

**The Analysis of Errors on Invitation Letters:
(A Case Study of Writing Invitation Letter by Tenth Grade Students
Majoring Marketing at SMK N 1 Slawi used as Writing Assessment)**

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Abstract

There are four aspects of English skills should be owned by English learners in order to reach communicative competence, namely Speaking, Listening, Grammar, and Writing. By viewing the facts around, we know that the achievement of writing of Indonesian students are in a shitter, either in structure a word, the use of the term, grammar, or another objectives. They still often do mistakes and errors when they write. In line with this case, in this study the writer tries to analyze errors in tenth grade students majoring marketing in class A at SMK N 1 Slawi while they were writing invitation letters.

Keywords: *writing, error, invitation letter, students*

1. Introduction

At this time, we live in the twenty first century or globalization era where science and communication develop very rapidly. By these developments, the flow of globalization feels strong, so that the world also feels so flat (Friedman, 2005). This led us to the boundary of a country become vague and eventually lost. The pressure of globalization attacks developing countries such as Indonesia, also effects transformation changes faster and broader in various aspect of life. This condition makes the competition among region becomes higher too. Those who can control communication, they will rule the world. We know that language is a means of communication in the world. Hence, its existence in the middle of current global needs to be observed.

The existence of language in human life has a very important role. However, it is sometimes less so understood by its speakers, so that it doesn't seem a civilization can be changed by the presence of a language. The development of science, technology, and the arts bring speakers inevitably must deal with other languages, such as English. Talking about English in the modern era, we know that this kind of language is the most powerful language in the world or well-known as International language. The increasing use of English makes this language

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getting deeper roots in every society. It cannot be denied, English has broken out violently in our country including in learning-teaching activities in schools.

There are some problems regarding the low quality of learning English skills. Imran in Hanuri (2011) explained that according to research conducted by Taufik Ismail student writing skills turned out to be the lowest in Asia, Indonesia. Still in Hanuri's (2011), according to the report of the World Bank (1998) about reading test results of pupils in Indonesia ranks lowest in East Asia. Average reading test results in some countries indicate as follows: Hongkong 75.5, 74%, Singapore Thailand 25.1% 52.6%, Philippines, and Indonesia 51.7% (2003: Semiawan, 574). Furthermore, the Semiawan also explained that the results of the research showed students in Indonesia was only able to understand 30% of reading material and are having trouble answering problems such as shape description that require reasoning. Regarding to this, Sarwoko in Hanuri (2011) said that writing is an intellectual culture which is alarming.

English at school actually is the subject of a foreign language that is introduced and taught to students in order they know about the international language and as a preparation to face the world of globalization. It cannot be denied that both teachers and students are people who are still learning that language, so it is often found any faults in the learning and teaching of English.

Discussing about English skills, as we know that there are four aspects of the skills should be owned by English learners, namely Speaking, Listening, Grammar, and Writing. As mentioned above, the achievement of writing Indonesian students are in a shitter, either in structure a word, the use of the term, grammar, or another objectives.

In line with the cases above, in this study the writer tries to do research in analyzing errors as writing assessment by tenth grade students majoring marketing in class A at *SMK N 1 Slawi* while they were writing invitation letters. In this research, the writer limits the problem on the Error analysis made by tenth grade students majoring 'Marketing' at *SMK N 1 Slawi*. The writer takes a look at students' results; writing invitation letters. Therefore, the writer needs to classify Assessing writing, Genre of writing, Types of writing performance, and Errors. The purpose of this study is to reveal error analysis used as writing assessment which made by tenth grade students majoring 'Marketing' at *SMK N 1 Slawi* when they were writing invitation letter.

2. Review of Related Literature

2.1. Assessing Writing

Writing is kind of activity which idea, thought, and feel are expressed into words in meaningful form. Gerard M. Blair in (<http://www.ee.ed.ac.uk/~gerard/Management/art4.html>) defined writing as an essential skill upon which all engineers and managers rely. Meanwhile, Brown (2004) explained that writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures. He also said that it is difficult to learning writing ‘well’ in any language, including in our own native language. Many educated children learn how to write, but very little who can express themselves in writing form.

Brown (2004) said that the assessment of writing is complicated task. It needs to be clear about objective and criterion when teachers assess students’ writing ability. The objectives in assessing writing are such as hand writing ability, spelling, grammar, paragraph construction, and others (morphology and syntactic). In analyzing the errors on invitation letter, the writer uses two objectives; Morphology and Syntactic.

