

# AN ANALYSIS ON FACTORS INFLUENCING THE STUDENTS' WRITING SKILL

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**Abstract:** The problem of the research is factors that influencing the students' writing skill. This research was conducted at English Education Department FKIP Lancang Kuning University, Pekanbaru. Using Descriptive Research focusing on the second year students of class A consisting of twenty five students. This research tries to explain the factors influencing the improvement of the students' writing skill. The instruments of this research were observation, field notes, and interview. After analyzing the data, it was found that factors influence the improvement of the students' writing skill were material, media, classroom activities, classroom management, teacher's strategy, and teacher's approach. In conclusion, materials, media, classroom activities, classroom management, teacher's strategy, and teacher's approach are factors that influence the students' writing skill.

**Key words:** Factors influences, writing skill

## 1. Introduction

Writing is one of the productive language skills that might be a complex problem for all teachers and students, since there are several aspects that should be gained. According to Heaton (1991:135), the writing skill is a complex skill and sometimes difficult to be learned, the learners should require not only mastery grammar but also sharing the information and writing elements. In addition, Richard and Renandya (2010:303) explain that "writing is the most difficult skill for learners to master". The difficulty is not only in generating and organizing ideas, but also in translation the ideas into readable text. In short, writing seems hard to be implemented because of some considerations.

Referring to the writing curriculum and syllabus of English Education Department, it is clearly stated that writing is one of language skill that should be possessed by the students after finishing the lesson. It describes that the course gives learning experience in writing paragraph and essay of good and correct English using various types of writing or genre and of the role of genre study in writing. For more clarification, the syllabus described that students have to be able to write paragraph and essay writing in various sentence forms such as classification, analysis, definition, process analysis, composition and contrast, exemplification, and combination of them in particular topics. The writing lecturers have to concern with the writing curriculum target while running the class so that, the students are able to use their skill in or out of the university circumstance.

Having a good writing skill is not easily attained. There are two aspects that should be applied, they are coherent and cohesion. Firstly coherent is about the sequence of ideas compiled to organize paragraph and essay so that the readers do not miss the idea and they

easily understand the ideas. Furthermore, topics given must be well developed. To start developing the topic students should generate topic sentence. Then, students decide the supporting ideas and supporting details. As the final work, students decide the conclusion. Thus, reader can identify the purpose, and message implied in a good organization. Cohesion aspect relates to the grammatical pattern of the sentences. This refers to writer's orientation to arrange sentences, phrase, punctuation, and even word choice. One should realize that writing needs a long process.

With the purposed outcomes by conducting the research, some factors influencing the students' writing achievement in the classroom will be identified by inferring some aspects based on Brown's ideas. The students' writing skill is much or less influenced by the factors in learning English:

*"Two facets of the affective domain of second language acquisition: the first of these is the intrinsic side of affectivity: personality factors within a person that contribute in some way to the success of language learning. The second facet encompasses extrinsic factors-social cultural variables that emerge as the second language learner brings not just two languages into contact but two cultures, and in some sense must learn a second culture along with second language".*

Brown (2000: 142)

Personality factor, these factors come from the students themselves that consist of physiological aspect such the affective domain, motivation, the neurobiology of affect, and measuring affective factors (Brown 2000: 143-167). First, the affective domain is the emotional side of human behavior such

as self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion. Second, motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task such as instrumental and integrative orientation, and intrinsic and extrinsic motivation. Third, the neurobiology of affect includes neuroanatomy, neurochemistry, and neurophysiology (Schumann in Brown, 2000: 166). It informs several areas of interest for language acquisition studies, for example, plasticity, affect, memory, and learning. The last, the measurement of affective factors has for many decades posed a perplexing problem.

Social cultural Factors, these factors consist of social and environmental such as attitudes, second culture acquisition, social distance, and culture in the classroom (Brown, 2000:180-189). Firstly, attitudes like all aspects of the development of cognition and affect in human beings. These attitudes form a part of one's perception of self, of others, and of culture in which one is living. Secondly, second culture acquisition means that culture is a deeply ingrained part of the very fiber of our being, but language is the means for communication among members of a culture.

Culture is the most visible available expression of that culture. Thirdly, Social Distance means the concept of social distance emerged as an affective construct to give explanatory power to the place of culture learning in second language learning. Lastly, culture in the classroom means who used different conceptual categories to study the cultural norms of fifty different countries such as individualism, power distance, uncertainty avoidance, and masculinity or femininity (Geert Hofstede in Brown, 2000: 190).

Moreover, Yasin (2011) asserts "some factors which influence the students in learning are detected through doing observation and interview". Such the materials, media, classroom activities, classroom management, teaching approach, and teaching strategy are the proper factors that can lead the improvement the students' achievement in learning language including in learning writing. In addition, this research only focused on the materials, media, classroom activities, classroom management, teaching approach, and teaching strategy factors of the students have.

## 2. Method

This research was designed as descriptive research. It was conducted at the second year students of English Department of FKIP, Lancang Kuning University Pekanbaru. There were twenty-five students. There were three instruments used in this research namely observation, fieldnotes, and interview.

