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THE ANALYSIS OF STUDENTS' ABILITY IN WRITING MEMO AT THE TENTH GRADER AT SMKN 1 X KOTO DIATAS

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ABSTRACT

This research was conducted at the tenth grade of SMK N 1 X Koto Diatas becausethe students' ability in writing memo was low. Research method that used in this research was a descriptive research. The population of this research were all of students at the tenth grade of at SMK N 1 X Koto Diatas at random sampling. Instruments that used in collecting the data was writing test.

Based on the result of the test, it could be showed that the students' mean score in writing heading of memo was 3,16. The students' mean score in writing contents of memo was 2,5. The students' mean score in writing closing of memo was 2,47. The students' mean score in writing simple future tense of memo was 2,19. The percentage of the students' ability in writing heading of memo was average with percentage 61,54%. The students' ability in writing contents of memo average with percentage 69,23%. The students' ability in writing closing of memo was average with percentage 84,62%. The students' ability in writing simple future tense of memo was average with percentage 50%.From the data above, it can be concluded that students ability in writing memo still average, because the students qualification of mean score was average. According to the result of this research, the researcher suggested to English teacher to apply some method in teaching English. It is also suggested for the next researcher to discuss other skills to conduct similar research.

INTRODUCTION

Writing is a process of discovering and shaping meaning to communicate to each other in written form. It is consider the most difficult and complicated language skill to be learned**.** Writing needs hard thinking to produce idea, words, sentences, paragraph, and

composition. Writing is one of a compulsory subject in English subject. One of the aims of teaching English is developing the ability to communicate. Celce and Murcia (2001: 134) clarify that writing is an act communication suggests an interactive process which takes place between the writer and reader via text. It means that, writing is a process communication between writer and reader through catch the information or message from the text. Writing is effective ways for communication.

As tool of communication, writing needs some processes to produce good written form. So, in making a good written form, the students should be considered the component of writing. They are should have good grammar, spelling, and punctuation and also have unity and coherence. The component of writing is learnt by the students in level of education such as junior high school, senior high school, included vocational high school until university level. O'Malley and Lorraine (1996: 124) define that writing have five categories general components. There are ideas/content, organization, word choice, sentence fluency and mechanic. Writing also consider in using spelling, grammar and usage, paragraphing, use of capitals, and punctuation.

Teaching writing at vocational high school is very important, because it is highly required for the students in order to support their major on writing skill. The facts showed that the school used School Based Curriculum or "*Kurikulum 13*" as the curriculum of English teaching. The objective of teaching English at vocational high school is emphasized on the communicative purposes related to their majors. Especially in this level, writing is the process delivering information and message from functional text including form of announcement, advertisement, invitation, banner, poster, and memo.

Memo is the one of material of functional text should be learnt by the students at vocational high school. It is short memorandum that contain messages, reports, and information's delivered by the writer to the reader in organization. Memo can facilitate to the communication between people and people or organization. Rizvi (2005: 459) explains that a memo is used to communicate something of immediate importance to people within a business or organization. He gives addition a memo can be sent to people or firms that have close or long-standing relationship, such as vendor or consultant. Mastering of memo, basically there are two components of memo such as generic structures and language features. Rizvi (2005: 424) defines that the memo has generic structures like heading (main point of memo), body (the messages of memo), and closing (which confirm the purpose or

request contact information). And the language features of memo is using simple future tense.

RESEARCH METHOD

Design of the Research

The design of this research was descriptive quantitative research. It described the students' ability in writing memo in the classroom. Gay (2000: 189) argues that descriptive research is a study determines and describes the way things and have purpose to collect the information about something. Descriptive research concerned with assessment of attitudes, opinions, preferences, demographics, practices and procedures. So, this research collected and analyzed the data of students' ability in writing memo at the tenth grader of SMKN 1 X Koto Diatas.

Population and Sample

The population of this research was the tenth grade of SMKN 1 X Koto Diatas. In this research, there were two classes as population. Arikunto (2009: 253) defines that a population is the larger group or all of subject of the research. The total of population was40 students. They were divide into X.TI with 26 students and X.TO with 14 students.

This research was taken by using cluster random sampling, because whole of the members of selected group have similar characteristic. The students at tenth grade of SMKN 1 X Koto Diatas have two classes to be participant in this research.