2.2. Genres of Writing

The classification of genres of writing here might produce, within and beyond in learning teaching of second language. The writer thinks that these genres will be the same within learning-teaching of foreign language. Genre of writing:

1. Academic writing
 - Papers and general subject reports
 - Essays, compositions
 - Academically focused journals
 - Short-answer test response
 - Technical reports (e.g. lab reports)
 - Theses, dissertations
2. Job-related writing
 - Messages (e.g. phone messages)
 - Letters/emails
 - Memos (e.g. interoffice)
 - Reports (e.g. job evaluations, project reports)
 - Schedule, labels, signs

Advertisements, announcements

Manuals

3. Personal writing

Letters, emails, greeting, cards, invitations

Messages, notes

Calendar entries, shopping lists, reminders

Financial documents (e.g. checks, tax forms, loan application)

Forms, questionnaires, medical reports, immigration documents

Diaries, personal journals

Fiction (e.g. short stories, poetry) (Brown: 2004).

By looking at the classification genres of writing above, so that invitation letter written by 10th grade students majoring Marketing at SMK N 1 Slawi includes the type 3; Personal Writing. Writing a personal intended is one of topic in writing skill lesson in school. Students are taught to write personal message in order they will be able to practice it later.

2.3. Types of Writing Performance

In Brown (2004), there are four categories of written performance that capture the range of written production:

a. Imitative

The learners must attain skill in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentence, in producing written language.

b. Intensive

The learners must attain skill not only in fundamental but also in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

c. Responsive

Learners must perform a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraphs.

d. Extensive

Learners focus on achieving a purpose, organizing, and developing ideas logically, using details to support on illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product.

In this study, the type of writing performance of invitation letter by tenth grade students majoring marketing at SMK N 1 Slawi is categorized as Intensive (controlled) performance. Students who have task to write invitation letter are demanded to have fundamental basic and also able to produce appropriate vocabularies within a context in their writing. This kind of task is used to assess students' writing skill also.

2.4. Errors

An error reflects the competence of the learner (Brown: 2000). James in Brown (2000), said that an error cannot be self-corrected, whereas mistakes can be self-corrected if the deviation is pointed out to the speakers. Brown (2000), in the reality, learners' errors can be observed, analyzed, and classified to reveal something of the system operating within the learner which is called as error analysis. Error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those resulting from negative transfer of the negative language.

In this research, the writer analyzes some errors on invitation letters made by students'. It has possibility for them to make an error because what they write is not their own language writing. Writing invitation letter is one of efforts to train and develop students' writing ability and also can be as writing assessment.

3. Method of Research

3.1. Type of Research

In this study, the writer used the descriptive method in a qualitative research. Descriptive method is a research method which describes systematically a situation or area of interest factually and accurately (Isaac and Michael, 1987: 42). Meanwhile, qualitative research is used because the research is based on data in the form of words, not as numbers (Sudaryanto, 1993: 57). The data are written words of the invitation letter made by tenth grade students majoring marketing at SMK N 1 Slawi.

3.2. Method of Collecting Data

3.2.1. Data Source

According to Arikunto (1998: 117), data source is the subject from which the data are obtained. There are two data resource, namely primary data and secondary data. Primary data is the data obtained directly by the researcher, whereas secondary data is data that obtained by the

second part. The writer used the primary data in this study, that is, written form of invitation letter made by tenth grade students majoring marketing at *SMK N 1 Slawi*.

3.2.2. Technique of Collecting Data

In conducting this research, the writer used some methods of collecting the data as follows;

a. Documentation and Observation Method

Documentation method is a method of gaining data from printed texts like magazines, books, diaries, and so on (Arikunto, 1998: 8). This research used documentation method because the writer gained the data from the written form of invitation letter e as the data source. Arikunto also says about another kind of method which is observation method. Observation method is a method of collecting data by analyzing an object systematically (Arikunto, 1998: 9). In this study, the writer also observed and examined the data source based on two objectives in assessing writing; morphology and syntactic.

b. Population

Sevila and friends (1993) in Mahsun; *Metode Penelitian Bahasa* defined a population into groups which are object in a research. In line with the study of language, understanding the population focused on two things; the problem of speakers unit and the problem of territory unit. The first one, population is defined as the total population of individuals who are members of language speech community which will be investigated, and as subject to the withdrawal of the generalizations about the intricacies of the language. The second one, population in terms of territorial unit is defined as the entire region that was the whole individual members of the public said language, which became the target of the compilation.

