



## AN ANALYSIS OF EFL WRITING DEVELOPMENT OF UNDERGRADUATE ENGLISH EDUCATION DEPARTMENT STUDENTS: AN INDONESIAN CONTEXT

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**ABSTRACT:** This research aims at finding out: 1) kinds of English-as-a-foreign-language (EFL) essays written by the fourth semester students of the Undergraduate English Education Department, School of Teachers Training and Educational Sciences, Nusa Cendana University; 2) how the students develop as EFL student writers; 3) elements of EFL writing that the students can produce well; and, 4) elements of EFL writing that the students fail to produce well. This research using descriptive-qualitative method was conducted from March to September, 2019. Its research subjects were the fourth semester students of the department. Since the department has four classes, the researchers chose two classes purposively as their research subjects. The instruments used to get the data were writing tests conducted twice, that is, the first one on 18 March and the second one on 18 September, 2019. In doing the first test, the students were each asked to individually handwrite an essay whose topic was free for an hour. In writing their essays, the students were not allowed to use any dictionary and they were not allowed to discuss it with their friends. After it was written, the researchers collected the essays, asked the students for clarification on their unclear hand writings. Six months later, that is, on 18 September, 2019, the same essays were handed back to be revised/edited by their relevant writers. The time used to edit/revise each essay by each relevant writer was an hour and they were not allowed to use a dictionary or to discuss it with their friend(s). In addition to these writing tests, the researchers also studied the students' curriculum document to have an insight into any courses they join that could have influenced their writing development. The focus of the researchers' documentary study was on subjects related to EFL writing. The data were analyzed descriptively focussing on four major elements of EFL writing, namely: content; organization; word choice, sentence structures, and paragraph structures; and, mechanics of writing (i.e. punctuations and spelling). The data collected were analysed descriptively. It is found that students produced three major kinds of written products, that is, informative, expressive, and a combination of both, but none was included in creative writing. The students had two distinctive ways of development, that is, good and poor development in terms of content; organization; word choice, sentence structures, and paragraph structures; and, mechanics of their writings (i.e. punctuations and spelling). The elements of EFL writings that develop well and/or poorly vary among the research students: some develop well, for example, in relation to content, but poor on word choice and other elements of EFL writing.

**Key words:** *EFL writing, development, revision, and elements of writing*

### INTRODUCTION

There have been a lot of studies on English as a foreign language (EFL) which is a compulsory subject from grade VII to Grade XII in Indonesian school system (see, for example, Alisjahbana, 1990; Tans (1993a/b/1999b/2007/2010/2012), including studies on how (EFL) writing is taught and learned in schools (see, for example, Graves, 1983; Tans, 2014/2016; Tans et al., 2019) as well as studies on writing development of Indonesian grade XI secondary school students (Tans, 1999a). However, there has been no study on how undergraduate English Department students develop as student writers. This is why the researchers are interested in doing some research on the topic. They focus their study on how students of that level of education develop as EFL student writers. Answering this question is important for several reasons.

First, it is important because it will help EFL lecturers and/or teachers understand how their students develop as EFL student writers. Such an understanding will, in turn, make the lecturers more appropriate in helping their students improve as student writers in such elements as writing content, writing organization, word

choice/sentences structures/paragraph structures, and mechanics (i.e. punctuations, spelling, referencing, and other mechanical aspects of writing). Such an improvement is, of course, important because it will help them to be good EFL writers and to be good Indonesian writers as well because one's writing in one language can influence his/her writing in another language (Quintero & Huerta-Macias, 1995; Tans, 1999).

Second, becoming a good EFL writer is, of course, important for students since writing, including EFL writing, is a skill that needs other language skills to improve. In other words, by becoming good EFL writers, the students can also be good at reading, speaking and listening, and inner thinking as well as other aspects of language like vocabulary and grammar in both their EFL and native language like Indonesian.

Third, this study is important for the students themselves as it will help them understand how they grow as student EFL writers. This, in turn, can help them to be also active in learning to write and/or writing to learn so that their ability to improve their EFL writing can also be better in such elements as writing content, organization, mechanics, and word choice/sentence

structures/paragraph structures, including vocabulary and grammar. As stated above, becoming good EFL student writers will help them to be also good at reading, speaking, listening, and inner thinking because writing and other language skills are interrelated not only in the language itself but also in other languages because of what we call linguistic interdependence competence, including writing interdependence.

Fourth, understanding their development in EFL writing can also help them to be good at writing in Indonesian or in any language they are interested in as writing in one language can influence one's writing in another language. In this sense, this study is crucial for both the students to develop well as Indonesian student writers because their good understanding of their EFL writing development can help them to be good at writing in Indonesian (i.e. writing development as a part of linguistic interdependence) as mentioned above. In the context of Indonesia, this is particularly urgent because writing in Indonesian in the country is still traditionally done/taught, that is, it is not taught to improve students' writing competences, but to improve other language skills (i.e. reading, speaking, and listening) and other language aspects like vocabulary and structure (Tans et al. 2019).

