

CHAPTER IV
REPORT OF RESEARCH RESULT

A. Description of Research Location

1. Brief History about English Department of Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin

Basically, the desire to establish English Department together with founding of Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin was planned by some educated people for long time ago. In the other side, many graduatee of senior high school and others wanted to continue their education to the higher level or it can say “College”.

Beside above, the fact showed that educated English teachers in Junior High School and Senior High School were still very seldom at the time. It also happened to lecturer candidates in Antasari State Institute for Islamic Studies Banjarmasin itself as well as other colleges was felled still very less.

The fact that Antasari State Institute for Islamic Studies Banjarmasin which was located in Banjarmasin some years ago only had one Faculty, Syari’ah Faculty. At that time, Education Faculty was still only located in Barabai and still as the branch of Antasari State Institute for Islamic Studies Banjarmasin, besides Ushuluddin Faculty which was located in Amuntai.

Based on the fact above, H. Zafry Zamzam, the Rector of Antasari State Institute for Islamic Studies Banjarmasin at that time felt necessary to build education faculty in Banjarmasin. Faculty did not only complete the shortage of Faculty in Antasari State

Institute for Islamic Studies Banjarmasin, but also could answer the aspiration of society in Banjarmasin and its surroundings.

On September 22, 1965, the Head of Antasari State Institute for Islamic Studies Banjarmasin released a decree number 14/BR/VI/1965 concerning the opening of Tarbiyah faculty at Antasari State Institute for Islamic Studies Banjarmasin. The publishing of the degree also had a strong relevancy with the existence of delivery of publicistic at Faculty UNISAN (Universitas Islam Nusantara) in Banjarmasin which later being Tarbiyah Faculty. Education Faculty at IAIN Antasari in Banjarmasin.

Based on *Buku Kenang – Kenangan 30 Tahun Fakultas Tarbiyah IAIN Antasari Banjarmasin*, English Department was founded in 1984 with the first head Drs. H. Abdul Kadir Munsyi, Dipl.Ad.Ed and Drs. H. Abdi Makmur, M.Ag. Ph.D as the secretary. In the next period, it was continued by Drs. H. Syarifuddin Syukur, M.A as the head of English Department and Drs. H. Abdi Makmur, M.Ag. Ph.D as still the secretary. English Department was ever closed in the academic year 1988/1989 because it had to wait the operational permission letter from Ministry of Religious Affairs (DEPAG).

In the academic year 1997/ 1998 it was opened for the second time and named as Jurusan Pendidikan Bahasa Inggris, which was led by Drs. H. Ahdi Makmur, M.Ag. Ph.D and Drs. Saadillah as the secretary. Because Drs. Saadillah was continuing his S2 education, the secretary position was substituted by Drs. Husnul Yaqin, M.Ed. In the year 2003 , the secretary was again substituted by Drs. Hj. Wardah Hayati, M.A

Tran September 2005 until October 2006, the Head of English Department was Drs. Isa Anshari, MZ and Dra. Hj. Nida Mufidah, M.Pd as the secretary. His death made Drs. Anang Syaifuddin, M.A. Ph.D become the head of the English Department and

Dra. Hj. Nida Mufidah, M.Pd as the secretary from January 2007 until August 2007, but in September 2007 he resigned from the position. This condition made Dra. Hj. Nida Mufidah, M.Pd handles many problems in the English Department. She was choice by the Tarbiyah Faculty Senate to lead English department and helped by Nurlaila Kadariyah, S.Ag as a secretary since January 2008. In February 2010, she was substituted by Ridha Fadillah, M.Ed, the secretary of English Department. Now it is occupied by Nani Hizriani M.A.

The main purpose of English Department is to participate in developing this country, especially in Education world. It is based on the facts that still many Islamic schools do not have English teacher with the Islamic English educational background. Thus, Tarbiyah Faculty; in this case, English Department has a responsibility to provide the professional English teachers who also has Islamic knowledge background. The other purposes of English department are producing qualified English Department scholar that can exist in development English ability, linguistic and literature, able to be the professional English teaching in elementary and middle degree, and makes English Department as the center of occupation and development of English teacher staff.

This English Department uses curriculum that contains 160 sks which covers the institutional subjects, faculty subjects and major subjects. It takes about four years in finishing the study in English Department.

2. Description of Lecturers and Students' Condition

English Department has 17 lecturers from many different educational backgrounds and universities and has 2 administration staff. Now, there are about 362 students in the academic year 2009/2010. The English Department also works together

with RELO (Regional English Language Office) to invite English teachers who are native speakers of English. This cooperation aims to encourage Indonesian students' quality in English competency. It also aims to encourage teachers' competence of teaching and learning methods, approaches, techniques and materials, especially English department's teachers. This cooperation begins since academic year 2007/2008. There are three native English speaking fellows who were already assigned to teach in English Department, including: Suzannah Marry Schoff, M.A (2007/2008), Andrea Taylor, M.A (2008/2009), and Ashleigh Sayer, M.A (2009/2010). The description of the lecturers, staff and students can be seen in the table in appendix.

B. Data Presentation

After having presented the background of research location, this chapter will present the data that are collected by observation, doing questionnaire and interview which concentrate on the improving writing skill of the forth semester students of English Department in academic year 2009/2010. The data are presented in accordance with the research objectives or problem as it has been discussed at the matrix before. Before analysis the data, the writer must collect the data first. In order to know the data, the writer held the observation to the classroom, interviewed to the lecturers and gave questionnaire to the forth semester students of English Department in academic year 2009/2010 as well.

The writer conducted observation to two lecturers of Writing B course at English Department Antasari State Institute for Islamic Studies. There were two classes that writer observed. The first class is in Class A by Mrs. Nida Mufidah, M.Pd as the lecturer and the second class is in Class B by Mrs. Noor Maulidiyah, M.A. The total students of

each class are 32 students in the class A and 29 students in class B. there are 8 males and 24 females in class A, 6 males and 22 females in class B. The interviews were conducted in four meetings, the questionnaire was three meetings and the observations were conducted in six meetings of Writing B course.

In the following discussions, that is about improving writing of the forth semester students of English Department in academic year 2009/2010 and the essential factors that influence the improving writing skill of the forth semester students of English Department in academic year 2009/2010

1. Improving Writing Skill of The Fourth Semester Students of English Department in Academic Year 2009/2010

In the following data about improving writing of the forth semester students of English Department in academic year 2009/2010, the writer presents information related to the implementation of writing process in the classroom and Lecturer's effort, especially their strategies and approaches in improving writing skill of the students.

a. Implementation of Writing Process in the Classroom

To know the implementation of writing process in the classroom of Writing B course of writing of the forth semester students of English Department in academic year 2009/2010 the writer observed the teaching and learning process in six class meetings (class A and B)

Table 4. 1. Description about observation schedules.

No	Day/Date	Class	Time
1.	May, 24 th 2010	A	10.30- 12.10
2.	May, 25 th 2010	B	08.30-10.10
3.	May, 31 th 2010	A	10.30- 12.10
4.	June, 1 th 2010	B	08.30-10.10
5.	June 7 th 2010	A	10.30- 12.10
6.	June, 8 th 2010	B	08.30-10.10

1. Observation 1 , Monday May 24th 2010

In the course, it is focused on paragraph and Essay. There are 28 students who attended it. In the day, the students were expected to understand about topic sentence, main idea and controlling ideas and conclusion.

The course was started at 09.39 a.m . First, the lecturer greeted the students for few minutes then continued to check grammar among students in partner feedback about analysis. The students shared their writing to partner and one another gave correction about the writing work. Interaction among students was conducted in almost an hour more. In this stage the lecturer helped the students if they did not understand about something yet.

