ADMISSION

A thesis entitled "AN ANALYSIS OF STUDENTS' ABILITY IN WRITING BUSINESS LETTER AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMK AL-HUDA JATI AGUNG LAMPUONG SELATAN IN THE ACADEMIC YEAR OF 2016/2017" By: SISILIA AGH, NPM: 1211040170

Study Program English Education was tested and defended in the examination session held on Thursday, October 20, 2016.

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AN ANALYSIS OF STUDENTS’ ABILITY
IN WRITING BUSINESS LETTER AT THE FIRST SEMESTER
OF THE ELEVENTH GRADE OF SMK AL-HUDA
JATI AGUNG LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2016/2017

By
SISILIA AGIL

ABSTRACT

Writing is generally regarded as the most difficult of four skills. Based on interview to the English teacher, the writing skill of some students at the eleventh grade especially class XI Farmasi of SMK Al-Huda Jati Agung Lampung Selatan needs to be increased. The writer found that there were some students who got difficulties in writing, especially business letter. The students also had difficulty developing generic structure of business letter. The objective of the research was to know students’ ability in writing business letter at the first semester of the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2016/2017.

The research methodology used in this research was descriptive qualitative research. This research was conducted at SMK Al-Huda Jati Agung Lampung Selatan. The research subject of this research was the students of the second semester at the eleventh grade consisted of 135 students, the sample was XI Farmasi which is chosen based on the lowest score. In this research the writer used three data collecting technique they are test, questionnaire, and interview.

Research finding has shown that there were a lot of students’ who have very poor score classification. It was found the highest frequency score classification of the students’ ability in content is very poor score classification 34.3%. In addition, the writer found the problem faced by the students in writing business letter there were 57.1% students had problem with punctuation, 62.9% students had difficulties in writing business letter, and 85.7% students thought that if we have learning a business letter it can be useful in the future. Based on the result of interview, the teacher stated that they must explain and give the students more practice about writing business letter to solve the problems in writing business letter.

Key words: Business Letter of Inquiry, Descriptive Qualitative Research, Writing.
DECLARATION

I hereby state that this thesis entitled: An Analysis of Students’ Ability in Writing Business Letter at the Second Semester of the Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2015/2016. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung, October 2016

Declared by,

SISILIA AGIL
DEDICATION

This thesis is dedicated to:

1. My beloved Father and Mother, Mr. Supar Hengki Lawendatu and Mrs. Tinem Kartina, who always pray for my success. Thanks for motivation and support that given to me. I love you forever.

2. My beloved brother, Helmi Iskandar and all my families who always support me.

MOTTO

Surat Al-Qalam : 1

CURRICULUM VITAE

The writer’s name is Sisilia Agil. She was born on August 23, 1994 in Bandar Lampung. She is the second child out of four children of couple Mr. Supar Hengki Lawendatu and Mrs. Tinem Kartina. She has one brother. He is Helmi Iskandar.

The writer began her study at Raudhatul Athfal (RA) Aji Daya Bandar Lampung. Then, she continued her study at SD N 1 Labuhan Ratu and graduated in 2006. She continued her study in Junior High School at Al-Azhar 3 Bandar Lampung and graduated in 2009. She continued her study in Senior High School at Al-Azhar 3 Bandar Lampung and finished in 2012. In the same year, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies of Raden Intan Lampung.
ACKNOWLEDGEMENT

Praise be to Allah, the almighty God, the Most Mercifull and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad Peace Be Upon Him (PBUH) , with his family and followers. This thesis entitled “An Analysis of Students’ Ability in Writing Business Letter at the First Semester of the Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2016/2017” is submitted as a compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies (IAIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank :

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.

2. Meisuri, M.Pd, the chairperson of English Education Study Program of IAIN Raden Intan Lampung.

3. Prof. Dr. Idham Kholid, M.Ag, the advisor who has spent countless days to give correcting this thesis for its betterment.
4. Dewi Kurniawati, M.Pd, the co-advisor, who has always patiently guided, helped and countless time that has given to the writer to finish this thesis.

5. The English Department Lecturers in IAIN Raden Intan Lampung.

6. The headmaster of SMK Al-Huda Jati Agung Lampung Selatan, the teacher and the students of the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan.

7. My beloved friends Anas Safitri, S.Pd, Riska Elvita S.Pd, Resi Ardila S.Pd, Dyah Purnama Putri, Lilis Pristiani, Bella Maida Putri, Istiqomah, Emilia Nandasari, Ina Roziati, Annisa Fadillah, S.Pd, Silvia Indrawaty Widita, S.Pd, and Amelya Herda Losari S.Pd who always help the writer and cheer me up when I am down. I love you guys.

8. The last writer would like also to say thanks to E Class of English Study Program 2012, thanks for the best time and the best moment.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer sincerely welcomes criticisms and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, October 2016
Declared by,

SISILIA AGIL
AN ANALYSIS OF STUDENTS’ ABILITY IN WRITING BUSINESS LETTER AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMK AL-HUDA JATI AGUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2016/2017

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

SISILIA AGIL
NPM: 1211040170

Study Program: English Education

Advisor : Prof. Dr. Idham Kholid, M.Ag
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TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2016
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a dynamic process of pattern formation by which humans use linguistic forms to make meaning in context-appropriate ways.\(^1\) It means that language is the most important tool in human life for communication. Without language people cannot communicate with each other and express their ideas, thought, opinion and feeling. People will find difficulties in communicating with others, from different countries because they do not have same language in order to keep in touch among other. With language people can express what their think and feel when communicating with other people.

Language is a social construct as much as it is a mental ability. It is important for students to be just as aware of this in a foreign or second language as they are in their own.\(^2\) Description of language has so far taken in grammar, vocabulary, and language

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use (translated by applied linguistic into a study of language function and the appropriate use of language in different situation).

English as studied by people who live in places where English is not the first language of the people who live in the country. English is the first foreign language that is taught to all students in Indonesia in every level of education such as elementary school, junior high school, senior high school and university. Nowadays, English has become more and more important in all sides of life, such as education, economic, and business. English is also as the language of science and knowledge. People can find many books written in English. There are four main skills in learning English. They are listening, speaking, reading and writing.

All of the skills in English are so important. They are applied for getting the ability of how to use English as a communication. The writer just wants to focus on one skill, it is writing. The troubles that make writing difficult are how to establish an attention-grabbing first sentence, find interesting stuff, and inspire about any ideas something fantastic comes out. Writing is one of language skills, which is very important for the students to learn since it is one of the productive skills that are frequently used to convey the idea (to communicate with other) besides speaking.

