

**STUDENTS' PERCEPTION OF THE WRITING  
COMMUNITY IN TERMS OF IMPROVING THEIR  
WRITING SKILLS**

**(A Study at English Study Program of IAIN Curup)**

**THESIS**

**This research submitted for fulfill the requirement for 'Sarjana' degree in  
English Study Program**



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Curup

Assalamualaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara **Lisa Soleta Santi** yang berjudul **"STUDENTS' PERCEPTION OF THE WRITING COMMUNITY IN TERMS OF IMPROVING THEIR WRITING SKILLS. (A STUDY OF STUDENTS IN IAIN CURUP)"** sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, atas kerja samanya kami ucapkan terima kasih.

Wassalamualaikum wr.wb Curup,

Curup, Agustus 2021

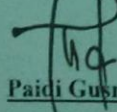
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## PREFACE

This thesis is submitted as a part of completion for the “Sarjana Degree” in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally, yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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This thesis entitled "STUDENTS' PERCEPTION OF THE WRITING COMMUNITY IN TERMS OF IMPROVING THEIR WRITING SKILLS." ( A STUDY OF STUDENTS IN IAIN CURUP), presented in fulfilment of the requirement for the degree of Strata 1 in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

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Finally, the writer realizes that this research is still far from being perfect. There for any suggestion and criticism are always welcomed.

Wassalammu'alaikum wr.wb

Curup, August 2021

Writer



**Lisa Soleta Santi**  
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**MOTTO**

**INDEED, WITH HARSHIP [WILL BE]  
EASE**

**(Q.S AL- INSYIRAH: 6)**

## DEDICATION

Allah, is only the reason why I can finish this thesis. Immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for:

- ❖ My life, my heartbeat, my beloved parents, my father (bak) Arsani Amran and my mother (mak) Peti Hartati thank you for the love, support that you give and thank you for always being my happy pill.
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## **ABSTRACT**

**Santi, Soleta Lisa, 2021. Students' Perception of the Writing Community  
in Terms of Improving Their Writing Skills.  
( A study of students in IAIN Curup)**

This research discovers students' perception of the writing community in terms of improving their writing skills as a community in order to help students in learning writing and increasing students' writing skills. This is a descriptive quantitative design discussed 95 students of English Study Program in IAIN Curup. In obtaining the data, the 95 students of fourth and sixth semesters in academic year 2018/2019 were given a set of questionnaires to get students' response on writing community. After obtaining the data, the researcher analyzed the students' response by counting its frequency and percentage. The findings of this research indicated that the majority of students have positive perception of the writing community in terms of improving their writing skills based on the component of writing that has 5 indicators that is provided by researcher, those are : content, organization, mechanic, vocabulary, and grammar. This research revealed that students gave positive response on the writing community. First, students' perception of content indicator with total 75,41%. Second, students' perception of organization indicator with the 74,46%. Third, students' perception of mechanic indicator with the 77,19%. Fourth, students' perception of vocabulary indicator with the 76,17%. Last, students' perception of grammar indicator with the 77,14%.

**Keywords:** students' perception, writing community

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Listening, speaking, reading, and writing are the four skills that must be learned when studying English. Writing is one of the skills that will be the focus of this thesis. Based on Richard & Willy, Writing is the most difficult skill for English learners to master.<sup>1</sup> To make us able to speak, we have to listen. Similarly, in order to be able to write, we must be able to read and think a lot.

Writing has always been included in most English language courses as one of the four language skills. According to Harmer, writing is used for a wide range of purposes, and it is produced in a variety of forms that convey information, ideas written, based on grammar, and vocabulary because everyone has their own way of thinking, which gives them a unique perspective on how to express it.<sup>2</sup> Writing can be defined as the expression of language in the form of letters, symbols, and words. Writing allows people to share their knowledge while also conveying ideas, feelings, and intentions to others. The majority of our knowledge has come from reading written information or texts, such as books, articles, papers, and so on, which have been written by those who share their ideas through

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<sup>1</sup> Jack C Richard and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge University, 2002)

<sup>2</sup> Harmer J, *How to Teach Writing* (Pearson Education, 2004)

writing. These statements imply that writing is a tool and skill used by writers to communicate information or ideas to readers in written form. Even though writing is important, it is not as simple as people believe.

Writing is an important skill to learn when studying English because it allows the writer to transfer their ideas or thoughts while also providing many things that catch the writer's attention. Furthermore, writing encourages students to focus on correct language use and promotes language development as they resolve problems that writer puts in their minds. The significance of writing stems from the fact that writing is the primary foundation upon which communication, history, record keeping, and the arts are founded. Writing is also the framework of our communication. We cannot imagine a life without writing, which is extremely important in today's society. Writing can help writers develop their language skills, such as exposing an idea. It describes the aspect of language accuracy and organization that explore the ability to apply grammatical and skills for exposing their idea or opinion.

Writing has important role for everyone, including in English Study Program students in IAIN Curup. In order to produce good writing products that readers can understand, students must master writing skills. Learning to write, on the other hand, is one of the more difficult skills for students to master because it takes time to generate ideas and then put them into written form. According to the results of a pre-interview conducted by a researcher on TBI students in IAIN Curup, one of the

challenges they faced in developing their writing skills was a lack of class time. They only study once a week for a short amount of time. Writing, they believe, takes time so that they can think about what they want to write and develop their ideas so that it becomes a good piece of writing that readers can understand. As a result, learning writing in the classroom is insufficient; it must also be learned outside of the classroom. such as writing courses, writing communities, and so on.

Writing communities are one way to help students improve their writing skills. According to Florence and Yore, the learning community triggers students to write.<sup>3</sup> A writing community is a community or group for people who want to improve their writing skills. There is also a writing community in education that focuses on students improving their writing skills. Students who participate in the writing community are usually taught how to generate story ideas, how to write well, and so on. This writing community is critical for students because, as previously stated, learning writing in the classroom will not suffice because classroom learning time is limited. As a result, students can improve their writing skills by participating in this writing community.

An English community for their students has been held at IAIN Curup, particularly in the English Study Program department. This English community is one of the work plans of the English Study Program student association (E-Station) that has been approved by English Study Program.

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<sup>3</sup> Florence & Yore, *Learning To Write Like a Scientist*. (Canada, 2002)

Several skills, including speaking, reading, and writing are taught in this English community. Writing community is one of the skills offered by the E-station to help students learn and improve their writing abilities.

The English Study program's writing community, which is intended for the fourth and sixth semesters was formed in 2019. This writing community exists for a variety of reasons. First, to provide a means for students to further improve their writing skills because time is limited if they only rely on classroom learning. Second, as means for students to use their free time for useful activities.

The TBI writing community meets once a week. Each meeting lasts about an hour. This writing community is intended for fourth-semester students in classes a, b, and c, as well as sixth-semester students in classes a and b. The five classes are then divided into five groups in this writing community, with members drawn from various classes across the semesters. Each meeting of this activity has a different theme or material.

As previously stated, this writing community is focusing on writing a paragraph for the fourth semester and proposal writing for the sixth semester. In practice, members of the writing community are guided by lecturer who serve as writing community tutor. Each class in this activity has a tutor who teaches and guides students through their writing activities. Based on the tutor for this writing community, he said that if he focuses on students' knowledge of the components in writing because mastering the components of writing will make it easier for students to

write. It is supported by Harris, in order to produce good writing, writers must recognize the components of writing skill such as content, forms, grammar, vocabulary, and mechanics.<sup>4</sup>

As a result, students are taught in the writing community how to find writing ideas based on the topics discussed at the time, as well as how to organize their ideas so that they become well-organized. Students are then encouraged to broaden their vocabulary in order to keep their writing from becoming monotonous. Tutors always pay close attention to their grammar because it is critical for students' writing. Students are then taught proper spelling and punctuation.

Furthermore, after knowing the tutor's opinion in writing community activities, we need more discussion about the writing community activities based on the the programs' members. One way to find out students' point of view what are they learning in the writing community is a provide a deeper discussion of what students really perceive about the writing community in terms of improving their writing skills

Finally, throughout the aforementioned explanation above, the researcher decided to conduct a research on students' perception of the writing community in terms of improving their writing skills at the fourth and the sixth semesters in English Study Program of IAIN Curup

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<sup>4</sup> Harris, *Testing English As a Second Language* (New York: McGraw Hill Book Company, 1969)

academic year 2018/2019 entitled: **Students' Perception of the Writing Community in Terms of Improving Their Writing Skills.**

#### **B. Research Question**

Based on the background above, the problem of this research is how is students' perception of the writing community in terms of improving their writing skills?

#### **C. Delimitation of the Research**

In this research, the researcher focuses on students' perception of the writing community in terms of improving their writing skills. Thus, As respondents of this research, the researcher selected the fourth and sixth semesters students academic year 2018/2019 because they have following writing community at English Study Program, so they have felt the implementation of writing community.

#### **D. Objective of the Research**

The objective of this research is to investigate students' perception of the writing community in terms of improving their writing skills.

#### **E. Significant of the Research**

From this research, the researcher is expected to be useful for the university, lecturers, and students of English Study Program.

##### **1. The university**

From this study, hopefully the university can continue program of the writing community and can evaluate the program of writing communitiy that have been implemented.