After that at 10.19 it was time to discussion, the lecturer wrote questions on white board about paragraph for discussed which was related to text book:

1. What tell the reader the content and the organization of the writing?
2. What makes up the body of writing?
3. What ends the writing?

Then after that, discussion started there was many students answered and gave opinion answers. Next the lecturer explained about topic sentence, main idea, controlling idea and conclusion. Then the lecturer asked students to check their friends' writing, about the topic sentence, main idea, controlling idea and conclusion in the writing.

The lecturer explained and stressed that a paragraph has a conclusion and an essay has concluding paragraph and she also asked the students to open the book page 150 and read about Essay, in groups the students discussed about paragraphs. Then the lecturer explained again about an Essay, she told about an essay which is a group of paragraphs where introductory, supporting details and concluding sentence are.

At 10.33 a.m it was time for exercise. First, the students were asked to read a reading in the textbook, a student was asked to read and sometimes the lecturer checked student's pronunciations. It was done one by one till after 5 students read the lecturer asked students in pairs to answer the questions page 153, the students were so busy in couple answered the questions 1 – 5, finally after 15 minutes the lecturer asked them to discuss together and answer together. Sometimes lecturer encouraged the students to answer by asked, "who wants to answer?". Some students who sit front of seem very enthusiasm to answer, but few students who sit behind were opposite.

After that, the lecturer wrote on board about what the things in introductory of essay and told about things that readers would be interested in reading the essay. Then in the last hours the students were asked to answer individually questions number 1 till 9 about an Essay based on the text book page 155. The view was some students

used dictionary and English calculator to help them to understand the essay. Sometimes the students asked to the lecturer about what they do not understand, the lecturer explained carefully and clearly.

2. Observation 2, Tuesday May 25th 2010

In the course, it is focused on result of classification paragraph's students and process paragraphs. There were 29 students who attend it. At the day, the students were expected to understand about process paragraphs

The course was started at 08.31 a.m the lecturer first said greetings to the students, the lecturer asked a students to take students' folders at the office, while she do greetings. After the student came, the folders were spread and some students looked very satisfied with the result, then the lecturer explained about result classification paragraphs of the students and asked some students to read their final writing. First, the student was a female, she read her writing talking about Comic, and she classified it become three parts; detective, teenager and adult. Then the second student read her writing too.

Then after 10 minutes the lecturer explained new material. It was about Process paragraphs. She told much about what process paragraph is and also she gave the students examples of process paragraph's sheets such as "Making a telephone Call" and "Taking a book out of the library" and she asked the students to read the examples.

Next, the lecturer wrote questions on the board to elicit the students. She asked about process paragraph and the characteristic of process paragraphs. The students answered spontaneously based on what she heard before about

the process paragraph. It was related to “How to...”. The lecturer explained that it related to how to do something or how something happens. It consists of connected steps the steps must be consequence, chronological in order and logical.

After the lecturer explained much about process paragraphs, it was time for students to express and compose it based on their understanding. The lecturer asked them to make the groups and each group consisted of three students. They had to choose the topic that was available by the lecturer.

1. The steps to good health
2. the steps to successful studying
3. a recipe
4. the steps of learning English effectively
5. How to prepare for job interview

The groups seemed busy to compose process paragraphs and chose the topic. But before that the lecturer suggested the students to brainstorm one by one about the things that related to their topic. There were nine groups at the time. There were some groups chose the topic based on the topic available and few groups chose the topic based on what their own.

The lecturer asked students to make paragraphs in prewriting technique. Some groups used freewriting and some used clustering. After 20 minutes more time was up. The lecturer asked students to collect their draft on Wednesday. In the last hours the lecturer asked some students to share their writing. There were six groups that presented their writing and the topics were:

1. The steps to Good healthy
2. The steps to make your body fat
3. the steps to watch the movie
4. the steps to successful in the studying
5. the steps to win world cup 2010 in South Africa
6. The steps to prepare for job interview

3. Observation 3, Monday May 31st 2010

There were 30 students who attended Writing B class. In the course the students were focused on and expected to understand about main idea and supporting main idea of paragraphs. The class was started at 10.30.

The lecturer said greetings to the students and then shared the work folders and do peer writing with the partner. They conducted it almost 10 minutes. Then the class was continued to the textbook page 153. the lecturer and the students discussed about theme of paragraphs, it was about Global Marketing Strategies.

After that the class was conducted in questions answer among the lecturer and the students, sometimes they discussed the exact answers. They discussed about the text, main idea, supporting main idea in the paragraph.

Then the lecturer explained about daily product, differences between vegetarian and vegan. After that, they continue to reading the text related to the case, it was about “Ikan Tuna”, students read the passage in random. There were three students read it and sometimes the lecturer checked the pronunciation. Still about main idea and supporting idea now the lecturer asked the students related to the text. It was about thesis statement and the hook in the essay. In the quiz time the students were asked to the lecturer one by

one and they discussed about grammar in the author said in the textbook. They checked it together.

At 11.00 it was time to make paragraphs. The lecturer finally asked students to compose paragraphs about “three benefits of home schooling”. They were asked to mention the introductory paragraph (hook), thesis statement (main idea), sentences/supporting, and also concluding sentence in the last paragraph which restate the thesis statement and or give the suggestion. The lecturer gave clue for what is the good thing for starting the paragraph, she gave opening word for the paragraphs, such “parents have excellent opportunity to spend quality of time with their children”. It was written on board.

While the students did writing, the lecturer gave advices and reminded the students about good writing .She said that good writing requires students’ ability to use words and sentences correctly, to use punctuation, spelling, grammar, organize words and sentences into paragraphs and express idea which is appropriate and accurate. She also remind about Subject and Verb in a sentence.

Next it was time to partner feedback. Students were asked to change their writing with the classmate. Then they checked their friend’s writing. They checked the mechanical writing such as conjunction and preposition. They gave comment, asked the ambiguous sentences or confusing meaning. After that the students collected the final checking to the lecturer, the folders were handed to the lecturer.

4. Observation 4, Tuesday June 1st 2010

There were 26 students who attended Writing B course. In the course the students were focused on and expected to understand about comparison and contrast paragraphs.

The class was started at 08.30. First, the lecturer shared the result of students 'writing to the students. The folders were shared by a student.

The lecturer today told about Comparison and Contrast paragraphs. It is about similarities and differences paragraphs. Students were asked to read the material about comparison and contrast paragraph, it was about "Intranet and Internet". Some students were busy in reading the text and few of them were busy in discussing something. Then the class discussed about the text. They discussed about what the introduction topic sentence and conclusion. They discussed about similarities and differences about Internet and Intranet.

Then the lecturer explained about organization in comparison and contrast paragraphs. There are two ways to make this writing, point by point basis and divide the information into two parts. She gave an example of comparison and contrast paragraph about Cat and Dog. She wrote on the board the web of paragraph organizations. After that, the lecturer asked to the students to explain what she had explained. Some students were able to mention the organization of comparison and contrast paragraph clearly.

At 09.20 the lecturer asked student to compose paragraphs. They might choose the topic that available.

1. Native language VS English
2. American English VS British English
3. The character of an actor or actress in two movies
4. Dictionary and Electronic Dictionary
5. The telephone and mobile phone
6. Using the library for source to write a research paper and using the internet.

The students were busy in writing, and then time was end, students were asked to continue at home as homework and it would be collected next week.

5. Observation 5, Monday June 7th 2010

There were 31 students who attended Writing B course. In the course the students were focused on and expected to practice writing. The class was started at 10.30. The lecturer conducted an interactive listening for engaging the students' attention. The interactive listening was "Whispered Game". The students were asked to make line in groups. There were five groups and they sat on the line chair.

