

AN ANALYSIS OF FACTORS THAT AFFECTEFL STUDENTS' WRITING SKILL

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Abstract: Writing skills are a specific perspective that allows writers to put their thoughts into words. Students mentally connect with words and messages through writing skills. Writing, on the other hand, is a difficult skill to master. It requires the ability to combine words and sentences. The researcher used qualitative research. Qualitative research methods focus on in-depth understanding, interpretation, and disclosure of the meaning of the data collected. The type of research used by the researcher is a case study. A case study is used because the researcher can understand the context, process, and complexity of the phenomenon under study. This type of research allows the researcher to explore perspectives, experiences, and meanings in the data collected related to An Analysis of Factors that Affectefl Studentsaffect students research results can provide deep, contextual, and detailed insights into the case under study, which can be used to inform policies, practices, or further theoretical development. The subjects in this study are English Education Students at a University in Jakarta, Indonesia. Based on the findings and discussion, it can be concluded that students who are less motivated, less confident, and do not want to practice writing are due to several interrelated factors. These factors are a misunderstanding of writing, lack of experience, and negative self-perception. Misunderstanding writing can make students feel that writing is difficult and boring. Lack of experience can lead students not to have the skills they need to write well. Negative self-perception can lead students to feel that they are not good writers and will never be able to improve their skills. Therefore, to improve students' motivation, confidence, and interest in writing, efforts must be made to address these factors. Teachers and students must collaborate to develop effective and efficient writing learning strategies.

Keywords: Affected Factors, EFL students, Learning, Writing Skill

INTRODUCTION

Writing is one of the productive skills that should be emphasized in education. Writing skill is the ability to convey thoughts, opinions, and messages. Writing enables students to think critically and construct their communication. In line with Grabe and Kaplan (1996), (Dhanya & Alamelu, 2019) stated that Writing is a crucial and efficient method of self-expression, communication, and information collection. However, writing in a foreign language is one of the most difficult aspects of language learning in academic contexts (Negari, 2011; (Guo & Bai, 2019). In agreement with Ibna (2018), Writing is a complex, varied task that necessitates practice to master. Students need help in Writing because They must concentrate on specific aspects, including using appropriate punctuation, vocabulary, sentence patterns, and paragraph organization (Chicho, 2022), (Wilyanti et al., 2023). In addition, According to Richard and Renandya (2010) and (Herdi, 2012), "writing is the most challenging skill for learners to master." The challenge is developing and arranging ideas and translating those thoughts into readable text. In short, Writing appears difficult to accomplish due to several factors.

Initial data that prompted the researcher to conduct this study are the results of observations and interviews with third-year students of English Education at a university in Jakarta, Indonesia, in the academic year 2021-2022. The observation showed that the students still had difficulty writing skills, such as grammatical errors, vocabulary, and sentence structure. The interview results also showed that the students felt less confident in writing and needed further guidance to improve their writing skills. This study is important because it can provide a more comprehensive overview of the factors influencing students' writing skills. The results of this study can be used to develop more effective and efficient writing learning strategies. In addition, the results of this study can also be used to improve students' writing skills so that they can become more competent English teachers. The researcher wants to analyze the factors that influence students' writing skills to provide the right solutions to overcome the problems faced by students. By knowing the factors that cause writing difficulties, the researcher can develop more effective and efficient learning strategies to improve students' writing skills.