## 2. The lecturer

Based on this study, the researcher hope the lecturer and students can use the time they have as well as possible and the lecturer can create a more pleasant classroom atmosphere in learning writing, so the teaching and learning process can be better.

## 3. The students

It is expect that from this study, the students know one of the ways to learn and improve their writing skill by joining writing community.

## **F. Operational Definition**

To avoid misunderstanding in this research. The definition of the terms are described as follows :

### 1. Perception

According to George, perception refers how to the brain organizes and interprets sensory information.<sup>5</sup> In this research, perception is how fourth and sixth semesters students at English Study Program of IAIN Curup feel and get the experience by following writing community in order to improve their writing skills.

### 2. Writing community

Steve stated that writing community is a group of people who share basic set of goals and assumptions and use writing community to

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<sup>5</sup> Gorge Brow, *Psychology Guide Perception*, (USA: Harvard University, 2002)



achieve their purposes.<sup>6</sup> In English Study Program Writing community held for the students to learn and improve their writing skills.

#### **G. The Organization of Thesis**

This thesis consist of five chapters and each chapter is subdivided into subquent divisions. The thesis is arranged as follows:

Chapter I Introduction, this chapter consist of background of the research, research questions, delimitation of the research, the objective of the research, significant of the research, operational definitions, and the organization of thesis.

Chapter II Literature Review, is the review of the literatures and previous related findings related to the research.

Chapter III Research Methodology, this chapter provide the methodolgy of the research. Consists with the kind of the research, population and sample, technique of collecting data, instrument of the research, validity & reliablity, and technique for data analysis.

Chapter IV Finding and Discussion, This chapter presents the findings and discussions related to the predetermined topic.

Chapter V Conclusion and Suggestion, this chapter provide the conclusion and further suggestion regarding to the research.

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<sup>6</sup> Steve Graham, A Writers Within Writing Community Model of Writing (Arizona State University)

## CHAPTER II

### LITERATURE REVIEW

#### A. Perception

##### 1. Definition of Perception

According to George, perception refers how to the brain organizes and interprets sensory information.<sup>7</sup> Until fairly recently, perception is consider by the school psychology called behaviorism to be largely a passive and inevitable respon to stimuli. Then, based on Eka Apriani, et al. Perception is the process by which an individual gives meaning to his or her surroundings.<sup>8</sup> In addition, bakhrust and shanker stated that perception is an awareness on how things are and thought makes contact with an independent reality.<sup>9</sup> The meaning that an individual gives to any stimulus depends upon the manner in which that person patterns it. In brief, perception is an individual process to organizes and gives response an information by its sense and view on a particular object that someone acquire on environment. In this research, the researcher interested to know the students' perception about writing community in English Study Program.

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<sup>7</sup> Gorge Brow, *Psychology Guide Perception*, (USA: Harvard University, 2002)

<sup>8</sup> Eka Apriani, et al, "*Efektivitas English Zone Dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa Di IAIN Curup*," *Cendekia* 17, no. 2 (2019): 317–332.

<sup>9</sup>David Bakhrust, Shanker, "Language Culture, Self. Thousand Oaks" (California: Sage Publication, 2001)

Sarlito divides three aspects which are needed before making a perception, they are:<sup>10</sup>

- a. Conception is a process to collect opinion and thinking about an object through information or communication.
- b. Opinion is a process to employ direct contact regularly and systematically by doing a research.
- c. Observation is an introduction function to understand real object through direct contact.

Based on the three aspects above we can make perception about something but between two or more people are different because it depends on each other's opinion.

## **2. Aspects of Perception**

There are three aspects of perception according to Allport cited in Varadhilla, namely:<sup>11</sup>

- a. Cognitive component is the components arranged on the basis of knowledge or information someone has about the object of his attitude. From this knowledge a certain belief will be formed about the object of that attitude.
- b. Affective Components is related to pleasure and displeasure. So, it is evangelical in nature which is closely related to cultural values or the value system it has.

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<sup>10</sup> Sarlito Wirawan Sarwono, *Psikologi Umum*, (Jakarta: Bulan Bintang, 1976)

<sup>11</sup> Isti Varadhilla, *Persepsi Siswa Smk 3 Taman Terhadap Kesempatan Memperoleh Pekerjaan*, (Thesis, State Islamic University Of Sunan Ampel Surabaya, 2016)

- c. Conative Component is a persons's readiness to behave related to the object of his attitude.

From the definition above it can be stated that perception contains cognitive component, affective component and conative component is willingness to act or behave. A person's attitude to an attitude object is manifestation of the contraception of the three components which are mutually exclusive interact to understand, feel and behave towards object attitude. the three components are interrelated and consistent with each other. So, there is organization internally among the three components.

### 3. Forms of Perception

There are two forms of perception as claimed by Eka, There are:<sup>12</sup>

- a. Positive perception is perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.
- b. Negative is perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.

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<sup>12</sup> Eka Apriani et al., "Implementing E-Learning Training toward English Virtual Lecturers: The Process, Perspectives, Challenges and Solutions," *International Journal of Emerging Technologies in Learning* 16, no. 4 (2021): 240–55

**Table 2.1**  
**Percentages of students' perception<sup>13</sup>**

INTERVAL	CATEGORIES
Score $\geq 23\%$ from average	Positive
Score $\leq 23\%$ from average	Negative
Average	Average

## **B. Writing**

### **1. Definition of Writing**

Writing is the hardest for the English learners.<sup>14</sup> To make us able to speak, we have to listen and the same thing in writing, to make us able to write, we have to able read and think much. Nunan states that writing is a mental work in terms of creating, expressing, and organizing ideas into paragraphs to facilitate reader understanding.<sup>15</sup> In the theory, writing is defined as the process of thinking which are involved inventing interesting ideas, expressing the ideas in words, and organizing ideas in paragraphs to become a good order based on the writing skill project to be understandable by the reader.

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<sup>13</sup> Saifuddin Azwar, *Metode Penelitian Dan Penyusunan Skala Psikologi*, (Yogyakarta: Pustaka Belajar, 2001)

<sup>14</sup> Jack C Richard and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge University, 2002)

<sup>15</sup> Nunan, *Practical English Language Teaching* (Singapore: Mc Graw- Hill Company, 2003)

Furthermore, Meyers as cited in Batubara states that writing is the process of discovering ideas, organizing existing ideas, and putting ideas on paper, reshaping, and revising them so that the writing can be read by people.<sup>16</sup> Moreover, according to Oshima and Ann writing is defined as a step starting from looking for ideas, making ideas into words and paragraphs then reviewing the writing that has been made so that readers can capture what the writer wants to say.<sup>17</sup> In this definition, Oshima and Ann have the opinion that writing as a continuation action involved thinking and transferring ideas into words and reviewing them to make it satisfied to be read and express writer ideas exactly. Based on those definitions, the researcher concludes that writing is some steps of mental action of inventing, organizing, reviewing, editing, and revising ideas into words by writer own style with the specific purpose to be clear for the reader until the writer satisfied that his writing expresses exactly what he wants to say.

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<sup>16</sup> Fahmi Aulia Batubara, *Thesis Improving Students' Ability in Writing Of Announcement Through Gallery Walk Technique Of Eighth Grade At MTs Jam'iyatul Aiwashliyah Tembung in Academic Year 2016 / 2017 Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan As* (2017)

<sup>17</sup> Alice Oshima & Ann Hogue, *Introduction To Academic Writing* (Longman, 1997)

## 2. The Importance of Writing

The idea that learning writing is a need for students is agreeable. Some reasons make the ability to write important as what Barras says:<sup>18</sup>

- a. Writing helps to remember. Writing is an aid to remembering.

By taking notes, people can make information safe and semi-permanent or even permanent so that they can access the information anytime without being afraid of being lost.

- b. Writing helps to think. Writing could be an aid to thinking.

People can make a note of useful thoughts as they come to mind, for example, when they are planning or in the middle of writing a composition because thoughts could come anytime.

- c. Writing helps to communicate. In the past, the writing was the

only possible way to communicate with anyone out of earshot.

Although, now there have been devices (telephone, radio, internet, etc.) that make it possible to communicate orally with people in distance, the importance of writing is still there.

There is a limit in which the use of such devices is impossible, particularly when two people communicating are removed, not only, by distance, but also by time.

Besides, the importance of writing skills can also be seen from the point of view of students' future, in their world of work.

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<sup>18</sup>Robert Barras, *Student Must Write: A Guide To Better Writing in Coursework and Examinations* (Oxon: Routledge, 2005)



They have to keep their living in the society and inevitably need to apply for a particular job. In this case, they need to be able to write an application letter. Moreover, they need also to create other kinds of written texts in doing their job. This situation is supported by Harmer cited in Setiadi, he stated that . . . as the environment grows bigger and more advanced the need for reading and writing will increase.<sup>19</sup> So writing is very important for students' future.

The ability of writing is vital for people who are involved in an organization. Each individual who wants to build their career in a company needs to be able to write to compete with others not only when applying for a particular position but also when doing his job. On top of that, the importance of writing ability is about future jobs. He proposes the need for, not only the ability of writing but also the ability to create good writing. So the result is in the world of work, their writing, on some occasions, is the only way people are judged, i.e. for example when writing business letters to people who have never been met.

