

Developing An English Writing Skills of English Study Program Students in Semester - 2 of PGRI Indraprasta University

Tarmizi Rasul¹

Universitas Indraprasta PGRI

e-mail: tarmiziguchi@gmail.com

Sahri Suwandi²

Universitas Indraprasta PGRI

e-mail: Sahriwandi@gmail.com²

Sjafty Nursitti²

Universitas Indraprasta PGRI

e-mail: sjaftym@gmail.com²

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ABSTRACT

The preliminary study revealed that 90% of the university students were not able to write in English well. There were some problems which made the semester-2 learners of the English Study Program of PGRI Indraprasta University unable to write in English. One of them was a method used by English teachers to teach writing. The preliminary study showed that 90% of the students were not able to write in English. While the objective of this study was to make learners write in English easily. The method used in this study to make learners was the oral questioning method or oral questioning guide in L1 (OQIGIL) since it could enrich the students vocabulary and improve their grammar understanding. There were two ways. First, Enrich the students' vocabulary. Second, change the way to teach grammar, especially tenses. The way to teach tenses should use the family term since a sentence is like a family. There was a subject that was called a mom. Mom consisted of two. Mom who had a ring was called "s" namely she, he it. This mom "she, he, it influenced a verb which followed it. For example, she never goes to school since she moved to another city. The second mom did not need "s" as a symbol of the ring any more since this mom was busy with her children. This mom is "they, we, I, you." This subject did not influence a verb which followed it. For example, the children usually go to school. While my father had two. First a sibling father who had an action because he had moved every day to make a living for his family. Second, a step father which consisted of "is, am, are, was, were, be and been. The role of step father was to replace the sibling father if he had passed away. While to enrich vocabulary, the researcher used a short story which was translated into his first language.

Keywords: Developing writing skills, OQIGIL method, vocabularies, grammar.

INTRODUCTION

English as an international language never stops to discuss by the linguists since the graduation from vocational, polytechnic and university who need jobs can continue their life. It is why they have to explore themselves not only to survive but also to support their needs. Therefore, English needs to be learnt by the students since the English is used

by the people around the world. Here is a reason why method used to learn English needed very much.

In fact, the method to teach English needs to develop since the semester two students of English study program were the victims of the conventional method used by English teachers at school. Most of English teachers were accustomed to using the convention one. The latest data showed that one regency especially Tanah Datar Regency in west Sumatra province failed to write in English since they did not have much vocabulary and grammar understanding (Nur Aini, S.Pd, An English teacher of Junior high school at SMPN 3 Batusangkar, the capital of Tanah Datar Regency). It was 10 to 20 % of the students who were not able to write in English there. The data in Depok a small town in the edge Jakarta also showed that there were 15% of Junior high schools and senior high schools who were able to write in English. While in Jakarta was not different that only 85% failed to write in English. Therefore, this study tried to find out how to make the learners write in English well.

We had revealed that teaching grammar should guide the learners to understand it. Most of learners were confused to write in English since the English teacher tended to speak English especially when they taught their learners. The data also showed that Jagakarsa Muhammadiyah and 253 Jakarta Junior High School failed to write in English: 1) 95% of them were not able to distinguish between verb to do and verb to be. 2) 95% also wrote wrong questions, 3) 70% of them did not have much vocabularies and 30% of them did not write any English words in writing (Rasul, in scope 2018-189). Therefore, we called university students were victims of the conventional method used by English teachers at schools. It could be proved that the last data showed (collected 11-9-2024) that there were 90% of the students were not able to differentiate between verb to be and verb to do. 90% of them wrote wrong questions among 120 students especially at Indraprasta university students.

This study focused on how to develop the students' English writing. There were two steps which should do. First, let the students understand the basic structure or grammar easily. Second, enrich the students' vocabularies as much as possible. Therefore, the process of how to make the learners learn of basic structure would be explained in the next explanation included how to develop their vocabularies.

LITERATURE REVIEW

A. Theories of Writing

Writing is a system of visual symbols representing audible symbol, a set of visual symbols in written form, a process of transferring data from audible symbols into visual symbols, and a process of creating and arranging visual symbols which delivers a message. So, writing is a process of arranging words, phrase, and sentences into a meaningful message which is represented by written symbol (Finegan, 2008:395).

However, Oshima and Hogue (2007:15) stated that writing is never an one step action: It is an ongoing creative act. Writing is a continuous action of creating thinking.

When you first write something, you have already been thinking about what to say and how to say it. Then, after you have finished writing, you read over what you have written and make changes and correction.

Writing is not a gift that a person has since he was born, but writing is a skill. So it can be learnt. Like other skills, writing can be developed through a lot of practices to improve it. So, writing is not a talent, but it is a skill which can be mastered by everyone.