Writing is a productive skill that allows you to express thoughts, knowledge, plans, opinions, and emotions in writing (Khasanah et al., 2021). According to Vretudaki and Ntoulia (2019) and (Fandino dkk., 2019), Writing is a complicated, dynamic, and creative job that necessitates the motivation of multiple actions: planning, developing relative thoughts and concepts, and writing them down in a logical sequence. When students try to write a text, the text is properly organized with several vocabularies. This is the same as the argument from (Eyob Kenta, 2019): An EFL writer's

text must be cohesive, logical, properly structured, attractive, and appropriately structured, with a wide range of words and an understanding of mechanics rules. It means that students' writing skills are affected by many factors. Language learning, especially in Writing, is regularly influenced by various factors, encompassing various brain processes and other factors (Munková et al., 2012). These factors may influence their process and progress in writing a text. The factors will come from the many aspects, intern or extern of the student. The students need a strategy to manage the factors that influence them. As stated by Nunan (1991), Writing is a very complicated cognitive activity that requires the student to exert control over several variables. These influences include anything from the writer's academic background and personal interests to linguistic, psychological, and cognitive issues. Furthermore, (Olive & Kellogg, 2002) demonstrated that elements linked to the writers' skills and the writing context affect the cognitive effort of text writing in distinct ways. It is supported by (Frear & Bitchener, 2015), who felt that specific tasks impacted authors' cognitive burden and, hence, their ability to produce attention-demanding features in written texts. On the other hand, cultural disparities in how academic register is perceived and understood in different nations must undoubtedly be one of the reasons why Writing is difficult to acquire (Atmojo & Nugroho, 2020), (Indah Sari et al., 2020).

Based on the research results of Merina et al. (2019) that students' writing skills by applying peer editing techniques during two cycles of classroom action research, it can be concluded that First, the use of peer editing techniques improves students' writing skills better in the 2016 A English Department of STKIP PGRI West Sumatra. The findings show that all of the indicators in this study, including organization, content, grammar, mechanics, and vocabulary, have progressed in the two cycles of the study. Second, four important factors influence students' writing skills in Reccount Text through peer editing techniques. The first factor is the topic. When students choose an appropriate topic, they can develop their writing better. Second, connecting reading and writing helps students find more information before writing, edit well, and reflect independently. The third factor is authentic and interactive activities. Peer editing techniques are authentic and interactive activities. Students interact with peers as authentic readers and editors independently. The fourth factor is peer editing, covering the teaching-learning process from the planning to the revising stage of the writing process. In each step of the writing process, students should learn independently.

The main difference between this study and previous studies is that the researcher focuses on EFL to improve students' literacy. Previous studies focused more on developing English writing skills in general without considering the context of English language education in Indonesia. Conversely, this study focuses on developing English writing skills relevant to Indonesian students' needs. Here are some specific differences between this study and previous studies: Subjects: This study was

conducted on third-year students of English Education at a university in Jakarta, Indonesia, while the previous study was conducted on second-year students of English Education at STKIP PGRI West Sumatra. Scope: This study focused on developing recount text writing skills, while the previous study focused on developing recount, narrative, and descriptive text writing skills. By focusing on EFL and the context of English language education in Indonesia, this study is expected to provide more relevant and beneficial results for improving students' literacy.

According to the previous description, the major purpose of this research was to explore factors affecting students' writing skills in EFL classrooms that prevent them from increasing their written skills and performing written abilities to communicate effectively and efficiently in academic contexts.

METHODS

The researcher used qualitative research to better understand the phenomenon under study. According to Murdiyanto (2020), qualitative research methods focus on in-depth understanding, interpretation, and disclosure of the meaning of the data collected. The type of research used by the researcher is a case study. A case study is used because the researcher can understand the context, process, and complexity of the phenomenon under study (Iswadi et al., 2023). This type of research allows the researcher to explore perspectives, experiences, and meanings hidden in the data collected related to An Analysis of Factors that Affect Students' Writing Skills. The research results can provide deep, contextual, and detailed insights into the case under study, which can be used to inform policies, practices, or further theoretical development. The subjects in this study are English Education Students at a University in Jakarta, Indonesia.

RESULTS AND DISCUSSIONS

Based on interviews with English Education students at a university in Jakarta, the following findings were obtained about Affectefl Students' Writing Skills.

