

**TEACHING AND LEARNING PROCESS OF WRITING BUSINESS  
LETTER THROUGH GUIDED WRITING TECHNIQUE OF THE  
FIRST SEMESTER STUDENTS TWELFTH GRADE AT  
SMAN 1 SEMPANG PEMATANG IN THE ACADEMIC  
YEAR OF 2023/2024**

**(A Thesis)**

Submitted as a Partial Fulfillment of  
The Requirement for S1-Degree

**By:  
NURHAYATI  
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**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY OF  
LAMPUNG  
2024**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
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LAMPUNG  
2024**

## ABSTRACT

A business letter is a formal communication between individuals, organizations, or companies for official or business-related purposes. It is typically composed in a professional tone and follows specific formatting and structural guidelines. This research aimed to investigate the process of teaching writing and identify students' writing problems in creating business letters.

The research employed a qualitative, descriptive method, utilizing questionnaires, observations, and document analysis. The findings revealed that by using guided writing technique in writing business letter the students writing process can be maximized when supported by the use of more interactive media to support students' understanding of concepts in business letter material. Because it is still found that some students need a more efficient approach and guidance for the business letter writing process, while guided writing is a method that seems to provide free opportunities for students which makes students need clearer direction.

Students' writing problems in writing business letters. Of the five aspects of writing, students feel the most difficulty in using vocabulary. The impact of these problems causes students to have difficulty in learning business letters, and lack of clarity and understanding regarding the concept of business letters, organizational challenges in compiling information effectively, other problems. are mechanical errors used such as spelling, punctuation, and formatting. These challenges collectively hinder students' ability to produce professional and effective business letters. Addressing this multifaceted problem requires a comprehensive approach to improving students' proficiency in writing business letters.

**Keyword :** *Guided Technique, Business lette, qualitative method, Writing Skills*

## DECLARATION

I hereby declare that this thesis, entitled Teaching And Learning Process of Writing Business Letter Through Guided writing Technique of The First Semester Students Twelfth Grade At Sman 1 Simpang Pematang In The Academic Year of 2023/2024, is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, 2023  
Declared by



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**ADMISSION LETTER**

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## MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ﴿٧﴾

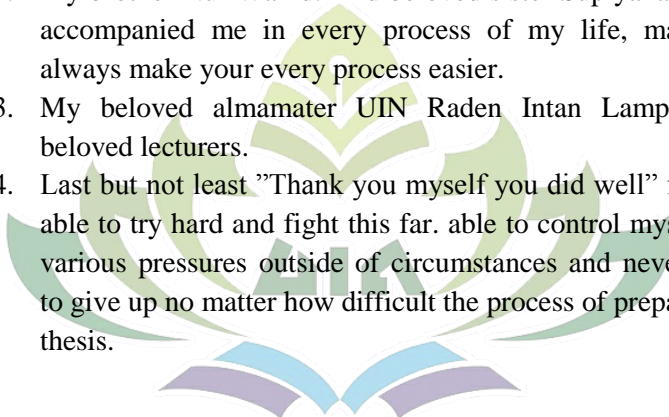
"Whoever does good deeds as heavy as a particle, he will see (the reward)." (QS Az Zalzalah: 7)



## DEDICATION

This thesis is dedicated to everyone who support and love me. I would like to dedicated this thesis to:

1. My beloved parents the late Mr. Sarifudin and Mrs. Endang Purwanti who always tirelessly pour out prayers for their children who are struggling to win the title of S.Pd and never forget to always remind them that Allah is a good planner. As a sign of devotion, respect and endless gratitude, I dedicate this thesis to my father and mother who have given me love and all support. I hope this is the first step to making them happy. May Allah bless you all.
2. My brother Nur Wahid. And beloved sister Supiyana who has accompanied me in every process of my life, may Allah always make your every process easier.
3. My beloved almamater UIN Raden Intan Lampung and beloved lecturers.
4. Last but not least "Thank you myself you did well" for being able to try hard and fight this far. able to control myself from various pressures outside of circumstances and never decide to give up no matter how difficult the process of preparing this thesis.





## CURRICULUM VITAE

The name of the researcher is Nurhayati. She was born on April, 07<sup>th</sup> 2000 in Pakuan Ratu, Waykanan. She is the one child of two children of a lovely couple Mr. Sarifudin and Mrs. Endang Purwanti She has one older sister namely Supiyana.

The researcher began her study in the SDN 2 Agung Batin in 2007 and finished in 2013. After that, she continued her study at Junior High School at SMP Simpang Pematang and finished in 2016. Afterward, she continued her study at SMAN 1 Simpang Pematang and finished in 2019. In the same year, she continued her study at the Raden Intan State Islamic University Lampung in Tarbiyah and Teacher Training Faculty in English Education Study Program.



## ACKNOWLEDGEMENT

*Alhamdulillahirobbil' alamin*, all praises due to Allah SWT, the Most Gracious and the Most Merciful. None of the best word to express my gratitude until this thesis could be finished. Then, Shalawat and salam never forget to convey to our prophet Muhammad SAW who always brought us from the darkness to the lightness. By the grace of Allah, so that this thesis could finish her thesis entitled is “Teaching And Learning Process Of Writing Business Letter Through Guided Writing Technique of The First Semester Students Twelfth Grade At Sman 1 Simpang Pematang In The Academic Year of 2023/2024 ”. This thesis is submitted as one of the fulfilment of the requirements for the S1-degree of English Education Study Program at State Islamic University of Raden Intan Lampung. However, this success would not be achieved without love, support, guidance, advice, help, and encouragement from individuals and institutions. Therefore The researcher would sincerely thank to:

1. Prof. Dr. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN RadenIntan Lampung with her personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Ridho Kholid M.Pd, The Head of English Department.
3. Nunun Indrasari, M.Pd as Advisor, who has patiently guided and directed the researcher for the completion of this thesis as well.
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5. All lecturers of Tarbiyah and Teacher Training Faculty, especially English Department Lectures.
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Bandar Lampung, 2023

The Researcher



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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

Firstly, to understand the research title and avoid misunderstanding, the researcher will explain the research title. This research entitled “Teaching And Learning Process Of Writing Business Letter Through Guided Writing Technique of the First Semester Students Twelfth Grade at SMAN 1 Simpang Pematang in The Academic Year Of 2023/2024”

#### 1. Analysis

Analysis is the elaboration process of the idea and some theories of the study of the part itself and the relationships between parts to obtain a proper understanding and understanding of the overall meaning.<sup>1</sup> Analysis refers to this research focusing on students' ability to write business letters.

