

**AN ANALYSIS DIFFICULTIES OF STUDENTS EIGHT GRADE IN  
WRITING INVITATION LETTER AT JUNIOR HIGH SCHOOL 2  
BENGKULU CITY**

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**ABSTRACT**

The purpose of this research is to determine students' difficulties in writing invitation letters. This research was conducted at SMP Negeri 2 Bengkulu City. This research is motivated by the fact that there are still many students who experience difficulties in writing invitation letters. This research was conducted in class VIII G of SMP Negeri 2 Bengkulu City. This research is descriptive research using quantitative methods. Data collection instrument tests, data analysis techniques; data classification, checking data validity, calculating results (values), and data description. The population is students from Negeri 2 Bengkulu City. The sample in this study amounted to 34 students. Based on the results of the research conducted, researchers found that the ability to write invitation letters for class VIII G students of SMP Negeri 2 Bengkulu City was in the high category: (1) students' ability to write invitation letters was sufficient (46%). (2) Students' ability to write greetings in invitation letters is high (75%). (3) Students' ability to write the contents of an invitation letter is high (61%). (4) Students' ability to write a closing invitation letter is high (72%). (5) Students' ability to write signatures is high (63%). Based on student test results, researchers stated that difficulties in writing invitation letters were caused by not understanding the format and structure of invitation letters, lack of writing skills, lack of vocabulary, not mastering grammar and avoidance of vocabulary. Identifying these causes can help teachers and students work together to overcome difficulties and improve invitation letter writing skills. With proper guidance and practice, students can develop their ability to compose invitation letters effectively.

**Keywords:** Analysis, Difficulties Of Students, Writing, Invitation Letter.

**INTRODUCTION**

Entering the era of globalization, Indonesia has become a melting pot of people from various countries with different linguistic and cultural backgrounds. However, there are still several weaknesses in Indonesia's human resources, especially low mastery of foreign languages. Language is a means of human communication in the world. Language is a system of symbols in the form of sounds, arbitrary in nature, used by people to speak, collaborate, communicate, and to identify themselves (Keraf & Chaer, 2006: 1). English is the first international language used to communicate in various aspects of life; education, economics, politics, culture in the international scope (Munadzdzofah, 2018). Language plays a very important role in everyday life, to communicate ideas to other people. Language skills are the basic material for everyone to express themselves starting from the feelings, desires, opinions and needs of each individual. The more languages a person knows, the easier it is for him to communicate. Understanding of English must be strengthened in students as it has become an international language. Learning English is much more difficult than Indonesian, apart from understanding the meaning of the language itself, students must also be able to write and pronounce words in English according to the English pronunciation itself. This complexity sometimes makes students or children learn English. not enough. English is a language that has been designated as a world language. So by being able to speak English we can easily

communicate with other people throughout the world. Indonesia itself has implemented learning English as a graduation standard from elementary school to college. Considering the importance of having the ability to speak English, from now on the younger generation must be strengthened in English to be able to compete at the national and even international levels (Susanthi, 2020).

Writing is one of the skills that students can gain while studying English. Writing shows someone ideas in written form and that is explanation supported by Nurbaeti (2020), says that writing is a skill and activity of thinking which it is expressed into written in a communicative written language. It also means that writing is used for communicating one's idea in a written form to the reader. People can tell expression and their thought to others through written form such as letter, messages, or invitation for any business. Husna (2013) writing is a thinking process, a transaction with words followed by a physical act. That is involves producing language rather than receiving it, takes practice to connect and make communication between the writer and the reader.

Furthermore, Meyers (2005) states that writing is a process of discovering, organizing, and putting ideas on paper, reshaping, and revising it. In the theory, writing is defined as a process of doing something dealing with problem and difficulty in discovering interesting ideas, organizing and putting them on paper that is appropriate with the writing project. Then, the writing skill product should be reshaped and revised to make it better and understandable by the reader. Moreover, according to Oshima and Ann (2007) writing is defined as some steps of action that involved thinking of ideas, transferring them into words, and reviewing until satisfied that the writing expresses exactly what the writer wants to say to the reader. In this definition, Oshima and Ann have opinion that writing as a continuation action involved thinking and transferring ideas into words and reviewing them to make it satisfied to be read and express writer ideas exactly. Based on those definitions, the researcher concludes that writing is some steps of mental action of inventing, organizing, reviewing, editing and revising ideas into words by writer own style with specific purpose to be clear for the reader until the writer satisfied that his writing expresses exactly what he want to say (Autila, 2017). The term of writing skill is really important in order to boundary how far the writing ability can be categorized as the skill. According to Brown (2001) writing skill is an ability to write naturally, coherently, grammatically, fluently, authentically and purposively. In this definition, Brown states that writing skill as an ability of writer to write with fluent, as natural as possible with the accuracy of grammar, the coherent and authentic ideas and has clear purpose of writing and reader in mind. Moreover, Hedge (2007) defines writing skill as an ability in using some strategies to manage the writing process. In this definition, Hedge states that the writing strategies are number of activities such as planning goals, generating ideas, organizing information, selecting appropriate word, making a draft, reviewing, editing and revising it.

