangsidempuan.

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

The formulation of problem in this research is:

1. How is students' ability in Writing Invitation Letters at Grade VIII SMP Negeri 2 Padangsidempuan?
2. What are the difficulties of students' ability in writing invitation letters at Grade VIII SMP Negeri 2 Padangsidempuan?
3. What are the causes of the problems faced by the students in writing invitation letters at Grade VIII SMP Negeri 2 Padangsidempuan?

### **E. Purposes of the Research**

In accordance with the formulation of the problems, this research is to find out how the ability of students in writing invitation letters, their difficulties and the causes. The purposes of this research can be formulated as follows:

1. To describe how the students' ability at Grade VIII SMP Negeri 2 Padangsidempuan in writing invitation letters.
2. To identify the students' difficulties at Grade VIII SMP Negeri 2 Padangsidempuan in writing invitation letters.
3. To identify the causes of the problems faced by the students' in writing invitation letters at Grade VIII SMP Negeri 2 Padangsidempuan.

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

The significances of the research are:

1. For the headmaster of SMP Negeri 2 Padangsidempuan to give the direction to the English teacher about the English reaching method that is suitable to the students' situation and materials of the study that can improve the students' writing skill in English.
2. As an input to the teachers in teaching and learning process, so they are able to know the difficulties of students in writing invitation letters at grade VIII SMP Negeri 2 Padangsidempuan.
3. This research is hoped to help the other researcher who will conduct further research in the same topic.

## G. The Definition of the Key Terms

There are some words are important to definite to avoid misunderstanding:

### 1. Analysis

Analysis is collect information that can be used to develop a profile of the language needs of a group or learners in order to be able to make decision about the goals and content of language course.<sup>4</sup> According to Simon Blackburn said that analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed.<sup>5</sup> Based on explanation the researcher concludes that analysis is a systematic examination and evaluation of data or information.

### 2. Students' Ability

- a. Students' According to the Oxford Learner's Dictionary states that the student is a person is studying at a school or college.<sup>6</sup> While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.<sup>7</sup> Based on explanation above, the researcher concludes that student is a person who learns especially on the grade of elementary, junior and senior high school.

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<sup>4</sup> Jack C. Ricahards, *Curriculum & Development in Language Teaching* (America: Cambridge University Press, 2011), p.90.

<sup>5</sup> Simon Blackburn, "*Oxford Dictionary of Philosophy*" (<http://www.co.au>.accessed at November 17, 2013 retrieved on 10 a.m).

<sup>6</sup> A.S. Hornby, *Op. Cit*, p. 41.

<sup>7</sup> Pusat Bahasa Departemen Pendidikan Nasional, *Op. Cit*, p. 43.

b. Ability is a level of skill or intelligence. Hornby stated that “ability is the mental or physical capacity, power or skill required to do something”.<sup>8</sup> Then the ability means the quality or capacity of being able to do something well.<sup>9</sup> Ability is capacity or power to do something physical and mental. That’s mean to do something consist of physical or mental achievement. So can be determined as a skills, expertness or talent.<sup>10</sup> Based on explanation above, the researcher concludes that ability is a level of skill or intelligence of a person who is studying in university or college in performing something.

### 3. Invitation Letters

a. Invitation is a request (spoken or written) to participate, be present, or take part in something.<sup>11</sup> Based on explanation above, the researcher concludes that invitation is a written or spoken request for someone to go somewhere or to do something.

b. Letter is tools of communication in written form, letter has advantages than with oral communication because letter as real evidence. Letter also can less misunderstanding in communication with clearly without limited by place and time, and cost of letter is chapter than telephone.

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<sup>8</sup> A.S Hornby, *Oxford Advanced Learner Dictionary* (New York: University Press, 2000), p.2.

<sup>9</sup> *Ibid.*, p.2.

<sup>10</sup> Victoria Neufalt & David B. Guralmik, *Webstern New World Collage Dictionary* (USA Mac MIlan, 1995), p.2.

<sup>11</sup> Memidex, <http://www.memidex.com/invitation+letter>, retrieved on february 02, 2015 at 14.00 a.m.

Based on explanation above, the researcher concludes that letter is a direct or personal written or printed message addressed to a person or organization.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. The Description Theory

##### 1. Students' Ability

Students' ability comes from two words: student and ability. According to Hornby that "the student is a person in studying at school or college".<sup>1</sup> Student is a person who studies, or investigates or person who is enrolled for study at school or college.<sup>2</sup> It can be concluded that student is a person that studying at school not only Elementary School, Junior High School, Senior High School, but also at collage. In Indonesia dictionary the students is a learner especially on the grade of elementary, junior and senior high school.<sup>3</sup> So, it can be concluded that the student is someone that learn at the school or university to the get knowledge from the teacher.

Ability is capacity or power students to perform. According to Hornby state that ability is potential capacity or power to do something physical or mental.<sup>4</sup> In Indonesia dictionary state that kemampuan

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<sup>1</sup> AS Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 41.

<sup>2</sup> Victoria Newfelat & David B. Guralmik, *Webstern New world collage dictionary* (USA: MacMillan, 1995), p.12.

<sup>3</sup> Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p.1077.

<sup>4</sup> Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London : Oxford University Press, 1987), p.2.



adalah kesanggupan, kekuatan untuk melakukan sesuatu, kekayaan yang dimiliki (ability is power or mental have someone to do something, a property that people).<sup>5</sup> Then, Marriam says that “Ability is a quality or being able, especially in physical, mental or legal power to perform”.<sup>6</sup> It mean that we do something consist of physical or mental achievement as a skills.

The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of ability such as,” ability is: 1). Capacity or power to do something and mental. 2). Cleverness, intelligence. 3). Special natural power to do something well that talent”.<sup>7</sup>

Based on the definition above, the writer concludes that students’ ability is a person who has a level of skill or intelligence in writing invitation letters. The ability means the power of the students SMP Negeri 2 Padangsidempuan in writing invitation letters.

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<sup>5</sup> Tim Prima Pena, *Kamus Bahasa Indonesia*, (TT : Gitamedia Press,tt), p. 511.

<sup>6</sup> A. Mariam Webster, *Colegate Thesaurus* (USA : Massa Chusettes, 1976), p. 33.

<sup>7</sup> Hornby, *Op, Cit.*, p. 2.

## 2. Writing

### a. The Definition of Writing

Writing is one basic language skill that is important to be learnt besides reading, speaking and listening in language learning. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, or diction and cultural understanding of the target language.

A.S Hornby states that writing is written works of author or person's handwriting.<sup>8</sup> According to David Nunan, <sup>9</sup>"Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader. According to Harry A. Greene and friends:<sup>10</sup>

Writing is one mean for expressing through. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual and writing is the stage in which the writer produces a rough draft of the paper. Writing is regarded as a continuous, coordinate performance and a process of immense perceptual, linguistic, and cognitive complexity. It is an extremely complex

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<sup>8</sup> A.S. Hornby, *Oxford Learner's Pocket Dictionary* (New York: University Press, 2000), p.502.

<sup>9</sup> David Nunan, *Practical English Language Teaching* ,(New York: Mc. Grown-Hill Companies Inc, 2003), p.88

<sup>10</sup> Harry A, Greene and friends, *Developing Language Skills in the Elementary School* (Boston, London, Sydney), p.284.

cognitively in which the writer is required demonstrate control of a number of variable simultaneously.

Furthermore According to Olson, <sup>11</sup>“writing is the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Based on the explanation above, the writer concludes that, writing ability is result ideas to develop thinking mind, about express something or ideas writer in other that the reader’s comprehension what the writer means.

#### **b. Writing Processes**

Writing as a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose.

There are three purposes in writing: informative writing, expressive/narrative writing, and persuasive writing. The three purposes described are similar to the purposes used in national assessments (NAEP 1987) and encompass the major types of writing in programs for ELL students well as in many state writing assessments (e.g., California Assessment Program 1990; Maryland

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<sup>11</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (McGraw-Hill Companies:2005), p.98

State Department of Education 1987; Vermont Department of Education 1990).

- 1) Writers use *expository or informative writing* to share knowledge and give information, directions, or ideas. Example of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationship. Informative writing helps writers integrate new ideas and examine exiting knowledge.
- 2) *Expressive / narrative writing* is a personal or imaginative expression in which the writer produces stories or essays. This writing is often based on observations of people, objects, and places and may include creative speculations and interpretations. This types of writing is often used for entertainment, pleasure, discovery or, simply, as “fun” writing and can include poems and short plays.
- 3) In *persuasive writing*, writers attempt to influence others and initiate action or change. This type of writing is often based on background information, fact, and examples the writer uses to support the view expressed. The three purposes of writing describe here can overlap, as when students write an informative, persuasive essay.<sup>12</sup>

In order students to be easier to understand the writing ability, it is important to know process of writing. Process writing as a classroom activity incorporates the four basic writing strategies, prewriting, drafting (writing), revising (redrafting), editing and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.