Fifth, becoming good EFL writing will also help them to succeed in learning other subjects because those subjects can only be well-mastered if they are good at reading in English. In other words, this study is important for the students as it will help them to improve their mastery of any subjects they learn through intensive reading which can only be done, among other things, through good mastery of the content of what is read, that is, its vocabulary, sentence structures, paragraph structures, organization, and its mechanics, necessary things needed to be good (EFL) writers.

Knowing their strengths and weaknesses is important so that proper treatments can be done to help those students improve their success in their learning at university level. It is a process of creating great Indonesian writers by making sure that both those who are good and/or poor at writing so all can develop well as writers of EFL or Indonesian through, among other things, their teachers' proper interventions along their processes of learning to write and of writing to learn – Remember linguistic interdependence!

This is also part of a process of making Indonesia a great country in literacy. In other words, this research is to help Indonesia succeed in changing itself from a country with strong oral tradition to a country with strong literacy tradition. Such a move can be seen, for example, through the decision of the central government in which all teachers and lecturers have to write and publish their writings as a requirement for their promotion to higher rankings of their jobs (Cf. Alisjahbana, 1990; Sehandi, 1997; Navis, 1997; Aman, 2014; Nais, 2015).

It is understood that this is a case study whose results cannot be generalized. Yet, some insights based on it can help any EFL lecturers and teachers as well as

EFL learners anywhere improve their teaching and learning of EFL writing since they can also learn from the results of this study how they develop as EFL student writers. This, in turn, can help Indonesia to be a great country when it comes to reading and writing in general meanings, that is, a great country with a great literacy power.

Based on the problem statement and its backgrounds above, the researchers has tried to answer the following research questions in doing their research: 1) What kinds of EFL written products the fourth semester students of the Undergraduate English Education Department, Nusa Cendana University, have along their developmental processes as EFL student writers; 2) How the students develop as EFL student writers; 3) What elements of EFL writing that they are good at; and, 4) What elements of EFL writing that they are poor at.

This study, therefore, aims at knowing: 1) kinds of EFL written products by the fourth semester students of the Undergraduate English Education Department, Nusa Cendana University, along their developmental processes as EFL student writers; 2) how the students develop as EFL student writers; 3) elements of EFL writing that they are good at; and, 4) elements of EFL writing that they are poor at.

## **THEORETICAL FRAMEWORK**

### **Defining Writing Development**

In order to understand what writing development is, it is necessary to define what writing is. Tans (1999: 11) says that writing is “a system of communication between human beings using conventional marks that can be seen, felt, and/or read.” In the context of this study, the conventional marks used are Latin alphabets in English (see, Gelb, 1952 and Senner, 1989a/b for discussion of writing types).

In writing, such conventional marks are used to make sure that the message(s) writers want to convey can really reflect what they really want to express. In other words, writers have to be able to produce a good piece of writing to make sure that such messages can be correctly expressed. That is why Tans (1999: 11) says that a piece of writing is called good if it meets the following criteria, that is, it “contains original idea(s) using perfect grammar, suitable words, and perfect mechanics, and its content is perfectly worded, well-structured, nicely organized (coherent and cohesive) for a relevant audience. There is no meaning ambiguity; a reader would understand it as its writer would.”

In such a context, writing development is then seen as ones' progress in writing, that is, from having no competence at all in writing, usually a stage before formal schooling starts, to being able to write simple letters/syllables/words/sentences to being able to write simple discourses to being able to write complex discourses, that is, a stage in which people are called real writers, competent ones. It usually starts in their native language before moving to their second language and other languages that they master. In some cases,

however, such development may occur at the same time depending on the nature of ones' bilinguality. In other words, writing development starts, in general, in ones' native language before writing in their second language and/or their foreign language where it usually moves from poor writing competence to good to excellent one. This is supported by Britton et al. (1975: 83) who say that writers' writing development moves from being student writers to being mature writers. Such a growth, Raison and Rivalland (1995) argue, goes through certain phases, the first of which is role-play writing and the last of which is advanced writing. Wilkinson et al. (1980:222) add:

We see this [writing development] as a movement from dependence to autonomy; from convention to uniqueness; from subjectivity to objectivity; from ignorance to understanding; from self to neighbour as self ... in our description, however, there is no "end product:" maturity is not a state which is finally attained to: one does not arrive, one is continually arriving.

### Three Major Approaches in Teaching Writing

The teaching and learning of writing, in both L-1 and L-2 contexts, has gone through certain experiences. The first is that it is done in what is called a traditional way of teaching and learning writing. In this traditional approach, the major aim of teaching and learning to write is not to improve students' writing competence but it aims at improving students' reading, speaking, and listening skills. In other words, writing is used as a means to help students improve their non-writing skills. This, of course, fails to improve students' writing competence (see, for example, Graves, 1983; Tans, 1999a/2012/2014) which is also the case for writing in Indonesian (see, for example, Tans et al., 2019).

To overcome the problem, writing educators try to apply certain approaches that they think would work for the improvement of students' writing competence in L-1 and/or L-2. The approaches they introduce are called process approach, model/genre approach, and contextual approach.