The population in this research which related to the speaker unit is all written form of invitation letters; 29 letters made by tenth grade students majoring marketing in class A at *SMK N Slawi*.

c. Sample

The smaller number of population called as sample. Sample is the strategy that enables researchers to pick up a sub-group and then use the sub-group as a basis for making evaluation about the large group (Hadi, 1983: 2).

In this study, the sample is tenth grade students majoring marketing in class A at *SMK N 1 Slawi*, who have errors in their writing.

d. *Simak Libas Bebas Cakap* Technique

Sudaryanto (1993: 133) explained two ways of collecting data in a research. They are *Simak* and *Cakap* method. *Simak* method is a method of observing the data. Because this research is conducted by gaining data not by interviewing, thus it can be categorized as applying *Simak* method.

For addition, this research also used the *Simak Libas Bebas Cakap* Technique. In this technique, the writer only acted as an observer without taking part on the process of creating the data source. The writer only observed the written invitation letter made by tenth students majoring marketing. After observing the data source, the writer applied the *Catat* technique by listing the data source.

3.3. Method of Analyzing Data

3.3.1. *Padan* Method

According to Sudaryanto (1993: 13), *Padan* method is method of analyzing data which its instrument is outside, independent, and not as a part of the data. The errors analysis of invitation letter as writing assessment is assessed in written, either in the use of spelling, grammar, word order (morphology and syntactic) or others. The steps for analyzing data are:

- a. Collecting the data; invitation letters made by tenth grade students majoring marketing in class A at *SMK N 1 Slawi*.
- b. Reading and understanding all invitation letters made by tenth grade students majoring marketing in class A at *SMK N 1 Slawi*.
- c. Separating the results which have no errors and have errors.
- d. Analyzing error on invitation letter

The writer analyzed error on invitation letter based on two objectives; morphology and syntactic.

4. DISCUSSION

4.1. Research Object

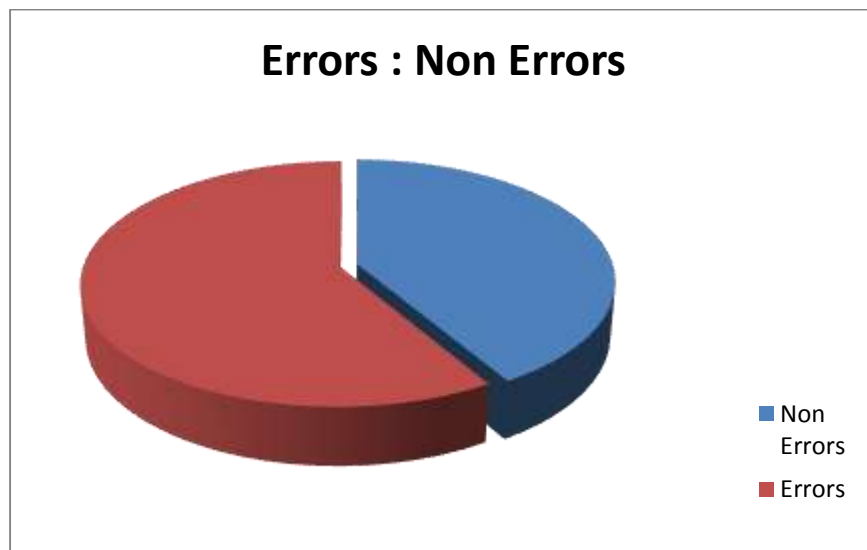
In this research, the writer takes 29 students of tenth grade majoring marketing in class A at *SMK N 1 Slawi* consist of five males students, and the rest; twenty four female students, to see errors in their writing invitation letters which is used as writing assessment. The invitation letters which have errors in writing can be seen in appendix pages.

