

**WRITING ACTIVITY TO ENHANCE THE WRITING SKILL
IN ENGLISH COMMUNITY
(A Study at IAIN Curup)**

THESIS

This Thesis is submitted to Fulfill the Requirement
For Thesis Examination in English Department



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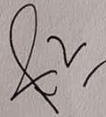
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Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara **Rani Savitri** mahasiswa IAIN CURUP yang berjudul "**Writing Activity to Enhance The Writing Skill In English Community**" sudah dapat diajukan dalam ujian munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian permohonan ini kami ajukan. Terima kasih. *Wassalamualaikum Warahmatullahi Wabarakatuh.*

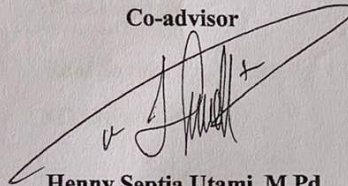
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PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled entitled **“Writing Activity to Enhance The Writing Skill in English Community (A Study Program at IAIN Curup)”**

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, 19 Juni 2023

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Assalammu"alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled **“Writing Activity to Enhance The Writing Skill in English Community”** This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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MOTTO

“There is no success without hard work. There is no success without togetherness. There is no ease without prayer.”

"Don't judge me by success, but judge me by how often I fall and get back up."

DEDICATION

- ❖ Dear father Mr. M. Idrus and Mrs. Nur Farida, thank you very much for all the prayers of father and mother for support, energy, advice, motivation, attention. Because both of your life feels so easy and full of happiness, that I am compelled to finish this study. You two always let me chase my dreams no matter what thank you. I love you both so much (ILY)
- ❖ My beloved Brothers, Robi Gunawan who always take care of me and support me through their prayers.
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- ❖ Students of English Language Education Department that have kindly participated as research subjects in my thesis. Thank you for your support, your information guys, so that I could finish this study
- ❖ My Almamater is TBI IAIN CURUP

ABSTRACT

Rani Savitri : **Writing Activity to Enhance the Writing Skill
in English Community (A study Program IAIN
Curup)**

Advisor : **Jumatul Hidayah, M.Pd**

Co-advisor : **Henny Septia Utami, M.Pd**

This study used a mix-methods. As a sort of research, the researcher employed a mixed method research design, in which two sources of data were used to answer the research questions. This study's subjects were fourth and sixth semester students at TBI IAIN Curup, which had five classes. Researchers conducted interviews and distributed questionnaires in this study. The technique of data collection refers to the method employed by the researcher to acquire data or information from participants. The technique of data collection is therefore one of the research phases. The researcher used questionnaire and interview as data collection strategies in this study. The findings of the study are as follows: First and foremost, The English Community's writing activity takes the shape of a fundamental action: writing out a text. Students engaged in group conversations to produce ideas, questioning and responding sections to assist students in solving writing challenges, presentation material to give some ideal modeling, and peer review activities to assist students in developing good learning collaborations. The approach employed is genre-based writing, specifically essay writing, with the purpose of educating students to write research proposals. Second, the majority of students say that participating in the English Community program has enhanced their writing talents. Several aspects have improved, including the ability to organize ideas, enhanced command of terminology, the addition of new vocabulary, and a growing ability to understand grammatical elements. Students feel that when some of these characteristics improve, so will the quality of their writing.

Keywords: *Wrting Activity, Wrting Skill, English Community*

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CHAPTER I

INTRODUCTION

A. Background

English is a foreign language which has four basic skills, namely speaking, reading, listening, and writing. Writing is a tool to express an idea into written form. As stated by Zamel, writing is a written form to communicate and express ideas to other people¹. It indicates that, writing is the one of some tools to deliver an ideas, feelings, and thought in written expression. Accordingly, writing is very crucial in our social life. Besides, writing is particularly important in education. Dawn asserts that the student do not only listen the teacher's explanation or instruction, speak up to respond what the teacher said or read the books in teaching and learning process, but they should be able to write to balance their skill in learning a language². Particularly in English subject, writing is taught in Indonesian school since junior high school to university level. It is a process of discovering and organizing ideas, putting them on papers and revising them.

Writing is definitely essential for achieving academic mastery especially for EFL students. Evans and John as cited in Al-Khasawneh, point out that the students are required to produce specific writing genres such as essay, summary, critical review, and research paper³. Writing has a vital role in assisting learners to get into academic environment in order to acquire not

¹ Vivian Zamel, 'Writing: The Process of Discovering Meaning', 16: (2007), 195-209.

² Dawn MacKay R, *Why Writing Skill are Important*, 51-56

³ Al-Khasawneh, F. M. S., & Maher, S. Writing for academic purposes: Problems faced by Arab postgraduate students of the college of business 2010, UUM. *ESP World*, 9(2), 1-23

only the language mastery but also its application in academic environment. It implies that writing is important for both social and academic purposes.

One way of improving English abilities, especially writing skill, is through English community. English Community is a group in which a set of activities are conducted in order to improve students' English skills, such as writing, reading, speaking, and other skills needed for students' English learning development. This program takes place outside of the regular classroom hours. In this situation, researcher is only focused on the writing skill. In an English community, tutor and learners work hand in hand to achieve skills mastery needed. A tutor is a person who provides learning materials for the students and guides them in the learning process. A tutor's task is not only teaching and guide the students but also to motivate, facilitate, organize, lead, provide advice and information⁴. It is the tutor's responsibility to maintain and improve the English Community.

Because researcher only focus on the writing aspect, such research is carried out. An important goal of writing skills in the English Language Community is to provide opportunities for students to develop the skills they have. In improving writing skills for academic purposes, IAIN Curup English Study Program provides its English Community where students are trained to develop their thesis, paper and essay writing skills. Here students are taught the stages of academic writing such as pre-writing, drafting, revising, editing and publishing. This program aims to facilitate English writing, so that their

⁴ Jeremy Harmer, *How to Teach English*; Longman, 2001, P. 56

skills keep improving. Therefore, the English Community extracurricular was established to overcome problems encountered by students in academic writing purposes. According to Mulyasa extracurricular program helps students to have more time outside of the regular classes in improving and supporting students competence⁵. The English Community also creates the generations who are proficient in English writing with an interactive learning atmosphere through creative programs.

Based on the result of pre-observation conducted in English Study Program of IAIN Curup, the majority of respondents confirmed that English Community improved their ability in English academic writing. For example many of respondents felt that their writing skill was getting better than before they joined English writing community. They also stated that their capabilities in generating and building ideas improved. Respondents also explained various activities learnt in the writing community, namely finding topics, arranging and developing ideas, collecting information, writing and revising. Based on these results, the researcher decided to conduct a research based on this phenomena.

Furthermore, students are enthusiastic and feel motivated to improve their academic writing skills in the writing community because the tutor uses the appropriate method of brainstorming ideas. In semesters four and six, researchers found that what was taught in English Community was about brainstorming ideas such as pre-writing, drafting, revising, editing, and

⁵ Mulyasa, *Kurikulum Tingkat Kesatuan Pendidikan: sebuah Panduan Praktis*, Bandung: Remaja Rosda Karya (2007)

publishing. Brainstorming ideas is a way or technique of collecting ideas to be made into solutions in written form. Which is very common to find new ideas, based on spontaneity and creativity. The basic concept of brainstorming is to train the human brain to trigger ideas and then put those ideas down on paper. Activities carried out at EC also made text genres such as descriptive text, procedure text and proposals. Finally, editing is final draft that involves checking the small unit of writing then in writing the text genre there were aspects of writing, namely organizing the idea, vocabulary, grammar, and mechanics.

The tutor has an important role in the teaching and learning process. Apart from that, the tutors are also creative in improving their writing skills. That way, students feel more involved and motivated during the learning process in the English language community.

In this study, researcher only wanted to know what writing activities existed in the English Community and wanted to know the extent of writing activities in writing skills in the English community. This will also help students express the ideas they have in mind into readable writing. All of the points above aimed to provide an English lifestyle experience that is not only interesting as a learning medium, but is also useful for improving their writing skills in English and also their writing activities in the English Community. Hence, based on the explanation above, the researcher investigates whether English Community is effective in students' academic

writing skill in a research entitled “**Writing Activity to enhance the writing skill in English Community**”.

B. Research Questions

Research questions from this research are:

1. What are the writing activities used in English Community?
2. In what extent do the writing activities in English Community improve students writing skill?

C. The objective of the study

Referring to the research problems above, the objectives of the research are:

1. To find out what the writing activities used in English Community are
2. To find out in what extent the writing activities in English Community improve students' writing skill

D. Delimitation of research

This research focuses on writing activities in the English Language Community, and the researcher also wants to see how it can improve students' writing skills. So that this study examines as a whole it is necessary to conduct interviews with tutors at IAIN Curup and spread the questionnaire to the fourth semester and sixth semester because in the fourth semester and sixth semester students take part in the English Community program.

E. Significance Of The Research

In the significance of the research, the result of this research is expected to be useful for some aspects:

1. For the English Study Program

The result of this research can contribute the English study program to fulfill the demand of English curriculum. Thus students are able to get satisfactory achievement.

2. For the Tutors

The researcher hopes that this research can make English Community keep doing for long time to improve students and add more activities to build students' English skill and also for consideration of teaching.

3. For the Future Researchers

This research could be a reference for developing the same field of study in writing activity. Future researcher could adapt the activities used in this research as an alternative to teach the students. Besides that, it could be a comparison which as consideration in conducting another research. So, the study is helpful and useful for the next study.

F. Definition of key terms

1. The Importance of writing in Campus

The importance of writing from students is not only for the process of writing a thesis. Writing is also something that must be researcher in making papers, research journals, research reports, activity and research

proposals, and so on. A student's written work is a manifestation of their creativity and knowledge, namely how they present their writing in the form of papers, thesis, research proposals.

Based on explanations, it can be concluded that writing is an effort, writing is one of the skills that must be mastered by students, because writing is very important as an academic person and produces papers that are different from other people. Writing is not just spreading works as proof of our abilities. However, do we realize that writing can actually be caught as a process of personal development. Through writing, the student can reinforce the grammatical structure, vocabularies, ideas, punctuation and also can explore their creativity and potential to be developed further. Writing improves acquisition and developing their thought critically.

2. Writing Activities

Writing activities are activities in which students carry out the process of writing in improving student writing skills and also students compile text-making activities: generate, compile and develop ideas in these sentences.⁶ As in the writing activity in the English Community, researchers have observed with tutors who teach at EC that writing activity that are performed by semester four and six they carry out brainstorming ideas training activities starting from writing drafts to editing.

In semesters four and six, researchers found that what was taught in English Community was about brainstorming ideas such as pre-writing,

⁶ Cooperative Learning Strategies to Improve Writing Skills, International Journal of Instruction, January 2019. P.140

drafting, revising, editing, and publishing. Brainstorming ideas is a way or technique of collecting ideas to be made into solutions in written form. Which is very common to find new ideas, based on spontaneity and creativity. The basic concept of brainstorming is to train the human brain to trigger ideas and then put those ideas down on paper. Activities carried out at EC also made text genres such as descriptive text, procedure text and proposals. Finally, editing is the process of editing a final draft that involves checking the small unit of writing then in writing the text genre there were aspects of writing, namely organizing the idea, vocabulary, grammar, and mechanics.

3. Improving Writing Skill

Improve writing skill is considered as a complex cognitive skill because it requires the students to employ proper intellectual skills, cognitive strategies, verbal information, language rules and apposite motivation.⁷ Improve writing skill is considered as a complex cognitive skill because it requires the students to employ proper intellectual skills, cognitive strategies, verbal information, language rules and apposite motivation.

In the four and six semester, the researchers found that what is taught in the English Community is about brainstorming ideas such as pre-writing, drafting, revising, editing, and publishing. Writing activities in EC such as procedure text, descriptive text and proposal, then lastly Finally,

⁷ Ibid P.1401-1402

editing is the process of editing a final draft that involves checking the small unit of writing then in writing the text genre there were aspects of writing, namely organizing the idea, vocabulary, grammar, and mechanics.

