

An Assessment of Factors That Affect <Writing Performance of English Language and Literature Regular Students' at Kebri Dehar University>

Mulugeta Asnakew Tadesse

Department of English Language and Literature, Kebri Dehar University, Korahe, Ethiopia

Email address:

mulugetaasnakew21@gmail.com

To cite this article:

Mulugeta Asnakew Tadesse. An Assessment of Factors That Affect <Writing Performance of English Language and Literature Regular Students' at Kebri Dehar University>. *Science Journal of Education*. Vol. 8, No. 6, 2020, pp. 139-146. doi: 10.11648/j.sjedu.20200806.12

Received: December 30, 2020; **Accepted:** January 13, 2021; **Published:** January 25, 2021

Abstract: The main objective of this study was to assess the factors that affect writing performance of English Language and Literature regular students at Kebri Dehar University. The study used a mixed method that involves quantitative and qualitative methods. Questionnaire, interview and document review were used to gather the necessary data for the study. Four writing instructors and seventy English language and literature regular students were the subject of the study; and they were chosen in purposely and comprehensively in respectively. Thus, descriptive statistics such as frequencies and percentages were employed in analyzing the quantitative data. The qualitative data were analyzed in sentence description. Researcher used primary data sources to collect the data. A primary data source is an original data source which is one in that the data are collected firsthand by the researcher for a specific research purpose. In the analyzed data the findings of the study indicated lack of interest in writing, lack of wide reading habit, lack of writing background knowledge, fear of making mistake are some of the factors that affect students' writing performance. Based on the result of the study recommendations have been made to solve the failure of students' writing performance particular focusing on English language and literature regular students at Kebri Dehar University.

Keywords: Rigid, Aforementioned, Blind People, Consent

1. Introduction

In English, there are four major skills: listening, speaking, reading, and writing. So writing is one of these. It is a system of using symbols properly to communicate thoughts in readable form. It is also a medium of human communication that represents language by using sets of symbols and numeral [3]. Steven [7] stated that, all writing systems use visible signs except the blind people. He added that a meaningful writing system consists of criteria such as: it should have as its purpose communication and must use signs which relate commonly articulate speech. In most language, writing is a complement for spoken language. It is not a language rather that an instrument used to make languages to be read. Within a language system, writing contributes many of the same structures as speech, vocabulary, grammar and semantics with the added dependency of a way of symbols [15]. At the end, writing represents text, and also the recipient of text is called reader

(<https://en.m.wikipedia.org/wiki/writing>).

"writing is a practice of mind requiring the master of techniques' any one can learn. In addition, it is worth learning. It has also immediate practical benefits in almost many jobs in which one can't get without being able to write clearly. If someone knows how to write, however, he/she will get a long faster and farther" [13].

In Ethiopia, English become a dominant foreign language in the education sector of Ethiopia after the end of the liberations struggle with Italy in 1941 [14]. The use of English language in Ethiopia education system became dominant and a medium of instruction beginning from primary school until University. However, students have less interest for English course who are learning in Ethiopia higher education, and also they have not a good score in English course especially in writing. Therefore, writing in the Ethiopian higher education context is a difficult skill because of the influence of mother tongue on student's attitude for foreign language [5].

Thus, according to the aforementioned scholars, writing demands the writer to have careful choice of vocabulary, understanding of grammatical pattern and to be able to write sentence structure that is appropriate to the subject matter. Therefore, the aim of this study was assessing the factors that affect writing performance of English language and literature regular students at Kebri Dehar University. In real life, writers write for a purpose. Writing is the major skill of language. It is also a more difficult skill than others [1]. In addition, it is a complex process. Writing can represent cultures and people, hence to make writing representative, a writer should be effective in writing [4].

This research basically conducted on the factors that affect writing performance of English Language and Literature regular students at Kebri Dehar University. The content, the year and the issue is different from other research which is conducting before this year.

The general objective of the study is to assess factors that affect writing performance of English Language and Literature regular students' in Kebri Dehar University. This research intended to achieve the following specific objectives.

- 1) To identify the factors that affect students' writing performance.
- 2) To examine the students' strategies to minimizing their writing error.
- 3) To explore how writing instructors give feedback and correction for students' to improve students' writing performance.