In process approach (see, for example, Graves, 1983), writing is seen as an individual process. That is why students are free to write on any topic they are interested in and in the way they like to. Since it is an individual process, writing teachers' role is simply to help their students if they need such help. Along the process, that is, from pre-writing to post-writing activities, including publication, student writers are supposed to be pro-active not only in finding a topic to write about or a model of writing to write about, that is, a poem, a kind of narration, argument, exposition, or description, but also in asking for help from their friends or teachers when such help is needed.

This approach is more or less the same as the genre/model approach in terms of, for example, writing aim, that is, to improve students' writing-for-publication competence, that is, their writing activities should end up in publication. In other words, students do write for publication and not just for their teacher(s) to read. However, in the genre/model approach, students are not that free in writing since they have to follow what their teachers teach them to write. That is, teachers would start their teaching of writing by introducing first a genre/model of writing, including its criteria, to be imitated by their students. In other words, their students are supposed to write on topics related to the genre/model of writing which is introduced to them by their teachers. In that sense, student writers may not write a poem when it has not been introduced yet by their teachers (see, for example, Kress, 1994).

In the contextual approach (see, for example, Tans, 1993), teachers are supposed to practice both process approach and genre approach as stated above. However, they have to make sure that they are applied based on their students' personality/characteristics. That is, students who are introvert, for example, may find it difficult to choose a topic to write about as they do not like to ask questions to their teachers and/or friends. In that sense, teachers should, therefore, be pro-active in helping such students so that they can be free from their problem.

That is also the case for students who find it difficult to write without any explanation of the model or genre of writing. In that sense, teachers should be proactive in explaining a model/genre of writing before they ask their students to write a piece of writing within such a genre/model. For publication, however, the contextual approach is the same as the genre and process approaches, that is, writing is designed for publication. In order to be worth publishing, of course, a piece of writing by their students, should, therefore, be revised and edited in such a way that its content, organization, word choice/sentence structures/paragraph structures, and mechanics are good as defined above.

### Classification of Writings

Writing as a product can be classified into some categories. In terms of its aims, for example, that is, what it is for or why writers want to write, it may aim at persuading, informing, and entertaining its readers (Blanchard & Root, 2004). However, in terms of its focuses, a piece of writing may be classified into informative, persuasive, expressive, and creative. When it is informative, its focus is on reality, persuasive on its readers, expressive on its writer, and creative writing on literary issues (Cox & Giddens, 1991: 2-3).

The classifications as such can then be classified further based on the nature of its single piece of writing, that is, reflection, narration, and description, realistic or figurative, for a piece of writing which focuses on a writer (i.e. an expressive prose). When the focus is on reality, there is a need to have such instruments like surveys, observations and interviews to ensure that

writers really understand the reality they want to write about. In that sense, such questions related to being objective or subjective, having a thesis statement or not, and factors that could influence their fairness in providing information have to be critically considered by writers in order to have good pieces of informative essays. For a persuasive piece of writing, it is important that writers really understand how to build up their logical ways of saying things. This is why understanding such issues like deductive and inductive thinking, common logical errors, differences between facts and opinions, facts and statistics, having evidence through observation and testimony, and presuasive principles is important (Cox & Giddens, 1991).

For a creative piece of writing, it is important that literary writers take into account such issues as plot, characters, setting (i.e. time and place of the plot), and moral message(s), namely, what readers will learn from the story or the literary work that they read (see, for example, Fokkema, 1978). In addition, issues related to producing informative, expressive, and persuasive essays are, more or less, important aspects of composing creative writings. In writing a biography, which is a kind of literary work, for example, writers need to be informative, expressive, and persuasive along their backgrounds (e.g. his/her culture, religion, belief, and/or values that they have). To a certain extent, this is also the case for writing a poem since it is, more or less, the same as writing a prose (Pradopo, 1999) although it has to be treated in its own way as Wirjosoedarmo (1984) argues that it is seen more as a piece of “tied” piece of literary work compared to a piece of prose which is a kind of “free” piece of writing (in Pradoppo, 1999: 5).

To summarize, it is, therefore, relevant to restate here that writing is classified into informative, expressive, persuasive, and creative one. At the end, it includes such kinds of writing as description, narration, exemplification, process, comparison and contrast, classification, analysis, cause and effect, definition, induction, deduction, argumentation, persuasion, crtitical writing, and even, research papers, essay examinations, and letter writing (see, for example, Dunbar et al., 1991).

### **Word Choice, Sentence Structures, and Paragraph Strcutures**

In writing it is important that writers use words not only based on their classifications and functions but also on the nature of their writing, that is, formal or informal. This is why it is important that writer know the rules of using such words as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, articles, and determiners so that they can be logically used in their pieces of writings (see, for example, Dumbar et al., 1991; Tans, 2014).

Using a word correctly can be helped, of course, by a good dictionary. This is why good writers usually use good dictionaries, electronic or printed ones, to ensure that they can use any words, whatever they are, correctly. However, it is also necessary for writers to know whether a word is used in its literal meaning or

not, that is, denotative or connotative. In other words, knowing word meanings literally is as important as knowing its illiteral meanings, that is, whether a word is used as part of a figurative expression like simile, metaphor, implied metaphor, extended metaphor, personification, hyperbole, understatement, and/or euphemisms as suggested by Dunbar et al. (1991).