The lecturer explained the rules of the game, the entire student listened carefully every single what the lecturer said. The lecturer wrote some sentences on a piece of paper and show it to the leader of the groups (the students who sat in the front row). Each group played their role to whisper the sentences. And the students who sat at the back wrote their listening result. There were some students groups captured clearly what prompted his/ her friend. These are the sentences that they have to whisper to his/her friend group:

1. Lack of technical training in the third word
2. Paragraphs and essay often categorized according to their purposes.
3. One characteristic of good writing is unity.
4. an essay is a group of paragraphs usually about four to seven

Finally it was time to announce who is the most correct writing listening. The first group had score 300, the second group had score 375, the third group had score 250, the fourth group had score 405 and the fifth group had score 420. So, the winner was the fifth group. Next activity, the lecturer asked the students to compose free composition in free topic. Students did it until time run out, and then they collected writings.

6. Observation 6, Monday June 8th 2010

There were 29 students who attended Writing B course. In the course the students reviewed comparison and contrast paragraphs. The class was started at 08.30. The lecturer reminded the students about comparison and contrast paragraphs. They had to know about topic sentence, supports details in similarities or differences, concluding sentence and transition expression such as in contrast, on the other hand or whereas. The lecturer explained also about the organization in comparison and contrast.

At 08.40, the students revised and edited the writing last week. They were asked by the lecturer to underline and signs the things that not coherence or grammar mistakes by self editing. Then at 09.02 the students were asked by the lecturer to present their writing to their classmate. She asked a student to read his writing; the title of writing was phone and mobile phone, the second student presented her writing “Dictionary and Electric dictionary”, then the third student read her writing “Traditional Market and Supermarket” and the fourth student read his writing “Magazine and Newspaper”. And the last student read her writing “The Stars and the Moon”. Every after the students read their writing, all students and the lecturer discussed the differences and the similarities of the comparison and contrast writing which was presented.

Based on the observations the writer found that in the Class A, the lecturer applied writing process. It was started with prewriting with brainstorming idea, then lecturer asked students to make thesis statement, the students made outline, then, the students wrote their writing in rough draft and then they were sharper it in peer correction (editing-revising). After that the stuff were handed to the lecturer and the lecturer would check it out based on their grammars, punctuations/ mechanical, organization and

content. Lecturer asks students doing all of these in a day because as the lecturer said in interview it would make students' writing more objective and origin from their own. If the students do writing or continued it at home it is possible for them to search and find out the writing is not based on their own.

In detail, it can be seen as follow presentation:

1. Prewriting

In the stage of prewriting, lecturer asks students to make paragraphs based on the material that lecturer had explained to them. Based on Brainstorming and sometimes questioning the ideas is created. For the stage usually the lecturer gives students time about ten minutes to do this. Based on lecturer's explanation before, the students can make an idea in listing or cluster. The writer found it in some meetings. The students did it. The students developed their ideas in outline and as the lecturer in the class A said thesis statement makes the students' writing more clear. The students made the main topic, then thesis statement made their topic strong and they try to explain but before that the made the list what is the next, next and next paragraph. Students did it in coherence.

2. Drafting

After they make organizing, then it is time for students to make their writing. On this stage, students are asked by lecturer to make paragraphs in double spaces

3. Polishing/ Revising

Afterwards, on the stage polishing, the students do peer-correction. Students check their port polio one another, they check their friend's grammar, spelling, punctuation, mechanical, organization and content, which one they like or dislike and comment as well. Lecturer asks them to give circle for the things that have incoherence for the writing

of students' partner (partner feedback). Then finally the lecturer asks students to collect it to her.

4. Proofreading/ Editing

In some observations, the writer found that in teaching learning process, the lecturer conducted some peer-correction between students. They do correction to their classmate partner. In this partner feedback students ask to their partner about their writing that they do not know well or ambiguous and then they give comment for the writing's partner as well.

5. Publishing and presenting

In this stage, the students shared their writing front of the class. One by one students pointed by a lecturer to read aloud their writing and other classmate listened.

6. Feedback/Evaluating

However, for the feedback, the lecturer does not use any rubric scoring but she will check and score the students' writing based on the circle, line or other signs that students had done, and she will check it out based on the writing standard such as grammar, spelling, punctuation and mechanical, organization and content. The lecturer does not grade it to the students' portopolio but she will notice it on another assessment writing for students. She just give students reward in word for their stuff, such as : "Good", "Great", "Very Good", and some comments such as "Continue your idea please!".

Another writing course class, in Class B, writing process is applied in instructional teaching learning by the lecturer. Students learned how to write paragraphs. So the writing process is conducted in this class as well. For the more information writing process of the class, the data as follow:

1. Prewriting

On the stage prewriting, before practicing the prewriting strategies, first, the lecturer explain to the students what the writing process is. Then, they go on to the prewriting and the lecturer asks students to make paragraphs based on what the target kind of paragraph which is explained. Then the students are asked by the lecturer to generate ideas of the paragraph using brainstorming. Sometimes, the students can choose the topic based on what they want and sometimes it is based on the topics are provided by lecturer. For the Organizing, based on the observation, the lecturer explained to the students about coherence that is related to the organized ideas in writing paragraphs. As in interview, the lecturer said that if the students organize their ideas correctly that's mean they have understood.

2. Drafting

In Writing stage, the lecturer asks students to write the paragraphs. Sometimes the lecturer asks students to continue writing at home and sometimes the lecturer asks them to finish it during the class.

3. Polishing/ Revising

Another stage that was conducted in the course is Polishing. In this step, the lecturer asks students to exchange their writing with their classmate in peer conferences and sometimes the lecturer use self conferences too after the students do partner feedback.

4. Proofreading/ Editing

After the students finished their writing, they share it to their classmate and check grammar, punctuation and content etc. feedback can be applied in peer editing or

sometimes self editing. After they check their friend's writing, then they do self edit. Afterwards, they hand it in to the lecturer.

5. Feedback / Evaluating

If there are still mistake, the lecturer corrects it for them. For the assessment of students' work, the lecturer does not use rubric scoring but she still uses the principle of scoring for writing, such as content, punctuation, spelling, grammar and organization.

6. Publishing and presenting

In this stage, after all have done, the final work of students will be presented front of the class. the students were asked by the lecturer to read forward of class. They read their final writing based on the lecturer asked.

b. Lecturer's Effort in Improving Writing Skill of the Students

It can be known by two things, strategies in teaching writing and approaches in improving writing skill of the students.

1. Strategies in Improving Writing Skill of the Students

Based on the observations the writer found that in teaching writing the lecturers do some strategies to improve writing skill of the students. As Writing B course (in class A), there are some strategies that lecturer applied for example; there are some games for attract the students in the course such as whispered games, then the lecturer asked the students to do writing work in the classroom. She asked them to finish it in the classroom

only. Addition, based on the interview the lecturer did it as strategy to handle the students so that there is no plagiarism in their writing work. The lecturer supposes the students to write the paragraphs based on their own words. Other strategy, the lecturer asked the students to collect all the stuff from free writing, outlining, rough drafting and result of their partner feedback in peer correction in one folder or portfolio. The lecturer said in the interview that it is very effective to her to identify the students' step in writing. The other strategy, there is punishment for the student who comes late to class. As the punishment, the student is asked to make writing. This effort makes students will think twice to come late and they will come early to the class. Actually, this punishment, as the lecturer said, makes the student able in writing. Another effort for improving writing skill of the students the lecturer asks students to make three paragraphs (introduction, explanation and conclusion) after they had "whispered game" about the topic which is presented as the title of the students' writing .

