

**Non-English Major Students' Perception of Joining Writing Community in
the Writing Division of UKBA to Organize Ideas**

A THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education*



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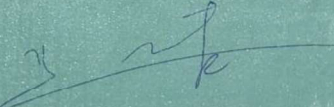
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ABSTRACT

Putri, Dena Rahmadani. (2023). Students' Perception of Writing Division of UKBA to Organize Idea in Writing. Thesis, Padang: English Language Education and Linterature Department. Faculty of Languages and Arts, Universitas Negeri Padang.

Writing is the most challenging part of English language skills. Although writing skills, especially in organizing ideas, are difficult to master, there are ways to support these skills. One of them is by joining a writing community. This research explores the perceptions of non-English major students joining the UKBA writing division in organizing writing ideas, as well as its advantages and disadvantages. This research employs a mixed-method approach with data collection techniques consisting of closed-ended online questionnaires and interviews. The respondents in this study consist of 30 non-English members of the UKBA writing division for quantitative data and 5 non-English members for qualitative data. They were given 7 questions for the questionnaire data and 8 questions for the interview data. The results indicate that non-English major students have a high perception when joining the writing community in the UKBA writing division to organize writing ideas, with a percentage of 77.50% and a total item score of 652, indicating a positive perception of joining the UKBA writing community. However, the lack of professionalism of tutor is a problem that needs to be addressed. Additionally, further research regarding non-English major students' perceptions of other components in writing is recommended.

Key words: *students' perception, organizing idea in writing, writing division*

ABSTRAK

Putri, Dena Rahmadani. (2023). Persepsi Mahasiswa terhadap Divisi Penulisan di UKBA dalam Mengorganisir Ide di dalam Kepenulisan. Thesis, Padang: English Language Education and Linterature Department. Faculty of Languages and Arts, Universitas Negeri Padang.

Menulis adalah bagian tersulit dari keterampilan berbahasa Inggris. Meskipun kemampuan menulis, terutama dalam mengorganisir ide, sulit untuk dikuasai, ada cara untuk mendukung keterampilan tersebut. Salah satunya adalah dengan bergabung dalam komunitas menulis. Penelitian ini menemukan persepsi mahasiswa non-jurusan Bahasa Inggris bergabung dalam divisi menulis UKBA dalam mengorganisir ide menulis serta kelebihan dan kekurangannya. Penelitian ini menggunakan metode campuran dengan teknik pengumpulan data berupa kuesioner online tertutup dan wawancara. Responden dalam penelitian ini adalah 30 anggota non-Bahasa Inggris dari divisi menulis UKBA untuk data kuantitatif dan 5 anggota non-Bahasa Inggris untuk data kualitatif. Mereka diberikan 7 pertanyaan untuk data questionnaire dan 8 pertanyaan untuk data wawancara. Hasilnya menunjukkan bahwa mahasiswa non-jurusan Bahasa Inggris memiliki persepsi tinggi ketika bergabung dalam komunitas menulis di divisi menulis UKBA untuk mengorganisir ide dengan persentase 77,50%, dan total skor item 652 yang berarti mereka mempunyai persepsi positif dengan bergabung di komunitas menulis UKBA. Namun, kurangnya profesionalisme tutor adalah masalah yang harus diatasi. Selain itu, penelitian lebih lanjut terkait persepsi mahasiswa non-jurusan Bahasa Inggris terhadap komponen-komponen lain dalam menulis disarankan untuk dilakukan..

Kata Kunci: *persepsi mahasiswa, mengorganisir ide di penulisan, divisi writing*

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In the name of Allah, the Most Gracious and the Most Merciful

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing has always been included in most difficult English language courses as one of the four language skills. According to Brown, as cited in Firdani and Siti Sarah (2017), writing is not easy because some components should be known & mastered by the students, such as content, organization, mechanics, vocabulary, and grammar. Composing an organizing idea involves more than just grammatical proficiency; it necessitates a thoughtful consideration of content and the effective organization of ideas. This implies that students must not only contemplate the substance of their writing but also skillfully structure their thoughts using appropriate language elements such as grammar and vocabulary. The act of organizing ideas holds significant importance in the realm of writing, as a poorly structured text can lead to clarity and understanding. According to Stone et al (2006:564), organizing ideas is the process of constructing the content of the text, ensuring it aligns with the writer's objectives and leaves the intended impact on the reader.