#### 2. Writing process

The writing process refers to the series of steps or stages that writers go through to produce a written work. It is a dynamic and recursive process that involves brainstorming, planning, drafting, revising, editing, and publishing or presenting a final piece of writing. The writing process is not necessarily linear; writers often revisit and revise their work as they progress.<sup>2</sup>

#### 3. Business letter

A business letter is a written correspondence between two or more parties relating to business matters. It is a formal document used in various business settings, such as in a company, organization, or institution, to communicate information or conduct official transactions. A business letter

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<sup>1</sup> Stephen Petrina, *Critical Content and Discourses Analysis* (Journal of British Columbia. Vol 12.No 1.2016). p 65 URL: file:///Users/user/Downloads/THEORY\_FAIRCLOUGH.pdf access on 14 October 2022



typically includes the sender's address, the date, the recipient's address, a salutation, the body of the letter, a closing, and the sender's signature. Business letters are used for various purposes, such as making inquiries, placing orders, requesting information, and providing instructions. The tone of a business letter is usually formal, polite, and professional to maintain a positive and respectful relationship between the parties involved.<sup>2</sup>

#### **4. Guided Writing Technique**

Guided writing is a technique that gives students the opportunity to review a recently taught writing skill in group or whole class setting and then to apply the skill through independent writing. Through guided writing, children are supported during the different stages of the writing process. By applying this technique, the students will be trained to practice their skill until they are ready to write independently.<sup>3</sup>

#### **B. Background of the Problem**

English education is the teaching and learning the English language, including its grammar, vocabulary, pronunciation, and usage. Writing skills are essential to English education, as they enable students to communicate effectively in written form. Writing skills involve organizing and expressing ideas clearly and effectively, using appropriate grammar, punctuation, and vocabulary.<sup>4</sup>

In English education, the development of writing skills typically begins with instruction in basic writing mechanics, such as sentence structure, paragraph development, and grammar. As students progress, they may learn more advanced writing skills,

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<sup>2</sup> Abanikannda, O. (2016) Enhancing Effective Chemistry Learning Through Hypermedia Instructional Mode of Delivery. *European Journal of Educational Research*. Vol. 5, Issue 1, Pp. 27-34.

<sup>3</sup> Lori D. Oczkuz, Op Cit, P. 6

<sup>4</sup> Sycandone, Nok Thavivanh. (2016). Comparative Error Analysis in English Writing by First, Second, and Third Year, Students of the English Department of Faculty of Education at Chamrasak University. Postgraduate Thesis. Muhammadiyah University Surakarta.

such as argumentation, research, and creative writing. Instruction in writing skills may be integrated into various subjects, including language arts, social studies, and science.<sup>5</sup> In addition to formal instruction, writing skills can be developed through practice and feedback. Writing assignments and activities, such as journaling, response papers, and peer review, allow students to practice their writing skills and receive feedback on their work. Feedback can come from teachers, peers, or self-assessment and can help students identify improvement areas and develop effective writing strategies.

According to Ferris, developing writing skills is an important goal of English education, as it prepares students to communicate effectively in various settings, including academic, professional, and personal contexts. Practical writing skills enable students to express their ideas clearly and persuasively, engage with complex texts, and participate in meaningful discourse. The ability to write effective business letters is an essential skill for students who are preparing to enter the workforce.<sup>6</sup> Business letters are a common form of communication in many professional settings and are used for various purposes, such as making inquiries, placing orders, requesting information, and providing instructions. However, despite the importance of this skill, many students need help writing effective business letters.

Based on the preliminary research at SMAN 1 Simpang Pematang, the students writing process at the preparation stage the teacher only gives topics that must be written without providing further explanation, then the students do not understand the process of writing business texts because business texts have quite a lot of generic structure and must be fulfilled, then another problem is still weak and need evaluation. In line with the benefit

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<sup>5</sup> Sycandone, Nok Thavivanh. (2016). Comparative Error Analysis in English Writing by First, Second, and Third Year, Students of the English Department of Faculty of Education at Champasak University. Postgraduate Thesis. Muhammadiyah University Surakarta.

<sup>6</sup> Ferris, Dana & Hedgcock, John. (2005). Teaching ESL Composition: Purpose, Process, and Practice (2nd edition). New Jersey: Lawrence Erlbaum Associates

of writing business letters, there were several problems that students faced in writing business letter by the students at SMAN 1 Simpang Pematang, usually they felt difficult to differenciete between the generic structure or element of business letter; such as Letter head, dat, file number, confidential, inside address, attention, salutation, subject , body of the letter, somplimentary, signature, additional information, postscript. Students are often confused about using the correct confidential, then often get confused in the use of the generic structure. In addition, students are also sometimes confused about starting to write because their vocabulary mastery is insufficient. This is what makes students sometimes have difficulty in using English in writing business letters. Therefore it was supported with the in writing skillsscore of students writing skills on *appendix 1* it can be seen that the total of students in twelfth grade at SMAN 1 Simpang Pematang is 120 students with four classes. As the data above, the students who got the highest score than standard competence were 31 (26%). On the other hand, the total number of students who scored below the competency standard was 89 (74%) of 120 students.

Accoriding to Harmer there are some steps in writing process the in making a successful writing. Planning, drafting, editing, and final version are the writing process.<sup>7</sup> Writing is the productive skills are the term for speaking and writing, where students must produce language themselves. Writing is one of four skills learned in English. It includes productive skills. Writing text has several conventions that separate it from speaking. Apart from the differences in grammar and vocabulary, there are letter, word, and text formation issues manifested by handwriting, spelling, layout, and punctuation.<sup>8</sup> From the statements above, writing is pouring ideas, information, and thought into form writing through simple sentences. Then, they develop their simple sentences into complex ones so that the reader can understand them, especially in writing business letters.

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<sup>7</sup>Ibid.,8

<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge, UK), 265.

Business writing is one of the materials taught and learned by the students in the twelfth grade in high school. As per the curriculum of 2013 standard competence, the students must be able to understand the business letter and can write it down as the indicator numbers 3.5 and 4.3.<sup>9</sup> A business letter is a formal communication between individuals, organizations, or companies for official or business-related purposes. It is typically composed in a professional tone and follows specific formatting and structural guidelines. Business letters have advantages because they are commonly used for various purposes, such as making inquiries, submitting proposals, providing information, conveying decisions or opinions, requesting or offering assistance, or conducting official correspondence.<sup>10</sup> In another side based on Guffey there are some important reasons why the students high schools need to learn about the business letter, because: writing business letters helps students develop effective communication skills, which are essential in professional settings. Business letters require clear and concise expression of ideas, proper grammar and punctuation, and appropriate tone. These skills are transferable to various forms of written communication in the workplace. Line with that write business letter will helps students cultivate professionalism. They learn to adhere to formalities, follow standard business etiquette, and present themselves in a polished and respectful manner. This is crucial for future job applications, internships, and interactions with employers.<sup>11</sup>

There are several factors may contribute to students' difficulties in writing business letters process. First, students may need more familiarity with the conventions and expectations of this genre of writing. Business letters have a specific format and tone that must be followed to be effective. Second, students may need help identifying the appropriate formality level for different situations. Business letters must be professional in tone, but the

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<sup>9</sup> Implementation of Curriculum 2013 in an English lesson. A Nuha. 2013

<sup>10</sup> Guffey, M. E., & Loewy, D. (2017). *Essentials of Business Communication* (11th ed.).

<sup>11</sup> Guffey, M. E., & Loewy, D. (2017). *Essentials of Business Communication* (11th ed.).

level of formality may vary depending on the relationship between the parties involved. Third, students may need help organizing and presenting their ideas clearly and effectively. Business letters must be concise and focused, with a clear message that is easy to understand.<sup>12</sup> Given these challenges, analyzing students' ability to write business letters is essential to identify areas where they may need additional support and instruction. By understanding the factors that contribute to students' difficulties and the specific skills they need to develop, educators can design effective instruction and support to help students improve their business letter-writing skills. This analysis can also inform the development of curriculum and materials tailored to the needs of students learning to write effective business letters.