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<sup>12</sup> J. Michael O, Malley, *Authentic Assessment For English Language Learners: Practical Approaches For Teachers*, (Addison-Wesley Publishing Company, 1996), p.137.

Teacher often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows:

- 1) Prewriting is the first stages of the writing process, it is a technique to generate ideas; it should be used as a beginning, as an initial exploration of the ideas that you have about a topic.<sup>13</sup> Elements of prewriting may include planning, research, outlining, diagramming, storyboarding or clustering (for a technique similar to clustering, see mind mapping).
- 2) Drafting, at the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.
- 3) Responding to student writing the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.
- 4) Revising, students have gotten feedback about student's composition from several classmates. Students can use what student learned about student writing to improve it, to make clearer and more convincing. At this point they reconsider what student has written, get feedback from other, and then make changes.
- 5) Editing, students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations. Formal editing is referred till this phase in order that its application not disrupts the flow of ideas during the drafting and revising stages.
- 6) Evaluating, in evaluating student's writing, the scoring may be the analytical (based on specific aspects of the effectiveness of that piece of writing). The criteria for evaluation should be made known to students in advance.

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<sup>13</sup>H. Douglas Brown, *Op. Cit.*, p. 350.

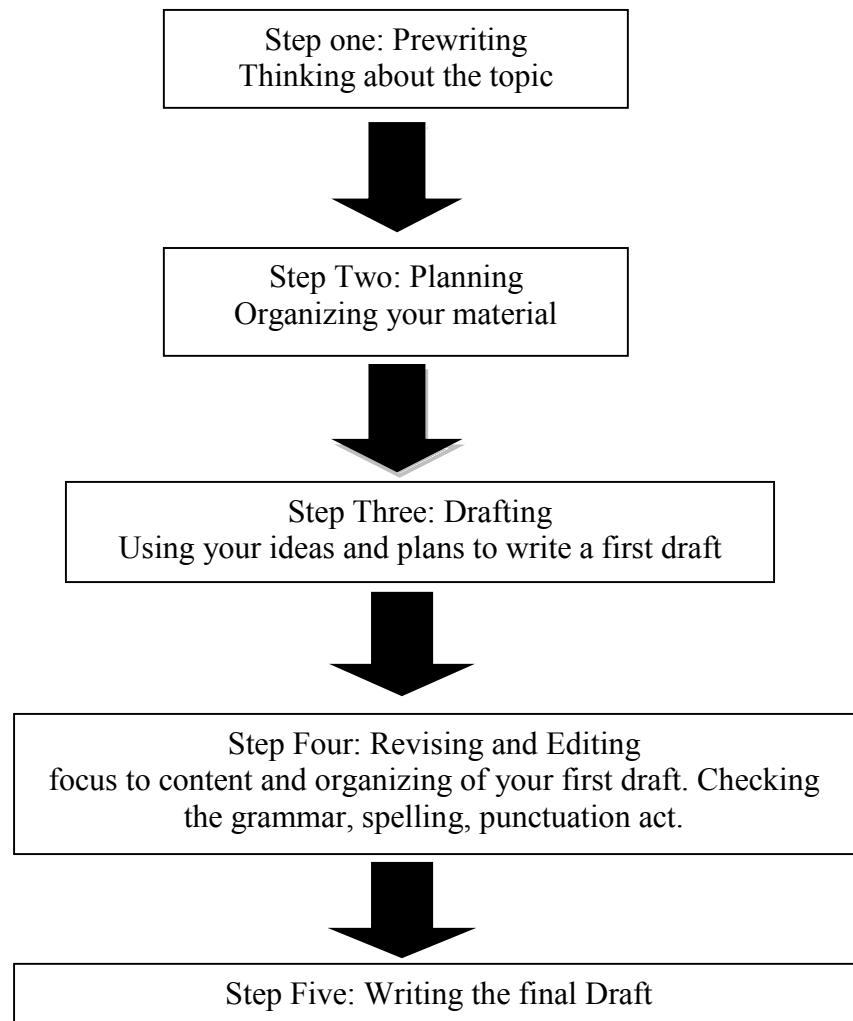


Figure 1. The chart of writing process

In the chart of writing process, they are planning (prewriting), drafting, responding, revising, editing, evaluating and in process of writing there are writing, reflecting, and conclusion.

### c. The Characteristics of Writing Ability

There are some characteristics of written language, from the perspective of a reader. Let us revisit those from a writer's review point:

- 1) Permanence  
One something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw. Whatever, you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.
- 2) Production time  
The good news is that, given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient processes for achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.
- 3) Distance  
The distance factor requires what I have called cognitive empathy, in good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural, literary schemata, and specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.
- 4) Orthography  
Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.
- 5) Complexity  
Written must learn how to remove redundancy, how to combine sentences, how to make references to other

elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ELS students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain compare, contrast, illustrate, defend, criticize, and argue.<sup>14</sup>

Based on the previous explanation, it can be concluded that the characteristics of writing ability there are seven parts as follows Permanence, production time, distance, orthography, complexity, vocabulary and formality.

### 3. Invitation letters

#### a. Definition of Invitation letters

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

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<sup>14</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (second Edition: San Francisco State University,2001), p. 305.



An invitation is a type of letter which is written to invite a guest to a particular event or celebration. The former conveys information about the event and the latter ensures that the guest is going to attend. Invitation is categorized differently. Some categorize it into a formal and informal invitation while others categorize it into a business and friendly invitation<sup>15</sup>.

The purposes of writing the invitation determine the types of the letters. For example, an invitation letter inviting peers or clients to an event hosted by the company or inviting persons for an important meeting is a formal letter. Those letters are categorized as business invitation letters and are written in a formal tone. Invitation letters sent to friends and family members can be less formal.

## **b. Kinds of Invitation Letters**

These kinds of letter are sent a social function such as birthday, business, marriage, friendly, baby shower ceremonies.

### **1. Friendly Invitation Letter**

A friendly invitation letter usually follows the following format.

Name of invitee

Message containing the name of the event, the purpose, the date, venue, and time phrasing the invitation

Closing

Name of the sender

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<sup>15</sup>PLPG Sertifikasi Guru 2013 Rayon 133 Universitas HKBP Nommensen. p.148.

PS (Post Script) or additional information, e.g., special instruction (if any)

RSVP: where to reply

The following is the example:

To Shabrina and family

My birthday falls on 22<sup>nd</sup> April and I am counting the days of happiness. I am waiting for my friends and family to gather at my home on 22<sup>nd</sup> April and shower wishes on me. On this special occasion, I cordially invite you family to be present with me. Your presence will be most eagerly awaited. Look forward to see you on that day. The details of venue give below.

You're lovingly,  
Cici Hafsa Sipahutar

## 2. Business Invitation Letter

A formal invitation letter follows the following format.

Senders address (without name)  
Phone number and e-mail

Date

Recipient's name

Recipient's address

Opening salutation

Main information

Complimentary close (usually I/We look forward to hearing from you)

Signature (by hand)

Sender's name (type out)

Sender's position in the company

### Example of Business Invitation Letters

November 29, 2008

Mr. & Mrs. Habib  
Medan, North Sumatra

Dear Mr. & Mrs. Habib:

We are pleased to inform you that MEDAN HERDES MEMORIAL COLLEGE is celebrating her 30<sup>th</sup> (Pearl) Foundation Anniversary on December 7-11, 2008.

For the steadfast confidence and unwavering loyalty you and your family have reposed to MEDAN HEROES MEMORIAL COLLEGE by entrusting to her education of at least three (3) of your children and who are now successful practitioners in their respective fields, the college administration deems it proper and fitting to award you with a Plaque of Recognition.

In this regard, may we cordially invite you together with your professional alumni children to receive your award in a program for the alumni and parents on December 7, 2008 at 3:00 pm at J.W Marriot Resort and Restaurant? (please present this letter to the Registration Officials when you come to J.W. Marriot Resort and Restaurant on December 7, 2008 at 3:00 pm)

We hope to deserve your attendance. BHMC shall be deeply honored with your presence in this once-in-a-lifetime affair.

Very truly yours,

ISMI RUQAYYAH ASRAL  
College Administrator

**PT MAJU SEJAHTERA<sup>16</sup>**

Jl. Imam Bonjol No. 07

Padangsidempuan

Padangsidempuan, November 13<sup>th</sup>, 2014

To

Designation. General Manager Affair

CV MEGA

Jl. Merdeka 23

Padangsidempuan

Dear Sirs,

Through this letter, let us introduce our company to you. Our company named PT Maju Sejahtera is engaged in the distributor of office stationery.