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Writing is one of the most important and valued skills in the business world. The introduction and development of electronic communications has increased the need for written correspondence. More so than ever before, there is a requirement to ensure clarity and effectiveness in the written message. This include when some people want to apply a business which is happened by using a letter between two persons, then a correspondence activity is happened. Correspondence which is happened in the world trading called a business letter. Richards and Renandya state that writing is a means of communication when the students can not express with speech. Therefore, writing is one of activities for the students to express their ideas and feeling in form of written language. From the statement above the writer concludes that writing is the way to communication with the other when they can not express their ideas with speech, so they write the letter to communicate with the other people.

A business letter is a formal communication between people or companies and it is written to conduct some sort of business. Every person within an organization is in customer relations, so writing an effective business letter is an important skill for every employee, manager and business owner. Drucker, the father of the science of office management says, as soon as you take one step up the career ladder your effectiveness depends on your ability to communicate your thoughts in writing and in

---


speaking. Business letters can be challenging to write, because you have to consider how to get your reader’s attention. Getting the reader's attention is a tough job. If your letter is long-winded, pompous, or says nothing of interest, you will lose the reader. From the statement above the writer conclude that business letter is the way to communication with the people or companies to get information.

In learning English, of course mastering writing is very important but the fact most of students still low to explore their mind in writtem form. Based on preliminary research by an English teacher in SMK Al-Huda Jati Agung Lampung Selatan Mr. Edi Susanto, S.Pd, it was known that the students whomhe teaches got the problem in writing. This might be caused by some factors such as laziness to practice writing, limited mastery the form of writing, still some difficulties in determining what the tense is appropriate used for their paragraph, and the students had difficulties to expressing their ideas in written form to be a good business letter.

Based on the preliminary research on February 11th, 2016 the writer got the data from the English teacher Mr. Edi, S.Pd ofSMK Al-Huda Jati Agung, some of students founds difficulties in writing. It happened because they had lazy to practice writing and they had difficulties to expressing their ideas. It also can be seen on the table below:

---

Table 1
Students’ Writing Business Letter Score of the Eleventh Grade at SMK Al-Huda Jati Agung Lampung Selatan

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Students’ Score &lt; 70</th>
<th>Students’ Score ≥ 70</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>XI TKJ 1</td>
<td>14</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>XI TKJ 2</td>
<td>16</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>XI TKR</td>
<td>18</td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>4</td>
<td>XI FARMASI</td>
<td>20</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>62</td>
<td>73</td>
<td>135</td>
</tr>
</tbody>
</table>

Source: Documentation of SMK Al-Huda Jati Agung Lampung Selatan

Based on the data in table 1 above, total number of students at the second semester of eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan is 135 and the value of the minimum mastery (KKM) is 70. In this research the writer chose one class that got the lowest score among the others class. In class XI Farmasi only 15 students got score above the criterion of minimum mastery (KKM), so the writer interested to analyze class XI Farmasi.

In teaching English writing, the students of SMK Al-Huda Jati Agung Lampung Selatan are given material about writing. One type of writing that is taught writing business letter. The students do not know how to make a good business letter with a good structure of writing business letter. That fact means that many students had problem in understanding and how to make a good business letter. The writer choses
the eleventh grade because based on the syllabus the material about business letter is in the eleventh grade in SMK Al-Huda Jati Agung Lampung Selatan.

The previous study was conducted by Mulyani on An Analysis of Students’ Ability in Writing Business Letter at the Second Semester at the Eleventh Grade of SMKN 1 Malang. She concluded that the students ability in writing business letter is low scores in class 11 TKJ A, the percentage in this class is 42.5% that 16 students get low scores.\textsuperscript{8} It means that in Mulyani research that there were a lot of students’ who have low score.

Based on the reason above, the writer just focused on analyzing more about the students writing skill in writing business letter at SMK Al-Huda Jati Agung. The writer conducted a research entitled “An Analysis of Students’ Ability in Writing Business Letter at the first Semester of The Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in The Academic Year Of 2016/2017”.

B. Identification of the Problem

The writer identifies the problems as follows:

1. The students have difficulties in writing business letter.

2. The students have problems in writing business letter.

\textsuperscript{8}Tri, \textit{An Analysis of Students’ Ability in Writing Business Letter} (Malang: Universitas Muhammadiyah Malang, 2014).
3. The students find difficulties in expressing their ideas to make a business letter.

C. Limitation of the Problem

From the identification of the problem above, the writer focused on: An Analysis of Students’ Ability in Writing Business Letter of Inquiry Letter at the First Semester of the Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2016/2017.

D. Formulation of the Problem

Based on the limitation above, the writer formulated the problem as follows: How is the students’ ability in writing business letter?

E. Objective of the Research

The purposes of the research are: To know students’ ability in writing business letter.

F. Use of the Research

1. Theoretically

   This research to give information to the English teacher about the students’ ability and the problem in writing business letter.
2. Practically

This research to give a feedback for the English teacher at Vocational High School in which this study is done about the students’ problems in writing business letter.

G. Scope of the Research

1. Subject of Research

The subject of research was the first semester of the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan in the academic year of 2016/2017.

2. Object of the Research

The object of the research was students’ ability in writing business letter.

3. Place of the Research

The writer conducted the research at SMK Al-Huda Jati Agung Lampung Selatan.

4. Time of the Research

The writer conducted the research at the first semester of SMK Al-Huda Jati Agung Lampung Selatan in the academic year of 2016/2017.
CHAPTER II

REVIEW OF LITERATURE

A. Concept of Writing

Writing is a complicated skill of English. When students have good vocabulary and the sentence pattern (grammatical), they will be able to arrange and write a good composition of writing. Writing is students’ expressing their idea and feeling that combined with vocabulary mastery, mastery of grammar and the technique of how to write all. It means that writing is one of four skills that important and should be mastered by students.

Students express their idea and feeling on the paper with the combination of good vocabulary and grammar. Then, Scott and Ytreberg state that writing activities, like oral activities, go home being tightly controlles to being completely free.¹ You will usually do more guided activities with beginners, but you should not exclude very simple free activities.² From the statement above writing is the activity process of mind expression into the paper. Moreover, students should be guided and controlled by teacher to make good writing.

¹Wendy A. Scott and Lisbeth H Ytreberg, Teaching English to Children, (London: Longman), p.69
²Ibid.
Writing is the skill that processed by human being to produce her ideas and thought into written-forms, although the ideas or thought can also produce through spoken-forms. It means that writing is one of important skill can produce of human thought in written forms.

Harmer says that writing is one of skills to be achieved in English language learning, writing has always formed part of the syllabus in the teaching of English. Writing has been characterized as a written. The students should be encouraged to express their ideas, experience, thoughts, and feelings through writing. Byrne states, when we write, we use graphic symbols: that is, letter or combination of letters which relate to the sounds we make when we speak. It is felt when we speak, it is expressed by group of the letters that relate each other so that the reader can get the message of the writer. To be successful in writing, students should require more attentions on their writing. Furthermore, Raimes says, when they write, they need to be involved fully with the new language, the effort to express idea and the constant use of eye, hand and brain as a unique way to reinforce learning. It means that to make a good writing we should combine group of letters that relate each other to express idea fully.