In the mean while, in the Writing B course (class B), based on some observation and interview to the lecturer, the writer found that there are strategies to improve writing skill of the students, for examples: the students work in the groups and do discussion about the text such as about "Internet and Intranet text", from the discussion groups, they will find some ideas or information, then they will continue to the prewriting based on what they got. The lecturer uses the writing process as strategy in implementation of writing course. It is done to engage students to Writing class. Based on the interview, the lecturer said that it makes students compose writing easily, beside applying writing process, the lecturer uses some teaching media such as pictures for brainstorming in making Descriptive text. The lecturer asks students to describe what they saw from the

pictures. This strategy is used to introduce what descriptive text is. Then finally, the students will continue to the prewriting.

Another strategy is the lecturer asks the students to repeat what they got from the discussion or explanation from the lecturer, it is such as the writer observed. Some students were asked to repeat it by their own words, the writer notice that there was always review from the last timing. it is one of lecturer's effort to improve writing skill of the students.

Based on the interview to two lecturers of Writing B course, the writer notices that lecturer A said, writing process helped a lot. It makes the student's work be good writing. For some students stated that writing is easy. It can be seen from some students can do writing in short time but some students can do it in longer. There are some students have difficulties in making ideas in their starting prewriting. So it is need some extra approaches and explanation from the lecturers. Writing process is the new one for students. In Writing A they learned about sentences in 16 tenses. So that in Writing B they just continue to paragraphs therefore writing process is applied and appropriate to be conducted in the course. However the lecturer A said the most complaints which most often faced by the students when doing writing process activities, there are some students have difficulties in starting the paragraphs. They spend much time for only getting the idea. Even thought time allocation is not based on the target.

Talking about the course, both of lecturers teach the course just as because there is no lecturers to teach Writing B, So Mrs Dra. Hj. Nida Mufidah, M.Pd and Mrs. Hj.Noor Maulidiyah, M.A teach this subject professionally.

Based on the fact, the lecturer before was a native speaker from California, Ms. Susannah Marry Schoff, M.A in 2007-2008, and Mr. Ridha Fadillah in 2008-2009. Though there is no special motivation for teaching Writing B, the lecturer (in class A) hopes from writing process, the students can make writing well, they can able to compose writing acceptable, as their application in writing course they can improve paragraphs in good grammar, punctuation, content and organization. Then from Writing B course, the lecturer hopes a lot the students have ability in writing skill based on the materials that had given. Moreover the tasks are afforded in up to date writing, content and explanation are clear. Concede on the point it can be found that some theme of writing that the lecturer A suggested, such as three benefits of home schooling, pro contra disadvantages watching television, English department, Antasari state institute for Islamic studies, Vacation and Amazing animals.

Meanwhile based on the interview, the lecturer in class B said in the course class the students learn about paragraphs such as Descriptive, Classification, Process, Comparison and Contrast paragraphs. The writing process is the good steps for students to do writing where in writing A before the students learnt about sentences.

The lecturer in class B hopes from writing process where is applied in the class students can write paragraphs well, good organization, grammar, punctuation, spelling and so on. She hopes from the course the students are able to write well especially in paragraphs and able to write good writing in their daily life though there is complaint which most often faced by the students when doing writing process activities, such as the students have difficulty in starting the paragraphs and generating the topic or idea. Though brainstorming always help but sometimes they are used to write in freewriting

always because the students said it need much time to do by listing or clustering but the lecturer is required to teach the course and she is believed to handle and teach the course. The lecturer hopes from what she taught to the students, it makes them understand how the writing is and ease in writing as well.

Based on the observations, the writer found that both of lecturers know well about writing process that they do in teaching writing. It can be seen from two classes applied writing process. It means the lecturers both use the process that relevant to university students' level because at university students' level using writing process is appropriate.

Then, still based on the observations writer found that there is interaction between students – lecturer and among students selves. Communication students – lecturer is in English though sometimes among students use *bahasa Indonesia* especially when they had discussion.

The lecturers use course outline; material choice and indicator achievement in planning are acceptable as it can be seen in implementation teaching learning process. Material is based on purpose of learning, material is appropriate with material learning, pattern of specific indicator achievement in planning is appropriate with activities of teaching learning purpose.

In observations about time allocation, lecturer (class A) makes available time for students in prewriting to do brainstorming, they use questioning, listing, freewriting, clustering of ideas as the prewriting technique, then they do outlining, rough drafting, conferences and peer correcting and or self editing in a meeting and for the next meeting continue to publishing the final work to the classmate.

Meanwhile for lecturer (in class B) there is available time allocation for students to get brainstorming (sometimes in questioning or freewriting). Students do writing based on their free writing. In the classroom they do self editing, check grammar and some mistake errors by them selves, then afterwards the stuff is handed to the lecturer or sometimes they continue to finish their work at home and another meeting students are asked to share their work to the partner and peer editing is conducted. Their results of comments and grammar checks by classmate are collected to the lecturer. The lecturer will check it out for addition checks'. Next, in another meeting, the students publish their work that had been corrected front of class and read the final work. After that the students discuss their friends work about the topics that had presented.

The fluently writing is applied in writing process, lecturers explains writing material in English and the number of class are out of the theory, but the students do assignments and attend to the classroom just a little number absences.

2. Approaches in improving writing skill of the students

Based on the observations, there are three instructional approaches that the lecturers applied in two classes of Writing B course, they are:

a) Modeled Writing

The lecturers applied modeled writing in the classroom. They give samples of text paragraphs to the students and they explain materials of paragraphs based on textbook.

b) Guided Writing

The lecturers teach a writing procedure, they present a well thought-out lesson and controls as students put in writing and they ask the students to review a current qualified writing.

c) Independent Writing

The writing process is one of the lecturer ways to give approach to the students; in this approach the students create their own writing.

2. The Essential Factors that Influence Improving Writing Skill of The Forth Semester Students of English Department in academic year 2009/2010

Beside presenting the data about the improving writing skill of the students (based on the implementation of writing process and teacher's effort in strategies and approaches in improving writing skill of the students), the writer will describe the essential factors as follows:

1. Purpose of Teaching Learning's Factor

Based on the interview and observation with the lecturers, the writer found that:

1. Cognitive
 - a. Knowledge; the students know the concept of learning and able to give definition, describe, identify, choose and mention the purpose of learning
 - b. Comprehension; The students are able to interpret orally the purpose of learning. Then they are able to differ, explain, conclude, give examples the purpose of Teaching learning.
 - c. Application; the students are able to apply the concept and use and held some stages of writing process, in the classroom, in each meeting, and the students are able to compose final writing work though

sometimes it is continued at home as homework and get the final result stuff.

- d. Analysis; the students are able to evaluate and analysis the writing work, do polishing in conferences and revising in peer editing or self editing. They can able to differ, conclude, identify, describe, choose, disparate of lesson that is a purpose of teaching learning.
- e. Synthetic; the students are able to write a theme in appropriate, compose writing in paragraphs and the lecturers give the rewards for the appropriate one. there is subject's integration to solve problem from some material in course design
- f. Evaluation; students are able to value, conclude, critic, stretch, differ, explain, interpret the writing based on Purpose teaching learning.

2. Affective

- a. Receiving; students are able to ask, choose, stretch, follow, give, identify, show, select, answer and use the material / lesson based on purpose of teaching learning and in the application of writing process the students listen and do activities carefully and well.
- b. Responding; students do homework or assignments that had determined, students follow classroom's rule, participate in discussion, they are able to answer, help, practice, express, read, repeat, choose, write based on purpose of teaching learning.