According to a pre-interviewed research done in May 2023 with non-English major students at Universitas Negeri Padang, they need some help with English writing; one of them is arranging thoughts and ideas in their writing. Most students have some ideas, yet they encounter challenges when

organizing and articulating these thoughts into coherent sentences or written pieces. The process of arranging their ideas often consumes a considerable amount of time. Additionally, students commonly need help with technical writing skills, including problems with sentence structure, limited vocabulary, and grammatical issues. Although writing skills, especially in organizing ideas, are hard to master, there are ways to support writing skills. One of them is joining a writing community.

Joining a writing community is also one of the things that can support writing skills. The learning community motivates and supports students to improve their writing skills (Florence & Yore, 2002). A writing community is a collective focused on honing writing abilities, including educational ones that emphasize student improvement. These communities provide extended learning beyond classrooms, teaching skills like idea generation, how to write well, how to create good essay writing, and so on. By joining, students can enhance their writing proficiency due to limited classroom hours. In sum, joining a writing community is well implemented in writing activities as a solution for students' writing skill deficiency.

Universitas Negeri Padang (UNP) has a writing community under Unit Kegiatan Bahasa Asing (UKBA) which includes a writing division. According to the website of UKBA (2023), UKBA is a foreign language community that serves as an avenue for enhancing student's proficiency in language skills. This organization has three language classes such as English, Japanese, and Arabic classes. In the English division, there are Toatmaster, Debate, Writing,

Speech, and Storytelling classes have been approved by the rector of Universitas Negeri Padang. Non-English major students who have experience difficulties in developing their English skills, especially in writing skills, can join Writing Division of UKBA.

Writing Division of UKBA is a writing community at Universitas Negeri Padang because it was established to provide students with an opportunity to learn and enhance their writing ability, which relates to Graham's theory (2019). Besides that, in the writing division, the tutor and students create a conducive learning atmosphere; the tutor positions himself behind and front to encourage students in their writing process; every member has the opportunity to exchange their ideas, collaborate within a group, the tutor provides feedback for members' writing errors, and students present their written work in collective discussions. Based on these activities, the writing division of UKBA is a writing community that relates to the principles of writing community by Ferman & Anderson, as stated by Santi et al (2021). The writing division of UKBA UNP is a writing community because its activities and purposes relate to the theory and principles of the writing community.

The writing division of UKBA aims to assist students, both English major and non-English major students, in enhancing their writing skills. Based on the Pre-Interview with the President of UKBA (Private Document, 2023), the Writing division is made up for a variety of reasons; firstly, it offers an avenue for students to advance their writing skills, as relying solely on classroom learning may prove insufficient due to time constraints. Secondly, it provides

a productive use of students' spare time through beneficial activities. Last, the writing Division offers a secure setting for both English major students and non-English major students to practice and enhance their skills, subsequently bolstering their self-assurance in utilizing language. The writing division in UKBA has scheduled for twice a week. Every meeting delivered lasts about an hour. Each session has a different theme or subject matter.

In practical terms, members of the writing division are mentored by a final-year student of the English Department named Zulfadli, a tutor who is currently pursuing a master's degree in English named Jaka Satria Warman. Students receive instruction on generating writing ideas with current topics, motivating them to expand their vocabulary to avoid monotony in their writing, correcting spelling and punctuation, and also engaging in the valuable practice of providing feedback to one another. In other materials, students are also taught how to write good curriculum vitae in English, essays, and those related to academic writing. With preparation for writing division from the material, focus, and also instructors, UKBA can be an effective facility that can support student's skills in writing.

Considering the leader's perspective on the writing community's activities, it is essential to engage in further discussion about these activities, especially based on the members' perspectives. This study aims to gain insight into students' perceptions regarding the community's impact on their writing skills improvement. The previous research that was done by Wilmot & Sioux (2018) focused on the role of writing groups in transformative spaces for

postgraduate students. Writing groups are really helpful as safe places where academic practices can be explicit and challenged. The other research was done by Santi (2021). This research was conducted on English students of IAIN Curup to know students' opinions of the writing community to improve their writing skills. The result was the English students have a positive perception of the writing community to improve their writing skills. Brooks *et al* (2020) found out the benefits of writing groups as important spaces for writing support, a space of emotional and intellectual support. The result of previous studies confirmed Kwan's findings that participating in writing groups can improve students' productivity and enhance structural knowledge and morale (2021).