2. Research Methodology

2.1. Research Design

To conduct this research, mixed research method were employed that involving both qualitative and quantitative method. According to mixed method research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study that investigate the same underline phenomenon. The purpose of mixed method research is to provide a better understanding of research problems that either approaches a lone. In addition, it used to increase the validity and reliability of the study because quantitative data can support qualitative research components by identifying representative outlying causes, and also qualitative data can support quantitative data with the development of the conceptual instruments [2]. Therefore, both qualitative and quantitative method applied in this study. In quantitative method, the researcher used questionnaires, and in qualitative method, the researchers also employed interview to gather data from the participants. In addition, researchers used document review for qualitative data. Thus, the researchers applied mixed method to conduct the study.

2.2. Population of the Study

The target populations of the study were 70 English language and literature regular students and 4 writing instructors who taught English Language and Literature

regular students in Kebri Dehar University.

2.3. Sample and Sampling Technique

From the entire population of the study, all of seventy (70) students who are forty (40) males and thirty (30) females, and all 4 writing instructors who are teaching English language and Literature regular students selected as sample participants by using comprehensive sampling techniques for students and purposive sampling for writing instructors. This is because of the manageability of the sample size, and based on the objective of the study.

2.4. Data Sources

Researcher used primary data sources to collect the data. A primary data source is an original data source which is one in that the data are collected firsthand by the researcher for a specific research purpose. In a primary data, researcher collect information directly from the participant for the specific purpose of their study. Therefore, the present researchers used primary data source to collect relevant information directly from the participant through questionnaires, interviews, and also researcher used document review to gather additional information from writing instructors who have students' written document on writing task like assignment, test, quiz and final exam.

2.5. Instruments of Data Collection

In the study, three tools of data collections were employed. These are questionnaires, interviews and document review.

2.6. Questionnaire

This is one of data collection tools, and it designed to gather data from students for identifying factors that affect writing performance of English language and Literature regular students. In this instrument, large amount of data can be gathered within a short period of time. Therefore, in this study, the researcher applied it, and distributed the questions for all 83 students. The questionnaires consist both close ended and open ended questions. In close ended questions, the researcher asked the respondents to select their answer from arranged the predetermined answers. Whereas, in open-ended questions, the researcher asked the respondents to put the appropriate answer for the question through description of words.

2.7. Interviews

Interview is a conversation for gathering information. It is a process of conversation and ask question between the interviewee and an interviewer. It is one method of collecting in-depth information on people's opinions, thoughts, experiences, and feelings [6]. So interview was applied in this study to gather in-depth information from the participant. In this study, unstructured interview was employed because the researcher did not follow a rigid form. For interview, four writing instructors who taught English Language and Literature regular students were selected purposely.

2.8. Document Review

It is qualitative and it is a way of collecting data by reviewing existing documents. It is applied in this study to collect the relevant information from writing instructors who have document of students' task like assignment, quiz, test and final exam on writing course. The document review used as a primary source for this study because the information related to this study did not collect by someone.

2.9. Data Collecting Procedure

The researcher distributed questionnaires for students in their formal class and gave clear information for respondents to read the question carefully and set the appropriate answers which express their idea. In addition, the researcher asked the interview questions from four teachers for additional information about factors that affect writing performance of English language and literature regular students. Researcher asked the interview questions on the interviewee pleasure time at their office with in their consent.

2.10. Method of Data Analysis

To conduct this study, researchers used both qualitative and quantitative data analysis. For qualitative data, the researcher used thematic analysis. Thematic analysis is a flexible data analysis plan that qualitative researcher use to generate main idea from interview and document review. Thus, researcher used it to conduct the research through description of words. In addition, the researcher also used descriptive data analysis for quantitative data because researcher used table, frequency, and average to describe the data.

3. Data Analysis and Interpretation

This chapter deals with the analysis and interpretation of the data gathered from the participants through questionnaires, interview and document analysis.

3.1. Analysis of Students' Questionnaires

As indicated in table 1 for question number 1, 31 respondents or 44.5% of the respondents strongly agreed and 29 respondents or 41.4% of the respondents agreed that lack of grammar skill is the factor that affect their writing performance. However, 2 respondents or 2.9% of the respondents were undecided for lack of grammar skill is the factor that affects their writing performance. The remaining 4 (5.7%) of respondents and also 4 (5.7%) of respondents disagreed and strongly disagreed respectively that lack of grammar skill is the factor that affect their writing performance. Therefore, 60 (85.9%) of respondents believed that lack of grammar skill is the factor that affects their writing performance by the finding of this data. All four instructors also support this idea when they interviewed about the factors that affect students' writing performance.

