

**AN ANALYSIS ON THE SECOND GRADE STUDENTS' ABILITY IN
WRITING SHORT FUNCTIONAL TEXT IN THE FORM OF INFORMAL
INVITATION LETTER AT SMPN 1 VII KOTO SUNGAI SARIK
KABUPATEN PADANG PARIAMAN**

Nasifa¹, Ernati², Lisa Tavriyanti²

¹The Student of English Department, the Faculty of Teacher Training and Education of Bung
Hatta University

E-mail : pingnasifa@yahoo.com

²The Lecturers of English Department, the Faculty of Teacher Training and Education of
Bung Hatta University

Abstract

The purpose of this research was to describe the second grade students' ability in writing informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman. In this research, the population was the second grade students of SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman. The number of the population was 286 students. It was divided into eight classes, VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, VIII.8. Class VIII.1 was as sample. The size of sample was 33 students. The researcher used cluster random sampling technique to get representative sample. The instrumentation used to get the data was writing test in the form of writing informal invitation letter. The researcher gave writing test to the sample for 60 minutes. To know the reliability of the test, the researcher used Pearson Product Moment formula. It was found that the reliability of the test was .95; and it was categorized as very high correlation (see Appendix 4). The result of this research showed that there were 7 students (21.21%) had high ability, 20 students (60.61%) had moderate ability, and 6 students (18.18%) had low ability. The finding of this research leads the researcher to conclude that the second grade students of SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman had moderate ability in writing informal invitation letter.

Key words: writing, short functional text, invitation

A. Introduction

English is an important language in daily life. Various knowledge and information are written in English, so that people should have understanding of English usage in order that they can access those knowledge and information well. In addition, English is a means of communication to interact with people in

various countries in the world. Those things are being reasons for Indonesian government to establish English subject in curriculum for level of education from junior high school until university level.

Nowadays, many people have known how English is important to be learned. In learning English, learners are hoped to learn the four language skills.

They are listening, speaking, reading, and, writing.

In competency standard and basic competency (SKKD), junior high school students must be able to write some short functional texts. There are some kinds of short functional texts, such as notice, invitation, announcement, short message, label, personal letter, advertisement and brochure. Each of the texts has function. For invitation, it is made when someone is asked to go to an event. The purpose of the invitation is to invite someone to go to an event (lesson plan of English teacher, 2013).

In curriculum of junior high school, the second grade students of junior high school have learned invitation. The researcher thought that second grade students have understood that invitation. The researcher wanted to know the ability of the second grade students in writing the short functional text type of invitation with good organization.

In fact, based on the researcher's informal interview with the English teacher at SMPN 1 VII Koto Sungai Sarik on June 17th, 2014 at 11.00 a.m, the teacher said that many of her students were confused of writing informal invitation letter with good organization.

SMPN 1 VII Koto Sungai Sarik is one of junior high schools which is located in regency of Padang Pariaman and far from city center of Pariaman. There is not English course found at VII Koto Sungai Sarik Kabupaten Padang Pariaman. The students learn English only at the school. In addition, there is no one researcher who is interested in conducting a research at SMPN 1 VII Koto Sungai Sarik. Therefore, the researcher was motivated to conduct a research entitled: “ An Analysis on the Second Grade Students' Ability in Writing Short Functional Text in the Form of Informal Invitation Letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman”.

B. Research Method

This research was a kind of descriptive research design. The function of the design is to describe some problems and issues. Gay, *et al* (2006:159) assert that descriptive method is useful for investigating a variety of educational problems and issues. The researcher used the descriptive research design to describe the ability of the second grade students at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman in writing informal invitation letter.

Gay, *et al* (2006:116) state that population is the group to which a

researcher would like the results of a study to be generalizable. The population of this research was the second grade students at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman, in the academic year 2013/2014. The researcher chose the second grade students because they have learned short functional text in the form of informal invitation letter. The number of the populations was 286 students and they were divided into eight classes.

