AN ANALYSIS OF STUDENTS' WRITING SKILL IN WRITING

FORMAL INVITATION LETTER AT THE ELEVENTH GRADE OF

SMK N I MIRI IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as a Partial Requirements for the Undergraduate

Degree in English Language Education

By:

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Assalamu'alaikum Wr.Wb.

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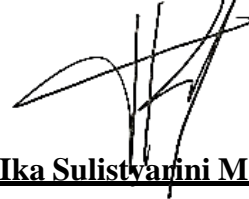
Has already fulfilled the requirments to be presented before the Board of Examiners (munaqosyah) to gain Undergraduate Degree in English Languages Education.

Thank you for the attention.

Wasalamu'alaikum Wr. Wb.

Surakarta, May 28th 2023

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RATIFICATION

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DEDICATION

This thesis is dedicated to:

My self

My beloved parents

My beloved brothers

My beloved sisters

My beloved husband

My thesis advisor

My beloved friends

My Almamater UIN Raden Mas Said Surakarta

MOTTO

Hasbunallah Wani'mal Wakil Ni'mal Maula Wani'man Nasir

(Allah is sufficient as our helper and Allah is the best of our protectors)

Laa yukaliful-laahu nafsan illaa wus'ahaa

(Allah burdens not a person beyond his scope)

PRONOUNCEMENT

Name   : Faurnia Ayu Lestari

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I hereby sincerely state that the thesis titled "An Analysis of Students' Writing Skill in Writing Formal Invitation Letter at the Eleventh Grade of SMK N I Miri in the Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, May 28th 2023

Stated by,

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Alhamdulillah, all praises to Allah SWT, the single power, the Lord of the Universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entiled *"An Analysis of Students' Writing Skill in Writing Formal Invitation Letter at the Eleventh Grade of SMK N I Miri in the Academic Year 2022/2023"*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

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The researcher realized that this thesis is still far from beingperfect. The researcher wished that this thesis was useful for the researcher in particular and the readers in general.

Surakarta, May 28th 2022

The researcher,

Faurnia Ayu Lestari

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ABSTRACT

Faurnia Ayu Lestari, 2023. *"An Analysis of Students' Writing Skill in Writing Formal Invitation Letter at the Eleventh Grade of SMK N I Miri in the Academic Year 2022/2023"*. Thesis. English Education Department, Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor   : Ika Sulistyarini, M.Pd

Keywords : Analysis, Students' Writing Skill, Formal Invitation Letter

This research was students' writing skill in writing formal invitation letter on the XI grade of SMK N I Miri. The aim of this study is to analyze the students' writing skill in writing formal invitation letter on the XI grade of SMK N 1 Miri in the academic year 2022/2023 an to analyze the challenges of students' writing skill in writing formal invitation letter on the XI grade of SMK N 1 Miri in the academic year 2022/2023.

In this study, the researcher used the descriptive qualitative method. The researcher collected the data by observation and interview. The data from the interview were obtained from teacher in SMK N 1 Miri. The data were analyzed by reducing the data, displaying the data, and drawing/verifying conclusions. For the trustworthiness of the data, the researcher used the technical triangulation, some of the data such as document (field note from the observation, textbook, and interview) and informants (teacher and students).

The result of this study is the students' skill in writing formal invitation letters at grade XI SMKN 1 Miri can be categorized into good category in which the average score was 85 from 35 students in Multimedia Class. The challenges faced by the students were In heading, students' difficulties made sentences in letter there were lack of vocabulary in writing invitation letter. In salutation; students' felt difficulties in differentiating Ms and Mr. In body of formal invitation letter; students felt difficulties in wrote a letter and did not comprehend about letter, besides that students also lack of vocabulary and using tenses. In closing of letter, students felt difficulties about differences between the bodies and closing of invitation letter. In signature of letter, students felt difficulties to certainly the signature of name of the writer and between right and left in signature.

CHAPTER I

INTRODUCTION

This chapter, the researcher presents background of the research, problem of research, objectives of research, limitation of the research, significances of research and definition of the key terms.

A. Background of Study

Writing is the important aspect in communication and express our thoughts, feelings and opinions to others. Based on Anjayani (2016: 2), writing is the activity of making a recording language in a piece of paper or any other areas to express the idea and message from the writer including the structure of language and usage of vocabulary. Writing is basic language skill that becomes the complex skill to master for the learners. As we know that writing is a productive skill that involves the way to generate and organize the ideas in written form. People need to learn English writing skill because it is a process of transforming thought and ideas into written language. Hermenita and

Yuli (2013) also state that writing is one of the language skill that must be mastered by English learners.

Writing is also the key to success in college and university (Huy, 2015: 56). For this reason, writing develop the ability in vocabulary and grammar. Then, writing help the student and support in read the text effectively. Writing helps in habitual action. Writing should be appropriate and related to the title and also need to know the parts of writing such as conjunctions, grammar, vocabulary and types of writing like general to specific. Therefore, in writing

process students should think about language components such as grammar, vocabulary and spelling. Knowledge and the other resources will be easier for students to find if they have good writing skill.

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 (Harmer, 2001:79). 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 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 formal invitation that includes the purpose of the visit in formal, 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 formal 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 challenges of students in learning English especially to write formal invitation letters. According to non-participant observation of the researcher in the grade XI students of SMK N 1 Miri, most of the students can be looked through unable to write well. It can be seen in the score of the students in the last semester. Next, they were lack of vocabulary, structure in sentences and using tense. It made them difficult to write invitation letters. In addition, writing formal invitation has specific structure than other writing skill, because in short template the invitation must be clearly and the invitation can be delivered well to the reader. Besides that, writing formal invitation involves some language components such as spelling, grammar, vocabulary, concordance, punctuation, coherence, and cohesion which the students do not master well.

The finding in the observastion collateral with the previous research from Rafiqi Maulana (2021) entitled "An Analysis of Students' Ability in Writing Recount Text at State Islamic Senior High School 2 Kampar". This research aims at finding what are students' ability of students in writing recount text based on theme of unforgettable experience. Commonly, writing is a hard thing for the students because it needs process and language transferring that has more time. Based on the interview done by researcher with an English teacher found that students have several problems in term of organizing idea, lack of vocabulary or to write sentence grammatically.

Writing also demands the coherence to link ideas between the sentences and requires the students to learn the rules of English grammar and mechanics such as the correct use of verbs, pronouns, noun concords, capitalization, and cohesive devices as well as commas and other marks of punctuation.

From the explanation above, the researcher is interested in investigating how the students' skill in writing formal invitation letter in the teaching learning English process. The novelty in this research is the the process of collecting the data from students, the students in this reaserch used canva software in writing formal invitation letter. Besides that, this research conducted in the academic year post pandemic era. This is the contradictive things to the previously research.

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 to write appropriate formal invitation letter. Researcher focus one text, it is also important when students study English. It's call with formal invitation letters. So the writer wants to do this research with title "**AN ANALYSIS OF STUDENTS' WRITING SKILL IN WRITING FORMAL INVITATION LETTER ON THE XI GRADE OF SMK N I MIRI IN THE ACADEMIC YEAR 2022/2023"**, because the researcher wants to analyze the students' skill in writing formal invitation letter after the pandemic era in this face-to-face learning which implements difference learning method, in pandemic the teacher implements online learning and after pandemic the

teacher applies direct learning. So it definitely affect the students' skill in writing, the researcher interests to analyze the students' skill because skill is capacity to do something well; technique, ability.

Skills are usually acquired or learned, as opposed to abilities, which are often thought of as innate while aspectis the way something appears when viewed from a certain direction or perspective. Because, in this level they are taught for produce an Englishproduct. The difficulties factor should be knowby the teacher in order to overcome and applied some appropriate methods. The researcher also analyze the difficulties and the challenges faced by the students of students' writing skill in writing formal invitation letter for eleventh grade in the post pandemic era.

B. Identification of Problems

Based on background of the study, the researcher conducted a pre-observation at SMK N 1 Miri, Sragen to determine the problem. Problems can be identified as follows:

1. The students lack of vocabulary

2. Students found difficulty in structure in sentences

Based on the identification of problems above, this research concern with students' writing skill and difficulties in writing formal invitation letters. Besides that, it can be used as reference to enhance the English learning process for other senior high school.

C. Limitation of the Problems

This study on revealing an analysis of students' writing skill in writing formal invitation letter on the XI grade of SMK N 1 Miri in the academic year2022/2023. This research is limited only find out the students' writing skills

in writing structural or sequences of formal invitation letter. The structure of formal imvitation letter there are heading, salutation, body, closing, and signature. Beside that the reserachee also find out difficulties in writing formal invitation letters. The implementations of learning based on Curriculum 2013 (in Indonesian brief K. 13) are classifying three major things; introductory activities, core activities and closing activities. The researcher chooses English teacher in SMK N 1 Miri Sragen named Mrs. S.W in the teaching learning process at SMK N 1 Miri Sragen.

D. Formulation of the Problem

In this study, the researcher formulates the problem of study as follows:

1. How is the students' writing skill in writing formal invitation letter on the XI grade of SMK N 1 Miri in the academic year 2022/2023?

2. What are the challenges of students' writing skill in writing formal invitation letter on the XI grade of SMK N 1 Miri in the academic year 2022/2023?

E. Objectives of the Study

Based on the formulation of the problems above, the research aims at:

1. To analyze the students' writing skill in writing formal invitation letter on the XI grade of SMK N 1 Miri in the academic year 2022/2023.

2. To analyze the challenges of students' writing skill in writing formal invitation letter on the XI grade of SMK N 1 Miri in the academic year 2022/2023.

F. Benefits of the Study

The writer expects that this study beneficial for:

1. Theoretical Benefit

The result of this study would enlarge and deepen the writer's knowledge related students' writing skill in writing formal invitation letter. The result of this study can give some input to other researchers who want intend to analyze the students' writing skill in writing formal invitation letter. The result of study can be used as the references for those who want to conduct a research in teaching learning process of English.

2. Practical Benefit

The result of this study gave some information and knowledge about the analysis of students' writing skill in writing formal invitation letter SMK N 1 Miri Sragen. The result of this study gave readers a larger knowledge deals with students' writing skill in writing formal invitation letter. The researcher could find the students' difficulties and the causes at SMKN 1 Miri Sragen. For the student, the students' writing skill can be a references to improve their learning in English. For the next researcher, this research can be a contribution and information to conduct about the analysisof students' writing skill in writing formal invitation letter.

G. Definition of Key terms

1. Writing Skill

Based on Anjayani (2016: 2), writing skill is the ability or capability of making a recording language in a piece of paper or any other areas to express the idea and message from the writer including the structure of language and usage of vocabulary.

2. Formal Invitation Letter

Formal invitation letter is a request (spoken or written) to participate, be present, or take part in something for formal situation (Memidex, 2015). Based on explanation above, the researcher concludes that formal invitation letter is a written or spoken request for someone to go somewhere or to do something in formal situation.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

   1. Students' Skill

Skill is a particular ability that you develop through training and experience and that is useful in a job (Cambridge Dictionary, 2022). Skill is defined by Hornby (2009: 403) as the ability to do something well. According to Merriam-Webster (2022) skill means the ability to use one's knowledge effectively and readily in execution or performance.

According to Hornby (2000: 41) the student is a person in studying at school or college. Student is a person who studies, or investigates or person who is enrolled for study at school or college. It can be concluded that student is a person that studying at school not only Elementary School, Junior High School, Senior High School, but also at collage. In Indonesia dictionary the students is a learner especially on the grade of elementary, junior and senior high school. So, it can be concluded that the student is someone that learn at the school or university to the get knowledge from the teacher.

Skill is capacity or power students to perform. According to Hornby (2000) state that skill is potential capacity or power to do something physical or mental. Then, Marriam (2022) says that skill is a quality or being able, especially in physical, mental or legal power to perform. It mean that we do something consist of physical or mental achievement as a skills. The skill

means the quality or capacity of being able to do something well. As said by Hornby, the definition of skills such as, ability is: 1) Capacity or power to do something and mental. 2) Cleverness, intelligence. 3) Special natural power to do something well that talent. Based on the definition above, the writer concludes that students' ability is a person who has a level of skill or intelligence in writing formal invitation letters. The skill means the power of the students SMK N 1 Miri in writing formal invitation letters.

2. Writing Skill

a. The Nature of Writing Skill

1) The Definition of Writing Skill

Writing skill is the ability to put the thoughts and feeling into a set of signs or symbols and put them onto paper which can be understood by the reader. A good writing is not always easy and may be a challenge even for the best students. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Basic grammar is important in process of a good communication in writing, writing skills are actually more about developing a personal style, a unique voice as a writer. With a lot of new writers, thechallenges

are as much about the practice of writing and what to write about as anything else. Though basic grammar is important in process of a good communication in writing. Writing skills are actually more about developing a personal style, a unique voice as a writer. With a lotof new writers, the challenges are as much about the practice of writingand what to write about as anything else.

In term of skills, producing of coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. Until the mid-1970s, writing was a subservient skill, whose function was to support the development of oral language (Nunan, 1999: 271).

Based on the definition above, it can be concluded that writing skill is to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

It might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. Today, when anyone can be their own publisher, we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create poor first impressions and many readers had an immediate negative reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake on a commercial web

page may cause potential customers to doubt the credibility of the website and the organization.

For many of us it had been a long time since we were taught any writing skills and a refresher may be needed. This section aims to make you think about your writing from grammar, spelling and punctuation, how to plan your writing, and the various processes and checks to go through before pressing print or broadcasting your message online. It also provides guides for specific pieces of writing that you may need to produce, whether at school, university, or in the workplace.

Writing is one of language skills which have to be mastered by the language learners. In the end of the lesson, the learners are required to produce the written product. Brown (2001: 335) describes written products as "the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally." That statement shows that writing is not a simple and instant process. Therefore, to be able to write something good, students must do a lot of practices. It is done to get them used to write anything in the well-ordered steps. There are six steps of creating written work. There are drafting, structuring, reviewing, focusing, generating ideas and evaluation (Harmer, 2001: 258). Non-creative forms of writing, mostly in essay writing is called mode of writing. Richards and Schmidt (2002) classifies modes of writing into four. They are descriptive writing, narrative writing, expository writing, and argumentative writing. In descriptive writing, the learners are required to write a verbal picture or

account of person, place, or thing.