- c. Valuing; students are able to describe, explain, follow, differ, form, work in team, give opinion, read, report, choose, study, share based on purpose of teaching learning.
- d. Organization; students are able to explain, conclude, identify, arrange, organize, connect based on purpose of teaching learning.
- e. Characterization (by a value complex); students are able to differ, identify and choose the target learning based on purpose of teaching learning.

3. Psychometric

- a. Perception; students are able to differ, identify and choose the target learning based on purpose of teaching learning
- b. Set; students are able to explain, react, answer, show, start target learning based on purpose of teaching learning.
- c. Guided Response; students are able to fix, do more order based on purpose of teaching learning.
- d. Mechanical Response; students are able to fix, do more order based on purpose of teaching learning.
- e. Complex Response; students are able to fix, do more order based on purpose of teaching learning.
- f. Adjustment; students are able to revise, change and organize the writing based on purpose of teaching learning.
- g. Creativity; students are able to create, compose, conduct and plan the writing/ paragraphs based on purpose of teaching learning.

2. Lecturer's Factor

a. Lecturer's Educational Background

To know the lecturers educational background, the data are taken from interview. It is known that one of them graduated from S2 Indonesia and Regional Language and arts Universitas Lambung Mangkurat Banjarmasin and another graduated from S2 English department in the International Islamic University Malaysia. However both of them are lecturers of Writing B course of English Department in Antasari State Institute for Islamic Studies Banjarmasin.

b. Teaching Experience

Based on the interview, the writer knows that the lecturers of Writing B course have different length of their experience in teaching. It is noticed that one lecturer has taught more than seven years in English Department and another has taught about 4 years. One lecturer taught Writing B just starting in this semester because she taught some course such as "Teaching Media Course" and "Language Testing Course", and another lecturer taught "Academic writing course" and "Speaking Course". Furthermore, they both are professional and talented lecturers. Not only they followed some training for English lecturer abroad, they both are trainer and steering committee in International Conference for English Teacher's Professional Development and Empowered English Teachers in some regions for many times.

c. Lecturer's Preparation in Teaching

Based on the observation, the lecturer's preparation in teaching can be seen from two major teaching's preparation. They are:

1. Material

Based on the observation, the writer found that material is based on the purpose of teaching learning; materials given are suitable for goal achievement. There are continuities between materials with the others, and then material is ordered from the simple one to complex one, such as from sentences to paragraphs, from descriptive paragraphs to comparison/contrast paragraphs. Materials are factual conceptual and materials are very important for students to know. It is about compound and complex sentences, paragraphs, prewriting techniques and some kinds of paragraph development such as descriptive, classification, process and comparison/ contrast paragraphs, but it is limited on four kinds of paragraphs.

2. Design Course

Based on the observations, two lecturers use the same design course for Writing B course. Course design is put in the design course such as the purpose of learning course description, topic materials for each meeting, evaluation and references. The design course they made is as follows:

a. Course Description (The Purpose of Learning)

The course is meant to equip students with the skills of writing different types of paragraphs. It also meant to provide students with the skills of writing compound and complex sentences, the sentences will be developed into paragraphs. The types of paragraphs introduces in this course are descriptive, classification, process, comparison and contrast paragraphs.

b. Topic per Meeting (Materials)

Based on document it is known that two of Writing B course had course outline that had done such as follows:

Date	Topic
March, 1 st 2010 March, 2 nd 2010	Compound Sentence
March, 8 th 2010 March, 9 th 2010	Complex Sentences
March, 22 th 2010 March, 23 th 2010	What is paragraphs? The three main parts of a paragraph , reading and analyzing sample paragraph
March, 29 th 2010 March, 30 th 2010	Paragraph coherence and unity
April, 5 th 2010 April , 6 th 2010	Prewriting Techniques: Freewriting, Brainstorming and listing
April, 12 th 2010 April , 13 th 2010	Prewriting Techniques (continue); Answering questions and outlining
April, 19 th 2010 April , 20 th 2010	Descriptive text
April, 26 th 2010 April , 27 th 2010	Descriptive text
May, 3 rd 2010 May, 4 th 2010	Classification paragraph
May, 10 th 2010 May, 11 th 2010	Classification paragraph
May, 17 th 2010 May, 18 th 2010	Process paragraph

May, 24 th 2010	Process paragraph
May, 25 th 2010	
May, 31 th 2010	Comparison/ contrast paragraph
June, 1 th 2010	
June 7 th 2010	Comparison/ contrast paragraph
June, 8 th 2010	

c. Evaluation

The evaluation they did is based on assignment, participation in the classroom and test. Assignments are related to writing different types of paragraphs; descriptive, classification, process, comparison and contrast. Participation of students in the class is very important for grading students. Tests that students should take are middle test and final test. For these tests, lecturers give 80% of evaluation.

d. References

There are some books being the students' handbook and references in implementation of Writing Course, they are:

- a) Blueprints 1 by Lorraine Folse, Keith S, Mahnke, M. Kathleen, Solomon, Elena Vestri and William, it printed in the United State by Houhton Mifflin Company in 2003
- b) Blueprints 2 by Lorraine Folse, Keith S, Mahnke, M. Kathleen, Solomon, Elena Vestri and William, it printed in the United State by Houhton Mifflin Company in 2003
- c) Let's Write English by George E. Wishon, it printed in the U.S.A by Litton Educational Publishing in 1080

Based on the result of observation, it can be found 9 determinations of material which the lecturers applied in preparation. Then, for describing preparation in design course it can be found that there are 6 determinations of design course that lecturer applied .

d. Lecturer's Teaching skill

Based on observation to the lecturers, the writer found that both of the lecturers have ability in teaching. The lecturers know well about teaching and managing classroom. It can be seen as follows:

1. Teaching skill in making questions

The lecturers gave questions when brainstorming / warming up before learning or the learning activity and after learning activity. it expressed clearly and briefly, for example: "what ends the writing?", Lecturer sometimes clarifying questions by writing on the board and sometimes the questions are based on material studied.

Lecturers give reference questions based on what was discussed or lessons that have been passed. The orientation of the questions is to narrow, but lecturers also use redirecting; transfer their turn, who answered from a student. As for the question on the basis of assignments / exercises textbooks, lecturers sometimes - sometimes ask for some students take turns to answer after asking one question throughout the students, lecturers allow time around a few seconds to think before appoint one student to answer. In prompting, lecturers repeat once again the question with another, more simple way.

2. Giving Reward

Based on the observations, It is found that both of the lecturer use verbal reinforcement and non-verbal in teaching and learning activities. Verbal reinforcement

are "Good", "Excellent" "Correct", "That's Right", "Well done!", etc. As for non-verbal reinforcement conducted by lecturers are smile, nod, applause and proximity. They were standing beside the students, walking towards the students and walking beside the student. There is no body contact reward (such as patted shoulders, rubbed the head, blink, etc) because it might not appropriate to be done to the level of university students. Sometimes there is game for intermezzo in teaching learning process, do whispered game and do some writing assignments. For the reward in a symbol / sign, lecturers gave little comments to students 'writing work on their writing papers.

3. Teaching Variation

Based on observations, the writer found that there are variations in teaching styles, for example for lecturers' voice, loud tone of voice to weak, from high to low, from fast to slow. Besides, there are some stresses in explaining the material or instructions. The concentration of attention, both of the lecturers use the board to help audiences their paying attention to the lecturers.

