

A STUDY ON THE ABILITY OF 4th SEMESTER STUDENTS' WRITING SKILL OF ENGLISH STUDY PROGRAM IN THE ACADEMIC YEAR 2018

Ligia Pereira Ximenes¹, Charles Fatima Guterres², Sebastião Pereira³,
Instituto Superior Cristal, Dili-Timor Leste,
E-mail : sebastiao@isc.tl.com

ABSTRACT

The study is to answer the following questions; 1) Are the fourth semester students of English Study Program in the academic year 2018 able to write in English? 2) What is their level of Ability? The objectives of this study were to know the fourth semester students' of English Study Program able to write English and their level of ability in English writing. The method of this study was Quantitative Descriptive method. The quantitative applied to count the result of test that administered to the students, while the quantitative is used to describe the ability of students in English writing. The sample of this study was 14 students, and the writer took all of them as the informants. The result of the study showed that, the average score of second semester students writing ability was 60 % which is classified as AVERAGE LEVEL. It means that the second semester students of English Study Program need to improve more their writing skill especially in English. Finally, it concluded that the fourth semester students of English Study Program at Institute Superior Cristal -Dili in the academic year 2018 were able to write in English and their level of ability was an average level.

Keywords: Students, Ability, English writing.

INTRODUCTION

Language is used as a means of communication among the people in the society. Language can be regarded as a human criterion only human being speaks a language. This is why; language is an essential tool in other to transform the people's thinking and feeling to their relatives' friends and neighbors in where the people are living.

O'Neil (2006) defines that Language as a system of sound and word used by humans to express their ideas and feelings. The function of language as a instrument used to interact with other people. Moreover, people also use the language to send and received information as well as share the ideas each other and it also has an important role in the teaching and learning process between the teacher and students in the classroom.

English is one of the foreign languages that have been used in many countries which considered as an international language to facilitate the every diplomat in terms of bilateral, regional and multilateral cooperation among the countries around the world.

Being aware that English is important, the government and the people of Timor Leste consider English as the second foreign language that plays an important role in this new country as the working language. Tetum and Portuguese have been legalized based on the law to become the official language as in the constitution of article 13 of the Republic Democratic of Timor Leste.

English language is the second foreign language which is now being taught and learnt in the every school from pre-secondary up to tertiary level in Timor Leste. Based on the curriculum in Timor Leste, English must be taught as a compulsory subject for the Junior high school until university. The process of English language teaching is required much on the four skills such as listening, speaking, writing, and reading with the sub - skills of grammar, vocabulary and pronunciation as commonly taught to the students.

In this study, the writer focus on learning to write a foreign language is the learning to put down the graphic symbols that represent a language to be understood by the others readers and also the people can read the language and the graphic representation. Writing needs paper and pen to make notes and the writer should have the broader knowledge, understand the linguistics rules, wider vocabulary, emotions in order to express his/her ideas in the written form. So writing is not only making a line of sentences which have no inter-connection between each other or without paying attention to the meaningful aspect. But writing is making our written pieces worth and understood by the readers.

Writing is the most difficult language skills and it is also considered as the most complicated language skill to be learned, compared to other language skills. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by tight rules. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabulary storage words to be a sentence and develop it to be paragraph. Besides that, we also have to use a

compatible tense to express an event in certain time. Writing skill is the one of skill which has to be mastered by students.

On the other hand, Writing is thinking on the paper in order to produce the useful and meaningful ideas and it is a productive skill to be acquired in English language learning for the EFL students.

Manse, (1995:488) defined that writing is an activity to mark letters or graphic symbols on a surface with an instrument such as a pen or pencil to produce a text.

The purpose of the writing itself is the expression the ideas to the readers. So the ideas should be seen as the most important aspect of the writing. Other words, the writer needs also to pay some attention to a formal aspect such as: neat handwriting, correct spelling, punctuation, as well as acceptable grammar and careful selection of appropriate using vocabulary.

As stated by Zhang F. Zing that writing is a complex skill, it embraces structure, vocabulary, rhetoric concepts and other elements. Which skills related to the listening, speaking and reading?

Related to the purpose of writing especially in expressing the ideas, sometimes we find difficult in translating our thought into written text because we are expected brain to create a good written text. Beside of that, we also have to concern in another formal and non formal aspect that makes us under pressure and unable giving a find result.

As the writer observed the fourth semester students of English Study Program many students are unable to write the narrative because they have lack ability to organize the words order to put in proper form of sentences and paragraph. That's why; the writer would like to study this case which is entitled: "A Study on the Ability of 4th semester students' writing skill of English study program in the academic year 2018

The objectives of study are (1) to find out the 4th semester's students of English Study program ability of English writing (2) to know their level of ability.