According to the information we collect, CV MEGA is a property company that is growing rapidly and will open again some marketing office in Sibolga. In this connection, let us offer some of stationery products that we market. Together with this letter we attach a list of items and their respective prices.

If your company needs our services, then simply contact us via telephone numbers (0265) 35412 and we'll deliver the goods directly to the site. Further, we will send you an invoice each end of the month for transactions occurring in the corresponding month. We will give special discount if accumulated purchase within one month of more than Rp 2.000.000, – (two million rupiah).

We hope that this offer can proceed in a form of cooperation that benefits both parties. If Mr interested, we are ready to make presentations and conduct further discussed.

Thus we submit the offer letter, delivered thank you for your attention.

Sincerely,

**PT MAJU SEJAHTERA**

Mustopa Arifin

Marketing Manager

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<sup>16</sup> Donna Sundblad, "*sample of business letter*"

[http://business.lovetoknow.com/wiki/Sample\\_Business\\_Letter\\_Invitations](http://business.lovetoknow.com/wiki/Sample_Business_Letter_Invitations), retrieved on Mei 05.2015 at 14.00 a.m

3519 Front Street  
Batu Nadua, CA 65286B

March 5, 2015

Ms. Shabrina Rasyid Munthe  
Accounts Payable  
The Cooking Store  
765 Anugrah Plaza  
Industrial Point, CA 68534

Dear Ms. Ilham Taufik:

It has come to my attention that your company, The Cooking Store has been late with paying their invoices for the past three months.

In order to encourage our customers to pay for their invoices before the due date, we have implemented a discount model where we'll give you 2% off your invoice if you pay us within 10 days of receiving the invoice.

I hope that everything is going well for you and your company. You are one of our biggest customers, and we appreciate your business. If you have any questions, feel free to contact me at (021) 555-54332.

Sincerely,

*Signature*

Ismi Ruqayyah Asral

Accounts Receivable

### 3. Wedding invitation letter

Example of Wedding Invitation Letter:<sup>17</sup>

10, Kenanga Street

Padangsidempuan 80409, Tapanuli Selatan

January 27, 2012

Dear Mr. and Mrs. Kasnan,

We are delighted to inform you that our son Kasnan is getting married to his beloved Asmarani Devi. On this joyous occasion, we wish to share the day with our closest friends and family members so your presence is required and anticipated.

**The wedding will take place on:**

Date : **14<sup>th</sup> February** (Valentine's Day)

Time : **11:00 AM**

Venue : **Lockheed Country Club**, Maple Farms on National Highway Route Number 9

A wedding is such an amazing occasion and memories of our own blissful union start unfolding. The dazzling white dress, the towering cake, the exchange of rings.....Well, we are getting nostalgic aren't we? So, why not relive the moment once again?

We will fill in the details once you arrive. All arrangements towards your boarding and lodging have been made. Arrive by 10<sup>th</sup> February as we need your expert advice on everything and the dress rehearsal as well.

We hope to see you there to enjoy this special day with friends and family.

**Thanking you.**

**Sincerely Yours,**

**Ahmadi and Sri Lestari**

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<sup>17</sup> Shaun Fawcett's, "*sample of wedding letter*" <https://targetstudy.com/letters/invitation-letter/invitation-letter-examples.htm>, retrieved on August 26 2015 at 14.00 a.m

#### 4. Birthday invitation letter

A Birthday Letter is the one that is written to the birthday girl or boy on her/his birthday by a friend or colleague or relative. An informal letter by nature, a Birthday Letter should therefore be hand written. If it is being written by a colleague it should be brief but if it is being written by a friend or relative it can be lengthy talking about things other than the birthday wishes.

If the writer wants s/he can play about with the font and colors in the letter to make it look more exciting than just a regular write up. The Birthday Letter should be sent well ahead of the birthday of the recipient so that s/he receives it around the occasion for maximum impact.

Invitation Letter Example for Birthday:<sup>18</sup>

To  
Shabrina and family.

Please, come to my 17<sup>th</sup> Birthday Party! And don't forget to bring your sincere gift or present.

Place : Natama Hotel Restaurant

Dress Code : Casual Dress

Time : 09.00 a.m – 13.00 a.m

Day/Date : Sunday/ 15<sup>th</sup> April 2015

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<sup>18</sup>Swapnil, <http://www.buzzle.com/articles/invitation-letter-sample.html>, retrieved on April 02,2015 at 14.00 a.m.

Games : Clown and Special Performances from Acetic Band!

I am waiting for your coming! Come before 09.00 a.m and wear your casual dress!

My sincere greeting,  
Ira Ferdiani

### c. Points of form Writing Invitation Letters

Wren & Martin said that in all kinds of letter there are six points of form to be attended to, namely: the heading consisting of the writer's address and the date, the courteous greeting or salutation, the communication or message, the body of the letter, the signature and the superscription on the envelope.<sup>19</sup>

#### 1) The Heading

This informs the reader *where* you wrote the letter, and *when*. The *where* (which should be the writer's full postal address) gives the address to which the reader may reply, and the *when* is for reference, as it gives him the *date* on which you wrote. The position of the heading is the top right-hand corner of the first page-the address above and the date just below it.

#### 2) Solution or Greeting

The form of greeting will depend upon the relation in which applicant stand to the person to whom applicantis writing. To business people, it will be *Dear Sir, Gentlemen*, etc. The use of the term Dear is purely formal, and is a mere polite expression, not necessarily implying any special affection. The position of the Salutation is at the left-hand of the first page, at a lower level than the heading.

#### 3) The communication or body of the letter

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<sup>19</sup>Wren and Martin, *High School English Grammar and Composition Revised Edition*, (New Delhi: S. Chand & Company LTD, 1996), p. 328.



This is, of course, the letter itself, and the style in which it is written will depend upon the kind of letter you wish to write. The style of a letter to an intimate friend will be very different from that of a purely business letter or an official communication. But a few hints that apply to all letters are given below:

- a. *Divide letter* (unless it is very short) *into paragraphs*, to mark changes of subject-matter, etc.
  - b. *Use simple and direct language* and short sentences. Do not try to be eloquent, and drag in long words, just because they are long words. Be clear about what you want to say, and say it as directly as possible.
  - c. *Try to be complete*. It is a sign of slovenly thinking when applicants have to add postscripts at the end of a letter.
  - d. *Write neatly*. Remember that correspondent has to read what applicant write, and do not give unnecessary trouble with bad penmanship and slovenly writing.
  - e. *Mind punctuation*, and put in commas and semicolons and full stops in their proper places. Incorrect punctuation may alter the whole meaning of a sentence.<sup>20</sup>
- 4) The subscription or courteous leave-taking  
A letter must not end abruptly, simply with the writer's name. This would look rude. So, certain forms of polite leave-taking are prescribed. Such as: Yours sincerely, your sincere friend, Your truly, etc. Different leave-taking forms are used in different kinds of letters, and these will be given under their proper heads. The subscription, or leave-taking phrase, must be written below last words of the letter, and to the right side of the page. The first word of the subscription must begin with a capital letter.
- 5) The signature of name of the writer  
This must come below the subscription. Thus:

*Yours very truly,  
Yanti Rohani Harahap*

In letters to stronger, the signature should be clearly written, so that the reader may know whom to address in reply.

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<sup>20</sup>*Ibid.*, p. 330.

## 6) The Superscription on the Envelope

This may be spaced and punctuated in either of the following ways:

*Cici Hapsah Sipahutar,  
Kenanga Street,  
Padangsidimpuan.*

or

*Indah Purnama Sari  
Sihitang Street  
Padangsidimpuan<sup>21</sup>*

Then, according to George E. Wishon & Julia M. Burks in *Lets' Write*

English, stated all business letters have the following components:<sup>22</sup>

Heading:	10 North Street Boise, Idaho 83705 January 12 <sup>th</sup> , 2014
Inside Address:	Olson's Hardware 12 Sixth Street Boise Idaho 83710
Salutation:	Dear Ms. Olson:
Body:	_____ _____ _____ _____
Closing:	Very Truly Yours;
Signature:	_____

<sup>21</sup>*Ibid.*, 331.

<sup>22</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, (American: Litton Educational Publishing, 1980), p. 360.

## 1) Heading

The heading, or return address, of a business letter is similar to that used on personal letters: street, city, and state, zip code, country, and date. Usually, the block form is used. Use a comma after the name of the city and the day of the month.