Table 1. Analysis of students' response related to factors that affect their writing performance.

No	Items	Response	F (No)	P (%)
1	Lack of grammar skill	Strongly agree	31	44.5%
		Agree	29	41.4%
		Undecided	2	2.9%
		Dis agree	4	5.7%
		Strongly disagree	4	5.7%
		Total	70	100%
2	Lack of wide reading habit	Strongly agree	15	21.4%
		Agree	36	51.4%
		Undecided	5	7.2%
		Disagree	7	10%
		Strongly disagree	7	10%
		Total	70	100
3	The difficulty nature of writing	Strongly agree	6	8.6%
		Agree	16	22.9%
		Undecided	14	20%
		Disagree	19	27.1%
		Strongly disagree	15	21.4%
		Total	70	100%
4	Lack of interest	Strongly agree	14	20%
		Agree	26	37.1%
		Undecided	5	7.2%
		Disagree	15	21.4%
		Strongly disagree	10	14.3%
		Total	70	100%
5	Lack of reference material related to writing at library	Strongly agree	10	14.3%
		Agree	24	34.3%
		Undecided	6	8.6%
		Disagree	16	22.8%
		Strongly disagree	14	20%
		Total	70	100%
6	Lack of deep understanding on the given writing activities	Strongly agree	17	24.3%
		Agree	37	52.8%
		Undecided	9	2.9%
		Disagree	5	7.1%
		Strongly disagree	2	2.9%
		Total	70	100%
7	Lack of smooth interaction between writing instructors and students	Strongly agree	10	14.3%
		Agree	27	38.6%
		Undecided	8	11.4%
		Disagree	15	21.4%
		Strongly disagree	10	14.3%
		Total	70	100%
8	Lack of background knowledge on writing skill	Strongly agree	26	37.1%
		Agree	28	40%
		Undecided	7	10%
		Disagree	3	4.3%
		Strongly disagree	6	8.6%
		Total	70	100%
9	Lack of knowledge on the vocabulary	Strongly agree	25	35.7%
		Agree	35	50%
		Undecided	5	7.1%
		Disagree	3	4.3%
		Strongly disagree	2	2.9%
		Total	70	100%

In the same table, question number 2, 15 respondents or 21.4% of respondents strongly agreed that lack of wide

reading habit is the factor that affects their writing performance. In addition, 36 (51.4%) of respondents agreed that lack of wide reading habit is the factor that affects their writing performance. 5 (7.2%) of respondents were undecided that lack of wide reading habit is the factor that affects their writing performance. However, 7 (10%) of respondents disagreed and also 7 (10%) of respondents strongly disagreed that lack of wide reading habit is the factor that affects their writing performance. So, 47 (72.8%) of respondents believed that lack of wide reading habit is the factor that affects their writing performance by the analysis of this data and it is a strong factor that affects students' writing performance.

In table 1 question number 3, 6 (8.6%) of respondents strongly agreed and 16 (22.9%) of respondents agreed that the difficulty nature of writing is the factor that affects their writing performance. In contrast, 14 respondents or 20% of the respondents were replied undecided. But 19 (27.1%) of respondents disagreed and 15 (21.4%) of respondents strongly disagreed about the difficulty nature of writing is the factor that affects their writing performance. Therefore, 34 (48.5%) of respondents believed that the difficulty nature of writing is not the factor that affects their writing performance. The interviewed teachers also support this idea. This implies that the nature of writing is not the factor that affects students' writing performance.

As shown in the above table for question number 4, 14 (20%) of respondents said strongly agree that lack of interest is the factor that affects their writing performance. Besides, 26 (37.1%) of respondents said agree that lack of interest is the factor that affects their writing performance. However, 5 (7.2%) of respondents said undecided. The remaining 15 (21.4%) and 10 (14.3%) of respondents said disagree and strongly disagree respectively. Thus, 40 (67.1%) of respondents stated that lack of interest is the factor that affects their writing performance. Moreover, all the interviewed teachers replied that lack of interest is a serious factor that affects students' writing performance. Therefore, lack of interest is one factor that affects students' writing performance by the finding of this data. Hayes [10] also supports this idea.

