

**The Factors Affecting Students' English Writing Skill at
Department IAIN Curup**

**(A Descriptive Study of English Tadris Study Program Eighth
Semester at IAIN Curup in Academic Years 2018)**

THESIS

**This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**



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Hai : Pengajuan Skripsi
Kepada
Yth Bapak Ketua Jurusan Tarbiyah IAIN Curup
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Assalamu 'alaikum wr. wb

Setelah mengadakan pemeriksaan dan perbaikan seperti yang kami berpendapat skripsi atas nama **Rani Maryana, 14551026** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **"The Factors Affecting Students' English Writing Skill at Department IAIN Curup"** Sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Denikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wassalamu 'alaikum, wr. wb

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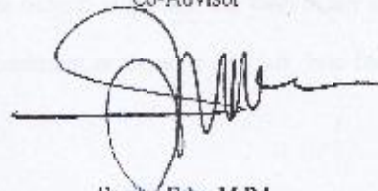
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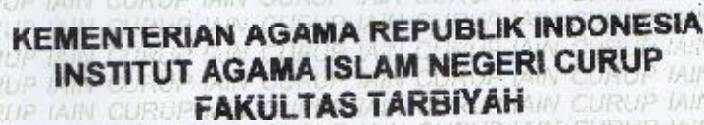
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I state the thesis under the title **"The Factors Affecting Students' English Writing Skill at Department IAIN Curup (A Descriptive Study of English Tadris Study Program Eighth Semester at IAIN Curup in Academic Years 2018)"** is origin and never proposed to get scholarship in IAIN Curup. So, never do the other university.

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The researcher finished this research entitled **“The Factors Affecting Students’ English Writing Skill at Department IAIN Curup** (A Descriptive Study of English Tadris Study Program Eighth Semester at IAIN Curup in Academic Years 2018)” This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadris Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

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Motto and Dedication

Motto :

❖ *I might be the most STUPID than my friends but I make sure, I AM MOST HARD-WORKING*

Dedication :

This thesis dedicates to :

- Institute College for Islamic Studies (IAIN) Curup
- My wonderful and beloved family, my father (Mr. Suryadi), my mother (Mrs. Sarwi (Alm)), my second mom (Mrs. Ros), my older sisters (Neti Sumarni S.Pi), my older brother (Arjuwardi) and also all of my family that can not be mentioned one by one.
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ABSTRACT

Rani Maryana, 2019 : “The factors Affecting Students’ English Writing Skill at Depatment IAIN Curup” (A Descriptive Study of English Tadris Study Program Eighth Semester at IAIN Curup in Academic Years 2018)

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Sarwo Edi, M.Pd

This research was focused on the factors affecting students’ English writing skill was conducted at English Education Department IAIN Curup. This research objectives were to find out what the factors affecting students’ English writing skill and how the factors affecting students’ English writing skill achievement. The design of the research was descriptive in qualitative. The subject of this research were eighth semester at IAIN Curup in academic years 2018, consisting of fourty eight students. In collecting the data, the researcher used two techniques, questionnaire and document analysis. There are some instruments which researcher used as collecting data: open ended questionnaire and document analysis form. In analysis of data, the steps were: data managing, reading/memoing, data classifying, description and interpreting. The result show that, there were two factors that affecting students’ English writing skill, such as personality factors and social factors and those factors affecting students’ English writing skill achievement.

Key word : Factors affecting, Writing Skill

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CHAPTER I

INTRODUCTION

A. Background of the Research

English as one of the subjects learned at schools has a significant role in light of English that has become a foreign language, or an international language which is prevalently used in communication by both native and non-native users in most countries in the world. Furthermore, English is oftentimes used in writing science books, journals, or articles about a variety of knowledge and technology-related issues. Therefore, in order to be able to upgrade science, knowledge, and technology, and to communicate with people from other countries, English as a foreign language is taught in Indonesia starting out from the level of junior high school to that of University.

English is taught at schools in order that learners are able to master the four skills, namely listening, speaking, reading, and writing. Harmer elucidates that we use language in term of four skills, reading, writing, speaking, and listening. These are often divided into two types. First, Receptive skills, a term used for reading and listening; these are the skills wherein the meaning is extracted from the discourse. Second, Productive skills, the term that is well-known for speaking and writing; these are the skills in which learners actually have to produce language by themselves¹. Of the four skills, writing seems to be the most difficult and complicating one to be learned as well as acquired. This case arises because in writing learners have to be masterful at

¹Jeremy Harmer *How to Teach Writing* (England : Longman, 2004),p 11.

generating ideas alongside opinions and subsequently to express them into their writing work. A wide range of angles within the writing skill indeed pave the way for learners to find it difficult.

Richard also espouses the essence of difficulties in the mastery of writing skill². The difficulty emerges not only in the aspect of idea generation or organization but also in the aspect of translating the ideas into a readable text. Beyond the difficulty of writing as such, however, writing skill is of paramount importance specifically for tertiary students on account of writing skill which is highly required for their bachelor degree completion realized into writing an undergraduate thesis. This point infers that the learners of tertiary education really have to make a hard effort to enhance their writing skill.

In the context of writing skill in English as a foreign language, Harmer accentuates that students could be successful in mastering a language which they have been studying with doing more practices through writing because such practices can help learners convey and share ideas as well as opinions³. It means that in addition to the pivotal importance of writing, the process of writing itself can also mediate the process of language acquisition, wherein the more writing practices students deal with, the more qualified their language accuracy and fluency will be. Through the practice of writing, learners will also master a sort of cognitive competence in regard to idea management that is beneficial to support the success of communication. As a medium of

²Jack C. Richard, *Second Language Writing* (Cambridge: Cambridge University Press, 2010), 303

³Ibid, 306

communication, writing is indeed necessary since it helps us have a good socialization, express our idea, feeling and our opinion.

Hayes said that, that motivation plays a prominent role in writing development and performance is acknowledged in most contemporary models of writing.⁴ Composing tasks often are inherently difficult for the writer because they tax numerous lower- and higher-order psycholinguistic processes that are situated within a dynamic motivational state. Because writing is a relatively high-cost activity in terms of effort, a positive motivational stance may be difficult to attain. Performance approach goals (that is, lower levels of pursuit of such goals) also mediated the relationships between writing activity, motivational beliefs, and writing quality. However grade and sex directly influenced writing activity, while sex, teacher judgment of writing ability, and writing activity directly influenced some aspects of writing motivation. Overall, teacher judgment of writing ability, grade level, and motivational beliefs each exerted a significant direct positive influence on narrative quality, whereas performance goals exerted a significant direct negative impact on quality.⁵

Writing skill plays a pivotal role in conveying a written message accurately and effectively. There are some substantial parts within the writing *per se*. They are the contents, text organization, mechanics, grammar, syntax, and so on. The aforementioned parts align with Cohen who accentuates that a good writing has to appropriately meet

⁴ Hayes, J. *A new framework for understanding cognition and affect in writing*. In M. Levy & S. 1996, P3.

⁵Gary A. *Relationships between writing motivation, writing activity, and writing performance: effects of grade, sex, and ability*, DOI 10.1007/s11145-012-9379-2

some conditions. These conditions are content, the main idea, accurate details, and clear provision when some opinions are presented.⁶ The interconnected constituents as such at some point contribute to make writing skill more difficult to be acquired. In addition, a good writing skill entails the ability to work with coherence and cohesion. Coherence refers to the sequence of ideas compiled to organize paragraphs so that the readers do not miss the idea, and they easily understand the provided ideas. Coherence in writing also deals with the logical bridge between words, sentences, and paragraphs. Coherent writing uses devices to connect ideas within each sentence and paragraph. Main ideas and meaning can be difficult to be captured by the readers if a writing work lacks coherence. Subsequently, cohesion extends to the aspect pertinent to the grammatical patterns of the sentences. It also corresponds to the writer's orientation to arrange sentences, phrase, punctuation, and even word choice.

In association with a couple of issues addressing the importance of writing, the notion of writing skill, and the difficulty of acquiring writing skill as highlighted above, it is considered really crucial for writing skill to be brought into a research. Concerning with the difficulties of writing skill, a preliminary research, that the researcher has conducted in prior, reveals that the students of IAIN Curup still have difficulties in writing. Based on interviews with some students, the researcher found that many students argue that they find it difficult to produce a qualified writing work albeit their average score is good. Based on the explanation of the writing lecturer at IAIN Curup, he said "writing skill cannot be seen from students' writing grades because the grades or

⁶ A. Cohen, *assesing language ability in classroom*, Boston Mass : Heinle, 1994, P25.

values of their writing subject have been mixed by several learning aspects such as attendance, politeness, assignments, final assignments and others. The true evidence which can be viewed with regard to students' writing skill is their work on their undergraduate thesis⁷". When they are working on thesis, many students find it very difficult in writing.

However after interviewing some thesis supervisors and co-advisors in English Education Department at IAIN Curup, they explain that it is true that the students are rather difficult in writing. The reasons underlying their points are the facts that English students at IAIN Curup tend to take slightly long time to express their ideas in a paragraph, and as seen from their written work on their thesis, it is frequently encountered that the paragraphs which they construct seem to often make the readers confused. Sometimes, the paragraphs which are developed are not coherent and at some degree grammatically incorrect. In addition, as discerned by one of the lecturers, "as their co-advisor, in my perspective, the students' writing skill in the aspect of thesis writing falls into an adequate category. They just need to improve their writing skill by doing more practices or exercises"⁸. Other obstacles which are confronted by the students when they write their undergraduate thesis also extend to the difficulties in gathering theories, arranging grammatical diction, and also managing ideas. Subsequently, the students incline to also face some problems in connecting the main points of the paper to thesis statement.

⁷ Lecture writing at IAIN Curup, interview on 20/10/18

⁸ Co-Advisor at English Study Program, interview on 08/10/2018

The above phenomenon implies that the problems, challenges, and obstacles which are confronted by English students at IAIN Curup can be solved if the students or the lecturers who teach them writing subject know the factors that influence the students' writing skill. Hence, it is very crucial if such factors are explored in detail so that some possible solution to improve students' writing skill can be reached.

Resting upon the notion of writing skill and the phenomenon that pertains to writing skill as presented above, hereby the researcher is interested in conducting a research oriented towards investigating the factors that affect students' English writing skill. Thus, this research is entitled "*The Factors Affecting Students' English Writing Skill at Department IAIN Curup*". It is highly expected that this research can reveal a great amount of knowledge with respect to English writing skill as well as the influential factors.

B. Research Questions

From the background which has been presented above, there are two questions that are formulated in this research. Those are as follows:

1. What are the factors affecting students' English writing skill?
2. How do the factors affect students' English writing skill?

C. Objectives of the Research

The Objectives of this research are:

1. To know the factors affecting students' English writing skill
2. To investigate how the factors affect students' English writing skill

D. Definition of key terms

To avoid an ambiguity and misunderstanding as regards the terms used in this study, the researcher defines some key terms as follows:

1. Writing Skill

According to Nunan, writing is mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to the reader. It can be concluded that writing is an active or productive skill so that learners who are learning writing have to be experts in finding ideas, opinions, and expressing them into writing skill that might be a complex matter for all lecturers and students since there are several angles that should be attained.