4. 2. Data Analysis

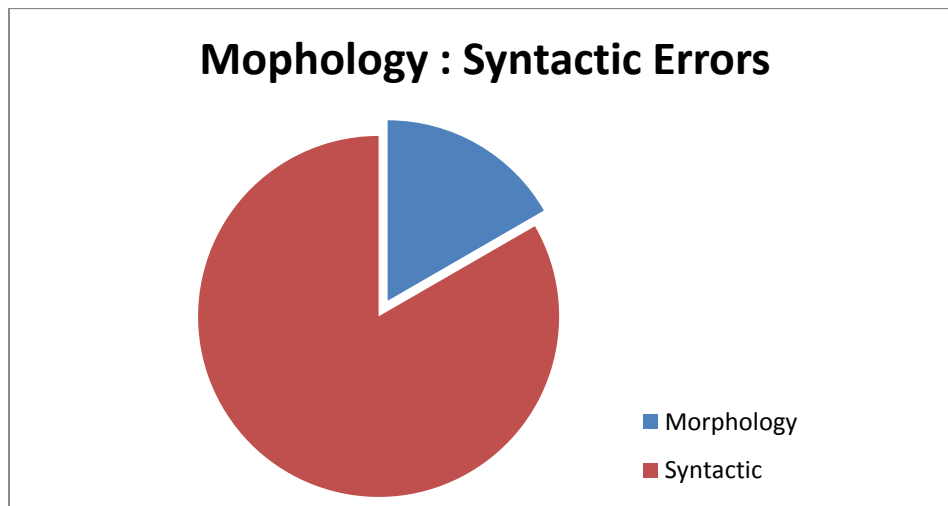
After reading all invitation letters made by tenth grade students majoring marketing in class A at *SMK N Slawi*, so the writer found that there are some students who write in good form; no errors, and some who write in not good form; errors. Thus, the writer makes a summary about their errors based on Morphology and Syntactic, as follow:

Morphology			wrong attachment of –S	to gives bank ...
			Indefinite articles incorrect	A party, the party
Syntax	Noun Phrase	determiners	omission of 'a'	I have (a) meeting
		use of propositions	misuse of preposition	I will go to in Jakarta
				Join to my birthday
	use of pronoun	Addition of subject 'I'	I without you the party will be different	
	verb phrase	omission of <i>verb</i>	Omission of <i>to be</i>	I (am) afraid
		use of simple present	use to before verb	I really to regret...
				I certainly to come...
		use of simple future	use to before verb	I will to come
		use of progressive tense	replacement of <i>-ing</i> by simple verb form	You will be to come
			replacement of verb <i>-ing</i> by noun	I was confirmation.....
		use of modal and verb	use to after modal	you can to come
				I can't to come
	I would to come			
verb and verb construction	addition of unnecessary verb	I promise will to changes my time		
word order	modifiers placed after noun	I have there programme family		

The summary above is an outline of the writer's analysis of the letters of invitation made by 10th grade students majoring marketing in class A at *SMK N 1 Slawi*. Of the 29 letters of invitation, the writer found 17 letters which have some errors in writings; like the above exposure and for the rest; 12 letters of invitation does not have any errors in writing, they can be categorized 'good form'. A comparison of the number of errors and non errors made by students is 17:12, it can be seen in this pie chart of the following:



Meanwhile, the comparison of errors by Morphology and Syntactic is 2:10. Syntactic errors made by students are much more than morphology errors. Thus, the comparison of both can be drawn as follow:



In morphology objectives, students' errors cover wrong attachment of –S and indefinite articles incorrect. Beside in Syntactic objective, students' errors include determiners, use of propositions, use of pronoun, omission of verb, use of simple present, simple of simple future, use of progressive tense, use of modal and verb, verb & verb construction, and also word order. All of these errors are common among students. Based on the writer analysis, students are less awareness and not carefully in writing an invitation letter, so that they do many errors.

5. Conclusion and Suggestion

5.1. Conclusion

By looking at the discussion and findings in the previous chapter, it can be concluded that:

1. Of the 29 invitation letters, there are 17 which have errors in writing. The comparison between errors and non-errors is 17:12.
2. Based on Morphology and Syntactic objectives, students have more errors in syntactic than morphology. The comparison between those objectives is 2 : 10
3. In morphology objectives, students' errors cover wrong attachment of –S and indefinite articles incorrect.
4. In Syntactic objective, students' errors include determiners, use of propositions, use of pronoun, omission of verb, use of simple present, simple of simple future, use of progressive tense, use of modal and verb, verb & verb construction, and also word order. All of these errors are common among students. Based on the writer analysis, students are less awareness and not carefully in writing an invitation letter, so that they do many errors.

5.2. Suggestion

There are still weaknesses in this research. Honestly, the writer has limited references as basic knowledge to do this research, so that the findings are not maximal as her hope. It is expected there will be advanced research related this topic, certainly with the more references as the basic frame work to do research.

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