Those words, literal or illiteral, formal or informal, must be, of course, used in sentences correctly. In that sense, good writers have to know the rules of using those words in sentences, namely, simple sentences, complex sentences, and compound sentences with their correct tenses as well as their forms (that is, passive or active). Thoses sentences will then be logically arranged into paragraphs; each paragraph, we know, consists of a main idea expressed in a main sentence and supporting ideas expressed in supporting sentences.

To ensure that they are logically connected, those words in a sentence and those sentences in a paragraph and those paragraphs in a dicourse have to be tied up logically by using certain connectors which are usually classified into such orders as spatial, chronological, and order of importance (see, for example, Blanchard & Root, 2004).

As stated before, a logical way of expressing writers' ideas is one case, using those ideas ideas formally and informally is another case. This is why it is also a good idea for writers to find out whether their writing is for formal or informal audience. In the first, they have to use a standardized language, in the second an informal one.

### **RESEARCH METHOD**

This research is included in descriptive/qualitative paradigm. In such a research type, a researcher's major aim is to describe a phenomenon objectively (see, for example, Bogdan & Biklen, 2007: 69-76). In this research, the phenomenon investigated/described is writing development of semester IV students of the Undergraduate English Education Department of Nusa Cendana University.

In this research, the researcher's line of thought starts from its problems/focuses with certain instruments used to get the data that would lead to certain research results after they are analyzed. This research was done at the Undergraduate English Education Department of Nusa Cendana University, from March to November 2019.

The subjects of this research were two semester IV students of the Undergraduate English Education Department as mentioned above. They were joining *Academic Writing Course* that one of the researchers taught at the initial stage of this research. There were 27 students (that is 21 female students and 7 male students) who joined this research, yet we chose two of them to be our research subjects, one of which is regarded the best and another one the poorest student writer out of those 27 students. How they develop as student writers is analyzed in terms of the content, organization, word

choice, sentence structures, paragraph structures, and mechanics of their writing. Their development in those elements were then compared to one another.

Doing some research, of course, needs some instruments to get the data (Borg & Gall, 1989: 393). In this research, the instruments used to get the data were students' writings written at the beginning of the research (18 March, 2019) and those similar pieces of writings revised/edited after six months of research (18 September, 2019).

When the students were writing, the researchers observed them in order to make sure that they followed the instruction of writing, that is: it was in class and hand written; they were not allowed to open a dictionary, electronic or printed; and, they were not also allowed to talk or discuss with their friends what they wrote about. Yet they were free to write on any topic they were interested in. At the end of an hour long writing, they were asked for clarification on their hand writings which were not clear for the researchers.

After six months, each similar piece of writing was given back to its relevant author in order to be revised/edited on September 18, 2019, with the same treatments as stated above. The data collected were classified based on the research questions stated before, that is: 1) kinds of EFL written products by the fourth semester students of the undergraduate English Education Department, Nusa Cendana University; 2) how the students develop as EFL student writers; 3) elements of EFL writing that they are good at; and, 4) elements of EFL writing that they are poor at. In this sense, students' writings of the first session will be compared with those in the second session to find out what is well-developed and what is not.

Research theories by Borg & Gall (1989) and *content analysis* practices by Odel (1977) and Ivanic (1995) were theoretical bases to analyze the research data descriptively.

## RESEARCH FINDINGS AND DISCUSSIONS

As its title shows, this section covers research findings and some discussions of them. In that sense, it is logical that it answers the research questions mentioned before and, therefore, it consists of four major parts, that is: 1) kinds of English as a foreign language (EFL) essays written by the fourth semester students of the Undergraduate English Department, School of Teachers Training and Educational Sciences, Nusa Cendana University; 2) how the students develop as EFL student writers; 3) elements of EFL writing that the students can produce well; and, 4) elements of EFL writing that the students fail to produce well. Yet, before presenting those findings, the research students' curriculum is briefly described below.

### Students' Curriculum

Both students as the subjects for this research were in semester IV when they joined this research. As semester IV students, they have joined such courses as

those related to language skills and aspects as well as theories on education/linguistics (see Table 4.1 below).

Table 4.1: Courses for Semester I, Semester II, and Semester III

No	Names of Courses		
	Semester I	Semester II	Semster III
1	Indonesian Language	Civic Education	Tourism and Archipelagic Semiarid Culture
2	Religion Education	Pancasila/Indonesian Ideology Education	Educational Profession
3	Introduction to Education	Learners Development	Listening III
4	Listening I	Teaching and Learning	Speaking III
5	Speaking I	Listening II	Reading III
6	Reading I	Speaking II	Writing III
7	Writing I	Reading II	Structure III
8	Structure I	Writing II	English for Children
9	Introduction to Linguistics	Vocabulary	Introduction to Literature
10		Structure II	
11		Field Education I	

Table 4.1 shows that the students had joined such courses as *Writing* (I-III), *Structure* (I-III), *Vocabulary*, and *Reading* (I-III). It is, therefore, assumed that they have had pretty strong basis for a high level of writing development when related to its major elements, namely, content, organization, word choice, sentence structures, paragraph structures and mechanics. Yet, as it is shown later, their writings seem to be pretty weak on those elements.