Several studies have conducted the students' writing ability in business letters as follows research by Shafa with the title "Problems in writing English business letter Errors and factors" This study is conducted to identify the problems of error found in English business letter writing and to explain the factors that caused the problems. This study used a qualitative method. The data were collected from the English business letter written by the third-semester Bina Bangsa Economics students majoring in Management and Accounting. The students were asked to respond to a complaint letter from a customer of the given situation.

The researcher identified the problems of error found in the letters and explained the factors that caused the problems to conclude. The result shows that there are four classifications of error: morphological, lexical, syntactic, and mechanical error. These four classifications of errors are divided into eight types: verb, noun, article, word choice, sentence structure, spelling, punctuation, and capitalization. Word choice error was the highest frequency of error type (20.3%), followed by sentence structure error (18.3%), verb error (12.1%), punctuation error (11.3%), noun error (9.7%), and spelling error (9.5%). Meanwhile, article and capitalization errors shared the same percentage (9.4%). Three

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<sup>12</sup> Agustin-Llach, Maria Pilar. (2007). Lexical Errors in Young EFL Learners: How Do They Relate to Proficiency Measures? *Interlinguistica* 17 (2007)

significant factors caused the errors: language transfer, overgeneralization, and learning context.<sup>13</sup>

Based on the phenomenon and the relevant research above, this study attempts to focus on the research is want to know the ability of students to write a business letter because that the researcher takes the title of this research Teaching and Learning Process Of Writing Business Letter Through Guided Writing Technique of the First Semester Students Twelfth Grade at SMAN 1 Simpang Pematang in The Academic Year of 2023/2024”.

### **C. Focus and Sub-Focus of the Research**

Based on the background of the problem above, this research focuses on nalyzing the student's writing process to write business letters. The researcher use the theory of writing process by Harmer that consists of planning, drafting, editing, and final version.

In line with the focus of the research, the sub-focus of this research is to know the teaching process of writing business letter by using guided writing technique with the steps modeling, support, and practice in another side the researcher also will be analyzed the students problems in writing business letter by used theory of Bryne that focused on the linguistics aspects like content, organization, vocabulary, language used, and mechanics.

### **D. Formulation of the Problem**

Based on the focus and sub focus out of the research, the researcher formulated the problems as follows

1. How is the process of teaching writing business letters by using Guided Writing Technique at the first semester of the twelfth grade of SMAN 1 Simpang Pematang In The Academic Year of 2023/2024?

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<sup>13</sup> Shafa Firda Nila, *problems in writing English business letter errors and factors*. Journal of the conference on language, literature and teaching Vol.1.no.2.ISSN 2549-5607

2. What are the students' writing problems in writing business letters at the first semester of the twelfth grade of SMAN 1 Simpang Pematang In The Academic Year of 2023/2024?

### **E. The Objective of the Research**

This research aims as follows :

1. To know the teaching and learning process in write business letters though guded writing technique at the first semester of the eleventh grade of SMAN 1 Simpang Pematang In The Academic Year Of 2023/2024.
2. To analyze the students writing problems in write business letters at the first semester of the eleventh grade of SMAN 1 Simpang Pematang in the Academic Year of 2023/2024.

### **F. The Significance of the Researcher**

#### **1. Theoretically**

This research informs the English teacher about the student's writing process in making business letter and the problem's in writing business letters.

#### **2. Practically**

This research is to give feedback to the English teacher at Senior High School in which this study is done about the students' problems in writing business letters.

### **G. Relevant Research**

1. The research conducted by Kerli Marlinawati entitled: A study on the writing English business letter difficulties at the first year students accounting department of SMKN 1 Sekijang.<sup>14</sup>This research objective was to know the students' difficulty in writing business letters. Based on the

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<sup>14</sup> Serli Marlinawati. A study on the writing English business letter difficulties at the first-year students accounting department of SMKN 1 Sekijang. Journal of English Education. Vol.1.no.2.2019).

questionnaire, the researcher found out that the student's response toward their difficulties in writing the English business letter was making up a negative response, with 71,73% having trouble writing business letter text.

2. Shafa, with the title "Problems in writing English business letter Errors and factors," This study is conducted to identify the problems of error found in English business letter writing and to explain the factors that caused the problems. This study used a quantitative method. The data were collected from the English business letter written by the third-semester Bina Bangsa Economics students majoring in Management and Accounting. The students were asked to respond to a complaint letter from a customer of the given situation. The researcher identified the problems of error found in the letters and explained the factors that caused the problems to draw the conclusion. The result shows that there are four classifications of error: morphological, lexical, syntactic, and mechanical error. These four classification of errors are divided into eight types: verb, noun, article, word choice, sentence structure, spelling, punctuation, and capitalization. There were three major factors that caused the errors: language transfer, overgeneralization, and context of learning.<sup>15</sup>
3. Research conducted by Lia Diana entitled "Students ability in writing application letters at Fourth semester on RASM Persada Bunda Pekanbaru" The study proposed to determine if application letters can improve the student's writing skill. The research intent onto the students' ability in English functional writing, especially in writing application letters at the fourth semester ASM Persada Bunda Pekanbaru. The research participants were the fourth-semester students of Akademi Sekretaris dan Manajemen (ASM) Persada Bunda Pekanbaru. There were 5 students. The research determined that application letters could improve the student's writing

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<sup>15</sup> Shafa Firda Nila, *problems in writing English business letter errors and factors*. Journal of the conference on language , literature and teaching Vol.1.no.2.ISSN 2549-5607



skills. This research is qualitative research. The writer collects the data using the test and the documentation. The test is a written test of application letters in English subject for the students in the fourth semester of ASM Persada Bunda Pekanbaru. Then, the students' sheets were corrected by scoring the rubric of the business letter. Finally, the writer analyzes the students' scores.<sup>16</sup>

4. Research by Siti Sri Wulandari entitled “ Business letter writing skill improved learning through the inquiry method in the administration office of education students faculty of economic UNESA” This study aims to improve and implement business letter writing skills learning in the education of students of economic faculty administrative offices Unesa using inquiry methods. This research is classroom action research. The subjects were students of educational administrative offices in 2014. Generation research data collection methods used are observation, documentation, and test writing business letters. The data analysis technique used is descriptive qualitative analysis techniques to analyze the results of observations using inquiry methods in learning to write business letters and quantitative descriptive for analyzing test results to write a business letter. The results of the observation method of inquiry can improve the performance of teachers in the first cycle, aspects 7 and 9 aspects of the second cycle. There was an increase in the activities of the average student in business letter writing skills in the first cycle of 6.95 in the second cycle of 8:50. Students are more active in asking, willing to report and respond to the group's work on their own initiative, as well as more attention and concentration in learning. Improved student learning outcomes educational administrative offices Unesa economics faculty in business letter writing skills achieved through two cycles. In the first cycle of evaluation,