THEORETICAL FRAMEWORK

This Chapter Presents the Local and Foreign Review of Related Literature Studies which is providing the supporting ideas that relates to topic.

Master.(2004) mentioned that writing is to explain how something Works, how something is done , or how something Was invented or discovered as the as following objectives;

- ❖ Introduce the unit though Pre writing activity :describing cycles and steps
- ❖ Understand the elements of grammar often present in an description of a process
- ❖ Practice using simple mathematical elements and referring to sequential diagrams
- ❖ Learn the general structure of a description of a process
- ❖ Analyze model description of a process
- ❖ Write a description of a process

On the other hand, Olson (1977) defined that writing skill is one of the language skill to be taught in school and the primary task of school is to teach the skill of speaking, reading listening and writing. The writing skill is as productive activity which has to be learned by the students of ISC in order to practice their capability of using writing skill.

Therefore, the activity of writing is an integral part of the whole process of learning .The writing activity which is experienced by the students will expand the horizons of the topic of writing.

Hastuti, (1982:1) manifested his idea that Writing is a very complex activity because it involves an orderly way of thinking and ability to express it in the form of a writing language with respect to some condition. He Absolute enumerated the requirements of writing must be mastered among other things: (1) unity of ideas that should be owned by a prospective author, (2) the ability to construct a sentence with a clear and effective (efficient) meaning, (3) develop skill of the paragraph or paragraphs, (4) master the technique of writing such as punctuation, and (5) has a number of words needed. The difficulty in writing is caused by the lack of written exercises, and our reluctance to write. State that the ability to write is not always carried out when compared to the ability of listening, speaking and reading.

Achmadi 1988:7 defined that writing is one the skills to be taught in schools and supported by Olson (1977) which state that the primary task of schools is to teach the skills of speaking, reading, listening and writing. The writing skill is as productive

activity which has to be learned by the secondary student in order to practice their capability of using language.

Liang Gee (1992:17) said that writing is the compliment to speech or speak language. Writing is not a language, but a tool developed by human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of the text is called a reader. Motivations for writing include publications, storytelling, correspondence and diary. Writing has been instrumental in keeping story, maintaining culture, dissemination of knowledge through the media and the formation of legal system.

McGraw-Hill, (1997) mentioned that most of the writing you will ever do can be divided into four main types they are:

- 1) Narrative writing based on John F. Kennedy explained that narrative writing is tells a story. (Narrative is really just another word for story). The story might be fictional, as in a novel or a short story. Or it can be a real-life story, the short story find in a biography or autobiography, or in a Narrative essay.
- 2) Descriptive writing is paints a picture with words. Whether describing a person, place, or even try to include a lot of sensory-details that appeal to the five senses: seeing, hearing, touching, tasting and smelling.
- 3) Expository writing is any writing that explains or informs. When doing expository writing, keep your focus specific and organize information in a logical also includes all necessary facts and uses clear, precise language. (Keraf, 1981:3) said that expository writing is a type of discourse which tries to explained and describe the main ideas, and also to expand the view and knowledge of a person who reads the explanation and description, without trying to influence or change the minds of the readers.
- 4) Persuasive writing is present a clear points of view so that can requires a clear understanding.

Walker (2001: 163-173) based on the variety of ideas about writing and how to write well about, we conclude that in general writing skills require two pertinent skills, those are:

- 1) Pragmatic skills is require the ability of student to write a text with pertinent information for the topics and context completed by examples; to make paragraphs which have a completely coherent and cohesive organization of ideas (uses the correct linkers, pronouns, adverb, numerals, correct conjugation of verbs); to choose an adequate style and tone; and to summarize the information and writing a logical conclusion.
- 2) Language skills is required the ability of student to use varied language resources that structure and grammar rules, and to use the correct orthography and adequate the punctuation. In learning English, writing is important support student's ability to use the language. As one of language skills, writing has given an important can be seen in people daily activities.

Bram (1995: 13-106) enumerated that becoming a good writer should consider at least seven elements to write a writing skills well; those are:

- 1) Giving a title to an essay,
- 2) The paragraph
- 3) Sentence problem
- 4) Sentence varieties
- 5) Word choice
- 6) Meaning and grammar and
- 7) Capitalization and punctuation.

METHOD

In this chapter, the writer presents research design, subject of the study, Instrument and formula standard of measurement and procedure of the study.