In Semester IV, when they joined this research, the research subjects were studying more challenging subjects and so were they at the end of this research, that is, when they were in the second month of semester V (See Table 4.2).

Table 4.2: Courses for Semester IV and Semester V

No.	Names of Courses	
	Semester IV	Semester V
1	Speech Making and Debating	Morphology
2	Extensive Reading	Sociolinguistics
3	Academic Writing	English for Tourism and Hospitality
4	Phonology	Language Testing and Evaluation
5	Cross-Culture Communication	Instructional Design and Microteaching

6	Computer Literacy	Research Methodology I
7	Curriculum and Material Development	Poetry
8	Field Study II	Prose
9	Textbook Analysis	Drama
10	Language Games and Songs	-

In addition, from semester V on the students also study some subjects based on their interests, namely, *Introduction to Journalism, Course Management, Psycholinguistics, Historical and Comparative Linguistics, and English for Public Relation*. These subjects and others that they have joined from Semester I to Semester V should have influenced their writing development in general, content and organization of their writings in particular, because they are content-related subjects with certain organizations. In other words, the students could have learned from these subjects some issues/topics related to their writing development. It is, therefore, argued that if they had some great development, it could have been the results of what they have studied in Semester IV and Semester V as well as what they have studied from primary level to secondary level of their formal education.

**Kinds of Students’ Written Products**

It was found that the students, nicknamed Miaru and Ciny (for confidential purposes), have produced several kinds of written products, that is, informative, expressive, and a combination of both (i.e. informative and persuasive ones). These kinds of written products can be seen in Table 4.3 below.

Table 4.3: Kinds of EFL Written Products by the Research Students

No	Students’ Nicknames	Students’ Writing Topics	Types of Writing
1.	Miaru (F)	Modern Life	Informative
2.	Ciny (F)	My Wondeful Experience	Expressive

Table 4.3 above shows that out of these two pieces of essays, one is informative and another one is expressive (see Texts 1-2 and Text 3-4 below). None is persuasive or creative. Text 1 is the first version of Miaru’s writing entitled *Modern Life* that she wrote on 18 March, 2019.

Text 1  
Modern Life  
(First Version)  
By Miaru

Nowadays, many many things has changes in the world. Especially in culture. where strange culture has famous in young people. It gives possitive and negative influences. If young people not

able to adapted with the new culture or style, they will be considered as an ancient or old – fashioned . Therefore , so many young people do anything without consider its consequence for getting confession of ther people. in this case , parents hold important role in educated and as a model for their children , especially in family . if every parents realize and educate their children to live in discipline in amany thing unclude organize time schedule to study , help parents at home , and more important is when they make friends. They have to selective in making friends. Becuase when they make friends with wrong people, then they will be also influenced by bad people if parents can’t be a good model for their children , they will rebel and do anything that they want.

Text 1 was then rewritten by Miaru on 18 Septemebr, 2019, and becomes the following Text 2 with the same title.

Text 2  
Modern Life  
(Revised/Edited Version)  
By Miaru

on the passage above, I read that world where we live, has changes day by day with so many influences which is give good or bad things for us. Usually , the young ones is the most people who easier to influenced by those changes . Such as fashion, food , travelling or friendship , In this case how important the role model of parents. Parents should lead their children what is good or bad for them. If some children are bad in friendship or the other, sometimes the people will first want to know who is the parents of those children and their family. It seems that the role of family is very important for a child to be a better person.

The lifestyle in this modern era, sometimes make young people do not think first the effect or bad thing that will be happened to them. They more like to try it first and enjoy it . This phenomena makes us more realize that we have to more carefully in following the lifestyle as a young people and for parents they should be a role model who is give the best educaton for their children.

In Text 1 and Text 2 above, the writer, Miaru informed a reality to her audience, that is, “Modern Life.” She started it with a general stament, “Nowadays, many

things has changes in this world” (Text 1, Line 1). She then went on to say that there are some changes that have happened, particularly with young people. She adds that in such a context, a parent’s role is very important to make sure that young generation can walk thorough the right direction, including making friends with the right person.

In Text 3 below, written on March 18, 2019, Ciny wrote her experience in climbing a mountain. Her title is “My Wonderful Experience”. It is expressive as she expresses her experience of climbing a mountain.

Text 3  
My Wonderful Experience  
(FirstVersion)  
By Ciny

In this piece of writing , I want to share my story about my first expereicne climbing mountain. The place is in Fatuleu , and that’s really wonderful. It took almost two hours to got there.

I went there with my friends. Three of them are my classmates, and two others are from another class. At first, we were gathering in my boarding house , after that we went to bought some food for our luch there. We go there by riding motorcycle. As we arrived, we walked through about hundred stairs , and then we took a rest and ate our lunch together.

