

STUDENTS' WRITING HABITS OF ENGLISH STUDY PROGRAM AT FACULTY OF TEACHER TRAINING AND EDUCATION (FKIP) JAMBI UNIVERSITY

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Abstract

The aim of this study was to investigate sixth-semester students' writing habits of English study program. In this research, the researcher has researched about the writing type of the students based on the composing style, and also the researcher research the writing habits that sixth-semester students do in general. The data were collected by the closed-ended questionnaire and interview. This study involved 73 students of English study program from four classes Reguler (A and B) and Reguler Mandiri (H and I). The findings indicated that most of the students were heavy reviser. The total percentages of planner are 27 students (36.99%), reviser 38 students (52.05%), and sequential composer 8 students (10.96%). It also supported by the interview result to know about the students' writing habits that they were difficult to determine the ideas of writing and the storyline. While students who have habit in writing they have the regular time to write every day. They usually use formal and informal writing. In the language use they usually use combination Indonesia and English language. Then, the influences of social media depend on their need. Furthermore, for the students who do not have habit in writing because they really did not like writing much, they do not have a lot of time, less of the idea in writing, and less of the vocabulary. Therefore, they answered it indicated that they had low interested.

Keywords: Writing, Interest, Writing Interest, Habits.

Introduction

Writing is one of those skills in language learned. By writing, people can put their idea of the mind in the form of stories and in other writing form. Writing is a skill that required student ability to produce language to communicate. By writing, students can distribute their capabilities to write all the idea, thought, or opinion in their mind than talk or communicate directly.

Therefore, writing skill is very important for students. Learning writing has been done at universities that can help students to improve their writing skill. Someone will have good writing skills if they get used to write. From the habits of writing, it can help them to increase their writing

potential, writing fluency, and encourage them to be more confident in expressing themselves in writing. Also from the habit of writing it can be made as a career if they have the good competence in writing and interested in the world of authorship.

In addition to adult learners with the ability to write, it can make easier for them to produce variations of writing, either for themselves or for publication. One of the things that can facilitate them if they have the ability to write that is easy for them in completing the thesis. As we know one of the factors that causes many final semester students are delaying to complete their thesis in due to their poor writing skills.

Therefore writing skills can develop

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if the writer have an interest in writing what they want to write in which they can produce original pieces of writing. According to Alexander (1997) in Mikkonen (2012), interest is a motivational power behind the growth towards expertise. So, if students know the factors that can made them interesting in writing activity, the students will take pleasure in writing activity. After the students have an interest in writing, they will feel happy in doing writing activity. From the writing activity that they often do it will arise a habit.

Therefore, the researcher wants to investigate sixth-semester students' writing habits based on the composing styles, and also the researcher wants to know what are writing habits of sixth-semester students. The researcher chooses sixth-semester students because they have taken writing courses from semester two and they have experienced in writing and experienced in learning writing. The researcher wants to know the writing type of the students and to know how the writing habits that sixth-semester students do in general. Subsequently, the results of this research can be a reference in teaching writing in English education program that are: it can help the institution to understand the nature of students' writing habits and also the teaching writing can expected to be structured in a specific way that meets the expectations and needs of learners. Based on the background of the study above, the researcher interests in conducting the research about "Sixth Semester Students' Writing Habits of English Study Program at Faculty of Teacher Training and Education (FKIP) Jambi University".

Components of writing

As an integrated skill, writing requires some components that are addressed to linguistics competence which build up the unity and characters of writing. Those are related to one another. These can be explained as follows

specifically.

First, the writing content should be clear to the reader, so the reader can easily understand the information in the writing form. Second, the organization of the writing involve of coherence, from general to specific, or specific to general, chronological order, and spatial pattern. Third, the effective words that writer use it is to be the requirement of a good writing. The fourth is the grammatical points that can determine the reader to get the message from the writing. The fifth, mechanics of writing, such as punctuation, capitalization, and spelling of the word.

Writing Processes

There are several process in writing, such as:

- a. Prewriting, it is known as the part in which the writer begins the new concept about the opinion an idea, or a perception.
- b. Drafting, is the part of the writer turn their idea into the sentences and aims to develop, increase, and to connect the writer's idea.
- c. Revising is the part to develop the ideas, identity the ideas or to add and minimize some ideas to make the writing is fit to get the message to the rider.
- d. Editing is the part to correct the writing correctness, accuracy, and clarity.