Then, there is available time for silence. All students focus to do writing, there is' contact interaction between lecturer and students. Lecturer's gestures are movements. Based on the observations, the writer found that lecturers move from one student to another student. Lecturer in teaching media commonly use pictures, board and some textbooks, they used discussions or sharing writing as exchange-learning in the classroom. In teaching learning process itself, sometimes lecturers are dominate in the classroom till students work by their selves.

4. Holding the Class/ Class Management

Based on the observations, the writer found that the lecturers demonstrate responsiveness. It can be seen from the lecturers' approach to the students, interaction in eye contact, conversations, team work and friendly, the movement approached the lecturers to the groups, giving a statement and respond to the students' need, giving reaction for the students who does not care with the lesson and giving warning for trouble makers.

5. Giving Explanation

Based on the observations, the writer found the lecturers showed that explanation are available in the beginning, middle and end of school hours, it depends on the need. Sometimes the explanation is followed by question and answer. In addition, the explanations are relevant with the purpose of teaching learning. Lecturers can give good explanation while asked student. The material of explanation has meaning for students, appropriate for students' background and ability

6. Holding the Discussion of Groups

Based on the observations, the writer found the lecturers showed that group discussion are available in the classroom. They had group discussion to make decision or solve problem, there are nine and more students each groups. It can be seen in whispered game and writing group. The groups are in informal interaction, all the member of group has chance to speak to other friends' group, but sometimes the students use *bahasa indonesia* to make good understanding for each group.

7. Leading Discussion in Small Groups.

Based on the observations, the writer found that the lecturers showed that the groups are about three till five students. The students are asked to compose paragraphs.

8. Opening and Closing the lesson

Based on the observations, the writer found that in opening the lesson, both of the lecturers attract the attention students with teaching media, different learning activities, appeared enthusiastic, friendly and warm, the lecturers gave structuring ways what the students should do, giving questions before do and explaining the material. Meanwhile, in the closing the lesson, the lecturers do some ways such as: summary the material at the day, evaluate by giving exercise in written or students' are asked to express their opinions about the material.

Based on the result observations, the writer found that there are 8 lecturer teaching skills that acceptable in teaching skill.

3. Student's Factor

a. Student's Interest

1.) The Number of Students who Interested in Writing B course

For describing the data about the students in Writing B course, it can be seen from their interest in Writing B course as in the following statement:

From 61 students, there are 60 students answered the questionnaire. In this students' interest, there are 7 students who stated that they are completely interested in Writing B course, there are 28 students who stated that they are interested in Writing B course, 20 students who stated that they are sufficient, 4 students who stated that they are less interested in and a student who stated that he is completely disinterested in Writing B course as in the next table:

Table 4.2 : Students' Interest in Writing B Course

No	Alternative	Frequency
1.	Completely interested in Writing B course	7
2.	Interested in Writing B course	28
3.	Sufficient interested in Writing B course	20
4.	Less interested in Writing B course	4
5.	Completely disinterested in Writing B course	1
Total		60

2.) The Number of Students who Interested in Writing Process Technique that has been Given by Lecturer

For describing the data about the students in writing process technique, it can be seen from their interest in writing process technique as in the following statements. There are 13 students who stated that they are completely interested in writing process technique, 38 students who stated that they are interested in writing process technique, 7 students who stated that they are sufficient, a student who stated that they are less interested in writing process technique and a student who stated that he is completely disinterested in writing process technique as in the following table:

Table 4.3: Students' Interest in Writing Process Technique

No	Alternative	Frequency
1.	Completely interested in Writing Process technique	13
2.	Interested in Writing Process technique	38
3.	Sufficient interested in Writing Process technique	7
4.	Less interested in Writing Process technique	1
5.	Completely disinterested in Writing Process technique	1
Total		60

b. Student's Motivation

Students' motivation in learning writing is based on the observation assessment. There are 8 students' motivation that applied in teaching learning writing process. From the observation, it can be seen that in the classroom, students participated in implementation of writing process. Tasks are given based on students' ability. Purpose of learning is limited and suitable. Students get the progress of information and goal achievement. Students get the rewards or punishments, students response in instructional teaching learning. Students get successes from their efforts and students get attention.

c. Student's Activeness

Based on the observations and questionnaire, the writer found that students were asked to write paragraphs and they did it. Students sometimes look busy in their groups talking about the topic, discuss in the classroom and share their final writing. Unfortunately sometimes they use *Bahasa* to explain it. Here the students' activeness is divided into 3 kinds:

1. the activeness of students to give attention towards Writing B course

when each of lecturers give the materials/ lesson in the classroom, the students who completely pay attention it are 22 persons, the students who pay attention are 14 persons, the students who sometimes pay attention to it are 23 persons, a student who answered less pay attention to it and there is no student who answered completely does not give attention. The data can be seen in the following table:

Table 4.4 : Students' Activeness to Give Attention to Writing B Course

No	Alternative	Frequency
1.	Completely pay attention	22
2.	Pay attention	14
3.	Sometimes pay attention	23
4.	Less pay attention	1
5.	Completely does not pay attention	0
Total		60

2. the activeness of students in doing tasks

There are 10 students who completely active in doing tasks, 32 students who active in doing tasks and 18 students are just sufficient do as in the following table:

Table 4.5 : Students' Activeness in Doing Tasks

No	Alternative	Frequency
1.	Completely active in doing tasks	10
2.	Active in doing tasks	32
3.	Sufficient active in doing tasks	18
4.	Less active in doing tasks	-
5.	Completely does not active	-
Total		60

3. the activeness of students in asking writing materials given by their lecturer in the classroom

There are 6 students who completely active in asking writing materials given by their lecturer in the classroom. There are 3 students who active in asking writing materials given by their lecturer in the classroom, 29 student who sufficient active in asking, 19 students who less active in asking and 3 students who completely does not active in asking. To see the data more clear please see the table:

Table 4.6 : Students' Activeness in asking writing materials given by their lecturer in the classroom

No	Alternative	Frequency
1.	Completely active in asking	6
2.	Active in asking	3
3.	Sufficient active in asking	29
4.	Less active in asking	19
5.	Completely does not active	3
Total		60

d. Student's Creative

Based on the observation and questionnaire, the writer found that the students do routine port-folio of paragraphs and homework/exercises. The creativeness students can be seen from there are many topics that uncommon presented, such as: Comic and football and Word Cup. Some students produced their ideas though the lecturers gave them the topic choices, but sometimes the ideas are based on what the students need.

Students' creative in writing course can be seen based on standard highly creative traits that students need to develop and applied in the Writing B course. There are 9 standards highly creative traits that students showed in Writing B course, they are: students have the *courage* to try new things and risk failure, students use *intuition* as well as logic to make decisions and produce ideas, students Like to *play*, students are *expressive* and willing to share what they feel and think, students can *find order* in confusion and discover hidden meaning in information, students are *motivated by a task* rather than by external rewards, students have a need to *find solutions* to challenging problems and students are willing to *test* new ideas and compete with others based on results.

e. Student's Understanding in Writing Process

Based on the observation and the questionnaire, the writer found that some students are understood well about what the writing process is. But some of them were still confuse about it. It can be seen from their basic knowledge when they were asked about what prewriting, drafting, polishing/ revising, proofreading and editing, publishing the final writing and evaluating (feedback) are. When they were asked to compose writing by the lecturer they did it in order. Based on the questionnaire, it can be found there are 2 ways to know students' understanding in writing process. First, it can be seen from students' understanding in the Writing B course based on the lecturer's explanation and based on the students' knowledge about writing process.