4. English Community

“English Community is the name of an extracurricular program of English Study Program at IAIN Curup. English Community is a place for the students to improve their English skill such as speaking, reading, and writing”. Writing activities in English Community become a forum for TBI students to hone their writing skill, so it is held in 2019 which is once a week”.⁸ The purpose of English Community not only for enhancing their English skill but also to motivate, and encourage the students. In this research, English writing community is a group of students that upholds the same interest in English academic writing in which they are governed with a set of rules and regulations in their activities as a part of extracurricular program.

G. Organization of the research

The thesis consisted of five chapters. The brief description is presented below:

Chapter I, this chapter consists of introduction background of the research, research question, objective of the research, delimitation, significant, of the research, the operational definition. **Chapter II**, his chapter is theoretical foundation that is content of my research and

⁸ E-station 2020

previous study of the research. **Chapter III**, this chapter tells about methodology of the research it is kind of research, Technique of Collecting Data, instruments of the research, technique of analysis data. **Chapter IV**, this chapter shown the finding and discussion of the research. The last chapter is **Chapter V**, which acomodates conclusion and suggestion of the research finding.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. The Importance of writing in Campus

The importance of writing on campus, namely with the right steps that can be taken is the need for writing trainings on campuses so that students are motivated and come up with creative ideas to be able to produce written works that are beneficial to many people. In an effort to improve the culture of writing intelligently and creatively, students in particular must be able to train themselves to continuously write. While at this time there are still many students who spend most of their time on things that are not meaningful.

Besides, the importance of writing skills can also be seen from the point of view of student' future, in their world of work. They have to keep their living in the society and inevitably need to apply for a particular job. In this case, they need to be able to write an application letter. Moreover, they need also to create other kinds of written texts in doing their job. This situation is supported by Harmer cited in Setiadi, he stated that as the environment grows bigger and more advanced the need for reading and writing will increase.⁹ So writing is very important for students.

⁹ Asep Setiadi, "English Education Department Language and Art Faculty Yogyakarta State University 2014,"2014.

Writing is a productive process that involves many cognitive and affective skills, and requires good planning and evaluation.¹⁰ Writing is one of important skills which have to be mastered by the students because writing can help them to think critically and deeply to build a good writing. Furthermore, the importance given to writing has increased as the features of communicative language teaching have been dominating in both foreign and second language contents. Writing was gradually recognized as a process of thinking and composing as a result of communicative language teaching.

The importance of writing from students is not only for the process of writing a thesis. Writing is also something that must be researched in making papers, research journals, research reports, activity and research proposals, and so on. A student's written work is a manifestation of their creativity and knowledge, namely how they present their writing in the form of papers, thesis, research proposals.

Based on explanations, it can be concluded that writing is an effort, writing is one of the skills that must be mastered by students, because writing is very important as an academic person and produces papers that are different from other people. Writing is not just spreading works as proof of our abilities. However, do we realize that writing can actually be caught as a process of personal development. Through writing, the student can reinforce the grammatical structure, vocabularies, ideas, punctuation and also can

¹⁰ Ozge Erdogan, The Effect of Cooperative Writing Activities on Writing Activities of Prospective Primary School Teachers (2017) p.560

explore their creativity and potential to be developed further. Writing improves acquisition and developing their thought critically.

2. Writing Activity

Writing activities are activities in which students carry out the process of writing in improving student writing skills and also students compile text-making activities: generate, compile and develop ideas in these sentences.¹¹ This study conceptualizes students' interest in writing as students' interest in the context of writing activities in which writing efforts occur and experiences act out writing efforts. Reading books together is widely considered to be an attractive activity context for classroom learning thus, classroom interventions involving the implementation of research-based literacy teaching have shown a significant impact on early literacy skills in students. A high-quality writing environment that includes a lot of writing material and writing interactions that are often beneficial to early development in writing. Therefore, tutors with these beliefs are considered to have code-based beliefs. For example, they believe that before starting writing activities, tutors must prepare students to write well in teaching writing activities.

As in the writing activity in the English Community, researchers have observed with tutors who teach at EC that writing activity that are performed by semester four and six they carry out brainstorming ideas training activities starting from writing drafts to editing. The opinion results are based on the

¹¹ Cooperative Learning Strategies to Improve Writing Skills, International Journal of Instruction, January 2019. P.1400

activities carried out by the author. It is also an activity, both physical and mental, that helps the writer ask for help with words in a supported form. Therefore, this can encourage students to do more of their creative writing work.

Practically and theoretically, this study was expected to be able not only to provide the contribution to the improvement of writing skill to develop a good paragraph for the four and six semester students, but also can be beneficial to the lecturers especially those who teach writing subjects, aiming at assigning the students to practice in order to have a better writing skill especially in developing a good paragraph.

Based on research on writing activities conducted in the English Community, there are genre of text: procedure text, descriptive text and writing proposals.

a. Procedure text

Procedure text is a text that explains, informs, or helps the reader on how to make or use something. Procedure is a piece of text that gives us instructions to do something. The purpose of this type of procedure text is to explain how something can be done.¹² Usually, this type of text begins with the phrase “How to...” for example “How to make a cup of tea” or “How to operate an oven”. Procedure texts are found in many cookbooks and manuals.

¹² Anderson, M., & Anderson, K. (2003). *Text Types in English 3*. South Yarra: Macmillan Education Ltd

Procedures allow people to do things that are new to them or ensure they do things in the right order and fulfill everything that needs to be done. So it can be concluded that procedure text presents steps to do something, make something. Actually, the nature of writing procedural text is a process; it means students need more time to make good writing. Lack of time in class makes student work not go well. They need more time in creating good writing. Then, they do prewriting to brainstorm their ideas. Not stopping at that stage, they have to build a good framework before starting their draft. In addition to writing steps that cause problems for students to write, their vocabulary is still lacking. They are also confused about using tenses and generic structures in writing procedure text.

Structure of procedure text, The structure of procedure text consists of three parts, there are goals, materials and steps. The first, Goals, Goal is a procedure text structure that explains the intent or purpose. The second, Materials, Materials is a procedure text structure that describes the tools and materials needed. The three, Steps, The next procedure text structure is steps, which contain steps or instructions for making or doing something.

b. Descriptive text

Descriptive text is a type of text that we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc. Basically, it provides details about the characteristics of people, places,

and things. The details are used to assist the reader in creating a mental picture.¹³

Descriptive text is text that describes a particular object in detail and tells how something looks. So that in making this text, we can describe something clearly. Maybe the characteristics, size, color, shape, smell, and so forth. and can help readers tell and create something. The function or purpose of descriptive text itself is to describe, tell or describe an object, in detail. Descriptive text only describes one object without any additional objects.

So if students want to make descriptive text, make sure only describe one object. Descriptive text only has one focus, which means that each descriptive text only focuses on explaining one object. In addition, students also explain about grammar features (language features (simple present tense, action verb and adjectives), vocabulary, and mechanics) of descriptive text. Associated with the idea above, there are several indicators of English descriptive text, that is; generic structure (identification and description), and grammatical features (language features (simple present tense, action verbs, adjectives), vocabulary and mechanics).¹⁴

¹³ Gerot, L. and Wignell, P. 1994: 208. Making Sense of Functional Grammar. Sydney: Antipodeon educational Enterprises (AEE) Publishing.

¹⁴ Gerot, L. and Wignell, P. 1994. Making Sense of Functional Grammar. Sydney: Antipodeon educational Enterprises (AEE) Publishing.

There are 3 structures that are owned by descriptive text, namely identification (introduction) and description (elaboration).

Here's the explanation:

1) Identification (Introduction)

This first structure will contain an introduction and explanation of the main character to be described in the text. And usually this identification part is located in the first paragraph of a descriptive text.

2) Description

The next structure is description, this structure will contain a clear and detailed explanation of the characteristics, traits, habits, or other matters relating to the object to be described.

3) Grammatical features

a) Simple present tense

Descriptive text uses the simple present tense because it tells a description of the object, the use of adjectives to clarify nouns", for example: a beautiful girl, a handsome man, famous in Bengkulu, and the use of action verbs to indicate an activity (activities can be seen) for example: using, writing, carrying, etc.

The simple present tense is the most popular tense used.

This is caused by the factual nature of a descriptive text.¹⁵

¹⁵ Peronity, 2011: 1 language features

b) Vocabulary

Vocabulary is important in writing English descriptive text. It can be said as a need to be known by students. A writer can make the reader dig deeper into what is being told. In fact, it has always been a big problem in learning English. Students still have difficulty in writing texts because they have less vocabulary.

c) Mechanic

Mechanical concerns about the ability of the author to correctly use the conventions that are typical for written language – like punctuation and spelling. Mechanic from writing also refers to the use of capital letters.¹⁶ It can be concluded that punctuation and spelling are important in writing to help the reader understand the author's ideas. In learning English, both can be studied in detail. Using punctuation marks provides clarity in writing and makes it easy to understand. While spelling means words that are similar, if the spelling is wrong then the meaning of the word can be different.

¹⁶ Heaton, J. B. 1988. Writing English Language Tests. London: Longman Group.

c. Proposal

Thesis proposal is a research plan proposed by students under the guidance of a Supervisor and written according to the principles of writing scientific papers.

Thesis proposals must be presented in a Thesis Proposal Seminar (SPS). Students must pass a research methodology course before writing a thesis proposal. An example of a thesis proposal consists of at least three chapters, namely Introduction, Literature Review, and Research Methods.

Regarding literature review, some campuses may have their own policies. However, there are also campuses that have provisions for using references in the form of relevant national and international journal articles with the provision that 50% of them are published in the last five years. Other references can be books that are relevant with the provision that 50% of them have been published in the last 10 years.¹⁷

There are many examples of thesis proposals. Each example of a thesis proposal may have a different writing format. It can depend on the campus where you study.

However, in general, as can be seen from a number of examples of thesis proposals, there are three parts that are common in thesis

¹⁷ Arikunto, Suharsimi. 2012. *Prosedur penelitian suatu pendekatan praktik*. Jakarta: P.T Rineka cipta.

proposals. The three parts of the thesis proposal include the initial section, the main section, and the final section (closing)

When viewed from several thesis proposals, there is not much difference in the core parts. What is clear, this section is the contents of the thesis proposal, namely as follows:

a) Chapter I Introduction

This introductory section will be divided into at least five sub-chapters, namely research background, research focus/research scope, problem formulation, research objectives, and research benefits.

b) Chapter II - Literature Review

In this chapter, researchers must be able to present their research arguments (positions) systematically which will lead to the formulation of the proposed hypothesis. This argument must be sourced from a literature review that is carried out carefully through a process of synthesizing various supporting literature that is not just summarizing the results of previous research.

c) Chapter III - Research Methods

Writing chapter three can be distinguished by the type of data to be used. However, what is clear is

that this chapter must be able to convey matters such as data collection methods and techniques, data analysis methods and techniques, and data analysis results presentation methods and techniques.