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5Raimes, Technique in Teaching Writing, (New York: Oxford University, first published, 1983), p.3.
According to the statement above, the writer can conclude that writing is a way to produce language that comes from thought and it is written form. Then, writing is the process communication, which include some of important activities.

B. Concept of Writing Ability

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about something that we want to write in written form. Hyland states that, writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing learners’ ability to produce well-formed sentences.\(^6\) Ability in writing is important because writing is one of crucial ways to deliver information through a language mastered by both the reader and the writer. If we have ability in writing, so we can write a good written form.

According to Brown, he states that writing is in fact a transaction with words whereby you free yourself from what you presently think feel an receive.\(^7\) It means that writer makes the writer available to herself better than what she would be stuck with if he would actually succeeded in making her ideas clearly in written form.

Writing is a complicated skill of English. When students have good vocabulary and the sentence pattern (grammatical), they was able to arrange and write a good

---


composition of writing. In addition writing is students’ expressing their idea and feeling that combined with vocabulary mastery, mastery of grammar and the technique of how to write all. Writing is one of four skills that important and should be mastered by students.\(^8\) Vocabulary and sentence pattern are some factors to have good writing.

Ability is a skill or an individual person’s potency to master the skill of doing a variety of tasks in a job or an assessment of a person’s actions. Zain in Yusdi states that ability is the ability, skill, strength that we are trying by ourselves.\(^9\) Whereas Sinaga and Hadiati state that one’s ability as a base which itself is related to the implementation of the job effectively or very successful.\(^10\) Another opinion, according to Webster students’ ability is the quality or state of being able, power to do something and competence in doing.\(^11\) It means that the students’ ability can be seen by their skill in mastering writing especially in writing business letter.

Based on the statement above writing is skill of English in expressing idea and feeling that combined with vocabulary of grammar and the technique of two write all, and ability is a skill or individual person’s potency to master the skill of doing a variety of tasks in a job or an assessment of a person’s actions. So writing ability is

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\(^8\) Jeremy Harmer, *Loc. Cit.*
\(^10\) Ibid
\(^11\) Ibid
the potency of the person’s in writing skill of English in expressing idea especially in writing business letter of inquiry.

According to Tribble, the measurement in order to assess the student writing ability analytic rating scale will be used to classify students ability they are content, organization, vocabulary, language, and mechanics.\(^\text{12}\)

There is no better way to consistently improve students work and knowledge of the craft than by adopting good writing ability. According to Tribble, the measurement in order to assess the students writing ability analytic rating scale would be used to classify students ability they are:

<table>
<thead>
<tr>
<th>Area</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>20-17</td>
<td>Excellent to very good: excellent to very good treatment of the subject; considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.</td>
</tr>
<tr>
<td></td>
<td>16-12</td>
<td>Good to average: adequate treatment of topic; some variety of ideas of argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.</td>
</tr>
<tr>
<td></td>
<td>11-8</td>
<td>Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.</td>
</tr>
<tr>
<td></td>
<td>7-5</td>
<td>Very poor: inadequate treatment of the topic; no variety of ideas or argument; content irrelevant, or very restricted;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>20-17</td>
<td>Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).</td>
</tr>
<tr>
<td></td>
<td>16-12</td>
<td>Good to average: uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); connectives used (cohesion).</td>
</tr>
<tr>
<td></td>
<td>11-8</td>
<td>Fair to poor: very uneven expression, ideas difficult to follow; paragraphing or organization does not help the reader; logical sequence difficult to follow (coherence); connectives largely absent (cohesion).</td>
</tr>
<tr>
<td></td>
<td>7-5</td>
<td>Very to poor: lack fluent expression, ideas very difficult to follow, little sense of paragraphing or organization; no sense of logical sequence (coherence); connectives not used (cohesion).</td>
</tr>
<tr>
<td></td>
<td>4-0</td>
<td>Inadequate: fails to address this aspect of the task with any effectiveness.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-17</td>
<td>Excellent to very good: wide range of vocabulary; accurate work or idiom choice and usage; appropriate selection to match register.</td>
</tr>
<tr>
<td></td>
<td>16-12</td>
<td>Good to average: adequate range of vocabulary; occasional mistakes in word or idiom choice and usage; register not always appropriate.</td>
</tr>
<tr>
<td></td>
<td>11-8</td>
<td>Fair to poor: limited range vocabulary; a noticeable number of mistakes in word or idiom choice and usage; register not always appropriate.</td>
</tr>
<tr>
<td></td>
<td>7-5</td>
<td>Very poor: no range of vocabulary; uncomfortably frequent mistakes in word or idiom choice and usage; no apparent sense of register.</td>
</tr>
<tr>
<td></td>
<td>4-0</td>
<td>Inadequate: fails to address this aspect of the task with any effectiveness.</td>
</tr>
<tr>
<td>Language</td>
<td>30-24</td>
<td>Excellent to very good: confident handling of appropriate structures, hardly any errors of agreement. Tense, number, word order, articles, pronouns, prepositions; meaning never obscured.</td>
</tr>
<tr>
<td></td>
<td>23-18</td>
<td>Good to average: acceptable grammar – but problems with more complex structures; mostly appropriate structures; some errors of agreement. Tense, number, word order, articles,</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Content, Organization, Vocabulary, Language and Mechanics</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10-8</td>
<td>Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.</td>
<td></td>
</tr>
<tr>
<td>7-5</td>
<td>Good to average: occasional errors in spelling, punctuation, capitalization, layout.</td>
<td></td>
</tr>
<tr>
<td>4-2</td>
<td>Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.</td>
<td></td>
</tr>
<tr>
<td>1-0</td>
<td>Very poor: fails to address this aspect of the task with any effectiveness.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-8</td>
<td>Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.</td>
</tr>
<tr>
<td>7-5</td>
<td>Good to average: occasional errors in spelling, punctuation, capitalization, layout.</td>
</tr>
<tr>
<td>4-2</td>
<td>Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.</td>
</tr>
<tr>
<td>1-0</td>
<td>Very poor: fails to address this aspect of the task with any effectiveness.</td>
</tr>
</tbody>
</table>

Because of this study focused on analysis of students ability in writing business letter, the writer took on content, organization, vocabulary, language and mechanics.