### **3. Process of Writing**

Writing is a never one-step action. Writing as one of the productive skills needs a process. This process suits the writer to write in sequence stages. The writing process is the stages that a

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<sup>19</sup> Asep Setiadi, "English Education Department Language and Art Faculty Yogyakarta State University 2014," 2014.

writer goes through to produce something (a written text) before to be a final draft. There are four processes of writing.<sup>20</sup>

a. Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text which writers want to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience that will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or arguments in their writing.

Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant final goal; it will enable you to measure your progress. Planning will also help your reader. This stage is often called a pre-writing process which can be defined as a way of warming up the brain before write.

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<sup>20</sup> Nia Rusmania, "*Improving The Grade VII Students' Writing Skill Of narrative Text Through Dictogloss at Smpn 1 Mungkid, Magelang in the Academic Year Of 2014/2015*". Thesis (Fac. Languages and Arts:Yogyakarta, 2015)

b. Drafting

The drafting stage is where you begin writing. After the students have finished planning, they can continue to the next step ( drafting). In the first draft of your paragraph, the students have to use the ideas from planning as a guide as you write, remember to:

- a) Begin with a topic sentence that states the main ideas, including several sentences that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense

c. Editing (revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. Harmer stated that the first version of writing is drafting.<sup>21</sup> At this point, the students should be given a lot of time because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations, or spelling. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and

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<sup>21</sup> Harmer J, *How to Teach Writing* (England: Pearson Education, 2004)

accuracy of supportive textual material such as questions, examples, and the like in this case.

d. Final Version

In this stage, students have edited their draft make changes the reader being necessary, they can produce their final version. This may look considerably different from both original plan and the first draft because the things have changed in the editing process. But the student is now ready to send the written text to its intended lecturer.

#### 4. Components of Writing

Writing is not as easy as we think. To make good writing, there are some components that should be mastered based on Brown cited in Firdani & Siti Sarah.<sup>22</sup>

a. Contents

Good writing is when the title represents the content. the content of a text should the relevant or equivalent and describe the title incomplete. According to Shehadeh notes content in writing as knowledge of subject, development of thesis, coverage of topic, relevance of details, substance, and quantity of details.<sup>23</sup> Content refers to a set of information that supports

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<sup>22</sup> Firdani & Siti Sarah, *Teaching Writing Through Guiding Questions Technique to Improve Students' writing Skill.* Thesis (Banda Aceh: Fac. Tarbiyah Syiah Kuala University, 2017)

<sup>23</sup> Ali Shehadeh, "Effects and Student Perceptions of Collaborative Writing in L2 Effects and Student Perceptions of Collaborative Writing in L2," *Journal of Second Language Writing* 20, no. 4 (2020)

the specific topic talked about. In the content aspect, the writer can develop the idea of the details to describe the main topic.

b. Organization

Organization means how the students arrange their ideas. Whether each paragraph organizes well or not. In organization of the writing, the writer focuses on how arrange and organize the ideas chronologically. They also should present their ideas based on the order which flow from the beginning to the end. This is supported by Nik et.al. simplified the definition about organization as the beginning, middle, and the end of a text.<sup>24</sup> If writer does not have good ability in organizing the text, the readers will face confusion. Vice versa, a good text consists of paragraphs that are arranged well with some connecting words which can make the paragraph coherence so the readers understand what we write. Coherence means that sticking together. A coherent paragraph is paragraph that all of the ideas are put in right order and never confused.

c. Mechanic

Mechanic is refers to the rules of the written language, such as capitalization,punctuation, and spelling. A paragraph is a combination of some sentences which needs good spelling and punctuation. This is supported by Shehadeh, Mechanic is

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<sup>24</sup> Yah Awg Nik, Azizah Hamzah, and Hasif Rafidee, "A Comparative Study on the Factors Affecting the Writing Performance among Bachelor Students" 1, no. June (2010): 54–59.

divided into several aspects. There are: including spelling, punctuation, capitalization, and paragraph indentation.<sup>25</sup> In line with it, Mandel and Mandel as cited in Marwa argues that writing mechanic covers a wide range topics, the most important of which are capitalization and punctuation usage.<sup>26</sup>

#### d. Vocabulary

Vocabulary deals with a list of words and their meanings. In writing, a writer should use the appropriate vocabulary to express what they want to write. Based on Long and Richard cited in Maisal Rahmadi, vocabulary is important in writing because the writer can convey the message he writes through the vocabulary he uses.<sup>27</sup> In the process of writing, the writer always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of good writing. So, the readers can understand the message or information we want to convey.

#### e. Grammar

The tenses and structure mastery are really necessary to have paragraphs constructed. Grammar is a way for us to

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<sup>25</sup> Ali Shehadeh, "Effects and Student Perceptions of Collaborative Writing in L2 Effects and Student Perceptions of Collaborative Writing in L2," *Journal of Second Language Writing* 20, no. 4 (2020): 286–305,

<sup>26</sup> Marwa Ahmed Refat Naem, *A Suggested CALL Program To Develop EFL College Learners' Mechanic In Writing* Thesis. (Fac. Of Education :Egypt, 2007)

<sup>27</sup> Maisal Rahmadi Aka, "Students ' Problems in English Writing : An Analysis on Senior High School Students ' Writing Work," Faculty of Education and Teacher Training, no. 231324279 (2018).

express ourselves through the structural form of language.<sup>28</sup> It is not important to use a long sentence. But the grammar that is used is correct. It is difficult for students to arrange a good paragraph if they lack tenses and structure mastery.

Based on the explanation above, we can concluded that there are 5 components of writing. There are content, organization, mechanic, vocabulary, and grammar. Then, the researcher used this Brown's theory to conduct the questionnaire to investigate students' perception of the writing community in terms of improving their writing skills.

### **C. Writing Community**

#### **1. Definition of Writing Community**

Community is a group that has some hobby and goal. As stated by Costello, community is a group of people who reside in a specific locality and often to have a common cultural and historical heritage.<sup>29</sup> Furthermore, according to kertajaya hermawan, community is a group of people who care for each other more than they should, where in a community there is a close personal relationship between members of the community because of the similarity of interest or values<sup>30</sup>. So, on the other word community is a place for share common interest. It means that community is

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<sup>28</sup> David Crystal, *Words And Deed*, 2004. Retrieved from [http://www.davidcrystal.com/DC\\_articles/Education2.pdf](http://www.davidcrystal.com/DC_articles/Education2.pdf), accessed on August 10th 2021.

<sup>29</sup> Robert B Costello, *Random House Webster's College Dictionary*. 2nd Revised, (USA: Random House Inc, 2001)

<sup>30</sup> Kertajaya Hermawan, *Arti komunitas*, (Bandung: Gramedia Pustaka Utama, 2008)



held by a group of people that has same interest. It will be easier for them to have communication. It is useful for them if they use the function of community in the right way.

There are a lot of clubs or communities for many kinds of interest. One of them is writing community or we can call it as writing club. writing community is community or club for students' to study writing skills outside the classroom or we can call it extracurricular activity. As stated in dictionary, extracurricular meaning is an activity that is outside the program written in the curriculum such as leadership training and student coaching.<sup>31</sup> In the opinion of Noor, extracurricular is out of school educational activities and counseling services for help the development of learners with potential needs, talents and their interests. through activities that are specifically organized by educators and / or educators who are capable and authorized in college.<sup>32</sup> To sum up, we understand that the writing community as one of the communities is outside classroom activity for help development of learners with potential needs, talents and students' interest.

Writing community is an community that consist of a group of people that have the same interest and desire in learning writing.

Although writing that already given in the class, the faculty and the

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<sup>31</sup> Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta , 2008)

<sup>32</sup> Noor, M.Rohinah, *The Hidden Curriculum Membangun Karakter Melalui Kegiatan Ekstrakurikuler*, (Yogyakarta: Insan Madani, 2012)

students think that it is needed to get additional lesson in learning writing. So, finally they joined the community to improve their writing ability. As claimed by Yanti it is a good thing to have a club in which the students meet regularly to practice their English.<sup>33</sup> In addition of it, as Mulyasa cited in fatimah said that an extracurricular program is certain program held outside the studying hours for supporting and improving students' competence.<sup>34</sup> Likewise, Florence and Yore mention that the learning community for writing plays a role in getting started togetherness to interact with others and also encourage students to write.<sup>35</sup> The students will meet each other in the activities in writing community. They learn together and share writing experiences. Such condition creates the flexible and relaxed atmosphere for learners in learning to write. They will practice for making writing product, such as writing paragraph, or essay.

Moreover, through writing community the students gave the opportunities to study about writing more deeper than in the classroom. On the word of Amanda learning community is beneficial to increasing student motivation, students' intellectual

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<sup>33</sup> Sri Trisna Yanti, *Students' Perception on The Influence of Joining English Debate Class Toward Students' Speaking Skill: A Case Study at Students of English Education Program Who Join UKM Argument Academic Year 2016*, (Mataram University, 2016)

<sup>34</sup> Diska Virgiyanti Fatima, 2014. *A study on English Club As An Extracurricular Program at SMPN 1 Malang*. Thesis. (Malang: Fac. Sastra, Malang University, 2014)

<sup>35</sup> Florence & Yore, *Learning To Write Like a Scientist* (Canada, 2004)

abilities, and academic achievement.<sup>36</sup> In line with it, based on Florence and Yore that learning community triggers students in writing.<sup>37</sup> To sum up, writing community has the role in initiating togetherness to interact with others. All in all, Through writing community students' can increase their ability in writing, can increase students motivation because in the writing community students learn together and can support and motivate each other thereof students feel triggered to write.