2) The Process of Writing Skill

Writing is not merely instant process. It includes some process to create a writing product. Richards and Renandya proposes four main stages in writing; they are planning, drafting (writing), revising (redrafting) and editing. However, there are three more stages externally imposed on students by teacher; they are responding (sharing), evaluating, and post-writing.

Accroding to Wilmer (2022) creating a successful paper is a different process for everyone. Some writers require complete silence with no distractions, while others crave noise while they work. While no guide can help you find what situations would work best for you to write, there are steps in the writing process that promote a cleaner, better final draft. The general steps are: discovery\investigation, prewriting, drafting, revising, and editing.

a) Discovery/Investigation

The first step in writing a successful paper in college requires an active engagement with your sources. Simply reading a primary source for content is no longer sufficient. The question should no longer be "What happened?" but rather "Why did that happen? What does that say about the character(s)/plot?" Make notes of your thoughts and ideas as you read. Once the writer has finished an active reading of the primary source, it may be necessary to obtain

secondary sources to back up the thesis. If your research yields books, remember that it is not necessary to read the entire book. You can either look for a chapter title that you believe would have information pertinent to your paper, or look at the index for terms that you would be discussing. Peer-reviewed journals available onlinewould be your most commonly used secondary resource. Use the online searches through the Knight-Capron Library, but remember that other search engines, such as Google Scholar, can yield results.

b) Prewriting

Prewriting is the step in which tools such as free writing, brainstorming, outlining, or clustering are used. In prewriting, no idea is too off topic or too strange. It is these sometimes dissociative ideas that can lead you to a paper topic that you never would have considered. Though the common perception is that there is nothing that hasn't been written about before, if you allow yourself to think outside the box, you can find a way of looking at an old topic through new eyes.

It is also during prewriting that the writer needs to make a decision about audience. Asking questions like: "Who is going to read my paper?", "What is the purpose of this paper?", and "Why are they going to read my paper?" would help you set your audience. The simple answer to these questions is "My professor" and

"Because they assigned it." they are not the true answers. It could be that your paper needs to be geared towards elementary level students or participants in a seminar or peers at a conference. The language and tone for either of those audiences would be very different.

c) Drafting

Drafting is the beginning of "writing" your paper. It is important to remember that in drafting you should already have a thesis idea to guide your writing. Without a thesis, your writing will be prone to drift, making it harder to frame after the fact. In drafting, the writer should use materials created in the prewriting stage and any notes taken in discovery and investigation to frame and build body paragraphs. Many writers will tackle their body paragraphs first instead of beginning with an introduction (especially if you are not sure of the exact direction of your paper). Beginning with body paragraphs will allow you to work through your ideas withoutfeeling restricted by a specific thesis, but be prepared to delete paragraphs that don't fit. Afterwards, create an opening paragraph (with an appropriate revised thesis) that reflects the body of your essay.

d) Revising

There are two different scopes of revision: global and local. Global revision involves looking for issues like cohesion and the overall progression of your paper. If your paper has paragraphs that do not flow into each other, but change topic abruptly only to return to a previous thought later, your paper has poor cohesion. If your

topics change from paragraph to paragraph, it is necessary to either consider altering the order of your paragraph and/or revising your writing either by adding to existing paragraphs or creating new ones that explain your change in topic. A paper that includes smooth transitions is significantly easier to read and understand. It is preferable to keep all like thoughts together and to arrange your paragraphs in such a way that your argument builds, rather than laying everything out with equal weight. Though the blueprint for your paper is in the thesis, your main point, the end result of your argument should not come early in the paper, but at the end. Allow the early paragraphs serve as examples and information to build to your conclusions.

e) Editing

The final stage in writing a paper requires a review of what you have written. In this last read of your paper, you should look for any grammar, spelling, or punctuation errors that have slipped through the cracks during the revising stage, or that were introduced in your revisions. Reading your paper aloud, or asking a friend to read your paper to you is a good way to catch errors. Often if you read your own paper, especially out loud, you can catch errors in grammar, spelling, and punctuation. Though this step seems minor within the process of writing, it is an easy way to prevent the loss of points over simple mistakes.

f) Formatting, Inner-text citation, and Works Cited

The formatting required for your paper will change depending on the field of your topic. Generally, the sciences and business and economics use APA or CSE formatting. English, and other humanities will use MLA, and History uses Chicago. The appearance of inner-text citations, and Works cited page will all be affected by these different formats. Consult your syllabus or ask your professor to learn what format you should use. Guides for APA, Chicago, and MLA are available online.

3) The Characteristics of Writing Skill

There are some characteristics of written language, from the perspective of a reader. Brown (2001: 305) stated some writer's review point:

a) Permanence

One something is written down and delivered in its final from to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to with draw, 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.

b) 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.

c) 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.

d) 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.

e) 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.

f) 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.

g) 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. 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.

4) Micro and macro skills of writing

When the researcher talks about micro- and macro skills, it is about assisting teachers to define the most appropriate criterion to assess students. Micro skills will be dealing with imitative and intensive writing. Meanwhile, Macro skills will be most appropriate for masteringresponsive and extensive writing.

Brown (2004: 220) explains the terms of imitative, intensive, responsive, and extensive writing. In imitative writing, students have to gain fundamental sub skills. Words, punctuation, sentences, and spelling belong to those fundamental skills. In this stage, form is the main focus, while meaning and context are the secondary ones. Intensive writing is not too different from imitative one. In this stage, students start to include other sub skills like vocabulary based on a context, collocations and idioms, and correct grammatical features within a sentence. Students will still focus on

form, but meaning and context have already been concerned. The next stage is responsive writing. Students start to involve discourse level. They are trying to connect sentences into a paragraph, and relate the paragraph to other paragraph in sequence way. Students here have mastered the fundamental skills mentioned in the two stages before. They now will concern with the discourse that will reach the objective their writing. Focusing on the form is still mostly concerned, but meaning and context are also strongly emphasized. The last writing performance is extensive writing. It applies all processes and strategies before for all purposes. Students here are writing an essay, a paper, and a report. They are focusing on achieving a purpose, organizing and generating ideas logically, using supporting details, showing syntactic and lexical variety, and drafting to produce a final output. Here, grammatical is less concerned in temporary editing or proofreading of a draft.

5) **What to Measure in Writing Skill**

Writing has some components that should be done by writer in order to get good writing. There are five components to measure writing test in the profile of writing are adopted by Jacobs in Laras (2017):

a) Content

The measure the content of written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptors; knowledgeable, substantive, through development of thesis, and relevant to assigned topic.

b) Organization

In organization there are six descriptions that have to take in good written text. They are fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing and cohesive.

c) Vocabulary

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct vocabulary to the text. Jacob states vocabulary into four descriptors: sophisticated range, Effective word/ idiom choice and usage, word form mastery, and appropriate register.

d) Language Use

As like the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, words order/function, articles, pronouns and preposition.

e) Mechanics

Mechanics are description about the spelling, punctuation, capitalization, paragraphing, and handwriting in written product. It is as basic of the evaluation in the profile of composition.

3. Invitation Letter

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

the invitation letter. If you plan to provide for their support while they are here, include that information as well.

An invitation is a type of letter which is written to invite a guest to a particular event or celebration. The former conveys information about the event and the latter ensures that the guest is going to attend. Invitation is categorized differently. Some categorize it into a formal and informal invitation while others categorize it into a business and friendly invitation (PLPG Nommensen, 2019).

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.

a. Kinds of Invitation Letters

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

1) Informal Invitation Letter

An informal invitation letter usually follows the following format.

a) Name of invitee

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

c) Closing

d) Name of the sender

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

f) RSVP: where to reply

The following is the example:

To Shabrina and family

My birthday falls on 22nd April and I am counting the days of happiness. I am waiting for my friends and family to gather at my home on 22nd 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 Hafsah Sipahutar

Figure 2.1

2) Formal Invitation Letter

A formal invitation letter follows the following format.

a) Senders address (without name)

b) Phone number and e-mail

c) Date

d) Recipient's name

e) Recipient's address

f) Opening salutation

g) Main information

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

i) Signature (by hand)

j) Sender's name (type out)

k) Sender's position in the company

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 30th (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

Figure 2.2

Dr. Bano (2020) 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.

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) Greeting

The form of greeting will depend upon the relation in which applicant stand to the person to whom applicant is writing. To business people, it willbe 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

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.

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.

6) The Superscription on the Envelope

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

> *Indah Purnama Sari*
> *Soekarno Street*
> *Surakarta*

Then, according to George E. Wishon & Julia M. Burks (2018) in Lets' Write English 4th edition, stated all business letters have the following components:
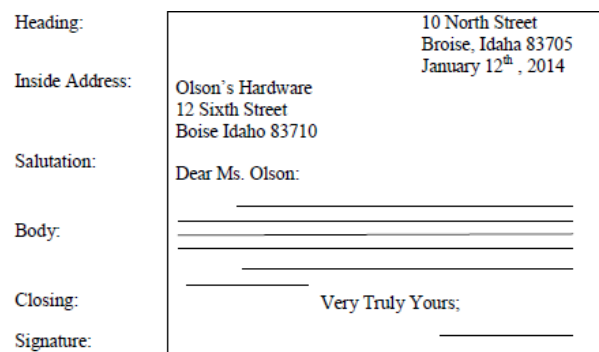
Figure 2.3

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 ame 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
- Dear Sir   - Dear Mr. Riyan Pranata Samosir
- Dear Sir/Madam   - Dear Ms. Indah Purnama Sari

Further, Wren & Martin (2018) said that 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.23

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

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.

b. Language Features of Invitation Text

Every text has language features. The features of language that support meaning such as sentence structure, vocabulary, noun or phrase, punctuation, and figurative language (Australian Curriculum, 2018). An invitation text has several language features namely it uses persuasive word to state the entire information. Next is the writer tends to userecipients and detailed date, time, and place. Furthermore, it uses future tense to reinforce the reader. There are four language features of invitationtext: First, use detailed date, time and place. This stage is important to tellwhere and when the vents begin. Here, the position of date, time and placeare below the orientation of the text. Second, use persuasive words. The persuasive word is very important to persuade people attend the event. The example of persuasive words are please, come and join. Sometimes the persuasive words are used in orientation and closing.

Third, use recipients. The position of recipients is below the title of

the text. There are two kinds of recipient, the first is specific recipient such as "Dear Tommy, Dear my father" and the second is non-specific recipients such as "Dear all students of SMK N 1 Miri".

Fourth, using future tense. It is very important to use future tense Writing invitation text because the event have not happened. The examples of future sentence are "The party will be held in October 2014, I hope you come to my home".

4. Students' Challenges in Writing Formal Invitation

Each student may face different challenges in learning writing. All the students are special and unique in their own ways. These challenges will somehow pull back the students from moving forward to produce a good piece of writing. The following paragraphs are about challenges faced by students in writing. Lack of vocabulary has caused the students to face challenges in acquiring writing skills claimed Misbah et al. (2017). Vocabulary is the fundamental element in constructing sentences which is thecore of effective writing skills Asep (2014). Students almost use spoken and written words every single day to communicate their ideas, beliefs and feelings with people around them. Good vocabulary repertoire can help students to speak or write to deliver their thoughts. Usage of electronic dictionary and more reading activities can help students with limited vocabulary. According to Muhammad Fareed et al. (2016) students make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. Grammar ability can be improved through

reading activity and grammar related activities. Poor spelling is another cause of anxiety for students in learning writing skill and this is supported by Nyang'au Benard (2014). Having good ability in spelling will lead to positive learning of writing skill. If the students are struggling with spellings, it will hold them back to move forward. The students have the habit to spell according to their pronunciation and this will lead to wrong spelling as mentioned by Afrin (2016). The students will either add or leave letters of the words. For an example "ballon" instead of "balloon." According to Nyang'au Benard (2014) memorization of the spelling will help the students to have good spelling.

English competence, Native language interference, motivation, and reading habit are various factors that influence the writing ability of EFL students (Hidayati, 2018). Levine (2022) identifies the following problems that had been challenges and their potential impacts on writing formal invitation. They are:

a. Attention Problem

Students who struggle with attention may be inattentive and impulsive. An attention problem may manifest itself as:

1) difficulty getting started on writing assignments
2) easy distractibility during writing tasks
3) mental fatigue or tiredness while writing
4) inconsistent legibility in writing
5) uneven writing tempo
6) many careless errors
7) poorly planned papers and reports

b. Spatial Ordering Problem

Students who struggle with spatial ordering have decreased awareness regarding the spatial arrangement of letters, words, or sentences on a page. A spatial ordering problem may manifest itself in a student's writing as:

1) poor use of lines on the paper
2) organizational problems
3) uneven spacing between letters
4) many misspelled words

c. Sequential Ordering Problem

Students who struggle with sequential ordering have difficulty putting or maintaining letters, processes, or ideas in order. A sequential ordering problem may manifest itself in a student's writing as:

1) poor letter formation

2) transposed letters and spelling omissions

3) poor narrative sequencing

4) lack of transitions

d. Memory Problem

There are so many writing processes need to be automatic, active working memory is critical. Students may have difficulty recalling spelling, grammar, and punctuation rules, accessing prior knowledge while writing, or organizing ideas. A memory problem may manifest itself in a students' writing as:

1) poor vocabulary

2) many misspelled words

3) frequent capitalization, punctuation, and grammar errors

e. Language Problem

Good writing relies on a student's language abilities improving steadily over time. A language problem may manifest itself in a student's writing as:

1) poor vocabulary

2) awkward phrasing and unconventional grammar

3) inappropriate use of colloquial language

4) difficulty with sentence structure and word order

5) trouble reading back what is written

6) difficulty with word sounds, spelling, and meanings

f. Higher-Order Cognition Problem

Students who have difficulty with higher-order cognition are often unable to use writing to present a sound argument or convey sophisticated or abstract ideas. A higher-order cognition problem might manifest itself in a student's:

1) trouble generating ideas or elaborating on them

2) difficulty developing and organizing ideas

3) lack of opinion or sense of audience

4) difficulty with writing tasks that require creativity and/or critical thinking

Besides that, some of the problems in writing formal invitation based on Rahmatullah (2018) were: the students got confused in deciding a good

topic, the students got difficulties in generating their ideas, the content of their writing was not relevant with the topic, they lacked of vocabulary, and the students did not know how to spell. In addition of that, this study would like to analyzed more to know to what extent are the student able to write formal invitation letter and how the students write a short functional text in the form of formal invitation with good organization more specifically. Students had poor writing especially in writing the informal invitation letter were due to first, this kind of text was taught in tenth grade that made the students forgot how to write informal invitation letter properly. Despite that, students also had poor ability in writing informal invitation as students had low ability in using vocabulary which was considered to be the most problematic problems. Although, teachers admitted that she used a lot of interesting strategies in teaching English and she said that she boosted students' motivation to study, but the rests problems like the vocabulary and grammar issues simply need further analysis to solve students' problems in using English especially in writing and writing informal invitation.