## 2) Inside Address

The inside address is the name of the company or business the letter is being written to. It includes the street address, city, state, zip code, and country. It is the same address that appears on the envelope. Envelopes are not kept in business files; the letter must carry all pertinent information.

## 3) Salutation

The greeting part of a business letter is formal than that of a personal letter. The salutation is followed by a colon. These are suitable salutations.

- |                  |                                  |
|------------------|----------------------------------|
| - Dear Madam     | - Dear Mrs. Yanti Rohani Harahap |
| - Dear Sir       | - Dear Mr. Riyan Pranata Samosir |
| - Dear Sir/Madam | - Dear Ms. Indah Purnama Sari    |

Further, Wren & Martin said:

If the sender is writing to a firm and does not know the name of any particular person to whom to address the letter, *Dear Sir/Madam* is commonly used. However, there is a growing tendency in such cases to omit the salutation altogether and to begin the letter immediately after the inside address.<sup>23</sup>

## 4) Body

The business is discussed in the body of the business letter. It should be brief, well sated, and easy to read. The importance of brevity and directness cannot be overstated. Business offices receive large numbers of letters daily. If they are all to be handled promptly, no time can be wasted. Business letters, therefore, must be succinct and the point.

## 5) Closing

The closing of a business letter is similar to that of a personal letter. The first word is capitalized. The closing is followed by a comma. Here are some useful closing expressions.

- |                    |                      |
|--------------------|----------------------|
| - Sincerely        | - Yours truly        |
| - Sincerely yours  | - Yours respectfully |
| - Very truly yours |                      |

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<sup>23</sup>*Ibid.*, p. 361.

6) Signature

The sender's name should be written the way the company is to address the return letter". If the sender wishes to be addressed by a personal or professional title, it should be written after the name, usually in parentheses: (M.D.), (Ph.D.), (Mrs.), (Miss), (Ms.), etc.<sup>24</sup>

## B. Review of Relative Findings

There are some related findings that discuss about writing application letters: the first, research was done by Fitriani Nasution research title "An Analysis on Student's ability in writing application letters at Grade XI Secretary Class SMK Negeri 1 Sipirok in 2013-2014 Academic Years".<sup>25</sup> After analyzing the data, it was gotten that the value of the mean score of the students' ability in writing application letter at grade XI secretary class SMK Negeri I Sipirok that 2000 times 100% divided 38 was 52.63% and it can be categorized into enough category.

The second, the research was done by Maimunah Nasution research title "Student's ability in writing letter at MTs Negeri Siabu in 2012 Academic Year".<sup>26</sup> After analyzing the data that has been collected from the respondents, it was gotten that the value of the mean score (M) of the grade VIII of students MTs Negeri Siabu in 2011/2012 academic year in

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<sup>24</sup>*Ibid.*

<sup>25</sup>Fitriani Nasution, "An Analysis On Student's ability in writing application letters at Grade XI Secretary class SMK Negeri 1 Sipirok" (*Unpublished Thesis*, STAIN Padangsidempuan, 2014), p. 30.

<sup>26</sup>Maimunah Nasution "Student's ability in writing letter at MTs Negeri Siabu" (*Unpublished Thesis*, STAIN Padangsidempuan, 2012), p. 32.

Ability in writing letter was 52,33% and it can be categorized to the enough category.

The third, the research was done in English Language Education of State Institute for Islamic Studies Walisongo (IAIN Walisongo). The researcher's name is Farid Helmi with title "Improving Students skill in writing Recount Text by using a Personal Letter (A Classroom Action Research with the tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/2012).<sup>27</sup> In this case he conclude the means score of the grade tenth graders students of MASS Proto Pekalongan in 2011-2012 academic year in writing was 32 (84.2%). So, it can be state that was categorized into good.

From the findings above, the researcher concluded that there are many students' difficulties at grade VII SMP Negeri 2 Padangsidempuan in writing invitation letters, the researcher found the same research was about writing letters. So, the researcher analyzed student's writing invitation letters. The researcher described students' writing invitation letters of grade VIII SMP Negeri 2 Padangsidempuan.

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<sup>27</sup> Farid Helmi, Improving Students' Skill in writing Recount Text by using a Personal Letter (A Classroom Action Research with the tenth graders of MASS Proto Pekalongan in The Academic Year of 2011/2012), (*Unpublished Thesis*), (IAIN Walisongo, 2012), p.32.

### CHAPTER III

## RESEARCH METHODOLOGY

#### A. Location and schedule of the Research

This research will be done at SMP Negeri 2 Padangsidempuan. It is located on Jl. Ade Irma Suryani Nasution No. 1 Kelurahan Ujung Padang, Kecamatan Padangsidempuan Selatan. This subject of research is at the second grade of students at SMP Negeri 2 Padangsidempuan 2015 academic years. The schedule of this research will be applied on August – September 2015.

#### B. Kinds of The Research

Based on the analysis of data, the researcher will use qualitative research. Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method.<sup>1</sup> Next, according to L. R. Gay & Peter Airasian “Qualitative approach is used for investigate a variety of educational problems as issue to the terming and descript the way things”.<sup>2</sup> Qualitative approach is based on the collection data and analysis non- numeral data such as observation, interview, and other more discursive source of information.<sup>3</sup>

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<sup>1</sup> Lexy J. Moleong, *Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), p. 126.

<sup>2</sup> L. R. Gay & Peter Airasian, *Educational Research: Competence for Analysis and Application*, (USA: Prentice Hall, 2000), p. 56.

<sup>3</sup> *Ibid.*, p. 9.

Qualitative research analyzes data interpretively by organizing the data into categories, identifying patterns, and producing a descriptive narrative synthesis.

This method will use in this research is descriptive method. Descriptive method is involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research.<sup>4</sup> It means that to analyze or make sense perception about situation or events. This method will use to describe the analysis about students' ability in writing invitation letters at Grade VIII SMP Negeri 2 Padangsidimpuan.

### **C. The Participant of Data**

The participant of data in this research is divided in two parts, they are:

1. The participants of data are the grade VIII of students SMP Negeri 2 Padangsidimpuan. They are divided into twelve classes: the classes are VIII 1- VIII 11. So, the researcher takes the students at grade VIII 1 - VIII 11. Each class consists of 3 students based on their achievement. So, the sample consists of 33 students.
2. Secondary the participant of data is information from:  
The English teacher and the Headmaster of SMP Negeri 2 Padangsidimpuan.

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<sup>4</sup> *Ibid.*,p. 315

#### **D. Instrument of the Research**

The instrument of collecting data that is use in this research:

##### **1. Test**

Suharsimi Arikunto said test is some of questions or views and other tools which were used to measure skill, knowledge, and intelligence ability.<sup>5</sup>In this research, the writer give to ask the test for students to write a letter and the lattice of writing letter, heading is 15, salutation is 20, the body is 30, closing is 20 and signature is 15. The research used the test to make a letter about invitation letters in order to get the information about the ability of students in writing invitation letters in essay test form. For all items correctly answer it can be seen especially as table below.

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<sup>5</sup>Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: RinekaCipta, 2005), p. 156.



**Table 1**  
**Rubric Score of Writing 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

Guidance in writing assessment:

- Maximal score for every students is 100

So, the techniques for collecting data by using the test as follow:

1. Preparing the test
2. Giving written test to all of students according the sample stated.
3. Determining the time of doing the test.
4. Giving chance or time for students to ask something left or not clears in doing the test.
5. Asking the students to do test and the researcher looked after the students during the test time

6. After the students finishes answering the test, then the researcher collect their answer to analyze it.

## **2. Interview**

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person.<sup>6</sup> In this research, the researcher did interview directly with the English teacher to know about the students' difficulties in writing invitation letters and the researcher also did interview to the students to ask them about their difficulties in writing invitation letters.

## **E. The Techniques of Data Analysis**

After the collecting data, the researcher analysis the data, the technique of data analysis in presented descriptive form. The data was analyzed by the following procedure:

1. Classification of data, it is one to classification of primary and secondary data.
2. Checking data validity, it is done two seek the uncompleted data and outside data unnecessary.
3. Calculating the result (mark) by using percentage of the data.

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<sup>6</sup> L.R. Gay and Peter Airasian, *Op. Cit.*, p. 219.