**C. Concept of Writing Business Letter**

A business letter is a formal communication between people or companies and it is written to conduct some sort of business. Every person within an organization is in customer relations, so writing an effective business letter is an important skill for every employee, manager and business owner. Drucker, the father of the science of office management says, as soon as you take one step up the career ladder your effectiveness depends on your ability to communicate your thoughts in writing and in
speaking. Business letters can be challenging to write, because you have to consider how to get your reader’s attention. Getting the reader's attention is a tough job. If your letter is long-winded, pompous, or says nothing of interest, you will lose the reader.

As a means of written communication, business letter certainly has the shape and the use of different expressions when compared with the usual letters. The form of letters and the expressions used should certainly be able to give a positive impression and fun for readers. This is an important factor that can not be ignored in order to facilitate export-import activities to be achieved.

According to Carey, business letter is a formal letter which is written someone to promote production, request information about product or order product itself. Formal letter is a letter that addressed to organization of official that used normally more formal language.

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D. Parts of Business Letter

1. Letterhead

Most business letters originating from a firm are written on the firm’s letterhead. If you are writing a personal business letter or your firm does not use letterhead, then you need to include your firm’s address in the heading.

2. Date

When you are using a heading instead of letterhead, place the date on the first line and the address on the subsequent lines as follows:

   September 9, 20XX

   359 Longview Road

   Mt. Vernon, IL 65676

This should be the date the letter is written. Be sure to write out the month and to include both the date and year for adequate reference.

3. File Number

On occasion, you may wish to include the file number of the project, case or order that the letter refers to. The file number should be physically separated from the date by two spaces and from the part that follows (Confidential or Inside Address) by two spaces.
4. **Confidential**

   Use this word when the person to whom the letter is addressed is the only one who should read the letter. Physically separate the word from the rest of the letter by two lines. To assure confidentiality, include the word “Confidential” on the envelope.

5. **Inside Address**

   This should include the name of the person you are writing, the person’s title (if available), the name of the firm and the firm’s address.

6. **Attention Line**

   This is used when you do not know the name of the person you are writing and the letter is addressed to the firm. For example, the attention line may say, “Attention: Head of Accounting.” It may also be used when you know the name of the person you are writing but are unsure of the title.

7. **Salutation**

   The salutation is used in all formats except the Simplified Letter and the Memo.

   The following are salutations used in American business letters:

   - Dear Sir:
   - Dear Madam:(may be followed by title, such as Dear Madam Chairperson:)
   - Gentlemen:
   - Ladies:
• Dear Mr. Bryan:

• Dear Ms. Gray:

• Ladies and Gentlemen:

8. Subject Line

The subject line is most commonly used in the Simplified Letter. It announces the subject of the letter and provides a summary of your intent.

9. Body of the Letter

This is where you make requests, provide information or reasons or reply to someone. It is the main part of the business letter.

10. Complimentary Close

This varies in formality and is found in all business letters with the exception of the Simplified Letter and the Memo. The following complimentary closes are in order of decreasing formality:

• Very truly yours,

• Respectfully,

• Sincerely yours,

• Cordially,

• Sincerely,

The most appropriate, in general situations, is the last.
11. Signature

There should be four lines between the complimentary close (or the body in the Simplified Letter) and your typed name so there is room for your signature.

12. Additional Information

If needed, this consists of the sender’s initials in capital letters followed by a colon, followed by the typist’s initials in small letters. You may also find the abbreviations “Enc.” for enclosure and “cc:” or “xc:” for copies sent, followed by names of persons receiving the copies.

13. Postscript

The “P.S.” highlights additional information that might have been placed in the letter but for some reason was not. Often used in sales, promotional or personal letters, the postscript can emphasize a request for action or consideration. It is often the first thing the recipient reads. Use it to entice or motivate your reader. Postscripts are especially effective in sales or form letters.\(^{16}\)

Based on statement above, it can be concluded that business letter is the way to communication with people or companies because business letter is important and effective for every employee, manager and business owner and if we use business letter we can promote production, request information about product or order product

\(^{16}\)Ibid
itself.\textsuperscript{17} And based on the definition parts of business letter above, there are letterhead, date, file number, confidential, inside address, attention line, salutation, subject line, body of the letter, complimentary close, signature, additional information, and the last postscript it can be conclude it must be complete and clear.

E. Kinds of Business Letter

In order for trade activities run smoothly, buyers and sellers need to know the business procedures, the rules of business which is the process leading to the transaction.\textsuperscript{18}

\textsuperscript{18}\textit{Ibid
Table 3
General Business Transaction Process

In Table 3 above shows the general process business transactions, ranging from prospective buyers ask for information to the seller until the seller sends the items ordered. The process is a smooth process description, which began requesting information from prospective buyers until the transactions are no cases that hinder. In this process only takes 4 types of letter, they are letter of inquiry, offering letter, ordering letter, and advice of dispatch.\textsuperscript{19}

a. Letter of Inquiry

The process of trade transactions generally begins with a letter of request for information. Letter of request for information was made by letter addressed to the prospective buyer and the seller, requesting information on goods to be bought.

As a modern office equipment importing company, purchasing manager PT. PACIFIC FURNITURE read the products advertised which made by SINGAPORE OFFICE FURNITURE CO.LTD. in Strait Times. Feeling interested in the products of the company, purchasing manager of PT. PASIFIC FURNITURE sent a letter of inquiry whose contents are as follows:
Dear Sirs,

**RE: OFFICE FURNITURE**

We are interested in your products advertised in Strait Times recently. Our customers consist of private and government office not only in Jakarta, but also in many other cities in Indonesia.

We should be pleased if you would send us your price list along with illustrated catalogues. If your terms are satisfactory we may place regular orders. Please quote your prices f.o.b Port of Singapore.

Yours faithfully,

FOR PT. PASIFIC FURNITURE

Ir. Pandapotan Sianipar
Purchasing Manager
b. Offering Letter

When receiving a letter of request information from prospective buyers, sellers see this as a good opportunity to increase sales in order to increase corporate profits. Then the seller immediately respond to the offer letter, namely the letter created a seller and addressed to prospective buyers, lists / information specific goods or services requested information.

In providing information unit price of the goods offered, it should also set out who is carry on the costs of the goods concerned. It must be emphasized in terms of delivery of the goods.

Letters requesting information from PT. PACIFIC FURNITURE received and read by SINGAPORE OFFICE FURNITURE CO. LTD. It then answered with an offer letter whose content is as follows:
Your Ref.: RS/JA
Our Ref.: JJ/DF

PT. Pasific Furniture
100 Merdeka Street
Jakarta
Indonesia
For Attention: Ir. Pandapotan S.
Purchasing Manager

Dear Sirs,

RE: OFFICE FURNITURE

Thank you for your letter of April 14, 2015 asking for our price list, illustrated catalogues and f.o.b quotation. We have pleasure in enclosing our price list along with our latest catalogues on modern office furniture.