5. **Learning Process in Curriculum 2013 with Formal Invitation Letter**

The learning's implementation is the implementation to achieve the expected results by arranged the process that based on the certain steps (Sudjana, 2010: 136). In other hand, Bachri (2010: 111) states that the implementation of learning is an educative activity. The interaction between teachers and pupils is affecting by the educational value. Interactions that are educative because the implementation of learning is engaged to achieve certain objectives by the implementation of learning begins that have been

formulated before.

The teachers' role as the controller, so that the interaction within teaching learning process with the students as well as learning materials as an intermediary can work effectively and efficiency. The Regulation of the Minister of Education and Culture of the Republic Indonesia Number 65 Year 2013 on the standard of basic education process explains that the implementation of learning consists of the implementation requirements of the learning process which includes: the hours' allocation of face-to-face lesson, management of textbook and classroom, the learning's implementation that includes of preliminary, core, and closing activities that have been designed in the lesson plan before. The implementations of learning based on Curriculum 2013 (in Indonesian brief K. 13) are as follows:

a. Opening

Opening is the first activity in the teaching and learning process based on K.13. In the opening activity consists of creating motivation and focusing students' attention to be active participate in the teaching learning process. The teacher ask questions that connected to the previous knowledge to the material formal invitation letter. After that, the teacher explains the objectives of learning or based competencies that will be achieved. In the last step of opening activity is delivers the material attention and explain the activity of teaching learning process based on the syllabus.

b. Main Activities

The main activities of learning consists of the transfer information,

discussing the material based the information which got by students, exchange opinion or solving problems together. Majid (2014: 4-5) explains that implementation of learning consists of five basic learning experiences, they are:

1) Observing

This stage gives the students' opportunity to observe the material about job interview that would be learned. While observing, the must control the students, because if teacher not control the process of observing it will obscure the purpose of learning.

2) Questioning

The students are able to improve and develop the domain of attitude, skill, and knowledge due to the teacher inspires the learners to do that. The teacher guides students to learn well about formal invitation letter by answer the questions of the students. The teacher also encourage his or her care to be a good listener and learner by did that acts.

3) Experimenting

This method is applied to develop varies aspects of the objectives of learning with the topic formal invitation letter. The development skills, attitudes, and knowledge of students in the intention of this method.

4) Associating

Scientific approach within teaching learning process is adopted in K.13 to illustrate that teacher and learners are active actors. In some situations, the students require more active than the teacher to explore

the material about formal invitation letter.

5) Communicating

In the last stage of core activity is communicating. In this stage, learners convey the results of conceptualization formal invitation letter in oral, written, sketch, diagram, or graphic to others (the teacher and other students).

c. Closing

In this activity, the teacher and students conduct an evaluation of the learning process that have been done. The result of evaluation, is gained to reflect whether the objectives of the teaching and learning process about formal invitation letter can be achieved or not. This stage also provides feedback and outcomes, then continue by follow-up activities in assignment for individual or group, and the last is inform the material to be studied for the next meeting.

The details of teaching learning in the topic formal invitation letter can be seen in the attachment of this thesis. The lesson plan in the attachmentis the lesson plan from Mrs. F and Mrs. M. The overall lesson plan of the two lecturers is generally same for the teaching learning process and the difference only for the assessment of the result of the teaching learning process.

B. Previous Related Studies

This chapter discusses the reviews from the previous study of other researchers. It reviews the similiarities and the differences with the proposed research topic. It also discuseses the values contained in it and which can support the research. In accordance, the researcher found some studies that related to this research.

The first research was conducted by Angga Framana (2018) entitled "***An Analysis on Students' Writing Recount Texts (A Case Study at the Eight Grade Students of SMP Negeri 22 Bengkulu Selatan in the Academic Year 2017/2018)***". The objective of this study is to investigate how the process of writing class at SMPN 22 Bengkulu Selatan which involves teacher strategy in teaching recount text, students' interest toward writing recount text and students' ability in writing recount text, and obstacles faced by both the teacherand the students in writing recount text. The research design of this study is qualitative approach with case study method. The subjects in this study are English teacher and students at the eighth grade. The researcher choose this research because it has similarity with the research that analyzed the students' writing, the research also used qualitative approach. The difference with this research is the researcher focuses on the writing skill of formal invitation letter and the subject are the students and teacher of senior high grade.

Based on the explanation above, students' ability is very important in writing variety of texts in English teaching learning process. Beside that, students' interest also become important factor to produce good and creative

writing products. There are some obstacles in writing process both teacher and students while writing recount text.

The next research from Ainatur Rodhiyah (2019) entitled "**An Analysis of The Students' Ability in Writing Recount Text**". This research aims to find out how students' ability in writing recount texts at the tenth gradeof SMK PGRI 1 Bojonegoro an difficulties that students find in writing recount texts. The method in this research is descriptive qualitative. The data was taken from the results of the researcher's observations on the learning carried out in class, especially on the recount text material. The researcher choose this research because it has similarity with the research that analyzed the students' writing, and the subject research also the students and teacher of senior high grade. The difference with this research is the researcher focuses on the writing skill of formal invitation letter and the subject of this research.

Based on the explanaton above, students' ability in writing is very important. Especially for senior high grade students, because in this level they are taught for produce an English product. The difficulties factor should be know by the teacher in order to overcome and applied some appropriate methods.

The next review from Rafiqi Maulana (2021) entitled "**An Analysis of Students' Ability in Writing Recount Text at State Islamic Senior High School 2 Kampar**". This research aims at finding what are students" ability of students in writing recount text based on theme of unforgettable experience. Commonly, writing is a hard thing for the students because it needs process and language transferring that has more time. Based on the interview done by

researcher with an English teacher found that students have several problems in term of organizing idea, lack of vocabulary or to write sentence grammatically.

This research is descriptive research that has one variable to be observed. This research used quantitative data where the students assessed based on observation and their writing test by using rater. The number of population in this research is 28 in which all of populations are chosen as the sample of the research. The research instrument of the research is writing test based on theme unforgettable experience. Based on the result of the research, the researcher found that 5 of student was categorized into very good level (17.85%), 17 students were categorized into good level (60.71%) and 5 students were categorized into enough level (17.85%) and 1 student (3.57) categorized as less level. The researcher choose this research because it has similarity with the research that analyzed the students' writing, and the subject research also the students and teacher of senior high grade. The difference with this research is the researcher focuses on the writing skill of formal invitation letter and the approach of this research is qualitative.

Based on the explanation above, there are various level of students' writing ability in produce recount text. In senior high school, more half percent students categorized into good level. Because, the students had some material for writingtext since junior high school. So, they could implement their ability in writing atsenior high school.

The fourth review from Nilawati (2022) on International Journal of Research and Review entitled "**The Effectiveness of Learning to Write Invitation Letters Using Project Based Learning Models and Expository**

Models for Class V Elementary School Students". The aims of this study were (1) to explain the effectiveness of learning to write invitation letters using a project based learning model for fifth grade elementary school students, (2) to explain the effectiveness of learning to write invitation letters using an expository model for fifth grade elementary school students, (3) to find out differences in the level of the effectiveness of learning to write invitation letterswith project based learning models and expository models for fifth grade elementary school students. The research designs used in this study were quasi-experiment designs. The results of this study 1) Learning to write invitation letters with a project based learning model had an effect on increasing learning outcomes in writing invitation letters for fifth grade elementary school students,

2) Learning to write invitation letters with an expository model had an effect on increasing learning outcomes in writing invitation letters at fifth grade elementary school students, 3) learning to write invitation letters with an expository model was better than project based learning model learning in improving learning outcomes to write invitation letters for fifth grade elementary school students.

Based on the description above, the researcher choose this research because it has similarity with the research that analyzed the students' writing invitation letter and the approach of this research is qualitative. The difference with this research is the researcher focuses on the writing skill of formalinvitation letter, the subjects' research are the students and teacher of senior highgrade.

The last review from Mahmud and Rohsita (2022) entitled **"An Analysis of Students' Ability in Writing an Invitation Letter"**. The aim of research is to describe student's ability in writing an invitation letter at the eleventh grade students of Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi. The method in this research is descriptive qualitative. The data was taken from the results of the researcher's observations on the learning carried out in class, especially on the invitation letter material. The results of the analysis of students' writing skills on an invitation letter are that three students are included in the

sufficient category with scores obtained 64, 66, 62 and one student is included in the good category with a score of 75. This indicates that the writing ability ofthe eleventh grade students of MA Al Amiriyyah on an invitation letter is still low and there is a need for improvement in better writing learning methods. Thisstudy related with this research was which also discussed about students' writingskills on an invitation letter. The difference with this research is the subject of research is students of SMK N 1 Miri.

Based on the description of previous research above, the students' writing skill need for improvement in better learning methods. There are variousmethods for writing skill. Moreover, in writing invitation letter need for improvement, because the students of senior high school in Banyuwangi categorized as low category of writing skill.

From the explanation above, the researcher interests in investigating the students' writing skills on writing formal invitation letter for senior high school students. The researcher also interests to find the difficulties and its causes in writing formal invitaton letters.

Table 2.1 Previous Study

No	Titles of Previous Study	Similarities	Differences
1	An Analysis on Students' Writing Recount Texts (A Case Study at the Eight Grade Students of SMP Negeri 22 Bengkulu Selatan in the Academic Year 2017/2018). (Angga Framana, 2018)	The research that analyzed the students' writing, the research also used qualitative approach.	The difference with this research is the researcher focuses on the writing skill of formal invitation letter and the subject are the students and teacher of senior high grade. The students in this research used canva in making formal invitation letter.

2	An Analysis of The Students' Ability in Writing Recount Text. (Ainatur Rodhiyah, 2019)	The similarity with the research that analyzed the students' writing, and the subject research also the students and teacher of senior high grade.	The differencewith this research is the researcher focuses on the writing skill offormal invitation letter and the subject of this research. This research had been done post pandemic era.
3	An Analysis of Students' Ability in Writing Recount Text at State Islamic Senior High School 2 Kampar. (Rafiqi Maulana, 2021)	The similarity with the research that analyzed the students' writing, and the subject research also the students and teacher of senior high grade.	The differencewith this research is the researcher focuses on the writing skill offormal invitation letter and the approach of this research is qualitative. So the technique of analyze the data also difference.
4	International Journal of Research and Review entitled "The Effectiveness of Learning to Write Invitation LettersUsing Project Based Learning Models and Expository Models for Class V Elementary School Students". (Nilawati, 2022)	The similarity with the research that analyzed the students' writing invitation letter and the approach of this research is qualitative	The difference with this researchis the researcher focuses on the writing skill of formal invitation letter, the subjects' research are the students and

			teacher of senior high grade.
5	An Analysis of Students' Ability In Writing An Invitation Letter. (Mahmud and Rohsita, 2022)	This study related with this research was which also discussed about students' writing skills on an and the design is qualitative also.	The difference with this research is the subject of research is students of SMK N 1 Miri. The students in this research used canva in making formal invitation letter.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to discuss how the research is conducted. This chapter is broken down into some sub-headings including research design, research setting, subject of the research, data and source of the data, techniques of data collection, techniques of data analysis and trustworthiness of the data.

A. Research Design

Qualitative research is a means for exploring and understanding the meaning individuals or groups assigned to a social or human problem (Creswell in Sugiyono, 2014: 347). Since the current study was investigated a process which involved human behavior in the natural setting, this study used descriptive qualitative. Qualitative research emphasizes the depth of data obtained by researchers. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable (Sugiyono, 2009). In other word, in descriptive research, the information is obtained by in-depth interview with the participants. In this research, the researcher used descriptive qualitative research that focused on the analysis of students' wiriting skill in writing formal invitation letter. It describe the analysis of students' wiriting skill in writing formal invitation letter at SMK N 1 Miri, Sragen. The researcher used descriptive qualitative with the direct observation andinterviews.

B. Research Setting

1. Place of Research

   This research conducted at SMK N 1 Miri, Sragen. It is located on Jl. Raya Gemolong - Karanggede, Jeruk, Miri, Sragen Regency, Central Java.The XI of Multimedia class was taught by Mrs. S. W. In this research, the researcher analyzed the class of XI was taught by Mrs. S. W in material writing formalinvitation letter.

2. Time of Research

   The pre research has done in September 2022. The researcher conducted the research once for each class at the formal invitation that delivered by Mrs. S. W. At the lesson plan, that material consists of two meetings. Theduration of a teaching learning process in SMK N 1 Miri, Sragen is 90 minutes. The research conducted for 2 times consists of twice meeting.The schedule of this research as follows:

Table 3.1 Time of Research

No	Activities	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
1.	Pre-Research	▓								
2.	Making the Proposal		▓							
3.	Proposal Seminar			▓						
4.	Collecting the Data			▓						
5.	Analyzing the Data				▓	▓	▓	▓	▓	
6.	Writing Report								▓	
7.	Submitting the documents								▓	▓

C. Subject and Informant of Research

Individual that participate in research called as a research subject. Information (or 'data') is collected from or about the individual to help answer the question under study. In qualitative research, the researchers select the subject based on the subjects' knowledge which is capable to answer the question.