In getting the percentage the researcher were calculated using the pattern:

$$P = \frac{f}{N} \times 100\%$$

Explanation:

f = frequency

N = Sum of the students

P = Percentage

4. Description of data, it is done to described or interpreted data that have been collected systematically.
5. After calculating and scoring students answer sheets then, their score are consulted into the criteria score interpretation on the table below:

**Table II**  
**Criteria Score Interpretation**

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high <sup>7</sup>

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<sup>7</sup>Riduan, *Belajar Mudah Penelitian Untuk Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

- a. If the value mean score 0-20, it can be categorized very low ability.
  - b. If the value means score 21-40, it can be categorized low ability.
  - c. If the value means score 41-60, it can be categorized enough ability.
  - d. If the value of mean score is 61-80, it can be categorized into high ability.
  - e. If the value of mean score is 81-100, it can be categorized into very high ability.
6. Finally, the researcher takes conclusion. It is done to conclude the discussion solidly and briefly.

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

#### **A. Findings**

##### **1. General Finding**

This research was done in SMP Negeri 2 Padangsidimpuan. The location SMP Negeri 2 Padangsidimpuan at Ade Irma Suryani Nasution street No. 1 sub-district North Padangsidimpuan Kotamadya Padangsidimpuan North Sumatera Indonesia. SMP Negeri 2 Padangsidimpuan has 33 classrooms, the grade VII was 11 rooms, the grade VIII was 11 rooms, and the grade IX was 11 rooms.

The participants of data are the grade VIII of students SMP Negeri 2 Padangsidimpuan. They are divided into eleven classes; the classes are VIII 1 - VIII 11. So, the researcher takes the students at grade VIII 1 - VIII 11. Each class consists of 3 students based on their achievement. So, the sample consists of 33 students.

##### **2. Specific Finding**

###### **a. Description of an Analysis on the Students' Ability in Writing Invitation Letters at Grade VIII SMP Negeri 2 Padangsidimpuan.**

The researcher was taken the students at grade VIII 1 - VIII 11. Each class consists of 3 students based on their achievement. So, the sample consists of 33 students.

In this research, the researcher gave a test to students' and instruction how to write invitation letter and explain about the parts of letter. Then, students' chose a title about invitation letter, based on the title. Choose one the interest title:

- a. Opening book new store Khadijah
- b. Aliando's birthday party
- c. Expression of gratitude to God in Horas Bakery
- d. Launching new motorcycle in PT. Indaco Padangsidimpuan

There were 9 students chose the title of "Opening book new store Khadijah". 16 students chose the title of "Aliando's birthday party", 3 students chose the title "Expression of gratitude to God in Horas Bakery", and the last 5 students chose the title "Launching new motorcycle in PT. Indaco Padangsidimpuan".

Based on the result the test, the researcher described students wrote invitation letter. There were 9 students chose the title "Opening book new store Khadijah". The first was Hamida Basro, she could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100. The second was Anisa Suharni she lack of comprehend about the body of invitation letter. In heading she got 15, salutation 20, the body of letter 0, closing 20 and signature 15. So, she got score 70. The third was Nazrio Zunior Lubis, he could comprehend and complete about

wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, he got the score 100.

The fourth was Ria Agustina Damayanti, she could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100. The fifth Mutiara Calista Tambunan, she could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100. The sixth was Priska Uli Sipahutar, She lack of comprehend and not complete about invitation letter she still poor of vocabulary. In heading she got 15, salutation 20, the body of letter 0, closing o and signature 15. So, she got the score 50.

The seventh was Elis Septriani. She could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100. The eight was Dandi Daniel Sitompul. He could comprehend and complete about wrote invitation letter. In heading he got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, he got the score 100. The ninth was Ryemius Margareta Siregar. She could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100.

There were 16 students' chose the title "Aliando's birthday party"

The first was Chindy Miza Aninda, She could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100.

The second was Erfiana Sari Sitompul, She could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100.

The third was Rika Aprilla, she lack of comprehend and not complete about wrote invitation letter. In heading she got 0, salutation 20, the body of letter 30, closing 0 and signature 15. She got the score 65.

The fourth was Rini Andriani, She lack of comprehend and not complete about invitation letter she still poor of vocabulary. In heading she got 0, salutation 20, the body of letter 30, closing 0 and signature 15. So, she got the score 65.

The fifth was Nurhamidah, She lack of comprehend and not complete about invitation letter she still poor of vocabulary. In heading she got 0, salutation 20, the body of letter 0, closing 20 and signature 15. So, she got the score 55.

The sixth was Nurainun Siregar, she lack of comprehend and not complete about invitation letter. In heading she got 15, salutation 20, the body of letter 0, closing 0 and signature 0. So, she got the score 35.



The seventh was Muhammad Saib, he lack of comprehend and not complete about invitation letter. In heading he got 0, salutation 20, the body of letter 30, closing 20 and signature 15. So, he got the score 85. The eighth was Wardin Zai, he lack of comprehend and not complete about invitation letter he still poor of vocabulary. In heading he got 15, salutation 20, the body of letter 30, closing 0 and signature 15. So, he got the score 70.

The ninth was Haikal Salman, he could comprehend and complete about wrote invitation letter. In heading he got 15, salutation 0, the body of letter 0, closing 0 and signature 15. So, he got the score 30. The tenth was Riski Agus Salim, he could comprehend and complete about wrote invitation letter. In heading he got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, he got the score 100.

The eleventh was Putri Rahayu, she could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100. The twelfth was Mansyah Nasution, he lack of comprehend and not complete about invitation letter he still poor of vocabulary. In heading he got 15, salutation 0, the body of letter 0, closing 0 and signature 0. So, he got the score 15.

The thirteen was Shinta Amelia Pulungan, she could comprehend and complete about wrote invitation letter. In heading she got 15,

salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100. The fourteen was Nisa Aryanti Harahap, she lack of comprehend and not complete about invitation letter she still poor of vocabulary. In heading she got 0, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 85.

The fifteen was Alvina Maharani Nasution, she lack of comprehend and not complete about invitation letter she still poor of vocabulary. In heading he got 15, salutation 0, the body of letter 0, closing 0 and signature 0. So, he got the score 15. The sixteen was Poppy Agnes Amnestrty, She could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100.

There were 3 students chose the title “Expression of gratitude to God in Horas Bakery” The first was Vera Melina Pardede, She could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100. The second was Lilis Suryani Waruwu, She could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100. The third was Putri Agustina, She could comprehend and complete about wrote invitation letter. In heading she

got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100.

There were 5 students chose the title “Launching new motorcycle in PT. Indaco Padangsidimpun” The first was Putri Elvina Sitanggang, she lack of comprehend and not complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 0 and signature 0. She got the score 65. The second was Rosmauli Laksmi Tamba, She lack of comprehend and not complete about invitation letter she still poor of vocabulary. In heading she got 15, salutation 20, the body of letter 0, closing 0 and signature 15. So, she got the score 50.

The third was Rahma Dewani Siregar, she lack of comprehend and not complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 0, closing 0 and signature 0. She got the score 35. The fourth was Hardiani, she lack of comprehend and not complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 0 and signature 0. She got the score 65. The fifth was Afri Yanti, She could comprehend and complete about wrote invitation letter. In heading she got 15, salutation 20, the body of letter 30, closing 20 and signature 15. So, she got the score 100.

In writing test, the writer asked the students to make the heading, salutation, the body of the letter, closing, and signature based the

examples of invitation letters. Based on students' answered writing invitation letters can be seen in this following table:

**Table III**  
**Result of Test**

No	Aspects of Writing Invitation Letter	Students (correct)	Students (faults)	Amount
1	Heading	29	4	33
2	Salutation	30	3	33
3	The Body of the letter	23	10	33
4	Closing	21	12	33
5	Signature	26	7	33

Tests consisted of 5 parts. First, the Heading 29 students correct (87, 88%), second the Salutation 30 students correct (90, 90%), third the Body of letter 23 students correct (69, 70%), fourth the Closing 21 students correct (63.64%), fifth the Signature 26 students correct (78.79%). From data above researcher found that students' ability in writing invitation letter was High (7, 65% students correct). To complete the result of research, researcher related the result of writing test collectively (see appendix III).

After analyzing the data, it was gotten that the score of the mean score of the students' ability in writing invitation letter at grade VIII SMP

Negeri 2 Padangsidimpuan that 100 time percent divided 33 was 7, 65% and it can be categorized into high category.

Finally, the researcher describes score all of the students wrote invitation letters. Total score all of students wrote invitation letters was 2,525. Total score students wrote invitation letters 2,525 divided to 33 students in 100 time percent and the result was 7, 65%. It can be seen in the table Riduan below:

**Table IV**  
**Criteria Score Interpretation**

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high <sup>1</sup>

From the table above, the average of the students was 7, 65%. So, it can be said that an analysis on the students' ability in writing invitation letters at grade VIII SMP Negeri 2 Padangsidimpuan high categories.

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<sup>1</sup>Riduan, *Belajar Mudah Penelitian Untuk Karyawan dan Penelitian Pemula* (Bandung: alfabeta, 2005), p. 89.