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<sup>16</sup> Lia Diana. students ability in writing application letter at fourthsemester ASM Persada Bunda Pekanbaru. EJI English journal of Indragiri. Vol.3.no.2.2019. URL: <https://ejournal.unisi.ac.id/index.php/eji/article/view/601>

results achieve mastery at 62.5%, while in the second cycle of evaluation, results 90% achieve mastery. So increased 27.5% from the previous cycle.<sup>17</sup>

5. The last relevant research was conducted by Joemar Antonio, entitled "Linguistic errors and skills competency of students in writing business letters" The researcher pursued this study on the evaluation of the students' business writing skills to help the students be prepared for future communication with the companies and be able to increase their confidence level in their written communication by avoiding technical and grammatical error. The study analyzed the Linguistics Errors and Skill-Competency in Business Letter Writing of student-leaders in the College of Education at the University of Nueva Caceres. This study sought to identify the kind of letters archived in the College of Education; determine the Linguistics Errors of College of Education students in Business Writing in terms of Mechanical, Morphological, Lexical, and Syntactic; recognize the Level of Competency in Business Writing Skills of College of Education students in terms of Format, and Content; establish the relationship of the Linguistic Error and the Level of Competency in Business Writing Skills of the College of Education students; and present an innovative instructional material may be produced by the researcher based on the result of the study. This study allowed the researcher to see that the Letter request is the common letter submitted in the office; that the students, despite their perception of being competent and highly competent in their business letter writing skills, are still committing errors, particularly in the Punctuations, Sentence Structures, and Word Choice. Thus, one should learn and relearn the important concepts in the business letter writing format and content. Lastly, we should urge future researchers to evaluate the innovative material done by the researcher so

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<sup>17</sup> Siti Sri Wulandari .Business letter writing skills improved learning through the inquiry method in the administration office of education students faculty of economic UNESA. Journal of English education study program.Vol.2.no.2.2019.

that it would be practically useful for the present and future student-leaders.<sup>18</sup>

Based on the several studies that have been described above, there are some similarities between this research and previous research. who indicates that the research focus is on the problems or problems felt by students in writing business letters, but this research focuses on students' abilities in writing business letters, so there are differences. further qualitative research The research conducted by Lia Diana, the focus of the research lies in the difference in research subjects if this research be carried out of the twelfth grade students at SMAN 1 Simpang while the research conducted by Lia is carried out on rasa Persada.

## H. Research Method

### 1. Research Design

In this research, the writer using qualitative research design. Bogdan 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.<sup>19</sup> So, the writer will use a qualitative approach in conducting this study because the writer collects the data in the form of words or pictures rather than numbers.

In this research, the researcher used qualitative research, because the writer intended to know the real process in writing business letter and the factors that made the students get difficulties in writing through the qualitative research approach, the researcher may be able to collect the data and answered the problem above.

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<sup>18</sup>Joemar Antonio, *Linguistic errors and skill competency of students in writing business letter*. Journal of English education and linguistics. Vol.3.no.1.2022

<sup>19</sup>Ag. Bambang Setyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu,2006), p.219

## 2. Research Subject

In a descriptive qualitative study type, the terms population and sample are unknown. To present the subject of this study, the researcher using purposive sampling. Lawrence defines purposive sampling as widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest.<sup>20</sup> In this case, the subject of the research are students of the twelfth grade at SMAN 1 Simpang Pematang in the academic year of 2023/2024; from the fourth class, the research only takes one class XII IPA 1, with a total of 30 students. It is based on students' averagescore, whichis the lowest score for all classes. The numbers of the students of the twelfth grade are 120 students. It can be seen in the following table 3.1 below :

**Table 1**  
**Numbers of the Students of Twelfth Grade at**  
**SMAN 1 Simpang Pematang in the Academic Year of**  
**2023/2023**

No	Classes	Genders		Number of Students
		Male	Female	
1	XII IPA 1	10	20	30
2	XII IPA 2	8	22	30
3	XII IPS 1	12	18	30
4	XII IPS 2	9	21	30
	Total	39	81	120

*Source : Documentation of SMAN 1 Pematang 2023/2024*

## 3. Data Collecting Technique

In this research will use two data-collecting techniques in qualitative research. They are

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<sup>20</sup> Donald Ary, *Introduction to Research in Education* (New York :Amazon.com,1972).p.42

documents, observation and questionnaire for detail description are :

#### **a. Questionnaire**

According to Creswell a questionnaire is a research instrument that consists of a set of questions or prompts designed to gather information from individuals for the purpose of research.<sup>22</sup> In this research using the open ended questionnaire. The researcher share the questionnaire for collected the data to know the their problem on writing business letter. List of questions The questionnaire consists of twelve questions (see attachment 3). The first to third questions are to determine students' ability to understand the content in writing business letters using the guided writing method. Questions four to five aim to determine students' ability to use capital letters in writing business letters using the guided writing method. questions six and seven to determine students' abilities in using vocabulary in writing business letters using the guided writing method. The eighth to ninth questions are to determine students' abilities in using language in writing business letters. Questions ten to 12 are to determine students' abilities in using mechanics in using business writing using the guided writing method. From the results of the questionnaire, researchers found that the problems faced by students in learning to write procedural texts using the guided writing method were about vocabulary, students had to often watch films, listen to songs, etc. in English which supported students' English abilities regarding vocabulary. This happens because of students' lack of motivation in writing and students don't like learning to write. Based on these twelve questions, there was no reduction in data regarding the student questionnaire.

#### **b. Observation**

Observation refers to the act of closely and systematically watching, perceiving, and noting events, behaviors, or objects in order to gather information. It is a

fundamental method used in various fields, including scientific research, education, psychology, anthropology, and everyday life. The goal of observation is to collect data and gain a better understanding of a phenomenon, process, or situation.<sup>21</sup> This research using observation as the instrument to collect the data of students writing business letter process that focused on the steps by Harmer planning, drafting, editing, and final version. The researcher employ observation as the primary instrument will facilitate the systematic observation and analysis of the data related to the learning process of teaching business letter by used guided writing technique.

### c. Documentation

A valuable source of information in qualitative research can be documentation. Documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc.<sup>22</sup> Researchers collect documentation in the form of pictures, results of assignments that students have carried out.

## 4. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of the form of the research.<sup>23</sup> Miles, Huberman, and Saldana propose analysis as consisting of three concurrent activities, namely, data condensation, data display, and conclusion.<sup>24</sup> In this case, the researcher collected observation to know the student's writing process in business letters, and collected questionnaire with the students of the twelfth grade at SMAN 1 Simpang

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<sup>21</sup>Ibid.,20

<sup>22</sup>Ibid.,20

<sup>23</sup> Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta: Pt. Raja Grafindo Persada, 2003), p.43

<sup>24</sup> Matthew B. Miles, A. Michael Huberman and Johnny Saldana, *Qualitative Data Analysis*, 3 Edition, (Los Angeles: Sage Publications, 1994), p.10.

Pematang to know the specific information about the students writing process and their problem faced in writing business letters. There are some steps in analyses as follows:

**a. Data Condensation**

Data condensation becomes the first steps to do in analyzing the data in this research. According to Miles, Huberman, and Saldana, data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written-up field notes or transcripts.<sup>25</sup> In this, data condensation refers to the process of collecting the data based on the interviewing and observation to know the process of students to write business letters by focusing on the writing steps planning, drafting, editing, final version, and for the second research questions the researcher used questionnaire as the instrument that focused on students writing problem in writing aspects.