2. Factors affecting writing skill

Factors affecting writing skill are the factors by which the students' writing skill is much or less influenced. In learning English, there are two factors affecting writing skill. First, Personality factor; these factors come from the students' themselves that consist of physiological aspect such as the affective domain, motivation, the neurobiology of affect, and measuring affective factors. Second, Social cultural Factors, these factors consist of social and environmental aspects such as attitudes, second culture acquisition, social distance, and culture in the classroom.

E. Delimitation of the Research

In this research, the researcher limits the study on the factors affecting students' writing skill and how the factors affect students' English writing skill. In this research, the researcher focused on the factors affecting students' English writing skill at the eighth semester at department IAIN Curup. The researcher focuses on the factors which consist of two factors based on the theory of H. Donglas Brown. They are the intrinsic side of affectivity and extrinsic factors-social cultural.

F. Significances of the research

The significances of the research are:

1. For the lecturer

Theoretically, this research is expected to give meaningful contributions for the lecturer, especially to complete and increase the learners' vocabularies, not only vocabularies the lecturers should give knowledge for them so, the learners can express ideas to write without a long time to think the ideas to write something put into a paragraph, there are some factors which influence the students in learning, and they are detected through doing observation and interview such as these materials, media, classroom activities, classroom management, teaching approach, and teaching strategy.

2. For The Students

This research is also expected to give information to the students about the factors affecting students' writing skill. Therefore, the students have to

practice how to express ideas without long time to think then the students can improve writing skill by themselves.

3. For The Other Researcher/Reader

Practically, the researcher hopes that the results provide the useful information for other researchers who are interested in investigating other written works which have similar topic, especially as regards the factors affecting students' writing skill by different method of research.

4. For English Study Program

By conducting this research, the researcher hopes to be available for other students of English Tadris Study Program to make them aware of one concept understanding about the writing subject.

G. Thesis Organization

- a. The systematic discussion in this research has five chapters. They are: chapter I is introduction. In this chapter the researcher explains about the background, problem of the study, research objectives, significance of the study, operational definition, delimitation of the research, and organization of the study.
- b. Chapter II; this chapter contains review of related literature, and the researcher includes review of related theories. They entail the definitions of main factors affecting writing skill.

- c. Chapter III; this chapter includes the kind of research which explains about this research, kind of the research, object of the research, source of data, research instruments, and technics of data collections.
- d. In Chapter IV; this chapter entails the finding and conclusion. In this chapter, the researcher explains and interprets the result of the research.
- e. The last chapter is chapter V; this chapter consists of the conclusion and suggestion. In this chapter, the researcher concludes the result of the research and gives suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Definition of Writing

In terminology, writing is “the way people communicate through a written form”. In the other opinion, Raimes indicates that writing is an integral part of communication when the other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions⁹. It is stated that writing is an activity of creating a piece of written work, such as stories, poems, or articles. So, it can be said that writing is a way of sharing observation, information, thoughts, or ideas with ourselves or others due to the facts that stories, poems, and articles are developed on the basis of ideas, thoughts, information, and observations.

Writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities¹⁰. From the ideas above, the researcher concludes that writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand. It is complex because

⁹ Raimes, Ann. Techniques in Teaching Writing. Oxford University Press.1983, p3

¹⁰ Harmer, Jeremy. How to Teach Writing. England: longman. 2004,P11

we have to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across sentences to develop a topic, and etc. It means that the writer has to organize the sentences into a coherent text whole which is as possible and complete in it, so that we are able to communicate successfully with the readers through the medium of writing.

writing is a skill which is important in school and after school, writing for many students is a skill which can unlock the language arts. Students who have never read before often begin to read in the writing program. They have to read their own words to find out what they have said and decide how to say it more effectively, writing is thinking, writing is an ethical act, because the most important quality in writing is honesty, writing is a process of self-discovery, writing satisfies a man who is primitive hunger to communicate, writing is an art, and art is profound play¹¹. In the words of Rivers, writing helps to consolidate learning in the areas of listening comprehension, speaking and reading and gives writer practice in manipulating structural variants, adding the reinforcement of kinesthetic image to the auditory and the visual.

¹¹ (Abridged from Donald Murray 1973: 1234:1237).

Byrne says that the introduction and practice of some form of writing enables us to provide for different learning styles and needs¹².

Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, writing is an activity to improve our understanding of any subject. Writing is the ability not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. Writing demands conscious intellectual effort, which usually has to be sustained over a considerable period of time.

2. Writing Skill

Writing is one of language skills that must be learnt by the students besides the other language skills. Most of people use writing skill every day such as in writing report, letter, diary, note, e-mail, job application and so on. Nevertheless, as a productive skill, writing skill has been recognized as a difficult subject by the students. The learners require a lot of time when they will start putting their ideas, make sentences and compose the sentences into

¹² Byrne, *Theoretical Issues in ESL Writing*. Cambridge University Press.1979, P, 35

a paragraph. In addition, Richard and Renandya explain that “writing is the most difficult skill for learners to master”¹³

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams state that writing and speaking belong to productive skills. She said that speaking and writing, particularly, involve producing language rather than receiving it¹⁴. It means that writing and speaking will produce an output as an indicator that students have learn both of those skills. It is clear that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types. Another linguist, Hyland explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person’s views may be different from other people’s views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable¹⁵.

Writing is a skill which not all people can do. Someone needs a skill to write and the skill does not come by itself so that one has to learn to write to have the skill. “. . . that human beings universally learn to walk and to

¹³ Richard and Renandya, *second Language Writing*, Cambridge: Cambridge University Press: 2010, p. 35

¹⁴ Williams, Melanie., et al. *The TKT Course*. Cambridge: Cambridge University Press. 2005. P, 26

¹⁵ Hyland, K. *Second Language Writing*. New York: Cambridge University Press, 2004, p, 09.

talk, but that swimming and writing are culturally specific, learned behavior.”¹⁶

The statement tells that writing is a special skill which is different from the other productive skill, speaking. Unlike speaking, which universally people learn and they do not need to be taught to be able to speak as long as they have devices for speaking, writing needs to be learned so that one has the ability to write.

Writing is variously stated by some experts. Writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release¹⁷. In addition, in Brown also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences¹⁸.

¹⁶ Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2ndEd.). New York: Pearson Education, 2001.p 45

¹⁷ H. Douglas Brown, *Principles of Language Learning and Teaching*. (New York: Addison Wesley Longman, 2001), P, 336.

¹⁸ *Ibid*, P, 336

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after reading, speaking, and listening. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening. states that trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking¹⁹. For example, when students are asked by their teachers to write related to certain topic, they may collect information from a radio, a television, magazines, internet, and directly communicating with experts of related topic. After they get sufficient information, they can start writing. When collecting the information, they are using listening, speaking, and reading skills. Therefore, nobody can master this ability easily and directly. Writing is actually not a natural skill.

Writing is very significant for students in terms that they should take notes from their teacher, make a report, and finish assignments from the teacher or other tasks. It can be also an indicator to show that they have gained the information. It is significant for students to master writing skill the researcher. If they do not master it, it will be difficult for them to share

¹⁹ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Ed. San Francisco: Longman. 2001, p, 334

their teacher or their friends anything in a written form. Writing is actually a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance.

Brown illustrates that writing skill is like swimming. When people want to be able to swim, they must have like an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their friends (not professional instructors). After they get the basic ways to swim, they will develop based on their own style²⁰. The more chance they get to swim, the more perfect they will be. Writing skill has similar illustration with swimming. At the first time, there will be teachers who guide students to write. They will show students principles of writing. After students get the principles, they will try to develop their writing according to their own style. Students should get sufficient writing practices to acquire writing ability. These practices are aimed to stimulate their skill in expressing thoughts in a good passage.

It is impossible to be able to write the research and effectively without sufficient practice. Writing deals with a language acquisition as students' experiment with words, sentences, and paragraph to communicate ideas effectively. Students also reinforce grammar and vocabulary they got in class. Writing skill is also stated as a production of original text based on

²⁰ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Ed. San Francisco: Longman. 2001, P. 334.

students' mind and linguistic resources. They use their own vocabulary to write sentences or stories, practicing handwriting, or filling in the blanks.

It means that writing is difficult to learn and have some processes to learn. According to Jordan, writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors²¹. Bryne divided the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is Physiology Difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing²².

Writing skill is the last output after students learn separate acts continuously. Wallace states that writing is the final product after students learn several stages of writing separately before. Those stages are note-

²¹ Jordan, R, R. *English for Academic Purpose*. Cambridge University Press, 1977,p125

²² Bryne, Donn. *Teaching Writing Skill*. London: Longman Group Limited, 1988,p35

taking, identifying a central idea, outlining, drafting, and editing²³. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with fun.

Heaton states a view that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The varied skills are grouped into five general components or main areas²⁴. They are:

1. language use: the ability to write correct and appropriate sentences;
2. mechanical skills: the ability to use correctly those conventions peculiar to the written language -e.g. punctuation, spelling;
3. treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
4. stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
5. judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Matthews, et al. (1985: 71) states that writing skills have several

²³ Wallace, Trudy., et al. *Teaching Speaking, Listening and Writing. International Academy of Education (Educational Practices Series 1 -14)*. 2004. P, 15

specific skills which are grouped under five headings; they are graphical or visual skills, grammatical skills, expressive or stylistic skills, rhetoric skills, and organizational skills. Details of each heading are as follows:

- 1) Graphical or Visual Skills. Under this first heading, graphical or visual skills, there are sub headings, i.e. writing graphemes, spelling, punctuation and capitalization, and format.
 - a. Writing graphemes is the use of letters of the alphabet, in upper or lower case as appropriate, joined in the standard way. This skill is especially difficult for students whose first language is written in a different alphabet.
 - b. Spelling. As a result of the first language interferes, students may apply the phonetic conventions of their native language to spelling English words.
 - c. Punctuation and capitalization. Here, students' attention needs to be drawn to the fact that conventions differ from language to language, i.e. in English in a numeral with at least four digits, a comma is inserted after every three digits, counting from the right, but in Indonesia a period is used instead.
 - d. Format, such as the layout of a letter, or memo. Again these differ from one language to another.

- 2) Grammatical skills refer to the students' ability to use a variety of sentence patterns and constructions.
- 3) Expressive or stylistic skills refer to the students' ability to express precise meanings in a variety of styles or registers. In order to do this, they will not only have to be able to select appropriate vocabulary, but also appropriate sentence patterns and structures for the written medium.
- 4) Rhetorical skill is the students' ability to use linguistic cohesion devices such as connectives, reference words, ellipsis, and so on, in order to link parts of a text into logically related sequences.
- 5) Organizational skills are similar to those involved in rhetorical skills above, but here they concern with the organization of a piece of formation into paragraphs and texts. This involves the sequencing of ideas as well as the students' ability to reject irrelevant information and summarize relevant points.