**b. The students Difficulties in Writing Invitation Letters at Grade VIII SMP Negeri 2 Padangsidimpuan.**

The researcher made an interview for students and English teacher at grade VIII SMP Negeri 2 Padangsidimpuan.

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

1. Heading

Based on the result of interviewed to students', the researcher describe students' said difficulties about the parts of letter especially wrote heading in letter.

The first was Rini Andriani said:

Kesulitan saya di dalam menulis surat undangan di bagian kepala surat karena saya kurang memahami menyusun kalimatnya dan kepada alamat yang dituju.<sup>2</sup>

The second was Nurhamidah Batubara said:

Kesulitan saya di dalam menulis surat undangan di bagian-bagian dari surat khususnya di bagian kepala surat karena sulit bagi saya membuat kalimat dan menentukan besar kecil huruf di dalam membuat kepala surat.<sup>3</sup>

Based on the result of teacher about invitation letter especially in heading of letter, Sri Kartini, S.Pd said:

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<sup>2</sup>Rini Andriani, the students' of Grade VIII SMP Negeri 2 Padangsidimpuan, *interview* in SMP Negeri 2 Padangsidimpuan, 1<sup>th</sup> October 2015.

<sup>3</sup>Nurhamidah Batubara, the students' of Grade VIII SMP Negeri 2 Padangsidimpuan, *interview* in SMP Negeri 2 Padangsidimpuan, 1<sup>th</sup> October 2015.

The difficulties in writing invitation letter especially in heading of letter, students' felt difficulties because students' didn't comprehend about made sentence in letter, they were lack of vocabulary.<sup>4</sup>

Based on interviewed to students' and English teacher the students' difficulty in writing invitation letter especially parts of letter in heading; students' difficulties made sentences in letter there were lack of vocabulary in writing invitation letter especially in heading of letter and size alphabet in made heading. They were felt difficulty a range in heading of letter.

## 2. Salutation

Based on the result of interviewed to students', the researcher describe students' said difficulties about the parts of letter especially wrote salutation in letter.

The first was Haikal Salman Apriadi said:

Kesulitan saya di dalam menulis surat undangan di bagian salam dengan menentukan tanda baca seperti koma, titik dan titik dua. Saya merasa kurang memahami di dalam menulis surat undangan khususnya di bagian tersebut.<sup>5</sup>

The second was Mansyah Nasution said:

Kesulitan saya di dalam menulis surat undangan di bagian salam, saya kurang memahami di dalam

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<sup>4</sup>Sri Kartini, English Teacher at Grade VIII SMP Negeri 2 Padangsidempuan, *Private Interview in Teacher Office*, 1<sup>th</sup> October 2015.

<sup>5</sup>Haikal Salman Apriadi, the students of Grade VIII SMP Negeri 2 Padangsidempuan, *interview in SMP Negeri 2 Padangsidempuan*, 1<sup>th</sup> October 2015.

panggilan nama dan sulit untuk membedakan antara Ms dan Mr.<sup>6</sup>

Based on the result of teacher about invitation letter especially in salutation of letter, Sri Kartini, S.Pd said:

The difficulties in writing invitation letter especially in salutation of letter, students' felt difficulties because students' didn't comprehend about differences of Ms and Mr. Then students' felt difficulties to certainly punctuation such as comma and full stop in salutation.<sup>7</sup>

Based on interviewed to students' and English teacher the students' difficulty in writing invitation letter especially parts of letter in salutation; students' felt difficulties because students' didn't comprehend about differences of Ms and Mr. then students' felt difficulties to certainly punctuation such as comma and full stop in salutation. They were felt difficulty a range in salutation of letter.

### 3. The body of letter

Based on the result of interviewed to students', the researcher describe students' said difficulties about the parts of letter especially wrote the body of letter in invitation letter.

The first was Anisa Suharni said:

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<sup>6</sup>Mansyah Nasution, the students of Grade VIII SMP Negeri 2 Padangsidempuan, *interview* in SMP Negeri 2 Padangsidempuan, 1<sup>th</sup> October 2015.

<sup>7</sup>Sri Kartini, English Teacher at Grade VIII SMP Negeri 2 Padangsidempuan, *Private Interview in Teacher Office*, 1<sup>th</sup> October 2015.



Kesulitan saya di dalam menulis surat undangan di bagian badan surat, saya merasa kesulitan karena saya kurang menguasai kosa kata dalam bahasa Inggris jadi saya merasa sulit di dalam menyusun kalimat dan dalam menggunakan penggunaan waktu/tenses di dalam membuat surat undangan.<sup>8</sup>

The second was Rika Aprilla said:

Kesulitan saya di dalam menulis surat undangan di bagian badan surat, saya merasa kesulitan karena saya kurang menguasai kosa kata dalam bahasa Inggris, jadi saya tidak dapat membuat kalimat di dalam surat undangan.<sup>9</sup>

Based on the result of teacher about invitation letter especially in salutation of letter, Sri Kartini, S.Pd said:

The difficulties in writing invitation letter especially in the body of letter, students' felt difficulties in wrote a letter because students' didn't comprehend about letter, students' lack of vocabulary. So, students' felt difficulties made of sentences in the body of invitation letter.<sup>10</sup>

Based on interviewed to students' and English teacher the students' difficulty in writing invitation letter especially parts of letter in the body of letter; students' felt difficulties in wrote a letter because students' didn't comprehend about letter, students' lack of vocabulary. So, students' felt difficulties made of sentences in the body of invitation letter

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<sup>8</sup>Anisa Suharni, the students of Grade VIII SMP Negeri 2 Padangsidempuan, *interview* in SMP Negeri 2 Padangsidempuan, 1<sup>th</sup> October 2015.

<sup>9</sup>Rika Aprilla, the students of Grade VIII SMP Negeri 2 Padangsidempuan, *interview* in SMP Negeri 2 Padangsidempuan, 1<sup>th</sup> October 2015.

<sup>10</sup>Sri Kartini, English Teacher at Grade VIII SMP Negeri 2 Padangsidempuan, *Private Interview in Teacher Office*, 1<sup>th</sup> October 2015.

and using tenses in wrote letter. They were felt difficulty a range in the body of letter.

#### 4. Closing

Based on the result of interviewed to students', the researcher describe students' said difficulties about the parts of letter especially wrote closing of letter in invitation letter.

The first was Anisa Suharni said:

Kesulitan saya di dalam menulis surat undangan di bagian penutup badan surat, saya merasa kesulitan karena di dalam penutup surat juga menggunakan beberapa kalimat di dalamnya. Saya kurang menguasai kosa kata dalam bahasa inggris, jadi saya tidak dapat membuat kalimat di dalam surat undangan.<sup>11</sup>

The second was Rini Andriani said:

Kesulitan saya di dalam menulis surat undangan di bagian penutup badan surat, saya merasa kesulitan karena saya kurang memahami antara badan surat dan penutup surat di dalam penutup surat juga menggunakan beberapa kalimat di dalamnya. Saya kurang menguasai kosa kata di dalamnya.<sup>12</sup>

Based on the result of teacher about invitation letter especially in closing of letter, Sri Kartini, S.Pd said:

The difficulties in writing invitation letter especially in closing of letter, students' felt difficulties in wrote a letter because students' didn't comprehend about letter, students' lack of vocabulary in closing of letter. So,

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<sup>11</sup>Anisa Suharni, the students of Grade VIII SMP Negeri 2 Padangsidimpuan, *interview* in SMP Negeri 2 Padangsidimpuan, 1<sup>th</sup> October 2015.

<sup>12</sup>Rini Andriani, the students of Grade VIII SMP Negeri 2 Padangsidimpuan, *interview* in SMP Negeri 2 Padangsidimpuan, 1<sup>th</sup> October 2015.

students' felt difficulties made of sentences in closing of invitation letter and difficulties about differences between the body and closing of invitation letter.<sup>13</sup>

Based on interviewed to students' and English teacher the students' difficulty in writing invitation letter especially parts of letter in closing of letter; students' felt difficulties in wrote a letter because students' didn't comprehend about letter, students' lack of vocabulary in closing of letter. So, students' felt difficulties made of sentences in closing of invitation letter and difficulties about differences between the body and closing of invitation letter. They were felt difficulty a range in closing of letter.

##### 5. Signature

Based on the result of interviewed to students', the researcher describe students' said difficulties about the parts of letter especially wrote signature of letter in invitation letter. According to Alviana Maharani Nasution that:

Kesulitan saya di dalam menulis surat undangan di bagian tanda tangan di bagian surat, saya kurang memahami tata peletakannya misalnya di bagian kiri atau kanan dan di dalam penulisan nama penulis di tanda tngannya.<sup>14</sup>

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<sup>13</sup>Sri Kartini, English Teacher at Grade VIII in SMP Negeri 2 Padangsidempuan, *Private Interview in Teacher Office*, 1<sup>th</sup> October 2015.