The researcher used cluster random sampling technique in selecting the sample. There were three reasons. First, the members of the population were too large, that was 286 students. Gay, *et al* (2006:106) state that cluster random sampling is more convenient when the population is very large or spread out over a wide geographic area. Second, all the members of the population were distributed into group or classes and the researcher selected them randomly. Gay, *et al* (2006:116) state that cluster random sampling is sampling in which groups, not individuals, are randomly selected. Third, the members of the population had same characteristics, such as the same syllabus, the same materials, and the same time allocation. Gay, *et al* (2006:106) add that in cluster random sampling, all the members of selected groups have similar characteristics.

The instrument of this research was writing test. The test was used to collect data of the students' ability in case of organization of informal invitation letter; salutation, contents (the message), complimentary close, and sender's name. The researcher asked the students to write informal invitation letter in 60 minutes. The researcher provided some alternative topics. The students could choose freely one of the topics given.

The result of the test analysis would be data for her research. The test which is given must be valid and reliable. Brown and Abeywickrama (2010:30) state that a valid test measures exactly what it proposes to measure. Arikunto (2013:73) asserts that a test is valid if the test can measure what it proposes to measure. To see the validity of the test, the researcher analyzed content validity. Arikunto (2013:82) states that one of the types of test validity is content validity. The test is valid if it fixes with the material that has been given to the students and it is based on the syllabus and teaching material. The researcher constructed the test based on syllabus and teaching material.

Gay, *et al* (2006:153) state that reliability is the degree to which a test consistently measures whatever it measures. To find out the reability of the

test, the researcher used inter - rater technique by using two scorers. It was used to minimize subjectively between two scorers. It means that there were two writing scores to analyze. The first scorer was the researcher. The second scorer was Olga Nanda Nofriza because she was good at writing subject.

To calculate the coefficient correlation of the two scores or to see the reability of the test, the researcher used Pearson Product Moment Formula (Arikunto, 2013:87) as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[(N \sum X^2) - (\sum X)^2][(N \sum Y^2) - (\sum Y)^2]}}$$

The researcher collected the data through writing test of informal invitation letter. The procedures of collecting data were as follow:

1. The researcher gave writing test of informal invitation letter to the students.
2. The researcher gave direction to the students to do the test clearly.
3. The researcher collected the students' answer sheets.
4. The researcher copied the students' answer sheets. The original one was for the researcher. The copy was for the second scorer.

5. The researcher and the second scorer checked the students' answer sheets one by one.

The researcher and the second scorer gave score based on the criteria that was modified from Heaton

The researcher analyzed the data by using the procedures as Arikunto (2013:299) suggests below:

1. The researcher presented the raw score of each sample.
2. The researcher calculated the average score from two scorers by using the following formula:

Student's average score =

$$\frac{\text{score from scorer 1} + \text{score from scorer 2}}{2}$$

3. The researcher calculated mean (M) by using the following formula:

$$M = \frac{\sum X}{N}$$

Where :

M = mean

$\sum X$ = average score from the first scorer and the second scorer

N = number of the sample

4. The researcher calculated Standard Deviation (SD) by using the following formula:

$$SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

Where :

SD = standard deviation

$\sum X^2$ = the total of X^2

N = number of students

$\sum X$ = total of students' score
average

5. The researcher classified the students' ability into high, moderate, or low ability based on the following categories (Arikunto, 2013:299).