Composing Style of Writer

According to Ede (2008) identified the composing styles of writer into four types; heavy planners, heavy reviser, sequential composers, and procrastinators

- a. Heavy Planners

Ordinarily, weighty organizer plan the thoughts for their writing in an extremely cautious manner; they will in general delay composing if the thoughts in their mind are not generally clear yet. They are generally masterminds who will in general utilize each extra time they must take a shot at their composition. For this propensity, they are probably going to have the option to consider

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their writing in a wide range of spots, for example, in the vehicle while driving, in the kitchen while cooking, at work, etc.

b. Heavy Revisers

On the other hand, the second sort those are arranged as Heavy Revisers, they will in general think-while-compose their thoughts. They feel greater to legitimately compose what they have in their psyche just as to discover different thoughts. Hefty revisers frequently call attention to that working their thoughts out guarantees them that they truly have something to communicate and keeps them from being disappointed. Basically, hefty revisers write to discover what they need to communicate and convey. Worried to their demonstration, these people may not appear to design their composition for they start so early creation drafts. In any case, the way toward arranging really happens as they are drafting particularly as they are overhauling. They manage a great deal of time to amend their underlying drafts. Consequently, to achieve the adequacy of doing as such, they must have the option to peruse their work basically and habitually dispose of enormous pieces of their first drafts. They overhaul more than the others.

c. Sequential Composers

Sequential Composers like to do the creative cycle all together; they plan, draft, and amend. They record their thoughts into notes as opposed to consider it intellectually like substantial organizers do. Also, consecutive writers will in general draft more gradually than weighty revisers as they audit their draft while they are taking a shot at it. Consecutive writers have a propensity where they dispense time for arranging, drafting and amending. By one way or another, that causes them to manage the inescapable composing nerves. In the event that they feel sure that they have produced the volume of notes and plans recorded, at that point they will ready to begin drafting unhesitatingly. Consecutive

authors by and large draft all the more gradually and they audit as the work on it. Also, the amendment is a basic aspect of their creating cycle.

d. Procrastinators

This sort of creating style will in general dodge the administration of creative cycle. In contrast to different styles, slackers cause a propensity for holding up to compose until there is just enough an ideal opportunity for the last draft. In spite of creating valid justifications for putting off composing like doing simpler undertakings first or in any event, improving to compose under tension, be that as it may, hesitation can limit the odds of achievement recorded as a hard copy. What's more, despite the fact that in the training, all scholars periodically dawdle, however, slowpokes will think that its hard to deal with the creative cycle proficient and powerful way.

Interest

In light of Krapp (2002), Hidi and Renniger (2006) depicted that intrigue comprised in three sections, there are:

a. Singular (individual) Interest

Individual intrigue might be an inclination of individual trademark and nearly steady. Singular intrigue includes information, positive effect, and esteem, and grows gradually after some time, and experiencing rehashed encounters of situational intrigue. Singular intrigue additionally alludes to explicit theme, article, or movement, such enthusiasm for perusing, enthusiasm for a sport, enthusiasm for explicit subject et al.

b. Situational Intrigue

Situational intrigue is an intrigue cultivated by conditions or ecological components. Most scientists were characterized situational enthusiasm as a quick full of feeling reaction to specific conditions or improvements inside the learning climate that concentrates on the

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errand, which could conceivably last after some time. For instance; enthusiasm to peruse books related with the task, article, venture paper and proposal, and other.

c. Enthusiasm as a Mental State

Interest as a psychological state is an interchange between close to home or individual interests and ecological conditions or situational intrigue. The cycle of enthusiasm like a psychological state including expanded consideration, constructive outcome, fixation, and an expanded ability to discover. For instance; an understudy who includes a solid enthusiasm to inspect human inspiration will show frequently conduct to understand books, diary, exposition, magazine, an anecdote about inspiration, both at home, at school, or at library, the researcher is mentally a high enthusiasm to look at human inspiration.

Writing Habits

This equivalent blend applies to composing. Individuals who adequately impart their considerations and thoughts have created seven great propensities. They do the following:

a.

