THE FACTORS THAT INFLUENCE THE CHANGES OF STUDENTS' WRITING ABILITY

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Abstract: This study tries to find out the factors that influence the changes of students' writing ability. Several factors can affect students' academic writing. It can come from culture, education, social aspects, and cognitive aspects. Those factors are too broad to be discussed in this study. Finally, the author tries to describe the factors that are just related to the teaching process. They are materials, media, classroom activities, classroom management, teaching strategy, and teacher's approach. This is a descriptive qualitative study where the data for the research were collected through interview to students. The indicator of interview questions was based on the factors that may influence teaching and learning process. The result of study shows that the factors that influenced the change of students' writing ability involved materials, media, teacher's approach, amount of practice, and students' interaction.
Keywords : factors that influence students, writing ability.

A. Introduction
Writing is considered as a complete work because it involves many components such as structure, vocabulary, punctuation and spelling. However, not many students have good ability in writing. Therefore, there are several factors that influence their writing. Zhong (2009:2) states, "there are three major factors that influence Asian EFL students in academic writing; culture, education, and language". Culture influences not only people's behaviour, but also writing system. Students use to transfer the writing pattern that they have been familiar with in their native language.

Many of them find it difficult to present academic writing in an acceptable form. The second factor is education. It is the most difficult for students to conduct academic writing which require critical thinking and analyzing because the students' previous education almost never requires such thinking. In this factor, it includes several aspect such as roles of teacher and students, classroom activities, and learning strategies. The last factor is language. Zainuddin and Moore (2003: 2) state that language proficiency is one of conditions for writing well in any language. In learning English, students have problems in selecting vocabulary accurately, using vocabulary variously, and employing grammar correctly.

Besides, Myles (2002:5) proposes, "two factors influence students writing ability; social factors and cognitive factors". Social Factor covers learner attitudes and learner motivation. Teachers should be able to motivate students in writing task and develop positive attitude which can have a positive effect on their writing. On the other hand, cognitive factors related to how learners use their language in writing. It can be thought that writing in a second language is a complex process involving the ability to communicate in L2 (learner output) and the ability to construct a text in order to express one's ideas effectively in writing. Vocabulary and language transfer are considered difficult for almost students. In order to have an effective writing, the teacher must concern this factor when teaching writing.

B. Research methodology

This study was a descriptive qualitative research method. Descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. Moreover, in qualitative research, the research is done descriptively which elaborated in the form of words or pictures than numbers, and the process is more priority than result. The subject of this research was the students at grade XI Science 2 Program. There were 35 students in the class. It consists of 11 boys and 24 girls. The location of this research was at Jl. Perintis Kemerdekaan Teluk Kuantan in the SMAN 1 Teluk Kuantan. The interview was conducted to know about the students' change of writing ability. The process of interviewing was done after the teaching and learning process in writing class. In this study, the researcher interviewed the student of grade XI SMA N 1 Teluk Kuantan in order to gain more information about the factors that influence the students' writing ability.

C. Results and Discussion
1. Review Of Literature

The factors which will be discussed in this study that are just related in the teaching learning process. They are materials, media, classroom activities, classroom management, teaching strategy, and teacher 's approach. All of the factors mentioned above influence the students' writing skill and it is more specific. Each factor will be described in detail as follow:

Materials

Material is the essential factors in the teaching and learning process. Richards (2001:251) explains, "teaching materials are a key component in most language patterns". Then, instructional materials provide the basis for much of the understanding the written language and language practice in form of writing. This instructional materials also contain ideas on how to plan and teach lesson materials as well as formats which teachers can use. The material can be defined as a resources for presentation materials either in spoken or written language. In addition, Clarke, stated in Natiqoh (2014:27-28) argues, "the communicative methodology is important and that communicative methodology is based on authenticity, realism, context, and focus on the learner".

1)Authenticity. The authenticity or material can be found in around us such as newspaper, magazines, poster and photograph. The authenticity helps the students to be able to learn a meaningful communication because the authenticity material provides real life situation in the classroom.
2)Realism. One of the aspects of good materials has to be real for the students. The material should be seen and can be touched by students because it can increase the students' attention as well as their understanding toward the subject matter.
3)Context. The other aspect is an appropriate context. The material given to the students has to be relevant and matches with the context. It includes the situation or the classroom.
4)Focus on learners. The last aspect of good material is focused to the students. The students are demanded to focus on the material in order to achieve the learning goal in teaching process.