As indicated in the above table for question number 5, 10 (14.3%) of respondents strongly agreed on lack of reference material related to writing at library is the factor that affects their writing performance. Moreover, 24 (34.3%) respondents agreed on lack of reference material related to writing at library is the factor that affects their writing performance. Nevertheless, 6 (8.6%) respondents replied undecided. 16 (22.8%) of respondents disagreed and also 14 (20%) of respondents strongly disagreed on lack of reference material related to writing at library is the factor that affects their writing performance. Thus, majority or 30 (42.8%) of respondents stated that lack of reference material related to writing at library is not the factor that affects their writing performance. As a result, lack of reference material related to writing at library is not the factor that affects students' writing performance.

As indicated in the above table for question number 6, 17 (24.3%) of respondents said strongly agree that lack of deep understanding on the given writing activities is the factor that affects their writing performance. In addition, 37 (52.8%) of respondents said agree that lack of deep understanding on the given writing activities is the factor that affects their writing performance. But 9 (12.9%) of respondents said undecided that lack of deep understanding on the given writing activities is the factors that affect their writing performance. 5 (7.1%) of respondents said disagree and 2 (2.9%) of respondents said strongly disagree about lack of deep understanding on the given writing activities is the factor that affects their writing performance. Therefore, 54 (77.1%) of respondents believed that lack of deep understanding on the given writing activities is the factor that affects their writing performance. By this finding, students did not deeply understand on the topic that given for them, so it is the factor that affects their writing performance. For question number 7 in table 1, 10 (14.3%) of respondents said strongly agree and 27 (38.6%) of respondents said agree that lack of smooth interaction between students and writing instructors is the factor that affects their writing performance. But 8 (11.4%) of respondents said undecided. Further, 15 (21.4%) of respondents said disagree and also 10 (14.3%) of respondents said strongly disagree. So, the majority or 37 (52.9%) of respondents stated that lack of smooth interaction between students and their writing instructors is the factor that affects their writing performance. This indicates that lack of smooth interaction between students and teachers is the factor that affects students' writing performance.

In table 1 for question number 8, 26 (37.1%) of respondents strongly agreed and 28 (40%) of respondents agreed on lack of lack of background knowledge on writing skill is the factor that affect their writing performance. 7 (10%) of respondents said undecided. However, 3 (4.3%) of respondents said disagree and 6 (8.6%) of respondents said strongly disagree that lack of background knowledge is the factor that affect their writing performance. Thus, 54 (77.1%) of respondents stated that lack of background knowledge is the factor that affect their writing performance. Further, all interviewed instructors stated that lack of students' background knowledge is also a serious factor that affects students' writing performance. By this finding, lack of background knowledge is a strong a factor that affects students' writing performance.

For question 9 in table 1, 251 (35.7%) of respondents chosen strongly agree and 35 (50%) of respondents chosen agree that lack of knowledge on the vocabulary is the factor that affect their writing performance. But 5 (7.1%) of respondents said undecided. The remaining 3 (4.3%) and 2 (2.9%) of respondents said disagree and strongly disagree respectively. Therefore, the majority or 60 (85.7%) of respondents stated that lack of knowledge on vocabulary is the factor that affect their writing performance. This idea also supported by the finding of data from interview and by the finding of data from document review. As a result, it is also a strong factor that affects students' writing performance.

As table 2 showed for question number 1, 10 (14.3%) of respondents said strongly and 13 (18.6%) of respondents said agree that when they write, they think about the purpose and the specific reader. However, 4 (5.7%) of respondents said undecided. Besides, 18 (25.7%) of respondents said disagree and 25 (35.7%) of respondents said strongly disagree that when they write, they think about the purpose and the specific reader. Hayes [10] and all interviewed instructors also replied that students did not use strategies like think about the purpose and the specific reader. Thus, when students write, they did not use the strategies such as think about the purpose and specific reader to improve their writing performance by the finding of this data. Therefore, the data shows that lack of using writing strategies is also the strong factor that affects students' writing performance.

For question number 2 in table 2, 20 (28.6%) of respondents replied strongly agree and 29 (41.4%) of respondents replied agree that when they write, they talk with their friends or ask question on the topic before they write. In addition, 11 (15.7%) of respondents replied undecided. However, 8 (11.4%) of respondents replied disagree and 2 (2.9%) of respondents replied strongly disagree. So the majority or 49 (70%) of respondents stated that they talk with their friends or ask question on the topic before they write. Based on this finding, students talk with their friend or ask question on the topic before they write to minimize their error.