The findings show that several factors influence students' writing skills, namely Cognitive ability. Students' cognitive abilities, such as critical thinking and problem-solving skills, play an important role in writing skills. Students with good cognitive abilities will find it easier to understand abstract concepts and construct logical arguments, vocabulary, and grammar mastery. Good vocabulary and grammar mastery is also an important factor in writing skills. Students with a wide vocabulary and a good understanding of grammar will find it easier to express their ideas clearly and

effectively. Practice and experience. Sufficient practice and writing experience are also necessary to develop writing skills. Students who practice writing often will become more proficient in constructing sentences, paragraphs, and coherent texts.

In addition, the findings of the interviews also show that students face several challenges in developing their writing skills, namely:

1. Lack of motivation. Some students feel less motivated to write because they consider writing to be a difficult and boring task.
2. Lack of confidence. Some students feel less confident writing because they worry about making mistakes.
3. Lack of opportunity to practice. Some students feel they have less opportunity to practice writing because they lack time or resources.

Based on the data findings above, it can be analyzed that students who are less motivated, less confident, and do not want to practice writing are due to several interrelated factors. These factors are a misunderstanding of writing, lack of experience, and negative self-perception. One factor that causes students to be less motivated to write is their misunderstanding of writing. Some students consider writing to be a difficult and boring task. They feel that they do not have good enough ideas to write or they do not have the skills they need to write well. Several factors, including a lack of writing experience, can cause this misunderstanding. Students with less writing experience are more likely to misunderstand writing. They do not have the opportunity to see various types of writing and learn how to write well negative self-perception. Students with negative self-perceptions about their writing abilities are more likely to misunderstand writing. They feel they are not good writers and will never be able to improve their skills.

Another factor that causes students to be less motivated to write is a lack of experience. Some students never practice writing correctly. They only write when required to do a specific task, such as writing an essay or paper. Lack of practice can cause students not to have the skills they need to write well. They do not know how to organize their ideas clearly and effectively, or they do not know how to use grammar and vocabulary correctly. The last factor that causes students to be less motivated to write is negative self-perception. Some students have negative self-perceptions about their writing abilities. They feel they are not good writers and will never be able to improve their skills. This negative self-perception can be caused by several factors, including Mistakes that have been made. Students who have made mistakes in their writing are more likely to have a negative self-perception about their writing abilities. They feel that they will never be able to become a good

writer—negative feedback. Students who have received negative feedback about their writing are also more likely to have a negative self-perception about their writing abilities. They feel that they will never be able to meet the expectations of others (Merina et al., 2019).

Based on the factors discussed above, here are some strategies that can be used to improve students' motivation, confidence, and interest in writing: Help students understand writing correctly. Teachers can help students understand writing correctly by providing clear explanations of the purpose of writing and the different types of writing. Teachers can also provide examples of good writing to help students understand what effective writing means. Provide opportunities to practice writing. Teachers can provide opportunities to practice writing by giving students assignments relevant to the studied material. Teachers can also provide constructive feedback to help students correct their mistakes. Improve students' confidence. Teachers can improve students' confidence by praising and recognizing their efforts. Teachers can also help students identify their strengths and weaknesses as writers (Indah Sari et al., 2020).

In addition to the strategies above, teachers can work with students to develop writing learning strategies that meet their needs. Teachers can research the factors influencing students' writing skills in their classes. This information can be used to develop more effective and efficient learning strategies.

CONCLUSION

Based on the findings and discussion above, it can be concluded that students who are less motivated, less confident, and do not want to practice writing are due to several interrelated factors. These factors are a misunderstanding of writing, lack of experience, and negative self-perception. Misunderstanding writing can make students feel that writing is difficult and boring. Lack of experience can lead students not to have the skills they need to write well. Negative self-perception can lead students to feel that they are not good writers and will never be able to improve their skills. Therefore, to improve students' motivation, confidence, and interest in writing, efforts must be made to address these factors. Teachers and students must collaborate to develop effective and efficient writing learning strategies.

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