**b. Data Display**

The second step is data display. According to Miles, Huberman, and Saldana, generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action.<sup>26</sup> In this study the data displayed by an organized assembly of information that permits drawing and action-taking. After analysis, the data displayed in the discussion.

**c. Conclusion Drawing**

After finishing doing data condensation and data display, the last step to analyze the data in this research is drawing a conclusion. According to Miles, Huberman, and Saldana, the final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes, coding storage and

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<sup>25</sup> Matthew B. Miles dan A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. ( London: Sage Publications:1994)

<sup>26</sup> Matthew B. Miles, A. Michael Huberman and Johnny Saldana, *Qualitative Data Analysis*, 3 Edition, (Los Angeles: Sage Publications, 1994), p.10

retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.<sup>27</sup> It means the conclusion is where the researcher seeks a conclusion as answering to the research question. It answers the research problem.

## 5. Trustworthiness of the Research

Trustworthiness is very important in qualitative data because it makes it possible for the researcher to describe qualitative word's virtues. In essence, Given said that trustworthiness can be thought of as how qualitative researchers ensure that transferability, credibility, dependability, and confirmability are evident in research.<sup>28</sup>

To make this research clear, this research using triangulation. According to Given, triangulation is a way to increase the validity or strength of a study by comparing the result of different approaches for one-unit learning. It can be explained also that triangulation is a way to measure what is considered the same using different methods of investigation.<sup>29</sup>

It means that triangulation is a way to find whether a study is valid or not by comparing the result with different approaches for one learning unit. Denzin stated that triangulation means that the researcher takes a different perspective about the problem under study or- more generally- in answering the research question. This perspective can be proved by several methods and/ or in some theoretical approaches.<sup>30</sup>In conclusion, triangulation is how

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<sup>27</sup>Matthew B.Miles, A.Michael Huberman and Johnny Saldana,*Qualitative Data Analysis*,3 Edition, (Los Angeles: Sage Publications, 1994), p.10

<sup>28</sup>Lisa M.Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London:SAGE Publication, 2008),p.895

<sup>29</sup>Lisa M.Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London:SAGE Publication, 2008),p.895

<sup>30</sup>Norman K.Denzin and Yvonne S. Lincoln, *The SAGE Handbook of Qualitative Research, Fifth Edition* (Yogyakarta: PustakaBelajar, 2018), p.788.



researchers take different perspectives on the problem to be studied, can be proven by different theories or methods as well as approaches that refer to theory. Denzin divided some types of triangulation that will be used for research. They are:

**a. Data triangulation**

Data triangulation refers to a combination of different data resources applied to different times, people, and places.

**b. Investigator triangulation**

In this type, the data is independent, and there is more than one observer. This type involves many researchers in the investigations made possible by this technique. Additional insight into the process of understanding the data as such bring a different perspective and the different epistemological assumption that can inform research results.

**c. Theoretical triangulation**

The type of this triangulation involves using more than one theoretical schema. This type draws upon alternative or competing theories in preference to utilizing only one viewpoint. Triangulation of theory refers to approaching data from multiple perspectives and hypotheses in mind. Various theoretical viewpoints can be placed side by side to judge their utility and strength.

**d. Methodological Triangulation**

This type of data uses the same method on different occasions or the same object and different methods. This type uses more than one option to collect the data, such as documents, observation, and questionnaires.<sup>31</sup> It means that triangulation is the way on

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<sup>31</sup>Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London: SAGE Publication, 2008), p.895

how to check the validity of the data. By doing, it also can give proof of the data validation.

It can be concluded this research will use methodological triangulation to check the validation of the data that will collect the data referred to the result of questionnaire and observation to know the student's ability to write business letters by focusing on the writing components and generic structure of business letters. The reason this research will use methodological triangulation is because this research will use instruments in the form of questionnaire and observation to manage the data collected in accordance with the data and facts in the field, while data triangulation focuses data on resources that occur based on time, event, person, and this research will focus on the phenomena felt by students in writing a business letter.

## **I. Systematic of the Discussion**

### **CHAPTER I INTRODUCTION**

Contains The Title Confirmation, The Background Of The Problem, The Focus And Sub-Focus Of The Research, Research Questions, The Objective Of The Research, The Significance Of The Research, Relevance Of Studies, And Research Method, And The Systematic Discussion.

### **CHAPTER II LITERATURE REVIEW**

Contains Theories Related To The Topic In This Research such as students problems, writing ability, Business Letter.

### **CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT**

Contains A General Description Of The Research Object And A Presentation Of Data And Facts.

### **CHAPTER IV DATA ANALYSIS**

Contains About The Data Finding And Discussion.

### **CHAPTER V CONCLUSION AND RECOMMENDATION**



## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Writing Ability

##### 1. Definition of Writing

Besides listening, reading, and speaking, writing is one of the basic skills. Writing is a complex skill because when we write something, we should choose the words, arrange it into paragraphs by our brain and then use our hands to write it. According to Raimes, writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentences and paragraphs by using eyes, brain and hand.<sup>32</sup> It means that writing is used to express someone's feelings and also ideas. Someone uses her or his brain to create ideas, hands to write, and eyes to look at the product of writing to do that.

As stated by Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her view on a topic.<sup>33</sup> It means that writing can express the ideas, feelings will show many things about the writer, such as the way of thinking, knowledge, problem solution and others. In writing the students can express their opinions in the form of written language, and indirectly the students can communicate with the reader.

Writing is a skill that is used to express feelings, ideas, and also opinions in written form. Most people in the world use writing to communicate in their daily activity. In this modern era, people used writing to communicate by using modern technology such as e-mail, short text messages in handphones, and chatting on social media. As said by Harmer, writing is sed

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<sup>32</sup> Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p.95

<sup>33</sup> Ken Hyland,(1st Published), *Second Language Writing* (New York: Cambridge University Press,2003),p.9

for a wide variety of purposes and it is produced in many different forms.<sup>34</sup>

Based on definition writing above, it can be concluded that writing is an activity of expressing the ideas, feelings and thoughts arranged in word, sentences and paragraphs in written form by using eyes, brains and hands. In writing the students can express their minds or opinions in the form of written language. Most people in the world use writing to communicate in their daily activity. It means that writing should be mastered by the students.