3. Stages in Writing

Harmer stated proposes that writing process has at least four steps: Pre-writing, Drafting, Revising and Editing.¹⁸ Includes the stages of pre-writing such as brainstorming and planning, writing the rough draft, editing, proof reading, and publishing the final draft.¹⁹

a. Pre-writing

This step includes students' activities in thinking, taking note, talking to others, brainstorming, outlining, and gathering the information before they write the earliest draft document. In this stages, writers choose the topic and collect the ideas related to the topic given. Writers can do several things such as making list of ideas or phrases that come to their mind without feeling burdened whether the ideas are good or not.

b. Drafting

The second is drafting, the drafting stage is where you begin writing. After the students have finished planning, they can continue to the

¹⁸ Harmer, J., 2004. How to Teach Writing. England: Longman

¹⁹ Ozagac, O., 2004. Process Writing. <http://www.bowl.boun.edu.tr>. Accessed 22ndJune, 2015.

next step (drafting). Writing the rough draft comes when learners get their ideas on paper by organizing them into sentences and paragraphs.

c. Revising

In this stages writers are expected to polis the draft they have written. Revising is used to polish the content and organization. While the other aspects like grammar, punctuation, and mechanics can be improved thoughts editing process. This is the process of reviewing the paper on the ideal level. This process may involve changes such as clarification of the thesis, the reorganization of paragraph and the admission of extra information.

d. Editing

After improving the quality in revising the stages, students need to check the mechanics including the correction of spelling, grammar, transition signals and the use of punctuations. They chech if everything is appropriate. Perhaps the other or structure of the information is not clear, perhaps something is written ambigiously, or perhaps they need to move some paragraphs.

e. Publishing

The last is publishing. The learners could publish their written pieces by reading out it loudly to the whole class or for their peers ingroup of pairs. The advantages are that the students can receive the feedback on

their completed work immediately. Publish their writing through various possibilities, for example sending to publishers, magazine editors, and so on, sharing posts produced with other readers. An educator who realizes the importance of writing as a tool to learn to understand it, writing helps students connect their thoughts and communicate with others. About that In essence, researchers realize that the most important part of knowing students' writing abilities comes from their product, which is their writing.

4. Improving Writing Skill

Improve writing skill is considered as a complex cognitive skill because it requires the students to employ proper intellectual skills, cognitive strategies, verbal information, language rules and apposite motivation.

Writing and speaking are productive skills but the ways of expressing through each skill are different. If improve is merged with writing skill, it would have meaning as the improvement of the capability in English skill. On the other hand, improve writing skill means that making further improvement of writing skill to achieve better quality in writing. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward. Therefore, writing is very important for student because students are not only writing in the lesson of writing. However, it is also required in four skills since writing has been included in four skills. Furthermore, the students also firstly write their

opinions in a discussion before their opinion is expressed in oral form because it can help the student especially for student who cannot fluently express their opinion orally.

Here the research can learn how to write good and right based on knowledge that can be obtained from experts who have been involved in writing a paper. Therefore there is an English community program which can increase writing skills and improve writing by participating in these activities. Many students say that it is very helpful to develop or discover new ideas by writing and also writing is very important because it provides additional lessons. English community is a study group outside of study hours in English consisting of reading, writing, and speaking. Which is held one week 2 times write and read.

Writing indirectly helps students in learning because in the writing process students use their eyes, hands, and the ability to think together. Therefore, writing is an important skill to master. This is in line with Raimes' opinion who revealed several reasons for the importance of mastering writing skills, writing important is mastered because; (1) writing requires knowledge of Grammar, idioms, and vocabulary; (2) when students write, students also have an adventure in that language; (3) when writing students are very involved in the language they use.

In semesters four and six, researcher found that what was taught in English Community was about brainstorming ideas such as pre-writing,

drafting, revising, editing, and publishing. Brainstorming ideas is a way or technique of collecting ideas to be made into solutions in written form. Which is very common to find new ideas, based on spontaneity and creativity. The basic concept of brainstorming is to train the human brain to trigger ideas and then put those ideas down on paper. Activities carried out at EC also made text genres such as descriptive text, procedure text and proposals. Finally, editing is the process of editing a final draft that involves checking the small unit of writing then in writing the text genre there were aspects of writing, namely organizing the idea, vocabulary, grammar, and mechanics.

The following are the aspects of writing a genre text and proposals as follows:

1) Organizing of the idea

Organizing writing is clear organizing, sentences can be arranged in 2 sequences. So that the results of the essay can be understood by the reader, it can be said that the composition in writing shows the overall structure of the writing according to the type of writing.

2) Vocabulary/lexical

Vocabulary is a collection of words that a person knows. Defined vocabulary as the words that someone knows or uses when they talk about a subject in a particular language.

In this writing students can use vocabulary appropriately. Students can express their ideas or ideas by choosing the. In addition, based on all the definitions of vocabulary above, the researcher concludes that vocabulary is all the words in a particular language that someone knows or uses to communicate effectively.

3) Grammar

In the aspect of writing must also pay attention to the rules of the correct written language. Grammar is also arguably the grammar used in forming sentences and making sentences perfect.

4) Mechanics

Mechanics are the little pieces of writing that tie everything together to make sure that everything makes sense and emphasis is placed where you want it. From these aspects the focus of researchers is to see the relationship between some of the aspects above in improving writing skills carried out in the English Community. In this study, it will also be seen which aspect is the most dominant in writing skills.

5. English Community

Community college is a place to get a valuable knowledge (technical and vocational knowledge and skills) that requires by the community and employers.²⁰ English is one of the needs to communicate

²⁰ Emeagwali, N.S. (2007). Community College Offer Baby Boomers and Encore. [Online] Available: <http://www.wwa.actonline.org> (March 17, 2007).

globally. English Community is the name of an extracurricular program of English Study Program at IAIN Curup. English Community is a place for the students to improve their English skill such as speaking, reading, and writing.

The purpose of my research is analyze the increase in student writing in the English Community and see if there are improvement with fourth semesters and sixth semesters students at IAIN Curup. Program through interview by asking questions. In the English Community about teaching and learning in a program, and improve students' ability to write. English community just a new program that has been done in the first semester of English, where the student have to follow it. The goal of this program is to improve student's four skills in language. A four semester and six programs that makes students' abilities in four skills so that they will understand and be able to communicate using good English. Because this program is a new program, its need to get evaluate for the process or result to know it effective or not in the way to get the goal.

Based on the curriculum, the aim of the extracurricular program is to support students 'English skills and to improve students' English skills. It means that English Community will give biggest chance studying to the student. One way to organize the English Community is by putting one number in change of being the leader each week. Here the researcher uses interviews for tutors and distributes questionnaires in writing activities as the best way to improve the writing skills of fourth and sixth semester

IAIN Curup students. In this regard, everyone has the same opportunity to write but not everyone has the relevant potential to improve writing and ideas to convey something through writing to readers. So that the author is very dominant in practicing habits and encouragement of satisfaction within himself for the accuracy of written language expressions so as to add new insights.

In addition, the English Community at IAIN Curup conducts writing activities such as idea brainstorming exercise carried out by semesters four and six, where tutors provide this brainstorming exercise so that they can practice their writing skill where the writing stages start from writing drafts to editing drafts.

B. Review of Previous Studies

As mentioned above that writing activities in English community by learners, such research from Rachman Prasetyo entitle "Speaking Activities Used in English Community of English Study Program in Enhancing Students' Speaking Skill" Speaking skill is the skill that makes us communicate to each other effectively. The objectives of this study were (1) to find out the implementation of speaking activities used in English community, (2) to find out the problem of speaking activities. The subject of this study was the fourth semester of English Study Program at IAIN Curup which consisted of 53 students.

In this study, the researchers used descriptive qualitative method by using questionnaire and interview as the encouragement of the data.

This study found that the findings of this study, researchers found that the implementation of speaking activities started with the instruction of the activity, gave the topic, encouraged students with nice activities, and supported with the positive feedback at the end of activity. For the problem, the researchers found two problems that significant appeared. The problems were inhibition and lack of theme to be spoken.

The researchers concluded that the implementation of speaking activities. The first was discussion, in the **opening activity**, the tutor provided instruction, the topic for discussion activity, and explanation how to start good discussion. In the **main activity**, the tutor divided into some groups, after that they discussed within group, and one of the member presented in front the class. For **closing activity**, the tutor gave feedback and concluded the material had given before. Then, the tutor also handed out the suggestion regarding the discussion.

The result of this interview conducted with students showed that the students afraid of making mistake, they felt shy and worried, and friend's criticism. It showed that the students had problem in inhibition. In lacking theme to be spoken, the students are used to translate the words first, and they did not want to be first participant, the students tended to see the example and collect the ideas. It implied that the students experienced lack of theme to be spoken. The next was low participation. The outcomes of this interview were the participant participated quite nice, the students motivated to speak English. It indicated that this speaking

activity did not experience low participation. The last was mother tongue used. From the interview the researchers obtained that mother tongue did not have big impact on students' speaking skill.

The second study is Irwan Ro'iyal Ali (University Syarif Hidayatullah Jakarta). He conducted a research entitled "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension" The goal of this research is to find the objective condition from the correlation between students' vocabulary mastery and their reading comprehension which was observed and analyze from the university students of the second semester of English Department, the faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta.

Moreover, the purpose of this study is also to get the information and the empirical data about the impact of students' vocabulary mastery and their reading comprehension. The populations of the research are 135 students and 30 students were being the objects of the research. All are from the second semester of English Departement, the faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta. This research was using experiment method in the quantitative form by collecting the data from the documentations, and observation.

Based on this finding from this study, it can conclude that having more vocabulary or vocabulary mastery significantly affects the comprehension of the students reading activity. Moreover by having many vocabulary the students' can easily get the information and fun story

written in English which finally in can enrich their knowledge by reading a lot of books.

The last previous study is conducted by Puji Astutik (University Yogyakarta) entitle is “Students’ Perceptions on Reading Activities at Interpretive Reading and Argumentative Writing Class at English Education Department Universitas Muhammadiyah Yogyakarta” Reading is an important life skill that will help you to work and learn independently. The purpose of this study was to explore and describe the students’ perceptions about the reading activities at Interpretive Reading and Argumentative Writing class. The other purpose was to explore and describe the activities applied by the lecturer at Interpretive Reading and Argumentative Writing class. The method used in this research was qualitative. The setting of this study was in English Education Department, Faculty of Language Education at Universitas Muhammadiyah Yogyakarta. The participants were five students of English Education Department batch 2014 and two lecturers who taught the class.

The instrument and the technique of data collection of this research was interviews. The findings of this research revealed students perception of the activities: pre-reading, while-reading, and post-reading. The students felt enjoy and helpful in the learning process of reading activities in the class. In addition, the students had opinions that the reading activities gave several benefits, such as the students felt their vocabularies built, the students felt more confident and knowledgeable, the students felt

their creativities improved, and the last is the students felt their writing skill improved.

Of all the research related to my research, because I did research on writing activities in improving writing skills. My focus is writing activities to improve writing skills. So researcher want to know this. Comparison of the three studies above with my research entitled "writing activities to enhance the writing skills in English Community (a study at IAIN CURUP)" which can be seen from the first study we can see that from the title, the researcher collected data from fourth semester students at IAIN Cup. The results of this study indicate that there are several problems in speaking skills. So this study aims to find out the implementation of speaking activities used in the English community and find out errors in speaking skills. While my research aims to find out writing activities in the English Community and want to see whether students' ability to develop ideas, vocabulary and grammar increases or not.

In the second thesis entitled "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension". In essence, it is the same as the first thesis on the implementation of speaking in the English community in improving speaking skills. about improving speaking skills. Because apart from my focus on writing activities, writing activities and students' writing skills are an important focus of my research How writing activities enhance writing skills by developing ideas, vocabulary and grammar.

The third thesis explains that students feel their vocabulary is getting better and students are more confident in reading. This relates to the ability to write itself which can be improved through vocabulary and grammar. This research is still closely related to vocabulary, but there are differences in the third thesis researching reading and my research on writing. The research results are related to my research with different but similar things to improve writing skills and vocabulary. and the focus is on improving writing skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of research

The kind of this research was mix method. The researcher applied mixed method research design as kind of this research, in which two types of data used to answer the research questions. A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research. In addition, mixed method research is combination of quantitative approach which data is usually numeric and qualitative approach which data is usually in a form a text that are collected either concurrently or sequentially to best understand research problems. The numerical information (quantitative data) can be obtained through traditional surveys and the text information (qualitative data) can be obtained from interview and observation.²¹ So, the purpose of this research method is to understand phenomena more fully and clearly than is possible using either qualitative or quantitative method.

In the research approach, researchers used mixed methods, while the data collection techniques in this study were interviews and questionnaires with students. Furthermore, the researcher will conduct interviews with tutors who teach in the English Community starting in the fourth and sixth semester

²¹ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*, 4th edn (USA: Pearson Education, 2012).

who have joined the English Community, especially regarding students' ability to improve their writing skills in the English community and distribute questionnaires to students who have joined the English community.

