

**AN ANALYSIS OF STUDENTS' SKILL IN WRITING BUSINESS
LETTER AT THE FIVE SEMESTER UNIVERSITY OF PASIR
PENGARAIAN**

Pipit Rahayu¹,

¹ University of Pasir Pengaraian, Indonesia,
✉ (e-mail) darariau2010@gmail.com

Eripuddin²,

² University of Pasir Pengaraian, Indonesia,
✉ (e-mail) eripuddin@upp.ac.id

Ikhwan Dwi Kurniawan³

³ University of Pasir Pengaraian, Indonesia,
✉ (e-mail) www.ikhwandwi2002@gmail.com

Azi Nurazima Juhastr⁴

⁴ University of Pasir Pengaraian, Indonesia,
✉ (e-mail) azijuhastr@gmail.com

Receive in

Revised in

Accepted in

ABSTRACT

The purpose of this research is to see how the ability to write business letters of five semester English language students at Pasir Pengaraian University is. The data analysis method that researchers use is a writing test. English language students of University provide writing test results, the researcher found that students' skills in writing business letters were quite good based on the results of three raters' assessment data. Considering the findings of the previous chapter, data fraud, and data analysis, the researcher concluded that eleven of the twenty- one students had fairly good skills in writing business letters and the rest low. Moderate and high criteria. The conclusion of this research is on the content indicator, three students obtained a perfect score of 3.00 from three rater, although there are students who achieve average is 2.33 with moderate criteria. Organizational indicators show similar variations with 2.33 moderate content indicators. And language 3 students received score of average is 2.36 with high criteria.

Keyword : *Writing, Business Letter*

INTRODUCTION

Language is a vital tool for human interaction, allowing people to express ideas, thoughts, feelings, and opinions. Writing is a crucial skill in the business sector, as it is increasingly important in today's technologically advanced world.

Business letters are used in various contexts, such as applying for a business or storing documents. Writing plays a significant role in daily operations of organizations and facilitates communication across time and location.

Business English is a subset of international English relevant to global trade, focusing on vocabulary and skills required for standard business communications. It includes meetings, presentations, negotiations, small talk, mingling, correspondence, report writing, and a methodical approach. Formal letters have unique layouts, styles, tone, and

formality levels, and should be clear, concise, and free of slang or unnecessary words.

A letter is a written document used for communication, and the types of letters can vary depending on the context. The researcher aimed to evaluate the ability of fifth-semester students at Pasir Pengaraian University to write business letters.

REVIEW OF RELATED LITERATURES

Research of a similar nature was carried out to explore the basic elements of students' skills in microteaching. First previous research, (Nasution's, 2020) analyzed students' ability to write application letters in the Grade XI Secretary Class at SMK Negeri 1 Sipirok. The analysis found that students' ability to compose an application letter was rated at 52.63%, indicating adequate skills in microteaching. The study highlights the importance of understanding students' skills in microteaching.

The second previous research (Silvia et al., 2023) analyzed students' errors in writing application letters at SMK 1 Ranah Batahan. The findings revealed that 41% of students committed misformation, 34% omission, 18% addition, and 7% misordering. The biggest mistake was an omission error, where students neglected to

provide specific details or use correct spelling.

The third previous research (Parlindungan's, 2010) research of Grade IX students at SMP Negeri 1 Lembah Sorik Marapi discovered that they had adequate writing abilities, with a cumulative score of 650 and an average score of 60.83, demonstrating a good relationship between punctuation and business letter writing.

Building on earlier studies, this researcher focused on the same theme: students' abilities to write letters. The main difference between the previous three researchers and this researcher is the desire to assess students' skills in drafting letters for the English programs at Pasir Pengaraian University.

METHODS

This research uses a qualitative descriptive method to examine students' abilities in writing letters in the English Study Program at the University of Pasir Pengaraian. The study is based on a sample of 21 5th-semester English students from the English department. The population includes students who share one or more traits of interest. The researcher used complete sampling to identify trends, with total sampling used for the sample of 21 students.