## **2. Principles of Writing Community**

The principles in learning community for writing according to Freeman & Anderson that can be adopted :<sup>38</sup>

- a. Teachers and students establishing learning environment because the teaching and learning process will be more effective when they feel safe.
- b. The teacher stands behind, besides, and in front of the students in order to facilitate the learning process for triggering them to write what to write.
- c. Teachers must respect students' confidence levels and convey to them what needs to be done to become successful writers. It is important to motivate and share writing experiences

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<sup>36</sup> Amanda Yale, *Associate Provost for Enrollment Services Slippery Rock University of Pennsylvania*

<sup>37</sup> Op.cit

<sup>38</sup> Larsen-Freeman, D & Anderson, *Techniques and principles in language teaching* (London: Oxford University Press, 2011)

- d. Everyone involved in the writing community can share their learning experiences with each other so they can get to know more and build a sense of community
- e. Teachers must understand the uniqueness of each student and be a good listener for their ideas.
- f. All learners are required to attend to one task at a time and are offered a quiet reflection period in order to learn. It aims so that all learners share their writing experiences
- g. All learners have a choice in what they want to practice, because they have inner wisdom about where they need to improve. The teacher's position allows them to practice writing what to and should be written
- h. Students work in a community so that they can have the sense of belonging towards their community. They can learn from each other and from the teacher
- i. The teacher corrects the mistakes of the students in writing in a good way
- j. students read their writing products in front of other students and discuss them together so that they can be used as lessons for better writing
- k. Apart from the language, learners also reflect on what they have experienced. Thus, they have an opportunity to learn about the language, about their own learning, and about how to

learn from one another in a community. By doing such steps, it enriches the learners' experiences in writing through learning community.

The principles above offer useful concepts from learning communities in writing. Learning communities help students acquire practical knowledge. The learning community is an indispensable component of a school-based learning community.

#### **D. Review of Related Finding**

In this chapter, some works of literature related to the study are reviewed as means to clarify the present study. The researcher has found three related studies as done by the previous researchers.

The first researcher is Moh. Yamin in 2018 with the title *The Importance of Promoting Writing Experiences Through Learning Community To Trigger Students in Writing*. The method that he used is a review study with a descriptive analysis method. Based on this research he found that the learning community helps students to reduce anxiety. This is useful for students who have different writing skills to help each other, especially students with high abilities to help students as well as motivate students who have lower abilities.<sup>39</sup>

The second researcher is Chun-Mei Zhao and George D. Kuh in 2004. The title of the research is *Learning Communities and Student Engagement*. This study was a quantitative correlational study and the

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<sup>39</sup> Moh Yamin, *Promoting Writing Experiences Through Learning Community To Trigger Students In Writing* (2018)

result of this research is participating in learning communities is uniformly and positively linked with student academic performance, engagement in educationally fruitful activities (such as academic integration, active and collaborative learning, and interaction with faculty members), gains associated with college attendance, and overall satisfaction with the college experience.<sup>40</sup>

The last researcher is Wilmot and Sioux in 2018. The title of the research is Writing Groups As Transformative Spaces and they used descriptive qualitative design. The result of this research is they found out the importance of the writing community in learning to write. It is stated clearly that students do not only feel empowered to develop their writing practices but also are helped to transform identities as scholars. Therefore, writing groups can be said to provide safe spaces where academic practices can be explicit and where they can be challenged.<sup>41</sup>

Based on the research above we know that their research and this study have similarities and differences. The similarity between the above research and this research is the same as investigating the learning community. Then also have difference. The first research stated that learning community in writing can reduce students anxiety also in the writing community students can share their knowledge and give motivation to each other in learning writing. The second research

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<sup>40</sup> Chun, Mei Zhao & George D. Kuh, *Learning Communities and Student Engagement* (2004)

<sup>41</sup> Kirstin Wilmot & Sioux McKenna, Writing Groups as Transformative Spaces. *Higher Education Research and Development* (2018)

learning community has a positive impact on students, where they can have new experiences, can provide new knowledge, and can learn together. The last research found that the writing community is a good and safe place for students to train and develop their writing skills together.

In this research the researcher focus on students' perception of the writing community in terms of improving their writing skills in English Study Program of IAIN Curup.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Kind of the Research

This research was a descriptive study that was organized quantitatively. According to Cresswell, quantitative study is a type of study that explains phenomena by collecting numerical data and analyzing it using a mathematically-based method.<sup>42</sup> It could be understood in brief that quantitative research is explaining phenomena by analyzing the collected data using mathematical method. This study used a quantitative design because the researcher used close ended questionnaire for the instrument and after that the researcher analyzed the data from the questionnaire in statistical way.

Furthermore, according to Cresswell descriptive study is the study focused in describing any situation or condition in population systematically, factually and accurately.<sup>43</sup> In this research, the researcher describes the students' perception of the writing community in terms of improving their writing skills at English Study Program in IAIN Curup in a systematic, factual, and accurate ways. As a result, the researcher used descriptive quantitative design because the researcher tried to describe the students' perception of the writing community in terms of improving their writing skills from the data that researcher got from the questionnaire

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<sup>42</sup>John W Creswell, *Research Design, Qualitative, Quantitative, And Mixed Methods Approaches* (California: SAGE Publications, Inc, 2014)

<sup>43</sup> *ibid*



analyzed in statistical way. So, the result of the questionnaire is to find out students' perception of the writing community in terms of improving their writing skills

## **B. Population and Sample**

### **a. Population**

According to Franker, a population is a group the research of the study indeed to apply.<sup>44</sup> The population in this research is the entire students of the second, fourth, sixth, and tenth semesters in IAIN Curup academic year 2018/2019. The total numbers of the population for this research is 205 students from the second to tenth semesters.

**Table 3.1**

**The Population of the Study**

No	Semesters	Number
1	II	67
2	IV	57
3	VI	50
4	VIII	31
Total		205

### **b. Sample**

The sample is a subset of the population that will be studied, and it can represent the entire population. The sample is a subset of the population in terms of size and characteristics.<sup>45</sup> In selecting of the

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<sup>44</sup> Fraenkel and Wallen, *How to Design and Evaluate Research in Education* (7<sup>th</sup> Ed), (New York: McGraw-Hill, Inc, 2009)

<sup>45</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Afabeta, 2011)

sample, the researcher only used 4th and 6th semesters students of English Study Program academic year 2018/2019. There was a characteristic of subject that become consideration based on this research: the sample was students who got experience in writing community. The researcher assumed that the students have their own point of view or perspective toward the writing community for their writing skills. The total of the sample in this research is 105 students.

### **C. Techniques of Collecting Data**

In this research, the researcher used questionnaire technique to obtain the data needed.

#### **a. Questionnaire**

Questionnaire is one of proportionately technique in quantitative study. Questionnaire is a discussed in a previous issue a survey involves directly collecting information from people whom we are interested in.<sup>46</sup> The researcher tried to uses questionnaire to get respond from the students about what have they learned on the writing community in TBI IAIN Curup. In this research, questionnaire was very important to collect data in detail. The questionnaire prepared by researcher is close-ended type questionnaire. It is aimed to get a solid and clear response from the students. The questionnaire in this research consist of 29 questions. The content of the questionnaire has been validated by validator. After the questionnaire was validated, the

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<sup>46</sup> Yogesh Kumar Singh, *Fundamental Of Research Methodology And Statistics*, (New Age International, 2006)

researcher distributed the questionnaire to the students. Since it was difficult to distribute the questionnaire in person during the pandemic situation, the questionnaire was given to the students in the form of online questionnaire, which is google form. The questionnaire then distributed to the students through Student's WhatsApp. After the student accessed the link to the questionnaire, the students need to give their answer by choosing the option indicate their choice.

#### **D. Instrument of the Research**

The instrument serves an important purpose in this study. The instrument is the tool used by the researcher to collect data.

##### **a. Questionnaire**

In this research, to obtain the data on students' perception on the writing community towards their writing skills, the researcher took close-ended type of questionnaire as the instrument because this is quantitative study and the close ended questionnaire is used for the quantitative design. Close ended questionnaires are used in quantitative research to generate statistics. As these questionnaires follow a set format and as most can be scanned straight into a computer for ease of analysis, greater numbers can be produced.<sup>47</sup> The questionnaire is designed to assess students' perceptions of the writing community towards their writing skills at fourth and sixth semesters of the English Study Program in IAIN Curup academic year 2018/2019. The

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<sup>47</sup> Ibid

questionnaire designed by researcher used likert scale. The option of likert scale are:

- a) 5 = always
- b) 4 = often
- c) 3 = sometimes
- d) 2 = almost never
- e) 1 = never<sup>48</sup>

When creating a questionnaire, the researcher did some steps, there are:

1. The researcher chosen a theory for the questionnaire and the questions for questionnaire are based on Brown the theory of writing components. The researcher took that theory for the questionnaire because based on the tutor writing community program he said that in writing community he focuses on students knowledge about the components of wrtiting so the researcher took this theory. So this theory is in line with what the tutor from the writing community said. There are five indicators of component: content, organization, vocabulary, grammar, and mechanics.
2. After finding the right theory to be used as an instrument, then one by one the indicators are made into several questions.
3. The questions made in close ended questionnaire by using likert scale because this is a quantitative study.