Another classification is suggested by Brown which identifies and enumerates micro skills of writing as follows: (1) producing graphemes and orthographic patterns of English, (2) producing writing at an efficient rate of speed to suit the purpose, (3) producing an acceptable core of words and using appropriate word order patterns, (4) using acceptable grammatical systems (e.g., tense, agreement,

pluralisation), patterns, and rules, (5) expressing a particular meaning in different grammatical forms, (6) using cohesive devices in written discourse, (7) using the rhetorical forms and conventions of written discourse, (8) appropriately accomplishing the communicative functions of written texts according to form and purpose, (9) conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meaning when writing; (10) correctly conveying culturally specific references in the context of the written text; develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

So, it can be concluded that writing is the act of expressing ideas or thoughts in communication using graphic symbols which are arranged based on certain rules and conventions. The rules and conventions are concerning with the aspects of content, organization, word choice, language use, and mechanics. Aspect of content is

talking about the ability to think creatively and develop thoughts, excluding all irrelevant information.

Organization is the logical order of sentences presented so that the arrangement of the sentences makes sense, it involves unity and coherence. Vocabulary is the ability to choose and use wide range of proper words, and idioms. Language use is the ability to apply sentence structure and other grammatical features. Mechanical aspect is related with the ability to use correctly those conventions peculiar to the written language, counting punctuation, capitalization, and spelling.

2. Purpose of Writing

As the students of English Education, the learners have to know that writing is very important because it has purpose to communicate the writers' ideas that will teach or entertain the readers to inform and to the audience to learn while reading. Grap and Kaplan note that writing served many different functions. They also describe the purpose for writing are to distribute information, to give instructions, to respond the memos or letter, to complete forms for recording keeping, to purpose new alternatives and option.²⁵

According to Kneffel, writing that is done in the course of daily life is to fulfill one or more of general purpose, such as :

²⁵ Grap, William and Kaplan, Robert B, *Theory and Practice of Writing*, 1996

- a. **To inform:** The writer communicates information clearly, accurately, simply and directly. This purpose is often found in report, like magazine, newspaper, and case study.
- b. **To analyze or to explain:** The writer uses languages to analyze or to explain the information that the writer gets. It means that to discover the deep meaning form the information.
- c. **To convince:** The writers give opinions to make the readers do an action after reading their writing works. This kind is usually found in newspaper, argumentative essay, and critical reviews.
- d. **To express:** The writer uses the language to express his/her feeling but the writer does not expect the reader does action. It can found in narrative writing.²⁶

Based on the theory above, the researcher concludes that writing has purpose to communicate writers' ideas that will teach or entertain the reader, to inform their written, to analyze or to explain something, to convince and to express the writer's feeling.

3. Factors Affecting English Writing Skill

A. The theory of factors affecting English writing skill

For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is a complicated process. It is concerned

²⁶ Kaneffel, D. *Writing and Life; a Rethoric for Non Fiction with Reading*, 1986

with culture, thinking way and linguistic knowledge. Furthermore, based on Brown's ideas, the students' writing skill is much or less influenced by the factors in learning English:

“Two facets of the affective domain of second language acquisition: the first of these is the intrinsic side of affectivity: personality factors within a person that contribute in some way to the success of language learning. The second facet encompasses extrinsic factors-social cultural variables that emerge as the second language learner brings not just two languages into contact but two cultures, and in some sense must learn a second culture along with second language”²⁷.

Furthermore based on Brown's ideas above there are some factors affecting students' English writing skill, as follow:

Table 1
Factors Affecting Students' English Writing Skill

No	Factors	Description
1	Personality Factor	This factor comes from the students themselves that consist physiological aspect

²⁷ Brown, H. Douglas. *Principles of Language Learning and Teaching. Fourth Edition*. New York: Addison Wesley Longman, Inc. 2000. P, 142

	a. Affective Domain	The affective domain is the emotional side of human behavior such as self-esteem, anxiety, empathy, and extroversion
	b. Motivation	Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task such as instrumental and integrative orientation, and intrinsic and extrinsic motivation
	c. Neurobiology of Affect	The neurobiology of affect includes neuroanatomy, neurochemistry, and neurophysiology. It informs several areas of interest for language acquisition studies, for example, plasticity, affect, memory, and learning
	d. measurement of affective factors	The measurement of affective factors has for many decades posed a perplexing problem.

2.	Social Cultural Factors	Socio-cultural factors are important factors the effect of which on language proficiency is worth studying since the findings of such study would have important implications for language instruction.
	a. attitudes	Attitudes like all aspects of the development of cognition and affect in human beings. These attitudes form a part of one's perception of self, of others, and of culture in which one is living.
	b. Second culture acquisition	Second culture acquisition means that culture is a deeply ingrained part of the very fiber of our being, but language is the means for communication among members of a culture. Culture is the most visible available expression of that culture.
	c. Social Distance	Social Distance means the concept of social distance emerged as an affective construct to give explanatory power to the place of culture learning in second language learning
	d. Culture in the	Culture in the classroom means who used

	classroom	different conceptual categories to study the cultural norms of fifty different countries such as individualism, power distance, uncertainty avoidance, and masculinity or femininity
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B. Review of Related Findings

Related of this research, the factors affecting English writing skill have been widely explored by many researchers, they are such as the following researches:

The first finding is from Herdi's work appertaining to An Analysis Factors Influencing the Students' Writing Skil. This research was conducted at English Education Department FKIP Lancang Kuning University, Pekanbaru. He explored about how to make the students improve their writing skill based on Brown's theory like personality factor and social culture factor. This research tried to explain the factors influencing the improvement of the students' writing skill. It was found that there were some factors such as material, media, classroom activities, classroom management, teacher's strategy and teacher's approach, the researcher used Description Research focusing on the second year

students of class A consisting of twenty five students and teacher training. The instruments of this research were observation, field notes, and interview²⁸.

The second finding is Herdi Philiang, the final project is about “The Abilities in Applying Verb Tenses in Writing Sentence Using Mixed Model”, the study investigated the students’ common problems in mastering verb tenses in writing sentence was classified in two groups. The research tries to identify students’ ability in applying verb tenses in their writing and to explain the problems found in using verb tense in their writing. This research used mixed methods. The participants of the research were the second year students of English Department FKIP UNILAK Pekanbaru. The findings showed the students’ ability was categorized as “less”. The data also revealed that the students’ common problems in mastering verb tenses in writing sentence were classified in two groups; they were the students’ common problems with verb tenses such as errors in time expresses, duration of the action, and aspect of the action beyond its time and the problems influencing the students’ ability in applying verb tenses in writing sentences s such as lack of work on exercises, lazy to review the lesson, and do not have enough time to study verb tenses in the class.

²⁸ Herdi, *An Analysis On Factors Influencing The Students’ Writing*, CV Pustaka Setia: Bandung, 2000, P. 19

From these 60 students, it could be seen that the total of the students' scores in verb tenses test was 3098, mode of the students' scores was 52, median of the students' scores was 50.6, variance of the students' scores was 261.54, and standard deviation was 16.17. The scores ranged from a low of 20 to a high of 84, a range of 64 points. The average score of the students' ability in applying verb tenses in writing sentence was 51.63. It meant that the students' ability in applying verb tenses in writing sentence was categorized as less.

The differences from this research are the researcher focuses on descriptive factors affecting students' English writing skill like personality factor. This factor comes from the students' themselves. Then, social cultural factors; these factors consist of social and environmental aspects based on the theory of Brown. This research was done to the eight semester students of English Tadris Study Program at IAIN Curup by using observation and interview.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method used to conduct the research. It consists of type of the research, subject of the research, technique of collecting data, instrument of the research, and technique of data analysis.

A. Type of The Research

The design of this research is descriptive qualitative since it investigates a variety of educational problems or issues. Danim says that the characters of qualitative research are the data which come from the words, pictures, and the data are non-numerical. Even though, there are numerical data, they are just the supporting data. The data are obtained from interview, field note, photos, private document, and etc²⁹.

In this research, the researcher described and analyzed the factors affecting students' English writing skill and the researcher tried to find out the main factors affecting students' English writing skill. "Qualitative research is concerned with developing explanations with social phenomena. It describes social phenomena as they occur naturally"³⁰. The other opinion, the approach above is in line with the characteristics of the qualitative research. There are: first, the qualitative research

²⁹ Sudarwan Danim, *menjadi Peneliti Kualitatif*, 2000 CV Pustaka Setia : Bandung, P. 16

³⁰ Baferly Hancock, *Trend Focus For Research and Developing Primary Health Care, An introduction to qualitative research*, tren focus, 1998, P. 2

has the natural setting as the source of direct data, second, having descriptive characteristic, third, the qualitative research focuses on the process not on the result, fourth qualitative research analyzes the data inductively, fifth, the meaning in the main focus in qualitative research. Based on the opinion, the researcher designed this research to investigate the factors affecting students' English writing skill on eight semester English study program in IAIN Curup.

B. Subjects of the Research

Subjects of the research, or somewhat known by study population refer to the people who are the focus of the study³¹ in line with Spradley as explained in Sugiyono, he gives a detailed explanation that a qualitative research does not use population term, because the qualitative research is set out from a case which exists in social situation.³² In this research, the place referred to the place of the research. The subjects referred to the students of English study program at IAIN CURUP. Purposive sampling was used in assessing the subject. M. Given Explained:

“Purposive sampling signifies that one sees sampling as a series of strategic choices about with whom, where, and how one does one's research. It implies that the way that researcher sample must be tied to their objectives.”³³

³¹ Stephen D. Lapan and MaryLynn T. Quartaroli, *Qualitative Research: An Introduction to Methods and Designs*, (San Francisco: Jossey-Bass, 2012), P. 83.

³² Sugiyono, *Metode Penelitian Kombinasi*, (Bandung: Penerbit Alfabeta, 2001), P. 297

³³ M. Given, *The Sage Encyclopedia of Qualitative Research Methods*, P. 697.

The researcher selected the students who got low score and high score. The data were taken from their scores of Writing I to Writing IV, especially the students had difficulties on their thesis. The total number of the subjects was 48 students on 2017-2018 academic year of English Tadris Study Program at IAIN Curup. Then, the researcher gave questionnaire to respondents to get the data. From the questionnaire distributed, only 25 students returned the questionnaire sheet. So, the researcher analyzed 25 students who returned the questionnaire because many reason the subject for gave the answer of the questionnaire, and the researcher had tried to get the answers for the questionnaire by applying many ways for example by E-mail, WhatsApp, and another, but the researcher only got 25 students who gave the questionnaire sheet back.

C. Techniques of Collecting Data

In this research, the researcher used questioner and document analysis as the technique in collecting data. Questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response.³⁴ The students were considered as respondents and treated as the research subjects. They were given a questionnaire containing several items of questions to answer. The researcher collected the data by using Open-Questionnaire because the researcher wanted to get the opinions of students and

³⁴ Cristina Hughes, Qualitative Approach, (C.L.Hughes@warwick.ac.uk))

got free answers from students like definition of Open-Questions “Open-Questions are questions that allow someone to give a free form answer”.³⁵

The techniques were taken based on the following sources:

1. Questionnaire

In collecting the data, the researcher applied questionnaire. Questionnaire is technique of collecting data by giving a group of question or written question to the respondent to be answered.³⁶ The researcher applied open-ended questionnaire to get the data. Open ended questionnaire was free-form survey questions that allowed respondents to answer in open text format such as that they could answer based on their complete knowledge, feelings, and understanding.³⁷ The questions of open-ended questionnaire were used in this research since the characteristics were: 1) Respondents are free to express their views and ideas, 2) the questionnaire is used in making intensive study with the limited number of the cases, 3) Merely an issue is raised by such a questionnaire, 4) Do not provide any structure for the respondents' reply, and 5) The questions and their orders are pre-determined in the nature.³⁸

Based on the explanations above, the researcher decided to use questionnaire for collecting the data needed concerning the number of

³⁵ www.nngroup.com/articles/open-ended

³⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)*, (Bandung: Alfabeta, p,2002), P. 142

³⁷ *Ibid p.*

³⁸ KJ Singh, “What are The Types of Questionnaire?”, www.mbaofficial.com/mba-courses/research-methodology/what-are-the-types-of-questionnaire/, accessed on July 8th, 2017.

subjects that would make the researcher spend too much time just for collecting the data. However, if the answers constructed in oral form as gotten through the use of interview, it meant that the researcher must face the subjects one by one to get the information needed. Meanwhile, by using questionnaires, the researcher could distribute them in short time and just needed to wait for the subjects to finish answering the questionnaire without facing them directly. The first question was answered by questionnaire.