Based on the explanation above, it can be concluded that material is one of the factors influenced students acquire the language that the students must have in order to

increase their ability in the teaching learning process. The most important point is the material should deal with good instruction material criteria above. In writing a text, the teacher chooses the topic of the material which is suitable with students' age and interests them.

Media

Media is a tool used by teachers during the teaching session to help clarify the subject matter presented to students, and prevent the occurrence of verbal self-student. Teaching is much use of verbal, would be boring, instead of teaching would be more interesting if the students delighted in learning, or pleased because he feel attracted to and understand the lessons he or she receives. Thus, learning activities will be more effective.

Definition of Media

Media is important to be used in classroom especially for language teaching. Aiex (2008:25) claims, "Media as a device used by teacher in teaching-learning process that makes learners understands the material given". Media provide an excellent source for discovering a "new" place and make students competent more culturally. Media, which are designed by the teacher, should be enjoyable and meaningful for the students. According to Gerlach and Ely, cited in Akmala (2011:22), medium is any person, material, or event that establishes condition, which enables learners or students to acquire knowledge, skills and attitude. It means that a medium will help to establish the condition for the learners to identify or describe something in order to gain knowledge, skill, or attitude.

In addition, Adegbija and Fakomogbon (2012:218) state, "media as instructional media which is a powerful way to be used in the classroom. Instructional media are the human-nonhuman devices, material or methodologies used by lectures and teachers to overcome all learning problems, including noise factor". The use of instructional media enables lectures and teachers to explain, illustrate, and deliver their teaching more easily and effectively than when they depend on words only. This media also can enhance and promote learning and support teacher-based-instruction. There are several instructional media can be used to make the teaching learning process run effectively, such as: real equipment, simulator, computer, interactive multimedia, virtual reality, radio or TV broadcast, motion pictures (film or video), programmed tape, film strip, audio poster or chart, and overhead transparencies and slides. These media options have been used in the developed countries to improve the effectiveness of teaching and learning.

Carol et.al (2010:19) state that media as deliberate resources in our communication. The purpose of the communication may be to entertain, inform, educate, and persuade. They state there are two kinds of media; popular media and educational media. Popular media refers to media that are used by large numbers of people including television, radio, films, newspapers, magazines, advertisement leaflets, and internet. Their major purposes are to entertain, inform, and persuade. Educational media refers to media developed specially for the purposes of education. The most common example would be a textbook, Structured learning packages print-based, on the internet, or in the form of CD. All educational media are characterized by a selection of content which is then logically ordered so as to develop learning. By using an appropriate medium, it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the lesson. It is

expected that in teaching English in Indonesia, the teacher should make some strategies as well as medium to make the teaching learning process be conducted well.

Classification of Media

According to Anderson, cited in Akmala (2011:25), there are three categories of teaching media. The first media is visual media. They are media that can be seen. It can be in the form of picture, moving picture or animation or flash card. The second media is audio media. They are the media that can be listened. It means that audio media has sound which is listened by people without moving picture on it. The last media is audio-visual media. They are the media that have sound and picture. Film and video clip are examples of audio visual media in teaching.

Furthermore, Carol et.al (2010: 19) divide media as popular media and educational media. Popular media refer to media that are used by large numbers of people, and include television, radio, films, newspapers, magazines, advertising leaflets, bill-boards, and the internet. Their major purposes are to entertain, inform, and persuade. "Educational media refer to media developed specifically for the purposes of educating". The most common example would be textbooks. Structured learning packages in the form of print-based, on the internet, or in the form of CD are becoming more widely used. All educational media are characterized by a selection of content which is then logically ordered so as to develop learning.

Dealing with opinions above, popular media can play an important role in supporting learning. Their strength lies in creating a connection between the learners' experiences and school learning. They can enhance the learners' interest, and can also be used at the end of the learning process when learners explore ways in which formal school knowledge can be usefully applied in real life. But popular media are not designed in the logical, structured and developmental manner that is essential to good, higher-level learning. This is why educational media, especially well-designed textbooks, should remain the foundation on which learning in schools is built. While teacher frequently used popular media, she or he used text-books and other kinds of educational media to consolidate learning.

Classroom Activities

Classroom activity is one of the factors that influence the teaching learning process. It consists of several activities done by teacher and students in a classroom. In order to make students better in learning, there must be an effective learning environment. A classroom activity not only increase students' cooperative ability, but also enables students to shares ideas, opens students' mind, and stimulates the students' critical thinking.

