AN ANALYSIS WRITING OF INVITATION LETTER OF STUDENTS IN CLASS XI SMKN 1 RAMBAH

Sri Bulan[1], Supratman[2], Dina[3]
[1,2,3]Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia
Alamat e-mail : [1]sribulan1999@gmail.com, supratman@uinbukittinggi.ac.id[2], bintunasution0209@gmail.com[3]

ABSTRACT

One of the skills in learning English is writing. Writing gives a picture of what a person wants to convey to others who read it. In writing, of course, there are rules that must be followed for the writer so that people can understand the purpose of his writing. This research uses qualitative methods. Based on the results of 32 student writings, it shows that in the very high category there are 10 students, in the high category there are 21 students, in the low category there is 1 student. And there are no students in the moderate and very low categories. Thus, the placement of generic structure and linguistic spec in students' invitation letter writing is very good.

Keywords: Analysis, Penulisan, Invitation Letter

ABSTRAK

Salah satu keterampilan dalam pembelajaran bahasa inggris adalah menulis. Menulis memberikan gambaran apa yang ingin disampaikan seseorang kepada orang lain yang membacanya. Dalam menulis tentu ada aturan-aturan yang harus diikuti bagi si penulis agar orang bisa mengerti dari maksud tulisannya. Penelitian ini menggunakan metode kualitatif. Berdasarkan hasil penelitian 32 tulisan peserta didik menunjukan bahwa pada kategori sangat tinggi terdapat 10 peserta didik, pada kategori tinggi terdapat 21 peserta didik, pada kategori rendah terdapat 1 peserta didik. Serta tidak ada peserta didik yang ada pada kategori sedang dan sangat rendah. engan demikian penempatan generic structure dan spek kebahasaan dalam penulisan penelitian ini sudah sangat baik.

Kata Kunci: Analisis Penulisan, Surat Undangan

A. INTRODUCTION

One of the important skills in learning English is writing. According to Jack C. Richards, writing is the most difficult basic skill in English to learn. Writing functions as a means of conveying messages or information from the writer to the reader, providing a clear picture of what he wants to convey. However, in the writing process, there are various rules and regulations that the writer must follow so that the purpose of the writing can be well understood by the public. These rules include aspects such as grammar, sentence structure, and appropriate use of words, all of which are important to ensure that the

message conveyed is received clearly and effectively (Sukirman, 2020; Wibowo, et al, 2020; Sulyanti, et al , 2018).

Invitation letter is a type of letter used to invite a person or group of people to attend a certain event. This letter serves as a formal communication medium that conveys information about the time, place, and purpose of the event to be held. Invitation letters can be used in various contexts, such as formal events, business meetings, social events, and personal events. In writing an invitation letter, there are several elements that need to be considered, namely the return address, date, opening greeting, event information (including time, place, and purpose), and a polite closing (Kartono, 2018).

One important aspect of invitation letter writing is its ability to create a positive first impression. A well-written invitation letter not only informs, but also demonstrates professionalism and respect for the recipient (Smith, 2020). Therefore, invitation letter writing skills are important in an educational context. In social or personal occasions, the language style can be more relaxed, while still maintaining good communication etiquette. It is important to include clear and detailed information so that the recipient can understand the invitation well. The success of communication in an invitation letter relies heavily on the right choice of words and the systematic arrangement of information (Suhardi & Widodo, 2019).

According to Parker (2017), invitation letters have a very important role as a communication tool in formal contexts. This letter not only functions as a means of providing notification to the intended party, but also reflects the professionalism and politeness of the sender. By using an invitation letter, the sender shows respect and concern for the recipient, as well as maintaining etiquette in official communications. Invitation letters, as explained by Parker (2017), also have symbolic value in building a good relationship between the sender and recipient. In informal situations, the use of an invitation letter illustrates the seriousness, sincerity and honor of the event that will take place. Apart from that, this letter reflects the sender's ability to convey

information clearly and structured, paying attention to good and correct writing. Thus, an invitation letter is not just a notification tool, but also a means to strengthen a positive impression and familiarity in every interaction.

Looking at the current condition of students in writing, there are still many mistakes made, both intentional and unintentional. For example, when writing sentences, students often do not follow correct writing systematics, cannot use effective sentences, and tend to use capital letters without following the appropriate rules, or without complying with the correct General Guidelines for Indonesian Spelling (PUEBI). These mistakes are problems that must be addressed immediately by teachers, so that students do not continue to fall into wrong habits. As a professional teacher, it is important to try various learning strategies to correct these mistakes, so that students can understand and improve their writing according to correct rules (Petrias, 2022).In addition, the politeness theory developed by Brown and Levinson (1987) is also very relevant in the context of invitation letter writing. This theory suggests that in every communication interaction, it is important to maintain politeness and respect for the interlocutor. In writing invitation letters, politeness and respect for the recipient of the invitation must be reflected through polite word choice and proper grammar.

