

AN ANALYSIS ON FACTORS INFLUENCING THE STUDENTS' WRITING SKILL ON THE SECOND SEMESTER STUDENTS OF ISLAMIC EDUCATION PROGRAM OF ISLAMIC UNIVERSITY OF KUANTAN SINGINGI

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Abstract

The objectives of this research are to find out what factors that influence the improvement of the students' writing skill on the second semester students of Islamic Education program of Islamic University of Kuantan Singingi. This is a descriptive qualitative research. The participants of the research were the students of on Islamic Education students of Islamic University of Kuantan Singingi, which consisted of 33 students. The instruments of this research were observation, fieldnotes, and interviews. After analyzing the data, the researcher found that the factors that influenced the improvement of their writing skill involved materials, media, classroom activities, classroom management, teacher's approach, creative thinking, students' motivation, amount of practice, student' prior knowledge, students' interaction, and students' perception.

Keywords: factors influence, writing skill

Introductions

Writing is one of the important language skills that has to be mastered by the language learners. The students can express their ideas and thoughts by writing. They can deliver the information they get from the books or article, and write the information. There are many advantages that the learners can get through writing, such as improving their vocabulary and knowledge about grammar. So, writing activity can help the students to improve their language skill easier because they learn the language in written form in which will be more helpful than in oral form.

Asril (2010:2) says that "there are five components that should be prepared by the teacher; the purpose of teaching such as the minimum standard of achievement that should be gained by the students, the content of the learning, method and technique, equipment and facility, and evaluation". In short, the teacher should consider several things in teaching, such as the minimum standard of learning, the technique that would be used during teaching and learning process, media that would be used in teaching and learning process, and the scoring rubrics that is needed to measure the results of learning. Those are the components that should

be prepared by the teacher before teaching and learning process.

Hamid (2011:24-25) argues that there are three important factors that should be involved in teaching and learning process; 1. the condition of learning such as the factors that influence method to improve the result of learning, they are: purpose (the result that want to be achieved), characteristics of the subject (the aspects of subject that is wanted to be learned by the students), obstacles (the limitation of sources, such as time, media, person, and fund), characteristics of the students (the aspects or qualities of the students, such as aptitude, motivation, or the result of learning), 2. the strategy of teaching and learning: the strategy in organizing and delivering the content of the subject, 3. the result of learning that include efectiveness, efficiency, and interest of learning

In conclusion, the factors that influence the results of learning are the minimum standard, topics or materials of teaching, time of teaching, media, students' motivation and aptitude, teaching strategy, and the way of teacher in manage the class so that the teaching and learning could be more effective and eficiencie.

In addition, Suryosubroto (2009) states that to do an effective learning, a teacher should apply these following things in teaching and learning process; teaching and learning process should be in line with the curriculum (purpose of teaching, materials, equipment, and strategy in evaluating), and in teaching and

learning process should be included: 1. teaching and learning activities, 2. media, sources, and teaching equipment, 3. time management should be effective, 4. students' motivation, 5. teacher's mastery on the materials, 6. activate students in teaching and learning process, 7. interaction in teaching and learning process, 8. teacher's guidance, 9. evaluation on teaching and learning process, 10. Reflection

In short, there are some action that the teacher can do to make the teaching and learning process become effective, such as suitable with the curriculum, and included the activities in the class, media, time management, motivation of students, teaching mastery, activate students, interaction during teaching and learning process, learning assesment, and the result of learning.

In conclusion, the factors that generally influence teaching and learning process are: materials, media and equipment, classroom activities, classroom management, students' motivation, teacher's approach, students' creativity, students' interaction, teacher's evaluation, etc.

While teaching, the researcher found there were so many problems in teaching writing, therefore the researcher wanted to know the factors that influencing the students' writing skill.

Firstly, it came from the students. Most of the students were bored in learning writing. They were not motivated, for example some of the

students were sleepy and some of them talked with others without paying attention to the teacher. Secondly, most of the students were failure at the test and they did not reach the minimum standard of achievement. Thirdly, the problems may come from the teacher herself. The strategy used by the teacher is not interesting for the students in learning.

Based on the problems the researcher wanted to find the factors that influence the students' writing. Hopefully after finding the factors that influence the students' writing skill, the researcher would able to teach well.

Method

This research was designed as a descriptive research. It was conducted at the second semester students of Islamic Education of Islamic University of Kuantan Singingi. There were thirty three students. The instruments used in this research were observation, fieldnote and interview.