In this study, quantitative data were obtained from questionnaires and qualitative data were obtained from interviews. This combination of methods was chosen because the researcher wanted to know writing activities in improving writing skills in English students, quantitatively by using a questionnaire as a data collection instrument, to find out in depth the improvement of their writing skills, the researcher chose a qualitative method with an interview instrument and a quantitative method with a questionnaire instrument.

Researcher conduct quantitative research, and use qualitative data in the same phase in a study. In addition, each data collection, both qualitative and quantitative, is carried out independently in data collection and analysis. In this design the researcher first uses quantitative methods and simultaneously applies qualitative methods, after which the results are mixed in the overall interpretation.²² This means that in this study the researchers used a convergent parallel design in the mixed method type.

The researcher conducted research using quantitative methods first, and then carried out qualitative methods to obtain a comprehensive interpretation. The research was designed to determine students' abilities in writing activities in the English language community. Researchers describe

²² Jhon W Creswell, „*Research Design Qualitative, Quantitative and Mixed Methods Approaches (Third Edition)*“, (2009), 1–270.

the phenomenon as natural as possible based on data found in the field, and present it in the form of descriptions and numbers or sizes.

B. Population and Sample

1. Population

According to Fraenkel and Wallen, the population is the group to which the finding is hoped to be applied.²³ Its mean population is a set of subjects chosen by the researchers to be investigated and conclusions taken from. The participants in this study were fourth semester and sixth semester TBI students at IAIN Curup who were working on their thesis. The following table shows the demographics of the study's participants:

Table 3.1

The population of the research

Semester	Class	Students
Fourth	A	16 students
	B	16 students
	C	25 students
Sixth	A	28 students
	B	20 students
Total		105 students

Sources: IAIN Curup january 2020

²³ Fraenkel and Wallen. (2009). *How to Design and Evaluate Research in Education (7th Ed)*, New York, NY: McGraw-Hill, Inc. p.90

2. Sample

The sample is part of a small group of people who have been chosen for observation and analysis.²⁴ The sample represents a microcosm of the entire population. It has made it easier to run the research at its best. Based on the total of the research subjects, Arikunto said if the subjects less than 100, then it better to take all the subjects, so the research is called as population research. And if the subject more than 100, then it can take 10% - 15% or 20% - 25% or more than 25% of the existing populations.²⁵ Based on the explanation, the researcher took 25% subject of the sample, so it meant that the researcher took 27 subject of the sample.

The sample of this study were fourth and sixth semester students at TBI IAIN Curup which consisted of five classes. In this study, researchers used interviews and distributed questionnaires. So, the researcher interviewed tutors who teach in the English community and the researcher needs data from students who take writing classes in the English community.

Based on the statement above, the researcher took or focused only on the English class community because according to the researcher the class was the right object because it was related to this research. Researchers will prepare several questions for interviews with tutors and distribute questionnaires to all classes participating in the English

²⁴ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 78

²⁵ Arikunto, S. *Metode Penelitian Kuantitatif, Kualitatif, dan kombinasi* (mixed methods). (Bandung : Alfabeta,2014) P.4

community. Therefore, the researcher also chose to collect data with students, especially to see their ability to improve their writing skills in writing activities in the English Community.

C. Technique of Collecting Data

Technique of collecting data means the way which researcher used to collecting data or information from the participant. Then, technique of collecting data is one of steps on the research. In this research, the researcher chose questionnaire and interview as the techniques of collecting data.

1. Interview

The interview was done on face to face with the writing tutors. Furthermore, using interview in this research is to connect the data with the English student opinion.²⁶ The researcher used interview it aimed to get the information about the research problem.

In this study, the researcher conducted a direct interview with one of the tutors who taught at the IAIN Curup English Community. This interview is intended so that the understanding or lack of knowledge of the researcher is answered and the results can be accounted for. This study interviewed tutors using an interview guide. In this study, interviewers were used to obtain interview data from English tutors who teach in the English language community.

²⁶ Moh Nazir , *Metode Penelitian*, (Jakarta : Ghalia Indonesia,1999), p. 203

Interview is the most appropriate way to ask questions that cannot effectively compiled into a multiple choice format, such as a personal of personal nature or questions that require long responses.²⁷ In the process researcher used an interview guidance and tape recorder. Then, the file recorded was change into transcript text.

2. Questionnaire

The data was collected by using questionnaire as an instrument. Questionnaire is a list of question. Questionnaire is a technique in collecting data which send the questionnaire list and will be answered by respondent themselves.²⁸ The questionnaire is used to collect the data about problem performed in English Community Program improve student writing activities. The questionnaire refers to quantitative method. It refers to device for securing answers to questions by using a form which the respondent fills in by himself.

The questionnaire refers to the quantitative method. It refers to a device for securing answers to questions using forms that respondents fill out themselves. This research data was collected by distributing several questions. The researcher tried to use a questionnaire to get responses from students about writing activities in improving writing skills. In this study, the form of the questionnaire was a closed questionnaire. In a closed questionnaire, participants only answered questions by providing checklist in the provided answer. The researcher used close ended

²⁷ Sutton & David. 2004.p87

²⁸ Irwan Nasution. *Metode Penelitian Sosial*.(Jakarta: Rineka Cipta.1995) P. 65

questions to answer first research question, because to get higher response rates when the participants do not have to type so much and easily to analyzed statistically which is what the researcher want to do with survey data.

It means the researcher thinks that using four options scoring in the questionnaire of this research was more appropriate. Based on the statement above, the questionnaire is distributed by researchers to research subjects to collect data. Researchers distributed to male and female students studying at TBI, as many 105 students in 5 local.

D. Research Instruments

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result complete, and systematic in order to make the data easy.²⁹

1. Interview Guidance

The interviewer or researcher must have interview guidance to indicate what questions are to be asked, in what order, and how much additional encouragement.³⁰It means, interview guidance is a list of several questions in interview to get information from the subject of the research. In this research, the researcher used a tape recorder to collect data. The purpose of the question is to determine students' preferences towards increasing writing in writing learning activities in English

²⁹ Arikunto, Resume : Instrument Pengumpulan Data (2006) p.2-3

³⁰ L.R.Gay, Education Research, *Compentency for Analysis and Application*, Florida, p.292

Community. Before the researcher conducts an interview, the researcher must ask questions about this research in the paper. After that, the researcher interviewed the student.

Table 3.2

Instument for Tutor

No	Indicators	Sub-Indicator	Questions
1.	English Community	Activities in English Community	<ol style="list-style-type: none"> 1. What kind of activities do you do as a tutor in English community activities? 2. In your opinion as a tutor. Is there any difference between the English community and writing learning that occurs in regular classes? 3. from the writing activities that have been carried out, does the English community affect the development of student skills?
2.	Writing Activities	a.) Procedure text	<ol style="list-style-type: none"> 4. In procedure text, what are the activities carried out in the material in the writing activity 5. Is there a teaching method that you use

			when giving procedure text material in writing activities?
		b.) Descriptive text	<p>6. on descriptive text material, do students show progress in the use of specific vocabulary and simple sentence structure? when the learning is done in writing activities in the english community?</p> <p>7. In the writing activities you did, did you use examples such as planning, write, and present informational texts?</p> <p>8. as a tutor, do you let them be creative in making a text using simple sentences constructing arguments and explaining or defending something their opinion?</p>
		c.) Proposals	<p>9. What are the steps for writing the proposal that you gave in the writing activity?</p> <p>10. As a tutor, is there a special way of providing material about writing proposals so that it becomes an interesting lesson in the English community?</p>

2. Questionnaire

The questionnaire is a written collection of self-report questions to be answered by the selected research participant group.³¹ In this research, the researcher used close-ended questionnaire. Close-ended questionnaire is used to generate statistic in quantitative research. Closed-ended format questionnaire is questions that include multiple choice answers. Multiple choice questions or list possible answer is items to ask respondents to select an answer from a list that is provided. The purpose of the close ended was to know writing activity to enhance writing skill in English community.

To build a questionnaire, there are the following steps; First, the researcher determines the indicator of each theory in this study is writing activities in improving their English skills at IAIN Curup. After that, the researcher entered questions related to writing skill indicators. Then the researcher gave it to the lecturer who was appointed as a validator to check and classify the accuracy of the sentence. Finally, the researcher made some improvements to get a checklist that fits the content and context. It can be seen in the table below:

Notes:

SD = Strongly disagree

D = Disagree

A = Agree

³¹ Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif dan Kualitatif)*, (Yogyakarta: Graha Ilmu, 2006), p.388

SA = Strongly Agree

Table 3.3

Questionnaire for Students

No	Objective	Indicators	Question	SD	D	A	SA
1.	Improving Writing skill	a.) Organizing of idea	<p>1. I like the step of organizing ideas that occurs when writing activities in the English community</p> <p>2. The step of organizing ideas that occurs in writing activities makes me more creative in developing ideas.</p> <p>3. I am excited when developing ideas when writing activities occur in the English community.</p> <p>4. I enjoy the process that occurs when developing ideas occurs because it allows me more freedom to develop the contents of my mind when I want to write.</p> <p>5. I like to give opinions on English community activities and ask</p>				

			questions about anything I want to know in the stages of writing a text to develop my ideas.				
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		b.) Vocabulary	<p>6. I believe that learning a lot of new vocabulary will make it easier for me when learning to write a new text.</p> <p>7. I am able to maintain confidence when I know a lot of English vocabulary</p> <p>8. I like finding out new vocabulary when learning to write something. like a text.</p> <p>9. knowing a large number of vocabularies makes me more confident when learning to write because I can improve my writing in every writing practice in the writing community.</p> <p>10. I like it when I find out that there are many new vocabulary words for every writing lesson that I do in the English community Inggris.</p>				
		c.) Grammar	<p>11. I agree that grammar is one of the important objects to pay attention to in writing activities.</p>				

			<p>12. Understand grammar well, can help me to more easily in writing activities</p> <p>13. I feel that understanding grammar well will improve my writing skills.</p> <p>14. Mastering grammar will allow me as a writer to make works that are clearer and easier to read and easier to understand because of their regular arrangement.</p> <p>15. I feel that if I master grammar the main ideas and ideas that I develop become clearer, structured in sentences and time, and can increase my level of confidence when speaking in writing classes at the English community</p>			
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E. Expert Validity

In this study, researcher used expert validity to determine whether or not the blueprint was valid. The validity of instrument questionnaire means

that the instrument used for collecting data is valid.³² Content validity means if the research question has measured or investigated every aspect of the research question. In content validity, researcher need a validator to evaluate the questionnaire, where the instruments used in the questionnaire must be correlated with the points of the theory. After the questionnaire instrument was made, the researcher then validated the questionnaire with one of the lecturers at IAIN Curup as expert validation. The researcher gave a questionnaire instrument to expert validation to get comments and feedback. There are three points stating the purpose added to show the clear purpose of the instrument, the accuracy of the statement, paying attention to grammar.

1. Validity.

Validity is a condition for obtaining reliable research results. According to Sugiyono, a legitimate instrument is one that can be used to measure what should be measured.³³ The construct validity was used in this study's instrument because, according to Sugiyono, no test instrument is required to have construct validity. It used expert judgment to verify construct validity, and then analyzed the item by counting the correlation between the item score of the instrument and the total score of the instrument.³⁴ The researcher used one lecture in the English Study Program to obtain criticism and input for this study. In this study, the English tutor at IAIN Curup also served as a validator to obtain comments and input,

³² Sugiyono, *Statistika untuk penelitian*, (Jakarta: Rineka Cipta, 1998), P. 173

³³ *Ibid*, P 173

³⁴ *Ibid*, P. 178

and the researcher then administered a questionnaire to 20 students as respondents in order to determine construct validity. After the try-out, the researcher analyzed the data in Ms. Excel to see whether the questionnaire was legitimate or not, and the questionnaire was found to be valid.

