

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research findings and discussion, it can be concluded that the eleventh-grade students of MPLB 2 of Vocational School 1 of Bengkulu City demonstrated good writing performance in making formal invitation letters based on six structural components: heading, salutation, body, closing, complimentary closing, and signature. Although the percentages of students' performance varied across the six components, all components were categorised as Good based on the proven analysis criteria.

First, in the component of the heading, 22 out of 26 students met the established criteria, representing 84.62% of the students. Meanwhile, 4 students, or 15.38%, did not meet the criteria. This result shows that the majority of students were able to include the required heading information, such as the school or institution name, address, contact information, and date of the formal invitation letter. Based on the research criteria, the students' performance in writing the heading of a formal invitation letter was categorised as Good.

Second, in the component of the salutation, 20 out of 26 students met the specified criteria, representing 76.92%, while 6 students, or 23.08%, did not meet the criteria. This component had the lowest percentage among the six structural components. Nevertheless, 76.92% falls within the Good category. This result indicates that the majority of students were able to include a correct formal greeting for the intended recipient.

Third, in terms of the body, all 26 students met the established criteria, representing 100%. This indicates that all students successfully included all the necessary details in the body of the formal invitation letter, such as the purpose of the invitation, event, date, time, venue, and other relevant information. Therefore, the students' performance in writing the body was categorised as Good.

Fourth, in the component of the closing, 21 out of 26 students met the established criteria, representing 80.77%, while 5 students, or 19.23%, did not meet the criteria. This result shows that the majority of students were able to provide an appropriate concluding statement before the complimentary closing. Based on the given analysis criteria, the students' performance in writing the closing of a formal invitation letter was categorised as Good.

Fifth, in terms of the complimentary closing, 24 out of 26 students met the established criteria, representing 92.31%, while 2 students, or 7.69%, did not meet the criteria. This result indicates that most students were able to use an appropriate formal expression to end the invitation letter. Therefore, the students' performance in writing the complimentary closing was categorised as Good.

Sixth, in the component of the signature formal invitation letter, all 26 students met the established criteria, representing 100%. This shows that all students were able to identify the sender's identity at the end of the formal invitation letter according to the criteria established in this research. Therefore, the students' performance in writing the signature of the formal invitation letter was categorised as Good.

Overall, the results show that the percentages of students' performance varied across the six structural components, but all six components were categorised as Good. The highest performance was found in the body and signature, both of which reached 100%. The complimentary closing followed with 92.31%, while the heading reached 84.62% and the closing reached 80.77%. The salutation had the lowest percentage at 76.92%. However, it was still within the Good category.

Furthermore, the overall calculation of the six structural components resulted in a percentage of 89.10%. Based on the established interpretation criteria, this percentage falls within the 76%–100% range, which is categorised as Good. Therefore, the overall writing performance of the eleventh-grade students of Vocational School 1 of Bengkulu City in writing formal invitation letters was Good.

Thus, the research concludes that the eleventh-grade students of Vocational School 1 of MPLB 2 of Bengkulu City were generally able to construct formal invitation letters based on the six structural components examined in this research. The findings show a positive overall performance, with an overall percentage of 89.10%. Although the salutation had the lowest percentage among the six components, it was still categorised as Good. Therefore, the findings show that students' writing skills are not at a low level, but instead they indicate that students generally have a strong ability to create the structural elements of formal invitation letters.

5.2 Suggestions

Based on the findings and conclusion of this research, the researcher proposes several suggestions for English teachers, students, and future researchers.

5.2.1 Suggestion for English Teacher

The English teacher is suggested to maintain the students' good performance in writing formal invitation letters by keeping their writing products as learning references for the next class. The students' writing products can be used as examples of well-structured formal invitation letters and as learning materials to support future students in developing and maintaining good writing performance.

5.2.2 Suggestion for Students

The students are suggested to maintain their good performance in writing formal invitation letters and apply the writing skills they have developed to other types of formal letters. By continuing to practice writing, the students can improve their ability to organise information clearly and appropriately in various types of letters. Students are also advised to use their experience in writing formal invitation letters as a basis for writing other formal letters more effectively.

5.2.3 Suggestions for Future Researchers

Future researchers are encouraged to conduct similar studies involving a larger number of participants, different schools, or different educational levels to provide broader information about students' writing performance in formal invitation letters. Future research may also examine other aspects of formal invitation letter writing, such as grammar, vocabulary, mechanics, coherence, or language appropriateness, which were outside the scope of the present research. In addition, researchers may investigate students' writing performance in other types of formal correspondence or compare their performance in different educational contexts.

Such research may provide additional information concerning English writing instruction and contribute to a broader understanding of students' ability to produce formal written communication.