All prices are quoted f.o.b Singapore

We should like to draw your attention to our fireproof safes and feeling cabinets Model A-001 which sell well in many other countries.

We look forward to receiving your order which will have our best attention.

Your faithfully,

FOR SINGAPORE OFFICE FURNITURE CO. LTD.

Mr. Fandi Ahmad

Sales Manager

Encl: - price list
- illustrated catalogues
c. Ordering Letter

After receiving the requested information, potential buyers learn it as carefully as possible. If all sellers to offer in accordance with the needs and financial circumstances, then was sent a letter of order. Mail order is a letter that made a potential buyer to the seller, requesting certain goods or services. This comes with a mail Order Form.

When ordering goods should also be determined who is carry on the costs of the goods in question, whether the seller or the buyer. It must be emphasized in terms of delivery of goods.

PT PACIFIC FURNITURE ask a sales letter and studied price list, catalogs, and the terms submitted by SINGAPORE OFFICE FURNITURE CO. LTD. Then PT PASIFIC FURNITURE decided to order goods company and sent a Ordering Letter the contents:
Table 6
Ordering Letter

Your Ref.: JJ/DF  
Our Ref.: RS/JA  

April 25, 2015

Singapore Office Furniture Co. Ltd.  
31 Rose Road  
Singapore City  
Singapore

For Attention: Mr. Fandi Ahmad  
Sales Manager

Dear Sirs,

RE: OUR ORDER NO. 123

We thank you for your price list, illustrated catalogues and quotation f.o.b Singapore. We are convinced that your fireproof filing cabinets will meet our requirements.

We are therefore placing an order. We enclose an official order form for the above goods. The order will call for a Pro Forma Invoice, which should include full details of discount, freight and insurance. Taking everything into consideration, we feel it safer to order the goods with price c.i.f Port of Priok.

This order is subject to delivery before May 10, 2015. We therefore reserve the right to cancel the order and/or return the shipment at your risk and expense at any time after that date.

Since this is the first time we have done business, the most acceptable method of payment will be by Irrevocable Letter of Credit. Our bank, Bank Victoria Jakarta, will therefore issue a Letter of Credit in your favor for your invoice c.i.f Priok, and the amount of our Letter of Credit will be sufficient to cover this. We hope this is acceptable.

We will accept your draft for 60 days on our credit. Our bank will inform you of the type and numbers of copies of the documents requires. The credit will be issued only against documents.

Yours faithfully,

FOR PT PASIFIC FURNITURE

Ir. Pandapotan Sianipar  
Purchasing Manager

Encl: Order Form No. 123
Based on the statement above business letter have 4 types of letter, but in this research the writer will focus on letter of inquiry. Because it can make the students easier to make a business letter.

F. Concept of Students’ Ability in Writing Business Letter

Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about something that we want to write in written form. Hyland states that, writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing learners’ ability to produce well-formed sentences. Ability in writing is important because writing is one of crucial ways to deliver information through a language mastered by both the reader and the writer. If we have ability in writing, so we can write a good written form.

Writing is a complicated skill of English. When students have good vocabulary and the sentence pattern (grammatical), they was able to arrange and write a good composition of writing. In addition writing is students’ expressing their idea and feeling that combined with vocabulary mastery, mastery of grammar and the technique of how to write all. Writing is one of four skills that important and should

\[20\]Hyland, Op. Cit. p.3
be mastered by students.\textsuperscript{21} Based on that statement, it can be concluded that writing is a skill of English in expressing idea and feeling that combined with vocabulary mastery of grammar and the technique.

A business letter is a formal communication between people or companies and it is written to conduct some sort of business. Every person within an organization is in customer relations, so writing an effective business letter is an important skill for every employee, manager and business owner. Drucker, the father of the science of office management, says, As soon as you take one step up the career ladder your effectiveness depends on your ability to communicate your thoughts in writing and in speaking.\textsuperscript{22} Business letters can be challenging to write, because you have to consider how to get your reader’s attention. Getting the reader's attention is a tough job. If your letter is long-winded, pompous, or says nothing of interest, you'll lose the reader. Based on statement above, it can be concluded that business letter is the way to communication with people or companies because business letter is important and effective for every employee, manager and business owner.

\textsuperscript{21}Jeremy Harmer, \textit{Loc. Cit.}
\textsuperscript{22}Vicky H. Morison, \textit{Loc.Cit.}
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used qualitative research design. Bodgan and Taylor in Setiyadi state that qualitative research design is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed. Therefore, the goal of the research is an individual understanding and its background completely. So that, the writer used qualitative approach in conducting this study because the writer collect the data in the form of words or pictures rather than number.

In this research, the writer used qualitative research because the writer intended to know the real factors that made the students get difficulties in writing. Through qualitative research model the writer may be able to collect the date to answer the problem above because qualitative model can facilitate to analyze the students ability in writing business letter.

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This study would be aimed to describe the students’ ability in writing business letter for the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan 2016/2017

B. Research Subject

In this research, the subject was students at the second semester of the eleventh grade of SMK Al-Huda Jati Agung Lampung Selatan in the academic year of 2016/2017. There are four classes which consist of 135 students. According to Nasutionin Nurlina, that in terms of the perception of qualitative research, non-probability sampling tends to have characteristics, traits or certain characteristics. In addition, one of the non-probability sampling is purposive sampling: sometimes it can be called judgmental sampling.\(^2\) Then to select the sample as the source of data the writer used purposive sampling technique.

According to Marguerite et.al in Nurlina, purposive sampling technique is a common procedure used in qualitative research that identifies key informants of person who have specific knowledge about the topic being studied. The type of purposeful sampling that a writer may decide to use depends on the purpose of the study.\(^3\) Therefore, the writer took one class XI Farmasi, which consists of 35 students. It was taken based on students’ average score that as the lowest score for all classes. The numbers of the students of the eleventh grades are 135. It can be seen in following table 4:

\(^3\)Ibid.
Table 7

Numbers of the Students of the Eleventh Grade

SMK Al-Huda Jati Agung Lampung Selatan

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Genders</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1.</td>
<td>XI TKJ 1</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>2.</td>
<td>XI TKJ 2</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>3.</td>
<td>XI TKR</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>4.</td>
<td>XI FARMASI</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>48</td>
<td>87</td>
</tr>
</tbody>
</table>

Source: Documentation of SMK Al-Huda Jati Agung Lampung Selatan 2015/2016

C. Data Collecting Technique

In this research, the writer used three data collecting technique in qualitative research. They are test, interview, and questionnaire. For detail description as follows:

1. Test

Test is a way to get accurate score from the students who is given by the teacher. It can be done by asking the students to write the business letter. It means that to get the data, a writer collects the score of English subject by the students. It can be done with proposing the data from their teacher.
1. Questionnaire

Questionnaire is a list of questions that is used by obtaining information from respondent. The writer gave questionnaire to the students in order to know the further opinions and to know the aspect that may influent the students learning process and to confirms the answers given by their teacher. From collecting data through questionnaire, the writer found out the students respond toward the teaching and learning process.