2. Reliability.

Cronbach Alpha was used to assess the research's dependability. Cronbach's alpha is the most often used dependability metric. When a researcher has numerous questions using a likert scale in a survey/questionnaire, it's usually used to see if the scale is dependable. In the psychometric exam, the majority score between 0.75 and 0.83, with at least one claiming a Cronbach's alpha of 0.90.

Table 3.4 Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Ms. Excel was used to analyze the reliability in this study. As a result, the questionnaire's internal consistency is only 0.85%. It denotes

that the items have a “Excellent” internal consistency rating. As a result, the questionnaire items were trustworthy.

F. Technique of Data Analysis

The researcher collected data and write the phenomenon which related to the focus of research. This characteristic implicated to the collected data which inclined formed in descriptive statement without ignore the data formed in numbers.³⁵

The point, in terms of evaluation, is to get an accurate assessment in order to better understand work and its effects on those concerned with, or in order to better understand the overall situation³⁶

After the researched gathered the data from participants the researcher continued to analyze the data. Data analysis is the process of systematically searching and collecting the data gained from questionnaire and interview.

1. Data from interview

a. Data managing

Data Managing involves creating and organizing the data collected during the study.³⁷ Data managing is in order to make sure that you have gotten. The main purpose of data managing is first to organize the data and check it for completeness, second is to start the researcher on the process of analyzing and interpreting the data. In

³⁵ Kuntjojo, Drs *Metodologi penelitian*. (Kediri: Universitas Nusantara PGRI,2009)p55.

³⁶ Phil rabinowitz, Stephen B. Fawcett. *Collecting and Anlyzing Data*. Community Tool Box. (2015)

³⁷ L.R. Gay and Peter Airasian, *Educational Research*, (USA: Clarinda Company), 2000, p. 224

this study, this step will be used to organize the data from interview based on indicators.

b. Reading/Memoing

It makes general sense of the information and reflects on its overall meaning, What are the participants response, and some answering from interview. The researcher read all the data to get general description of the data, hence the researcher know how to arrange those appropriately.

c. Description

In this step, the researcher describe the data from interview from tape recorder that changed into written transcript text. Then, it can help to do next step in analyzing the data.

d. Classifying

After the researcher describe all of the data in interview, then researcher start to classify each of data in several categories based on the research question and indicators of the theory.

e. Interpreting

It involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation, couched in understanding. It could be a meaning derived from a comparison of the findings with information gleaned from the literature.

2. Data from Questionnaire

the researcher examined the data from the questionnaire by utilizing a 4 value on the Likert Scale, which is used to measure the mean score of psychological factors affecting undergraduate students' challenges with thesis writing. Each statement was given a number (Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1) to calculate the mean score.

Where:	D : Disagree
f : Frequency	A : Agree
SA : Strongly Agree	SD : Strongly Disagree

The formula is as follows:

$$x = \frac{(f SA \times 4) + (f A \times 3) + (f D \times 2) + (f SD \times 1)}{N}$$

The researcher would next categorize the range score to characterize the types of blogging activity in writing class after each respondent's score was accounted for.

- a. The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. It follows the formula:

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

Where:

P : Percentage

Σ score : Total score

Max score : Maximum score³⁸

The researcher consulted it after counting the percentages of all elements and indicators to uncover psychological factors affecting undergraduate students' difficulties in writing theses according to the following criteria:

Table 3.5
“Writing Activity to Enhance The Writing Skill
In English Community”

Interval Presents	Category
76%-100%	Very High
51%-75%	High
26%-50%	Low
0%-25%	Very Low

Source: Ridwan, 2004³⁹

The psychological elements affecting Bachelor students' difficulty in writing thesis were grouped into four categories by Ridwan, as shown in the table above. Strongly Agree, Agree, Disagree, and Strongly Disagree are the four options. The outcome of much

³⁸ Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (Vol.2). Oxford: Blackwell.

³⁹ Ridwan as cited in Wisnu Budiman, *Students' Perception Of Lecturers' Role In Enhancing Efl Learners' Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAIN CURUP)* P.53

computations was classified as very high, high, low, and very low based on the four categories.

CHAPTER IV

FINDING AND DICUSSION

This chapter presents research findings and discussion of the writing activity in english community and to describe the writing activities in english community can improve students writing skill. where these findings are taken from the results of interviews and mixed-type questions for the questionnaire.

A. Finding

1. Results of interviews with English Community tutor regarding writing activities used in English Community

Researcher use interviews to identify writing activities that occur in the English community itself. The research subjects here are tutors or lecturers who take classes in the English community. After conducting the interviews, the researcher got answers from the tutor. Then the data from the interviews were analyzed to get accurate results and then given an explanation and conclusion. From these interviews, the researcher tries to answer the research question "**What are the Writing Activities used in the English community**". The essence of the question is to emphasize what writing activities were carried out while in the English community itself From the results of interviews with tutors, data is presented as follows:

a. The pros and writing activity in English community

- 1) The core activities are oriented towards some of the tutor's efforts in learning writing activities to avoid learning boredom.
- 2) The process of writing activities carried out found activities to help students build solid learning collaborations.
- 3) The basic activity is writing texts, students also engage students in group discussions to help them generate ideas, a question and answer section to help students find solutions to their writing problems.
- 4) In writing activities, the material obtained is the steps in writing text which consists of procedure text, descriptive and proposal writing.

b. The Benefit of English Community.

- 1) In English Community, teacher-student interactions are built much better and more interconnected. The teacher plays his role as a learning partner instead of formal tutor.
- 2) Student progress in the English community conducted, shows that students seem to have been able to play creatively with some interesting words or dictates to represent their ideas when describing something in written mode.
- 3) In writing activities that occur in English Community, students are free to explore ideas and more confident to try to be creative to present their ideas into written words.

- 4) Tutors use several different methods with regular classes usually in teaching text writing material that occurs in English Community. Makes students more easily understand when it happens to the non-formal class.

B. Discussion of the research

From the results of the interview, the researcher got several findings from the tutor answer. Where the tutor answer gives positive results. the researcher found answers to questions about writing activities to enhance the writing skills in English community which included: the process of writing students' writing activities that occur in an English community, how the activity took place, the user of the method used by the tutor In contrast to formal or regular classes in text writing activities in the English Community, anything is resistant or step done and of course what are the benefits of the English community in writing a text.

Researcher use interviews to identify how the writing activity occurs at the English Community. After conducting an interview, the researcher got an answer from the tutor interview 1. Then, the data from the interview was analyzed to find out accurate results and then the explanation and conclusions given. From the interview, researchers tried to answer research using: **Question "What Are The Writing Activities Used in English Community?"** It focuses on writing activities carried out at the English Community. Data obtained as follows:

1. Discussion of each indicator from the results of the interview.

a. Result of Interview Tutor

As described by the researcher in the table above, the interview answer conducted with a tutor with the English Community indicator and the sub-indicator is the writing activity itself as in the interview table. The tutor interviewed by the researcher answers the **question in point number 1** with the question "What Kind of activities do you do as a tutor in English community activities? " that is :

"The main activities are oriented towards learning writing activities. However, I made efforts to provide various activities to students to avoid learning boredom. Besides, a basic activity which is to write out a text, I also engaged students into group discussion to help them generate ideas, questioning and answering sections to help students find solutions to their writing problems, material presentation to provide some ideal modeling, and peer review activities to help students build up solid learning collaborations."

The second is still on the same object as the "English community" indicator in **question number 2**. In the second question, want to know what is the difference between formal or regular classes and non-formal classes, such as in the English community. on question number 3, the researcher wants to know how students improve their writing skills through group discussions that differ from the tutor's point of view. The answers to these questions were obtained as follows:

"Yes. There are some differences in terms of teacher-student interactions and learning materials. In terms of teacher-student interactions, in regular classes, interactions are built in formal situations. The language used to mediate teacher-student interactions is quite formal, and the teacher stylistically provides a social gap. Meanwhile, in the English community, teacher-student

interactions are built up way better and more interconnected. The teacher plays his role as a learning partner instead of a formal teacher. In terms of writing materials, in regular classes, the materials are strictly bounded to the existing curriculum which is linked to the previously planned materials in the preceded semester. In a different way, in the English community, the curriculum and materials are created mostly according to the tutor's consideration that he makes to fulfill students' current needs in writing skills."

from these answers it can be concluded that there is indeed a difference that occurs. when the writing activities are carried out in regular classes and in the English community. In ordinary classes, students are more awkward because classes are formal. whereas in the English community students are more confident in expressing their ideas and exchanging opinions.

The third indicator is still the same as the first and second with sub-indicators of activity in the English community. In this section, of course, the researcher wants to see whether the English language community influences the development of students' skills? . The tutor's answers of **question number 3** is :

"As far as I am concerned. Students have improved some aspects of writing skills."

from these answers it turned out to be true that the activities that occurred in the English community had an effect on student skills.

Fourth with smartphone indicator objects, indicators of writing activities. In this section, the researcher wants to know whether these writing activities can improve students' writing skills? tutor's answer is:

“writing activities in English community indeed improve students' English writing skills in a way that the activities are designed to teach students text organization and language features. The two domains, text organization and language features, are the main components of writing skills. Concerning text organization, in English community, the students are taught various genres and how to organize their ideas to be well-managed and be able to drive readers' interests. The same way happens when I teach students the text organization of a research proposal. Subsequently, concerning language features, students are taught various phrases and grammatical forms which could help them convey their ideas which have been organized according to the principle of text organization. The foregoing takes place in the activities of English community.”

From the quotation from the tutor's answer above, it is found that writing in the English language community does improve students' English writing skills in a way that the activity is designed to teach students' text organization and language features.

The fifth indicator is "writing activities" itself has several sub-indicators namely procedure text, narrative text and proposals. in this case the researcher makes different questions for each number, namely questions number 5 to question 10 of the sub-indicators. but are on the same indicator, it can be said that the explanation of each of these texts. starting from the stages, the benefits of the writing activities and materials, the learning, the learning methods used by the tutor when teaching each material in each text.

Question number 4 and question number 5 which are related to each other because they are both about procedure text. question number 4 with the question "In the procedure text, what activities are carried out in

the material in writing activities?" and question number 5 is more towards what method the tutor uses when writing activities in the English community for procedure text. as quoted from the tutor's answer as follows:

answer number 4: *“The activities are oriented towards a topic about “how to make a good paragraph”. In this case, students are told to write a procedure text informing readers about some ideal steps to construct ideas for and write out those ideas into an interesting paragraph.*

Answer number 5 : *Yes. I applied a method called genre-based instruction. This method has four staple components which subsume building knowledge, modeling, joint construction, and independent construction.*

Quotes from the answers above, it is said that the writing activity for procedure text is oriented towards the topic of how to make a good paragraph. tutors also use genre-based methods when these activities take place in the English community.

Then still on the same indicator with different sub-indicators, namely about descriptive text. So the writing activities that occur in the English community are not just studying one text, but several texts such as descriptive ones. **Question number 6** the researcher wants to know "on descriptive text material, do students show progress in the use of specific vocabulary and simple sentence structures? when the learning is done in writing activities in the english community." and the tutor's answer is as follows:

“I think so. Students seemed to have been able to creatively play with some words or interesting dictions to represent their ideas when describing something in a written mode.”

From the answers presented by the tutor, he agreed that students were more creative in developing ideas when they described their respective writings. and evaluate them together.

Then we move on to the next question, namely **question number 7** and **question number 8** which are interconnected. in this case the researcher wants to know whether there are specific examples given by the tutor so that they can lead to creativity in students when starting to write texts when they have gotten the examples that the tutor has provided. tutor's answer as follows:

“In some way, yes. However, I tend to add some other activity, such as peer discussion and peer review activities.”

“Yes. The students are free to explore their ideas and try to be creative to present their ideas into written words.”

from the tutor's answers, the researcher found that the tutor did provide some examples, but the tutor emphasized more on discussion and review of student writing so that students were free to express and explore ideas for their writing which would later be presented.