2. Document Analysis

Bowen argued that, document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. He also provided some advantages that led the researcher to choose this technique. First, document analysis is an efficient and effective way of gathering data because documents are manageable and practical resources. Documents are commonplace and come in a variety of forms, making documents a very accessible and reliable source of data. Obtaining and analyzing documents is often far more cost efficient and time efficient than conducting your own research or experiments. Also, documents are stable, “non-reactive” data sources, meaning that they can be read and reviewed multiple times and remain un-changed by the researcher’s influence or research process.³⁹ The

³⁹ Triad 3, “*An Introduction to Document Analysis*”, <http://led500.trubox.ca/2016/244>, accessed on July 8th, 2017

documents in this research were students' Scores during their writing class. The data were taken from Writing I until IV. The scores were analyzed by the researcher to determine how the factors affecting learners' writing skill influence their writing achievement.

D. Instrument of the Research

Creswell mentioned, "the instrument of choice in naturalistic inquiry is the human"⁴⁰. He said that the researcher is the primary research instrument⁴¹. From the explanations above, it can be concluded that researcher himself collects the data, and also who analyzes it. But, in order to make a complete data the researcher also needed questionnaire as instruments of the research.

1. Questionnaire

First, questionnaire was used to answer the research question number one. One of the instruments used in this research was questionnaire which consisted of some items. The researcher tried out the questionnaire to some students outside the samples, the questionnaire is shown in the table below:

⁴⁰ John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approaches* 2nd, (Sage Publication, California), P. 38.

⁴¹ *Ibid.*, P. 38.

Table 1.2

Factors Affecting Students' English Writing Skill Questionnaire

No	Internal Factor	Indicators	Sub-Indicators	Questions
1	Personality Factor	a. Affective Domain ; Emotional side of human	1. creating self – esteem 2. Resisting the anxiety 3. creating the empathy	1. Do you create self-esteem in writing English? Why ? 2. Do you resist anxiety when you are writing English? Why ? 3. Do you create the empathy in writing English? Why?
		b. Motivation	Motivating himself in writing English	4. Do you motivate yourself in writing English? Why?
		c. Neurobiology of Affect	Keeping interest for Language Acquisition	5. Do you keep your interest for language acquisition when you start writing English? Why?
		d. Measurement of affective factors	Posing a perplexing problems	6. Do you have a perplexing problem when you start to write so far? Why?

2	Social Cultural Factors	a. Attitudes	Keeping the attitude of cognition	7. Do you keep the attitude in writing English? Why?
		b. Second culture acquisition	Involving second culture acquisition	8. Do you involve the culture role in writing English? Why?
		c. Social Distance	Keeping social distance to affecting construct	9. Do you think social distance influence in writing English? Why?
		d. Culture in the classroom	Keeping culture in the classroom to cover some conceptual categories in study	10. Do you think that culture in the classroom contribute in writing English? Why?

2. Document Analysis Form

Based on Brun, checklist is a form of analysis used by the researcher to verify, check or inspect.⁴² So, here the researcher just needed to analyze the score and gave clear description between their scores and the factors affecting them in

⁴² Jonathan Brun, "What is a Checklist?", <http://nimonik.com/2011/10/what-is-a-checklist/>, accessed on July 8th, 2017

writing skill to answer the second research question, “*how are the factors affecting students’ English writing Skill?*” In this research, the document analysis form was constructed by using some theories (see chapter II) about the factors affecting students’ in writing skill. The researcher described two sides of students; high score and low score to investigate how the factors affect students’ English writing skill.

By understanding the kinds provided by the experts above, the researcher was able to construct the document analysis form below for analyzing the documents gotten from the Writing lecturer.

Table 4
Document Analysis Form

No	Participants	The factors affecting students’ writing skills	Writing Scores	Description
1	AA			
2	BB			
3	CC			
4	DD			
5	EE			
6	FF			
7	GG			

After the data were collected by using this first instrument, the researcher used the data to analyze how the factors affect students' English writing skill. In this case, they were eight semester students of English *Tadris* Study Program of IAIN Curup.

E. Technique of Analysis Data

After the data were collected from the techniques of collecting data, the researcher continued to analyze the data. Creswell states that for analyzing qualitative data, the researcher can do data managing, reading/memoing, describing, classifying, interpreting and representing the findings in a written report.⁴³ Further, Gay argues that those are not the steps that lead to understanding and interpretation, but the researcher's ability to think, image, hypothesize, and analyze. For analyzing the data in this research, the researcher did these steps:

1. Data Managing

There were two kinds of data provided in this research. The first was in form of questionnaire gotten from the students of English Study Program of IAIN Curup to answer in first questions. The next data were gotten from document analysis. The second data determined the second questions. The first and the second data were connected. Meaning that the first data influenced the

⁴³ John W. Creswell, *Research Design*, (California : SAGE Publications, 2014), P. 247

second data because the first data from questionnaire used to determine how it affecting students writing skill.

2. Reading/Memoing

After all of the data were gotten and managed, the researcher read them many times to reach better understanding of those data given by students by answering the questionnaire which consisted several questions in different topics. There, the students were explaining about factors affecting students' English writing skill. Meanwhile, in second data the researcher read the result of the first data carefully to answer the second questions because the first data determined how the factors affect students' writing skill.

3. Description

In this phase, the researcher described all of the data that would be classified in the next step. They were 27 answers to be described by the researcher to grasp the factors affecting students' writing skill. Besides, the second data were described by the researcher by analyzing students' speaking achievement scored by speaking lecturer during writing I to IV to ensure how the factors affecting students writing skills influence their writing skills.

4. Classifying

After long processes of describing data were finished, the researcher classified them based on the theory provided on the second chapter. For the

kind of factor affecting students' writing skills. About the document analysis, the researcher divided or categorized the data based on two classifications; low achiever and high achiever to see how the factors affect both of classifications on their writing skills.

5. Interpreting

This was the last step in this data analyzing. Here, the researcher interpreted all of the data based on all theories related and the research questions having been formulated.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explained about finding and discussing the result of questionnaire and interview. It consisted of the answers of research questions.

A. Finding

To get more information about the factors affecting of students' English writing skill at IAIN Curup, the researcher presented the finding from the questionnaire filled by 25 students of 48 students who became the subjects. Because only 25 students answered the questionnaire and submitted the questionnaire to the researcher, the researcher analyzed only 25 questionnaires. This research had been done in January 2019. The objectives in this research were to investigate the factors affecting Students' English Writing skill and how the factors affect Students' English Writing Achievement by students of English Study Program at eighth semester.

1. The Factors Affecting Students' English Writing Skill

To find out the factors affecting students' English Writing Skill, the researcher distributed the questionnaire to the students of English Study Program to gain the data. The researcher classified the data based on the factors affecting students' English Writing Skill. From the result, the researcher found some data which will be explained below:

Table 1.1**The Factors Affecting Students' English Writing Skill**

No	Indicators of Factors Affecting English Writing Skill	Result of all students
1	Personality Factors	<p>Majority of the eighth semester students of English education had some factors affecting English writing skill, focus on their thesis. The most dominant of students did not have confidence because they were confused on grammar or structure. They did not really know about many vocabularies so they were afraid of making a paragraph or a sentence, then they felt anxious. When they started to write, they should choose some polite words in English writing, and they needed to focus on their English writing. Next, the motivation also took an important part of writing skill because students needed big motivation, decrease their anxiety feeling, and push their self-confidant, then the neurobiology and measurement were the factors that also affected students in English writing because they had to have a big interest so they could focus on writing thesis.</p>

2	Social Culture Factors	Social culture factors also affected students' English writing skill, specially attitudes. Attitudes like all aspects of the development of cognition and aspect in human beings. These attitudes form a part of one's perception of self, of other and culture in which one is living. So attitudes is one of factors affecting English writing, students say that they needed an attitude in writing because the writing they made must use academic words, so the readers will get their knowledge and information.
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Based on the data above, it can be seen that students' English writing skill was affected by some factors as follows:

a. Personality Factors

Personality factor; these factors come from the students themselves that consist of physiological aspect such as the affective domain, motivation, the neurobiology of affect and measuring affective factors. First, the affective domain is the emotional side of human behavior such as self-esteem, anxiety and empathy. The *self-esteem* is at the heart of virtually every aspect of human behavior, self-esteem refers to a personal evaluation and judgment of worthiness that is expressed individual's attitude toward her or herself or

toward her or her capabilities, so self-esteem is the factor that mostly affect students in writing because they say that they have no confidence to write because their grammar still get much wrong, then the lack of vocabulary makes an idea in writing difficult, then they feel *anxious* because they need to control anxiety so that when they write they need to think about the vocabularies they want to use in making the next paragraph, and *empathy* was also very influential in writing because they needed to choose and sorted out the words they wanted to write.

Second, *motivation* also takes an important part of writing skill because students need big motivation, and decrease their anxiety feeling, and pushed their self-confidence. But, in this result they needed big motivation and decreased their anxiety feeling in order to make their writing qualified and as the second factor that influenced students' English writing skills. Third, *neurobiology* is part of personality factor that also affects students in writing English, in this result they said that in order to help their willingness to keep trying to improve their writing, and the last, *measurement of affective factors* they felt a perplexing problem when they wanted to start to write so far because they confused when writing, and choosing proper vocabularies is an obstacle.

b. Social Cultural Factors

Social cultural factors; these factors consist of social and environmental aspects such as attitudes, second culture acquisition, social distance, and culture in the classroom. First, *attitudes* like all aspects of the development of cognition and aspect in human beings. These attitudes form a part of one's perception of self, of other and culture in which one is living. So, attitudes is one of the factors affecting English writing, they said that they needed an attitude in writing because the writing they made must use academic words, so the readers could get their knowledge. Second, *second culture acquisition* also became the factor affecting English writing they needed to involve the culture role in writing English. Third, *social distance* this factor influenced in writing English. And, the last, *social culture in the classroom*, social culture in the classroom is very influential in writing because if a class applies then it will become tradition that has a good influence in the writing class.