Other researchers have also mentioned the role of a mentor in the writing community. Having a mentor in the writing community would be even better for improving writing skills, as has been conducted by Spangle *et al.*, (2021). Mok & Staub (2021) states that coaching, mentoring, and supervision were effective in improving pre-service teachers' instructional skills. Furthermore, mentor creativity and mentoring style as a way for each person to develop the creativity (Wang, 2021). Busse *et al.*, (2018) implied that developing a typology of mentoring programs for the young generation can create personal development, increasing academic and employability.

From several previous studies, several activities and strategies have been carried out to improve writing skills. Still, very few studies have examined students' perceptions of the writing community at the university. Therefore,

this research will be focused on exploring what non-English major students really perceive about the writing division of UKBA in enhancing their writing skills in organizing ideas and hope it can be a motivation for other universities to facilitate the students with writing division so that they can improve their ability in writing which is helpful in academic and also in jobs. The researcher will conduct this research: Non-English Major Students' Perception of Joining Writing Community in the Writing Division of UKBA to Organize Ideas

B. Identification of the Problems

Writing skill becomes the most challenging skill in English especially for non-English major students. Students find difficulties in issues of syntax and grammar, limited vocabulary, spelling errors, doubt in deciding the formality and tone of the writing, arranging thoughts and ideas, lack of practice, lack of motivation, and fear of making mistakes in their writing. Besides many writing problems, there have been several previous researchers who have tried to improve writing skills even better by implementing some techniques and strategies used to improve writing skills. Apart from that, there are also other ways to support students' writing skills by forming a writing community.

The writing community can be useful in correcting and improving students' writing, especially for non-English major students and one of them is the UKBA program which was developed by Universitas Negeri Padang. However, the Research related to student's perceptions of the writing community built by the campus, for example, UKBA UNP, has received little

attention. Therefore, I would like to investigate non-English students' perceptions of joining the writing community in the writing division of UKBA to enhance their writing skills in organizing ideas and the advantages and disadvantages of joining the writing division of UKBA UNP.

C. Limitation of the Problem

In this research, the researcher focuses on non-English major students' perception towards joining writing community in the writing division of UKBA in one of University in West Sumatera in terms of improving their writing skills to organize ideas and the advantages and disadvantages of its.

D. Research Questions

Based on the explanation above, the formulations are arranged as follows:

- a. What is Non-English Major Students' Perception of Joining Writing Community in the Writing Division of UKBA to Organize Ideas?
- b. What are the advantages and disadvantages of Non-English Major Students' Perception of Joining Writing Community in the Writing Division of UKBA to Organize Ideas?

E. Purposes of the Research

This research is aimed to find out:

- a. To find out Non-English Major Students' Perception of Joining Writing Community in the Writing Division of UKBA to Organize Ideas.
- b. To find out the advantages and disadvantages of Non-English Major Students' Perception of Joining Writing Community in the Writing Division of UKBA to Organize Ideas

F. Significance of the Research

The researcher hopes this research to be useful for the university and lecturer.

a. The university

It is hoped that this research will enable the university to maintain and assess the implemented writing division program effectively.

b. Unit Kegiatan Bahasa Asing

Researcher hopes that UKBA can develop other creative methods to increase student motivation in learning writing and evaluate strategies, mentors and methods used in the classroom so that they become more effective and useful.

G. Definition of Key Terms

To avoid any potential misunderstandings in this research, the meanings of the terms used are provided and clarified as follows.

a. Perception

The perception in this research is how the perspectives and assessments of students as members of the writing division after joining class help their writing skill in organizing ideas.

b. Writing community

Researcher describe the writing community as a place, like the writing division in UKBA, where students from various majors who have the same goal to improve their writing skills gather together to improve their writing skills such as exchange views on writing a paper, essays etc.

al, thoughts, improve and provide feedback on the writing they produce, motivate each other under the guidance of a tutor so that the community can run as it should and can give basic skills for the students both for their academic business or work field.