Then enter the same indicator, namely writing activities. this time it's about text proposals with 2 interconnected questions, namely **questions number 9** and **question number 10**. in this case the researcher wants to know how the steps for writing a proposal are given by the tutor and is there a special way to make the material regarding

writing a proposal interesting in writing activities that happened in the english community, tutor answer as follows:

:Answer number 9 : *“Besides teaching genre-related materials, I also handled another class whose materials are central to writing a research proposal. When teaching in this class, there were several steps that I led students to take. First, I guided students to be active readers because understanding a research orientation necessitates them to be active readers. Second, I reminded students of being active note-takers. Students were told to write out some important summaries of every reference they read in their own laptops. Third, I taught students to draw some mind maps of their research proposals. Fourth, I taught students to write each element of a research proposal by considering rhetorical moves. Fifth, I conditioned students to be active peer reviewers, in which each student was told to help give his/her views about his/her friend’s written work.*

Answer number 10 : *“Yes. I had a favorite activity to help students find it a little bit easier to generate their ideas during writing proposals. I taught students some rhetorical moves to construct the elements of introduction, literature review, and method. Rhetorical moves are some ideational steps the students must provide in their written works, aiming for making it easier for readers to find interesting and essential information of research proposals.”*

With a statement like the one above, the researcher found that there were steps that were carried out or given to students and Turo had his own method to make writing activities interesting.

So, of all the questions answered by the tutor, all of them gave positive answers. Starting from how the writing activity takes place, how the writing activity is carried out in the English community, what form the activity takes and what the benefits are, all were answered very positively. in the writing activities that occur in the English community tutors provide different material after each one material is finished. with different teaching methods from regular classes or usual

formal classes. The student response was also good because it turns out that the English community makes students more confident in expressing and exploring their ideas. Each text will definitely have steps or writing steps that are taught and the tutor refers more towards joint discussion and writing review. Let students develop ideas creatively. So the writing activities that occur in the English community are non-formal activities that are beneficial for students' skills, especially in writing texts.

2. Questionnaire data about the extent to which writing activities to Enhance the Writing skill in English Community?

**Table 4.1
Organizing Of Ideas**

Categories	Statements	No Items	SD	D	A	SA	TOTAL	
			F	F	F	F	Score	%
Improving Writing skill	Organizing of idea	1	3	4	6	14	85	78,7037
		2	4	1	6	16	88	81,48148
		3	5	5	5	12	78	72,22222
		4	6	7	5	9	71	65,74074
		5	8	5	6	8	68	62,96296
Average/Mean							72,22222	

The percentage of each item from the questionnaire would be displayed by the researcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students' responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. $X = (f SA \times 4) + (f A \times 3) + (f D \times 2) + (f D \times 2)$

+ (f SD x 1). As a result, the questionnaire's maximum score is $27 \times 4 = 108$. Using the formula $P = F/108 \times 100\%$, the percentage of each statement was computed.

Statement 1 (I like the steps of organizing ideas in writing activities in English Community) had 14 respondents who strongly agreed, 6 respondents who agreed, 4 respondents who disagreed, and 3 respondents who strongly disagreed, according to the data on the organizing of idea. It was a high category with a total score of 85 and a percentage of 78,7037%

Statement 2 (The steps of organizing ideas in writing activities make me more creative in developing ideas) had 16 strongly agreeing respondents, 6 agreeing respondents, 1 disagreeing respondents, and 4 strongly disagreeing respondents. It was a very high category with a total score of 88 and a percentage of 81,48148%

Statement 3 (I feel happy when developing ideas in writing activities in the English community.) revealed 12 strongly agreeing responses, 5 agreeing respondents, 5 disagreeing respondents, and 5 strongly disagreeing respondent. It was a high category with a total score of 78 and a percentage of 72,22222%.

Statement 4 (I can express my ideas by choosing the right words according to the essay topic that has been determined in the English community.) had 9 strongly agreeing respondents, 5

agreeing respondents, 7 disagreeing respondents, and 6 strongly disagreeing responder. The overall score was 71, and the percentage was 65,74074%, making it a high category.

Statement 5 (I enjoy the process of developing ideas because it gives me the freedom to expand my vocabulary and express my thoughts as I write), showed that there were 8 respondents who answered strongly agree, 6 respondents who answered agree, 5 respondents who answered disagree and 8 respondents who answered strongly disagree. The total score is 68, The percentage was 62,96296 % and it was a high category.

According to the preceding description, the majority of students have a high the extent to which writing activities in the English Language Community improve students' writing skills, with an overall average percentage of 72,22222%.

Table 4.2
Vocabulary

Categories	Statements	No Items	SD	D	A	SA	TOTAL	
			F	F	F	F	Score	%
Improving Writing skill	Vocabulary	6	3	3	7	14	86	79,62963
		7	6	4	12	7	78	72,22222
		8	19	2	3	3	44	40,74074
		9	20	3	2	2	40	37,03704
		10	17	4	3	3	46	42,59259
		Average/Mean					54,66667	

The percentage of each item from the questionnaire would be displayed by the researcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students' responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. $X = (f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)$. As a result, the questionnaire's maximum score is $27 \times 4 = 108$. Using the formula $P = F/108 \times 100\%$, the percentage of each statement was computed.

Statement 6 (I believe that learning a lot of new vocabulary will make it easier for me when learning to write new texts) revealed 14 strongly agreeing responses, 7 agreeing respondents, 3 disagreeing respondents, and 3 strongly disagreeing respondent. It was a high category with a total score of 86 and a percentage of 79,62963% percent.

Statement 7 (Knowing a lot of vocabulary makes me more confident when learning to write because I can improve my writing with every writing exercise in the writing community), there were 7 respondents who highly agreed, 12 respondent who agreed, 4 respondents who disagreed, and 6 respondents who severely disagreed. It was a high category with a total score of 78 and a percentage of 72,22222%.

Statement 8 (This is evidenced I discover a lot of new vocabulary in every writing lesson I learn in the English community) had 3 strongly agreeing responder, 3 agreeing respondents, 2 disagreeing respondents, and 19 very disagreeing responses. The overall score was 44, with a percentage of 40,74074% and a low category.

Statement 9 (Writing activities in the English community can enrich my vocabulary). There were 2 respondents who highly agreed, 2 respondents who agreed, 3 respondents who disagreed, and 20 respondents who severely disagreed with It was a low category with a total score of 40 and a percentage of 37,03704%.

Statement 10 (I agree that grammar is one of the important aspects that must be considered during writing activities, especially when participating in the English community), There were 3 respondents who highly agreed, 3 respondents who agreed, 4 respondents who disagreed, and 17 respondents who severely disagreed, according to the results. It was a low category with a total score of 46 and a percentage of 42,59259%.

According to the previous description, most students have a low level of the extent to which writing activities in the English Community improve students' writing skills, but in the vocabulary of students in the English community with an overall average percentage of 54.66667 in the high category.

Table 4.3
Grammar

Categories	Statements	No Items	SD	D	A	SA	TOTAL	
			F	F	F	F	Score	%
Improving Writing skill	Grammar	11	19	4	2	2	41	37,96296
		12	15	6	6	0	45	41,66667
		13	9	9	5	4	58	53,7037
		14	14	4	5	4	53	49,07407
		15	12	5	7	3	55	50,92593
Average/Mean							46,66667	

The percentage of each item from the questionnaire would be displayed by the researcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students' responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. $X = (f SA \times 4) + (f A \times 3) + (f D \times 2) + (f D \times 2) + (f SD \times 1)$. As a result, the questionnaire's maximum score is $27 \times 4 = 108$. Using the formula $P = F/108 \times 100\%$, the percentage of each statement was computed.

Statement 11 (Writing activities in the English community give me a good understanding of grammar to be more easily involved in writing activities.) had 2 respondents who strongly agreed, 2 respondents who agreed, 4 respondents who disagreed, and 19 respondents who strongly disagreed. It was a low category with a total score of 41 and a percentage of 37,96 296%

Statement 12 (I think that understanding grammar well through writing activities in the English community will improve my writing skills) had 0 strongly agreeing respondents, 6 agreeing respondents, 6 disagreeing respondents, and 15 strongly disagreeing respondents. It was a low category with a total score of 45 and a percentage of 41,66667%

Statement 13 (Mastering grammar will enable me as a writer to make works that are clearer and easier to read and easier to understand because of their orderly arrangement.) revealed 4 strongly agreeing responses, 5 agreeing respondents, 9 disagreeing respondents, and 9 strongly disagreeing respondent. It was a high category with a total score of 58 and a percentage of 53,7037%.

Statement 14 (Mastering grammar increases the clarity and structure of the main ideas and supporting details that I develop, thereby increasing my confidence in expressing myself through writing in community English classes.) had 4 strongly agreeing respondents, 5 agreeing respondents, 4 disagreeing respondents, and 14 strongly disagreeing responder. The overall score was 53, and the percentage was 49,07407%, making it a low category.

Statement 15 (I feel that if I master grammar the main ideas and ideas that I develop become clearer, structured in sentences and time, and can increase my level of confidence when speaking in writing classes at the English community), showed that there were

3 respondents who answered strongly agree, 7 respondents who answered agree, 5 respondents who answered disagree and 12 respondents who answered strongly disagree. The total score is 55. The percentage was 50,92593 % and it was a low category.

Based on the preceding description, the majority of students have a low the extent to which writing activities in the English Language Community improve students' writing skills, with an overall average percentage of 46,66667%.

C. Discussion

The researcher attempts to examine Improving Students' Writing Skills Through Writing Activities in the English Language Community in this section. The researcher conducted a direct interview with one of the tutors who taught at the IAIN Curup English Community, and the researcher employed a questionnaire with 27 respondents. The questionnaire has 15 things based on three main indicators, while the interview has 10 items based on two main indicators of the English Community.

1. Writing Activities Used in English Community

In the context of EFL, an English community is formed based on the beliefs of EFL lecturers in order to motivate students to improve their language abilities. It does, however, have a favorable influence on extending hours of enrichment and enhancing participants' drive to learn through ordinary activities. The exercise guides and requires college

students to take an active role in following the steps step by step till they produce a proud work. The English community has been employed by a variety of nations and institutions.⁴⁰

In the English Community which was carried out in the English Tadris study program at IAIN Curup, the primary activities are centered on learning to write. To minimize learning ennui, the teacher made an effort to give students with a variety of activities. In addition to the basic activity of writing a text, the teacher engaged students in group discussions to help them generate ideas, questioning and answering sections to help students find solutions to their writing problems, material presentation to provide some ideal modeling, and peer review activities to help students build solid learning collaborations. In terms of teacher-student interactions and learning materials, there are some distinctions. In normal classrooms, interactions between teachers and students are formed in formal contexts. The language employed to regulate teacher-student relations is highly formal, and the instructor offers a social gap stylistically. Meanwhile, in the English community, teacher-student relationships are becoming far more sophisticated and interwoven. Instead than being a traditional instructor, the teacher acts as a learning partner. In terms of writing materials, normal classes rigorously adhere to the current curriculum, which is related to previously prepared materials from the previous

⁴⁰ Zulhermindra. (2018). Promoting English Club As An Extracurricular Activity For Young Learners: Suggested Procedure. 3rd International Conference on Education 2018 Teachers in the Digital Age, p. . Retrieved from <http://ecampus.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/1331>

semester. In contrast, in the English community, curriculum and resources are generally designed based on the tutor considerations for meeting students' current requirements in writing skills.

Writing activities in the English community do increase students' English writing abilities since they are meant to educate students text structure and language elements. The two fundamental components of writing skills are text structure and linguistic elements. Concerning text structure, students in the English community are taught numerous genres and how to organize their thoughts in order to be well-managed and able to drive readers' interests. The similar thing happens when the teacher teach students how to organize the language of a research proposal. Following that, students are taught several phrases and grammatical forms that can assist them explain their ideas that have been structured according to the text organization principle. The preceding occurs in the activities of the English community.

