



## Exploring Factors Influencing Potential Writing Skill Deficiencies Among Students at SMA Khadijah: A Teacher's Insight Solution

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### Abstract

*This research at SMA Khadijah investigates factors influencing potential writing skill deficiencies among students, addressing the critical need to enhance English proficiency in Indonesia's educational landscape. English, a compulsory subject in junior and senior high school, holds increasing importance, yet the nation's low proficiency index underscores pervasive challenges. Focused on SMA Khadijah, a Cambridge certification center, the study aims to uncover multifaceted influences on writing proficiency by examining social nuances, pedagogical approaches, and external elements. The primary objective is to discern specific challenges in idea generation, organizational structure, and language mechanics through the perceptive insights of English teachers. The research also explores correlations with demographic factors, collaborative efforts, and the impact of digital technologies on writing education. Employing a qualitative approach, the study engages grade 12 English teachers using purposeful sampling and semi-structured interviews, with data analysis conducted through descriptive coding. Results highlight the students' generally strong writing skills but reveal areas needing improvement. The teacher's insights emphasize language input, particularly in vocabulary, and propose language enrichment and collaborative strategies. The implications extend to curriculum design, teacher training, and instructional practices. Overall, this research contributes actionable insights to inform targeted interventions, fostering a dynamic learning environment and positive transformations in writing education at SMA Khadijah and beyond.*

**Keywords:** *Teacher Insight, Writing Skills, SMA Khadijah*

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## INTRODUCTION

English in Indonesia is categorized as a foreign language, but English has become an important component in academic terms including in the school curriculum and university curriculum, in the school curriculum English is a compulsory subject for junior high school and senior high school, and in university, the role of English has become more important and more prestigious, based on research (Bury & Oka, 2017) indicated that English listening, and English speaking were the factors perceived to be most important by the students also English reading and writing, which were also perceived as important. Although considered important, mastery of English in the field of education still lacks a lot, according to the Education First English Proficiency Index (EF EPI), Indonesia has an English proficiency index score of 469 in 2022. Indonesia's score is in the low proficiency category and is ranked 81st out of 111 countries that took the test. EF EPI scores are calculated based on respondents' English proficiency test results from each country. The test uses the EF Standard English Test (EF Set) system which can be accessed for free through the [efset.org](https://efset.org) website. therefore, the score shows that many

possible factors that influence the low English proficiency of Indonesians are no exception to high school students.

In the rich tapestry of educational pursuits, the cultivation of writing skills stands as an enduring cornerstone, representing not merely a fundamental academic achievement but a gateway to nuanced expression and critical thought. Within the corridors of SMA Khadijah, an educational institution with its unique context and challenges, the imperative to comprehend and address potential deficiencies in students' writing abilities has assumed paramount importance. This research embarks on a thorough and expansive exploration, guided by the perceptive insights of educators, to unravel the intricate factors that may impede the development of robust writing skills among students. The study aspires to scrutinize a broad spectrum of influences, encapsulating socio-economic nuances, pedagogical approaches, and external elements, all of which collectively contribute to the complex mosaic of writing proficiency within the distinct educational environment of SMA Khadijah.

Central to the investigation is a dedicated examination of teachers' perspectives – a probing analysis of their nuanced observations, rich experiences, and innovative strategies in navigating the multifaceted challenges associated with writing skill deficiencies. The research seeks to transcend the superficial layers and delve into the specific intricacies encountered by educators in their tireless endeavors to cultivate effective writing skills among students. By honing in on the perceptions of teachers, the study aims to uncover not only the hurdles but also the dynamic and successful strategies employed within the classrooms of SMA Khadijah, contributing to a deeper understanding of the intricacies that define the educational landscape.

While the primary emphasis is directed towards unraveling the internal dynamics of the school environment, this research will extend its reach to explore potential correlations with demographic factors. This broader analytical lens aims to provide a more nuanced understanding of variations in writing skills among students. Additionally, the study will touch upon collaborative efforts between educators, parents, and the community, recognizing the collective responsibility in nurturing students' writing skills. Furthermore, it will delve into the evolving impact of digital technologies on the landscape of writing education at SMA Khadijah, recognizing the transformative potential and challenges posed by technological advancements.