- $>M + SD$ = high
- $M - SD = > M + SD$ = moderate
- $< M - SD$ = low

6. The researcher calculated the percentage of the students who have high, moderate, or low ability by using the following formula :

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

Where :

P = percentage of students who
get each score

F = the number of students who
get high, moderate, or low
ability

N = the number of students

C. Findings and Discussions

• Findings

Students' Ability in Writing Informal
Invitation Letter

The result showed that 7 students (21.21%) had high ability, 20 students (60.61%) had moderate ability, and 6 students (18.18%) had low ability. It means that ability of the second grade students in writing informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was moderate. See the Table below:

The Classification of Students' Ability in Writing Informal Invitation Letter

Quality	Number of Students	The Percentage of the Students' Ability
High	7	21.21%
Moderate	20	60.61%
Low	6	18.18%
Total	33	100%

1. Students' Ability in Writing Salutation of Informal Invitation Letter

The result showed that 13 students (39.39%) had high ability, 17 students (51.52%) had moderate ability, and 3 students (9.09%) had low ability. It means that ability of the second grade students in writing salutation of informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was moderate. See the Table below:

The Classification of Students' Ability in Writing Salutation of Informal Invitation Letter

Quality	Number of Students	The Percentage of the Students' Ability
High	13	39.39%
Moderate	17	51.52%
Low	3	9.09%
Total	33	100%

2. Students' Ability in Writing Contents of Informal Invitation Letter

The result of this calculation showed that 13 students (39.39%) had high ability, 14 students (42.43%) had moderate ability, and 6 students (18.18%) had low ability. It means that ability of the second

grade students in writing contents of informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was moderate. See the Table below:

The Classification of Students' Ability in Writing Contents of Informal Invitation Letter

Quality	Number of Students	The Percentage of the Students' Ability
High	13	39.39%
Moderate	14	42.43%
Low	6	18.18%
Total	33	100%

3. Students' Ability in Writing Complimentary Close of Informal Invitation Letter

The result of this calculation showed that 9 students (27.27%) had high ability, 14 students (42.43%) had moderate ability, and 10 students (30.30%) had low ability. From the calculation of this result, it could be seen that the ability of the second grade students in writing complimentary close of informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was moderate. See the Table below:

The Classification of Students' Ability in Writing Complimentary Close of Informal Invitation Letter

Quality	Number of Students	The Percentage of the Students' Ability
High	9	27.27%
Moderate	14	42.43%
Low	10	30.30%
Total	33	100%

4. Students' Ability in Writing Sender's Name of Informal Invitation Letter

The result of this calculation showed that 9 students (27.27%) had high ability, 17 students (51.52%) had moderate ability, and 7 students (21.21%) had low ability. From the calculation of the result, it could be seen that the ability of the second grade students in writing sender's name of informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was moderate. See the Table below:

The Classification of Students' Ability in Writing Sender's Name of Informal Invitation Letter

Quality	Number of Students	The Percentage of the Students' Ability
High	9	27.27%
Moderate	17	51.52%
Low	7	21.21%
Total	33	100%

5. Students' Ability in Using Language Feature/Grammar in Writing Sentence of Informal Invitation Letter

The result of this calculation showed that 7 students (21.21%) had high ability, 19 students (57.58%) had moderate ability, 7 students (21.21%) had low ability. From the calculation of the result, it could be seen that the ability of the second grade students in using grammar/language feature in writing sentence of informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was moderate. See the Table below:

The Classification of Students' Ability in Using Language Feature/Grammar in Writing Sentence of Informal Invitation Letter

Quality	Number of Students	The Percentage of the Students' Ability
High	7	21.21%
Moderate	19	57.58%
Low	7	21.21%
Total	33	100%

6. Students' Ability in Using Vocabulary in Writing Sentence of Informal Invitation Letter

The result of this calculation showed that 6 students (18.18%) had high ability, 24 students (72.73%) had moderate ability, and 3 students (9.09%) had low ability. From the calculation of the result, it could be seen that the ability of the second grade students in using vocabulary in writing sentence of informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was moderate. See the Table below:

The Classification of Students' Ability in Using Vocabulary in Writing Sentence of Informal Invitation Letter

Quality	Number of Students	The Percentage of the Students' Ability
High	6	18.18%
Moderate	24	72.73%
Low	3	9.09%
Total	33	100%