Alton-Lee (2003: 53) suggests that quality teaching provides sufficient and effective opportunity to learn. In this case, he highlights the needs for classroom environment to be a place that allows students to learn. The teaching environment may be the same to be done but the attitudes that each follower brings to a classroom will always influence the outcome. Because of that, a teacher must be able to identify the advantages and disadvantages of each class and work with the students to create the learning environment. Then, the teacher needs to be prepared to test what is going on in the class, for example, through feedback questionnaires on what they doing.

In reflecting on this feedback and on the classroom activity above, a teacher could identify specific exercises and techniques that engage the students. These activities need to be a part of the learning and not something that is imposed. This is an

area that requires planning, reflection, and preparation. Finally, the activities that are used in the class to engage the students must be reviewed, revisited, and refocused so that they are constantly drawing students into an effective interaction with the subject.

According to Richard (2001: 36), there are five criteria of good classroom activities based on Communicative Language Teaching approach (CLT). The first criteria is the activities in the classroom are communicative that represent an information gap that needs to be filled. The second, classroom activities should create the need for communication, interaction and negotiation the meaning through the use of activities such as problem solving. The third criterion is students usually work with authentic materials in small groups on communicative activities, during which they receive practice in negotiating meaning. The fourth criterion is the teacher has to make sure to use of content that connects to the students' life and interest and to allow the students to personalize learning by applying what they have learned in their life. The last criterion is classroom activities should provide opportunities for both of inductive as well as deductive learning activities.

From the explanation above, it is clear that classroom activities should be suitable and effective for students. CLT provides a good classroom activity which focus on communication. Meanwhile, Alton presents good classroom activities depends on teaching quality. Each of criteria above should be as a consideration for teacher when they use anapproach in classroom. Therefore, the classroom activities will not only give purpose for the teacher but also for students and the classroom itself. Finally, the activities will make students active, the teacher will be more enjoyable, and the classroom environment will be effective.

Classroom Management

Generally, classroom management has a significant role in engaging material, media, teacher's approach, classroom activities, and teaching strategy . Without managing the classroom so well, the students will neglect what the teacher explains about. Moreover, they will make noise or even riot that belongs to disruptive behavior if the teacher does not lead them discipline. The teacher's discipline governs the students not to behave badly. Not only the teacher teaches the students behave discipline but also the teacher needs to prepare the material so well before coming to the classroom is the key of the classroom management. The teacher knows how to implement the strategy in teaching writing by telling the procedures and the students understand the rules of the classroom activities for instance, the students are expected to write even though they don't have any ideas, vocabularies, and difficult to arrange a good sentence.

According to Gebhard (2000:69), classroom management refers to "the way teachers organize what goes on in the classroom". It means that the teacher here is the most powerful person in the classroom. She or he has the authority to influence the interaction that goes on in the class. This interaction is created from a combination of many related factors. "It includes factors as how much the teacher talks and what teacher says, how the teacher gives questioning behavior, how the teacher sets up the classroom activities, how the teacher gives instructions, and how the teacher keeps students on task" (Gebhard 2000:69). It can be described as follow:

1)Teacher Talk. Generally, the teacher spends much more time talking in front of the class. Some teachers will react by saying that too much talk is bad and should be avoided. But this is not necessary true. As Nunan in Gebhard' book (2000: 70), states, " it can be argued that in many foreign language classroom, teacher talk is important in providing learners with the only substantial live target language input

they are likely to receive". It seems that much talk is not kinds of problems in the classroom. It is not how much time the teacher spend talking but it focuses on the way she/he use talk to promote meaningful interaction.

2)The Teacher's Question. In the teaching and learning process, it is important to give question to the students. It stands to reason that knowledge about questioning behaviors can benefit teachers who want to provide chances for students to interact with English in meaningful ways. There are some purpose for giving questions to the students. First, one way to focus on teacher's question about behavior is to consider the purposes of question itself. Another purpose for asking question is to learn about the students, to discover things about them and their knowledge. Next purpose, teacher's question is to check students' comprehension. For example, stating a question; *Who can tell me what I just said?*. This question will make students answer with their comprehension about the lesson given. The last purpose of asking questions is to confirm and clarify understanding. Confirmation and clarification questions are usually used otside classroom.