The tasks are centered on the theme of "how to write a good paragraph." Students are instructed to compose a procedural text advising readers about some ideal steps to develop thoughts for, and then to write those ideas out into an appealing paragraph. Furthermore, the teacher used a technique known as genre-based education. This technique consists of four main components: building knowledge, modeling, joint construction,

and independent construction. The genre-based method is used well in EFL Writing class. The students' writing abilities should be enhanced.⁴¹

Aside from genre-related resources, the teacher was in charge of another class whose materials are essential for producing a research proposal. The teacher directed students through various processes while lecturing in this lesson. First, the teacher directed students to be active readers since comprehending a research orientation requires them to do such. Second, the teacher urged students to take active notes. Students were instructed to keep key summaries of every reference they read in their computers. Third, the teacher instructed students on how to create mind maps of their study topics. Fourth, the teacher instructed students on how to compose each component of a research proposal while considering rhetorical gestures. Last, the teacher conditioned students to be active peer reviewers, instructing each student to contribute his/her thoughts on his/her friend's written work.

Rhetorical movements are important concepts that students must prepare in order to accomplish the communicative objective of their writing based on each part of their proposal. A peer correction exercise is one in which the teacher guides students in making efforts to fix their classmates' work. The teacher has given each student the indications for rectifying a research proposal, and each student checks his or her friend's work using these indicators. As this method is led by the offered

⁴¹ Sari, D. M. M. (2019). An overview of genre based approach in EFL writing class. *Journal of English Education (JournE)*, 1(1), p.40.

indications, students will learn unconsciously while correcting others' work.

2. Improving Students' Writing Skills Through Writing Activities in the English Language Community

In addition, English Community as non formal education is the institution of teaching and learning activities implemented within a certain period depending on the needs of students. Learning programs can be learning step by step and can be arranged together, between mentors and students. Mentors can play a role as a tutor or facilitator and can also be an educator. English Community can helps the students to improve their learning outcomes if really well joined⁴². English community is an example about practicing English in group to improve vocabulary skill. In addition, they can practice English seriously and enjoy the English.

When prompted to write, many students struggle. They may have a lack of ideas or believe their thoughts are inadequate. Prewriting strategies (for example, brainstorming, clustering, and freewriting) assist students in developing their capacity to think as well as their confidence in creating ideas.⁴³ The most common challenge in writing is organizing and developing ideas or concepts. Students in the English Community are expected to be able to organize ideas properly in a piece of writing.

According to the data, the majority of students highly believed that

⁴² Soelaiman joesoef, *Konsep Dasar Pendidikan Luar Sekolah*, Jakarta: PT Bumi Aksara, 2008, p 63

⁴³ Brittain, E. (2019). A Collaborative Activity for Generating Ideas in the Writing Classroom. In *English Teaching Forum* (Vol. 57, No. 1, pp. 32-34). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.

English Community, which includes writing exercises, improved their capacity to generate ideas, and it is proven by the results of research conducted by researchers, TBI IAIN Curup students get 72.22% or very high category.

Furtermore, Vocabulary is the most important in learning foreign language. it is the basic of the language, because vocabulary has significant role in communicating process. To improve English vocabulary skill in writing, it could be attained by either practicing individually or practicing in group⁴⁴. As general there is no language without vocabulary, because vocabulary is the fundamentals of a language. According Avril stated that vocabulary is central part of language. The more word students know well and can use, the more meaning they can communicate and writing in a wide variety of circumstances. It can be concluded that learning English particularly vocabulary is very important for supporting the ability of writing. So, after conducting research on 4th and 6th semester students, research found that English Community can improve vocabulary among TBI IAIN Curup studensts, as evidenced by the results of their research getting 54.66% or high category.

The last feature of students' writing that has improved while participating in the English Community program is their knowledge of grammar. Grammar is an important element of a language. Mastering the grammar of a language will affect the mastery of language skills.

⁴⁴ Khikmiah Naela(2010), The Effect of English club towards Students' speaking skill(A case of the eleventh grade students of state senior high school 1of Pekalongan in academic year 2009/2010), Semarang, Thesis, p.i.

Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills. But on the results of this study, researchers found that difficulties with grammar appear to be a highly hard challenge for students, Ibnu Subroto said that Grammar, for many students, is considered a difficult and unattractive subject⁴⁵, They do not like learning grammar and therefore they cannot have good achievement in learning it. Even students who have learnt grammar for some years in college still get difficulty to construct good and correct sentences. As a result, the English Community at the TBI IAIN Curup study program tries to address this complicated issue through writing activities. So, after conducting the research, the researchers found that TBI IAIN Curup students who took part in the English Community still had difficulty determining or writing using the correct Grammar, as evidenced by the results of the study which received 46.66% in the Low category.

⁴⁵ Ibnu Subroto, (2019). *The Effects Of Vocabulary And Grammar Mastery Towards Students' Writing Narrative Text*. P. 4.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of interviews and distribution of questionnaires conducted to tutors who teach English Community and students who take part in the program, conclusions are obtained as answers to research questions, as follows:

1. The English Community's writing activities are in the form of basic activities, namely writing texts. Students participate in group discussions to help them generate ideas, question and answer sections to help students solve writing problems, presentation materials to provide some modeling ideals, and peer review activities to help students build strong collaborative learning. The writing activities used are genre-based writing, namely with the aim of preparing students to develop research proposals and genre texts.
2. Most of the students think that their writing skills are very weak when they write but the students who join the English community improve in organizing the ideas sect. Some components experience weaknesses, such as their grammar is low and their vocabulary mastery is also low, their ability to capture or memorize vocabulary is also very weak. So that the English language community does not really have an impact on students to develop their writing skills.

B. Suggestion

1. For Schools/Campus

For schools, implementing the English Community program may be an alternate program that may be used to refine students' English skills, not only in one specific skill, but in all English skills.

2. For teachers/lecturers

This study may be used as a reference for implementing activities, techniques, tactics, and activities to improve students' English skills, particularly writing skills.

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Appendix 1

The Result Validation 1

No	Indicators	Sub-Indicator	Question
1.	English Comunity	Activities in English Community	<ol style="list-style-type: none"> 1. What kind of activities do you do as a tutor in English community activities? 2. in your opinion as a tutor. Is there a difference between the English community and writing learning that occurs in regular regular classes? (menurut Anda sebagai tutor. 3. from the writing activities that have been carried out, does the English community affect the development of student skills?
2.	Writing Activities	<p>d.) Procedure text</p> <p>e.) Descriptive text</p>	<ol style="list-style-type: none"> 4. In writing a procedure text, what are the activities carried out in the material in the writing activity? 5. Is there a teaching method that you use when giving procedure text material in writing activities? Please explain!

			<p>6. On descriptive text material, do students show progress in the use of specific vocabulary and simple sentence structure? when the learning is done in writing activities in the english community</p> <p>7. In the writing activities you did, did you use examples such as in planning, write writing, and present informational texts?</p> <p>8. As a tutor, do you let them be creative in making a text using simple sentences, constructing arguments and explaining or defending something their opinion?</p>
		3.) Proposals	9. What are the steps for writing the proposal that you gave in the writing

			<p>activity?</p> <p>10. As a tutor, is there a special way of providing material about writing proposals so that it becomes an interesting lesson in the English community?</p>
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Questionnaire Students

No	Objective	Indicators	Question	SD	D	A	SA
1.	Improving Writing skill	a.) Organizing of idea	<p>1. I like the steps of organizing ideas that occurs when during writing activities in the English Community.</p> <p>2. The steps of organizing ideas that occurs in writing activities makes me more creative in developing ideas.</p> <p>3. I am excited when developing ideas when writing activities occur in the English community</p> <p>I feel excited when developing ideas during writing activities in the English community.</p>				

		<p>b.) Vocabulary</p>	<p>4. I can express my ideas by choosing the right words according to the topic of the essay that has been determined in the English community.</p> <p>5. I enjoy the process that occurs when developing ideas occurs because it allows me more freedom to develop the contents of my mind when I want to write.</p> <p>I enjoy the process of developing ideas as it provides me with the freedom to expand my vocabulary and express the contents of my mind when I write.</p> <p>6. I like to give opinions on English community activities and ask questions about anything I want to know in the stages of writing a text to develop my ideas</p> <p>7. I believe that learning a lot of new vocabulary will make it easier for me when learning to write a new text.</p> <p>8. I am able to maintain confidence in writing a text</p>				
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			<p>when I know a lot of English vocabulary</p> <p>9. I like finding out new vocabulary when learning to write something like a text.</p> <p>10. knowing a large number of vocabularies makes me more confident when learning to write because I can improve my writing in every writing practice in the writing community</p> <p>11. I like it when I find out that there are many new vocabulary words for in every writing lesson that I do study in the English community.</p> <p>12. Writing activities in the English community can enrich my vocabulary.</p> <p>13. I agree that grammar is one of the important objects to pay attention to in writing activities.</p> <p>I agree that grammar is one of</p>				
		c.) Grammar					

			<p>the important aspects to focus on during writing activities, especially when participating in the English community.</p> <p>14. Understand grammar well, can help me to more easily in writing activities Writing activities in the English community give me a good understanding of grammar to engage more easily in writing activities.</p> <p>15 I feel think that understanding grammar well through writing activities in the English community will improve my writing skills</p> <p>16. Mastering grammar will allow me as a writer to make works that are clearer and easier to read and easier to understand because of their regular arrangement.</p> <p>2. I feel that if I master grammar the main ideas and ideas that I develop</p>				
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			<p>become clearer, structure d in sentences and time, and can increase my level of confidence when speaking in writing classes at the English community</p> <p>Mastering grammar enhances the clarity and structure of the main ideas and supporting details I develop, thereby boosting my confidence in expressing myself through writing in English community classes.</p>				
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Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The blue color words or statements mean the validator's additional point for your instrument.
- The red color means something that you need to revise or delete.

Curup, 10th of June 2023

Validator

A handwritten signature in black ink, consisting of several stylized, overlapping loops and lines, positioned below the text 'Validator'.

Nastiti Handayani, M.Pd

Appendix 2

The Result of Validation 2

Qualitative interview Tutor

No	Indicators	Sub-Indicator	Question
1.	English Comunity	Activities in English Community	<ol style="list-style-type: none">1. What kind of activities do you do as a tutor in English community?2. In your opinion as a tutor. Is there a difference between the English community and writing learning that occurs in regular classes?3. From the writing activities that have been carried out, does the English community affect the development of student skills?
2.	Writing Activities	a.) Procedure text	<ol style="list-style-type: none">4. In writing a procedure text, what are the activities carried out in the material in the writing activity?5. Is there a teaching method that you use when giving procedure text material in writing activities? Please explain!
		b.) Descriptive text	<ol style="list-style-type: none">6. On descriptive text material, do students show progress in the

			<p>use of specific vocabulary and sample sentences structure? When the learning is done in writing activities in the English Community</p> <p>7. In the writing activities you did, did you use examples such as in planning, writing, and presenting informational texts?</p> <p>8. As a tutor, do you let them be creative in making a text using simple sentences constructing arguments and explaining or defending something their opinion?</p>
		3.) Proposals	<p>9. What are the steps for writing the proposal that you gave in the writing activity?</p> <p>10. As a tutor, is there a special way of providing material about writing proposals so that it becomes an interesting lesson in</p>

			the English community?
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Questionnaire of students

N o	Objective	Indicators	Question	S D	A	D	S D
1.	Improv ing Writing skill	a.) Organizing of idea	<p>1. I like the steps of organizing ideas during writing activities in the English Community.</p> <p>2. The steps of organizing ideas in writing activities make me more creative in developing ideas.</p> <p>3. I feel excited when developing ideas during writing activities in the English community.</p>				
		b.) Vocabulary	<p>4. I can express my ideas by choosing the right words according to the topic of the essay that has been determined in the English community.</p>				

		c.) Grammar	<p>5. I enjoy the process of developing ideas as it provides me with the freedom to expand my vocabulary and express the contents of my mind when I write.</p> <p>6. I believe that learning a lot of new vocabulary will make it easier for me when learning to write a new text.</p> <p>7. knowing a large number of vocabularies makes me more confident when learning to write because I can improve my writing in every writing practice in the writing community</p> <p>8. I find out many new vocabulary</p>				
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			<p>in every writing lesson that I study in the English community.</p> <p>9. Writing activities in the English community can enrich my vocabulary.</p> <p>10. I agree that grammar is one of the important aspects to focus on during writing activities, especially when participating in the English community.</p> <p>11. Writing activities in the English community give me a good understanding of grammar to engage more easily in writing activities.</p> <p>12. I think that</p>				
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			<p>understanding grammar well through writing activities in the English community will improve my writing skills</p> <p>13. Mastering grammar will allow me as a writer to make works that are clearer and easier to read and easier to understand because of their regular arrangement.</p> <p>14. Mastering grammar enhances the clarity and structure of the main ideas and supporting details I develop, thereby boosting my confidence in expressing myself through writing in English community classes.</p>				
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Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

- The blue color words or statements mean the validator's additional point for your instrument.
- The red color means something that you need to revise or delete.