As indicated in table 2 for question number 3, 6 (8.6%) of respondents said strongly agree, and 8 (11.4%) of respondents said agree on they do many things such as thinking, drawing, making notes, drafting, rewriting, and editing when they write. On the other hand, 9 (12.9%) of respondents said undecided. Finally, 22 (31.4%) of respondents said disagree, and 25 (35.7%) of respondents said strongly disagree. Therefore, 57 (67.1%) of respondents stated that they did not many things such as thinking, drawing, making notes, drafting, rewriting, and editing when they write. Hayes [10] and the interviewed teachers also showed that majority of students did not use different strategies such as thinking, revising, editing and soon when they write. This shows that students did not use strategies to improve their writing performance and it is the factor that affects students' writing performance.

For question 4 in table 2, 15 (21.4%) of respondents strongly agreed, and 18 (25.7%) of respondents agreed that when they write, they do not mind about drafting, rewriting, revising, or editing just they write and finish at once. 7 (10%) of respondents replied undecided. However, 10 (14.3%), and 20 (28.66%) of respondents disagreed, and strongly disagreed respectively. Hayes [10] and all the interviewed instructors replied that students didn't have interest to use different strategies and to improve their writing performance. Therefore, majority of students did not use different strategies to improve their writing performance by this finding of data and it is the factor that affects students' writing performance.

Table 2. Analysis of student's response related to their writing strategies to minimizing their writing errors.

No	Item	Response	F (No)	P (%)
1	When you write, you think about the purpose and the specific reader	Strongly agree	13	18.6%
		Agree	10	14.3%
		Undecided	4	5.7%
		Disagree	18	25.7%
		Strongly disagree	25	35.7%
2	When you write, you talk with your friends or ask question on the topic before you write	Total	70	100%
		Strongly agree	20	28.6%
		Agree	29	41.4%
		Undecided	11	15.7%
		Disagree	8	11.4%
3	When you write, you do many things such as thinking, drawing, making notes, drafting, rewriting, editing etc.	Strongly disagree	2	2.9%
		Total	70	100%
		Strongly agree	6	8.6%
		Agree	8	11.4%
		Undecided	9	12.9%
4	When you write, you do not mind about drafting, rewriting, revising or editing, just you write and finish at once	Disagree	22	31.4%
		Strongly disagree	25	35.7%
		Total	70	100%
		Strongly agree	15	21.4%
		Agree	18	25.7%
5	When you write, one you finished, you read again and make necessary changes	Undecided	7	10%
		Disagree	10	14.3%
		Strongly disagree	20	28.6%
		Total	70	100%
		Strongly agree	6	8.6%
6	When you write, you adjust your word choice to your writing purpose.	Agree	10	14.3%
		Undecided	5	7.1%
		Disagree	27	38.6%
		Strongly disagree	22	31.4%
		Total	70	100%
7	When you write, you do not like showing your draft either to your friend or to your teacher until you finish it.	Strongly agree	7	10%
		Agree	11	15.7%
		Undecided	8	11.5%
		Disagree	26	37.1%
		Strongly disagree	18	25.7%
8	When you write, you give attention more to the punctuation, spelling and tense error than about the information you write.	Total	70	100%
		Strongly agree	15	21.4%
		Agree	19	27.1%
		Undecided	10	14.3%
		Disagree	13	18.6%
		Strongly disagree	13	18.6%
		Total	70	100%
		Strongly agree	8	11.4%
		Agree	13	18.6%
		Undecided	4	5.7%
		Disagree	28	40%
		Strongly disagree	17	24.3%
		Total	70	100%

As indicated in table 2 for question number 5, 6 (8.6%) of respondents said strongly agree on when they write, one they finished it, they read again and make necessary changes. In addition, 10 (14.3%) of respondents said agree on it. However, 5 (7.1%) of respondents said undecided. The remaining 27 (38.6%) and 22 (31.4%) of respondents said disagree and strongly disagree respectively. Based on this data finding, 49 (70%) of respondents did not read again and

they did not make necessary change after one they finished. All interviewed instructors and Hayes [10] also support this idea. Therefore, the data shows that this is the factor that affects students' writing performance.

As shown in table 2 for question 6, 7 (10%) of respondents replied strongly agree that when they write, they adjust their word choice to their writing purpose. Moreover, 11 (15.7%) of respondents replied agree. However, 8 (11.5%) of respondents replied undecided. And also 26 (37.1%) of respondents replied disagree, and 18 (25.7%) of respondents replied strongly disagree that when they write, they adjust their word choice to their purpose. Based on this data finding, the majority or 44 (62.8%) of students did not adjust their word choice to their writing purpose, so it is another factor that affects students' writing performance.