Actually, we have no plan at all to climb that mountain , we just planned to took pictures there, but after lunch , my friend Frengky ask me to go on till the top. One of my firends said “It’s dangerous” because we have no preparation at all. At that time, I was so curious , so finally I follow Frengky to go on to the top. It was a long and tire Journey. Two of my friends gave up and stopped at the middle of the Journey.

It was quite hard for me to reach the top. We were jumped through mossy stones, sharp rocks and stride many big and long stones. My head was collide with a big stone and got swollen, but I cointinued my journey with two friends, Frengky and Melita, until we arrived at the top.

It might not be so hard for some people , but for me and my friends who didn’t have any preparation , it was hard enough. But in another side , we were really enjoyed that moment and felt so happy. The view from the top was really beautiful and amazing. It was so enchanted. I was really happy and

grateful I could get that wonderful experience

On September 18, 2019, Ciny revised/edited her text as in the following Text 4 (see the section on *Elements of Writing That Develops Well* for its aspects that are correctly constructed).

Text 4  
My Wonderful Experience  
(Second Version)  
By Ciny

In this piece of writing, I want to share my story about my first experience climbing mountain. The place is in Fatuleu. It took almost two hours to got here.

I went there with my friends. At first, we were gathering at my boarding house, after that we went to bought some food for our lunch there. We go there by riding motorcycle. As we arrived, we walked through about hundred stairs, and then we took a rest and ate our lunch together.

Actually, we have no plan to climb that mountain, we just planned to took pictures and had fun there, but after lunch, my Friend Frengki ask me to go on till the top. One of my friends said It’s dangerous, becuase we have no preparation at all. I was so curious, and finally I follow him to go into the top. It was a long and tire journey.

It was quite hard for me to reach the top. We were jumped through mossy stones, sharp rocks and stride many big and long stones. With enough power and courage, me and my two friends could reached the top.

It might not be so hard for some people, but it was hard enough for me and my firends who didn’t have any preparation. Although we were so tired, we’re really enjoyed that moment and felt so happy. The view from the top was really beautiful and amazing. It was so enchanting and I was really grateful because I could get that chance. It was really a good place to relax our minds.

### How Students Develop as Student Writers

It was found that both students develop poorly as student writers on those four elements of writing, namely: content; organization; word choice, sentence structures, and paragraph structures; and, mechanics (i.e. spelling, punctuations, and so on) as described below. In such a poor development, however, Ciny seems to be far better than Miaru.

In terms of content development, for example, the research subjects fail to see writing as a means of expressing their ideas. It is true that they have some ideas to be expressed as the contents of each piece of their writing, but they have failed to revise and/or to edit their ideas substantially in the second version of their writing. In other words, in general they could not develop their essays in such a way that the contents are well-developed, that is, they fail to develop well the contents of their writings; they simply made revisions, which are not always comprehensive in many cases, at local levels, that is, word choice, sentence structure, organization, and mechanics of writing.

Text 1, like other texts for this study, was first written on 18 March, 2019. As it is seen, the text consists of 12 sentences, 153 words, including its title and number, and two paragraphs. On 18 September, 2019, Miaru revised and/or edited it so that it has its new form as Text 2 above. As it is seen, the text has even less words than the first text written six months earlier, that is, from 153 words to 135 words, including its title, 12 sentences (the same as its first version), and three paragraphs (compared to two in the first version). Despite its changes in the amount of paragraphs, the content of this essay is more or less the same as the first version of it. In other words, the content of this revised version is still similar with its original content; it is acknowledged, however, that it has more paragraphs in its revised/edited version, yet it does not improve its meaning. That is why this text is regarded as something which is not well-developed. This is also the case for other pieces of writings by Miaru. Although she seems to be improving in her revised version of her text, that is, from 160 words to 194 words (for word choice), yet her sentence development seems to be moving on the spot, that is, from 9 to 9. In terms of paragraph development, she seems to be improving too as she has two paragraphs in her Text 2 (see Table 4.4 below for the research subjects' uses of words, sentence structures, and paragraphs structures), yet the quality of those two paragraphs is not that convincing (see Text 2).

Table 4.4: Changes of Amounts of Words, Sentences, and Paragraphs in the First Versions of the Research Subjects' Writings Compared to the Edited/Revised Version

\*OV: First Version; R/EV: Revised/Edited Version; F: Female; M: Male

Organizations of the students' writing have not been well developed as well. Yet, they use certain techniques in constructing the organizations of their essays. In writing their introductions, for example, both Miaru and Ciny use fact giving technique in their introduction (see Texts 1-4). Despite using those techniques, however, both generally fail to have comprehensive introduction techniques like asking questions, quoting others' ideas and giving

facts/statistics. In other words, the data show that those techniques are not well-constructed in their texts and so are their thesis statements. Since they have no thesis statements, the students fail to have good thesis development in their texts.

There is a piece of essay by Ciny entitled "My Wonderful Experience" whose introduction is quite good as she wrote, "In this piece of writing, I want to share my story about ..." (Ln. 1), yet she fails to focus on aspects of her story that she would like to share, she, therefore, failed to develop her writing.