The research entitled "AN ANALYSIS OF STUDENTS' WRITING SKILL IN WRITING FORMAL INVITATION LETTER AT THE XI GRADE OF SMK N I MIRI IN THE ACADEMIC YEAR 2022/2023". The subjects of this research are students and the teacher in SMK N 1 Miri. It is because the teacher and students were the performer in teaching learning process of writing formal invitation letter. The researcher decides to conduct the research in SMK N 1 Miri because it is one of the vocational school which has great progress and professional educators. The English teachers usually deliver the material in both English and Indonesian language. Besides that, the teachers also uses variety strategy and method of teaching learning process. The students of Multimedia often make some letters, so the researcher chooses the Multimedia class.

D. Data and Source of the Data

The researcher needs the data to conduct this research, the data of this research was qualitative data. According to Lofland (in Moleong, 2010: 157) that the main data sources in qualitative research are words and actions, the rest is additional data such as documents and others. The data of the study is the utterance from deep interview with English teacher in English classroom during

teaching and learning process of English. The researcher doing a deep interview to the teacher to ask the students' writing skill in writing formal invitaton letter at SMK N 1 Miri, Sragen. The data are in the forms of words, phrases, and utterances from the teacher while teach the lesson of formal invtiation.

The source of data in this research is all the English teacher who teach English in SMK N 1 Miri, Sragen who teach formal invitation letter and the students in the class that taught by the teacher. Besides that, the researcher also interview the students. So the data in this research are teacher and students. In addition, the data source of this research from English teacher is the transcript of interview and documentation.

E. Research Insrument

It is crucial to define the research instrument. According to Arikunto (2010) in order to facilitate the researcher, research instrument is chosen as assisting tool to collect the data. The instrument in this study is the researcher herself. Researcher used a structured interview guide and a voice recorder todo this. After the entire interview, data was collected and the researcher described the data. The researcher used a cell phone to record the interview and took notes as well. Then, the data from the recording and note taking would be merged and presented as the interview's outcome. There are several questions that the interviewee asked to the teacher. The question was organized by the researcher based on the facts needed to complete the investigation. In which theresearcher functions to determine the focus of research, select informants as datasources, collect data, assess data quality, analyze data, interpret data and make

conclusions on her research.

In addition, Ary (2010) stated that there are three common research instrument in qualitative research, there are observation, interview, and document analysis. This research used some additional instruments; In addition, the research instruments used to collect the data during the observation are observation and deep interview. These instruments were used to record the teaching and learning process of teacher in teaching English. Further, note-taking was to add the important data that help in gained data in deep interview.

Besides that, the researcher used test of writing formal invitation letter about the students' skill on the XI grade of SMKN 1 Miri Sragen. The researcher gave 30 minutes to write formal invitation letter. Each instrument designed appropriate to the research's objective.

F. The Technique of Data Collection

In this study, the researcher used observation, documentation and interview to collecting the data.

1. Observation

Researcher used observation techniques in collecting the data. The main technique for collecting data in this study is observation. According to Kartono (1999: 157) observation is the study of the real phenomena of research object by observing and writing. This research used direct observation to collecting data by observing the participant of research. The observation has done on November 24th 2022, the researcher came into

classroom directly and observing teaching learning activities, as the passive

observer the researcher does not interact withstudents as well as the teacher.

The researcher sat in the last bench without manipulating the teaching and

learning process. The researcher attended the class to observe the teacher in

the teaching learning process of English in SMK N 1 Miri, Sragen. The

guideline for observation from Aulia (2018) as follow:

Table 3.2 The Guideline of Observation

No	Components	Aspects	Answer	
			Yes	No
1	Students learning activities	a. Students listen to the teacher's explanation about formal invitation letter.		
		b. Students have done writing test of formal invitation letter.		
		c. Students find the difficulties in writing formal invitation letter.		
2	Teacher learning activities	a. Teacher gives motivation to the students.		
		b. Giving explanation and example about formal invitation letter		
		c. Answering students questions when students asked about formal invitation letter.		
		d. The teacher helped students to solve their problem in writing formal invitation letter.		

(Aulia, 2018)

2. Interview

  The interview used interview to support the data from observation, because of that the interview question should be related to the point that observed in the classroom observation. According to Kartono (1999: 187) interview is face to face situation which attempt to collect information by asking some information orally and to be answer orally. The researcher asks the teacher about the students' writing skill in writing formal invitation letter during teaching learning process.

  In this research, the researcher used semi-structured interviews to get the intended data with criteria and aims relevant to problem studied, the researcher provided the interview guide question, but the questions couldbe added depending on the interviewee answers. So that, it is not only focus on the interview guide questions. In this case, the researcher used a structured interview with students and English teacher at SMK N 1 Miri on November 24th and 25th 2022.

  In this research, the researcher interviewed 10 students and teacher in the eleventh grade of multmedia class at SMK N 1 Miri. The interview has been done with the students and teacher in the class. It was done to know the challenges that cause difficulties in writing formal invitation letter.

3. Test of Writing Formal Invitation Letter

  In this technique, the researcher gave some topics for students and the can choose one of the topic about formal invitation letter. The researcher gave 30 minutes for them.

After that, the result categorized based on their score. Based on the result, the researcher gets the level of students' skill in writing formal invitation letter.

G. Techniques of Analysis the Data

This research adopts the framework of analysis data developed by Miles and Huberman (1994:10) to describe the procedures of the data analysis. The researcher used score rubric of students' writing test.

Table 3.3 Score Rubric

Components		Score
Heading	Complete Heading	15
Salutation	Complete Salutation	20
Body	Complete Body	30
Closing	Appropriate Closing	20
Signature	Signature	15
Total Score		100

(Framana, 2019)

The score would be analyzed by this formula:

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

P = Percentage
F = Frequency
N = Sum of Students

After get the score of students' writing in formal invitation letter, the students' score categorized into criteria from Framana (2019) as below:

Table 3.4 Criteria Score

Score	Category
90 – 100	Excellent
75 – 89	Good
65 – 74	Fair
50 – 64	Poor
1 – 40	Very Poor

(Framana, 2019)

Based on the Miles and Huberman theory, the data analysis consists of four steps: data reduction, data display, conclusion drawing, and verification. This process is called as interactive analysis. The explanation of the steps as follows:

1. Data Reduction

Data reduction is concerned with the process of selecting, focusing, simplifying, reducing, and organizing the data that has been collected. At this step, the data that has been obtained were organized and the irrelevant data were discarded. In this step, the researcher focused on the teachers' strategy in teaching formal invitation letter.

2. Data Display/Description

Data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. A display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. In this study, the data were presented in the form of table and descriptions. The researcher displayed the data about the students' writing

skill in writing formal invitaton in the eleventh grade of SMK N 1 Miri, Sragen.

3. Conclusion Drawing/Verification

Conclusion drawing involves moving back to consider what the analyzed data mean and to assess whether the data findings fit the objectives of the study. According to Miles & Hubberman (1994: 11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. The conclusions, then, verified by revisiting the data as many times as necessary.

H. Trustworthiness of the Data

According to Moleong (2016: 324), to reach the trustworthiness data there are four criteria: credibility, dependability, transferability, and conformability. In this study, the researcher focused only on credibility, dependability, and conformability as tools to check the trustworthiness of the data. Data credibility is the method of establish the credibility of study and the interpretation of the study to get the best result from the data. In this study, the researcher used triangulation method to show the credibility of the study.

In this study, the researcher used technique of data triangulation. There are several methods of triangulation, and review informant to examine the credibility of data.

1. Technical triangulation

In collecting the data in this study the researcher used some sources. Some of the data such as document (field note from the observation,textbook,and interview) and informants (teacher and students).

2. Method triangulation

To get the same data the researcher used the dissimilar method. The method of collecting data used by researcher like observation, interview,and document. The researcher look completed the result of data by conducting thedirect observation.

3. Review informant

As the verification of the data credibility review informant is needed in this research. When the researcher has got enough data but it is possible there are some mistakes data, so it is good to re-communicate the data credibility gotten form the informant.

The researcher used technical triangulation, researcher used various data collection technique to obtain data from the same source and then combine to form a conclusion. In this case, the researcher did observation, interviews, and documentation of the score to obtain the valid information about students' writing skill in writing formal invitation letter at the eleventh grade of SMK N 1 Miri, Sragen.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher would like to present the results focused on students' writing skill in formal invitation letter. There were two terms of research findings in this research. They were the students' writing skill in writing formal invitation letter and the challenges of students' writing skill in writing formal invitation letter that was performed by students of XI grade of Multimedia majors in teaching and learning process.

A. Research Findings

1. Data Description of an Analysis on the Students' Skill in Writing Formal Invitation Letters at Grade XI of Multimedia Major SMKN 1 Miri

This research was done in SMK N 1 Miri Sragen. The location SMK N 1 Miri Sragen at on Jl. Raya Gemolong - Karanggede, Jeruk, Miri, Sragen Regency, Central Java, Indonesia. SMK N 1 Miri has 33 classrooms, the grade X was 11 rooms, the grade XII was 11 rooms, and the grade XII was 11 rooms.

The observation on the teacher was conducted on November, 24th 2022 at the class of XI Grade Multimedia. The participants of data were the grade XI Multimedia Major of students SMK N 1 Miri. The class consists of 35 students. So, the sample consists of 35 students. Here was data of observation activity which was taken from class XI Grade Multimedia. The data was presented on tables and some results were described next.

From the observation on November 24th 2022 the researcher found some data as follows:

a. From the first component, the researcher found that students had some activities in teaching learning process, they were: listen to the teachers' explanation about formal invitation letter and did the task about formal invitation letter, but there were students found challenges in writing formal invitation letter. Students understood the formal invitation letter and the part of it. The heading was similar to that used on personal letters: street, city, and state, zip code, country, and date. The salutation was the greeting part of a business letter is formal than that of a personal letter. The body was the business is discussed in the body of the business letter. It should be brief, well stated, and easy to read. Closing was similar to that of a personal letter. The first word is capitalized such as "sincerely yours". The last part was signature. The sender's name should be written the way the company is to address the return letter.

b. From the second component the writer found that the teacher had done the job very well. It was proved by the table of data learning process which shown that teacher have given motivation to the students to increase their writing skill in constructing formal invitation letter. Gave explanation and example about formal invitation letter, answered the students question when students were asking about formal invitation letter, and helped students to solve their problem when they found some challenges in constructing formal invitation letter.

c. Based on the observation, the teacher have given material about the meaning of formal invitation letter and the generic structure. The structure were heading, salutation, body, closing, and signature. In this teaching learning process, the students were given a test to write formal invitation letter and explain about the parts of letter in detail. The data of this observation were the result of students' formal ivitation letter by usng canva software. Then, students' chose a title about invitation letter, based on the title. Choose one the interest title:

a. Wedding invitation

b. Birthday party

c. Graduation party

d. Meeting in formal organization

Based on the result of research at SMKN 1 Miri, there were 15 students chose the topic about Wedding Invitation, there were 9 students chose the topic about Birthday Party, 6 students chose the topic about Graduation Party, and the last 5 students chose the topic about Meeting in formal organization.

The test was conducted in order to collect data about students' writing skill. The test was scored using a scoring rubric of writing invitation letter to present the indicators of writing invitation letters there are heading, salutation, the body, closing and signature. The researcher was helped in scoring assessment by the English teacher. The English teacher as the rater 1 and the researcher as the rater 2 in the table of students score. The researcher calculated

all of the students score that given by raters and create mean of it, as follows:

Table 4.1 Students Score in Writing Formal Invitation Letter

No	Students Initial	Rater 1	Rater 2	Final Score	Categorized
Scoring Aspect					
1	AEV	100	100	100	Excellent
2	AIS	70	70	70	Fair
3	AFNZ	100	100	100	Excellent
4	ANL	100	100	100	Excellent
5	AIN	100	100	100	Excellent
6	ANP	50	50	50	Poor
7	AMS	100	100	100	Excellent
8	ATR	100	100	100	Excellent
9	ARP	100	100	100	Excellent
10	AFD	100	100	100	Excellent
11	AM	100	100	100	Excellent
12	ANP	35	35	35	Very Poor
13	ADR	65	65	65	Fair
14	AAF	55	55	55	Poor
15	AV	35	35	35	Very Poor
16	AM	85	85	85	Good
17	ANL	80	80	80	Good
18	AN	80	80	80	Good
19	ASA	100	100	100	Excellent

20	AUI	100	100	100	Excellent
21	AYI	100	100	100	Excellent
22	CSR	100	100	100	Excellent
23	COTP	50	50	50	Poor
24	CH	70	70	70	Fair
25	CADAP	100	100	100	Excellent
26	DCA	100	100	100	Excellent
27	DMA	100	100	100	Excellent
28	DK	100	100	100	Excellent
29	DA	80	80	80	Good
30	DPK	65	65	65	Fair
31	DDS	85	85	85	Good
32	DA	100	100	100	Excellent
33	DKA	100	100	100	Excellent
34	DP	85	85	85	Good
35	DSL	80	80	80	Good
Total Mean			2970		
			85	Good	

Note: Rater 1 : the English teacher of Multimedia class

Rater 2 : the researcher

Based on table above it may be confirmed that the students' writing skill in writing formal invitation letters were 2.970. The mean of the test turnedinto 85 it mean that the students' writing skill in writing formal invitation letters categorized as good. It is able to be visible from the respondents score from rater 1 and rater 2, there were 19 (54, 3%) students were categorized excellent, 7 (20%) students were categorized good, 4 (11, 4%) students were categorized fair, 3 (8,6%) categorized poor, and 2 (5,7%) students were categorized very poor. The most dominant was the excellent category. The researcher describes the result in chart from the calculated by the first and second raters, it can be seen as below:
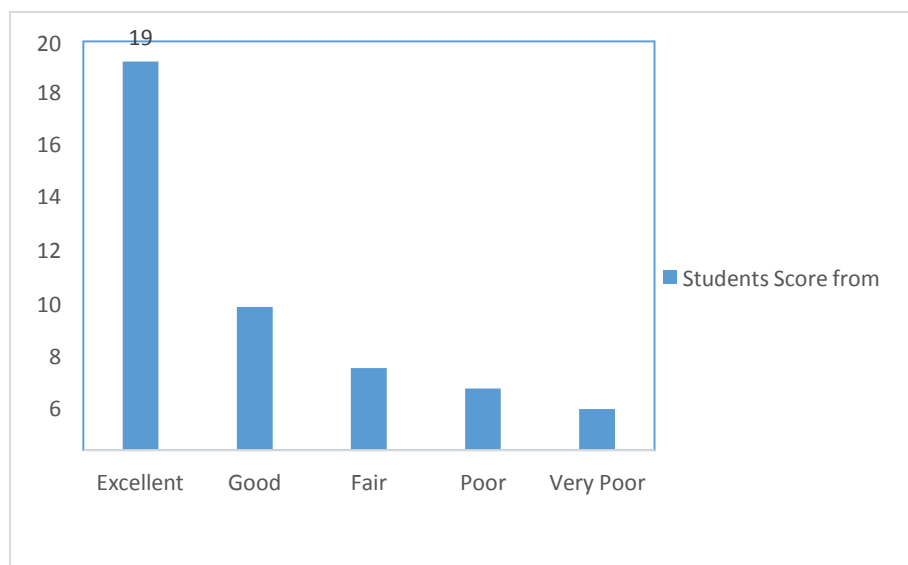

Figure 4.1 The Students Score from Rater 1 and Rater 2

It became definitely that the student's skill in writing formal invitation letters turned into good category. On this studies, the researcher found that most of students have good skill and they could write well about the indicatorsin invitation letters.