1. students' understanding in the Writing B course based on the lecturer's explanation

students who stated that the lecturer's explanation completely clear are 6 students, students who stated that the lecturer's explanation is clear are 42 students, there are 11 students stated sufficient about the lecturer's explanation and one student stated that the lecturer's explanation is unclear as in the following table:

Table 4.7 : The number of students who understand writing process based on the lecturer's explanation

No	Alternative	Frequency
1.	Completely understand	6
2.	understand	42
3.	Sufficient	11
4.	Not understand	1
5.	Completely does not understand	-
Total		60

2. the number of students who understand writing process based on their knowledge about writing process

There are 7 students who completely understand about writing process is, 45 students stated that they understand what writing process is, 2 students stated that they do not understand about writing process and a student stated that he completely does not understand about what writing process is and it is as in the following table:

Table 4.8 : The number of students who understand writing process based on the knowledge about writing process.

No	Alternative	Frequency
1.	Completely understand	7
2.	understand	45
3.	Sufficient	5
4.	Not understand	2
5.	Completely does not understand	1
Total		60

4. Environment's Factor

There are 4 environments that can be seen from the data, physical environment, social environment, psychological environment and academic environment. The observations are as following:

- a. Physical Environment,

Based on the observations, it can be found that there are 4 criteria for physical environment which are acceptable, they are location and site of building are acceptable, construction of building is acceptable, planning of building is acceptable and the availability of facilities are acceptable. And suitability of building in terms of

accommodation and facilities such as; classrooms which can be used in all weathers (though the total of the students each classes are 29 students in one class and 35 students in another class), provision of toilets etc for employees and students, provision of appropriate room for administrative work and their maintenance provision of right place and facilities for library, laboratory, workshops, etc., provision of drains and sewage facilities, provision of place and proper facilities of canteen, bicycles and scooter stand, provision of pathways in school, proper ventilation in classroom and open and clean environment, greenery garden etc, and provision of proper furniture and proper place and equipment for sitting and working.

b. Social Environment

Based on the observations, it can be found that there are 8 criteria for social environment which are acceptable, they are good relationship between students, relationship between different classes, workgroups, student participation in different school activities and related teachers., relationship between teachers., relationship between teachers, principal and staff members, relationship of teachers, officers and employees with parents, guardians, community and students., relationship of school employees, students and school officers, discipline and competition.

c. Psychological Environment

Based on the observations, it can be found that there are 9 criteria for psychological environment which are acceptable, they are students like to participate in various activities, students, teachers and employees seem to be very active and dedicated towards their work, students get the opportunities in the school to participate in different activities according to their individualities and differences, in a good psychological

environment every individual gets encouragement and stimulation for development, students are taught by taking into consideration interests, attitudes, aptitudes and abilities, teaching learning methods and techniques are based on psychological principles, such type of relations is made or built with lecturers so that students are able to satisfy their social and psychological needs, teacher student's ratio and co curricular activities.

d. Academic Environment

Based on the observations, it can be found that there are 10 criteria for academic environment which are acceptable, they are the teaching learning activities of the class run well without any hurdles, arrangement for the absent teachers, timetable for the total session made in the starting of the session, the school is function regularly, proper arrangement of teaching aid and good classroom conditions, students and teachers both pay attention to the teaching learning methods, evaluation of teaching learning activities are done continuously, activities and programmed which create good academic environment organized, the students who get positions in educational programmed is rewarded and achievement and educational activities of school is published.

5. Teaching Learning Facilities' Factor

One of the most supporting factors in implementation of writing process is teaching learning facility. It is very important for the lecturer to use teaching facilities to help them in improving writing skill of the students in implementation of writing process.

There are some facilities that lecturers and students use such as board, pictures, dictionary, and books that be students' handbook and references in implementation of Writing course such as Blueprints 1 by Lorraine Folse, Keith S,Mahnke, M. Kathleen, Solomon, Elena Vestri and William. Where is printed in the United State by Houhton

Mifflin Company in 2003, Blueprints 2 by Lorraine Folse, Keith S, Mahnke, M. Kathleen, Solomon, Elena Vestri and William where is printed in the United State by Houhton Mifflin Company in 2003 and Let's Write English by George E. Wishon where is printed in the U.S.A by Litton Educational Publishing in 1080

Meanwhile for the time allotment, teaching learning process is held at 10.30-12.10 (class A) and 08.30 – 10.10 (class B) in 15 material meetings and 2 meeting tests.

C. Data Analysis

After all data were presented in data presentation as the result of this research, they also need to analyze. It is done to know improving writing skill of the forth semester students of English department in academic year 2009/2010 as follow:

1. The Improving Writing Skill of the Forth Semester Students of English Department in Academic Year 2009/2010

Based on the data that have been collected and presented by the writer it shows that the improving writing skill of the forth semester students of English department in academic year 2009/2010 can be seen from the implementation of writing process and lecturers' effort in improving writing skills of the students. It can be seen as follows:

a. Implementation of Writing Process

Concerning implementation of writing process based on the interview to the lecturers and observations of teaching learning process in Writing B course, it shows that the implementation of writing process is categorized excellent. It can be proved based on the facts shown that in Writing B course both of the lecturers applied writing process.

As the description above, the writer found that in the Writing B course (class A), there are writing process stages that lecturers applied in the classroom to improve writing skill of the students, they are:

1. Prewriting stage : The students do brainstorming and gather information by doing questioning, they look at a model text to use of paragraphs (Modeled writing), the students do technique of prewriting (free writing, listing or clustering) and then they write an outline
2. Writing Stage :lecturer stimulate the students by a game (Whispered Game), the students make writing in three paragraphs (Introduction, explanation and conclusion)
3. Polishing/ Revising: there is conferences student to student and also the lecturer and the students.
4. Proofreading/ Editing: Partner feedback in peer editing and self editing, peer reading and peer correction in partner and gives comments (check grammar in partner feedback).
5. Publishing/ presenting: some students read aloud and present their writing front of the class.
6. Evaluating/ Feedback: the lecturer gives comment's in students' portfolios, re explains some materials and evaluates in free composition.

Meanwhile in the Writing B course (class B), there are writing process stages that the lecturer applied in the classroom to improve writing skill of the students as follows:

1. Pre Writing stage: The students do brainstorming the ideas based on the pictures, the students work in groups to get ideas, the students look at the model text for being an example of paragraphs, the students do technique in prewriting such as free writing, clustering, questioning, or listing, the students write an out line and gather information in discussion.
2. Writing stage: The students write draft and make sure that their text is in coherence and good grammar.
3. Revising /Polishing stage: The students do conferences and the lecturer and the students do teacher- students conferences.
4. Editing / Proofreading : The students do peer editing and self editing
5. Publishing/ presenting: The students share their writing in reading aloud
6. Evaluating/ feedback: the lecturer asks questions that related to the sharing work and material to the students, grade the students' writing and review the material.

b. Lecturers' effort in improving writing skills' students.

Lecturers' efforts in improving writing skill students, according to the result of observation are categorized Good. The reasons are that they have applied strategies and approaches in improving writing skills' students in the classroom. There are 29 application in the classroom applied and acceptable, they are: teacher knows well about writing process that he or she does in teaching writing, the availability of implementation writing process, teacher uses the process that relevant to university student's level (at university student level using writing process is appropriate), interaction/ communication between student- lecturer in English, the

planning of lecturer in teaching, material choice and indicator achievement in planning, material based on purpose of learning, material based on material learning, availability time for student to get listing/ free writing/ clustering of ideas, availability time for students to make outline from the list/cluster/free write, availability time for student to write a rough draft using outline as a guide to write, availability time for students to get peer editing, availability time for student to read classmate's work, availability time for student to give comment on classmate's work, availability time for student to analyze grammar of classmate's work, feedback in writing process, the understanding and competence of students when teacher implies in writing process that makes students not only become able in Writing But also understand and competence in writing skill., peer reading among student, teacher gives opportunity to students to do step by step, student compose mode of writing as the course design, students understand the material, material has ordered from the easier to difficult, lecturer clearly in explaining writing material in writing process, students do writing process in the writing course, students do assignment and the clearly of teaching purpose, and also based on the data presentation, there are some strategies that lecturer use in the course and some approaches that were applied in the classrooms which appropriate with the theory, they did writing process application, variation in teaching, feedback strategies, modeling writing, guided writing and independent writing.