Table 3. Analysis of students' response related to their writing instructors' feedback and correction for them.

No	Items	Response	F (No)	P (%)
1	Correcting errors in your writing activity	Strongly agree	10	14.3%
		Agree	7	10%
		Undecided	4	5.7%
		Disagree	22	31.4%
		Strongly disagree	27	38.6%
2	Write comment on your paper clearly when you make errors	Total	70	100%
		Strongly agree	5	7.1%
		Agree	14	20%
		Undecided	7	10%
		Disagree	28	40%
3	Reading your essay (paragraph) changing some words, sentences and replace his / her own if you make error	Strongly disagree	16	22.9%
		Total	70	100%
		Strongly agree	6	8.6%
		Agree	13	18.5%
		Undecided	7	10%
4	Ordering you to write paragraphs or essay when exam time comes	Disagree	27	38.6%
		Strongly disagree	17	24.3%
		Total	70	100%
		Strongly agree	7	10%
		Agree	8	11.4%
		Undecided	9	12.9%
		Disagree	28	40%
		Strongly disagree	17	24.3%
		Total	70	100%

As indicated in table 2 for question 7, 15 (21.4%) of respondents said strongly agree, and also 19 (27.1%) of respondents said agree on when they write, they do not like showing their draft either to their friend or to their teacher until they finish it. But 10 (14.3%) of respondents said undecided. Besides, 13 (18.6%) of respondents said disagree. Similarly, 13 (18.6%) of respondents said strongly disagree. As this data showed, 34 (48.5%) of respondents believed that when they write, they do not like showing their draft either to their friend or to their teacher. As a result, this is the factor that affects students' writing performance.

As indicated in table 2 for question 8, 28 (40%) of respondents replied strongly agree, and 17 (24.3%) of respondents replied agree that when they write, they give

attention more to the punctuation, spelling and tense error than about the information they write. Whereas, 4 (5.7%) of respondents replied undecided. Further, 8 (11.4%) of respondents replied disagree, and 13 (18.6%) of respondents replied strongly disagree. Thus, 45 (64.3%) of respondents stated that they did give attention more to the punctuation, spelling and tense error than about the information they write by this finding of data. Hayes [10] also supports this idea. It has been done focusing on spelling, tense and punctuation error than the information of writing is the factor that affects students' writing performance. By the finding of data from interview, majority of students write anything without considering the information they write. This implies that lack of attention for the information they write is the factor that affects students' writing performance.

As indicated in table 3 for question 1, 10 (14.3%) of respondents said strongly agree, and 7 (10%) of respondents said agree on their writing instructors were correcting errors in their writing activity. On the other hand, 4 (5.7%) of respondents said undecided. In addition, 22 (31.4%) of respondents said disagree. The remaining 27 (38.6%) of respondents said strongly disagree that their writing instructors were correcting errors in their writing activities. Thus, majority of the students believed that their writing instructors did not give correction and feedback for the students writing error by this finding of data. However, the interviewed instructors replied that majority of the students did not have interest to revise their writing activity based on the feedback or the comment even though teachers give feedback or comment on their writing task. On the other hand, Weimer [8] stated that many students find feedback to decrease their error and to emphasis their writing performance. As a result, lack of teachers' feedback and correction is the factor that affects students writing performance.

In the above table for question number 2, 5 (7.1%) of respondents replied strongly agree, and 14 (20%) of respondents replied agree that their writing instructors write comment on their paper clearly when they make errors. However, 7 (10%) of respondents replied undecided. Not only them but also 28 (40%) of respondents replied disagree, and 16 (22.9%) of respondents replied strongly disagree. Therefore, majority of the respondents who are 44 (62.9%) of respondents stated that their writing instructors did not give comment and feedback clearly when students make error by this finding of data. But the interviewed instructors' response is completely different from the students' response. In the interview, all four teachers stated that "we give comment and feedback for students in orally and written form when they made error". In addition, teachers give comment on the students writing task when students made errors by the finding of data in document review.