Findings

After doing the observation, fieldnote and interview, it could be analyzed that in the first meeting, their writing skill of descriptive text was really poor. It could be influenced by some factors based on the factors that influence the teaching and learning process as the following:

- a. It could be because of the materials. Based on result of interview at the first meeting, the students said

that they can understand the materials but only a little. They also said that they felt writing was difficult, they said that the vocabularies were also difficult. They also had difficulties in arranging the sentences become a paragraph, they had difficulties in placing full stop, comma, spelling, etc. They felt confuse and didn't have confidence, they always ask to their friends. They also said that writing is boring and they did not know what they wanted to write, in other words, they have no ideas, they have difficulties in expanding the ideas.

- b. It could be because of the classroom activities. Based on the result of interview, they said that the class time was not enough for them, they had to write fastly, so they could not explain all their ideas. They also said that the teacher was nervous in teaching, because there was someone who was taking a recording. They also said that they did not like materials. Based on the result of observation during teaching and learning process, only few students were active to give attention to the object that showed by the teacher, and active students are active to arrange the sentences

become a paragraph, and there were some students did not active. Most of the students also asked questions to the teacher about the meaning of vocabulary. It means that the vocabularies were difficult for the students. Furthermore, the researcher found in the result of observation, most of students did not follow the teacher's instruction.

- c. It could be because the classroom management. Based on the observation during teaching and learning process, it was found that teacher's voice when greeting, checking the attendance list, and teaching was quite slow, eventhough she explain the materials clearly, there were some students who were difficult to hear the teacher's voice because it was not loud. The teacher's voice for the next meeting should be clearer and louder.
- d. It could be because teacher's approach. Based on the result of interview, the students said that the teacher had a little enthusiasm when teaching, and they said that they did not like writing. They said that the teacher was nervous.
- e. It could be because the teaching strategy. Based on

the results of interview, the students said that they did not usual to do the writing and it made them confuse.

Hence, they needed writing practice a lot. Then, in the second meeting, the result showed that the students did better than in the previous meeting. They could enhance their writing skill; however they had to do a lot of writing practices, because the mean score was still below the minimum criteria of achievement. The result was influenced by some factors. The factors as the following:

- a. It could be because the materials. Based on the result of interview, it was found that they still did not understand about the materials, and they did not know many about the vocabularies. They also said that they did not understand about grammar. They also said that some of them did not understand the materials because they were sleepy at the time, and did not give attention to the teacher's explanation.
- b. It could be because the media. Based on the result of observation during teaching and learning process, it was found that the students who sat at the backrow could not see the material clearly, because it was too small for them, eventhough they can describe the object well, but

the teacher should give a bigger object for the next meeting.

- c. It could be because the classroom activities. Based on the result of interview, some students said that they did not like the activities, eventhough the material help them in composing the writing. some of them said that the class time was still did not enough for doing their writing. Based on the result of observation during teaching and learning process, it was found that only few students who do their writing, anothers were busy on their own. Most of the students shared their writing to their partners, but there were some students who fell asleep at the time. When correcting the partners' writing, some students corrected their partners' writing, whereas others were busy with other activities. Some students were talking when teacher asked them to correct their own writing. Moreover, some students were gossiping when the teacher asked them to write addition, correction, and comments on their partners' writing, the class became noisy. The observer also wrote that there was an increasing at this meeting. For the next meeting the

teacher should be more monitor the class.

- d. It could be because the classroom management. Based on the result of interview, it was found that some students were active in the class and some were not. There were some students sleepy and made noisy, but the teacher stopped the bad behavior.
- e. It could be because the teacher's approach. Based on the result of interview and observation during the teaching and learning process, it was found that the teacher aware on what was going on in the class. She always observed the students.
- f. It could be because the teaching strategy. Based on the result of interview, it was found that the students said that writing was still difficult, they did not know much about the vocabularies, and they did not know how to write. Anothers said that they got more ideas because of the materials.