The instrument used in the research is observation, which allows the researcher to directly observe the phenomena under investigation. The students were given a written test in the form of an essay, which was closely monitored by the researcher. After the exam, the researcher provided a score, which was then reviewed and provided by three rater professors. The study aims to understand the relationship between the placement of essential ingredients and the skills needed for

microteaching. The instrument used in this research is a device or research facility used to gather information without problems.

This research was conducted at Universitas Pasir Pengaraian in the sixth semester of the English education program. The researcher asked students to write a letter to evaluate their letter-writing skills. The data was collected on a letter sheet and assessed using a descriptive evaluation technique. The researcher used a micro-teaching assessment scheme to analyze the statistics. The process involved collecting data from a writing test sheet, selecting three writing lecturers, providing interviews, identifying essential components, and assessing the basic elements. The results were then analyzed by the writing instructor. The findings were presented to determine the students' capacity to write letters in the English Study program at the University of Pasir Pengaraian.

RESULTS AND DISCUSSION

Researchers have given assignments to 6th-semester English students to create a business letter, aiming to determine students' skills in creating business letters.

Evaluated by three assessors based on 3 elements of the writing assessment rubric, namely, content and communicative achievement ('score' 3, 2, 1), organization

('score' 3, 2, 1), and language ('score' 3, 2, 1).

Table 1. Score of Students Writing Skill

| No | Category of Students Writing Skill | Total Score | Average |
|----|---|-------------|---------|
| 1 | Students Writing Skill in Content and communicative achievement | 7,0 | 2,33 |
| 2 | Students Writing Skill in Organization | 7,0 | 2,33 |
| 3 | Students Writing Skill in Language | 7,14 | 2,36 |

The Pasir Pengaraian University English students' business letter writing skills were assessed by three raters, with three students receiving perfect ratings (3.00) and the lowest average score of 1.67. These scores indicate that some students have extraordinary abilities in writing business letters, meeting all established criteria in terms of content and communicative achievements. However, there are students with lower scores who may still need to refine their skills in terms of structure, clarity of message, and communication style.

The results indicate that Pasir Pengaraian University students are quite skilled in writing business letters, but with more attention to skill development, their abilities can be further improved. The organizational indicator scores showed

variations among students, with three students receiving perfect scores (3.00), indicating they were able to compose well-structured business letters. However, there were also students with the lowest score (1.67), which indicates they still have difficulty organizing business letters well.

The language skills of Pasir Pengaraian University students in writing business letters showed varying results but generally quite good. Three students achieved a perfect score of 3.00, indicating they have excellent language skills in business letter writing. However, there were also students with the lowest scores (1.67), which indicates they still need to improve their language skills.

On the content indicator, three students received an average score of 3.00, indicating they are very skilled in

compiling the content according to the desired communication objectives. However, there were students with an average of 2.33 with a MODERATE content indicator, indicating a slight improvement in organizational skills among students.

CONCLUSIONS

Based on the evaluation data of three raters, the researcher discovered that students' writing abilities in business letters were fairly strong. Taking into account the findings of the preceding chapter, data fraud, and data analysis, the researcher concluded that eleven of the twenty-one students had quite excellent abilities in writing business letters, while the remainder had poor skills. Criteria might be moderate or high.

On the content indication, three students received perfect scores of 3.00 from three raters, despite the fact that some students achieved an average of 2.33 using MODERATE standards. Organizational

ACKNOWLEDGMENTS

Alhamdulillahirabbil'alam, in the name of Allah the Almighty, the Most Merciful, who has opened the heart, thought, and mind of His creatures and who always gives the best love to the researcher in complementing this thesis under the title "An Analysis Students Skill in Writing Business Letter at

In terms of language indicators, the results indicated that the majority of students have excellent potential, and with more intensive practice and in-depth feedback, their abilities can be further improved to achieve a higher level of excellence in writing business letters.

indicators exhibit comparable variability as the 2.33 MODERATE content indicators. And language Three students earned an average score of 2.36 for the HIGH language requirement. Based on the evaluation data of three raters, the researcher discovered that students' business letter writing skills were fairly strong. Based on the preceding chapter's results, data fraud, and data analysis, the researcher determined that eleven of the twenty-one students had quite high abilities in writing business letters, while the remainder had poor skills. The criteria are moderate and high.