<sup>14</sup>Alviana Maharani Nasution, the students of Grade VIII SMP Negeri 2 Padangsidempuan, *interview in SMP Negeri 2 Padangsidempuan*, 1<sup>th</sup> October 2015.

Then, according to English teacher about invitation letter especially in signature of letter, Sri Kartini, S.Pd said:

The difficulties in writing invitation letter especially in signature of letter, students' felt difficulties in wrote a letter because students' didn't comprehend about letter, students' felt difficulties to certainly the signature of name of the writer and between right or left in signature.<sup>15</sup>

Based on interviewed to students' and English teacher the students' difficulty in writing invitation letter especially parts of letter in signature of letter; students' felt difficulties in wrote a letter because students' didn't comprehend about letter, students' felt difficulties to certainly the signature of name of the writer and between right or left in signature. They were felt difficulty a range in closing of letter.

Based on the result of interviewed had done by the researcher, when the researcher gave them the test in writing invitation letter, some of students didn't know vocabularies in made sentences in wrote invitation letter and students' didn't comprehend about parts of invitation letter.<sup>16</sup>

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<sup>15</sup>Sri Kartini, English Teacher at Grade VIII SMP Negeri 2 Padangsidempuan, *Private Interview in Teacher Office*, 1<sup>th</sup> October 2015.

<sup>16</sup>The result of *Interview* at Grade VIII SMP Negeri 2 Padangsidempuan, 1<sup>th</sup> October 2015.

**c. The causes of the problems faced by the students in writing invitation letter at Grade VIII SMP Negeri 2 Padangsidimpuan.**

Based on result of interview with Sri Kartini, S.Pd. as an English teacher at grade VIII SMP Negeri 2 Padangsidimpuan, she said that, she anticipated the causes of the problems faced by the students in writing invitation letter at Grade VIII SMP Negeri 2 Padangsidimpuan.

Based on the causes of the problems faced by the student in wrote invitation letter, the researcher interviewed with students’

The first was Elviana Maharani Nasution said:

Masalah yang saya hadapi di dalam menulis surat undangan yaitu di dalam proses pembelajaran bahasa inggris saya tidak suka karena terlalu sulit, saya terlalu malas di dalam belajar bahasa inggris, saya juga tidak mempunyai kamus dan sulit dalam mengingat kosakata untuk membuat surat.<sup>17</sup>

The second was Rahma Dewani Siregar said:

Masalah yang saya hadapi di dalam menulis surat undangan yaitu kurangnya motivasi di dalam proses pembelajaran, kurang semangat dalam belajar khususnya bahasa inggris karena saya merasa kesulitan dan tidak memiliki banyak kosa kata di dalam bahasa inggris.<sup>18</sup>

It meant that the causes of problems faced by the students’ in writing invitation letter in learning process. Students’ didn’t like studying English, students’ didn’t have a dictionary and lazy when

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<sup>17</sup>Elvina Maharani Nasution, the students of Grade VIII SMP Negeri 2 Padangsidimpuan, *interview* in SMP Negeri 2 Padangsidimpuan, 1<sup>th</sup> October 2015.

<sup>18</sup>Rahma Dewani Siregar, the students’ of Grade VIII SMP Negeri 2 Padangsidimpuan *interview* in SMP Negeri 2 Padangsidimpuan, 1<sup>th</sup> October 2015.

teacher teach in English learning, students' was lack of vocabulary, students' felt difficulties memorize in vocabulary .

Based on the result interviewed the causes of problems faced by the teacher, the researcher interviewed Sri Kartini, S.Pd, she said:

The problems faced by me in learning process in the class especially about writing invitation letter to all students. Such as, they are lack motivation in learning English, they felt difficulty memorize about vocabulary, and lazy to find it. Teacher lack of attention many students in the class. So, it cannot consider students one by one.<sup>19</sup>

It meant that the teacher problems faced in wrote invitation letter in learning process. She could not gave students attention because many students in the class, so it could not consider students one by one. Teacher difficult memorized vocabulary to students because they are lazy about remember it.

## **B. Discussion**

The result of this research to analysis on the students' ability in writing invitation letters at grade VIII SMP Negeri 2 Padangsidempuan can be categorized into high score. It can be known from the calculating score (7, 65%). Then, researcher related findings of this research. The first is Maimunah Nasution research title "Students' ability in writing letter at MTs Negeri Siabu in 2012 Academic Year". After analyzing the data that has been collected from the respondent, it was gotten that the value of the mean score (M) of the grade VIII

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<sup>19</sup>Sri Kartini, English Teacher at Grade VIII in SMP Negeri 2 Padangsidempuan, *Private Interview in Teacher Office*, 1<sup>th</sup> October 2015.

of students MTs Negeri Siabu in 2011/2012 academic year in Ability in writing letter was 52,33% and it can be categorized to the enough category.<sup>20</sup>

The second research is by Fitriani Nasution research title “An Analysis on Students’ ability in writing application letters at Grade XI Secretary Class SMK Negeri 1 Sipirok in 2013-2014 Academic Years”. After analyzing the data, it was gotten that the value of the mean score of the students’ ability in writing application letter at grade XI secretary class SMK Negeri 1 Sipirok that 2000 times 100% divide 38 was 52.63% and it can be categorized into enough category.<sup>21</sup>

The third research is Farid Helmi with title “Improving Students skill in writing Recount Text by using a Personal Letter (A Classroom Action Research with the tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/2012).<sup>22</sup> In this case he conclude the means score of the grade tenth graders students of MASS Proto Pekalongan in 2011-2012 academic year in writing was 32 (84.2%). So, it can be state that was categorized into good.

Based on the related finding above, it could be seen the students’ ability in writing invitation letters was high categories. But, there are many difficulties

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<sup>20</sup>Maimunah Nasution, “Students’ ability in writing letter at MTs Negeri Siabu” (*Unpublished Thesis*, STAIN Padangsidempuan, 2012), p.32.

<sup>21</sup>Fitriani Nasution, “An Analysis On Students’ ability in writing application letters at Grade XI Secretary Class SMK Negeri 1 Sipirok” (*Unpublished Thesis*, STAIN Padangsidempuan, 2014), p.30

<sup>22</sup> Farid Helmi, Improving Students’ Skill in writing Recount Text by using a Personal Letter (A Classroom Action Research with the tenth graders of MASS Proto Pekalongan in The Academic Year of 2011/2012), (*Unpublished Thesis*), (IAIN Walisongo, 2012), p.32.

of students' in writing invitation letters. Many students' difficulties in comprehending about parts of invitation letter and lack of vocabulary in write invitation letter. Students' also had poor vocabulary, it made they felt difficult to write invitation letter well.

### **C. Threats of the Research**

In this research, there were many threats of this research. It started from the titles until the technique of analyzing data. So, the researcher knew this thesis so far from perfect. When researcher was doing the test, there were the threats of time because the students had many activities in their school. Besides, when the researcher was doing the test, they were facing lazy. It made them to be not concentration to do test. Then, the time given to the students was not enough and also students did not serious to do test.

The weakness of the research was when the researcher did test to the students they did not have some vocabularies to write invitation letter. It is make them chat with their friends. Then, the students' bad mood if order to write invitation letter because they did not know about invitation and they did not brought dictionary. So, when they answered the test they less concentrate on the test.

The researcher was aware of the fact that completing this research was not easy; the researcher got some obstacles and difficulties in writing this thesis. Even though there were many problem but researcher attempted to do the best.



So, some weakness and lack of this research were finished. Finally, it has been done because the helping from entire advisors, headmaster and English teacher.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After getting the result of the research, the next step is giving conclusion of this research. It is important, because it can describe the final the researcher itself. The researcher took the conclusion of researcher are explained below:

1. Students' ability in writing invitation letters at Grade VIII SMP Negeri 2 Padangsidempuan can be categorized into high in which the score was 7.65%.
2. The students difficulties in writing invitation letter at grade VIII SMP Negeri 2 Padangsidempuan were:
  - a. In heading; students' difficulties made sentences in letter there were lack of vocabulary in writing invitation letter.
  - b. In salutation; students' felt difficulties in differentiating Ms and Mr. Then to certainly punctuation such as comma and full stop name in salutation.
  - c. In body of letter; students' felt difficulties in wrote a letter and didn't comprehend about letter, students' lack of vocabulary and using tenses.
  - d. In closing of letter; students' felt difficulties about differences between the body and closing of invitation letter, It is same made a sentence.