## 2. Concept of Writing Process

Writing process is a stage that a writer goes through to create something in writing form. According to Harmer, there are several writing processes. They are as follow:

- a. **Planning (Teacher Activity):** The teacher can guide students through the process of planning their writing. This activity involves helping students understand the importance of planning and providing them with strategies to effectively organize their thoughts and ideas before starting to write. The teacher can facilitate class discussions, brainstorming sessions, or provide graphic organizers to assist students in their planning process. Example: The teacher assigns a persuasive essay task and begins the planning activity by discussing the purpose of persuasive writing and its intended audience. The teacher encourages students to brainstorm ideas related to the topic and guides them in selecting the most compelling arguments to support their viewpoint. Students then use a graphic organizer, such as a mind map or an outline, to structure their thoughts, identify supporting evidence, and plan the overall organization of their essay.
- b. **Drafting (Teacher Activity):** The teacher can guide students through the drafting phase, where they transform

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<sup>34</sup>Jeremy Hamer, *How to Teach Writing*, (England, Longman, 2004), p.4

their planned ideas into a rough draft. This activity involves providing guidance on the structure, language use, and coherence of the writing. The teacher can encourage students to focus on content rather than perfecting every sentence during this stage. Example:

- c. The teacher instructs students to take their planning outlines and start writing the first draft of their persuasive essay. The teacher emphasizes that this is a rough version and encourages students to focus on getting their ideas down on paper without worrying too much about grammar or word choice. The teacher may provide individual or group conferences to offer feedback and suggestions for improvement.
- d. Editing (Reflecting and Revising) (Teacher Activity): The teacher can guide students through the process of editing their draft, helping them reflect on their writing and revise it for clarity, coherence, and effectiveness. This activity involves teaching students strategies for self-reflection and revision, such as reading their writing aloud, seeking peer feedback, or using editing checklists. Example: The teacher instructs students to review their persuasive essay drafts and identify areas that need improvement. The teacher may provide a checklist or rubric for students to self-evaluate their writing. The teacher encourages students to read their writing aloud or exchange drafts with peers for feedback. The teacher can also model revision techniques by providing examples of how to rephrase ambiguous sentences, rearrange paragraphs for better flow, or strengthen arguments with additional evidence.
- e. Final Version (Teacher Activity): The teacher guides students through the process of producing the final version of their writing. This activity involves emphasizing the importance of proofreading, polishing the language, and ensuring that the writing meets the requirements of the task. Example: The teacher instructs

students to revise their persuasive essay drafts based on the feedback and self-reflection done during the editing stage. The teacher encourages students to proofread their writing for grammar, spelling, and punctuation errors. The teacher provides guidance on improving sentence structure, using precise vocabulary, and refining the overall clarity and coherence of the essay. Finally, the teacher instructs students to create a clean, polished version of their persuasive essay, ready for submission or publication.<sup>35</sup>

In addition, it can be concluded that writing is an operation that has many phases. So, there are certain procedures called the writing phase in making a successful writing. Planning, drafting, editing, and final version are the writing process.

### 3. Concept of Writing Ability

As reported by Hyland, writing is regarded as an extension of grammar, a means of reinforcing language patterns through habit formation and testing learners' ability to produce well formed sentences.<sup>36</sup> 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, it can be written in a good written form.

Heaton explains that writing covers a number of knowledge and skills. They are as follows:

- a. Language use: The activity here involves the ability to write correct and appropriate sentences. It means being able to construct sentences that adhere to the grammatical rules of the language and convey the intended meaning accurately. This includes using proper subject-verb agreement, correct word order, appropriate verb tenses, and so on. It also

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<sup>35</sup>*Ibid*, p. 4-5

<sup>36</sup>Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.3

involves using language that is suitable for the context and effectively communicates the intended message. Example activity: Writing a paragraph or an essay where you demonstrate students' understanding of grammar rules by constructing grammatically correct and meaningful sentences.

- b. **Mechanical skills:** This refers to the ability to use the conventions peculiar to the written language, such as punctuations and spelling, correctly. It involves knowing how to use commas, periods, question marks, quotation marks, and other punctuation marks appropriately in order to convey the intended meaning. Similarly, it includes having a good command of spelling and being able to spell words correctly. Example activity: Proofreading a piece of writing and correcting any punctuation errors or misspelled words.
- c. **Treatment of content:** This skill involves thinking creatively and developing thoughts while excluding any irrelevant information. It is about presenting ideas or arguments in a logical and coherent manner, ensuring that the content is relevant, focused, and organized. It requires the ability to generate ideas, structure them effectively, and present them in a way that supports the overall message or purpose of the writing. Example activity: Writing an essay or a report where you express your thoughts clearly and logically, providing relevant supporting details while excluding any information that is not directly related to the topic.
- d. **Stylistic skills:** This skill pertains to the ability to manipulate sentences and paragraphs effectively and use the language in a stylistically appropriate manner. It involves understanding and employing different sentence structures, varying the length and complexity of sentences, and using rhetorical devices to enhance the overall impact of the writing. It also includes using appropriate transitions to ensure smooth flow between paragraphs and sections. Example activity: Rewriting a passage to improve its



readability and overall style by varying sentence structures, using rhetorical devices, and adding appropriate transitions.

- e. Judgment skills: This skill encompasses writing in a manner that is appropriate for a specific purpose and audience. It involves understanding the target audience and tailoring the writing style, tone, and language accordingly. Additionally, it includes the ability to select, organize, and order relevant information effectively, ensuring that the writing is coherent and engaging for the intended readers. Example activity: Writing a persuasive letter or an article, where you adapt your writing style and language to appeal to a specific audience, organize your ideas in a logical manner, and present compelling arguments supported by relevant information. These activities highlight the different aspects of writing skills, emphasizing the importance of grammar, mechanics, content treatment, style, and judgment in producing effective written communication.<sup>37</sup>

Finally, the conclusion of writing ability is an essential ability to master. As Heaton said, writing has a lot of knowledge and skill. When we have mastered writing ability we also can write correct sentences, use correct spelling and the punctuation, think creatively, and make sentences as effective as possible.

#### 4. Components of Writing

In writing activity, the writer can be successful if their writing contains some components of writing. The writing component by Brown are:

- a. Content (the ability to think creatively and develop thoughts).
- b. Organization (the ability to write in an appropriate manner).
- c. Vocabulary (the ability to use words/ idioms).

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<sup>37</sup> J.B. Heaton, *Writing English Language Test*, (Cambridge: Cambridge University Press, 1975), p.135

- d. Language (the ability to write appropriately).
- e. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).<sup>38</sup>

From the explanation above, it can be concluded that writing is not only pouring out the ideas that are in our minds, but also must pay attention to every component of writing such as content, organization, language use, mechanics and also the use of vocabulary which must be in accordance with the theme to be written, in addition to making our writing more neat, it also allows readers to understand the meaning of our writing.

## 5. Assessing Writing

Assessing writing used to know the students' understanding from the material in the class and also to measure the students' ability in writing. As stated by Hughes that assessing writing involves there are three aspects:

- a. Writing tasks should be set that are properly representative of the range of tasks we would expect students to be able to perform: When assessing writing, it is crucial to design tasks that accurately reflect the range of writing tasks students should be capable of completing. This means including different types of writing genres and prompts that align with the learning objectives and curriculum. The tasks should cover various purposes of writing, such as informative/explanatory, persuasive, narrative, or descriptive writing. They should also consider different formats, such as essays, reports, letters, articles, or creative pieces. By including a diverse range of tasks, educators can evaluate students' ability to adapt their writing skills to various contexts and effectively communicate their ideas across different genres.

Example: For assessing writing ability, a set of tasks could include: Write an informative essay explaining the causes and effects of climate change. Compose a persuasive

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<sup>38</sup>*Ibid*, p. 136

letter to the local government advocating for increased recycling initiatives in your community. Craft a narrative story using dialogue and descriptive language to depict a memorable event from your life. Write a report analyzing the pros and cons of social media on society and providing recommendations for responsible usage.