From the result of questionnaire, it is indicated that there are many factors affecting students' English writing skill. The factors are personality factors that consist of physiological aspect such the affective domain, motivation, the neurobiology of affect and measuring affective factors. *Affective domain* is the factor that mostly influenced students in writing skill because they needed to be confident in writing because it was very important when they wanted to write English well and easy to write a paragraph in English. Then they felt anxious,

they needed to control anxiety so that when they wrote they needed to think about the vocabularies they wanted to use in making the next paragraph, and they empathy was also very influential in writing because they needed to choose and sorted out the words they wanted to write. *Motivation*, in this result they needed big motivation and decreased their anxiety feeling in order to make their writing. *Neurobiology*, in order to help their willingness to keep trying to improve their writing. *Measurement of affective factors*, they felt a perplexing problem when they wanted to start writing so far.

Social cultural factors; these factors consisted of social and environmental aspects such as attitudes, second culture acquisition, social distance, and culture in the classroom. *Attitudes*, they needed an attitude in writing because the writing they made must use academic words, so the readers could get their knowledge. *Second culture acquisition*, they needed to involve the culture role in writing English. *Social distance* this factor influenced in writing English. *Social culture in the classroom*, social culture in the classroom is very influential in writing because if a class applies then it will become tradition that has a good influence in the writing class.

2. How The Factors Affect Students' English Writing Skill Achievement

To investigate how the factors affect students' English writing skill achievement, the researcher assessed the data from document analysis. The documents in this research were teacher's score sheet. The researcher analyzed the teacher's scoring sheet and how the factors influenced learners' writing skill. This document analysis answered how the factors affect students' English Writing skill. The researcher got some data as explained below:

Table 1.2

Document Analysis form

No	Participants	The factors affecting students' English writing skill	Writing scores	Description
1	3 students	Personality factors : Affecting domain, Motivation, Measurement and Neurobiology of affect Social Culture Factors : Attitudes, Second culture	Middle	Most of the factors affecting 3 students. It also gave impact to students' English writing skill. it can be seen from the average score of 3 students on writing I,II,III,IV. The average score was in the middle. It means the factors influence

		acquisition, social distance and culture in the classroom		much in 3 students writing skills. However, 3 students try to lead the factors into the positif way. 3 Students can overcome the factor in their writing skill
2	22 students	<p>Personality factors :</p> <p>Affecting domain, Motivation, Measurement and Neurobiology of affect</p> <p>Social Culture Factors :</p> <p>Attitudes, Second culture acquisition, social distance and culture in the classroom</p>	High	<p>Most of the factors affecting 22 students. It also gave impact to students' English writing skill. it can be seen from the average score of 22 students on writing I,II,III,IV. The average score was high. It means the factors affecting much in 22 students English writing skills.</p> <p>However, 22 students try to lead the factors into the positif way. 22 Students can overcome the factor in their writing skill</p>

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From the table above, there are 25 students as the subjects of the research. It can be seen that the factors also affected students' English writing achievement. Some students who got middle and high score were influenced by the factors, but higher achiever students could lead the factors into a positive way.

From the data, it was clear that all students' higher and middle scores had some factors which affected them to get the scores in English writing skill. Most of students were affected by the personality factor of affecting domain, motivation, measurement and neurobiology of affect. 35 students could lead the factors into a positive way, when they had known about factors affecting English writing skill like personality factors and social culture factors, then they could improve their writing skill through the factors, it meant that they could deal with the factors.

B. Discussion

In this part, the researcher tried to describe the factors affecting students' English writing skill and how the factors influenced students' English writing achievement. Started by analyzing the questionnaire, the analysis is to find what factors affecting students' English Writing skills of English *Tadris* Study

Program and then continued by the use of document analysis in seeking how the factors affecting students' English Writing Skills.

1. The Factors Affecting Students' English Writing Skill

By analyzing the questionnaire taken from eighth semester students, the researcher completely collected the data needed; factors affecting students' English Writing skills. In field, the researcher found there were two factors affecting students' English Writing Skills. The factors are Personality Factors such as the affective domain, motivation, the neurobiology of affect and measuring affective factors. And Social Factors such as attitudes, second culture acquisition, social distance, and culture in the classroom. So *self-esteem* is the factor mostly affecting students in writing because they are not confident in writing because of their grammar is still a lot wrong, then the lack of vocabulary makes an idea in writing difficult, then they have *anxiety* because they need to control anxiety so that when they write they need to think about the vocabularies they want to use in making the next paragraph, and *empathy* was also very influential in writing because they needed to choose and sorted out the words they wanted to write. The other factor affecting students English writing skill such as Motivation Neurobiology. Measurement of affective factors, attitudes, second culture acquisition, social distance and social culture in the classroom.

a. Personality Factor

Personality factor; this factor comes from the students themselves that consist of physiological aspect such the affective domain, motivation, the neurobiology of affect and measuring affective factors. First, the affective domain is the emotional side of human behavior such as self-esteem, anxiety and empathy. The *self-esteem* is at the heart of virtually every aspect of human behavior, self-esteem refers to a personal evaluation and judgment of worthiness that is expressed individual's attitude toward her or herself or toward her or her capabilities⁴⁴, so self-esteem is the factor that most affecting students in writing. Anxiety can affect mastery of second language because writing is a productive skill. Empathy is also very influential in writing because they need to choose and sort out the words they want to write.

Second, motivation also takes an important part of writing skill because students need big motivation, need to decrease their anxiety feeling, and need to push their self-confidence. Students need big motivation and decrease their anxiety feeling in order to make their writing qualified and as the second factor that influence students English writing skills. Third, neurobiology is part of personality factors that also affect students in writing English, in order to help their willingness to keep trying to improve their writing, and the last,

⁴⁴ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Ed. San Francisco: Longman. 2001, P. 334.

measurement of affective factors felt a perplexing problem when want to start to write so far.

b. Social Cultural Factors

Social cultural factors, these factors consist of social and environmental aspects such as attitudes, second culture acquisition, social distance, and culture in the classroom. First, *attitudes* like all aspects of the development of cognition and aspect in human beings. These attitudes form a part of one's perception of self, of other and culture in which one is living. So attitude is one of the factors affecting English writing. Second, second culture acquisition also becomes the factor affecting English writing, Means that the culture is deeply ingrained part of the very fiber of our being, but language is the means for communication among members of a culture. Culture is the most visible available expression of that culture.

Third, social distance, Means the concept of social distance emerged as an affective construct to give explanatory power to the place of culture learning in second language learning. And the last, social culture in the classroom, Means who used different conceptual categories to study the cultural norms of fifty different countries such as individualism, power, distance, uncertainty avoidance, and masculinity or femininity.⁴⁵

⁴⁵ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Ed. San Francisco: Longman. (great hofstede in brown, 2000:190)

2. How the Factors Affect Students' English Writing Skill Achievement

a. Personality Factors

Personality factor; this factor comes from the students themselves that consist of physiological aspect such the affective domain, motivation, the neurobiology of affect and measuring affective factors. First, the affective domain is the emotional side of human behavior such as self-esteem, anxiety and empathy. The *self-esteem* is at the heart of virtually every aspect of human behavior, self-esteem refers to a personal evaluation and judgment of worthiness that is expressed individual's attitude toward her or herself or toward her or her capabilities⁴⁶, so self-esteem is the factor that most affecting students in writing. Anxiety can affect mastery of second language because writing is a productive skill. Empathy is also very influential in writing because they need to choose and sort out the words they want to write.

Second, motivation also takes an important part of writing skill because students need big motivation, need to decrease their anxiety feeling, and need to push their self-confidence. Students need big motivation and decrease their anxiety feeling in order to make their writing qualified and as the second factor that influence students English writing skills. Third, neurobiology is part of personality factors that also affect students in writing English, in order to help

⁴⁶ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Ed. San Francisco: Longman. 2001, P. 334.

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b. Social Cultural Factors

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different countries such as individualism, power, distance, uncertainty avoidance, and masculinity or femininity.⁴⁷

From the data above, it was clear that all students; higher score had some factors which influence them to get the score in Writing Skill. Most of students were influenced by personality factors such as the affective domain, motivation, the neurobiology of affect and measuring affective factors. And Social Factors such as attitudes, second culture acquisition, social distance, and culture in the classroom. There are 25 students get high scores even all students get good grades in writing, it means that there are no problems in the their grades, got on writing I to IV but in fact they need to develop their writing skill.

⁴⁷ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Ed. San Francisco: Longman. (great hofstede in brown, 2000:190)

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the results of this research by answering the research questions and giving some points of suggestion for the parties involved.

A. Conclusion

Based on finding and discussion in the previous chapter, the researcher finally concludes that:

1. There are 2 factors that affect students' English writing skill in English Study Program of IAIN Curup. There are Personality factors; these factors come from the students themselves that consist of physiological aspect such the affective domain, motivation, the neurobiology of affect and measuring affective factors. And Social cultural factors, these factors consist of social and environmental aspects such as attitudes, second culture acquisition, social distance, and culture in the classroom.

There are 22 students who get high scores and 3 students who get middle scores, but writing skill cannot be seen from their writing grades of one to four, because the value of their writing has been mixed by several aspects such as attendance, politeness, assignments, final assignments and others, this is proven when they work on the thesis. When they are working on thesis, many students find it very difficult in writing. It can be seen from their personality factors based on the questionnaire data.

From the data, it is clear that all students; those having higher and middle score have some factors which affect them to get the scores in English writing skill. Most of students are affected by personality factors of affecting domain, motivation, measurement and neurobiology of affect. 25 students can lead the factors into a positive way, when they have known about factors affecting English writing skill like personality factors and social cultural factors, they can then improve their writing skill through the factors. It means that they can deal with the factors.

B. Suggestion

Based on the results of this research entitled by “The Factors Affecting Students’ English Writing Skills at English Study Program of IAIN”, the researcher suggests:

1. Students

The results of this research can expand the knowledge about the factors affecting students’ English Writing Skill. Students understand the factors which influence them in English Writing Skill so they learn based the factors occurred in order to increase their desire to learn English Writing Skill.

2. Teacher

This research is expected to give contribution not only for English teacher but also another teacher as regards the insights pertinent to the influential factors in increasing students’ English Writing Skill. By knowing the factors in increasing

students' English Writing Skill, the teachers can develop their students' writing skill.

3. Researcher

The result of this research can give new knowledge for the researcher as guidance in future because researcher will be an English teacher.

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Table 1.2

Factor Affecting Student English Writing Skill Questionnaire

No.	Factor Internal	Indicators	Sub Indicators	Questions
1	Personal-ity Factor	a. Affective Domain ; Emotional side of human	1. creating self – esteem 2. Resisting the anxiety 3. creating the empathy	11. Do you creat self-esteem in writing English? Why ? 12. Do you resist anxiety when you are writing English? Why ? 13. Do you create the empathy in writing English? Why?
		b.Motivation	Motivations himself in writing English	14. Do you motivate your self in writing English? Why?
		c.Neurobiology of Affect	Keeping interest for Language Acquisition	15. Do you keep your interest for language acquisition when you strat writing English? Why?
		d.Measurement of affective factors	Posing a perplexing problems	16. Do you a perplexing problem, when you start to write so far? Why?
2	Social Cultural Factors	a. Attitudes	Keeping the attitude of cognition	17. Do you keep the attitude in writing English? Why?

		b. Second culture acquisition	Involving second culture acquisition	18. Do you involve the culture role in writing English? Why ?
		c. Social Distance	Keeping social distand to affecting construct	19. Do you think social distance influence in writing English? Why?
		d. Culture in the classroom	Keeping culture in the classroom to cover some conceptual categories in study	20. Do you think that culture in the classroom contribute in writing English? Why?