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<sup>48</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013)

4. After the questions have been made, before the questionnaire is distributed to respondents, the researcher first analyzes the validity and reliability of the questions.
5. After that, the researcher distributed the questionnaire to the respondents of fourth and sixth semesters in academic year 2018/2019 by using google form.
6. Then, after students filled the questionnaire the researcher counted the score and percentage in Ms. Excel to find out the students' perception of the writing community in terms of improving their writing skills.

**Table 3.2**

**Questionnaire**

No	Indicators	Items	A	O	S	AN	N
1	Content	1. Writing community helped me how to develop the topics I have					
		2. In the writing community, I learned to develop the contents of the topic in a clear and detailed way.					
		3. In the Writing community, I learned to express the ideas that I have before					
		4. In the Writing community, I got new topics or ideas for writing					
		5. In the writing community, I found it easier to find the topic to write about because the class conditions are comfortable and pleasant					
2	Organization	6. In the writing community, I learned to make coherent paragraphs					
		7. In the writing community, I learned to make sentences that are unity					

		8. In the writing community, I learned to make paragraphs well organized, starting with the topic sentence, supporting sentences, and concluding sentences					
		9. In the writing community, I learned to make a good topic sentence					
		10. In the writing community, I learned to make good supporting sentences so that they do not deviate from the topic sentence					
		11. In the writing community, I learned to make concluding sentences that match the topic being discussed					
3	Mechanic	12. In the writing community, I learned about good and correct spelling					
		13. In the writing community, I learned to use capital letters in the first letter of the beginning of sentences					
		14. In the writing community, I learned to use correct punctuation, such as using a period (.) At the end of a sentence					
		15. In the writing community, I learned to use a comma (,) which is good and correct					
		16. In the writing community, I learned to use capital letters in writing names, places, months, days					
		17. In the writing community, the tutor helped me checking my spelling and punctuation in writing					
4	Vocabulary	18. In the writing community, I got a lot of new vocabularies					
		19. In the writing community, I learned to use the right words according to the context of the sentence					
		20. In the writing community, I could develop ideas because my vocab has improved					
		21. In the writing community, I learned not to repeat the same word over and over in a paragraph					
		22. In the writing community, my vocabulary choices are increasingly varied					
5	Grammar	23. The tutor checked my grammar when I finished my writing product so I could revise it for better					

		writing					
		24. In the writing community, I learned to make good and correct sentences					
		25. In the writing community, I learned to use conjunctions					
		26. In the writing community, I learned to use the correct verb in each tense					
		27. In the writing community, I learned to use tenses that match the time descriptions					
		28. In the writing community, I learned to use pronouns for nouns					
		29. In the writing community, I learned to use articles					

## E. Validity & Reliability

### a. Validity

Validity is required in order to obtain valid research results. The term "valid instrument" refers to an instrument that can be used to measure what needs to be measured.<sup>49</sup> There are 2 Steps in validity, such as:

1. To examine construct validity, the researcher used judgement experts to examine construct validity in order to obtain comments and feedback. The validator provided two points of feedback. The first is content, which includes the consistency of the statements and indicators stated in theory. Second, the accuracy of grammatical aspects used in the instrument.
2. After construct validity, the next step is try out. Try out is purposing to get the valid questionnaire. The researcher try out the

<sup>49</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013)

questionnaire to 13 students of second semester of b class form English Study Program as respondents for try out. The researcher used Ms Excel to analysis the data to measure that is valid or not and as a result the questionnaire was valid.

b. Reliability

One factor that must have been considered in this study is reliability. The reliability of this study was determined using chronbach alpha. In the psychometric test, most descend in the range of 0.75 to 0.83 with at least one asserting a Cronbach's alpha up to 0.90.

After analyzing the validity of the questionnaire, the researcher then analyzed the reliability of the questionnaire. The researcher uses Ms. Excel to see the level of consistency of the questionnaire questions. After being calculated in Ms. Excel the result is the level of consistency of the questionnaire is 0.97 which means excellent. So it can be concluded that the research questionnaire is reliable.

**Table 3.3**

**Cronbach's Alpha**

<b>Cronbach's Alpha</b>	<b>Internal Consistency</b>
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable



$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

## F. Technique of Data Analysis

The data collection technique used in this study is a questionnaire. The purpose of using a questionnaire in this study is to collect specific data about students' perception on the writing community towards their writing skills. The researcher would analyze the data after collecting it. The following are some steps for data analysis:

- a. First, the researcher analyzed the questionnaire data by using 5 values on the Likert Scale, which is used to calculate the mean score of students' perception of the writing community in terms of improving their writing skills. To calculate the mean score, each statement was given a value (Always = 5, Often = 4, Sometimes = 3, Almost Never = 2, Never = 1), and the formula is as follows:

$$X = (f A \times 5) + (f O \times 4) + (f S \times 3) + (f AN \times 2) + (f N \times 1)$$

Where:

f : Frequency                      S : Sometimes  
A : Never                          AN : Almost Never  
O : Often                          N : Never

- b. The researcher then calculated the percentage of each questionnaire item that was answered by respondents. The formula is as follows:

$$P = \frac{\sum score}{Max score} \times 100\%$$

Where:

P : Percentage

$\sum$  score : Total score

Max score : Maximum score<sup>50</sup>

- c. After determining the percentage of total items and indicators, the researcher used it to determine students' perception of the writing community in terms of improving their writing skills based on the following criteria:

**Table 3.4**

**Descriptive Table: Percentage of Students' Perception on Writing Community**

<b>Interval Presents</b>	<b>Category</b>
76% - 100%	Very high
51% - 75%	High
26% - 50%	Low
0% - 25%	Very low

*Source: Ridwan, 2004*

<sup>50</sup> Herzberg Paul, *Principle of Statistics* (New York: University Press, 1983)

Based on each level of indicators, the researcher decided the right order based on indicator from very high level into very low level of students' perception of the writing community in terms of improving their writing skills.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

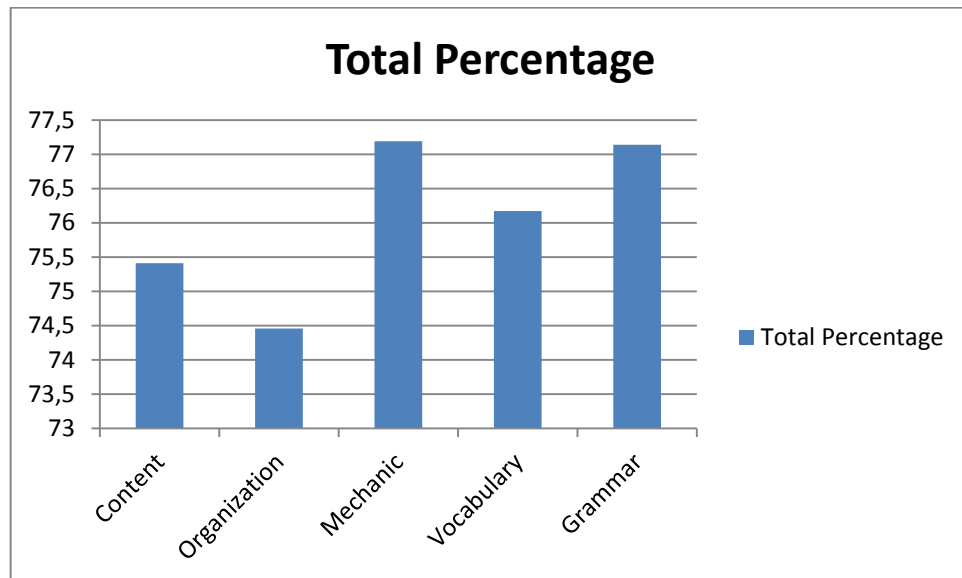
This chapter presents research finding and discussion about students' perception of the writing community in terms of improving their writing skills. The researcher used questionnaire as an instrument. It was carried out by distributing a questionnaire to 105 students of the English Study Program (fourth and sixth semesters) in IAIN Curup academic year 2018/2019. The questionnaire contains 29 items designed to ascertain students' perception on the writing community towards their writing skills. After distributing questionnaire to 105 students, only 95 students filled out the researcher's questionnaire.

Then, the total number of responses was calculated statistically. The researcher uses the following frequency to investigate students' perception of the writing community in terms of improving their writing skills, whether positive or negative. In this study, the researcher distributed questionnaires to English Study Program students in the fourth and sixth semesters of the academic year 2018/2019. Each response to the statements in the questionnaire was assigned a scale value based on a likert scale, which was "Always," which had a value of 5, "Frequently," which had a value of 4, "Sometimes," which had a value of 3, "Almost Never," which had a value of 2, and "Never," which had a value of 1. The researcher discovered five indicators of students' perception of the writing

community in terms of improving their writing skills based on their responses to the questionnaire. There are five indicators of component in writing: content, organization, mechanics, vocabulary, and grammar. The explanations are in the tables below.