2. Data Analysis

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

a. Heading

The result of the students in writing formal invitation letter for indicator of heading there were 86% students got perfect score. It was due to the fact they wrote completely. The student could write the heading indicator and got score 15 of 15 for example "Sragen, 12th February 2023.

The student 3 (AFNZ) could write the heading indicator and got score 15 of 15 for "Surakarta, 3rd February 2022. Then, the result of the student 4 (ANL) in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. The student could write the heading indicator and got score 15 of 15 for "Grobogan, 7th February 2023. The result of the student 7 (AMS) in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. In the heading, she got perfect score. The student could write the heading indicator and got score 15 of 15 for "Solo, 10th February 2023.

In other hand, there were 5 students (14%) did not get perfect score. The result of the student 13 in writing formal invitation letter got fair categorized. It can be seen from table 4.2 she got score 65. The student could write the heading indicator and got score 0 of 15.

The result of the student 14 in writing formal invitation letter got poor categorized. It can be seen from table 4.2 she got score 55. The student could not write the heading indicator and got score 0 of 15.

b. Salutation

The result of the students in writing formal invitation letter for indicator of Salutation there were 97.2% students got perfect score. It was due to the fact they wrote completely. The student 1 could write salutation indicator perfeclty, she got perfect score that is 20 of 20 because she wrote "Dear Vebriyana" that related to her topic of invitation. The result of the student 2 in writing formal invitation letter she got perfect score that is 20 of 20 because she wrote "Dear Amira" that related to her topic of invitation. The result of the student 3 in writing formal invitation letter she wrote "Dear Zufliha" and got perfect score 20 of 20.

In other hand, there were 2.8% of 35 students did not get perfect score because they did not write the salutation indicator. The result of the student 18 in writing formal invitation letter in salutation indicator, she did not write and she got score 0 of 20.

c. The body

The result of the students in writing formal invitation letter for indicator of body there were 80% students got perfect score. It was due to the fact they wrote completely. The result of student 4 in the body indicator she got complete 30 of 30 score for "Date: Sunday, 15th February 2022, Time: 13:00 PM and Place: Anton's House" that relevant to her topic about wedding

invitation. The result of the student 5 in writing formal invitation letter got excellent categorized. In the body indicator she got complete 30 of 30 score for "Date: Tuesday, 21th February 2022, Time: 9:00 AM and Place: Graha Persada Ballroom" that relevant to her topic about wedding invitation. The result of the student 11 in writing formal invitation letter got excellent categorized. In the body indicator she got complete 30 of 30 score for "Date: Sunday, February,13th 2023, Time: 9:00 – 11.00 AM and Place: Classroom of 11 MM" that relevant to her topic about meeting invitation.

In other hand, there were 20% of 35 students did not get perfect score because they did not write the body indicator. The result of the student 6 in writing formal invitation letter got poor categorized. In the body indicator she got 0 of 30 score because she did not write the component of body that relevant to her topic about Birthday invitation. The result of the student 12 in writing formal invitation letter got very poor categorized in the body indicator she got 0 of 30 score. Becasue she did not write the complete for the body of letter. The complete body for example "Date: Saturday, 18th February 2023, Time: 9:00 AM and Place: Grand Sarila Hotel Ballroom" that relevant to her topic about graduation party invitation.

d. Closing

The result of the students in writing formal invitation letter for indicator of closing there were 74.3% students got perfect score. It was due to the fact they wrote completely. The result of the student 17 in writing formal invitation letter got good categorized. In closing indicator she got

score 0 of 20 it was because she did not write salutation for example "Sincerely yours"

The result of the student 19 in writing formal invitation letter got excellent categorized in closing indicator she got score 20 of 20 it was because she could write "Sincere Respect, Head of OSIS SMKN1 Miri. The result of the student 21 in writing formal invitation letter got excellent categorized, in closing indicator she got score 20 of 20 it was because she could write "Sincerely Yours".

In other hand, there were 25.7% of 35 students did not get perfect score because they did not write the closing indicator. For example the result of the student 6 in writing formal invitation letter got poor categorized. In closing indicator she got score 0 of 20 it was because she could not write the closing. The result of the student 12 in writing formal invitation letter got very poor categorized. In closing indicator she got score 0 of 20 it was because she did not write the closing of letter. The result of the student 14 in writing formal invitation letter got poor categorized. It can be seen from table 4.2 shegot score 55. In closing indicator she got score 20 of 20 it was because she could write "Sincerely".

e. Signature

The result of the students in writing formal invitation letter for indicator of signature there were 91.4% students got perfect score. It was due to the fact they could write completely. The result of the student 9 in writing formal invitation letter got excellent categorized. She wrote "Almira

Maharani" as signature indicator based on the topic and got 15 of 15 score. The result of the student 10 in writing formal invitation letter got excellent categorized. She wrote "Alviana" as signature indicator based on the topic and got 15 of 15 score. The result of the student 13 in writing formal invitation letter got fair categorized. She wrote "Olivia" as signature indicator based on the topic and got 15 of 15 score.

In other hand, there were 8.6% of 35 students did not get perfect score because they did not write the signature indicator. For example the result of the student 12 in writing formal invitation letter got very poor categorized. She did not write signature indicator based on the topic, so she got 0 of 15 score. The result of the student 15 in writing formal invitation letter got very poor categorized. She also could not write the name as signature indicator based on the topic and got 0 of 15 score.

3. Data Interpretation for Each Indicators of Writing

In writing test formal invitation in this research, the researcher divided the test into five parts and then the students of XI grade MM were asked to make the heading, salutation, the body, closing, and signature based on the students' skill.

Table 4.2 Percentage of Each Indicators in Writing Invitation Letters

No	Indicators in Writing Invitation Letters	Percentage (correct)	Percentage (fault)	Total
1	Heading	86%	14%	100%
2	Salutation	97,2%	2,8%	100%
3	The Body	80%	20%	100%

| 4 | Closing | 74,3% | 25,7% | 100% |
| 5 | Signature | 91,4% | 8,6% | 100% |

The first indicator of formal invitation letter is heading. Heading tell readers place and time the writer wrote the letter. The place should be the writer's address and time informs the date of making the letter. Based on the table 4.3 above, there were 30 students correct (86%), it shows that almost of the students could write well but there were 5 students (14%) could not write the heading because they forgot to put this indicator in their formal invitation letters.

The second indicator of formal invitation letter is salutation or greeting. In this indicator, the writer's relation with the reader defined this section and also needed for all types of letters. Based on the table 4.3 above almost of the students could write the salutation, there were 34 students correct (97, 2%). However there was 1 student (2, 8%) could not write the salutation properly.

The third indicator is the body. The body of letter shows the sort of letter that you write and decided the type of the letter. There seems to be a date,time, and location to guide the guests who are decided to invite to the event. Itcan be seen from table 4.3 above that all of the students could write this indicator perfectly, there were 28 students correct (80%) and there were 7 students (20%) could not write the body of the letter.

The fourth of indicator is closing. The first word of closing must be capitalized. There are some closing expression such as Best Regards, Sincerely, Sincerely Yours, With Sincerely Love, and Yours Respectfully. According to

the table 4.2 above there were 26 students correct (74, 3%) and 9 students (25, 7%) could not write the closing indicator.

The last indicator of formal invitation letter is signature. This indicator contains the sender's name should be writer in invitation letter as a proof or identity. From the table above there were 32 students correct (91, 4%) because they wrote the signature and there were 3 students (8, 6%) could not write that makes them did not get the score.

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

4. **The Challenges in Writing Invitation Letters at Grade XI MM SMK N 1 Miri Sragen**

The researcher made an interview for students and English teacher at grade XI SMK N 1 Miri Sragen. Based on the result of interview to students, there were challenges in writing formal invitation letter.

a. Heading

In this part of letter, the researcher interviewed to students and the teacher, the researcher describe students' said difficulties about the parts of letter especially wrote heading in formal invitation letter.

The first was ADR said:

"The challenge that I found in writing formal invitation letter was I usually forget to write down the place and date the official invitation letter was made." (Interview with student, 24th November 2022)

The second was DPK said:

"The challenge in writing formal invitation letters in heading it was difficult for me to make sentences and determine the size of the letters in making the heading, besides that I had difficulty and sometimes forget to write the correct date in ordinal number." (Interview with student, 24th November 2022) Based on the result of teacher about formal invitation letter especially in heading of letter, Mrs. SW said:

The challenges in writing invitation letter especially in heading of letter, students didn't comprehend about made sentence in letter, and they were lack of vocabulary." (Interview with teacher, 25th November 2022)

Based on interviewed to students and English teacher the challenges in writing invitation letter especially parts of heading were students felt difficult 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.

b. Salutation

Based on the result of interviewed to students, the researcher describe the challenges in writing about the parts of letter especially wrote salutation in letter.

The first was CH said:

"The challenge in writing an invitation letter in the salutation part was to determine the right salutation for the person to be addressed. I feel that I do not understand enough in writing an invitation letter, especially in that part."(Interview with student, 24th November 2022)

The second was ANP said:

"The challenge in writing formal invitation letters in the salutation section, I do not understand in calling names and it is difficult to distinguish between Ms and Mr. I also did not have a dictionary and it was hard to remember the vocabulary for making letters." (Interview with student, 24th November 2022) Based on the result of teacher about invitation letter especially in salutation of letter, Mrs. SW said:

"The challenges in writing invitation letter especially in salutation of letter, students' felt difficulties because students did not comprehend about differences of Ms and Mr. Then students felt difficulties to certainly punctuation such as comma and full stop in salutation." (Interview with teacher, 25th November 2022)

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 did not comprehend about differences of Ms and Mr. then students felt difficulties to certainly punctuation such as comma and full stop in salutation. They were felt difficulty a range in salutation of letter.

c. The body of letter

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

The first was ASA said:

"My challenge is in writing invitation letters in the body of the letter, I find it difficult because I don't master English vocabulary so I find it difficult to compose sentences and use tenses in making invitation letters." (Interview with student, 24th November 2022)

The second was DDS said:

"The challenge in writing an invitation letter in the body of the letter, I find it difficult because I do not master English vocabulary, so I can't make sentences in the invitation letter. I had difficulties in memorized vocabulary." (Interview with student, 24th November 2022)

Based on the result of teacher about invitation letter especially in salutation of letter, Mrs. SW said:

"The challenges in writing invitation letter especially in the body of letter, students felt difficulties in wrote a letter because students' did not comprehend about letter, students' lack of vocabulary. So, students felt difficulties made of sentences in the body of invitation letter." (Interview with teacher, 25th November 2022)

Based on interviewed to students and English teacher, the students' challenges in writing invitation letter especially parts of letter in the body of

letter; students felt difficulties in wrote a letter because students did not comprehend about letter, students' lack of vocabulary. So, students felt difficulties made of sentences in the body of invitation letter and using tenses in wrote letter. They were felt difficulty a range in the body of letter.

d. Closing

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

The first was AAS said:

"My challenge is in writing invitation letter in the closing part of the body of the letter, I find it difficult because the cover letter also uses several sentences in it. I do not know enough English vocabulary, so I cannot make sentences in the invitation letter." (Interview with student, 24th November 2022)

The second was Rini Andriani said:

"My challenge in writing formal invitation letter in the closing part of the body of the letter, I find it difficult because I do not understand the body of the letter and the closing letter in the cover letter also uses a few sentences in it. I do not master the vocabulary in it." (Interview with student, 24th November 2022)

Based on the result of teacher about invitation letter especially in closing of letter, Mrs. SW said:

"The challenges in writing invitation letter especially in closing of letter, students felt difficulties in wrote a letter because students did not comprehend about letter, students' lack of vocabulary in closing of letter. So, students felt difficulties made of sentences in closing of invitation letter and difficulties about differences between the body and closing of invitation letter." (Interview with teacher, 25th November 2022)

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

e. Signature

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

According to CDAP said that:

"The challenge I faced in writing an invitation letter in the signature section of the letter, I did not understand the layout, for example on the left or right and in writing the author's name in the signature." (Interview with student, 24th November 2022)

Then, according to English teacher about invitation letter especially in signature of letter, Mrs. S.W said:

"The difficulties in writing invitation letter especially in signature of letter, students forgot in writing a letter because students did not comprehend about letter, students did not know the structure of certainly the signature of name of the writer and the position of signature." (Interview with teacher, 24th November 2022).