In the above table for question number 3, 6 (8.6%) of respondents said strongly agree, and 13 (18.4%) of respondents said agree about their writing instructors read their essay or paragraph and changing some words, sentences and replace his or her own if students make error. But 7 (10%) of respondents said undecided. The remaining 27 (38.6%)

and 17 (24.3%) of respondents said disagree and strongly disagree respectively. Thus, by this data finding, 44 (62.9%) or majority of respondents believed that their writing instructors did not read their essay (paragraph) and they did not change some words, sentences and replace if students make error. This indicate that writing instructors did not give a correction by replacing the error like word, sentence and likes and this is another factor that affects students' writing performance.

As indicated in table 3 for question number 4, 17 (24.3%) of respondents strongly agreed, and 28 (40%) of respondents agreed that their writing instructors were ordering them to write paragraph (essay) when exam time comes. Whereas, 9 (12.9%) of respondents replied undecided. Further, 8 (11.4%) of respondents disagreed, and 7 (10%) of respondents strongly disagreed. Thus, 45 (64.3%) of respondents believed that their writing instructors were ordering them to write essay (paragraph) when exam time comes. This implies that teachers order students to put some value related to course assessment rather than to practice more before the exam comes, and this is the factor that affects students' writing performance.

3.2. Analysis and Discussion of Students' Open-ended Question

Please briefly describe if you have any factors that affect your writing performance.

Even though students stated their response in close ended question, they also tried to describe additional factors that affect their writing performance in open ended question. These are: fear of making mistake and lack of experience writing skill in English language. They explained that these factors are strong to affect their writing performance. As they described most of the time they did not like writing due to fear of making mistake. Reyonalad [9] support this idea. In addition, students explained that English is not their native language and they did not have a care about writing in English language when they learned in high school and preparatory school. This shows that fear of making mistake and lacks of experience due to the interference of English foreign language are strong factors that affect their writing performance.

3.3. Analysis of teachers' interview response

To gather reliable information, four teachers were asked the following basic question:

- 1) Do you think that writing is difficult for students? What is your reason for your response?

From response to this question, the following inferences were made. From four teachers who are teaching English Language and Literature regular students, one teacher said that writing is not difficult because students start to learn writing as a skill from the elementary school up to know, but the perception of students towards writing is not good. They consider writing as the most difficult skill. However, three teachers said that writing is difficult and it needs more practice as it is a productive skill. By the finding of this data, writing is difficult for students, and students cannot become effective easily, so it is the factor that affects students'

writing performance.

- 2) What are the factors you observe in your students writing?

For this question, all four teachers replied that the factors they observed in their students writing were lack of background knowledge, lack of interest, lack of vocabulary knowledge, lack of wide reading habit and lack of grammatical structure knowledge. By this analysis of data, lack of knowledge on grammatical structure and vocabulary, lack of students' interest to wards writing course, lack of wide reading habit and lack of background knowledge are strong factors that affect students' writing performance. Students also support this argument on the questionnaire. Besides, lack of grammatical structure knowledge and lack of vocabulary knowledge factors also observed in their written documents like quiz, test, assignment and final exam.

- 3) Do you think that students have their own strategies to improve their writing skill?

For this question, all teachers said that students have not their own strategies to improve their writing skill and also teachers said that students did not practice their writing activity through strategy and students did not have any interest to form strategy for writing. As three teachers replied they tried to encourage students to use simple strategies like writing the first draft for any given writing task in English language, revising, editing, and discussing with their own friends. But students could not accept it. On the other hand, students did not have strategies to improve their writing skill by the analysis of data from students' questionnaire. Thus, students did not have their own strategies to improve their writing skill by the analysis of data from teachers' interview and students' questionnaires. Hayes [10] also supports this idea. As a result, lack of using different strategies is the factor that affects students' writing performance.

- 4) Do you write any comments or give feedback for your students writing task?

The teachers' response on this question is completely different from the response of students in the questionnaire. In the questionnaire, students' replied that their teachers did not give any comment or feedback on their writing task. However, teachers replied that they give comment or feedback for their students writing task, but students did not have interest to accept the comment or feedback. Weimer [8] recognized that teachers gave comment or feedback, but the perception of the interviewee teachers and the perception of Weimer [8] on students is completely different.

- 5) What is your practice in giving feedback or comment for students writing?

All four teachers responded for this question that the practices of giving feedback for their students are both in written and orally. As the teachers said, they give feedback or comment orally for all students how to correct the errors that made error on their writing task and teachers responded that they write a comment on the students' paper. But students did not have interest to revise their writing based on the comment and to emphasis their own writing performance. As Hayes [10] stated that students did not have interest to revise their writing activities. However, Weimer [8] stated that many

students have interest to receive feedback or comment and to revise their writing task. As a result, teachers gave feedback or comment in orally and in written practices, but students have lack of interest to revise their writing task.