**Diagram 4.1**

**The total percentage of students' perception**



**Table 4.1**

**Students' perception of content in writing community**

Indicator	Statements	N	AN	S	O	A	Total	
		F	F	F	F	F	Score	%
Content	1	0	6	23	55	11	356	74,95
	2	0	3	35	46	11	350	73,69
	3	0	4	23	57	11	360	75,79

	4	0	4	24	43	24	372	78,32
	5	2	5	31	37	20	353	74,32
Total							1791	75,41

From the data above, **statement 1** (*Writing community helped me how to develop the topics I have*), showed that there were 6 students who choose almost never, 23 students who choose sometimes, 55 students who choose often, and 11 students who choose always. The total score is 356 and has percentage 74,95%. **Statement 2** (*In the writing community, I learned to develop the contents of the topic in a clear and detailed way*), showed that there were 3 student who choose almost never, 35 students who choose sometimes, 46 students who choose often, and 11 students who choose always. The total score is 350 and has percentage 73,69%. **Statement 3** (*In the writing community, I learned to express the ideas that I have before*), there were 4 students who choose almost never, 23 students who choose sometimes, 57 students who choose often, and 11 students who choose always. The total score is 360 and has percentage 75,79%. **Statement 4** (*In the Writing community, I got new topics or ideas for writing*), showed that there were 4 student who choose almost never, 24 students who choose sometimes, 43 students who choose often, and 24 students who choose always. The total score is 372 and has percentage 78,32%. **Statement 5** (*In the writing community, I found it easier to find the topic to write about because the class conditions are comfortable and pleasant*), there were 2 student who choose never, 5 students who choose almost never, 31 students who choose sometimes, 37 students who choose often, and, 30 students who choose always. The total score is 1791 and has percentage 82,4%.

Based on the explanation above, it can be concluded that the majority of students have positive perception on writing community in improving their writing on content component that got score 1059 with the percentage 75,41%.

Table 4.2

## Students' perception of organization in writing community

Indicators	Statements	N	AN	S	O	A	Total	
		F	F	F	F	F	Score	%
Organization	6	1	7	30	40	17	350	73,69
	7	0	7	32	49	7	341	71,79
	8	0	5	21	46	23	372	78,32
	9	1	5	27	51	11	351	73,90
	10	0	4	26	51	14	360	75,79
	11	1	7	27	48	12	348	73,26
Total							2122	74,46

From the data above, **statement 6** (*In the writing community, I learned to make coherent paragraphs*), showed that there were 1 student who choose never, 7 students who choose almost never, 30 students who choose sometimes, 40 students who choose often, and 17 students who choose always. The total score is 350 and has percentage 73,69%. **Statement 7** (*In the writing community, I learned to make sentences that are unity*), showed that there were 7 students who choose almost never, 32 students who choose sometimes, 49 students who choose often, and 7 students who choose always. The total score is 341 and has percentage 71,79%. **Statement 8** (*In the writing community, I learned to make paragraphs well organized, starting with the topic sentence, supporting sentences, and concluding sentences*), showed that there were 5 student who choose almost never, 21 students who choose sometimes, 46 students who choose often, and 23 students who choose always. The total score is 372 and has percentage 78,32%. **Statement 9** (*In the writing community, I learned to make a good topic sentence*), showed that there were 1 student who choose never, 5 students who choose almost never, 27 students who choose sometimes, 51 students who choose often, and 11 students who choose always. The total score is 351 and has percentage 73,90%. **Statement 10** (*In the writing community, I learned to make good supporting sentences so that they*

*do not deviate from the topic sentence*), showed that there were 4 students who choose almost never, 26 students who choose sometimes, 51 students who choose often, and 14 students who choose always. The total score is 360 and has percentage 75,79%. **Statement 11** (*In the writing community, I learned to make concluding sentences that match the topic being discussed*), showed that there were 1 student who choose never, 7 students who choose almost never, 27 students who choose sometimes, 48 students who choose often, and 12 students who choose always. The total score is 348 and has percentage 73,26%.

Based on the explanation above, it can be concluded that the majority of students have positive perception on writing community concerning to its organization that got score 2122 with the percentage 74,26%.

**Table 4.3**

**Students' perception of mechanic in writing community**

Indicators	Statements	N	AN	S	O	A	Total	
		F	F	F	F	F	Score	%
Mechanic	12	0	7	18	49	21	369	77,69
	13	0	3	26	46	20	368	77,47
	14	0	9	24	34	28	366	77,1
	15	1	6	18	52	18	365	76,84
	16	0	7	26	41	21	361	76
	17	2	3	24	39	27	371	78,11
Total							2200	77,19

From the table 3, **statement 12** (*In the writing community, I learned about good and correct spelling*), showed that there were 7 students who choose almost never, 18 students who choose sometimes, 49 students who choose often, and 21 students who choose always. The total score is 369 and has percentage 77,69%. **Statement 13** (*In the writing community, I learned to use capital letters in the first letter of the beginning of sentences*), showed that there were 3 students who



choose almost never, 26 students who choose sometimes, 46 students who choose often, and 20 students who choose always. The total score is 368 and has percentage 77,47%. **Statement 14** (*In the writing community, I learned to use correct punctuation, such as using a period (.) At the end of a sentence*), showed that there were 9 students who choose almost never, 24 students who choose sometimes, 34 students who choose often, and 28 students who choose always. The total score is 366 and has percentage 77,1%. **Statement 15** (*In the writing community, I learned to use a comma (,) which is good and correct*), showed that there were 1 student who choose never, 6 students who choose almost never, 18 students who choose sometimes, 52 students who choose often, and 18 students who choose always. The total score is 365 and has percentage 76,84%. **Statement 16** (*In the writing community, I learned to use capital letters in writing names, places, months, days*), showed that there were 7 students who choose almost never, 26 students who choose sometimes, 41 students who choose often, and 21 students who choose always. The total score is 361 and has percentage 76%. **Statement 17** (*In the writing community, the tutor helped me checking my spelling and punctuation in writing*), showed that there were 2 students who choose never, 3 students who choose almost never, 24 students who choose sometimes, 39 students who choose often, and 27 students who choose always. The total score is 371 and has percentage 78,11%.

Based on the explanation above, it is possible to conclude that the majority of students have a positive perception of the writing community in the mechanics aspect, which received a score of 2200 with a percentage of 77,19%

**Table 4.4**

**Students' perception of vocabulary in writing community**

Indicators	Statements	N	AN	S	O	A	Total	
		F	F	F	F	F	Score	%
Vocabulary	18	0	8	23	40	24	365	76,84
	19	2	4	22	46	21	365	76,84
	20	1	6	24	47	17	358	75,37

	21	0	6	25	50	14	357	75,16
	22	0	3	25	52	15	364	76,63
Total							1809	76,19

From the table 4, **statement 18** (*In the writing community, I got a lot of new vocabularies*), showed that there were 8 students who choose almost never, 23 students who choose sometimes, 40 students who choose often, and 24 students who choose always. The total score is 365 and has percentage 76,84%. **Statement 19** (*In the writing community, I learned to use the right words according to the context of the sentence*), showed that there were 2 students who choose never, 4 students who choose almost never, 22 students who choose sometimes, 46 students who choose often, and 21 students who choose always. The total score is 365 and has percentage 76,84%. **Statement 20** (*In the writing community, I could develop ideas because my vocab has improved*), showed that there were 1 students who choose never, 6 students who choose almost never, 24 students who choose sometimes, 47 students who choose often, and 17 students who choose always. The total score is 358 and has percentage 75,37%. **Statement 21** (*In the writing community, I learned not to repeat the same word over and over in a paragraph*), showed that there were 6 students who choose almost never, 25 students who choose sometimes, 50 students who choose often, and 14 students who choose always. The total score is 357 and has percentage 75,16%. **Statement 22** (*In the writing community, my vocabulary choices are increasingly varied*), showed that there were 3 students who choose almost never, 25 students who choose sometimes, 52 students who choose often, and 15 students who choose always. The total score is 364 and has percentage 76,63%.

Based on the explanation above, it is possible to conclude that the majority of students have a positive perception of vocabulary, as evidenced by a score of 1809 and a percentage of 76,17%.