In general, therefore, the students fail to develop well in terms of writing organization since such techniques like restating its major statements, predicting and recommending are not found in their concluding remarks of their essays. In other words, since these problems appear also in its revised/edited version, it is found that this text, like other texts by those research students, fail to develop well.

It is also found that the students' word choices are not that well-developed since their revised/edited versions of their writings were not always better than their original ones. The Text by Miaru is another example of how a student fails to improve in terms of word choice (See Texts 1-2).

As seen from her text above, which is an edited/revised version of her previous text, Miaru fails to use an article for the word "world" (Line 1). She also used the word "changes" (Line 1) as a noun instead of a verb (past participle one). In Line 3, she used the word "is" instead of "are". In Line 5, she also fails to use the word "lead" that should be a phrasal one, that is, to "lead to," so that it should be "Parents should *lead* their children *to* what is good or bad for them." The use of the word "as" in "as a young people" (Line 12) is inappropriate as it should be "for" instead of "as." This is also the case for article "a" in "a young people" (Line 12) which is also false that, in turn, shows her inability to use an article "an" in that sense. That phrase should be just "young people" instead. The use of the phrase "more carefully" (Line 12) is also false as it should be an adjective, that is, "more careful". This is also the case for the phrase "for parents they" (Line 12) be changed into "parents" as it is the subject of the sentence. So, the whole sentence would be like this: "This phenomena makes us realize more that we have to be more careful in following the lifestyle of young people and parents should be a role model who gives the best education for their children." As the text shows, there are also some problems, but they are related to sentence structures,

No	Students' Nicknames	Students' Writing Topics	Changes of Amounts of					
			Words		Sentences		Paragraphs	
			FV*	SV*	FV*	SV*	FV*	SV*
1.	Miaru (F*)	Modern Life	160	194	9	9	1	2
2	Ciny (F)	My Wonderful Experience	198	170	19	18	5	5
Mean			179	182	14	13.5	3	3.5

paragraph structures, and mechanics.



Like their content development, organization development, and word choice, the students also fail to develop well in terms of sentence structure as shown the texts above. Patterns of their sentences, in some cases, are not always clear, that is, whether they are S + V, S + V + O, S + V + O + dependent clause(s), or 4) S + V + O + and/but/or Independent clause(s) or not. Since most of those students fail to build those kinds of patterns, they fail to develop well in terms of sentences constructions.

Students' development in terms of paragraph structures, like other elements of a good piece of writing, is pretty poor. Their introductory paragraph, thesis development, and concluding remarks are not well-developed as well. In addition, the essays end without their concluding remarks. In other words, their text end without such techniques as asking questions, restating major poor recommending.

Ciny, however, has a pretty good introductory paragraph when she writes, "In this piece of writing, I want to share my story about my first experience climbing mountain" (Lines 1-2), yet she fails to establish a good focus to such a good topic. This makes her essay loses its focus and ends without good concluding remarks.

It is found that the students have some problems in relation to mechanical aspects of English writing, that is, those related to spelling and punctuation. We guess the writers know how to use them, but their style in handwriting might have created such a problem. In addition to those problems, the student writers also have problems in relation to using punctuations properly and the use of capital letters for words used as the first ones in sentences.

Despite these mechanical problems, however, their texts above show that most of their spellings and punctuations have been correctly used. In this sense, the writers have developed well in terms of spelling and punctuation.

### Elements of Writing that Develop Well

As stated in section 4.3 above, the student writers generally fail to develop well in the four elements of writing, that is: content; organization; word choice, sentence structures, and paragraph structures; and, mechanics of writing. Despite such a general failure, however, there are some aspects of writing that the students develop quite well, particularly when it is seen from an individual context. In other words, elements of writing that develop well both students' writings vary from a student to another. That is, each student has different elements which are well developed, that is, some students may develop well in relation to content, organization, word choice, sentence structures, paragraph structures, and mechanics, but others may fail to develop in those aspects of writing. Text 4 above, for example, proves such a case.

In general, Text 4 above shows that Ciny has developed well in several cases. Her writing content, for example, is pretty complete. She talked about her

experience with her friends in climbing a mountain for the first time. Its organization is pretty good. She started from her introduction which is quite complete. She then moved to some activities in chronological order and finally ends it by saying that "It was so enchanting and I was really grateful because I could get that chance. It was really a good place to relax our minds" (Lines 19-20).

Her word choice, sentence structures, and paragraph structures, and mechanics are also generally great as shown by the following sentences:

1. In this piece of writing, I want to share my story about my first experience climbing mountain. The place is in Fatuleu. It took almost two hours to get here (Lines 1-2).
2. I went there with my friends ( Line 3).
3. We go there by riding motorcycle. As we arrived, we walked through about hundred stairs, and then we took a rest and ate our lunch together (Lines 5-6).
4. The view from the top was really beautiful and amazing. It was so enchanting and I was really grateful because I could get that chance. It was really a good place to relax our minds (Lines 17-19).