In essence, this research endeavors to contribute to the academic discourse surrounding writing skills and offer practical and transformative insights that can inform targeted interventions and improvements in curriculum design. By uncovering the intricacies of writing skill deficiencies within the specific context of SMA Khadijah, this study aspires to be a valuable and actionable resource for educators, administrators, and policymakers seeking to foster an environment that not only identifies challenges but propels positive and enduring transformations in the writing education landscape.

SMA Khadijah is an NU school that is a Cambridge certification center or CIEC (Cambridge International Examinations Center), an educational program organized by the University of Cambridge. The exams held in this program are written exams covering the subjects of chemistry, biology, physics, English,

mathematics, and economics. This school adopts the International Standard Organization (ISO 9001: 2015) while still based on Islam Aswaja in forming polite, superior, and competitive human resources. To realize this policy, SMA Khadijah Surabaya is committed to continuously improving the quality of educational services by providing the needed facilities and infrastructure to support the learning process, realizing a culture of environmental care, increasing the competence and professionalism of educators and education staff, and always trying to always comply with applicable laws and regulations. Therefore, based on these characteristics, researchers are interested in making Khadija an object in this study.

There have been many previous studies that discuss collaborative writing as one of the learning methods in writing skills, in the article below will explain the factors influencing EFL learners' writing skills and the factors affecting of writing skills of students. These studies contribute to the viewpoint of this study

The first research titled “An Analysis of Factors Influencing EFL Learners’ Writing Skill” by (Haseeb Chicho, 2022) this research explore the factors that affect EFL learners’ writing skills both in negative and positive ways. This review paper marks out the body of research regarding the term writing skill, the problems of writing, and factors influencing writing. Based on the literature review, the learners’ priority is developing writing skills, and they require more attention. The research methodology used is descriptive qualitative research, this study explains that because of the significance of learning a foreign language, the student’s writing skills need reinforcement with a practice. While the students practice the writing skills, there are possibilities of having problems and obstacles like anxiety, not being able to connect the ideas, sentences, and words. For that, the effective factors need to be taken into account. Then the teachers and the learner can take advantages from these factors. In this way the language instructors can help the students that struggle with writing.

The second study, “Factors affecting the writing skills of the education students: A descriptive study” from (Sophomore Talle Vacalares et al., 2023), shows the factors affecting first-year BSED students' writing skills in a selected Local College in Misamis Oriental. To achieve this goal, a fishbowl method-based sampling technique was employed to gather 50 students, focusing on the student's motivation, classroom environment, reliance on applications, and feedback systems. The results revealed that students' motivation played a significant role in their writing abilities, as they were encouraged to write to express themselves and enhance their skills. Furthermore, the classroom environment was found to have an impact on writing skills, with students being more engaged in writing when there was appropriate ventilation. In terms of practical applicability, the use of grammar checkers was found to be useful in improving writing skills. Additionally, the study discovered that the feedback system influenced students' writing abilities, with automatic grading being preferred by students. Overall, the study suggests that the factors that affect motivation also impact writing skills, and creating a conducive learning environment can enhance students' writing abilities.

The studies above explain that several factors affect the level of students' writing skills, in the first study explained that anxiety factors are dominant in influencing students' writing skills, while the second study explained that students' motivation played a significant role in their writing abilities, as they were

encouraged to write to express themselves and enhance their skills. The two studies have similarities in terms of factors that affect students' writing skills, but this study will discuss factors that affect students' lack of writing skills in a teacher's perspective.

## **METHODS**

The research design that will be used in this research is the Qualitative Method, The population participants of the research that will be examined in this study are English teachers at SMA Khadijah, and the sample is an English teacher from grade 12th, The research sampling that will be used is purposeful or purposive qualitative sampling, purposeful sampling involves selecting participants or cases that possess specific characteristics or experiences relevant to the research questions. The data collection will be applied through interviews. The interview conducts semi-structured interviews with the teacher to gather insights into their perceptions of the factors Influencing Potential Writing Skill Deficiencies Among Students at SMA Khadijah. The data analysis is systematic descriptive coding of qualitative data from interviews with the otter.ai website which has been transcribed with the software Inqscribe.