According to Nurhayati in her writing in Journal (2012) that good writing requires a good working knowledge of grammar, a refinement of the basic knowledge. She continued that good writing is more than the act of obeying grammar rules. It is also the art of using rhetoric, of arranging words, phrases, sentences, and paragraph.

Writing is an activity to submit ideas through the medium of language (Nurgiyantoro, 2008). According to Wishon dan Burks (2004:378, 389,383) that there are four kinds of writings.

1. Narration:

Narration is the form of writing used to relate the story of acts or events. Narration places accuracies in time and tells what happened according to natural sequence. Types of narration include short stories, novels, and news stories, as well as large parts of our every day social interchange in the form of letters or conversations.

2. Description

It reproduces the things look, taste, feel, smell, or sound. It may also evoke mood such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of unit of time-days, time of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their character of personality.

3. Exposition:

Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorial, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative exposition may be developed in a number of ways.

4. Argumentatif

Argumentative is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement of proposition.

Whatever the writers wrote, they needed much vocabularies (Ariyanti and Patriana, 2017, Maysuroh, Maryadi, and Supiani, 2017; Alisha, Safitri and Santoso, 2019, Toba, Noor, and Sanu, 2019; Bulqiyah, Mahbub, and Nugraheni, 2021) since the students' English vocabularies supported them to write an English essay.

Writing of vocabulary mastery, the first thing that should be explained since it is the definition of mastery. To sum up, the primary goal of vocabulary, which is mastery (Hendrawaty, 2012:12) needs a lot to support writing since it is a skill or a knowledge that makes someone master a subject (Allen, 2000:856). While Harmer (2002:13) shows

that without grammar it is hard to convey the idea and knowledge. It is not different from vocabulary since without having much vocabulary nothing can be conveyed. So good mastery of vocabulary helps the learners express their ideas precisely. So, the vocabulary itself is a collective of words in a language (quoted from google 1 May 2025).

So, English vocabulary is needed a lot by a writer. But, to improve the students' vocabularies are not easy since the English teachers have a special teaching strategy to guide them. While, Grammar is the description of the ways in which English words are combined to form meaningful and acceptable sentences (Febrianti, 2018:171). Furthermore, Scott Thornbury (2007:1) said that grammar is partly the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, Grammar is a description of the rules that govern how a language's sentences are formed.

To teach writing, the researcher used his own findings namely an English Mastery Creative System in which the researcher had changed it to be "An Oral Questioning Guiding in L1 (OQIGIL)" which had a copy right No. 028345 KEMHUMHAM RI tahun 2005. It was supported by Hammer (2004) who said that "we ask students to translate words, phrases or sentence into their L1, and then, perhaps, back into English without looking at the original. This helps them to think carefully about meaning and construction." So, during teaching and learning process, the researcher guided the learners to think English since he used Indonesian. Then, he helped them a second before the students spoke English. This one meant to help them reduce their anxiety.

RESEARCH METHOD

Oral questioning is a teaching method where instructors use verbal questions to engage students in learning, assess understanding, and promote critical thinking (quoted from goolge, May 1, 2025). Then, this oral questioning was introduced by Milawati and Nunung (2019) in *Dinamika Ilmu Journal*. The teacher's questioning is defined as instructional cues or stimuli that enable students to convey the material to be learnt and directions for what they should do and how they should do it. Asking a good questions can encourage students to give a positive responds toward questioning in appropriately (Milawati and Nunung, 2019). However, to teach English, the researchers use an oral questioning and guiding in L1 (OQIGIL). So, they did not use English to teach, but they used Indonesian. The steps to teach learners would be explained in the next findings.

1. Research Context and Participants

To implement this method, the researcher explained grammar for ten minutes by using a family term which made the learners understand it easily like mother, father, and children. Then, the researcher conducted them to speak English based on the topic which had just been explained. This one meant to make them remember vocabulary and grammar. Example, if the learners had just been explained by him or her a simple present,

so, the topic of a short story should be suitable to the simple present tense. All students had to follow the teacher's instructions. Even though, the English teacher directed her/his students in L1, but the learners had to speak English since their English teachers helped them to repeat it in English a second before them. It was to reduce the students' anxiety. So, it was based on simple present rule. Then, present continuous tense, present perfect, present perfect continuous tense and so on. It was certainly, he/she had to direct the short story based on that certain tenses needed by the students.