Based on the interviewed to students and Engliash teacher, the reseacher found some challanges that were experienced by students. The data below showed the result of the interviewed from class XI Grade Multimedia.

a. Attention Problem

From the interviewed there were 7 students still confused and did not give attention about invittation latter. So that students struggled to make invitation latter properly. Students felt difficul to start created the invitation latter. It was impacted to mental students then students felt tired to write invitation letter, therefore students could not think at all how to make a invitation latter so that students made many careless errors.

b. Spatial Ordering Problem

There were 5 students that unawareness regarding the spatial arrangements of letters, word or sentences. For the example student AM wrote "Wenesday, March 22, 2023" that supposed to "Wednesday,

March 22, 2023." Then student CDAP wrote "Sragen, 2nd Febuary2023" It should be "Sragen, 2nd February 2023".

c. Sequantial Ordering Problem

According to the interviewed there were 3 students difficult how to make an invitation letter. They did know the process of making invitation letter. The students did not know how to change the word transition from one paragraph to other paragraph, so that the result is poor of narrative sequencing.

d. Memory problem

A lot of student felt difficult to write invitation letter. It was because they had poor vocabulary, wrong to use puntuation, many students made grammar errors, and could not use capitalization. According to interviewed there were 16 students experienced this challenge.

e. Language Problem

There were 4 students had trouble with sentence structure, they often turn words that should be in the front but placed behind. They also used inappropriate colloquial language and awkward phrasing, so that theydifficult to understand the meaning.

f. Higher-Order- Cognition Problems

Based on the interviewed thre was no students that experienced this challenge. All students delivering ideas easily. They also creative to design and made the invitation letter

Table 4. 3 The Result of Interview in Writing Invitation Letter

No	Challenges	Total
1	Attention Problem	7 students
2	Spatial Ordering Problem	5 students
3	Sequential Ordering Problem	3 students
4	Memory problem	16 students
5	Language Problem	4 students
6	Higher-Order- Cognition Problems	0 student

From the table above showed that a lot of students challenging in memory problem, it could be seen that there were 7 students had challenges for attention problem. There were 5 students had challenges for spatial ordering problem. There were 3 students had challenges for sequential ordering problem. There were 16 students struggled with their memory.

Many students lack of vocabulary, they also used wrong grammar that meaned the students did not know well about grammar correctly. The students could not use capitalization, sometimes students use small letter for beginning the paragraph it should be written in capitalized and the last students could not use punctuations as well, they were wrong to put comma, point or other punctuations.

B. Discussion

The discussion of this study is presented based on the result of findings and also discusses review of related theory and analysis of the data to clarify the findings. The researcher focuses on students' skill in writing formal invitation letter and the challenges in writing formal invitation letter.

1. **The students' skill in writing formal invitation letters at grade XI SMK N 1 Miri**

   The result of this research to analysis on the students' skill in writing formal invitation letters at grade XI SMK N 1 Miri can be categorized into good category. It can be known from the calculating average score 85. The range score of good category is 75-89.

   There are 5 indicators of formal invitation letter which categorized as perfect letter. According to George E. Wishon & Julia M. Burks (2018) part of formal invitation letter there were heading, salutation, body, closing, and signature. The first indicator of formal invitation letter is heading. Heading tell readers place and time the writer wrote the letter. The place should be the writer's address and time informs the date of making the letter. There were 30 students and there were 5 students could not write the heading because they forgot to put this indicator in their formal invitation letters.

   The second indicator of formal invitation letter is salutation or greeting. In this indicator, the writer's relation with the reader defined this section and also needed for all types of letters. There were 34 students correct, there was only 1 student could not write the salutation properly.

   The third indicator is the body. The body of letter shows the sort of letter that you write and decided the type of the letter. There seems to be a date, time, and location to guide the guests who are decided to invite to the event. There were 28 students could write this indicator perfectly and there were 7 students could not write the body of the letter.

The fourth of indicator is closing. The first word of closing must be capitalized. There were 26 students write perfectly and there were 9 students could not write the closing indicator.

The last indicator of formal invitation letter is signature. This indicator contains the sender's name should be writer in invitation letter as a proof or identity. There were 32 students correct because they wrote the signature and there were 3 students did not write that makes them did not get the score.

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

From the explanation above showed that the salutation indicator is the highest result compared to other indicators because the students could write perfectly. Meanwhile in closing indicator students get the lowest percentage because students could not write well. The final score was 2970 of 3500, and the average score was 85. So it showed that the students' skill in writing formal invitation letter was good. The finding above relates Laras (2017) about components to measure writing test in the profile of writing of formal invitation letter.

2. Invitation Letter

a. Structure Of Invitation Letter

1) Then, according to George E. Wishon & Julia M. Burks (2018) in Lets'

Write English 4th edition, stated all business letters have the following components:

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.

The founding: Sragen, February 22nd, 2023

Solo, 2nd February 2023

Grobokan, 7th February 2023

Surakarta, 3rd February 2023

2) 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 Dewi

- Dear Mr. Cahyad

- To : Ari Ardiyansyah

- To : Mrs. Ani

- Dear Anisa

- To : Mike Kusumaperdana

3) 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.

" Graduation Party Indri"

"Wedding Invitation Tiara & Satrio "

" Wedding Invitation Anton & Hanna "

" Birthday Party Afrilia"

" Anual Class 11 MM...."

" Invitation to Grand Opening Ceremony "

" Farewell Party SMK N 1 Miri ".

4) 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.

- Sincerely Yours...

- Best Regards

- Head of Class

- With Sincere Love

- Sincerely

- Yours truly

- Sincerely yours

- Yours respectfully

5) 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:

-A. Imdri

- Tiara and Family

- Anton & Family

- Reyhan

- Afifah Intan N

- Mr Andre

- Mrs. Nia

b. Language Features of Invitation Text

Every text has language features. The features of language that support meaning such as sentence structure, vocabulary, noun or phrase, punctuation, and figurative language (Australian Curriculum, 2018). An invitation text has several language features namely it uses persuasive word to state the entire information. Next is the writer tends to use recipients and detailed date, time, and place. Furthermore, it uses future tense to reinforce the reader. There are four language features of invitation text: First, use detailed date, time and place. This stage is important to tell where and when the vents begin. Here, the position of date, time and place are below the orientation of the text. Second, use persuasive words. The persuasive word is very important to persuade people attend the event. The example of persuasive words are please, come and join. Sometimes the persuasive words are used in orientation

and closing. Third, use recipients. The position of recipients is below the title of the text. There are two kinds of recipient, the first is specific recipient such as "Dear Tommy, Dear my father" and the second is non-specific recipients such as "Dear all students of SMK N 1 Miri". Fourth, using future tense. It is very important to use future tense Writing invitation text because the event have not happened. The examples of future sentence are "The party will be held in February 2023 I hope you come to my home".

3. The Challenges in Writing Formal Invitation Letter

Based on the data findings, the challenges in writing invitation letter especially parts of heading were students felt difficult made sentences in letter there were lack of vocabulary in writing invitation letter especially in heading of letter and size alphabet in made heading. This research relates to Misbah et al. (2017) lack of vocabulary has caused the students to face challenges in acquiring writing skills claimed.

The students were felt difficulty a range in heading of letter. In the part of salutation, the challenges letter in salutation were students felt difficulties because students did not comprehend about differences of Ms and Mr. then students felt difficulties to certainly punctuation such as comma and full stop in salutation. They were felt difficulty a range in salutation of letter.

The students' challenges in writing invitation letter especially parts of letter in the body of letter; students felt difficulties in wrote a letter because students did not comprehend about letter, students' lack of vocabulary. So, students felt difficulties made of sentences in the body of invitation letter and

using tenses in wrote letter. They were felt difficulty a range in the body of letter. Students make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures (Muhammad Fareed et al: 2016).

The challenges in writing invitation letter especially parts of letter in closing of letter; students felt difficulties in wrote a letter because students did not comprehend about letter, students' lack of vocabulary in closing of letter. Vocabulary is the fundamental element in constructing sentences whichis the core of effective writing skills Asep (2014). So, students felt difficultiesmade 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.

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

Based on the explanation above, it can be concluded that there were some challenges in writing formal invitation letter. There were lack of vocabulary, the students were felt difficulty a range in heading of letter, students did not comprehend about letter, and the students felt difficulty a range in the body of letter.

The students still often did mistakes and error when they write about formal invitation letter. Based on the results, as related to Rahmatullah

(2018), some challenges in writng formal invitation letter were the students got confused in deciding a good topic, the students got difficulties in generating their ideas, the content of their writing was not relevant with the topic, they lacked of vocabulary, and the students did not know how to spell.

Besides that, the findings in this research were related and appropriate to Muhammad Fareed et al. (2016) students make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures.

Based on the discussion above, there were some solutions to overcome the challenges in writing formal invitation letter. Based on Shiddiqui (2018) the solutions were:

a. A formal invitation is normally a single sentence presentation in third person. So, the writer must learn how to write single sentence presentation to make the correct formal invitation letter.

b. Memorized the vocabulary about invitation

c. Formal invitations are generally printed invitation cards. We use them to invite guests on some auspicious occasion like birthdays, weddings, inauguration of shops, houses, etc. We must decide the theme of formal invitation.

d. The invitation answers the questions who, whom, when, where, what time and for what, i.e., o the occasion o name(s) of the invitee o name(s) of the host, date, time and venue. The writer must understand the sequential order of the component in the formal invitation letter.

e. Learn the other details in the formal invitation letter include name,

designation and address of the organizer, sponsor or host or the name(s) of

the chief guest or special invitees, in case of an official invitation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher divides the content into two points based on the explanation in the chapter before. They are conclusions, and suggestions. The explanation of each point is presented below.

A. Conclusion

1. This study investigated the students' skill in writing formal invitation letter in SMK N 1 Miri Sragen. This research discussed the students' skill and alsothe challenges faced by the students in English teaching learning process especially in formal invitation material. The data analysis showed that the students' skill in writing formal invitation letters at grade XI SMKN 1 Miri can be categorized into good category in which the average score was 85 from 35 students in Multimedia Class. The salutation indicator got the highest result compared to other indicators because the students could write perfectly. In other hand, closing indicator students get the lowest percentage because students did not write well.

2. The researcher found several challenges faced by the students in writing formal invitation letter. In heading, students' difficulties made sentences in letter there were lack of vocabulary in writing invitation letter. In salutation; students' felt difficulties in differentiating Ms and Mr. In body of formal invitation letter; students felt difficulties in wrote a letter and did not comprehend about letter, besides that students also lack of vocabulary and

using tenses. In closing of letter, students felt difficulties about differences between the bodies and closing of invitation letter, it was same made a sentence. In signature of letter, students felt difficulties to certainly the signature of name of the writer and between right and left in signature. Some students also did not have a dictionary, lack of vocabulary, and difficulties memorize in vocabulary.

B. Suggestions

Based on the research results, there are several suggestions from the researcher as the following:

1. To students SMKN 1 Miri Grade XI Multimedia Class

The students must study hard about writing formal invitation letter. Then, must remember some vocabulary about the parts of letter and understanding about using tenses in writing letter so the students can more easy to write invitation letter.

2. To English teacher

The English teacher must teach about parts of letter and students' skill understanding using tenses especially in writing formal 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. So the students and teacher will be more active to study in order to increase their ability in study English, especially in writing formal invitation letter at grade XI SMKN 1 Miri Sragen.

3. Other Researcher

For the future researcher, this study can provide an overview about teaching learning process of English in writing formal invitation letter, especially in senior high school and the challenges in English teaching learning process. The future researcher can conduct the research of teaching learning process of English by action research or other approach.

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APPENDICES

A. Some Results of Students

Surakarta, 3rd February 2022

Dear Zufliha

YOU ARE
INVITED TO THE WEDDING OF

Tiara & Satrio

WE HOPE YOU CAN ATTEND TO
OUR WEDDING

FEBRUARY

SATURDAY **19** **08.00 PM**

2023

Waiting for your arrival

Graha Saba Buana

Best regards,

Tiara and Family

Adila Fitri Nur
(03)

Grobogan, 7th February,2022

Dear Afida

WEDDING INVITATION

Anton & Hanna

WE STILL DO

Our happy day, Anton Sudrajat and Angel Febri, is
about to take place. Therefore, along with this
invitation letter, we invite you to attend our wedding,
on:

FEBRUARY

SUNDAY | **12** | 13:00 WIB

2023

The location is Anton's house
Thus this invitation letter was delivered.
Thank you for your attention. Our happiness
is incomplete without your presence.

Best regards
(Anton and Family)

Afida Nurul Lizza
(04)

Sragen, 2nd February 2023

To: Mike Kusuma Perdana

We delighted to share our moment full of joy and blessed union of our marriage with you. We write this invitation letter to formally invite all of the members of the department to come and joy with us at our wedding reception.

Rayhan
&
Sarah

Please come on:

Date: February 21, 2023

Place: Graha Persada Ballroom

Time: 9.00 PM – end

It's an honour to have everyone that we love in our most important moment. Please blessing us with your presence and pray for our new life.

Thank you for your attention

Sincerely yours,   **Afifah Intan N.**

Rayhan   **(05)**

SOLO, 2ND FEBRUARY 2023

Dear Anisa

I will invite you to my

Birthday

PARTY

Please come to my party on my birthday

Afrilia

Sragen, 9th February 2023

To :
Mrs. Ani
Jl. Raya Gemolong - Karanggede, Jeruk,
Miri, Sragen

In connection with the holding of the annual class 11 MM SMKN 1 Miri event. So along with this letter, we invite you to attend the meeting, on:

Date   : Sunday, February 13, 2023
Time   : 09.00-11.00
Place   : Classroom 11 MM
Topic of meeting: Class's annual routine

Thus, we convey the invitation letter for this meeting. Thank's for your attention.