In addition, in the third meeting, the students also did better than in the second meeting. It could be inferred that they were familiar in writing activity, even though some components should be increased in order to have better results. The result

could be influenced by several factors as the following:

- a. It could be because the material. Based on the result of interview, it was found that the students still did not understand about the materials. They did not understand about the text and the language features. They also said that they did not know much about the vocabularies. They also said that the topic was interesting but some of them still did not know much the vocabularies. Some of them said that they did not satisfied with their writing, they felt writing was difficult. Some of them said that the teacher's voice was not loud, and because she sat at the backrow, she could not hear the teacher's voice, and she could not see the whiteboard. Some of them said that they felt more confidence with their writing. They still did not understand all the materials. Some of them also said that if the vocabularies difficult, they also felt difficult in writing. Most of the students were confuse in arranging the sentences become paragraph. For the next meeting, the researcher should explain the materials clearly with loudly voice.
- b. It could be because the classroom activities. Some of the students said that the class time was not enough for them, and they did not like writing. Moreover, some of the students said that the class time was enough to draw and write. The teacher always monitor the class. Some of the students said that they can imagine the ideas.
- c. It could be because the classroom management. Based on the result of interview, it was found that at this meeting the teacher ends the class faster than the time should be. There were some students were fell asleep and made noisy, but teacher called them.
- d. It could be because the teacher's approach. Some students said that the teaching learning was not fun for this time. But some students said that the teaching learning process was fun. The teacher always walk around the classroom.
- e. It could be because the teaching strategy. Some students said that writing was difficult, but they said that challenging because they could think more in writing and how to construct text, and because much practice they felt writing was easy.

In the fourth meeting, their mean score of writing test increased significantly. It was influenced by some factors as the following:

- a. It could be influenced by the material. Based on the result of interview, it was found that the students still did not understand in arranging the sentences and grammar. Some of them still did not like drawing. But most of them said that the topic was easier than the topic before. They like and know much the vocabularies.
- b. It could be influenced by media. Most of the students said that they like the media. They said that they had many ideas when they were looking to the media. Based on the result of observation, it was found that students like the object. They were so enthusiastic in mention the characteristics of the object.
- c. It could be influenced by classroom activities. Based on the result of interview, they said that the teacher repeated the material. She also monitored the class. Based on the result of observation, it was found that some students look like sleepy at this meeting.
- d. It could be influenced by classroom management. Based on the result of interview, it was found that the way of teacher in manage the class helped the students in writing. the teacher always walk around the class, remind the students to not do

an mistakes in writing. Most of the students were active, but there were still some students who were asleep, and the teacher redirected the students. The teacher come to the class on time, and the teacher always monitor the students.

- e. It could be influenced by teacher's approach. Based on the result of interview, the students said that the teaching and learning process was fun for them because they more like the material at this meeting than the materials before. The teacher always walks around the class, she was enthusiasm. The teacher also asked the students to correct the students' writing.
- f. It could be influenced by the teaching strategy. Based on the result of interview, the students said that their friends helped them in composing the text. Their friends gave opinion about their composition. They corrected and gave comments on their writing.

Based on the results above, it can be concluded that at the first meeting, the students didn't understand the materials, the classtime was not enough, it was the first time for them in applying the technique, the teacher's voice was quite slow, the students didn't usual on the technique, it was confusing. At the second meeting, there was an improvement on the students' score but they didn't still understand about the text, they couldn't see the material clearly, some

students were sleepy and made noisy, and they still didn't know much about the vocabulary. At the third meeting there was an improvement on the students' score, but the teacher's voice was not loud, and most of the students still confuse. At the fourth meeting, there was an improvement on the students' score, but they still didn't understand grammar and arranging the sentences, but they like the topic, they like the media, and most of them like the materials or topic.

Discussion

Based on the findings of the research above, which were taken by using the observation, fieldnote, and interview, the researcher found several factors that influence the students writing ability, they were; materials, media, classroom activities, classroom management, teacher's approach, creative thinking, students' motivation, amount of practice, students' prior knowledge, students' interaction, students' perception.

The first factor was materials or topics given to the students. The materials given to the students in this research found that it effected the improvement of the students' writing skill of descriptive text. According to Harmer (2007:29), "students will learn more succesfully if they enjoy the activities they are involved in and are interested or stimulated by the topics brought by the teacher". Additionally, Harmer (2006: 206) says that "a way to encouraged students to be familiar with the genres is to give them variety of different text types". It could be

concluded that giving variety of tasks in every meeting to the students is important to encouraged the students to be familiar. The students also felt more successfull in their learning if the topics brought by the teacher is interesting and stimulating them to write.