**Table 4.5**  
**Students' perception of grammar in writing community**

Indicator	Statements	N	AN	S	O	A	Total	
		F	F	F	F	F	Score	%
Grammar	23	0	3	23	53	16	367	77,26
	24	0	9	20	47	19	361	76
	25	0	1	25	49	20	373	78,53
	26	0	2	26	51	16	366	77,1
	27	0	7	23	46	19	362	76,21
	28	0	5	22	49	19	367	77,26
	29	0	3	23	51	18	369	77,68
Total							2565	77,14%

From the table 5, **statement 23** (*The tutor checked my grammar when I finished my writing product so I could revise it for better writing*), showed that there were 3 students who choose almost never, 23 students who choose sometimes, 53 students who choose often, and 16 students who choose always. The total score is 367 and has percentage 77,26%. **Statement 24** (*In the writing community, I learned to make good and correct sentences*), showed that there were 9 students who choose almost never, 20 students who choose sometimes, 47 students who choose often, and 19 students who choose always. The total score is 361 and has percentage 76%. **Statement 25** (*In the writing community, I learned to use conjunctions*), showed that there were 1 student who choose almost never, 25 students who choose sometimes, 49 students who choose often, and 20 students who choose always. The total score is 373 and has percentage 78,53%. **Statement 26** (*In the writing community, I learned to use the correct verb in each tense*), showed that there were 2 students who choose almost never, 26 students who choose sometimes, 51 students who choose often, and 16 students who choose always. The total score is 366 and has percentage 77,1%. **Statement 27** (*In the writing community, I learned to use tenses that match the time descriptions*), showed that there were 7 students who choose almost never, 23 students who choose sometimes, 46 students who choose often, and 19 students who choose always. The

total score is 362 and has percentage 76,21%. **Statement 28** (*In the writing community, I learned to use pronouns for nouns*), showed that there were 2 students who choose almost never, 12 students who choose sometimes, 49 students who choose often, and 19 students who choose always. The total score is 367 and has percentage 77,26%. **Statement 29** (*In the writing community, I learned to use articles*), showed that there were 3 students who choose almost never, 23 students who choose sometimes, 51 students who choose often, and 18 students who choose always. The total score is 369 and has percentage 77,68%.

Based on the explanation above, it is possible to conclude that the majority of students have a positive perception of the writing community in learning grammar, which received a score of 2565 with a percentage of 77,14%.

## **B. Discussion**

In this part, the researcher discussed what are the students' students' perception of the writing community in terms of improving their writing skills. To discover students' perception on the writing community towards their writing skills at English Study Program of IAIN Curup, the researcher used questionnaire contains of 29 items with 5 indicators gave to the 105 respondents from 4th and 6th semesters since they got the experience in writing community. As a result, out of 105 students who given a questionnaire, only 95 students filled out the researcher's questionnaire.

Based on the results of questionnaires, researchers found that in the content indicator which is one component in writing, the majority of the respondents have a positive perception of writing community in improving their writing skills, namely in the content aspect. In composing a good paragraph, important criteria like content is obviously needed. According to Shehadeh notes content in writing as knowledge of subject,

development of thesis, coverage of topic, relevance of details, substance, and quantity of details.<sup>51</sup> So it can be concluded that the content in writing is very important so the readers can read and understand our writing because the paragraphs we make are well structured and clearly connected.

From the result of the questionnaire, students agree that writing can help them enhance their abilities to select topic for writing, develop their ideas, develop the contents of the topic in a clear and detailed way, and so on after participating in the writing community for approximately a semester. According to the findings, students' perception of the writing community for content have 75,41%. It means that content has a high percentage of perception.

In terms of organization, the majority of students have positive perception with the writing community's implementation. When writing, students must master the skill of organization. A piece of writing which is well-organized helps the readers to follow the text easily. It means that if a writer does not have good ability in organizing the text, the readers will face confusion. Based on Nik et.al. simplified the definition about organization as the beginning, middle, and the end of a text.<sup>52</sup>

The writing community really helps them to have a positive impact on their writing. Assisted by tutors, students learn how to write well by paying attention to components or aspects of writing, one of which is the

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<sup>51</sup> Ali Shehadeh, "Effects and Student Perceptions of Collaborative Writing in L2 Effects and Student Perceptions of Collaborative Writing in L2," *Journal of Second Language Writing* 20, no. 4 (2020)

<sup>52</sup> Nik, Hamzah, and Rafidee, "A Comparative Study on the Factors Affecting the Writing Performance among Bachelor Students."

organization component. In line with it, according to Freedman, et al. quoted from Steve Graham states some writing communities have a tutor or teacher who helps them gain skills, knowledge, strategies, and others.<sup>53</sup>

After participating in the writing community, students learn how to write unified sentences, coherent sentences, good paragraphs starting with topic sentences, supporting sentences, conclusions from sentences, and so on after participating in the writing community. It is supported by Nik et.al. simplified the definition about organization as the beginning, middle, and the end of a text.<sup>54</sup> Based on the previous findings, students' perception of the component organization received a percentage of 74,46%. It means has high of perception.

Furthermore, data obtained in the indicator of mechanic revealed that the majority of students have positive perception of the mechanic. Mechanic is divided into several aspects, based on Shehadeh. There are: including spelling, punctuation, capitalization, and paragraph indentation<sup>55</sup>. According to the results of the questionnaire, the respondents agree that writing community activities have a positive impact on their writing. By participating in the writing community, they learn the proper use of capital letters, punctuation, and spelling. According to Steve Graham, individuals who follow the writing community gain writing knowledge that becomes

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<sup>53</sup> Steve Graham , "A Revised Writer ( s ) -Within-Community Model of Writing A Revised Writer ( s ) -Within-Community Model of Writing," *Educational Psychologist* 0, no. 0 (2018),

<sup>54</sup> Nik, Hamzah, and Rafidee, "A Comparative Study on the Factors Affecting the Writing Performance among Bachelor Students."

<sup>55</sup> Ali Shehadeh, "Effects and Student Perceptions of Collaborative Writing in L2 Effects and Student Perceptions of Collaborative Writing in L2," *Journal of Second Language Writing* 20, no. 4 (2020): 286–305,

long term memory, such as knowledge about spelling, punctuation, capitalization, and the more frequent use of subordinate clauses when writing specific types of text.<sup>56</sup> As a result, it can be concluded that the writing community assists students in the mechanic aspect, with a percentage result of 77,19%, indicating a very high of perception.

The next component of writing is vocabulary. According to the findings of the previous study, students have a positive perception of vocabulary with a percentage of 76,17%, indicating that vocabulary has a very high perception. Vocabulary is important in text writing because the reader will receive the message from the text through the words that have been written. Based on Long and Richard cited in Maisal Rahmadi, vocabulary is important in writing because the author can convey the message he writes through the vocabulary he uses.<sup>57</sup> Based on the preceding theory, it is possible to conclude that good vocabulary selection is critical in writing.

In addition, based on the results of the student questionnaire, it was discovered that in the writing community, they learn to select the appropriate vocabulary based on the context of the sentence. Students in the writing community learn new vocabulary in writing, making it easier for them to develop their ideas. They can also reduce repetition of the same vocabulary in a paragraph as their vocabulary expands. We can see

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<sup>56</sup>Steven Graham, "A Revised Writer ( s ) -Within-Community Model of Writing A Revised Writer ( s ) -Within-Community Model of Writing."

<sup>57</sup> Maisal Rahmadi Aka, Education and Training, "Students ' Problems in English Writing : An Analysis on Senior High School Students ' Writing Work."

from the results of the processed questionnaire that the writing community can help students improve their writing, including increasing their vocabulary. Students with a wide range of vocabulary will find it easier to construct sentences. This is supported by the opinion of Andrew Taylor stated that the choice of vocabulary is a sign that the author has adopted a certain community discourse and good work depends on the accuracy of the vocabulary chosen by the author.<sup>58</sup>

The last is grammar as one of the 5 components of writing. From the finding, the majority of the students have positive perception towards grammar. From the finding, this indicator got percentage 77,14% and it indicates that grammar has very high of perception. The questionnaire results show that through the writing community, they learn to use tenses that match the context of the sentence, they learn to use articles, they learn to use correct pronouns, and they also have a tutor who will check their writing products, including the grammar section, so that students can revise what they have written that is incorrect. In line with it, Freedman et al. Claimed that some writing communities have a tutor or teacher who helps them acquire skills, knowledge, strategies, and so on.<sup>59</sup> In this case, the tutor in the writing community is responsible for guiding, encouraging, and helping students in checking the results of their writing so that students understand what is wrong and what students must correct.

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<sup>58</sup> Andrew Taylor, "Learning Vocabulary in Another Language I," *English for Specific Purposes* 23, no. 1 (2004): 87–90, [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5).)

<sup>59</sup> Sarah Warshauer Freedman et al., "Teaching Writing in a Digital and Global Age: Toward Access, Learning, and Development for All," *Handbook of Research on Teaching*, no. January (2016): 1389–1449, [https://doi.org/10.3102/978-0-935302-48-6\\_23](https://doi.org/10.3102/978-0-935302-48-6_23).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

From the result of the finding and discussion in chapter IV, it can be concluded students' perception of the writing community in terms of improving their writing skills. Based on a theory of writing components, there are 5 indicators that used as reference to discover students' perception on the writing community towards their writing skills. There are: content, organization, mechanics, vocabulary, and grammar. First, students' perception of content indicator got score 1791 with 75,41%. Second, students' perception of organization indicator got score 2122 with 74,46%. Third, students' perception of mechanic indicator got score 2200 with 77,19%. Fourth, students' perception of vocabulary indicator that got score 1809 with 76,17%. Last, students' perception of grammar indicator got score 2565 with 77,14%. The researcher discovered that students have a positive perception of the writing community in terms of improving their writing skills based on those five indicators.

#### **B. Suggestion**

After conducting this research, the researcher would like to give some suggestions which may be useful for:

1. The University

The researcher expects that in the future this writing community program or activity will continue to be held because it has a positive impact on students' writing skills.