Head of Class

(ALYA MUKBITA)

ALYA MUKBITA
(11)

To: Ari Ardiansyah

WEDDING INVITATION

Mega Dewi

&

Aprilio K.

We delighted to share our moment full of joy and blessed union of our marriage with you. We write this invitation letter to formally invite all of the members of the department to come and joy with us at our wedding reception.

SABTU ✦ **JANUARY, 28** ✦ 2023

It's an honour to have everyone that we love in our most important moment. Please blessing us with your presence and pray for our new life.
Thank you for your attention

Sincerely,
Mega & Aprilio

Ammara Alya Fazila
(15)

Sragen, February 22nd 2023

To   : Mr Cahyadi
Sub   : Invitation to grand opening ceremony

Dear Sir,
You are cordially invite to the opening ceremony
of ALBA Supermarket. The store will be looking
after the operational affairs of the Sragen region
for the company.

Thank you for your attention. We waiting for your
presence. See you.

Andhini Virtalika
(15)

Sragen, February 24th 2023

Dear Dewi

After three years study together, it is time to say goodbye!
We will invite you to join our farewell party SMKN 1 Miri.

Please come on:

Date   : January 21, 2023
Time   : 18.00 PM – end
Place   : The Ballroom of Best Western Hotel

We hope you presence and share our last moment
together with sweet and warm memory.

With Sincere Love,
Chairman of the OSIS SMK N 1 Miri

Linda Sukma Mega

Dea Amelia
(24)

B. Field Note of Observation

Day/ Date : Thursday, November 24th 2023

Time : 09.20 – 10.50

Place : XI Multimedia Class

The researcher did the observation in the class XI Multimedia Class on Thursday, November 24th 2023 that was taught by S.W. When the researcher comes the teaching learning process was going to in classroom. The researcher asked permission to the teacher. After she allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. This consists of 35 students and nobody absent that day.

First, Teacher gives motivation to the students. The topic of material for that day was formal invitation letter. The condition of this class was active, but some students not full attention when the teacher explains the material. The teacherstarted to give warming up to mention about some invitations. The teacher's actionis good, firstly he opened the class by introducing the material and give warning uprelated with the materials. The teacher also gave details about the structure of formal invitation. The teacher also gives examples in picture. Students listen to the teacher's explanation about formal invitation letter.

The teacher used technique discussion and role play ; the steps of this technique such as explain first and gave the task to the students. The last steps of teaching learning process are conclusions. The teacher concluded the material and gave an evaluation to the students. The students must write a formal invitation letter which related the topic. The formal invitation letter contains the structure about the

material with the correct grammar and diction. Students had done writing test of formal invitation letter. Some students find the difficulties in writing formal invitation letter and asked to the teacher. Then, the teacher answered the students questions about formal invitation letter. The teacher helped students to solve their problem in writing formal invitation letter.

The last activity was closing. Before closing the lesson, the teacher reviewed or concluded the materials. Then, the teacher gave exercise based on the topic that discussed in teaching- learning activities. The students write the formal invitation letter by using canva application. After that, the teacher closed teaching learning process and left the classroom.

C. Guidelines of Interview

1. What is the challenges in writing formal invitation letter in heading of letter?

   (Apakah tantangan dalam menulis surat undangan resmi di bagian heading?)

2. What is the challenges in writing formal invitation letter in salutation of letter?

   (Apakah tantangan dalam menulis surat undangan resmi di bagian salutation?)

3. What is the challenges in writing formal invitation letter in body of letter?

   (Apakah tantangan dalam menulis surat undangan resmi di bagian body?)

4. What is the challenges in writing formal invitation letter in closing of letter?

   (Apakah tantangan dalam menulis surat undangan resmi di bagian closing?)

5. What is the challenges in writing formal invitation letter in signature of letter?

   (Apakah tantangan dalam menulis surat undangan resmi di bagian signature?)

D. Transcript of Interview

R: Researcher

S: Students

T: Teacher

R: "What is the challenges in writing formal invitation letter in heading of letter?"

S: "The challenge that I found in writing formal invitation letter was I usually forget to write down the place and date the official invitation letter was made." (Interview with student (ADK), 24th November 2022)

R: "What is the challenges in writing formal invitation letter in heading of letter?"

S: "The challenge in writing formal invitation letters in heading it was difficult for me to make sentences and determine the size of the letters in making the heading, besides that I had difficulty and sometimes forget to write the correct date in ordinal number." (Interview with student (DPK), 24th November 2022)

R: "What is the challenges in writing formal invitation letter in heading of letter?"

T: "The challenges in writing invitation letter especially in heading of letter, students didn't comprehend about made sentence in letter, and they were lack of vocabulary." (Interview with teacher, 25th November 2022)

R: "What is the challenges in writing formal invitation letter in salutation of letter?"

S: "The challenge in writing an invitation letter in the salutation part was to determine the right salutation for the person to be addressed. I feel that I do not understand enough in writing an invitation letter, especially in that part."(Interview with student (CH), 24th November 2022)

R: "What is the challenges in writing formal invitation letter in salutation of letter?"

S: "The challenge in writing formal invitation letters in the salutation section, I do not understand in calling names and it is difficult to distinguish between Ms and Mr. I also did not have a dictionary and it was hard to remember the vocabulary for making letters." (Interview with student (ANP), 24th November 2022)

R: "What is the challenges in writing formal invitation letter in salutation of letter?"

T: "The challenges in writing invitation letter especially in salutation of letter, students' felt difficulties because students did not comprehend about differences of Ms and Mr. Then students felt difficulties to certainly punctuation such as comma and full stop in salutation." (Interview with teacher, 25th November 2022)

R: "What is the challenges in writing formal invitation letter in body of letter?"

S: "My challenge is in writing invitation letters in the body of the letter, I find it difficult because I don't master English vocabulary so I find it difficult to compose sentences and use tenses in making invitation letters." (Interview with student (AS), 24th November 2022)

R: "What is the challenges in writing formal invitation letter in body of letter?"

S: "The challenge in writing an invitation letter in the body of the letter, I find it difficult because I do not master English vocabulary, so I can't make sentences in the invitation letter. I had difficulties in memorized vocabulary." (Interview with student (DDS), 24th November 2022)

R "What is the challenges in writing formal invitation letter in body of letter?"

T: "The challenges in writing invitation letter especially in the body of letter, students' felt difficulties in wrote a letter because students' did not comprehend about letter, students' lack of vocabulary. So, students felt difficulties made of sentences in the body of invitation letter." (Interview with teacher, 25th November 2022)

R: "What is the challenges in writing formal invitation letter in closing of letter?"

S: "My challenge is in writing invitation letter in the closing part of the body of the letter, I find it difficult because the cover letter also uses several sentences in it. I do not know enough English vocabulary, so I cannot make sentences in the invitation letter." (Interview with student (AAS), 24th November 2022)

R: "What is the challenges in writing formal invitation letter in closing of letter?"

S: "My challenge in writing formal invitation letter in the closing part of the body of the letter, I find it difficult because I do not understand the body of the letter and the closing letter in the cover letter also uses a few sentences in it. I do not master the vocabulary in it." (Interview with student (RA), 24th November 2022)

R: "What is the challenges in writing formal invitation letter in closing of letter?"

T: "The challenges in writing invitation letter especially in closing of letter, students felt difficulties in wrote a letter because students did not comprehend about letter, students' lack of vocabulary in closing of letter. So, students felt difficulties made of sentences in closing of invitation letter and difficulties about differences between the body and closing of invitation letter." (Interview with teacher, 25th November 2022)

R: "What is the challenges in writing formal invitation letter in signature of letter?"

T: "The challenge I faced in writing an invitation letter in the signature section of the letter, I did not understand the layout, for example on the left or right and in writing the author's name in the signature." (Interview with student (CDAP) , 24th November 2022)

R: "What is the challenges in writing formal invitation letter in signature of letter?"

T: "The difficulties in writing invitation letter especially in signature of letter, students forgot in writing a letter because students did not comprehend about letter, students did not know the structure of certainly the signature of name of the writer and the position of signature." (Inteview wtih teacher, 24th November 2022)

E. Students Score

		Scoring Aspect	
No	Students Initial	Score	Categorized
1	AEV	100	Excellent
2	AIS	70	Fair
3	AFNZ	100	Excellent
4	ANL	100	Excellent
5	AIN	100	Excellent
6	ANP	50	Poor
7	AMS	100	Excellent
8	ATR	100	Excellent
9	ARP	100	Excellent
10	AFD	100	Excellent
11	AM	100	Excellent
12	ANP	35	Very Poor
13	ADR	65	Fair
14	AAF	55	Poor
15	AV	35	Very Poor
16	AM	85	Good
17	ANL	80	Good
18	AN	80	Good
19	ASA	100	Excellent
20	AUI	100	Excellent
21	AYI	100	Excellent

22	CSR	100	Excellent
23	COTP	50	Poor
24	CH	70	Fair
25	CADAP	100	Excellent
26	DCA	100	Excellent
27	DMA	100	Excellent
28	DK	100	Excellent
29	DA	80	Good
30	DPK	65	Fair
31	DDS	85	Good
32	DA	100	Excellent
33	DKA	100	Excellent
34	DP	85	Good
35	DSL	80	Good

F. Observation

Student 1

The result of the student 1 in writing formal invitation letter she got excellent categorized. It could be seen she got score 100 in the table 4.2. In indicator of heading, salutation, body, closing, and signature she got perfect score. It was due to the fact she wrote completely.

While in salutation indicator, she got perfect score that is 20 of 20 because she wrote "Dear Vebriyana" that related to her topic of invitation. In the body indicator she got 30 of 30 as complete score it was due to the fact that described the "Date: Sunday, 22nd February 2023, Time: 9:00 AM – 11:00 AM and Place: Sarila Hotel". In the closing indicator she wrote "Best Regards" and "Vebriyana and Vino" as signature indicator, she got perfect score that are 20 of 20 and 15 of 15.

Student 2

The result of the student 2 in writing formal invitation letter she got fair categorized. It could be seen she got score 70 in the table 4.2. In indicator of heading, salutation, closing, and signature she got perfect score but in the body she did not write and the score was 0. The student could write the heading indicator and got score 15 of 15 for "Sragen, 12th February 2023.

While in salutation indicator, she got perfect score that is 20 of 20 because she wrote "Dear Amira" that related to her topic of invitation. In the body indicator she got 0 of 30 because she did not write anything in the body of invitation. In the closing indicator she wrote "Sincerely yours" and "A. Indri" as signature indicator, she got perfect score that are 20 of 20 and 15 of 15.

Student 3

jThe result of the student 3 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. The student could write the heading indicator and got score 15 of 15 for "Surakarta, 3rd February 2022. For salutation indicator, she wrote "Dear Zufliha" and got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Saturday, 19th February 2022, Time: 8:00 PM and Place: Graha Saba Buana" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "Best Regards" and "Tiara and Family" as signature indicator based on the topic and got 15 of 15 score.

Student 4

The result of the student 4 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. The student could write the heading indicator and got score 15 of 15 for "Grobogan, 7th February 2023. For salutation indicator, she wrote "Dear Afida" and got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, 15th February 2022, Time: 13:00 PM and Place: Anton's House" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "Best Regards" and "Anton and Family" as signature indicator based on the topic and got 15 of 15 score.

Student 5

The result of the student 5 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. In the heading,

salutation, body, closing, and signature she got perfect score. The student could write the heading indicator and got score 15 of 15 for "Sragen, 2nd February 2023. For salutation indicator, she wrote "To: Mike Kusuma Perdana" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Tuesday, 21th February 2022, Time: 9:00 AM and Place: Graha Persada Ballroom" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "Sincerely yours" and she wrote "Rayhan" as signature indicator based on the topic and got 15 of 15 score.

Student 6

The result of the student 6 in writing formal invitation letter got poor categorized. It can be seen from table 4.2 she only got score 50. In the heading, salutation, and signature she got perfect score. The student could write the heading indicator and got score 15 of 15 for "Solo, 2nd February 2023. For salutation indicator, she wrote "Dear Anisa" and she got perfect score 20 of 20.

In the body indicator she got 0 of 30 score because she did not write the component of body that relevant to her topic about Birthday invitation. In closing indicator she got score 0 of 20 it was because she could not write the closing. For signature, she wrote "Afrilia" as signature indicator based on the topic and got 15 of 15 score.

Student 7

The result of the student 7 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. In the heading, salutation, body, closing, and signature she got perfect score. The student could

write the heading indicator and got score 15 of 15 for "Solo, 10th February 2023. For salutation indicator, she wrote "Dear Amanda Rahmania" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Saturday, 18th February 2023, Time: 9:00 AM and Place: Grand Sarila Hotel Ballroom" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "Sincerely" and she wrote "Olivia" as signature indicator based on the topic and got 15 of 15 score.

Student 8

The result of the student 8 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. In the heading, salutation, body, closing, and signature she got perfect score. The student could write the heading indicator and got score 15 of 15 for "Surabaya, 14th February 23. For salutation indicator, she wrote "To: Kirani Larasati" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, 19th February 2023, Time: 11:00 AM and Place: GOR Giri Suba" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "My Sincere Greeting" and she wrote "Anisa And Family" as signature indicator based on the topic and got 15 of 15 score.

Student 9

The result of the student 9 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Malang, 11th February 2023. For salutation indicator, she wrote "Dear my best friend, Lisa" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Saturday, 18th February 2023, Time: 8:00 AM and Place: Swiss Bell Inn" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "With Sincere Respect and she wrote "Almira Maharani" as signature indicator based on the topic and got 15 of 15 score.

Student 10

The result of the student 10 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. In the heading, salutation, body, closing, and signature she got perfect score. The student could write the heading indicator and got score 15 of 15 for "Sragen, 7th February 2023. For salutation indicator, she wrote "Dear Sania Rahma" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, 12th February 2023, Time: 10:00 AM and Place: My house at Jl. Wisanggeni 03/09, Miri, Sragen" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could

write "Best Regards" and she wrote "Alviana" as signature indicator based on the topic and got 15 of 15 score.