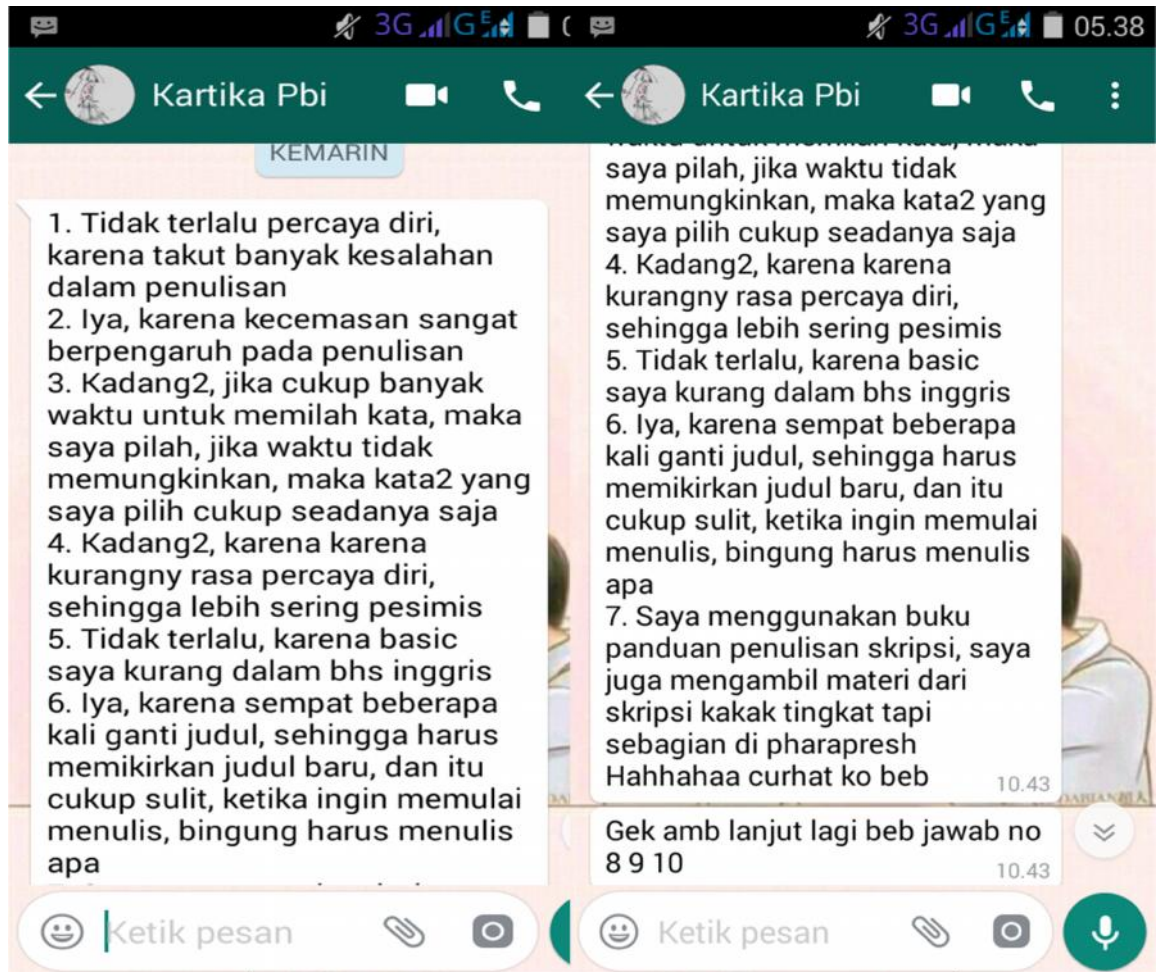
Table 1.3

Interview Guidance

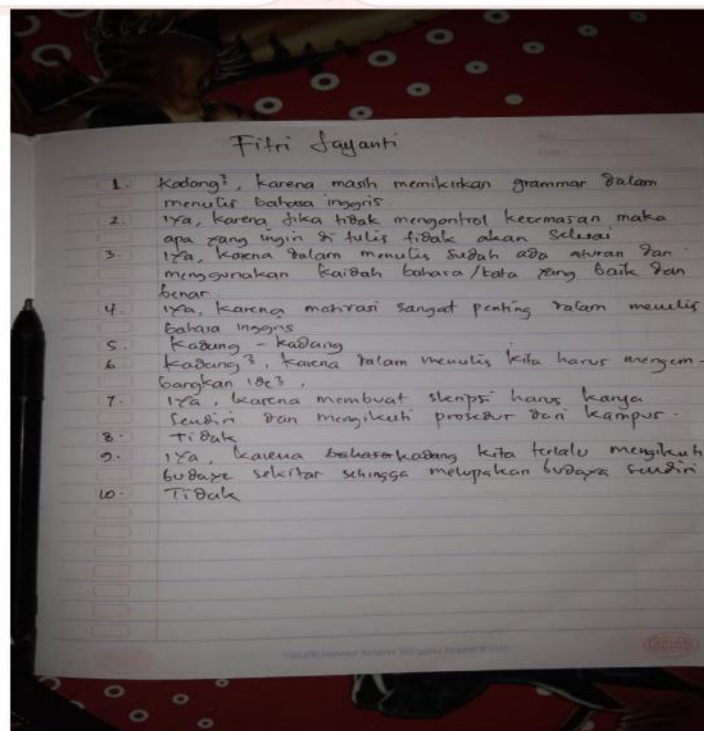
No.	Factor Internal	Indicators	Sub Indicators	Questions
1	Personal-ity Factor	a. Affective Domain ; Emotional side of human	1. creating self – esteem 2. Resisting the anxiety 3. creating the empathy	1. Does self esteem influences’ English Writing Skill? Why? 2. Does anxiety influences’ English Writing Skill? Why? 3. Does empathy influences’ English Writing Skill? Why?
		b.Motivation	Motivations himself in writing English	4. Does intrinsic motivation influences’ English

				Writing Skill? Why?
		c.Neurobiology of Affect	Keeping interest for Language Acquisition	5. Does interest for language acquisition influences' English Writing Skill? Why?
		d.Measurement of affective factors	Posing a perplexing problems	6. Does posing a perplexing problem influence students english writing skill?
2	Social Cultural Factors	a.Attitudes	Keeping the attitude of cognition	7. Does attitude influence students english writing skill? Why?
		b. Second culture acquisition	Involving second culture acquisition	8. Does culture role influence students english writing skill? Why?
		c. Social Distance	Keeping social distand to affecting construct	9. Does social distance influence students english writing skill? Why?
		d. Culture in the classroom	Keeping culture in the classroom to cover some conceptual categories in study	10. Does culture in the classroom influence students english writing skill? Why? Why?