Curup, 10th of June 2023

Validator

A handwritten signature in black ink, consisting of several overlapping loops and lines, positioned below the text 'Validator'.

Nastiti Handayani, M.Pd

Appendix 3

The Participants response of Instrument

“The Result of interview tutor”

Question
<p>1. What kind of activities do you do as a tutor in English community activities?</p> <p>Jawaban: The main activities are oriented towards learning writing activities. However, I made efforts to provide various activities to students to avoid learning boredom. Besides, a basic activity which is to write out a text, I also engaged students into group discussion to help them generate ideas, questioning and answering sections to help students find solutions to their writing problems, material presentation to provide some ideal modeling, and peer review activities to help students build up solid learning collaborations.</p> <p>2. In your opinion as a tutor. Is there a difference between the English community and writing learning that occurs in regular regular classes?</p> <p>Jawaban: Yes. There are some differences in terms of teacher-student interactions and learning materials. In terms of teacher-student interactions, in regular classes, interactions are built in formal situations. The language used to mediate teacher-student interactions is quite formal, and the teacher stylistically provides a social gap. Meanwhile, in the English community, teacher-student interactions are built up way better and more interconnected. The teacher plays his role as a learning partner instead of a formal teacher. In terms of writing materials, in regular classes, the materials are strictly bounded to the existing curriculum which is linked to the previously planned materials in the preceded semester. In a different way, in the English community, the curriculum and materials are created mostly according to the tutor’s consideration that he makes to fulfill students’ current needs in writing skills.</p> <p>3. From the writing activities that have been carried out, does the English community affect the development of student skills?</p> <p>Jawaban: As far as I am concerned. Students have improved some aspects of writing skills.</p>

4. In writing a procedure text, what are the activities carried out in the material in the writing activity?

Jawaban: The activities are oriented towards a topic about “how to make a good paragraph”. In this case, students are told to write a procedure text informing readers about some ideal steps to construct ideas for and write out those ideas into an interesting paragraph.

5. Is there a teaching method that you use when giving procedure text material in writing activities? Please explain!

Jawaban: Yes. I applied a method called genre-based instruction. This method has four staple components which subsume building knowledge, modeling, joint construction, and independent construction.

6. On descriptive text material, do students show progress in the use of specific vocabulary and sample sentences structure? When the learning is done in writing activities in the English Community

Jawaban. I think so. Students seemed to have been able to creatively play with some words or interesting dictions to represent their ideas when describing something in a written mode.

7. In the writing activities you did, did you use examples such as in planning, writing, and presenting informational texts?

Jawaban: In some way, yes. However, I tend to add some other activity, such as peer discussion and peer review activities.

8. As a tutor, do you let them be creative in making a text using simple sentences constructing arguments and explaining or defending something their opinion?

Jawaban: Yes. The students are free to explore their ideas and try to be creative to present their ideas into written words.

9. What are the steps for writing the proposal that you gave in the writing activity?

Jawaban: Besides teaching genre-related materials, I also handled another class whose materials are central to writing a research proposal. When teaching in this class, there were several steps that I led students to take. First, I guided students to be active readers because understanding a research orientation necessitates them to be active readers. Second, I reminded students of being active note-takers. Students were told to write out some important summaries of every reference they read in their own laptops. Third, I taught students to draw some mind maps of their research proposals. Fourth, I taught students to write each element of a research

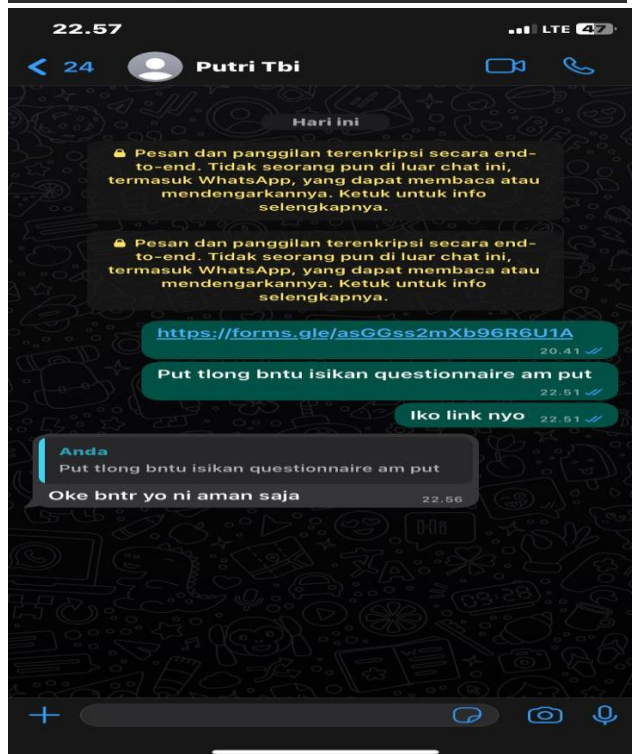
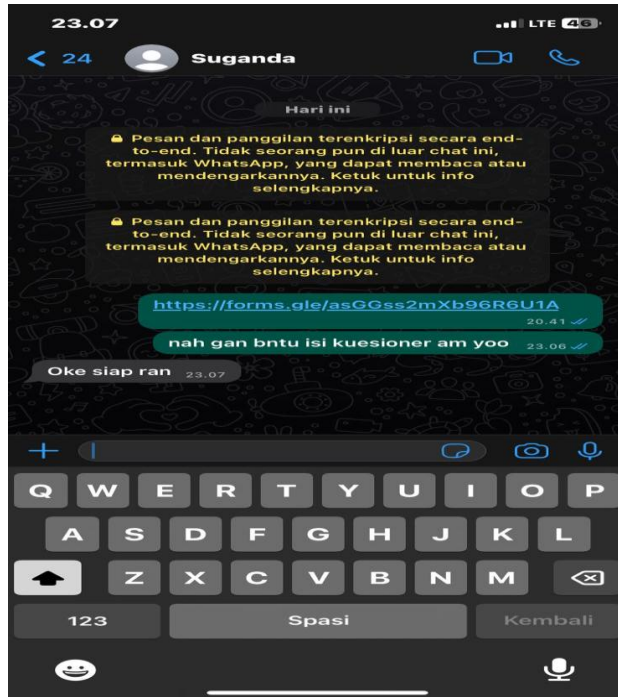
proposal by considering rhetorical moves. Fifth, I conditioned students to be active peer reviewers, in which each student was told to help give his/her views about his/her friend's written work.

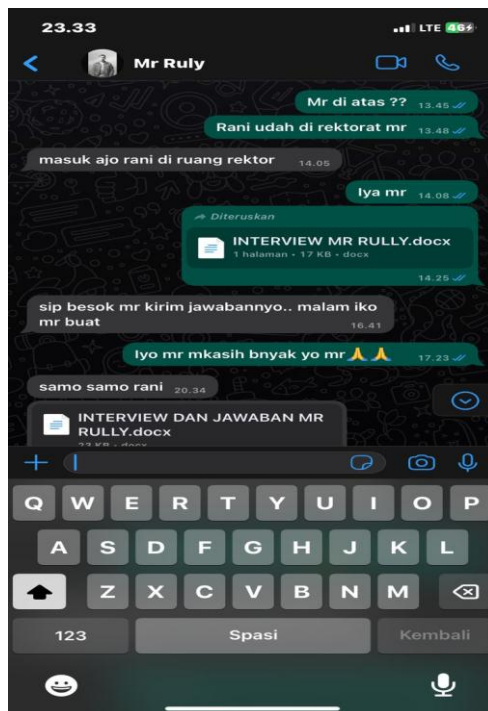
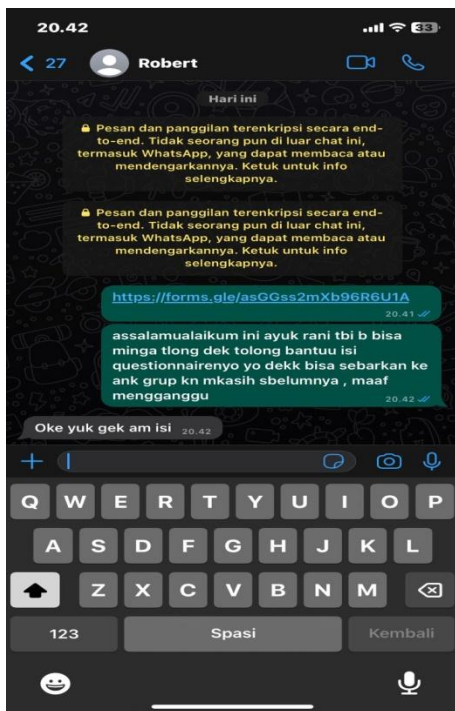
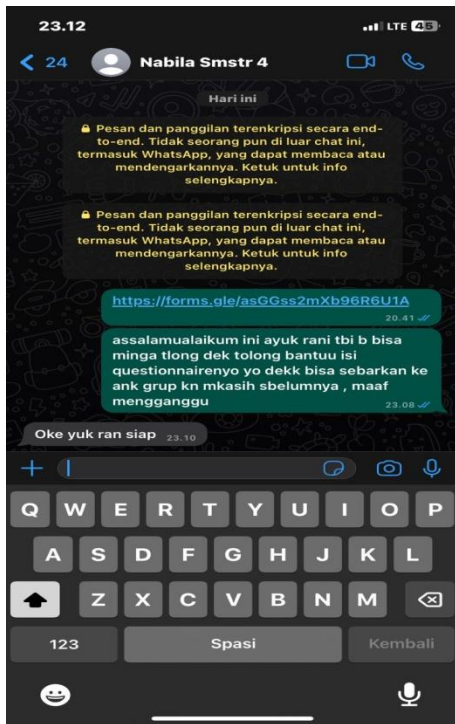
10. As a tutor, is there a special way of providing material about writing proposals so that it becomes an interesting lesson in the English community? Please explain!

Jawaban: Yes. I had a favorite activity to help students find it a little bit easier to generate their ideas during writing proposals. I taught students some rhetorical moves to construct the elements of introduction, literature review, and method. Rhetorical moves are some ideational steps the students must provide in their written works, aiming for making it easier for readers to find interesting and essential information of research proposals.

Appendix 5

Documentation of Participants





BIOGRAPHY



Rani Savitri was born in Curup on February 02, 1998. She is the daughter of Mr. M.Idrus and Mrs. Nur Farida. He has one brother and one sister. He is the last child (youngest child). He finished elementary school at SD Negeri 02 Curup Tengah graduated in 2010. Therefore, he continued to SMP attended SMP Negeri 03 Curup Timur from 2009 to 2013. After that, he became a high school student at SMA N 05 Curup in 2013-2016. Then, he decided to continue his education at the University Level at IAIN Curup and chose the English Language Tadris Study Program as his faculty.