2. The Lecturer

According to the findings of this study, researchers hope that lecturers will continue to encourage and motivate students to write, as well as that lecturers will create more comfortable classes so that the learning process will run more effectively.

3. The Students

The researcher hopes that students will be able to use their free time to improve their writing skills and take this writing community program seriously, thereby achieving the goal of holding this writing community that is to improve their writing.



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# **A P P E N D I X E S**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 74 Tahun 2021

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;
- Memperhatikan : 1. Surat Rekomendasi dari Ketua Prodi nomor : 51/FT.2/TBI/PP.00.9/02/2021  
2. Berita Acara Seminar Proposal pada Hari Selasa, 15 Desember 2020.

MEMUTUSKAN :

Menetapkan  
Pertama

1. Eka Apriani, M.Pd 19900403 201503 2 005  
2. Paidi Gusmuliana, M.Pd 19840817 201503 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Lisa Soleta Santi  
N I M : 17551031

JUDUL SKRIPSI : The Contribution of Writing Community Toward Students' Writing Paragraph at the Fourth Semester of English Study Program in IAIN Curup

- Ketiga : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
pada tanggal 23 Februari 2021



- Tembusan  
1. Rektor  
2. Bendahara IAIN Curup;  
3. Kabag Akademik, kemahasiswaan dan kerja sama;  
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

Nomor  
Lampiran  
Hal

263 /In.34/FT/PP.00.9/04/2021  
: Proposal dan Instrumen  
: Permohonan Izin Penelitian

22 April 2021

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Lisa Soleta Santi  
NIM : 17551031  
Fakultas/Prodi : Tarbiyah / TBI  
Judul Skripsi : Students' Perception on Writing community ( a Study at English Study Program of IAIN Curup )  
Waktu Penelitian : 22 April s.d 22 Juli 2021  
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan



Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK

No	Indicators	Items	A	O	S	AN	N
1	Content	30. In the writing community, I learned to find topics					
		31. Writing community helped me how to develop the topics I have					
		32. In the writing community, I learned to develop the contents of the topic in a clear and detailed way.					
		33. In the Writing community, I learned to express the ideas that I have before					
		34. In the Writing community, I got new topics or ideas for writing					
		35. In the writing community, I found it easier to find the topic to write about because the class conditions are comfortable and pleasant					
		36. In the writing community, I learned to determine relevant title to represent the content of my paragraphs.					
2	Organization	37. In the writing community, I learned to make coherent paragraphs					
		38. In the writing community, I learned to make sentences that are unity					
		39. In the writing community, I learned to make paragraphs well organized, starting with the topic sentence, supporting sentences, and concluding sentences					
		40. In the writing community, I learned to make a good topic sentence					
		41. In the writing community, I learned to make good supporting sentences so that they <del>don't</del> do not deviate from the topic sentence					
		42. In the writing community, I learned to make concluding sentences that match the topic being discussed					
3	Mechanic	43. In the writing community, I learned about good and correct spelling					
		44. In the writing community, I learned to use capital letters in the first letter of the beginning of sentences					

		45. In the writing community, I learned to use correct punctuation, such as using a period (.) At the end of a sentence					
		46. In the writing community, I learned to use a comma (,) which is good and correct					
		47. In the writing community, I learned to use capital letters in writing names, places, months, days					
		48. In the writing community, the tutor helped me checking my spelling and punctuation in writing					
4	Vocabulary	49. In the writing community, I got a lot of new vocabularies					
		50. In the writing community, I learned to use the right words according to the context of the sentence					
		51. In the writing community, I could develop ideas because my vocab has improved					
		52. In the writing community, I learned not to repeat the same word over and over in a paragraph					
		53. In the writing community, my vocabulary choices are increasingly varied					
5	Grammar	54. The tutor checked my grammar when I finished my writing product so I could revise it for better writing					
		55. In the writing community, I learned to make good and correct sentences					
		56. In the writing community, I learned to use conjunctions					
		57. In the writing community, I learned to use the correct verb in each tense					
		58. In the writing community, I learned to use tenses that match the time descriptions					
		59. In the writing community, I learned to use pronouns for nouns					
		60. In the writing community, I learned to use articles					

The validator validates the instruments into two things;

*the first* is content, including the coherence between the statements and indicators stated in theory. The statements have already been comprehensive and coherent. Only a few statements are added and revised to make the detailed and clear intention.

*The second* is the accuracy of grammatical aspects used in the instrument. There are some mistakes in grammar and spelling. They are:

1. Some statements are not consistent in terms of the tense
  - *Writing community **helps** me how to develop the topics I have* (Indicator 1, statement 2). It is better to be changed into past tense.
2. In the writing community, I learned to develop the contents of the topic in a clear and **detail** way (Indicator 1, statement 3). The word **detail** does not seem to fit this context. Consider replacing it with a different one.
3. *In the writing community, I find it easier to find the topic to write about because the class conditions are **comportable** and pleasant.* (Indicator 1, statement). The spelling of the word **comportable** is incorrect.
4. The use of the article “the” before writing community is important
5. The use of a comma (,)

*Next*, I suggest avoiding any contractions in your academic writing such as “Don’t” etc. Contractions are generally considered too informal for academic writing.

Juni , 2021

Validator



Nastiti Handayani, M.Pd





## RELIABILITY OF INSTRUMENT

Interpretation		Hasil
Nilai 5R distribusi		
0,7	$n = \frac{29}{29-1} \left( \frac{38.0760}{433.244} \right)$	Kelompok
	0,96993172	



## QUESTIONNAIRE OF STUDENTS' PERCEPTION ON WRITING COMMUNITY

Assalamu'alaikum wr.wb

Kepada Saudara/i responden Yth,

Perkenalkan saya Lisa Soleta Santi program studi Tadris Bahasa Inggris IAIN Curup.

Saya memohon bantuannya untuk mengisi angket penelitian saya yang ada dibawah ini.

Angket ini berbentuk skala likert dimana,

= Never

= Almost Never

= Sometimes

= Often

= Always

Terima kasih atas partisipasinya

Wassalamu'alaikum wr.wb

Name \*

nisia

Class \*

4 A

4 B

4 C

6 A

6 B

QUESTIONNAIRE OF STUDENTS' PERCEPTION ON WRITING COMMUNITY

1. Writing community helped me how to develop the topics I have \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

2. In the writing community, I learned to develop the contents of the topic in a clear and detailed way. \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

3. In the writing community, I learned to express the ideas that I have before \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

4. In the Writing community, I got new topics or ideas for writing \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

5. In the writing community, I found it easier to find the topic to write about because the class conditions are comfortable and pleasant \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

6. In the writing community, I learned to make coherent paragraphs \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

7. In the writing community, I learned to make sentences that are unity \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

8. In the writing community, I learned to make paragraphs well organized, starting with the topic sentence, supporting sentences, and concluding sentences \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

9. In the writing community, I learned to make a good topic sentence \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

10. In the writing community, I learned to make good supporting sentences so that they do not deviate from the topic sentence \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always



11. In the writing community, I learned to make concluding sentences that match the topic being discussed \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

12. In the writing community, I learned about good and correct spelling \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

13. In the writing community, I learned to use capital letters in the first letter of the beginning of sentences \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

14. In the writing community, I learned to use correct punctuation, such as using a period (.) At the end of a sentence \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

15. In the writing community, I learned to use a comma (,) which is good and correct \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

16. In the writing community, I learned to use capital letters in writing names, places, months, days \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

17. In the writing community, the tutor helped me checking my spelling and punctuation in writing \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

18. In the writing community, I got a lot of new vocabularies \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

QUESTIONNAIRE OF STUDENTS' PERCEPTION ON WRITING COMMUNITY

19. In the writing community, I learned to use the right words according to the context of the sentence \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

20. In the writing community, I could develop ideas because my vocab has improved \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

21. In the writing community, I learned not to repeat the same word over and over in a paragraph \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

22. In the writing community, my vocabulary choices are increasingly varied \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always



QUESTIONNAIRE OF STUDENTS' PERCEPTION ON WRITING COMMUNITY

23.

The tutor checked my grammar when I finished my writing product so I could revise it for better writing \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

24. In the writing community, I learned to make good and correct sentences \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

25. In the writing community, I learned to use conjunctions \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

26. In the writing community, I learned to use the correct verb in each tense \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

27. In the writing community, I learned to use tenses that match the time descriptions \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

28. In the writing community, I learned to use pronouns for nouns \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

29. In the writing community, I learned to use articles \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

Konten ini tidak dibuat atau didukung oleh Google.





## **BIOGRAPHY**

Lisa Soleta Santi was born in Curup on November 18<sup>th</sup> 1998. She is daughter of Arsani Amran and Peti Hartati. She has a brother, the name of

her brother is Nanda Wira Saputra. She finished her elementary school in 2011 from SD N 02 Curup Utara. Hence, she continued to the junior high school at SMP Negeri 02 Curup Utara in 2011 to 2014. Then, she carried on to islamic senior high school MAN 01 Rejang Lebong and graduated in 2017. After that, she decided English Tadris Study Program as her faculty at IAIN Curup.

She is someone who believes that indeed, with hardship will be ease, as in QS. Al Insyirah verse 6.