Compose with reason.

Reliable discernment is the establishment of clear composition. The issue is that "composing is Nature's method of telling you exactly how hazy your believing is." To conquered this normal fluffiness, attempt this strategy for centering the material: Compose the reason in a short, basic sentence. For most sorts of business composing, utilize this reason articulation to start the record.

b. Know the crowd.

Compelling communicators are individuals who know their crowd. Each choice they settle on – word decision, tone, measure of detail, archive length, approach, and influential methodology – depends on their insight into their reader. To compose

viably, compose with your reader in your mind.

c. Go to detail.

Composing can be enormously fulfilling and fulfilling, however, it will consistently involve a specific level of monotony, the snort work, and moderate, precise work. From knowing the principles of sentence structure and right use to understanding the subtleties of the point, set aside the effort to get the detail right.

d. Form in stages.

Effective scholars don't anticipate composing ideal duplicate in the main draft. They comprehend the benefit of catching the regular progression of their contemplations in an unfinished version, saving their draft, and reconsidering it after some time has passed. Permit yourself the opportunity of a blemished first draft, and consistently set aside the effort to amend.

e. Work with an editorial manager.

Indeed, even the most talented journalists need a supervisor. Language is excessively mind-boggling and correspondence too multi-leveled for one individual to settle on quite a few choices without fail. Close to perusing, the most ideal approach to build up your composing aptitudes after some time is to work with a decent editor.

f. Compose consistently.

Powerful authors, in any case, will in general be focused. They compose practically consistently and, if conceivable, simultaneously consistently. Many want to write in the first part of the day, that season of day Henry David Thoreau called "the enlivening hour," before they become distracted with the odds and ends of their everyday schedules.

g. Know when not to compose.

Successful scholars comprehend the restrictions of composed correspondence. They realize which issues are best conveyed recorded as a hard copy and which are best-

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imparted face to face. They value the receptiveness and adaptability of compromise conversations, and they comprehend the estimation of individual-to-individual, vis-à-vis contact.

Methodology

In this examination, the researcher consecutively has gathered quantitative information gotten from the overview and afterward catch up with subjective information accomplished from meeting to help clarify the underlying quantitative outcomes. Consequently, the specialist utilized a blended technique research plan in which it gives an appropriate method of gathering, breaking down, and blending both quantitative and subjective examination in a recent report to comprehend the exploration issues and answer the exploration questions (Creswell, 2008). The analyst right off the bat led the review to portray the propensities for the populace test that identify with their composition by directing a lot of survey contains of articulations worried to the understudies' composing propensities. Next, the scientist met the chose understudies of the whole populace test to acquire data about understudies' composing propensities.

The site for this research was conducted at Faculty and Teacher Training and Education in Jambi Province, Indonesia. The researcher has done the research in Faculty and Teacher Training and Education at English study program and she has taken the research in sixth-semester students. In this education study program, it has two categories classes, that is Regular class and Regular mandiri, class. To get access in doing this research sites, the researcher used official letter to get permission from English Department of Jambi University.

Technique of Data Analysis

The data were collected from the participants by using questionnaire and

interview which were analyzed by researcher to identify the students' habits in writing. In analyzing the data, the researcher analyzed the data by using SPSS 19 to find frequency, percentage, and mean score that followed some steps:

1. Tabulated students' response on the questionnaire.
2. The researcher counted their response of composing style.
3. The researcher counted their response of the questionnaire.
4. Identify students' writing habits based on frequency, percentage, and mean.
5. The researcher chose three students who have highest and lowest scores in the questionnaire to be interviewed.
6. The researcher recorded and transcribed the students' interview.
7. Analysis transcription. In the analysis transcription, the researcher used the technique from Braun and Clarke. According to Braun & Clarke (2006), they were six steps analysis:
 - Familiarizing with the data
 - Generating initial codes
 - Searching for themes
 - Reviewing themes
 - Defining and naming themes, and
 - Producing the report
8. The researcher drew the conclusion from the questionnaire and interview.

Finding and Discussion

Demographic Survey based on Gender

First general data of participants that conducted by the researcher was class of participants were participate in this study. See this figure!