Sixth Semester Students University of Pasir Pengaraianl Shalawat and Salam to Prophet Muhammad Sallallahu alayhi wa sallam who is the best leader to obey and the best apostle to convince.

1. First of all, the researcher would like to express my sincere

- gratitude and appreciation to:
Dr. Hardianto, M.Pd is the Rector at the University of Pasir Pengaraian.
2. Dr. Pipit Rahayu M.Pd is the Dean of the Faculty of Teacher Training and Education, the Head of the English Study Program and my advisors
 3. Dr. Eripuddin, M.Pd, are my advisors for enhancing my spirit, giving support, greats help, and contributing knowledge to finish my thesis.
 4. Evi Kasyulita, M.Pd, Azi Nurazima M.Pd, Dr. Ummi Rasyidah, M.Pd are my examiners who gave valuable input and solutions to this thesis.
 5. Special thanks to my beloved

father Sakri, my beloved mother Turiatik, and my family, who have given love and prayer in my life, meaningful and valuable support, both material and spiritual.

6. Special thanks to my beloved friends Nuri Pratama, Bayu Arya , Apria Elsa, Intan Permata Sari and Elvina Khoirunnisa for providing support and assistance in my college life and the completion of this thesis.

Finally, the researcher realized that the thesis was still imperfect. The researcher hopes that this thesis can be helpful for the development of education.

REFERENCES

Annisa Silvia 1,* , Arifmiboy2 ,
Meylanmelani3 , Veni Roza4An
—Analysis of Students' Error in Writing
Application Letter at XII Grade in
SMK 1 Ranah Batahan 1UIN Sjech
M. Djamil Djambek Bukittinggi,
Bukittinggi, Indonesia JEMAST :
Journal of Educational Management
and Strategy - Vol. 01 No. 01 (June
2022)

Arikunto, S. (2006) . *Prosedur Penelitian
Suatu Pendekatan Praktek.*

Jakarta: PTRineka Cipta.

Ary, Donal., et al., *Introduction to
Research in Education*, Wadsworth,
2010

Brown, H. D.(2004). *Language
Assessment: Principles and
Classroom Practices.* New York:
Pearson Education

- Carey, John A., *Business Letter for Busy People*, 4th Edition, The Caree Press, USA, 2002.
- Carol A Binder & Susan Lopez-Nerney (2002) , *Writing In Process*. English, Pearson Education.
- Coulmas, F. (2003). *Writing System An Introduction to Their Linguistic Analysis*.
- George E. Whison (1980) and Julia M. Burks., *Let's Write English Revised Edition*, VanNostrand Reinhold Ltd.
- Harmer,Jeremy.(2004) *How to Teach Writing* , England : Pearson Education Limited.
- Heaton, J.B (1975). *Writing English Language Test New Edition*. Longman : New york.
- Hornby, A.S. *Oxford Advanced Learner's Dictionary*. New York: OxfordUniversity Press. 1995
- Hylan,K. (2003). *Second Language Writing* . Cambridge University Press. Jacobs, H. L., Wormuth, D. R., Zinkgraf, S. A., & Hearfiel, V. F. 1981. *Testing ESL Composition: A Practical Approach*. Massachuset: Newbury House.
- John. A. Carey. *Business Letters for Busy People* (National Press Publications, 2002), p.10
- Leech G. (1983). *Principles of pragmatics* . London,England : Longman
- Leech, G.(2005). *Politeness : is there an East-West devide?* *Journal of foreignLanguanges*.6 , 1-30.
- Nunan, D. (2003). *Practical English Language Teaching*. McGraw-HillContemporary.
- Patel. M. f& Jain Praveen .M. (2008). *English Language Teaching* .Sunrise. Richards,J.c (2003). *30 years of EFL/TESL:A personal reflection* (Tetlin Journal Volume 14 Number 1,February 2003).