Writing is one basic language skill that is important to be learnt besides reading, speaking and listening in language learning. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, or diction and cultural understanding of the target language. According to Nunan (2003) Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader. Writing seems to be less considered by the students as it is very complicated language skill which requires high ability to express ideas, thoughts and feeling to produce good written text. It is also supported by Richard and Renandya (2002) who state that writing is the most difficult skill for foreign language learners. The difficulty is not only in generating and organizing ideas but also translating these ideas into readable text. Based on the statements above, writing is one of productive skill that should mastered by the students in order to give

information to reader. To master the writing skill, the students should develop their skill in writing. A good writing pass through many processes, and in a good writing is not only focus in readable text but also needs an accurate use of grammar and a good vocabulary and in the end of the process of writing, the writer has to do revision to reach a good quality of writing.

Writing is an activity of expressing thoughts or feelings (Muchtar et al., 2020). In line with what Athaini said, writing is also a thinking process to express thoughts in the form of discourse (an essay) (Athaini, 2021). Another thing stated by Anwar is that writing is a work of creating ideas, expressing thoughts and organizing them into good sentences or paragraphs (Anwar et al., 2003). On the other hand, composing or writing is a literary activity that is expressed spontaneously by using imagination as an aid to the mind (Situmorang, 2019). Writing skills can be applied when writing essays, news, blogs, poetry or letters. Of the several examples that will be used by researchers, namely the skill of writing invitation letters or invitation cards (Pramukti, 2023). An invitation card is a short functional text. Meanwhile, written invitation cards are cards written to invite someone to come to a certain event (Chandra & Lismay, 2022). An invitation letter is a letter issued by a person or organization with the aim of inviting someone to attend an event or activity (Astria et al., 2023).

Studying formal writing is helpful to writers than simply discussing grammatical construction and applied it in context. Especially by mastering short functional text, the students are able to make a good writing. In this case, researcher focus on one text, it is also important to the students in learning English. In writing process, students need to concentrate on ideas. Writing is a language skills which is important in our life. Students can explain others by writing, carry out transaction, persuade, and tell what students feel. It is one of four basic skills that are very complex and difficult to learn. The researcher want to know of students' skill in writing invitation letters, because not all of students can write effectively. The purpose of this research is to determine students' difficulties in writing invitation letters. This research was conducted at SMP Negeri 2 Bengkulu City.

## **METHODS**

This research is descriptive research with a quantitative approach. Descriptive statistics were employed to summarize and describe the sample data (Azadi, et al., 2018). Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. The word "existing phenomena" makes descriptive research contrary to experiment research which observes not only the existing phenomena, but also the phenomena after a certain period of treatment. The phenomena observed in descriptive research are already available. What is necessary for a researcher to do is collecting the available data through the use of research instruments such as test, questionnaire, interview, or even observation. The main goal of descriptive research is to describe systematically the existing phenomena under the study. Descriptive research covers some subtypes of research methods such as survey, correlation study, qualitative study, or content analysis. These subtypes are different not in the data availability, but in their procedures of data collection and/or analysis (Atmowardoyo, 2018). Sample selection used the total sampling method. The sampling technique, namely total sampling, is taking the entire population as a sample, so the sample in this study was all students in class VIII G of SMP Negeri 2 Bengkulu City. Data is taken from students' scores in the speaking test. In analyzing the data, the Mean (M) and percentage (P) calculation is used to measure the students' ability in conversation. Then, the research analyzed students' scores to know how much students got the high, enough, and low ability especially for students who experience difficulty in writing invitation letter.