6) As a teacher, how can you help your students to improve their writing performance?

For this question, all teachers implied that they help their students in writing skill by giving instructive feedback on their writing, by teaching the technique and structure of writing and by encouraging the students to read and practice writing. But students did not apply all this due to lack of interest and lack of background knowledge. In the questionnaire, students also said that lack of interest and lack of background knowledge are strong factors that affect their writing performance. In the interview, teachers said that students have lack of interest to improve their writing performance. To conclude this, as instructors tried to help students through giving instructive comment or feedback, teaching the technique and structure of writing and through encouraging students to read and to practice writing, but students did not apply this by the analysis of this data. So lack of interest is a strong factor that affects students' writing performance.

4. Conclusion

Based on the data analysis and interpretation, the following conclusions have been made. The study reveals that lack of interest, lack of background knowledge, lack of vocabulary knowledge, fear of mistake, lack of experience, lack of wide reading habit, lack of grammar skill, and lack of using different strategies like revising, editing, drafting are the strong factors that affect students' writing performance. In addition, lack of smooth interaction between writing instructors and students, focus on spelling, tense and punctuation than the information of their writing task and lack of deep understanding on the given writing activities are also other factors that affect students' writing performance. If these factors can not eliminate, it cast double on that the future coming students also may not have a good writing performance, and the number of students in English department may be decreased due to low performance of writing.

5. Recommendation

Based on the finding and the conclusion of the study the following recommendations have been made.

- 1) Students should feel confident while they write because frustration by itself leads them to commit many errors.
- 2) Teachers should encourage students' reading habit because reading is necessary to develop vocabulary knowledge, to develop grammar knowledge and to develop background knowledge of writing structure and writing strategies.
- 3) The department should set up special program for writing. For example, select one or two day per a week and in those day students make a hot discussion about everything of writing and students should write some

tasks in group.

- 4) Teachers should be openness to faced smooth interaction with students because lack of interest in writing may become in the cause of lack of smooth interaction between writing teachers and students.

Teachers should clearly introduce the writing topic while they give writing tasks for students unless students cannot write their writing task accurately and may not become effective.

Teachers should use different methods to encourage the student's motivation to practice writing and they should also give immediate feedback and comments for students writing tasks.

References

- [1] Abiy, Y. (2013). Students' first language writing skills and their English Language proficiency as predictors of their English language writing performance, *academic journals*. 4 (6), pp. 109-114, August, 2013.
- [2] Cameron, Jusoff, M., Nik, Y.; Sani, B. (2015). The writing performance of undergraduate's students. University of Technology of Mara, Terengganu, Malaysia.
- [3] Daniel, P.; and William, B. (1996). The world's writing system. Oxford, oxford University press Easwaramoorthy, M. (2006). Interviewing for research. Canada.
- [4] Florian, C. (1991). The writing systems of the world: oxford Blackwell Grundy, D. (1991). Writing for study purpose (12th Ed). Cambridge University.
- [5] Kane, T. (2000). The oxford essential guide to writing. London: oxford University press.
- [6] Pratama, A. (2014; 2015). Improving student writing skill using mind mapping technique: Slamet Riyadi University.
- [7] Steven, R. (2001). The history of writing. London, Reaktion.
- [8] Weimer, M. (2013). Teaching and learning writing. California.
- [9] Reyonalad, A. (1983). Exploring written English. A guide for basic writers. USA: Land Campaign.
- [10] Hayes, J. (2004), what triggers revision? In. Allal, L. Chanquoy, & p. Largy (Eds.), Revision: Cognitive and instructional processes (pp. 9-20). Boston, MA: Kluwer Academic <http://en.m.Wikipedia/wiki/writing>.
- [11] Harmor, J. (1991). The practice of English language teaching. China person Educated limited.
- [12] Jusoff, M., Nik, Y.; Sani, B. (2010). The writing performance of undergraduate's students. University of Technology of Mara, Terengganu, Malaysia.
- [13] <http://en.m.Wikipedia/wiki/writing>.
- [14] Nunan, D. (1995). Writing in language skill: Oxford University press.
- [15] Windowson, H. G. (2001). Writing purpose and knowledge use. Oxford University press.