Student 1



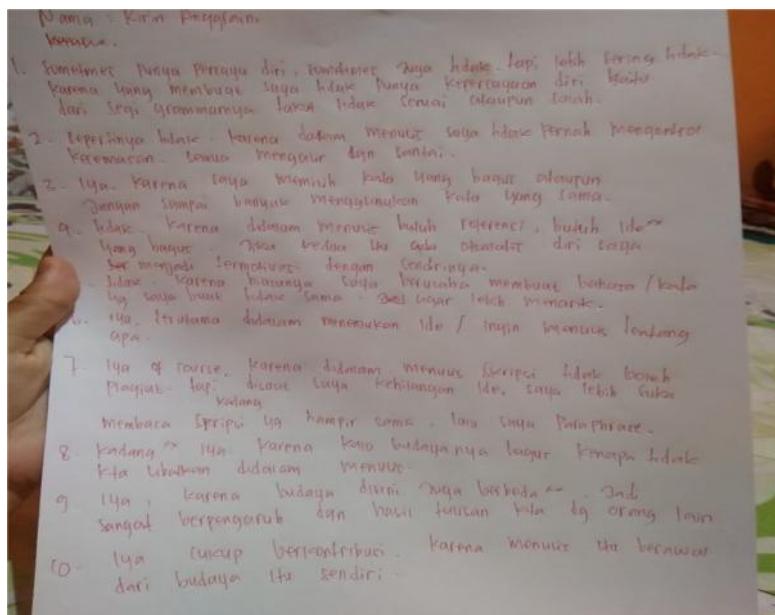
Student 2



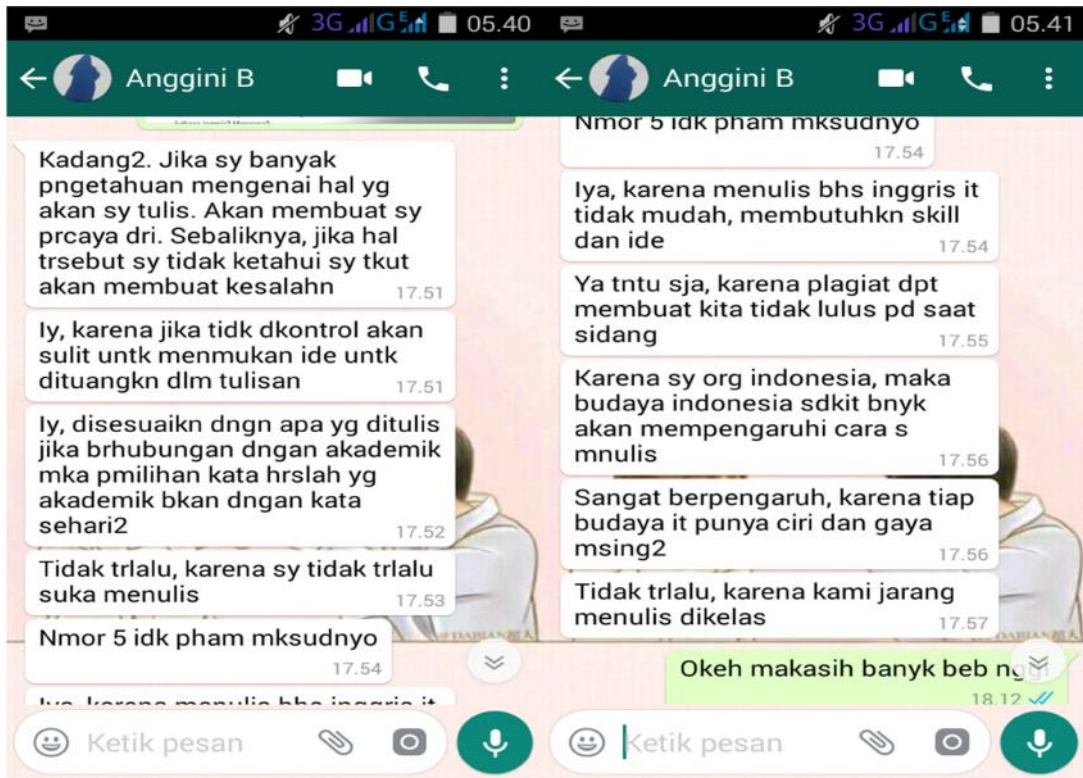
student 3



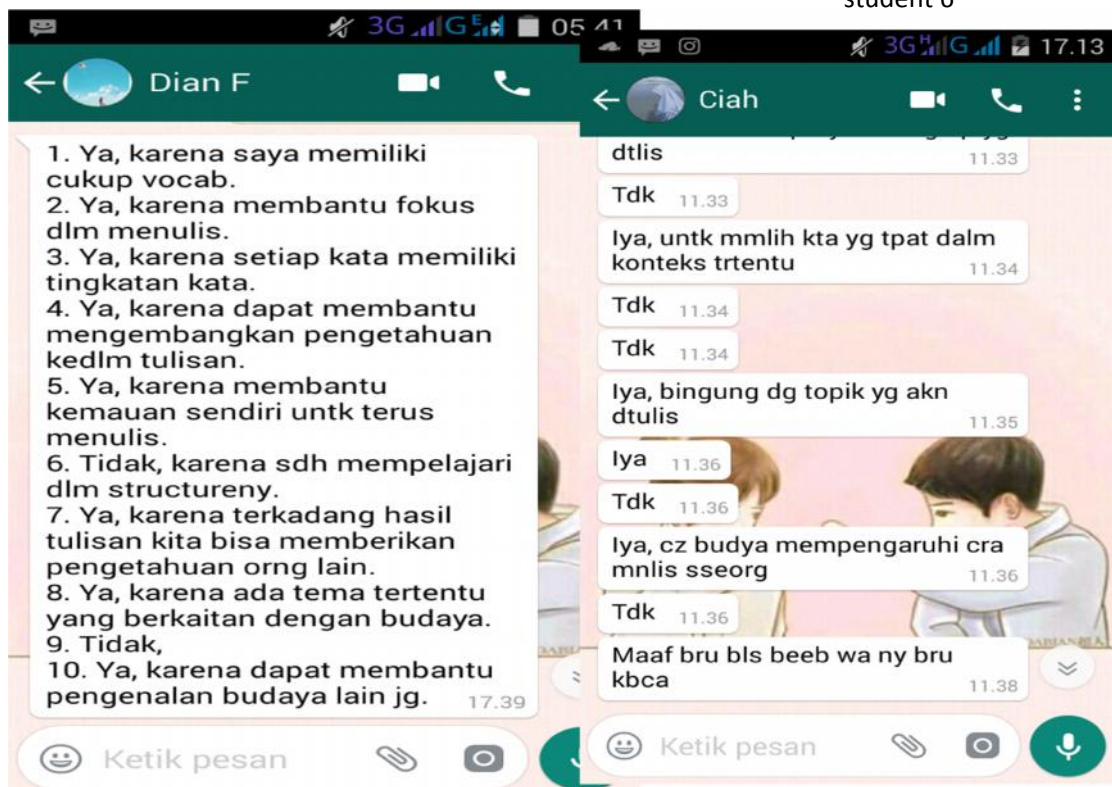
student 4



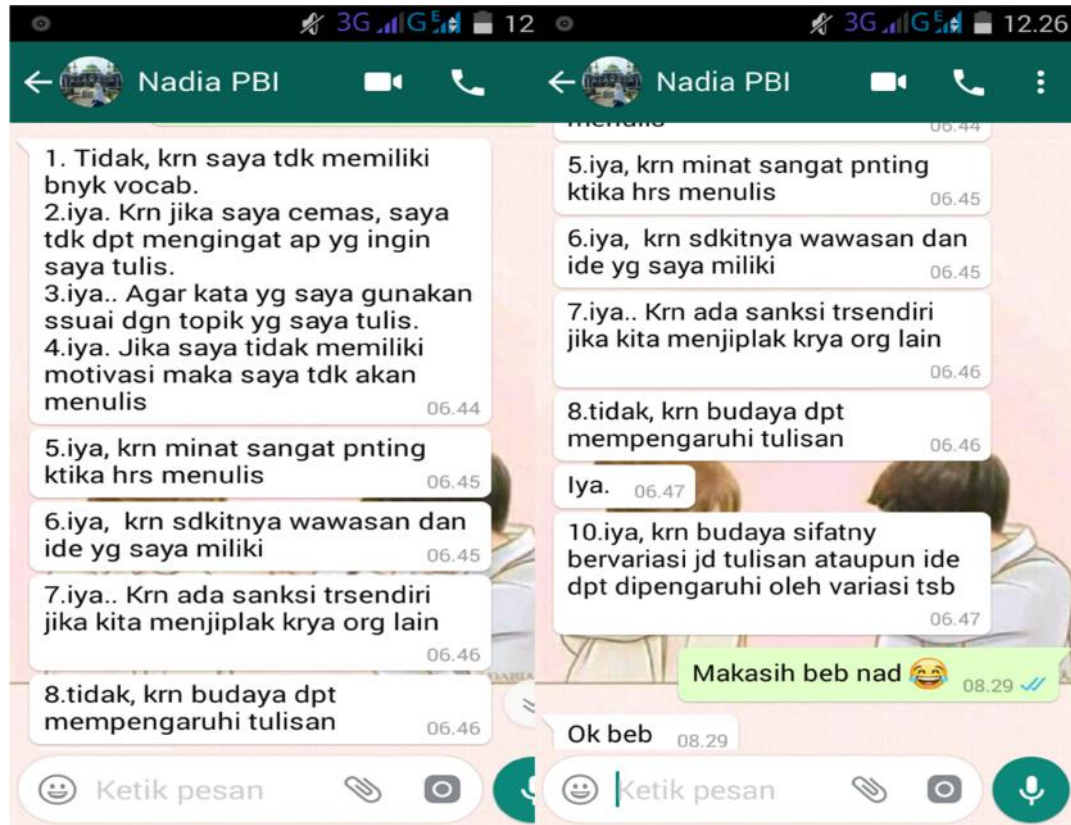
student 5



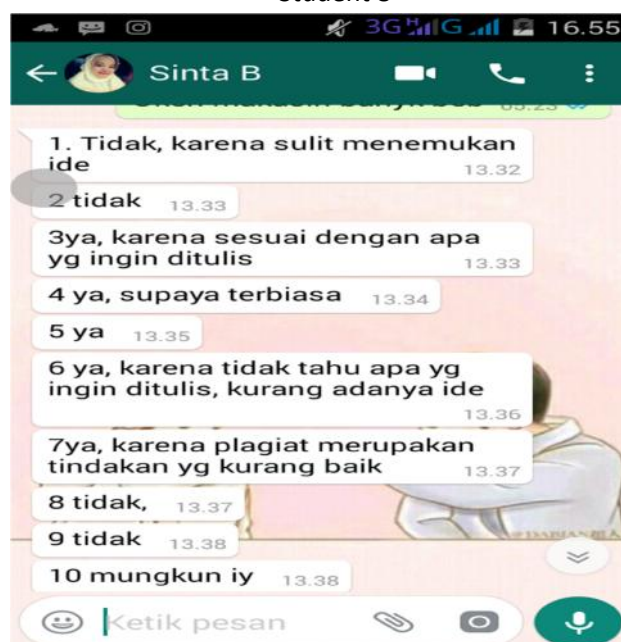
student 6



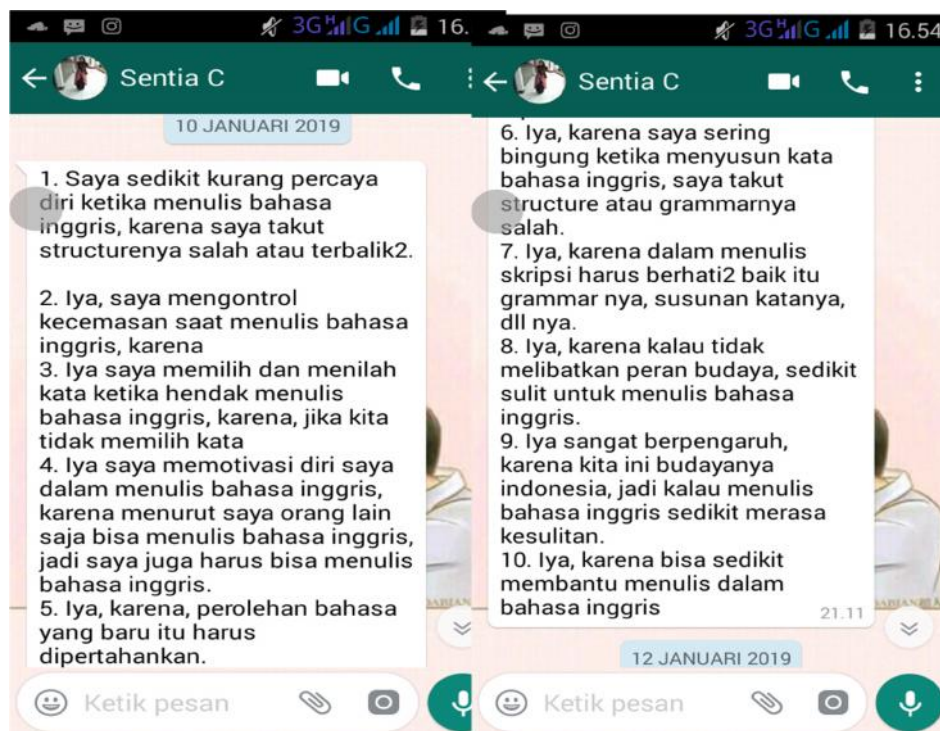
Student 7



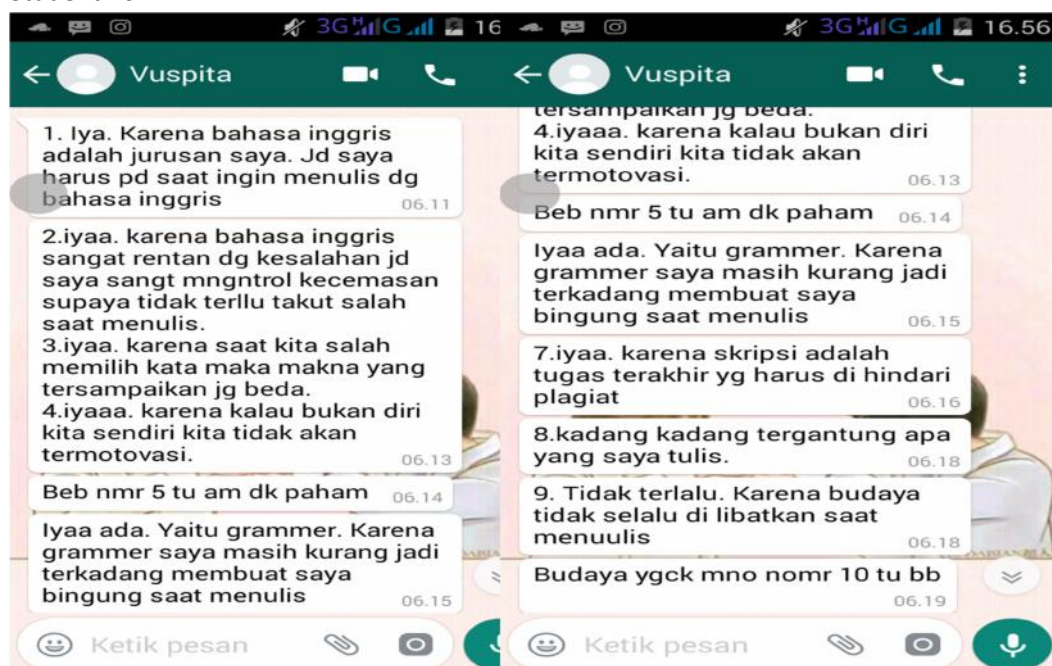
Student 8



Student 9



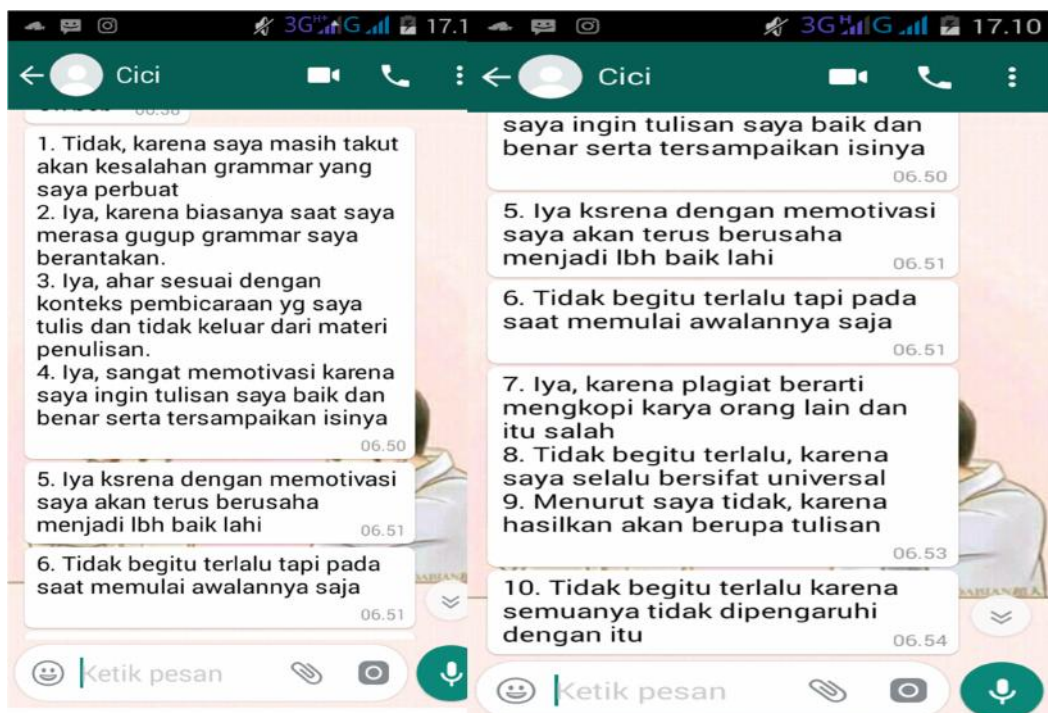
Student 10



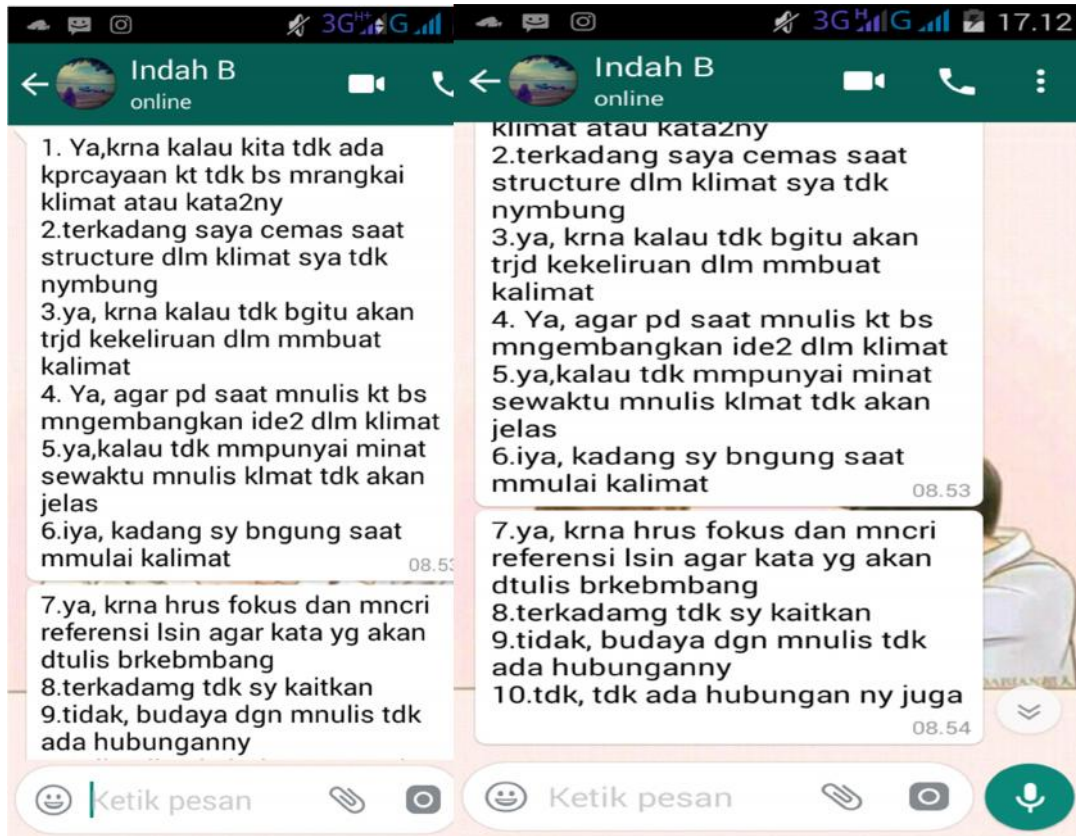
Student 11



Student 12



Student 13



Student 14





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Notak
Lampiran
Hal

: 1 ~~2~~ 3 /ln. 34/PP.00.9/12/2018
: Proposal Dan Instrumen
: Rekomendasi Izin Penelitian

18 Desember 2018

Kepada Yth.
Rektor IAIN Curup
Kab. Rejang Lebong

Di -

Tempat

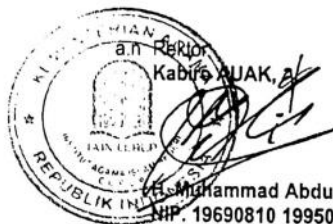
Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)
Curup:

Nama : Rani Maryana
NIM : 14551026
Fakultas/Prodi : Tarbiyah / Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : The Factors Affecting Students' English Writing Skill At
Department IAIN Curup.
Waktu Penelitian : 18 Desember 2018 s.d 18 Maret 2019
Tempat Penelitian : Kampus IAIN Curup Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.



H. Muhammad Abdu, S.Pd.I MM
NIP. 19690810 199503 1 002



SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN CURUP)

Un Dr AK Gani Kotak Pos 108 Tlp. 0732 21010 - 21.750 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 1312 / St 02 / PP.00.9/12/2017

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) 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. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
3. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
4. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
5. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
6. Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan
Pertama

1. Jumatul Hidayah, M.Pd. 19780224 200212 2 002
2. Sarwo Edi, M.Pd. 2001038702

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Rani Maryani

N I M : 14551026

JUDUL SKRIPSI : A Description of The Students Strategies in Speaking Activity At STAIN Curup

(A Descriptive Study of Students at STAIN Curup)

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Keempat : 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 ;
- Kelima : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Ketujuh : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 22 Desember 2017
a.n. Ketua STAIN Curup
Wakil Ketua I, 4

Hendra Harmi

Tembusan

1. Pembimbing I dan II,