3)Setting up Classroom Activities. In managing and promoting interactive class, the teacher needs to know how to arrange a variety of classroom activites. Students can work alone, in pairs, in a small groups, or as a whole class. The teacher can use group work by choosing based on personality characteristic or abilities and experience. For example, shy students can be matched with other shy students or with talkaktive students, fluent students with fluent students or with those are not fluent. In this case, the teacher should make the class in meaningfull learning with create an interactive classroom.

4)Giving Instructions. The way the teacher gives instructions is another aspect of managing a classroom, and it is worth taking time to consider how the teacher can make his/her instruction clearly to the students. The instruction given should provide opportunities for students to interact in meaningful ways. In this case, the teacher can write the instruction on whiteboard or give a dictation briefly.

5)Keeping Students on Task. It is not an easy work to make students want to finish their task. Sometimes the students talk their native language each other, sometimes they talk something else during group or pair work. The teacher's job to make student keeps in their task are: a) The teacher have to give clear instruction, make sure the students know what the goal of the task is so the students know what will they do, b) let students know that teacher expect them to stay on task, c) give the students interest to the task, d) walk around in the class and help them if they got difficulties during work. Finally, the student can finish their task on time and avoid to make noisy in the classroom.

Teacher's Approach

In applying an approach, the teacher should consider how they go about teaching and what they do when they teach. In the teaching process, teacher's approach may provide direction or the rule of teaching. Furthermore, an approach sets the general rule or general principle to make learning possible. Richards (2001: 16) states, "approach refers to the beliefs and theories about language, language learning and teaching that underlie a method". It means that the teacher should have a belief and theories or rules in teaching.

There is no best teaching approach. However, there are some recognized teaching approach together with a range of learning theories and some principles for good practice. The Communicative Language Teaching (CLT) approach was developed

mainly in the context of English Second Language (ESL) and English Foreign Language (EFL) teaching. As a broadly-based approach, there are any number of definitions and interpretations, but the following interconnected characteristics offered by Brown (2001: 43) provides a useful overview: 1) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence; 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes; 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques; 4) Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom; 5) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies; dan 6) The role of the teacher is that of facilitator and guide, not an all-knowing bestowed of knowledge.

The Communicative Language Teaching discussed above can help teachers in teaching. It explains about classroom goals, the characteristics of approach, and the roles of the teacher. Therefore, the teacher knows what they want to do in the classroom. The change of students' writing ability is influenced by several factors. It can be revealed from interview questions distributed to the students. The factors are interesting teaching materials, media, teacher's approach, amount of practice and students' interaction.

Interesting Material. Material was the essential factors that influenced the students change in their writing skill. From the results of interview, almost students said that interesting material is important point to start writing. Some students said that they could write well because the teacher helped them to understand the material. In other words, the material that teacher used in the classroom gave benefit side to help students' writing skill and motivation. **Media**. Media had important role in the change of students' writing ability. As proof, some student said that the video as media made her to be easier to write. By watching video as a media, they could get ideas and develop imagination and thinking. They also were helped by watching the video to get vocabularies. They were very enthusiast in watching. It means that the media could increase their motivation to write and helped them to understand the material.

Teacher's approach. Other factor that influenced the change of students' ability was teacher's approach in teaching and learning process. During in teaching and learning activities, the teacher tried to give his best approaches to the students. Teacher's approach was very influential to the students' writing skill because the students could not do all the procedures well without the teacher's control. Additionally, the teacher's approach was not only to control the class, but he also guided and assisted the students during the process by using animation video in writing class.

Amount of Practice. The results of interview indicated that the students' writing ability can be better change because they had a lot of practice in writing. As proof, some student said that they had more vocabularies and knew how to write past sentence or present because of practice in every meeting. **Students' Interaction.** Dealing with the results of interview, it could be inferred that students needed interaction between a student to another student, and the student with the teacher. The interaction was needed to help them because there was some of the information or vocabularies. As proof, some students said that they liked work in pair or group because they would feel easier to ask about the vocabularies. Moreover, other students

stated that they were active in the class in asking about vocabularies in the classroom because they needed a help in making sentences.

D. Conclusion

This research was done to find out to what factors influenced the changes of the students' writing ability. After analyzing qualitative data, it could be concluded there are five factors that change the students' writing ability. The factors are interesting materials, media, teacher's approach, amount of practice and students' interaction. Based on the conclusion above, the researcher intended to provide suggestions as below: An English teacher is suggested to concern about material, media, approach, practice, and interaction to students in teaching writing class. The future researchers are suggested to do the relevant research related to the factors that can improve students' ability for other skills and genres in teaching English language.

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