Student 11

The result of the student 11 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Sragen, 9th February 2023. For salutation indicator, she wrote "To: Mrs Ani, Jl. Raya Gemolong-Karanggede, Jeruk, Miri, Sragen" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, February,13th 2023, Time: 9:00 – 11.00 AM and Place: Classroom of 11 MM" that relevant to her topic about meeting invitation. While in closing indicator she got score 20 of 20 it was because she could write "Sincere Respect, Head of Class and she wrote "Alya Mukbita" as signature indicator based on the topic and got 15 of 15 score.

Student 12

The result of the student 12 in writing formal invitation letter got very poor categorized. It can be seen from table 4.2 she got score 35. In the heading and salutation she got perfect score. The student could write the heading indicator and got score 15 of 15 for "Sragen, 15th February 2023. For salutation indicator, she wrote "To: All of my friends" and she got perfect score 20 of 20.

Furthermore in the body indicator she got 0 of 30 score. Becasue she did not write the complete for the body of letter. The complete body for example "Date: Saturday, 18th February 2023, Time: 9:00 AM and Place: Grand Sarila Hotel Ballroom" that relevant to her topic about graduation party invitation. While in closing indicator she got score 0 of 20 it was because she did not write the closing of letter. She also did not write signature indicator based on the topic, so she got 0 of 15 score.

Student 13

The result of the student 13 in writing formal invitation letter got fair categorized. It can be seen from table 4.2 she got score 65. In the salutation, body, and signature she got perfect score. The student could write the heading indicator and got score 0 of 15, for example of heading "Sragen, 10th February 2023. For salutation indicator, she wrote "Dear Aisyah Maharani" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Friday, 17th February 2023, Time: 2:00 PM and Place: Nayoga Public Building" that relevant to her topic about wedding invitation. While in closing indicator she got score 0 of 20 it was because she did not write "Sincerely" and she only wrote "Olivia" as signature indicator based on the topic and got 15 of 15 score.

Student 14

The result of the student 14 in writing formal invitation letter got poor categorized. It can be seen from table 4.2 she got score 55. The student could not write the heading indicator and got score 0 of 15, for the perfect score she could write "Sragen, 2nd February 2023. For salutation indicator, she wrote "To: Ari Ardiansyah" and she got perfect score 20 of 20.

Furthermore in the body indicator she got 0 of 30 score because she did not write the complete text in body. While in closing indicator she got score 20 of 20 it was because she could write "Sincerely" and she wrote "Mega and Aprilio" as signature indicator based on the topic and got 15 of 15 score.

Student 15

The result of the student 15 in writing formal invitation letter got very poor categorized. It can be seen from table 4.2 she got score 55. The student could not write the heading indicator and got score 0 of 15, for the perfect score she could write "Sragen, 22nd February 2023. For salutation indicator, she wrote "To: Mr. Cahyadi" and she got perfect score 20 of 20.

Furthermore in the body indicator she got 0 of 30 score because she did not write the complete text in body. While in closing indicator she got score 0 of 20 it was because she could not write anything and she also could not write the name as signature indicator based on the topic and got 0 of 15 score.

Student 16

The result of the student 16 in writing formal invitation letter got good categorized. It can be seen from table 4.2 she got score 85. In the salutation, body, closing, and signature she got perfect score. The student did not write the heading indicator and got score 0 of 15. In salutation indicator, she wrote "Dear Zahra Rahmawati" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Friday, 17th February 2023, Time: 1:00 PM and Place: Grand Royal Hotel Ballroom" that

relevant to her topic about graduation party. While in closing indicator she got score 20 of 20 it was because she could write "Sincerely yours" and she wrote "Amira" as signature indicator based on the topic and got 15 of 15 score.

Student 17

The result of the student 17 in writing formal invitation letter got good categorized. It can be seen from table 4.2 she got score 80. In the salutation, body, and signature she got perfect score. The student could write the heading indicator and got score 15 of 15 for "Sragen, 1st February 2023. In salutation indicator, she wrote "Dear Truly Love, Arsya" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Wednesday, 8th February 2023, Time: 10:00 AM and Place: Sragen Punakawan Hall" that relevant to her topic about graduation party. While in closing indicator she got score 0 of 20 it was because she did not write salutation for example "Sincerely yours" and she wrote "Anastasya" as signature indicator based on the topic and got 15 of 15 score.

Student 18

The result of the student 18 in writing formal invitation letter got good categorized. It can be seen from table 4.2 she got score 80. In the heading, body, closing, and signature she got perfect score. The student could write the heading indicator and got score 15 of 15 for "Sragen, 21st February 2023. In salutation indicator, she did not write and she got score 0 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, 26th February 2023, Time: 9:00 AM and Place: Cakrawati Hall and

Convention Centre" that relevant to her topic about wedding party. While in closing indicator she got score 20 of 20 it was because she could write salutation "Sincerely yours" and she wrote "Nabilla and Family" as signature indicator based on the topic and got 15 of 15 score.

Student 19

The result of the student 19 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Sragen, 5th February 2023. For salutation indicator, she wrote "To: Mrs Atina" and she got perfect score 20 of 20. Furthermore in the body indicator she got complete 30 of 30 score for "Date: Wednesday, February, 8th 2023, Time: 10:00 – 11.30 AM and Place: Hall room of SMKN 1 Miri" that relevant to her topic about annual meeting invitation. While in closing indicator she got score 20 of 20 it was because she could write "Sincere Respect, Head of OSIS SMKN1 Miri and she wrote "Anisa Nur M." as signature indicator based on the topic and got 15 of 15 score.

Student 20

The result of the student 20 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Surabaya, 11th February 2023. For salutation indicator, she wrote "Dear Shintya at home" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, 19th February 2023, Time: 10:00 – 12.00 AM and Place: Sartika Dewi Hotel Ballroom" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "Best Regards" and she wrote "Aina Rahmawati" as signature indicator based on the topic and got 15 of 15 score.

Student 21

The result of the student 21 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Surakarta, 20th February 2023. For salutation indicator, she wrote "Dear Shamila" and she got perfect score 20 of 20. Furthermore in the body indicator she got complete 30 of 30 score for "Date: Saturday, 25th February 2023, Time: 1:00 – 3.00 PM and Place: Alila Ballroom Solo" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "Sincerely Yours" and she wrote "Shalva Nadin & Family" as signature indicator based on the topic and got 15 of 15 score.

Student 22

The result of the student 22 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Sragen, 11th February 2023. For

salutation indicator, she wrote "Dear Natasha Arkhisna" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Saturday, 18th February 2023, Time: 8:00 − 11.00 AM and Place: My House at Karangmalang, Sragen" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "Sincerely Love" and she wrote "Candrika Suci Rahmadani" as signature indicator based on the topic and got 15 of 15 score.

Student 23

The result of the student 23 in writing formal invitation letter got poor categorized. It can be seen from table 4.2 she got score 50. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Sragen, 10th February 2023. For salutation indicator, she wrote "To: All of Class Leader XI Grade" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 0 of 30 score for because she did not write the body that relevant to her topic about annual meeting invitation. While in closing indicator she got score 0 of 20 it was because she did not write anything and she only wrote "Nadin" as signature indicator based on the topic and got 15 of 15 score.

Student 24

The result of the student 24 in writing formal invitation letter got fair categorized. It can be seen from table 4.2 she got score 70. She got perfect score in the heading,

salutation, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Sragen, 12th February 2023. For salutation indicator, she wrote "Dear Mitha Rahma" and she got perfect score 20 of 20.

Furthermore in the body indicator she got 0 of 30 score for this indicator, because she did not write completely the time, date, and place for the graduation party. While in closing indicator she got score 20 of 20 it was because she could write "Sincere yours" and she wrote "Chusnul Hanifah." as signature indicator based on the topic and got 15 of 15 score.

Student 25

The result of the student 25 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Sragen, 16th February 2023. For salutation indicator, she wrote "Dear Arifin S." and she got perfect score 20 of 20. Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, 19th February 2023, Time: 9:00 – 11.00 AM and Place: Graha Widorowati, Sragen" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "With best regards" and she wrote "Angesia Putri" as signature indicator based on the topic and got 15 of 15 score.

Student 26

The result of the student 26 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score

in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Solo, 15th February 2023. For salutation indicator, she wrote "Dear Alex Suta" and she got perfect score 20 of 20. Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, 19th February 2023, Time: 9:00 – 11.30 AM and Place: My House at Perum Nusa Indah, Sragen" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "With Sincerely Respect" and she wrote "Fania Ramadani" as signature indicator based on the topic and got 15 of 15 score.

Student 27

The result of the student 22 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Sragen, 14th February 2023. For salutation indicator, she wrote "To: Adisti Sekarwati" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Monday, 27th February 2023, Time: 7:00 PM – end, and Place: AVS Hall Solo" that relevant to her topic about birthday invitation. While in closing indicator she got score 20 of 20 it was because she could write "Sincerely Love" and she wrote "Dania Munisa" as signature indicator based on the topic and got 15 of 15 score.

Student 28

The result of the student 28 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Sukowati, 18th February 2023. For salutation indicator, she wrote "Dear Yoga Nadhif Pradana" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Friday, 24th February 2023, Time: 3:00 PM – end, and Place: Perum Garden Town House Sragen" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "Best Regards" and she wrote "Chelsea And Family" as signature indicator based on the topic and got 15 of 15 score.

Student 29

The result of the student 29 in writing formal invitation letter got good categorized. It can be seen from table 4.2 she got score 100. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Solo, 9th January 2023. For salutation indicator, she wrote "Dear Tatha Maria" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 0 of 30 because she did not write the complete body related to time, date, and place for the agenda about wedding invitation. While in closing indicator she got score 20 of 20 it was because

she could write "Sincerely Respect" and she wrote "Dara Kristian" as signature indicator based on the topic and got 15 of 15 score.

Student 30

The result of the student 30 in writing formal invitation letter got fair categorized. It can be seen from table 4.1 she got score 65. She got perfect score in the salutation, body, and signature. The student did not write the heading indicator and got score 0 of 15, for example "Sragen, 21th February 2023. For salutation indicator, she wrote "To: Indra Firmawan" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Wednesday, 22th February 2023, Time: 1:00 – 2.30 PM and Place: Student Council Room SMK N 1 Miri" that relevant to her topic about annual meeting invitation. While in closing indicator she got score 0 of 20 it was because she did not write the closing statement, for example "Regards" but she wrote "Sekar Cantika" as signature indicator based on the topic and got 15 of 15 score.

Student 31

The result of the student 31 in writing formal invitation letter got good categorized. It can be seen from table 4.1 she got score 85. She got perfect score in the heading, salutation, body, closing, and signature. The student did not write the heading indicator and got score 0 of 15. For salutation indicator, she wrote "Dear Nadia Sandra" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, 29th January 2023, Time: 10:00 AM – end, and Place: Palur Plaza Karanganyar" that relevant to her topic about wedding invitation. While in closing

indicator she got score 20 of 20 it was because she could write "Sincerely Love" and she wrote "Dessinta Safitri" as signature indicator based on the topic and got 15 of 15 score.

Student 32

The result of the student 32 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. The student could write the heading indicator and got score 15 of 15, for the perfect score she could write "Sragen, January 24th, 2023. For salutation indicator, she wrote "Dear Dewi" and she got perfect score 20 of 20.

Furthermore in the body indicator she got 30 of 30 score because she could write the complete text in body. She wrote "Date: February 21th 2023, Time: 18.00 PM, Place: Ballroom of Best Western Hotel Solo. While in closing indicator she got score 20 of 20 it was because she could write "With Sincere Love" and she wrote "Linda Sukma Mega" as signature indicator based on the topic and got 15 of 15 score.

Student 33

The result of the student 33 in writing formal invitation letter got excellent categorized. It can be seen from table 4.2 she got score 100. The student could write the heading indicator and got score 15 of 15, for the perfect score she could write "Surakarta, February 14th, 2023. For salutation indicator, she wrote "Dear Widyawati" and she got perfect score 20 of 20.

Furthermore in the body indicator she got 30 of 30 score because she could write the complete text in body. She wrote "Date: Sunday, February 13th 2023, Time:

7.00 PM, Place: Satya Negara Building Surakarta. While in closing indicator she got score 20 of 20 it was because she could write "Sincerely Love" and she wrote "Andita Mega" as signature indicator based on the topic and got 15 of 15 score.

Student 34

The result of the student 34 in writing formal invitation letter got good categorized. It can be seen from table 4.2 she got score 85. She got perfect score in the heading, salutation, body, closing, and signature. The student could write the heading indicator and got score 15 of 15 for "Sragen, 10th February 2023. For salutation indicator, she wrote "Dear Astri Fani" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Sunday, 12th February 2023, Time: 10:00 – 12.00 AM and Place: Graha Sandrakila Kebakkramat" that relevant to her topic about wedding invitation. While in closing indicator she got score 20 of 20 it was because she could write "Sincerely Love" but she did not signature indicator based on the topic, so she got 0 of 15 score.

Student 35

The result of the student 35 in writing formal invitation letter got good categorized. It can be seen from table 4.2 she got score 85. She got perfect score in the heading, salutation, body, and signature. The student write the heading indicator and got score 15 of 15 for "Sragen, 1st February 2023. For salutation indicator, she wrote "Dear Octaviani" and she got perfect score 20 of 20.

Furthermore in the body indicator she got complete 30 of 30 score for "Date: Saturday, 5th February 2023, Time: 1:00 PM – end, and Place: Graha Tamansari Sragen" that relevant to her topic about wedding invitation. While in closing

indicator she got score 0 of 20 it was because she did not write anything that indicated closing sentence and for signature indicator she wrote "Dessinta Safitri", she got 15 of 15 score.

G. Documentation

(Class Observation, 2022)

(Class Observation, 2022)

(Interview with teacher, 2022)

(Interview with student, 2022)

(Interview with student, 2022)

(Documentation of Eleventh Grade MM, 2022)