The second factor was media used by teacher during teaching and learning process. The media would make the students interested in learning. As Harmer (2006:206) says that "we can encourage the students interested in learning the topics, by showing a picture for prediction, by asking them to guess what they are going to see or hear on the basis of a few words or phrases from the text". Moreover, Harmer (2007:140) also states that "realia or "real" or "lifelike" items are useful for teaching the meaning of words". In other words, media useful for students to encourage them to be interested in learning the topic and it would improve their writing results.

The third factor was classroom activities which were brought by teacher to the class. Classroom activities would help the students in improving their writing results. As supports by Nation (2009: 123), "the teacher needs to give attention to the writing process that would bring an improvement to learners' writing by providing help at the various stages of the process, beside focusing only to the finished product". In short, the activities that brought by teacher in the class would effect the students' improvement on their writing.

The fourth factor was classroom management. The way of teacher in manage the class would affect the students' improvement on their writing. In this research it was found that the way of teacher in managing the class improved the students' writing result. To support that finding, according to Harmer (2006:261-262), "the role of teacher in writing are as motivator, source of information, and feedback provider. The teacher need to motivate the students and encouraging them to make as much effort as possible for maximum benefit. The teacher also need to supply information and language where necessary, and respond the students". It could be concluded that the teacher should manage the class well, and do all the role of the teacher so that the students' writing skill would improve.

The fifth factor was teacher's approach. Teacher' approach would encouraged the students in improving their writing result. As Harmer (2007:21) says that "the students need to feel that the teacher really cares about them; if students feel supported and valued, they would feel more motivated to learn. He also added that students respond well to teachers who listen them". It could be concluded that the teacher should care to the students. The students would be more motivated and interested to learn if the the teacher cares and support them.

The sixth factor was creative thinking. The process that brought by Picture Dictation Technique would encourage the students to be creative. It could be seen from the process that had been done. The students showed

an improvement on their writing. To support that finding, based on Atmazaki (1993) on his research, "creative thinking ability affected positively to students' creative writing skill". additionally, Yan (2006:3) argues that "as a productive skill, writing places a great demand on students' logical and critical thinking". From the above point of view, it could be concluded that creative thinking was one of factors that influenced the improvement of the students' writing skill of descriptive text.

The seventh factor was students' motivation. The students' motivation could be from the students itself and from the teacher. As Harmer (2007:51-52) says that "the sources of motivation are the society we live in, parents and siblings, the teacher, and the method used by teacher in teaching". He also adds that "the students would motivated by the enjoyment of the learning process itself or by desire to make themselves feel better. Without motivation, we will almost certainly fail to make the necessary effort". So, motivation is important. In other words, the students' motivation would effect the improvement on their writing. In this research, the students' motivation could be influneced by the teacher, the technique used by teacher, and students themselves.

The eighth factor was amount of practice. The amount of practice that were done by students would affect the improvement of the students' writing skill. as Harmer (2007:29) says that "much of value of an activity would resides its freshness". In other

words the more practice would make the students' writing better, because they would familiar in doing it.

The ninth factor was students' prior knowledge. The topic that was given to the students by teacher would affect the improvement of their writing. Because, when the students familiar with the topic, and they had much knowledge about the topic, their writing skill would be better. As Nation (2009:97) states that "if the learners do not have enough experience to do a task, the tasks need to change, or the learners can be provided with the experience which help them to do the task". It could be inferred that the students' background knowledge would improve their writing skill, and the teacher should provide a familiar topic that the students have much knowledge about the topic.

Finally, students' interaction during teaching and learning process would influence the improvement of the students. The students could do the tasks in pairs or by themselves. According to Nation (2009:98), "a task which is too difficult for an individual to do alone may be done. It would more successful if a pair or group does it". In addition, Harmer (2007:43) states that "in pairs or group, students tend to participate more actively, and they also have chance to experiment with the language than is possible in a whole-class arrangement". It could be concluded that the students' interaction during teaching and learning process would influenced the students' improvement on their writing, whether they did the task in

pairs or group or just by themselves. In this case the students did their tasks in pairs.

Conclusion

The are ten factors that influence the improvement of the students' writing skill. The five factors are from teacher and six factors are from students. The factors that come from teacher are materials, media, classroom activities, classroom management, and teacher's approach. The factors that come from students are creative thinking, students' motivation, amount of practice, students' prior knowledge, students' interaction, and students' perception. In line with those factors, the researcher did the research through well approach. She comprehends, teaches vocabularies before the students writing, and monitors the students while doing writing.

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