- b. The task should elicit writing that is truly representative of the range of the students' writing ability: To assess students' writing ability accurately, the tasks should be designed to elicit responses that reflect the full spectrum of their writing skills. This means considering students' proficiency levels, language backgrounds, and prior writing experiences. The prompts should be open-ended enough to allow students to demonstrate their strengths and areas for improvement. It is essential to avoid tasks that are too restrictive or limiting, as they may not provide a comprehensive assessment of students' true writing abilities.

Example: To elicit a range of writing abilities, a task could be: Write a persuasive essay on a topic of your choice, providing arguments and evidence to support your viewpoint. Consider the opposing arguments and address them effectively in your essay. This prompt allows students to select a topic they are passionate about and provide a persuasive argument, showcasing their ability to structure and organize their thoughts, use persuasive language, and effectively counter opposing viewpoints.

- c. The sample of writing can be appropriately scored: To ensure accurate and fair scoring, the sample of writing should possess certain characteristics. The writing should provide sufficient evidence of the students' writing skills, such as grammar, vocabulary, organization, coherence, and clarity. It should be complete, demonstrating a well-developed response to the task prompt. The writing should also be accessible within the given scoring rubric, allowing for consistent evaluation across different samples.

Example: A sample of writing that can be appropriately scored might exhibit the following qualities: Clear and coherent organization, with a well-defined introduction, body paragraphs with supporting details, and a conclusion that summarizes the main points. Proper sentence structure and grammar, with minimal errors that do not impede understanding. Effective use of vocabulary and language appropriate for the task and target audience. Consistent and relevant use of evidence, examples, or relevant details to support arguments or claims. Smooth transitions between paragraphs and ideas, ensuring the logical flow of the writing. By assessing a sample of writing against these criteria, educators can provide accurate and meaningful feedback, as well as assign an appropriate score based on the established scoring rubric..<sup>39</sup> the scoring rubric of writing skill on *the appendix*

## 6. Students Writing Problems

According to Byrne there are three factors which influence writing process, they are:<sup>40</sup>

### a. Psychological Problem

In the context of teaching, the psychological problem refers to the challenges that teachers may face when it comes to their own writing abilities. Teachers are often expected to be proficient writers themselves, capable of producing written materials such as lesson plans, assignments, and reports. However, there are psychological hurdles that can hinder their writing process. One major issue is the expectation of writing in

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<sup>39</sup>Professor Jack C. Richard. (2015) The Official Website Of Educator and Arts Patron Jack C. Richard, Assessing Writing Skills. Retrived from <https://www.professorjackrichards.com/assessing-writing-skills/>, accessed october 7<sup>th</sup>,2020

<sup>40</sup> Byrne, D. (1988). Teaching writing skills. England: Longman Grup Limited. R

isolation, without the possibility of interaction or feedback. This can create anxiety and self-doubt among teachers. Without the opportunity for dialogue or revision, they may feel pressured to produce perfect written work on their own, which can be intimidating. This fear of judgment or making mistakes can make the act of writing more difficult for them. Additionally, the act of teaching itself can be time-consuming and mentally demanding, leaving teachers with limited mental energy for their own writing tasks. This mental fatigue can further exacerbate the difficulties they face when trying to write effectively.

b. Linguistic Problem

The linguistic problem in understanding students' writing issues encompasses various aspects related to language and communication. When evaluating students' writing, educators need to consider several linguistic elements: Content (the ability to think creatively and develop thoughts), organization (the ability to write in an appropriate manner), vocabulary (the ability to use words/idioms), language (the ability to write appropriately), mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).

c. Cognitive Problem

The cognitive problem pertains to the cognitive processes and skills required for effective writing. In the context of teaching and lecturing, educators often need to master the written form of the language they are teaching and understand certain structural elements crucial for clear and effective communication in writing. Educators need to have a strong command of the language's written form, which includes a deep understanding of grammar, vocabulary, and style. Without this mastery, it's challenging to guide students in developing their writing skills. Educators must be aware of and able to teach students about important structural elements in writing, such as essay organization (introduction, body,

conclusion), paragraph structure, thesis statements, and argument development. These elements are fundamental for effective writing and communication. Overcoming the cognitive challenges associated with teaching writing involves continuous learning, professional development, and a deep commitment to helping students develop their writing abilities. Educators play a critical role in shaping students' writing skills, and addressing these cognitive challenges is essential for their success in this endeavor.

Based on the explanation above, this research will be focused on the Linguistic problems that focused on linguistic aspects in writing as follows; content, organization, mechanical, vocabulary, and language.

## **7. Teaching of Writing**

In accordance with Brown that role of the teacher must be a facilitator and coach, not the manager. As a facilitator, the teacher allows learners to share in the composition. Based on Brown, there are some process approaches in writing instruction:

- a. Focus on the process of writing that leads to the final written product
- b. Help student to understand their own composing process
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting
- d. Give students time to write and rewrite
- e. Place central importance on the process of revision
- f. Let students discover what they want to say as they write
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
- h. Encourage feedback from both the instructor and peers

- i. Include individual conferences between teacher and student during the process of composition.<sup>41</sup>

Based on the information above, it can be concluded that teaching writing is a process that produces good writing with some approach. It means that, to make a written product that must be balanced between the process in writing and product of writing itself.

## **B. Guided Writing Technique**

### **1. Definition of Guided Writing Technique**

A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learners some question before writing and guiding them until they finish doing their task. According to Oczkuz, guided writing is a technique that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing.<sup>42</sup> It means that guided writing provides an important context for teachers' assessment and guidance of student writing to observe students during specific writing events and provide immediate instructional scaffolding for writing processes targeted to the needs of a specific group of students. Guided writing is a technique that gives students the opportunity to review a recently taught writing skill in small-group or individuals setting and then to apply the skill taught independent writing.<sup>43</sup> The students do the writing, but supported as needed by a teacher who provides instruction through mini-lessons and conference. Tyner state that Guided Writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice.<sup>18</sup>

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<sup>41</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed)*, (California: Pearson ESL, 2000), p.336

<sup>42</sup>Lori D. Oczkuz, *A Guide to Effective Instruction in Writing Kindergarten to Grade, P. 5.*

<sup>43</sup>*Ibid.*,40

Modelled writing requires teachers to demonstrate the steps of writing while in support students contributed their ideas. After these two activities have been done, teacher will guide students to make their own paragraph.

Based on the explanation above, the writer concluded that guided writing is technique to provide material, through modeling, support and practice to help students write toward independent writing.

## **2. The Procedure of Teaching Writing by using Guided Writing Technique**

According to Tynner to achieve the purpose in writing process there are three steps modeling, support and practice.:

### **a. Modeling**

- 1) The teacher explains what business letter is and also explains the parts that the students must write in a text. For example After explaining what a business letter is, the teacher explains the parts of a business letter such as Letterhead, date, File Number, Confidential, Inside Address, Attention, Salutation, Subject, Body of the Letter, etc.
- 2) The teacher chooses or has the students chosen by themselves the topic to about.
- 3) The teacher gives the students some question related the topic. The number of question depends on the topic what the students are going to write.
- 4) The teacher write an example of tmhe business letter text based on the question as the model for the student.

### **b. Support**

- 1) The teacher provides the topic what the students are going to write.