This study is about Writing Ability which has done to the fourth semester students of English Study Program at Institute Superior Cristal in the Academic year 2018. The method that used in this study was Qualitative Method.

According to Aveda (1974; 94), says that Qualitative Method is a method that concern with a certain condition which prevails a group attaches chosen for study and essentially a method of quantitative description of general characteristic of the group. In relation to this study, the writer used this method to analyze and describe the ability of

fourth semester students of English Study Program at Institute Superior Cristal Dili in the academic year 2018.

The writer has selected one class of the 4th semester Students of English study program in the Academic year 2018 as subject of the study. The total number of students that became a sample of study was 14 students.

In order to measure the fourth semester writing ability, the writer prepared a topic of writing then asked students to write based on the title. The title of the writing was “Every Day Activities”

The procedures that will be applied by the writer in order to conduct this study are through the procedure for data gathering and procedure for data analysis. There were some steps used in data gathering done by the writer as presented below.

- 1) The researcher got the Research letter by the Dean of education faculty.
- 2) The researcher prepared the topic of writing.
- 3) The researcher asked students to write about their daily activities.
- 4) After the test, the researcher collected the students’ answer sheet and checks it to identify the errors of writing.
- 5) Finally, the researcher got the Research letter from the chief of English study program at Institute Superior Cristal.

There were several steps in analyzing the data:

- 1) To correct the students answer sheets
- 2) To discover and identify the students errors or mistakes in their writing.
- 3) To classify their errors based on the components of linguistics aspects.
- 4) To clarify and describe the difficulties that faced by the students in English writing as foreign language learners. (L1 interfering L2).

FINDINGS AND DISCUSSIONS

In this chapter the writer would to analyze the data and discuss them in order to show the students’ Analysis of ability of 4th semester students writing skill of English study program in the academic year 2018.

Here the write corrected and answer sheets to the student’ marks which are presented in the following.

Table 1 Student Writing Score

No	Name of students	Meaning	Form	Vocabulary	Grammar	Score
1	DMCM	6	6	6	7	6
2	SDCS	7	6	6	6	6
3	ASDD	6	4	5	6	5
4	FB	5	5	5	5	5
5	JODA	7	5	6	6	6
6	JM	8	5	8	6	7
7	FDCA	6	4	5	6	5
8	SM	7	6	7	5	6
9	ZL	6	5	6	6	6
10	MDODS	7	6	6	5	6
11	AAB	8	6	6	6	7
12	ABP	7	7	7	7	7
13	MMDC	7	5	6	6	6
14	APG	7	5	7	6	6
Total score						84
Average						6

Table I presents the students score for the whole tests. This table shows that the 14 students from English Study Program. So based on the calculation of this average level of writing skill (40%) which is classified AVERAGE LEVEL. It is derived from;

$$\frac{\text{the total number of correct answer}}{\text{total numbres of answer}} \times 100\%$$

$$\frac{84}{14} \times 100\% = 6\%$$

Table 2 The Distribution of Students' Level of Writing Skill

No	Standard of Measurement	Frequently	Level	Percentage
1	6	3	Excellent	2.5%
2	5	4	Very good	2.5%
3	4	3	Good	17.5%
4	3	1	Fairly good	30%
5	3	2	Average	40%
6	2	1	Below Average	5%
7	—	—	Poor	
8	—	—	Very Poor	
9	—	—	Bad	

10	—	—	Very Bad	
	Total students	14		100%

In this table II is seen that there are 1 student (2.5%) who is at the excellent level, and 1 student or 2.5% at very good level, 7 students or 17.5% are at good level, are 14 students or 30% are fairly-good, 14 students or 40% are average level, 2 students or 5% are below-average, and 1 student or 2.5% is poor.

CONCLUSION

From the result of research finding about the using Ability to improve students' of writing skill, here some conclusion.

- 1) Base on the data presentation of research, the students writing skill can improve thought writing skill method. The data shows that improvement of students writing skill is significant after the students got writing practice using writing skill. The mean of score 84
- 2) The process teaching and learning writing using writing skill method is going too smoothly and the most of student are enthusiastic to their own daily activity.

It is essential for the English teachers to improve the teaching and learning process especially for writing. It can be done by applying appropriate teaching method so that the student will be motivated and interested in the teaching and learning process of course students will able to learn write English easily.

- 1) The teachers should give more clear or explanation about ability of writing skill so that the students will understand more about kind of writing.
- 2) The students should be given more change to have writing exercise so that the students can apply those rules correctly both in oral and in written ways.

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