## FINDING

The findings of this study, in writing test, the test were divided into five parts and the researcher asked the students to make the heading, salutation, the body, closing, and signature based on their abilities. The results of the research are as follows:

Table 1. Percentage of Each Indicators in Writing Invitation Letters

No	Indicators in Writing Invitation Letters	Percentage (correct)	Percentage (fault)
1	Heading	46%	54%
2	Salutation	75%	25%
3	The Body	61%	39%
4	Closing	72%	28%
5	Signature	63%	37%

The first indicator of heading, heading tell readers when and where you wrote the letter. The where should be the write's complete address and when which informs the date of making the letter. According to the table 1 above, there were 46% students correct. However, there were (54%) students who could not write the title because they forgot to include the indicator their invitation letter.

The second indicator of salutation or greeting, it means that the writer's relation with the reader will define this section and also needed for all types of letters. Based on the table 1 above almost of the students could write the salutation, (75%) students correct. However (25%) could not write the salutation and did not get the score.

The third indicator in the body, indicates the type of letter you are writing and will determine the type of letter. There appears to be a date, time, and location to guide guests who are invited to the event or ceremony. It can be seen from table 3 above that 61% of students can write this indicator perfectly, and there are 39% who cannot write the body of the letter correctly and precisely.

The fourth of closing, the first word is capitalized. There are some closing expression such as Sincerely, Sincerely Yours, Very Truly Yours, Yours Truly, Yours Respectfully. Based on table 1 above, 72% of students were correct and 28% of students could not write the closing indicators. There are still students who experience difficulties when writing the closing part of the invitation letter.

The last indicator of signature, it means the sender's name should be written in invitation letter as a proof or identity. From the table above there were (63%) students correct because they wrote the signature and there were (37%) students could not write which made them not get the score. This indicator shows that there are still students who experience difficulties when writing their signature when writing an invitation letter.

## DISCUSSIONS

According to Ali in Faramarzi (2015) an invitation is commemorative social action having the function of informing and requesting the presence or participation. It seems that there is an information of the event to be held in a specific time, place, and to call them to participate in that occasion by their presence. It shows, the main purpose of invitation letters is to invite or persuade someone to be attended at certain events. There are some indicators in invitation letter that are divided into six parts: 1) The Heading: this part shows the reader when and where you wrote the letter. The where gives the reader an address to which they can respond, and the when gives the reader the date you wrote, 2) Salutation or Greeting: this part will be determined by the writer's relationship to the person to whom he or she is writing it will be addressed as Dear Sir, Gentlemen, etc. Dear is strictly formal, and it is merely a respectful expression that does not immediately imply any special affection, 3) The Body of letter: the letter which you

write it will be determined by the type of letter you are writing. Also there are date, time, place to guide the guest who are inviting to the ceremony or event, 4) The Subscription or Courteous Leave-taking (Closing): various leave-taking forms are used in various types of letters, and these will be listed under their respective headings. The subscription, or leave-taking term, must be written below the letter's final words, with the first word beginning with a capital letter and 5) The Signature of Name of the Writer: The signature should be comprehensible that makes the reader knows to whom to give an answer (Ruqayyah, 2015).

One of the most important basic skills in English language learning is writing. It is proven by Robert Todd Carroll, the most important invention in human history is writing (Hindasah, 2018): 1 This skill provides a relatively permanent record of arguments, explanations, theories, and so on. Moreover, writing is a tool to transfer ideas to someone else and one way to reveal the idea, thoughts, and feelings in writing form through message and letter. 2 Facing this fact, most of students at high school are not aware of the importance of writing skills evidently, it can be the important role in life because it is used as alternative way for communication besides speaking. Harmer believes that writing produced in many different forms, so it can be used for a wide variety of purposes. 3 As stated before, writing is very important to learn and students must master in writing. A good writing brings many benefits. First, writing is a good way to develop their ability using vocabulary and grammar. Second, writing is an essential tool to support the other skills. Third, writing is a way to approach modern information technology as well as human knowledge. Based on those benefits, it can be said that writing skill is the best supportive tool for students.

## CONCLUSION

This research is an analysis of students' difficulties in writing invitation letters in class VIII G of SMP Negeri 2 Bengkulu City. Researchers conducted a writing test to measure students' ability to write invitation letters. Students are asked to make an invitation letter based on the topic given by the researcher. Based on the previous discussion, the researcher concluded that the difficulty in writing invitation letters for class VIII G students of SMP Negeri 2 Bengkulu City was that the first indicator was heading with a percentage of 46% of students correct, the second indicator was greeting or greeting 75% of students were correct, the third indicator was the content of 61% of students correct, the fourth closing 72% of students are correct and the final indicator is signature 63% of students are correct.

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