2. Bendahara STAIN Curup,
3. Kasubbag AK,
4. Kepala Perpustakaan STAIN,
5. Mahasiswa yang bersangkutan,
6. Arsip/Jurusan Tarbiyah



KARTU KONSULTASI PEMERINCING SKRIPSI

NAMA
Kartu Konsultasi
NIM
1451026
JURUSAN / PRODI
Tarbiyah / PBI
PEMERINCING I
Jumatul Hidayah, M Pd
PEMERINCING II
Satrio Edly, M Pd
JUDUL SKRIPSI
The Factors Affecting Student's
English Writing Skill on
English at
LATIN CURUP

Kartu Konsultasi ini harus dibawa pada setiap konsultasi dengan
pemerincing I atau pemerincing 2.

Pemerincing I dan Kepala mahasiswa yang menulis skripsi untuk berkonsultasi
dengan dosen pembimbing dengan pemerincing 1 minimal 2 (dua) kali, dan
dengan pemerincing 2 minimal 1 (satu) kali dilakukan dengan kelolaan
dosen dan kepala.

Sebelum melakukan konsultasi, mahasiswa harus mengisi formulir ini dan
membawa ke dosen pembimbing I dan II.



KARTU KONSULTASI PEMERINCING SKRIPSI

NAMA
Rani Maryana
NIM
1451026
JURUSAN / PRODI
Tarbiyah / TBI
PEMERINCING I
Jumatul Hidayah, M Pd
PEMERINCING II
Satrio Edly, M Pd
JUDUL SKRIPSI
The Factors Affecting Student's
English Writing Skill on
English at
LATIN CURUP

Kartu berkonsultasi bahwa skripsi ini sudah dapat digunakan untuk ujian skripsi
STAIN Curup.

Pemerincing I.

Jumatul Hidayah, M Pd
NIP. 19780224 200212 1001

Pemerincing II.

Satrio Edly, M Pd
NIP. 1980061000



Halaman yang Dibacakan	Paraf Penunjang I	Paraf Mahasiswa
Pembacaan bab 1 2, 3	P	P ₁
Pembacaan bab 4, 5	P	P ₁
Pembacaan bab 1 kembali	P	P ₁
Pembacaan tabel Finding dan	P	P ₁
Ace bab 1	P	P ₁
Pembacaan bab 5	P	P ₁
Ace bab 4-5	P	P ₁



No. Yang Dibaca	Halaman yang Dibacakan	Paraf Penunjang II	Paraf Mahasiswa
1. 13/10	Pembacaan 2 skema	P	P ₁
2. 9/10	Masih dalam Pembacaan phenomena	P	P ₁
3. 20/10	Langit Bab 2	P	P ₁
4. 20/10	Langit Bab 3, Pembacaan	P	P ₁
5. 20/10	Pembacaan	P	P ₁
6. 23/10	Bilik menerima validasi dan mulai melakukan penelitian	P	P ₁
7. 30/10	Pengolahan data	P	P ₁
8. 13/12	Ace bab 1 5	P	P ₁

BIOGRAPHY



Rani Maryana was born in Kepahyang on March 20th 1996. She is the third daughter of Mr. Suryadi and Mrs. Sarwi (Alm), she has one older sister (Neti Sumarni, S.Pi) and one older brother (Arjuwardi). She finished her studies in Elementary School at SD N Palembang in 2008, then she continued her study to Junior High School at SMP N Maur in 2008 to 2011, after that she became a student of Senior High School at SMA N Rupit in 2011 to 2014. For the next education program she decided entering Institute College for Islamic Studies (IAIN) Curup and selected English Tadris Study Program as her faculty and she graduates in 2019.