In ensuring ethical conduct for the research at SMA Khadijah, participants, will be fully informed and provide voluntary consent. We prioritize confidentiality, use coding for anonymity, and respect participants' privacy. The study aims for positive contributions to education while minimizing harm. Ethical approval will be obtained, and ongoing monitoring will be in place. Transparent communication, debriefing, and a commitment to respecting participants underscore our dedication to ethical research practices.

## **RESULTS & DISCUSSION**

### **The teachers' perceptions of students' writing skills**

In the interview session, a teacher named Mrs. Rose (pseudonym) was asked about how the writing skills of grade 12 students in preparation for entering university. The interview session showed that the grade 12 students at SMA Khadijah already have good writing skills when referring to the standard of writing skills in other high schools. This is because SMA Khadijah uses Cambridge curriculum which emphasizes aspects of English as the language used in learning, in English learning itself, SMA Khadijah uses a reference book from CIEC (Cambridge International Examinations Center), namely pearson book, a book that uses international standards from pearson assesment, which is an institution that Help educators assess a student's understanding, evaluate learning needs, check progress, and personalize an education path to college and career readiness.

In the midst of good writing skills, there are still certain aspects that require more attention to SMA Khadijah students. Through interviews and teacher observations, it was revealed that some students at SMA Khadijah tend to face challenges in developing their ideas or writing ideas. Furthermore, it can be seen that skills in organizing writing structures are also an area that needs improvement, along with shortcomings in the application of grammar rules and the use of appropriate punctuation. These data illustrate that, despite advances in writing skills, weaknesses in some of these aspects still occur and require special attention.

The tendency of limitations in the ability to generate writing ideas shows the need for a deep approach to stimulate student creativity. In addition, the lack of organization of the writing structure can be an indication of the need for learning that is more focused on developing the ability to plan and organize ideas systematically. In terms of grammar and punctuation skills, there needs to be a learning strategy that leads to mastery of these rules so that students can apply them more steadily in their written work.

The phenomenon is in line with findings from studies (Christzer et al., 2018) showing that students have difficulties in writing academic essays such as lack of variety of ideas in terms of content and ideas, lack of liaison in terms of organization, wrong words or idioms and word use in terms of vocabulary and word choice, poor sentences poor sentence structure in terms of language use, use of first-person pronouns in terms of formality and objectivity, and lack of citations in terms of references. In particular, the overall quality of students' academic essays ranges from poor to moderately.

In response to this data, a deep understanding of the root causes is key to designing effective interventions. It may be necessary to review teaching methods that can further motivate students in developing their writing ideas, as well as the application of activities that teach them how to design a solid writing structure. Similarly, the development of modules or lessons that focus on mastering grammar and punctuation can be a concrete step to improve students' linguistic skills. Thus, a deep understanding of specific weaknesses in the writing skills of SMA Khadijah students became the foundation for designing more effective learning strategies. The joint efforts between teachers, students, and the school in overcoming the shortage are expected to create a more stimulating learning environment and support continuous progress in students' writing skills at SMA Khadijah.

#### **Lack of knowledge makes it difficult for students to write and solutions**

Mrs. Rose's statement reflects a deep understanding of the challenges students face in writing skills. The focus on students' limited knowledge, especially in terms of vocabulary, indicates gaps in language acquisition that can affect the quality of their writing. Vocabulary limitations not only limit students' expression but can also hinder their understanding of various topics. Furthermore, Mrs. Rose provided important insight that the development of students' ideas still requires guidance to be expressed in written form, both formal and informal. This highlights the need for teacher guidance and support in shaping students' thinking skills and their ability to transfer ideas into clear and cohesive writing. Therefore, not only knowledge of vocabulary needs to be improved, but also the ability of students to formulate and structure ideas effectively.