The writer distribute the questionnaire after the process of teaching business letter writing. The aim is to find out problems faced by the students in learning business letter writing. Furthermore, in this research, the writer used close-ended questions and give the questionnaire to the students. A close-ended question is a question format that limits respondents with a list of answer choose from which they must choice to answer the question.

2. Interview

Esterberg in Sugiono said that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about particular topic. According to Stainback interviewing provides the writer a mean to gain a deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.

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4 Suharsimi Arikunto, Prosedur Penelitian, (Jakarta: Rineka Cipta, 2010), p. 151
5 Sugiono, Metode Penelitian Quantitative, Qualitative and R&D, (Bandung: Alfabeta 20th ed, 2014), p. 317
The interview used in collecting the data from the teacher. The writer ask the teacher about his opinions of the activity in teaching learning process including problems in business letter writing by the students. The intend of the interview is to gain a deeper understanding from the teacher of students’ ability in business letter writing.

D. Research Procedures

The procedures of research used as follows:

1. The writer found the population and the sample. The writer choose the school and the sample to conducts the research.

2. The writer prepare the material that appropriate with the curriculum and suitable for the students.

3. The writer came to the class with the teacher and gave the test to the students.

4. The writer gave questionnaire to the students.

5. In order to get the data, the writer interviewed the teacher to know his opinion referring to the material and the activity.

6. Finally, the writer analyze the data and makes the report

E. Validity of The Data

In the qualitative research, the writer have to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid,
triangulation is employe. According to Setiyadi, triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough. There are 6 kinds of triangulation, there are:

a. Triangulation of time, triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.

b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.

c. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.

d. Triangulation of method. In triangulation of method the writer will use different method for collecting similar data.

e. Writer triangulation. In researcher triangulation, for collecting the same data, it done by some people.

f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so the writer collect the both of data from those approach.\(^6\)

In this research, the writer used triangulations method, in triangulation method, the writer use three data collecting techniques, and they are: observation, questionnaire and interview. The observation focus on the process of teaching learning business letter writing. Interview and questionnaire conduct to get the data which can be use to make sure about the result of observation. Also the writer used time triangulations because the writer would collect the data from same group in different time.

By applying this triangulations method and time triangulation, the writer expects the result of this research will consistent for the data, because the data collecting more than one data source.

F. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research.\(^7\) Data analysis conducted to create understanding of the data and to enable the writer presented the result of this research to the reader. In this research, the writer analyzed the data by qualitative descriptive with the steps as follows:

1. Data reduction, the activity to select the data that is suitable with the focus of the problem.
2. Data display, the activity to explain the data in order to be meaningful.

\(^7\)Ibid,
3. Data conclusion, the activity to conclude the data. After analyzing the data the writer make a conclusion. The last step is concluding the data, after the students’ problems are classify, the writer calculate the percentage of classification. The writer used formula of percentage:

\[ P = \frac{f}{N} \times 100\% \]

P: Percentage Number
F: Frequency
N: Number of cases

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CHAPTER IV

RESULT AND DISCUSSION

A. General Description of the Place of the Research

SMK Al-Huda Jati Agung Lampung Selatan is located on Jatimulyo on Jl. Pesantren Al-Huda Jatimulyo Jatiagung Lampung Selatan. This school was established 2004 by society of Jatimulyo. The headmaster in SMK Al-Huda Jati Agung Lampung Selatan now is Mr. Dwinanto, ST. The activities of teaching learning process begin at 01.00 PM and finish at 05.30 PM.

The total number of teachers who teaches in there are 40 teachers, and the total number of the students are 454 students.

There are some office at the school, namely headmaster office, teacher office, and administration office. This school has also library, automotive repair, musholla, and computer laboratory. As sport facilities, the school is provide with a volley ball court, futsal court, and basketball court.
B. Condition of Teachers and Students of SMK Al-Huda Jati Agung

SMK Al-Huda Jati Agung has 40 teachers and 2 staffs. And data of the teachers and the staffs with different distribution can be seen as follow:

<table>
<thead>
<tr>
<th>NO.</th>
<th>Name of Teacher and Staff</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dwinanto, S.T</td>
<td>Dasar-Dasar Mesin</td>
</tr>
<tr>
<td>2</td>
<td>A. Habib, S.Pd.I</td>
<td>Kealhudaan</td>
</tr>
<tr>
<td>3</td>
<td>Dwi Asmayanti, S.Pd</td>
<td>Ips /Sejarah</td>
</tr>
<tr>
<td>4</td>
<td>Joko Widodo, S.Pd</td>
<td>Pkn</td>
</tr>
<tr>
<td>5</td>
<td>Farid Densa, Stp</td>
<td>Fisika</td>
</tr>
<tr>
<td>6</td>
<td>Elik Gunarto, S.Kom</td>
<td>Corel Draw</td>
</tr>
<tr>
<td>7</td>
<td>Deni Sandra Dewi, S.Pd</td>
<td>Kwu</td>
</tr>
<tr>
<td>8</td>
<td>Agus Nurokhani, S.Pd</td>
<td>Kimia</td>
</tr>
<tr>
<td>9</td>
<td>Sri Murdiawati, S.Kom</td>
<td>Animasi</td>
</tr>
<tr>
<td>10</td>
<td>Dartono, S.T</td>
<td>Engine</td>
</tr>
<tr>
<td>11</td>
<td>Edi Susanto, S.Pd</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>12</td>
<td>Dian Sugara, S.Pd</td>
<td>Matematika</td>
</tr>
<tr>
<td>13</td>
<td>Sigit Setiawan, S.Pd</td>
<td>Sistem Kemudi</td>
</tr>
<tr>
<td>14</td>
<td>Sri Murtiniwati, S.P</td>
<td>Ipa</td>
</tr>
<tr>
<td>15</td>
<td>Nur Amalia, S.Kom</td>
<td>Kkpi</td>
</tr>
<tr>
<td>16</td>
<td>M. Andrianto, S.Pd</td>
<td>Penjaskes</td>
</tr>
<tr>
<td>17</td>
<td>Purwantoro, S.Pd</td>
<td>Kopling Dan Sistem Pengoperasian</td>
</tr>
<tr>
<td>18</td>
<td>Bambang Irawan, S.T</td>
<td>Hidrorik</td>
</tr>
<tr>
<td>19</td>
<td>Subki Ali Harun, M.Pdi</td>
<td>Pai</td>
</tr>
<tr>
<td>20</td>
<td>Oges Tari Zalika, S.Pd</td>
<td>Pkn</td>
</tr>
<tr>
<td>21</td>
<td>Elli Andini, S.Pd</td>
<td>Fisika</td>
</tr>
<tr>
<td>22</td>
<td>Sukma, S.H.I</td>
<td>Kealhudaan/PAI</td>
</tr>
<tr>
<td>23</td>
<td>Renda Hidayatullah, S.S</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>24</td>
<td>Lia Dewi Hapsari, S.Pd</td>
<td>Bahasa Indonesia</td>
</tr>
<tr>
<td>25</td>
<td>Viva Desi Handayani, S.Pd</td>
<td>Ips</td>
</tr>
<tr>
<td>26</td>
<td>Desti Hastuti, S.Sos.I</td>
<td>Sbk</td>
</tr>
<tr>
<td>27</td>
<td>Ahmad Munandar</td>
<td>K3</td>
</tr>
<tr>
<td>28</td>
<td>Eka Dewi, A.Md.Kep</td>
<td>Menerapkan Penggolongan PKRT Dan Alat Kesehatan</td>
</tr>
<tr>
<td>No.</td>
<td>Room Name</td>
<td>Total</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1.</td>
<td>Headmaster’s room</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher’s room</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Administration’s room</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Classroom</td>
<td>18</td>
</tr>
<tr>
<td>5.</td>
<td>Physics laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>
C. Research Procedure