## 3. Findings

After observing and interviewing the second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University, the researcher found some factors that influenced the students' writing skill. In this case, those factors contributed the students' writing skills significantly. They were material, media, classroom activities, classroom management, teacher's strategy and teacher's approach. The factors influence the students' writing could be seen in the following:

### 3.1 Materials

The material given could make the students interesting and challenging them in writing activities. The material was suitable with the students' prior knowledge and relevant and match to the students' real life.

#### a. Media

The media that were used by the teacher to support teaching and learning process could make the students interesting and enjoying while teaching and learning process. Also, the media could guide the teacher to achieve the purpose of classroom and the media could help the teacher to handle the material during teaching and learning process.

#### b. Classroom Activities

The variation of the classroom activities could influence the students' writing skill in order to get more practice in the classroom. The classroom activities could influence toward the students' writing skill. In this research, the teacher applied all of procedures of writing technique like pre-writing, while writing, and post-writing. All the procedures of writing technique could influence the students' writing skill because these procedures attracted the students to be active and creative in writing activities.

#### c. Classroom Management

The classroom management during teaching writing could influence the students' writing skill. In this case, The classroom management was good and the teacher could help and guide the students while teaching learning process.

#### d. Teacher's Strategy

The teacher's strategy in teaching learning process also could influence the students' writing skill. The teacher's strategy helped the students comprehend about the material more active and independently.

#### e. Teacher's Approach

The last factor that could influence the change of students' writing skill was the teacher approach in classroom activities. The teacher's approach could motivate, stimulate, and guide the students during teaching and learning process.

#### 4. Discussion

With reference to the findings of this research, which was taken from the observation, field notes and interview, the researcher found that there were several factors that influenced the improvement of students' writing skill. The factors were the material, media, classroom activities, classroom management, teacher's approach and teacher strategy.

The first factor that influenced the changes of students' writing skill was material during this research. The material given by the teacher could influence the students' interest and challenge them in writing activities. Also, the material had to suitable with the students' prior knowledge and relevant and match to the students' real life such as current issues in their environment. By using those materials, the students were easy in elaborating and organizing the ideas in their writing because they have known the topic given from television, newspaper, and magazine. It was supported by Clarke in Kitao (1997) states that "the material considered many aspects in order to fulfill its role in learning process". The material should be authenticity, realism, context, and focus on the learner. Hence, material could influence the students' writing skill. The second factor was the media used during teaching and learning process in the classroom. It indicated that the teacher did not only use the books, maker, and whiteboard as the media, but also the teacher used LDC projector, laptop, and handout to support teaching and learning process especially in teaching writing.

Similarly, Sanaky(2005) states that media is a tool of communication in teaching and learning process which can be used by the teacher in transferring information to the. It meant that the media was changing or communicating which refers to anything that carries information between sources and receivers. Based on the data gotten from observation checklist, field notes, and interview showed that by using the LCD projector, laptop, and handout made the students enjoyed and interested in learning writing. It also helped the teacher in teaching and learning process because media guided the teacher to achieve the purpose of the classroom. In short, media could help the teacher to handle the material and help the students to increase their motivation while teaching and learning process.

The third factor was classroom activities. The variation of the classroom activities could improve the students' writing skill in order to get more practice in the classroom. It meant that the classroom activities could influence toward the students' writing skill. Richard (2001) explains that the classroom activities should be parallel to the real world as closely as possible. Since language as a tool of communication, methods, and materials should concentrate on the message that would be delivered to the others.

The fourth factor was classroom management. The classroom management was done by the teacher to create a good situation where the students learned and studied comfortably. It was supported by Jones (1997), an effective classroom management includes several areas in teaching and learning process such as it should be based on good understanding of the current research and theory, it had to build strong relationship among the teacher and students, it has to involve instructional methods that facilitate the optimal learning, it involves the students in developing and committing behavior standard to create safe in the classroom, should involve the ability to use a wide range of counseling and behavioral method.

Referring to the classroom management that was created by the teacher, it could be clarified that classroom management was good and the teacher could help and guide the students while teaching learning process. For instance, classroom management could influence the students' writing skill.

The fifth factor was the teacher's strategy in teaching learning process. Based on the observation checklist, field notes, and interview, it found that the teacher's strategy was good to improve the students' writing skill. It was supported by Richard (2001), the teacher's strategy is a way of engaging all of activities and materials into a classroom. In addition, the strategy that used by the teacher could influence and improve the students' writing skill.

The last factor that influenced the change of the students' writing skill was the teacher's approach in the classroom activities. It was stated by Brown (2001), the teacher's approach is important roles in managing the class. There were several characteristics in teaching and learning process such as controller, director, manager, facilitator, and resources. Based on the data gotten from observation checklist, field notes, and interview, it found that the teacher's approach was good. It indicated that the teacher helped and guided the students' in writing. In conclusion, the teacher's approach could influence in writing skill.

#### 5. Conclusions

This research has purpose to explain the factors that influences the students' writing skill at the second year students of English Education Department Faculty of Education and Teachers Training LancangKuning University. Based on the findings of this research, it can be concluded that the factors influence the students' writing skill at the second year students of English Education Department Faculty of Education and Teachers Training LancangKuning University are materials, media, classroom activities, classroom management, teacher's strategy and teacher's approach.

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