Instrumentation of the Research

The instrument of this research was writing test. The indicators that were measured are all of the components of memo, such as generic structures and language features. The researcher gave time to the students around 60 minutes for distributing until collecting of the test result.

Technique of Data Collection

In collecting the data, the researcher conducted writing test. There were some processes in collecting the data. The student was given in 60 minutes to write of memo. After giving the test, researcher collected the results of the students' scores. There were two scorers

in this test. First scorer was English teacher and second scorer was the researcher. The students' score of test was analyzed by the researcher.

Technique of Data Analysis

The data of this research was students' score in writing test. It was distribute on the class sample. After the data collected, analyzed the data use the percentage of students' ability in writing memo, count the data, and then interpreted the data.

The research used Ary's formula (2007: 226) to know the average of the students' answer as the following:

$$M = \frac{\sum fx}{n}$$

Where:

M = Mean of the students' ability in understanding the presupposition and the entailment.

$\sum$ = the sum of students answer

f = Frequency the number of students

n = total number of the students.

Then, the researcher counts the percentage of the students' answers by using Sudjana's formula (1989: 129) as follows:

$$P = \frac{f}{n} x100\%$$

Where:

P = the percentage of students ability

f = frequency of the students who get A, B, C

n = total number of the students

RESULT AND DISCUSSION

The Result of Data Analysis

Students' Ability in Writing Contents of Memo

The result showed that no one student (0%) got A, two students in good classification, eighteen students in average classification, six students in poor classification, and no one students in very poor classification. It is found that there were 69.23 of the

students (the highest percentage) in average. So, the students' ability in writing contents of memo was average.

Students' Ability in Writing Closing of Memo

To measure the students' ability in writing closing of memo, the researcher counted the students' scores. From the table above, the result showed that no one students in excellent, no students in good classification, twenty two students in average classification, three students in poor classification, and one student very poor classification. It is found that there were 84.62% of the students (the highest percentage) who in average classification. So, the students' ability in writing closing of memo was average.

Students' Ability in Writing Simple Future Tense of Memo

To measure the students' ability in writing simple future tense of memo, the researcher counted the students' scores. From the table above, the result showed that no one students in excellent classification, one student in good classification, thirteen students in average classification, ten students in poor classification, and two students in very poor classification. It is found that there were 50% of the students (the highest percentage) who average classification. So, the students' ability in writing simple future tense of memo was average.

Discussion

Regarding the explanation above, the researcher has done the research about the students' ability in writing memo at SMKN 1 X Koto Diatas at 2015/2016 academic year. This research found the vocational school students' ability in writing memo was average. It is proven that the students' ability in writing heading of memo at tenth grade of SMK N 1 X Koto Diatas at 2015/2016 academic year was *average classification*. The students' ability in writing contents of was *average classification*. The students' ability in writing closing of memo was average classification. The students' ability in writing simple future tense of memo was *average classification*.

Moreover, based on this finding is in line with the result of study conducted by Handoko (2012) with the title is *"Analisa Kemampuan Siswa Dalam Menulis Memorandum di Kelas X SMA Negeri 2 Porbolinggo"*. The result of this research showed that students'

ability in writing memo was good. In this research, he found that the students' ability in writing memorandum is average classification.

To sum up, the students' ability in writing memo was average level. It is proven that each indicator of this research, the students' ability in average level. Based on the result, it suggests that to the English teachers need to have more concerning to the students' ability in writing memo. For the students are suggested to learn and to practice continuously. So, it is hoped that they have more efforts to improve their knowledge in writing memo especially in learning activities.

CONCLUSION AND SUGGESTION

Based on the result of data analysis, the researcher had some conclusions as follows: first, The students' ability in writing heading, content, and closing of memo at tenth grade of SMK N 1 X Koto Diatas was average classification. Second, The students' ability in writing simple future tense of memo at tenth grade of SMK N 1 X Koto Diatas was average classification.

Based on the conclusion above, the researcher proposes the following suggestions. They are as follow: It is suggested to the English teacher to have more concerning to the students' ability in writing memo. For the students were suggested to learn and to practice continuously. So, it is hoped that they have more efforts to improve their knowledge in writing memo especially in learning activities. For the next researcher, if find the research is hoped can be used as reference in doing research which has relationship with memo.

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