In facing this challenge, according to Mrs. Rose the language input approach becomes relevant to strengthen students' vocabulary mastery. Providing rich and diverse language input, whether through reading, conversation, or word-based activities, can help complement students' vocabulary. In addition, learning strategies that encourage students to develop their own ideas, such as group discussions, journal writing, or small research projects, can be effective steps in guiding them to articulate their thoughts in writing.

According to (Bahrani & Soltani, 2012) The role and importance of language input in second language acquisition is unquestionable. In fact,

researchers in the field of second language acquisition agree on the fact that some type of language input is necessary for second language acquisition to take place. In other words, second language acquisition cannot take place without considering exposure to some type of language data. In this connection, pre-modified input, interactionally modified input, and modified output are the three types of language input that have the potential to provide comprehensible language input necessary for language acquisition/learning. Therefore, this paper aims to further investigate the most effective type of language input that is most effective by considering the amount of contribution that each type of language input has on second language acquisition.

Thus, the statement provides a call for improved students' understanding and mastery of language in two key aspects: vocabulary and idea development. A well-rounded learning strategy that focuses on language enrichment and the development of critical thinking skills is expected to provide a positive boost to students' writing skills, creating a strong foundation for the overall development of their language skills.

#### **The learning model used to improve students' writing skill**

To overcome writing difficulties, Mrs. Rose explained that there must be a proper prompt for them to write because students must have good ideas to develop. In addition, the collaboration of fellow students also helps to improve their analysis which later helps in writing. The prompt is understood as instructing and igniting students to write. In this case, the prompt for students must have an impact on student motivation to learn to write, the prompt process can be carried out by providing topics that are relevant to students' daily lives, the learning topics given are able to attract student interest such as international issues, climate change, or friendships. Apart from prompts, there is a need for collaborative activities in learning writing skills, students can be given problem-based learning or case studies that are carried out in collaboration with friends, in this case more emphasis is placed on the collaborative writing process.

Giving an interesting prompt and implemented with collaboration has a positive impact on students' writing skills, the (Anshu & Jesuf, 2022) study from explains that the use of collaborative writing in EFL writing skills class has an important role in improving students' EFL writing skills such as creating paragraphs. Particularly such type of writing significantly improved students' performance in selecting and including content related to the writing topic, and including the appropriate flow of ideas or sentences in the paragraphs. within the paragraph. Therefore, textbook authors should consider including a large number of collaborative writing tasks that encourage students to work collaboratively in every stage of the writing process as they design and prepare textbooks. Most importantly, EFL teachers should encourage students to practice collaborative writing in every stage of the writing process. For effective and effective and meaningful results of such writing practices in the classroom, support for both teachers and students can play an important role.

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## **CONCLUSION**

SMA Khadijah offers a nuanced exploration of factors influencing writing skill deficiencies among students, revealing specific challenges in idea generation, organizational structure, and language mechanics. Despite the generally strong writing skills exhibited by students, the study underscores the importance of targeted interventions, emphasizing collaborative writing activities and effective prompts as key strategies. Mrs. Rose's insights highlight the significance of language input and propose comprehensive language enrichment strategies to address knowledge limitations, particularly in vocabulary. By recognizing both strengths and weaknesses, the research contributes practical and transformative insights that can inform educators and policymakers, fostering an environment conducive to continuous progress and excellence in writing education at SMA Khadijah.

This research, while valuable, relies solely on English teachers' perspectives at SMA Khadijah, limiting its comprehensiveness. Future studies should include students and parents, employ varied methods, and broaden their scope. The qualitative nature, focused on a single teacher, restricts generalizability. A more robust approach could involve multiple teachers, classrooms, or schools. Integration of quantitative analyses, like writing proficiency scores, would enhance understanding. The implications for SMA Khadijah involve tailoring interventions for students' writing challenges and informing curriculum design. Practical strategies, such as collaborative writing and effective prompts, enhance engagement and proficiency. Policymakers can use these insights for balanced curriculum focus. Language enrichment strategies have implications for teacher training and instructional practices. Addressing these implications can lead to positive transformations in writing education at SMA Khadijah and similar institutions.

## **CONFLICT OF INTEREST**

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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