2. The Essentials Factors that Influence the Improving Writing Skill of Students.

1) Purpose of Teaching Learning's Factor

Based on the observations, there are three aspects in purpose of teaching learning. And they are categorized excellent. It can be seen that in purpose of teaching learning

there are 3 domains found. There are 6 cognitive domains, 5 affective domains and 7 psychometric domains which those are acceptable.

2) Lecturer's Factor

Based on the data presentation, there are 3 factors that influence the improving writing skills' students at the forth semester in English department. They are:

a. Lecturer's Educational Background

From the two Writing B course lecturers of English department, the lecturers' educational background is categorized Good. One of them graduated from S2 Indonesia and Regional Language and arts in Universitas Lambung Mangkurat Banjarmasin and another graduated from S2 English Department in the International University Malaysia. Basically because both of them graduated from English department of course their educational background greatly influences on the Writing B course that they have taught.

b. Teaching Experience

Next are the data about the length of their experience in teaching in English department. Based on the level of teaching experience, it can be known that one of the lecturer is categorized Excellent and one another is categorized Fair. Based on the interviews and document, it is noticed that one lecturer has taught more than 7 years and another has taught 4 years. One of them started teaching in 3003, and another started teaching in English department in 2006.and even teach in another university (University of Kalimantan, Banjarmasin)before until now. Moreover, based on the interviews, the writer known that the lecturers are empowered Lecturers. One lecturer has taught for Academic Writing, Speaking and Writing B course, and another has taught for Teaching

Media, Language Testing and Writing B course. However, they both are professional and talented lecturers. Not only they have followed some training for English lecturer abroad, they both are be trainer and steering committee in hold International Conference for Empowered English teacher in South Borneo many times.

c. Lecturer's preparation in teaching

Lecturers' preparation in teaching can be seen from the acceptance of material and design course. Both of them are absolutely needed. Based on the statement, the writer analyzes that their preparation in teaching is categorized excellent . There are 9 determinations of material and 6 determinations of design course that are acceptable which applied in the classroom, the are : material based on the purpose of learning, material suitable for goal achievement, continuities between a material with another, material is ordered from the simple one to complex one, material is factual and conceptual, material is very important for the students know, material is based on the curriculum, material has advantages for the daily life, material is limit, the purpose of learning, material, teaching learning activity, method of teaching, media, and evaluation.

d. Lecturer's Teaching skill

The data about the lecturers' teaching skill is absolutely categorized Excellent, because based on the standard of lecturer's teaching skill the lecturers both applied the 9 teaching skills such as in making questions, giving explanation, holding the discussion of groups, teaching in small groups or individual, opening and closing the lesson, those skills that applied by the lecturers are acceptable.

3) Student's Factor

Based on the observations and questionnaire in the research, there are 5 factors that influence the lecturer in applying the writing process in the classroom and it is influence to improve writing skill of the students as well. They are:

a. Student's Interest

Students' interest is indicated by their interest to writing course. From the table 4.1 it can be known that 7 students are completely interest in Writing B course and 28 students are interested in Writing B course , 20 students are sufficient and 4 students are less interested and 1 student is completely disinterested. It means their interest to Writing B course is Good. The interest to Writing B course makes the lecturers easier to apply writing process technique.

Another indication of interested can be found from the number of students who interested in writing process technique that had been given by the lecturers. Based on the table presentation 4.3, it can be known that students' interest to writing process technique is 38 students are interested in writing process. That is meant it is categorized Good. So, the good category imply that students' interest to writing process and that is meant it influence on the improving writing skill of the forth semester students of English department academic year 2009/2010.

b. Student's Motivation

Based on the table assessment observation in the classroom it can be found that students' motivation to writing process is Good, where there are 8 students' motivations that applied in the classroom. From the fact, it can be noticed that students' motivation is

good. The good motivation of students influences on the improving writing skill of the forth semester students of English department academic year 2009/2010.

c. Student's Activeness

Students' activeness is divided into three kinds as follows:

1. The activeness of students to give attention toward writing material taught by the lecturers in the classroom. From the table 4.4, it can be seen that 22 students are active to give attention to Writing B class, 14 students are active , 23 students sometimes active and one student is active to give attention to Writing B class and this is categorized Fair.
2. The activeness of the students in doing tasks given by Writing B course lecturers in the classroom. From the table 4.5, it can be seen that 32 students are active in doing the tasks which are given by the lecturers and it is categorized Good.
3. The activeness of the students in asking Writing materials given by the lecturers in the classroom. From the table 4.6, it can be seen that 29 students are sometimes active in asking writing material and it is categorized Fair category.

From the description above, it can be noticed that the students majority has sufficient active in the learning, thus students' learning activity highly influence in the improving writing skill of the forth semester students of English department academic year 2009/2010.

d. Student's Creative

Based on the standard highly creative traits, it can be known that the students' creative to writing process and Writing B course is Excellent. Where there are 9 standards applied in the teaching learning process. From the fact, it can be noticed that students'

creative is high. The high creative of students influences on the improving writing skill of the forth semester students of English department academic year 2009/2010.

e. Student's Understanding in Writing Process

Students' understanding in writing process is absolutely needed. Based on the statement, the writer analyzes that their understanding to writing process can be seen from students' understanding in the Writing B Course based on the lecturers' explanation and students' understanding of writing process knowledge.

Based on the table 4.7, it can be known that the students' understanding in the Writing B Course based on the lecturers' explanation is Good because 42 students said that they understand well about writing process that had explained and they stated that the explanation is clear. Then based on the fact as table 4.8, there are 45 students stated that they understand what writing process is. It is meant that their understanding to writing process is Good. And of course the Good understanding influences on the improving writing skill of the forth semester students of English department academic year 2009/2010.

4) Environment's Factor

Environment's factor are divided into 4 kinds, they are Physical environment, Social environment, Psychological environment and academic environment. Based on the standard of environment, it can be known that students' environments are categorized Good category, where there are 4 criteria of Physical environment, 8 criteria of Social environment, 9 criteria of Psychological environment and 10 criteria of academic environment were found in English Department in general and the classroom in particular.

In addition, the writer analyzes the data about condition of the students in each class, the number of students in a class also influence the improving writing skill of the fourth semester students of English department academic year 2009/2010 because based on the standard education 25 is the perfect maximal number of students and effective one in the classroom. Based on the data, the number of students in the class A is 32 students and in the class B is 29 students. Otherwise, it is categorized large enough. The number of students in the course really influence for the improving writing skill of the fourth semester students of English department academic year 2009/2010.

5) Teaching Learning Facilities' Factor

The facilities which are used by the lecturer and the students in the classroom are whiteboard, textbook, teaching media (flashcard/pictures), dictionary and good time allocation, which is 2 hour per meeting and there was 17 meetings for the semester which is the materials of course had been presented and arranged each meeting perfectly.

From the description above it can be known that the teaching learning facility is Excellent because of the acceptable of facilities , the writing process can be applied well in the classroom and it will improve writing skill of the fourth semester students of English department academic year 2009/2010.