In analysis of students’ ability in writing business letter, the writer used written test. Before the writer giving a test the students by the teacher to the students to read business letter on letter of inquiry was chosen by writer. After that the students did the test in order to get the data result about students’ ability in writing business letter of inquiry letter.

Business letter of inquiry has been ever learnt in school. Firstly, the writer came to the class and introduce herself. Then, the writer gave a business letter material. Next,
the writer gave students a piece of paper and the writer asked then written part of inquiry letter by using their own language.

The writer researched the sample using the techniques above to collect the data. The writer found out some result of the research in An Analysis of Students’ Ability in Writing Business Letter at the Second Semester of the Eleventh Grade of SMK Al-Huda Jati Agung Lampung Selatan in the Academic Year of 2015/2016. The writer got the data in the form of score. The scores were derived from the written test. The test was held on September 13th 2016 at SMK Al-Huda Jati Agung Lampung Selatan. The data were able to draw and describe conclusion.

In addition, to know the problems faced by the students in writing business letter, the writer used questionnaire. The writer asked the students to fill some question that were given by the writer. After that the writer interviewed the teacher to found the solution in solving the problems faced by the students in writing business letter.

D. Data Analysis

After taking the written test of the students, the writer started to analyze the data. Firstly, the data were given score. Based on analytic rating scale, there are five criteria in scoring their ability. There are content, organization, vocabulary, language use, and mechanics. The writer only focused on the content of students’ writing. Then
the writer found out the score classification. Finally the writer found out percentage of score classification.

The next step, the writer found out the students’ problem in writing business letter. And the last step, the writer found out the solution to solve the problem faced by the students in writing business letter, the writer interview the teacher.

E. Result of the Research

The writer has conducted the research at SMK Al-Huda Jati Agung Lampung Selatan in the second semester. The subject of this research were the eleventh grade students of class XI Farmasi in SMK Al-Huda. The main instrument of this research was writing test.

As previously informed that there are five criteria in scoring their ability based on analytic rating scale, there are content, organization, vocabulary, language use, and mechanics. In this research, the writer only focused in content in students’ writing.

It also found that there are 3 students who got excellent to very good score classification, 6 students who got good to average score classification, 8 students who got fair to poor score classification, 12 students who got very poor score classification, 6 students who got fail score classification. When the score classification was made percentage, it was found 8.6% students who got excellent to very good score classification, 17.1% students who got good to average score
classification, 22.9% students who got fair to poor score classification, 34.3% students who got very poor score classification and 17.1% students who got fail score classification. Here is the percentage of score classification:

Table 11
The Percentage of Score Classification

<table>
<thead>
<tr>
<th>Score Classification (X)</th>
<th>Number of Students</th>
<th>Percentage (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent to very good</td>
<td>3</td>
<td>8.6%</td>
</tr>
<tr>
<td>Good to average</td>
<td>6</td>
<td>17.1%</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>8</td>
<td>22.9%</td>
</tr>
<tr>
<td>Very poor</td>
<td>12</td>
<td>34.3%</td>
</tr>
<tr>
<td>Fail</td>
<td>6</td>
<td>17.1%</td>
</tr>
<tr>
<td>Total</td>
<td>N=35</td>
<td>100=\sum p</td>
</tr>
</tbody>
</table>

Based on explanation above, it can be concluded the highest frequency score classification of the students’ ability in content is very poor score classification with 34.3%.
F. Questionnaire Result

The next step, the writer distributed the questionnaire to the students. The questionnaire consisted of 10 items that was intended to identify the factors of students’ problem in writing business letter. Based on the questionnaire filled by the students, the writer could describe the data as follows:

Based on the data gained from questionnaire, the responds of students are varied. Most of students do not understand about writing a letter, they have difficulties in using a word in writing letter. Not all of students like about English, but half of students thought that writing English is important. It means that the students have difficulties in writing a business letter. Because many of them thought that writing English is difficult and confusing. But many of students thought that writing business letter is important in the future. It can be seen from the data as follows:

Table 12
Result of Questionnaire no.1

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apakah kamu menyukai pelajaran bahasa Inggris? (do you like English lesson?)</td>
<td>a. Ya (yes)</td>
<td>54.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak (no)</td>
<td>45.7%</td>
</tr>
</tbody>
</table>

The data above show that most of students like about English lesson. They were 54.3% students like about English lesson and 45.7% do not like English lesson.
### Table 13
Result of Questionnaire no. 2

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Apakah menurut kamu bahasa Inggris itu penting? (do you think that English is important?)</td>
<td>a. Ya (yes)</td>
<td>82.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak (no)</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

The data above show that 82.9% students thought that English is important thing in the future.

### Table 14
Result of Questionnaire no. 3

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Apakah kamu menyukai pelajaran menulis dalam bahasa Inggris? (do you like written form in English?)</td>
<td>c. Ya (yes)</td>
<td>62.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Tidak (no)</td>
<td>37.1%</td>
</tr>
</tbody>
</table>

The data above show that the students like written form in English. 37.1% students do not like writing.
Table 15
Result of Questionnaire no. 4

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Apakah kamu selalu bertanya kepada Guru ketika kamu mengalami kesulitan? (do you always ask the teacher when you have a trouble?)</td>
<td>a. Ya (yes)</td>
<td>82.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak (no)</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

The data above show that the students always ask the teacher when they have a trouble. And 17.1% students they do not ask the teacher when they have a trouble.