- e. In signature of letter; students' felt difficulties to certainly the signature of name of the writer and between right and left in signature.
3. The causes of the problem faced by the students and teacher in writing invitation letters at Grade at Grade VIII SMP Negeri 2 Padangsidimpuan were:
- a. The causes of problems faced by the students' in learning process. Students' didn't like studying English, students' didn't have a dictionary and lazy when teacher teach in English learning, students' was lack of vocabulary, students' felt difficulties memorize in vocabulary .
  - b. The causes of problems faced by teacher in learning process. She could not gave students attention because many students in the class, so it could not consider students one by one. Teacher difficult memorized vocabulary to students because they are lazy about remember it.

## **B. Suggestion**

Based on the conclusion above, the researcher wants give suggestion with the result of the research. It can be seen as below:

1. To students SMP Negeri 2 Padangsidimpuan especially at grade VIII you must study hard about writing invitation letter. Then, you must remember some vocabulary, you know parts of letter and understanding about using tenses in writing letter so you can more easy to write invitation letter.
2. To English teacher and Headmaster

- a. To English teacher is hoping to develop the students remember some vocabulary and asked the students about vocabulary before learning process. Then, the teacher must teach about parts of letter and students' ability understanding using tenses especially in write invitation letter. Then, before studying write invitation letter, the teacher give background knowledge about invitation letter. The last, teacher must have strategies, method which can improve or help them more understand and easy in write invitation letter.
- b. To the headmaster hoping to motivate the teacher about how to do teaching English process well so the students and teacher will be more active to study. Then, increase their ability in study English, especially in writing invitation letter at grade VIII SMP Negeri 2 Padangsidempuan.

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## **CURRICULUM VITAE**

### **A. IDENTITY**

Name : ISMI RUQAYYAH ASRAL  
Reg. No : 11 340 0059  
Place / Birthday : Belawan / October, 03<sup>th</sup> 1993  
Sex : Female  
Religion : Moslem  
Address : JL. Nusa Indah, Gang. Indah Link. VIII Kel. Wek V  
Kecamatan Padangsidimpuan Selatan.

### **B. PARENTS**

Father's name : H. Asral Simatupang, S.Ag  
Mother's name : Zaitun

### **C. EDUCATIONAL BACKGROUND**

1. Elementary School : SD MIN Belawan (2005)
2. Junior High School : SMP Negeri 1 Ulu Barumon Kab. Palas (2008)
3. Senior High School : SMK Negeri 1 Sipirok Kab. Tapanuli Selatan (2011)
4. Institute : IAIN Padangsidimpuan (2015)

## **APPENDIX I**

### **TEST ABOUT STUDENTS' ABILITY IN WRITING INVITATION LETTER**

#### **1. Petunjuk**

- a. Soal ini dibuat untuk mengetahui data dari siswa, oleh karena itu jawab berdasarkan kemampuan anda!
- b. Tulis nama anda di lembar jawaban!
- c. Jawab soal dalam bentuk tulisan!
- d. Jika anda mempunyai pertanyaan, tanyakan pada peneliti!
- e. Pilih soal yang tepat berdasarkan kemampuan anda!
- f. Nilai semua soal 100.
- g. Waktu yang diberikan hanya 60 menit.

#### **1. Directions**

- a. This test is made to find out the data from the students, so that answer based on your ability!
- b. Write your name on the paper answer!
- c. Answer this test in writing form!
- d. If you have a question, ask to the researcher!
- e. Choose the correct test based on your ability!
- f. Score all of items is 100.
- g. Time is given for 60 minutes only.



## 2. Test

Write an Invitation Letter to your friends that inform celebration based on the title. Choose one the interest title:

- a. Opening Book new Store Khadijah (pembukaan toko buku baru Khadijah)
- b. Aliando's Birthday Party (ulang tahun Aliando)
- c. Expression of gratitude to God in Horas Bakery (Syukuran toko roti Horas)
- d. Launching new Motorcycle in PT. Indaco Padangsidimpuan (Peresmian sepeda motor baru PT. Indaco Padangsidimpuan)

## **APPENDIX II**

### **PEDOMAN WAWANCARA (INTERVIEW GUIDENING)**

#### **A. Wawancara Kepada Guru Bahasa Inggris**

1. Buku pokok apa yang digunakan guru bahasa Inggris dalam mengajarkan menulis surat undangan?
2. Metode apa saja yang digunakan guru bahasa Inggris dalam mengajarkan menulis surat undangan?
3. Media apa saja yang di gunakan guru bahasa Inggris dalam mengajarkan menulis surat undangan?
4. Bagaimana guru bahasa inggris mengatasi kesulitan siswa ketika mengajarkan menulis surat undangan dalam penggunaan tenses dan structure pada kalimat?
5. Apa upaya guru bahasa Inggris untuk mengatasi kesulitan siswa di dalam penguasaan vocabulary ketika siswa menulis surat undangan?
6. Bagaiman hasil belajar siswa dalam menulis surat undangan?

#### **Interview to the English Teacher**

1. What is the primer book which used by the teacher in teaching writing invitation letter?
2. What is the method used by the teacher in teaching writing invitation letter?
3. What is the tool used by the teacher in teaching writing invitation letter?

4. How is the English teacher to solve the difficulties students when teach to write an invitation letter in use of tenses and sentence structure in writing invitation letter?
5. What is the effort of teacher to solve students' difficulties in the mastery of vocabulary when a writing invitation letter?
6. How is the result of students' in writing invitation letter?

#### **B. Wawancara Kepada Murid-murid**

1. Apakah anda senang dalam belajar bahasa Inggris?
2. Apakah anda pernah menulis surat undangan didalam pelajaran bahasa inggris?
3. Jenis surat undangan apa yang sudah pernah di tulis dan apa kesulitannya didalam menulis surat undangan tersebut?

#### **Interview to the students**

1. Do you like studying English?
2. What you ever writing invitation letter in learning English?
3. What kind of invitation letter has you write and what the difficulties in writing invitation letter?

Name : .....

Class : .....

1. Write an Invitation Letter to your friends that inform celebration based on the title. Choose one the interest title: (tulis sebuah surat undangan pada temanmu untuk menginformasikan atau memperkenalkan suatu perayaan berdasarkan judul. Pilih salah satu judul yang menarik).
  - a. Opening Book new Store Khadijah (pembukaan toko buku baru Khadijah)
  - b. Aliando's Birthday Party (ulang tahun Aliando)
  - c. Expression of gratitude to God in Horas Bakery (Syukuran toko roti Horas)
  - d. Launching new Motorcycle in PT. Indaco Padangsidempuan (Peresmian sepeda motor baru PT. Indaco Padangsidempuan)

### APPENDIX III

#### Result of Writing Invitation Letter Test at Grade VIII SMP Negeri 2

#### Padangsidimpuan

No	Students Initial	Heading	Salutation	The Body of Letter	Closing	Signature	Score
1	HMB	15	20	30	20	15	100
2	ANS	15	20	0	20	15	70
3	NZL	15	20	30	20	15	100
4	RAD	15	20	30	20	15	100
5	MCT	15	20	30	20	15	100
6	PUS	15	20	0	0	15	50
7	ES	15	20	30	20	15	100
8	DDH	15	20	30	20	15	100
9	RMS	15	20	30	20	15	100
10	CMA	15	20	30	20	15	100
11	ESS	15	20	30	20	15	100
12	RAL	15	20	0	0	0	35
13	RA	0	20	30	0	15	65
14	NH	0	20	0	20	15	55
15	NAS	15	20	0	0	0	35
16	MS	0	20	30	20	15	85
17	WZ	15	20	30	0	15	70

18	HS	15	0	0	0	15	30
19	RAS	15	20	30	20	15	100
20	PR	15	20	30	20	15	100
21	MN	15	0	0	0	0	15
22	SAP	15	20	30	20	15	100
23	NYH	0	20	30	20	15	85
24	AMN	15	0	0	0	0	15
25	PAA	15	20	30	20	15	100
26	VMP	15	20	30	20	15	100
27	LSW	15	20	30	20	15	100
28	PR	15	20	30	20	15	100
29	PES	15	20	30	0	0	65
30	RLT	15	20	0	0	15	50
31	RDS	15	20	0	0	0	35
32	HR	15	20	30	0	0	65
33	AFY	15	20	30	20	15	100
	<b>Total</b>						<b>2525</b>

The researcher calculated the score by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{2525}{33} \times 100\%$$

$$P = \frac{2525}{33} \times \frac{100}{100}$$

$$P = \frac{252.500}{3.300}$$

$$P = 76, 51\%$$