7. Students' Ability in Using Mechanics in Writing Sentence of Informal Invitation Letter

The result of this calculation showed that 5 students (15.15%) had high ability, 24 students (72.73%) had moderate ability, and 4 students (12.12%) had low ability. From the calculation of the result, it could be seen that the ability of the second grade students in using mechanic in writing sentence of informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was moderate. See the Table below:

The Classification of Students' Ability in Using Mechanics in Writing Sentence of Informal Invitation Letter

Quality	Number of Students	The Percentage of the Students' Ability
High	5	15.15%
Moderate	24	72.73%
Low	4	12.12%
Total	33	100%

• Discussions

Based on the result of the study, in general, the students' ability in writing informal invitation letter was moderate. There were seven aspects that the researcher analyzed on the students' ability in writing informal invitation letter: their ability in writing salutation, their ability in writing contents, their ability in writing complimentary close, their ability in writing sender's name, their ability in using language feature/grammar in writing sentence of informal invitation letter, their ability in using vocabulary in writing sentence of informal invitation letter, their ability in using mechanics in writing sentence of informal invitation letter.

Based on the students' answer sheet about the informal invitation letter, in writing salutation the students did not focus on the first name of the recipient. More students wrote complete name of the recipient. In writing contents, the students did not focus on the name of event, time and date, and place. In writing complimentary close, the students did not focus on the complimentary close for informal invitation letter. The students used inappropriate complimentary close of informal invitation letter. In writing sender's name, the students did not focus on the first name of the sender. In using language feature/grammar in writing the sentence of the informal invitation letter, the students did not focus on simple present tense and the students often forgot to use pronoun, preposition, and article even they did not use appropriate preposition and arrange words of invitation well. In using vocabulary in writing the sentence of the informal invitation letter, the students did not choose appropriate words to deliver their idea in informal invitation letter. In using mechanics in writing sentence of informal invitation letter. Most of the students often forgot to write the correct spelling, use appropriate punctuation, and use capital letter.

D. Conclusions

In general, the finding of this research can be concluded that the second grade students' ability in writing short functional text in the form of informal invitation letter at SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman was moderate. This conclusion was supported by the fact that there were 20 students (60.61%) who had moderate ability in writing informal invitation letter.

In specific, the conclusion can be seen as follow;

1. The second grade students' ability in writing salutation of informal invitation letter was moderate. It was supported by the fact that there were 13 students (39.39%) got high ability, 17 students (51.52%) got moderate ability, and 3 students (9.09%) got low ability.
2. The second grade students' ability in writing contents of informal invitation letter was moderate. It was supported by the fact that there were 13 students (39.39%) got high ability, 14 students (42.43%) got moderate ability, and 6 students (18.18%) got low ability.
3. The second grade students' ability in writing complimentary close of informal invitation letter was moderate. It was supported by the fact that there were 9 students (27.27%) got high ability, 14 students (42.43%) got moderate ability, and 10 students (30.30%) got low ability.
4. The second grade students' ability in writing sender's name of informal invitation letter was moderate. It was supported by the fact that there were 9 students (27.27%) got high ability, 17 students (51.52%) got moderate ability, and 7 students (21.21%) got low ability.
5. The second grade students' ability in using language feature/grammar in writing sentence of informal invitation letter was moderate. It was supported by the fact that there were 7 students (21.21%) got high ability, 19 students (57.58%) got moderate ability, and 7 students (21.21%) got low ability.
6. The second grade students' ability in using vocabulary in writing sentence of informal invitation letter was moderate. It was supported by the fact that there were 6 students (18.18%) got high ability, 24 students (72.73%) got moderate ability, and 3 students (9.09%) got low ability.
7. The second grade students' ability in using mechanics in writing sentence of informal invitation letter was moderate. It was supported by the fact that there

were 5 students (15.15%) got high ability, 24 students (72.73%) got moderate ability, and 4 students (12.12%) got low ability.

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