Table 16
Result of Questionnaire no. 5

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Apakah kamu memahami cara penulisan dalam membuat surat bisnis? (do you understand how to make a business letter?)</td>
<td>a. Ya (yes)</td>
<td>45.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak (no)</td>
<td>54.3%</td>
</tr>
</tbody>
</table>

The data above show that the students did not understand about make a business letter. 54.3% students are difficult to make a business letter.
Table 17
Result of Questionnaire no. 6

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Apakah kamu mengalami kesulitan dalam pembuatan sebuah surat? (do you have any difficulties in writing letter?)</td>
<td>a. Ya (yes)</td>
<td>68.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak (no)</td>
<td>31.4%</td>
</tr>
</tbody>
</table>

The data above show that 68.6% students had problem with the writing letter.

Table 18
Result of Questionnaire no. 7

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Apakah kamu mengalami kesulitan dalam peletakan tanda baca dalam sebuah surat? (do you have any difficulties in using punctuation in writing letter?)</td>
<td>a. Ya (yes)</td>
<td>57.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak (no)</td>
<td>42.9%</td>
</tr>
</tbody>
</table>

The data above show that 57.1% students had problem with punctuation in writer a letter.
Table 19
Result of Questionnaire no. 8

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Apakah kamu mengalami kesulitan dalam menulis surat bisnis? (do you have any difficulties in writing business letter?)</td>
<td>a. Ya (yes)</td>
<td>62.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak (no)</td>
<td>37.1%</td>
</tr>
</tbody>
</table>

The data above show that 62.9% students had difficulties in writing business letter.

Table 20
Result of Questionnaire no. 9

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Menurut kamu apakah membuat sebuah surat bisnis itu penting? (do you think that writing business letter is important?)</td>
<td>a. Ya (yes)</td>
<td>85.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak (no)</td>
<td>14.3%</td>
</tr>
</tbody>
</table>

The data above show that many of students think that writing a business letter is important. And 14.3% students say that it is not important.
Table 21

Result of Questionnaire no. 10

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Menurut kamu apakah mempelajari sebuah surat bisnis itu dapat berguna dikemudian hari? (do you think that learning a business letter is usefull in the future?)</td>
<td>a. Ya (yes)</td>
<td>85.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tidak (no)</td>
<td>14.3%</td>
</tr>
</tbody>
</table>

The data above show that 85.7% students think that if we have learning a business letter it can be usefull in the future.

G. Interview Report

To support the data of questionnaire, the writer employed interview. The interview was given to English teacher to know about his solution to solve the problems in writing business letter. Based on the result of interview, the teacher stated that they must explain and give the the students more practice to solve the problems in writing business letter.
On the other hand, to solve the problem in capital letter, the teacher explain and more about capital letter usage and ask the students to practice writing. The teacher believe that, when the students practice in writing, they will be able to writing business letter as well as possible.

Besides, to solve the problems in using punctuation faced by the students, the teacher explain and give example about punctuation. The students will understand when they are given many example.

From explanation above, beside the teacher explain more about the usage of capital letter, punctuation, and generic structure the teacher also should ask the students to practice writing business letter continual, because business letter can be usefull in the future.

**H. Discussion**

After collecting the data from the students, the students’ ability in content based on analytic rating scale were identified. After giving score and classifying the score the frequency was determined.

Furthermore, there are also some result which are in classification. There are five classification in students' ability; excellent to very good, good to average, fair to poor, very poor and fail.
The highest frequency score classification of the students’ ability in content is very poor score classification 34.3%. The writer concluded that the students’ ability in writing business letter at the second semester of the eleventh grade at SMK Al-Huda Jati Agung Lampung Selatan was very poor.

In addition the writer found the problem faced by the students in writing business letter there were 54.3% students who like English lesson, 82.9% students who thought that English is important, 62.9% students who like written form in English, 82.9% students who always ask the teacher when they have trouble, 54.3% students did not understand about make a business letter, 68.6% students had problem with the writing letter, 57.1% students had problem with punctuation, 62.9% students had difficulties in writing business letter, 85.7% students thought that writing business letter is important, and 85.7% students thought that if we have learning a business letter it can be usefull in the future. The highest frequency score classification of the students’ problem in writing business letter is students thought that writing business letter is important, and if we have learning a business letter it can be usefull in the future with 85.7%.

Based on the result of interview the teacher stated that to solve the problems in writing business letter, the teacher explain more about the usage of capital letter, punctuation, and grammar the teacher also should ask the students to practice writing business letter continual.
CHAPTER V
CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the writer drew some conclusions and suggestion in an analysis of students’ ability in writing business letter in written form.

A. Conclusion

Based on analysis of students’ ability in writing business letter in written form in SMK Al-Huda Jati Agung Lampung Selatan which the writer focused on content, the writer concluded:

The students’ ability in writing business letter based on content who got highest score is very poor 34.3%. And the lowest score is excellent to very good 8.6%. The writer conclude that the students’ ability in writing business letter at the second semester of the eleventh grade at SMK Al-Huda Jati Agung Lampung Selatan was very poor.

In addition the writer found the problem faced by the students in writing business letter that 57.1% students had problem with punctuation, 62.9% students had difficulties in writing business letter, and 85.7% students students thought that if we
have learning a business letter it can be useful in the future. The writer conclude that most of students did not understand how to make a business letter and they had problems with punctuation and difficulties to writing business letter.

Based on the result of the interview, the teacher stated that to solve the problems in writing business letter, the teacher explained more about the usage of capital letter, punctuation, and grammar. The teacher also should ask the students to practice writing business letter continually.

B. Suggestion

From the conclusion above, the writer would like to give some suggestions:

1. Suggestion for the teacher
   a. The teacher do not only give the explanation how to write a business letter but also the teacher must give the students more exercises in applying business letter of inquiry letter.
   b. The teacher can apply a method it is explains business letter of inquiry letter, give examples of business letter of inquiry letter.
   c. The teacher should give more writing exercise to the students so that they will be familiar to English writing in writing business letter.

2. Suggestion for the students
   a. The students should learn and practice more about writing business letter of inquiry letter in order to develop their ability in English writing.
b. The students should not be lazy to transfer their idea in written form in order to develop their writing skill.

3. **Suggestion for the other researcher**

a. For further researcher, the writer should try to find out the students’ ability in writing business letter of inquiry letter in other criteria such as, organization, language use, vocabulary, and mechanics.

b. For further research, the writer tries to find out the students’ ability in other genre business letter such as, offering letter, ordering letter, and advice of despatch.
REFERENCES