In writing an invitation letter, the linguistic aspects must be in accordance with PUEBI, namely the General Guidelines for Indonesian Spelling, including regulating the writing of capital letters (Kemdikbud, 2016). This means that writing at the beginning of sentences, geographical names, names of people, names of days, names of months, and abbreviations must pay attention to the use of capital letters. It is used in writing invitation letters. Therefore, the invitation letter made by students must consider the rules for writing capital letters.

The general structure of an informal invitation letter consists of three main parts, namely the invitation, the contents of the invitation, and the inviter. The first section, invitation, contains information about the type of invitation. Furthermore, the contents of the invitation contain important

details such as day, date, time, place and other information that the recipient of the invitation needs to know. This section aims to provide clear instructions about the events that will take place. Finally, the inviter section contains information about who is inviting, namely the person or party responsible for the event. With a clear and organized structure, an informal invitation letter can convey information effectively and make it easier for recipients to understand the details of the event they are invited to.

Informal invitation letters, even though they have a simpler structure than formal invitation letters, still require attention to the details conveyed so that communication objectives are achieved well. The invitation section of this letter serves to give a friendly and relaxed impression, in line with the less formal character of the event. The contents of the invitation must be prepared clearly, including the time, place and purpose of the event in full, so that the recipient of the invitation is not confused or misunderstood. In addition, the mention of the inviter is also important, because it shows who is inviting and provides context for the relationship between the inviter and the invitee. Even though it is informal, an informal invitation letter still prioritizes politeness and clarity so that communication between the inviter and the recipient of the invitation runs smoothly.

B. Methods

This research uses qualitative methods. According to Moleong (2005) qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc. This type of research is qualitative narrative. This type of research is qualitative narrative. The data sources were primary data. in collecting data, researchers used writing task sheets, writing sheets and assessment rubrics. The data analysis technique in this study used data analysis according to Miles and Huberman including data reduction, data presentation, conclusion/verification (Sugiyono 2019: 438).

C.RESULT AND DISCUSSION

RESULT

The placement of the structure of the invitation letter was analyzed

through four main descriptors. The first descriptor is the placement of the date and place, the second is the placement of the opening and closing greetings, the third is the placement of the contents of the letter, and the fourth is the placement of information about the person inviting and being invited. Of the 32 invitation letters written by students of class , shows good understanding in this aspect. However, the placement of information regarding the person inviting and the person being invited received the lowest score, namely 23, which indicates that students still need to pay attention to the layout and structure in conveying this information so that it complies with the rules for writing a correct invitation letter.

Linguistic aspects in writing invitation letters are analyzed through six main descriptors. The first descriptor is the use of capital letters at the beginning of sentences, the second is writing geographic names, the third is writing people's names, the fourth is writing names of days, the fifth is writing names of months, and the sixth is the use of abbreviations. Of the 32 written invitation letters from class namely 32, showing good understanding in this aspect. Writing the names of months also showed quite good results with a score of 30. However, writing abbreviations received the lowest score, namely 19, which indicates that students still need to pay more attention to accuracy in using abbreviations in accordance with language rules.

The graphic image of the recapitulation of the category of writing a birthday invitation letter for class V students to find out the number of students in each category, namely:

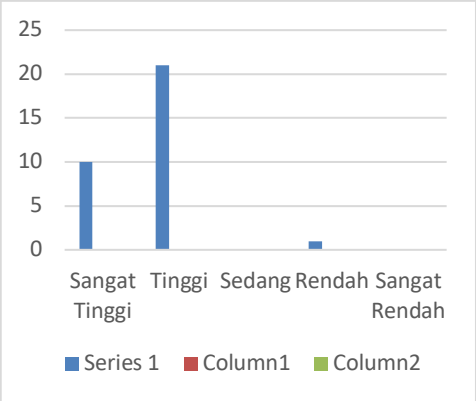


Figure: The data of Invitation Letter Writing Category

This section is the main part of the research findings and is usually the longest part of an article. The research findings presented in this section are “clean” results. In the subheadings of this section, there are detailed parts in the form of sub-topics without number format. In this article there are no subheadings such as “the research findings,” “the research methodology,” but the subheadings are in the form of topics and the direct discussion based on the research topic. As a result, the writers are free to make subheadings based on their research findings.

The research findings in the field are integrated/linked with the results of previous research or with existing theories. The interpretation of the findings is carried out using logic, related theories, and relevant research. For this purpose, there must be journal references from the relevant research consisting of a recommended 80% of all references made in the article.

DISCUSSION

Based on the results of the research conducted on 32 students' invitation letter writing, it can be concluded that the quality of students' writing varies in various assessment categories. Of the 32 students analyzed, there were 10 students who fell into the very high category in terms of their ability to write invitation letters. This category shows that these students are able to organize their writing well, with a clear structure, and the use of appropriate and effective language.

In addition, there are 21 students who are included in the high category, which shows that although the quality of their writing is quite good, there are still several aspects that need to be improved. One of them is accuracy in constructing sentences, which affects the fluency

and clarity of the message to be conveyed. Apart from that, it is also necessary to pay attention to the suitability of the language style to the context of the invitation letter so that the writing is more appropriate to the purpose and formal or informal nature of the letter. Improvements in these aspects will help students to produce writing that is more effective and in accordance with the rules that apply in writing invitation letters.

