

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Regarding the previous chapter's description of the research findings, the conclusion could be drawn as follows:

1. The eleventh grade students at SMA N 10 Medan had different abilities in writing formal invitation letter, but after the students' overall final scores were accumulated and then averaged, the students' abilities in writing formal invitation letters could categorize as good with an average score of 76.34. Based on the findings obtained from 33 students, 10 students were at the excellent level, 9 students were at the good level, 11 students were at the adequate level, and 3 students were at the poor level. After the researchers analyzed the 5 writing component indicators, namely content, organization, grammar, vocabulary and mechanics, it showed that the overall average score per indicator, the highest average score obtained by students was on content. In writing content, students write quite well about the topic and its development in detail. Meanwhile, the lowest average score obtained by students was in the organization. When writing an organization, students still have errors in organizing the appropriate structure of formal invitation letter.

2. Following that, in writing formal invitation letter, students face difficulties in writing accordance with psychological, linguistic and cognitive difficulties. In psychological difficulties, students feel afraid and anxious before

writing because they have little understanding regarding writing English texts and there are also students who lack motivation because they prefer speaking when learning English. Then in linguistic difficulties, students do not understand the appropriate grammar for formal invitation letters and do not know about tenses. In a similar way, vocabulary where students have little knowledge regarding vocabulary and they find it difficult to find the right words in English. Then in cognitive difficulties, in terms of content, students find it a little difficult to develop their writing but they follow the topic given. In organizations, students find it difficult because they are not familiar with how to write formal letters, therefore they follow existing examples. In mechanics, students have difficulty with spelling because they are not sure about the appropriate words, as well as with punctuation where they are unsure whether it is correct and in capitalization they do not feel too difficult.

5.2 Suggestion

For teachers, researchers hope that teachers will continue to pay attention and give students practice during the learning process, especially when writing in English. Teachers can identify students' strengths and weaknesses, as well as what needs to be developed the learning method during the learning process, so that students gain maximum writing skills.

For students, researcher hope students can pay more attention to the writing process, particularly formal letters in English. Students must be able to improve their writing skills in order to succeed in the future, where writing will be essential.

For future researchers, this research can provide an overview of students' abilities in writing formal invitation letters in high school. This research will provide you with new information if you want to conduct the same research in another location. Future researchers can conduct research on errors in writing.