Other examples of good individual development can be seen in such cases as content, organization, word choice, sentence structures, paragraph structures and mechanics.

### Elements of Writing that Poorly Develop

It was found that the students writers fail to develop well in terms of the four elements of writing, that is, content, organization, word choice, sentence structures, paragraph structures and mechanics. Such a poor development can be seen from Text 1 to Text 4 above. The texts show that their writers have the following problems, namely, content, organization, word choice, sentence structures, paragraph structures, and mechanics. Their content content simply focuses on one or two pieces of information, whereas in reality it has a lot of information for a lot of people from different backgrounds. Their organizations are also poor as they have no great introduction, thesis statement, thesis development, and conclusion. It is also the case for word choice, sentence structures, and paragraph structures.

For their paragraph structures, the writers also have such problems like having no convincing introduction and thesis development. They do not even have any conclusions. In addition to those problems, the texts also have some mechanical problems like the use of commas and periods with spaces or the use of certain words which is incorrect.

Their revisions of the the texts are also similar, that is, they are not free from such mistakes/errors that we have mentioned as seen from Twxt 1 to Text 4

above. As the texts show, such problems related to content, organization, word choice, sentence structures, paragraph structures, and mechanics are still there, that is, those that have been underlined by the researchers. They should, therefore, be revised/edited.

Like good elements of writing that develop well, the student writers' texts show that the elements of writing which develop poorly also vary between those two students. One student is poor at, for example, organization, but another is good at organization. Ciny's Text 4 above is an evidence of such a case. In other words, despite the fact that Text 4 by Ciny shows Ciny's strong development in her essay writing, the text also shows her weak points as found in the following sentences:

1. ... after that we went to *bought* some food for our lunch there (Line 4);
2. ... we *have* no plan to climb that mountain, we just planned to *took* (Line 7);
3. ... after lunch, my *Friend* Frengki *ask* me to go on till the top (Line 8);
4. One of my friends said *It's dangerous, becuase we have no preparation at all* (Lines 8-10)
5. ... finally I *follow* him to go into the top (Line 10).
6. It was a long and *tire* journey (Line 11)
7. We *were jumped* through mossy stones ... (Line 12)
8. With enough power and courage, *me* and my two friends could *reached* the top (Line 13)
9. we're *really enjoyed* that moment and felt so happy (Lines 16-17).

These should be corrected as follows (the italic forms are the revised versions):

1. ... after that we went to *buy* some food for our lunch there (Line 4);
2. ... we *had* no plan to climb that mountain; we just planned to *take* ... (Line 7);
3. ... after lunch, my *friend* Frengki *asked* me to go on till the top (Line 8);
4. One of my friends said, "*It's dangerous, becuase we have no preparation at all*" (Lines 8-10);
5. ... finally I *followed* him to go into the top (Line 10);
6. It was a long and *tiring* journey (Line 11);
7. We *jumped* through mossy stones ... (Line 12);
8. With enough power and courage, my two friends and I could *reach* the top (Line 13); and,

9. ... we *really enjoyed* that moment and felt so happy (Lines 16-17).

These incorrect sentences/patterns show that Ciny, the writer of this essay, has some problems related to the use of auxiliary verb, past tense, adjectives, passive voice, and noun phrase order with *I* as a pronoun. In this sense, Ciny fails to develop well on these issues/aspects of writing.

Compared to other essays by Miaru, Ciny's essay is far better. This means that Ciny has developed better than Miaru in her essay writing. Text 1 and Text 2 entitled "Modern Life," by Miaru, for example, is much poorer compared to Ciny's "My Wonderful Experience." This shows that Ciny has developed better than Miaru in terms of the content, organization, word choice, sentence structures, paragraph structures, and mechanics of their essays.

## CONCLUSIONS

To conclude it is important to restate here that students who took part as research subjects of this research produced two kinds of written products, that is, informative essay and expressive essay. Ciny's essay, however, can be included as a combination of expressive and informative too.

The students have developed in two directions. Ciny has developed well since the contents, organizations, word choice, sentence structures, paragraph structures, and mechanics of their writings have been slightly better in the final versions of her writings compared to her originals one. Miaru, however, seems to have moved quite poorly. In other words, she has developed poorly in terms of such elements as the contents, organizations, word choice, sentence structures, paragraph structures, and mechanics of their writings. This does not mean, however, that Ciny has no problems in writing and Miaru has a lot of problems in writing. Both students have their own strengths and weaknesses in such elements. The degree of such development, however, is quite different: the first developed better than the second one.

This also answers the questions of what elements of writing they are good or poor at. Ciny who develops well shows good development in such elements as the contents, organizations, word choice, sentence structures, paragraph structures, and mechanics of their writings and Miaru moves in an opposite direction. Yet, each student has its own strengths and weaknesses which are different from one individual writer to another.

It is interesting to inform here that none of the research subjects who wrote creative writing, a phenomenon which is interesting since it is a kind of writing that the students themselves can also do and potentially make a lot of income for them in the future as short story, poetry, novel, and biography writers. Yet none has done it.

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