It is interesting to note that there was only one student who was classified in the low category, which indicates difficulty in compiling writing that meets the basic standards for writing an invitation letter, both in terms of structure and appropriate use of language. This shows that these students still face challenges in understanding the important elements in writing an invitation letter. On the other hand, there were no students in the medium or very low category, which means that the majority of students overall showed fairly good writing skills. Thus, it can be concluded that the majority of students are able to produce writing that meets the expected criteria, although there is still one student who needs improvement in certain aspect. These results indicate that most students already have sufficient ability to write invitation letters, although there is still room for improvement, especially for students in the high and low categories. This study provides a positive picture of the students' invitation letter writing ability, but also opens up opportunities to further improve their writing skills.

These result in line with Prabowo and Aji's (2020) research revealed that invitation letters written with a clear structure and using appropriate language can increase the likelihood of people we invite to attend and be actively involved in the activity. The author also emphasizes the importance of matching the language style to the audience being invited. Also according to Pratama (2021), a well-designed invitation letter serves not only as a notification, but also as a means to build closer relationships and collaboration between the school and the community.

It is important for teachers to not only identify errors in students' writing, but also provide constructive feedback so students can understand and correct their mistakes. Through a

patient and systematic approach, teachers can help students master correct writing techniques, such as constructing effective sentences, following proper writing rules, and using spelling that complies with PUEBI. In addition, by providing structured practice and providing opportunities for students to practice regularly, teachers can help students build better writing habits. This not only improves students' writing skills, but also forms a more thorough and disciplined mindset in composing writing that is in accordance with good and correct Indonesian language rules.

Based on the data above, it is obtained that the writing of invitaton letters of class XI students of SMKN 1 Rambah in data collection as many as 10 students are in the very high category and in the high category, namely 21 students. This shows that in general the students of class XI SMKN 1 Rambah are very good. This research can be used as an example or reference and is expected to help educators in finding students' difficulties when writing invitation letter text. This research is in line with Raihan (2022) about students ability in writing invitation letter it was found that in 81.07% in good categories.

E. CONCLUSION

Based on the results of research on the analysis of writing a birthday invitation letter, 32 invitation latter writing results were obtained by students of SMKN 1 Rambah. From the results of the research, it can be concluded that the researcher has successfully conducted a study and all the problem formulations in the research that have been carried out have been answered. In addition, the research objectives have been achieved and described based on the data from the analysis of students' writing through instruments that have been made by researchers. Thus, the placement of generic structure and linguistic spec in the writing of this research is very good.

REFERENCES

Jack C. Richards and Willy A. Renandya. (2002). Methodology in LanguageTeaching: An Anthology of Current Practice. Cambridge University Press, 303.

Ramesh, A. N., Kambhampati, C., Monson, J. R., & Drew, P. J. (2004). Artificial intelligence in medicine. Annals of the Royal College of Surgeons of England, 86(5), 334.

Sukirman, S. (2020). Tes Kemampuan Keterampilan Menulis dalam Pembelajaran Bahasa Indonesia di Sekolah. Jurnal Konsepsi, 9(2), 72-81.

Wibowo, D. C., Sutani, P., & Fitrianingrum, E. (2020). Penggunaan Media Gambar Seri Untuk Meningkatkan Kemampuan Menulis Karangan Narasi. Jurnal Studi Guru Dan Pembelajaran, 3(1), 51-57.

Sulyanti, E., Habazar, T., Husin, E. F., Nasir, N., & Dharma, A. (2018). Bahasa Indonesia. JPT: JURNAL PROTEKSI TANAMAN (JOURNAL OF PLANT PROTECTION), 2(2), 87-96.

Muhammad Raihan. “An analysis of students ability in writing invitation letter at second grade of SMKN 1Kampar Timur”. Sultan Syarif Kasim University. 2022.

Kartono, K. (2018). Komunikasi dan Penulisan Surat Undangan. Jakarta: Penerbit Media Siswa.

Smith, J. A. (2020). "The Role of Formal Invitations in Business Communication." International Journal of Business Communication, 38(1), 23-35.

Suhardi, T., & Widodo, H. (2019). "Penggunaan Invitation Letter dalam Konteks Pendidikan: Sebuah Studi Kasus." Jurnal Pendidikan Bahasa dan Sastra, 5(2), 45-58.

Brown, P., & Levinson, S. C. (1987). Politeness: Some Universals in Language Usage. Cambridge: Cambridge University Press.

Barnlund, D. C. (2008). Communication in a Global Village: The Communication Process and Its Impact. Belmont: Wadsworth Publishing.

Pratama, A. (2021). Peran Surat Undangan dalam Meningkatkan Kolaborasi Antara Sekolah dan Komunitas. Jurnal Pendidikan dan Masyarakat, 12(1), 98-111.

Prabowo, B., & Aji, M. (2020). Efektivitas Penulisan Surat Undangan dalam Meningkatkan Partisipasi Peserta dalam Kegiatan Pendidikan. Jurnal Pendidikan dan Pengembangan, 7(4), 105-118