- 2) The teacher provides some question related to the topic.
- c. Practice
  - 1) The teacher asks the students to write their own business letter text. And at this stage, students are asked to write a letter with a theme of their own choosing
  - 2) The students begin to write a business letter by answering the question give.<sup>44</sup>

### **3. Advantages and Disadvantages of Guided Writing Technique**

Advantages of Using Guided Writing According to Primary National Strategy, there are some benefits of guided writing:<sup>45</sup>

- a. Enables the teacher to tailor the teaching to the needs of the groups;
- b. Facilitates the teaching and learning of individual children. Although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group;
- c. Provides the teacher with the opportunity to extend and challenge more-able groups of children;
- d. Encourages the children to be active participants in discussions about writing;
- e. Builds confidence-the group are all grappling with the same issues;
- f. Allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

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<sup>44</sup>Ibid.,16

<sup>45</sup>Ibid.,18

### Disadvantages of Using Guided Writing

- a. It needs a lot of time in the classroom before the students are asked to make a composition in descriptive text.
- b. The teacher should make the guided writing and needs a good preparation.
- c. Less of independent.

## C. Business Letter

### 1. Definition 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.<sup>46</sup> 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 letters certainly have 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.<sup>47</sup> 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 by someone to promote production, request information about a product or

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<sup>46</sup> Vicki H. Morrison, An Anchor For Management Students: The Value Of Drucker's Contribution, (International Journal of Business, Humanities and Technology. Vol. 1 No. 3; November 2011). March 30th 2016

<sup>47</sup> Pandapotan Sianipar, Op.Cit., p.4.

order the product itself.<sup>48</sup> Formal letter is a letter that is addressed to an organization of officials that normally uses more formal language.

## 2. Parts of Business Letter

According to Guffey there are some parts of business letter, as follows<sup>49</sup>:

### a. 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.

### b. 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.

### c. 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.

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<sup>48</sup> John. A. Carey. *Business Letters for Busy People* (National Press Publications, 2002), p.10.

<sup>49</sup> Guffey, M. E., & Loewy, D. (2017). *Essentials of Business Communication* (11th ed.). Cengage Learning.

d. 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.

e. 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.

f. 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.

g. 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 a title, such as Dear Madam Chairperson:)
- Gentlemen:
- Ladies: 19
- Dear Mr. Bryan:
- Dear Ms. Gray:
- Ladies and Gentlemen:

h. 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.

i. 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.

j. Complimentary

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

k. 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.

l. 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 abbreviation "Enc." for enclosure and "cc:" or "xc:" for copies sent, followed by names of persons receiving the copies.

m. 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

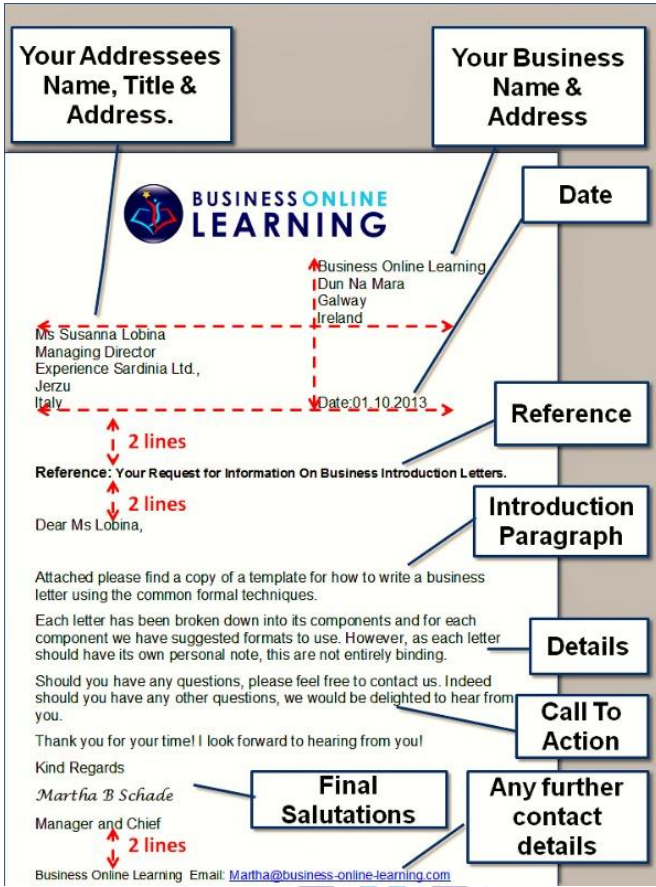
Based on statement above, it can be concluded that business letter is the way to communication with people or companies because business letter is important and effective for every employee, manager and business owner and if we use business letter we can promote production, request information about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

### **3. 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.

#### **a. Inquiry Letter**

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 sent a letter of inquiry whose contents are as follows:




**Figure 1 The Business Letter of Inquiry Letter**

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 responds to the offer letter, namely the letter created by the seller and addressed to prospective buyers, lists / information specific goods or services requested. In providing information on the unit price of the goods offered, it should also set out who is to carry on the costs of the goods concerned. It must be

emphasized in terms of delivery of the goods. Letters requesting information. It then answered with an offer letter whose content is as follows:

Your Ref : RS/JA	April 20,2023
PT Pasifik Furniture	
100 Merdeka Street	
Jakarta	
Indonesia	
For Attention :	
IR Pandapotan S.	
Purchasing Manager	
	
<b>RE : OFFICE FURNITURE</b>	
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.	

c. Ordering Letter

After receiving the requested information, potential buyers learn it as carefully as possible. If all sellers offer in accordance with the needs and financial circumstances, then a letter of order was sent. Mail order is a letter that a potential buyer makes to the seller, requesting certain goods or services. This comes with a mail Order Form. When ordering goods should also be determined who is carrying 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 asked for a sales letter and studied the price list, catalogs, and the terms submitted by SINGAPORE OFFICE FURNITURE CO. LTD. Then PT PACIFIC FURNITURE decided to order goods company and sent a Ordering Letter the contents:

Your Ref : JJ/DF  
23,2023

April

Our ref : Rs/JA  
Singapore office furniture Co.Ltd.  
31 Rose Road  
Singapore city  
Singapore  
For attention : Mr Dedy irawan  
Sales manager

**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 letters have 4 types of letters, but in this study the author will focus on request letters. Because it is in accordance with the curriculum and can make it easier for students to make official letters

#### **D. 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 patterns through habit formation and testing learners' ability to produce well-formed sentences.<sup>50</sup>

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 the ability to write, we can write well. Writing is a complicated skill of English. When students have good vocabulary and the sentence pattern (grammatical), they are able to arrange and write a good composition of writing. In addition writing is students' expressing their ideas and feelings combined with vocabulary mastery, mastery of grammar and the technique of how to write all. Writing is one of four skills that are important and should be mastered by students.<sup>51</sup>

Based on that statement, it can be concluded that writing is the skill of English in expressing ideas and feelings, combined with vocabulary mastery of grammar and 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,

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<sup>50</sup> Hyland, Op. Cit. p.3

<sup>51</sup> Jeremy Harmer, Loc. Cit

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.<sup>52</sup> 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 communicate with people or companies because business letter is important and effective for every employee, manager and business owner.



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<sup>52</sup> Vicky H. Morison, Loc.Cit

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