2. Data Collection Techniques

Data were collected through multiple techniques to ensure triangulation and to enhance the validity of findings as follows:

- a. Preliminary test before OQIGIL was conducted.
- b. The result of the post test after using OQIGIL method
- c. The writing of the students would be shown in these findings.
- d. The learners' mistakes and correct answers would be presented in data table.
- e. The vocabulary used would be corrected and presented in right and wrong answers.
- f. Grammar was wrong and right answer that would be presented in the data table.

3. Data Analysis Procedures

The data were analyzed by using writing test results. Here are the following steps:

- a. Data familiarization – There was a stimulus and a response of the students while the researcher conducted them.
- b. Coding – Identifying the topic and the relation with the tenses implemented.
- c. The topic should be based on the suitable tenses or grammar.
- d. Theme development – the materials which were relevant had to be presented to make the learners not only know how to construct the sentences in writing but also in speaking.
- e. Interpretation – Drawing connections between what the researcher had conducted and results which had been written by the learners.

RESULT AND DISCUSSION

The results and this discussion, the researchers demonstrated the way of learners to write in English.

1. Identification of Target Needs

There were some steps which had to be followed.

1. The English teachers, in this case, were replaced by the researcher had to explain in L1 for his/her learners who needed both vocabularies and grammar understanding.
2. They taught their learners to use the family term like subject which was called mom. Mom consisted of two. First, young couples who always used their rings in their fingers. Second, the senior moms who didn't need rings any more.

Here is the explanation:

- a. First, Mom was a subject which consisted of “she, he, it,” and “s” we called a ring. Second “Mom who was involved who did not need a ring anymore like they, we I, you as if they had gotten married for a long time. Therefore, she, he, it influenced the verb as an action which followed it.
- b. Predicate we called as a father. Father consisted of two: First, sibling father who always moves (an action) to make a living for his family. Look “ring” “s” influences it. A sibling father who always comes after “s” or she, he, it. Example: she never goes home since she lives with her mom (positive statement. Look! Go+es = goes) because it is vocal. She does not go home any more since their parents have divorced (negative statement). Where does she live? Does she live with her mom? (Interrogative statement).

Second is a step father. The role of steps father is to replace the sibling father who has passed away or divorced. Remember, if there is a sibling father who always moves to prove that he has an action. Therefore, the sentence does not need the step father anymore. Example. Niko is always stay here, it is a wrong one. The true one: Niko is here. “Is” function as a step father. Or Niko always stays here. “the role of “stay” is a sibling father who always moves or an action since “stay is full verb.

Next example is the role of step father which consists of “is, am, are, was, were, be and been. Example: Niko is a student and he is dilligent. Why should it have to be followed by a step father “is” since there is no an action there. So, how to distinguish between verb to do and verb to be” are a sentence has an action or not. Therefore, An English teacher should fasilitate the learners to help them understand how to differentiate between verb to do and verb to be. The fasilitator can use “a secretary” taken from teaching by principles written by H. Douglas Brown page 5.

- c. While present continuous tense atau present progressive which is a predicate is a step father because the role of a sibling father has changed (verb 1+ing). When the sibling has been promoted as a proffesional worker or verb 3 or we call “present perfect, so it needs a driver or servant. It is called as a helping verb or auxiliary verb. Mom as a subject has to be followed by “has or have as a driver or a servant” So, the sentence becomes. James (subject) while has as a driver or a servant) is followed by verb 3. Example. The man (subject) has (driver or servant) taken (verb 3) to the hospital this afternoon.
- d. Simple past tense means that the father of a family has been seniour. Therefore, it is used verb 2. Example: she went to campus yesterday. Went “is” verb 2 of go. It is not different from past perfect since the way to use past perfect was a driver or servant from has or have which become “had.” Therefore, after the subject “she, he or it,” and also “they, we, I, you “had” to be followed by verb 3 or a sibling father who had been promoted. Example. The girl had registered to be an Indonesian University student for a day.
- e. Simple future is only added by “will or to be going to” after the subject. Example. She is going to go to the party this evening (simple future). Simple future continuous is only added by be + verb 1 + ing. Example, the girl will be studying

English tomorrow morning. Next, future perfect continuous tense. Example the girl will have attended the class before the teacher arrives.

2. Addressing Learning Needs and Preferences

The students need not only grammar but also vocabulary. To enrich the students' vocabulary and grammar, the facilitator has to be a walking textbook. He spoke in Indonesian, then, he/she guided his/her learners to speak English at least three times included mentioning a word by a word. Why? Because it was needed by the learners to master vocabulary. Therefore, a facilitator has to master the short story regarding with simple present. In this case, takes an example to make he learners speak English. the story "George Family" which is taken from LG Alexander was used. While to distinguish between verb to do and verb to be, the facilitator can use "Secretary" taken from H. Douglas Brown from San Francisco State University page 5. While to implement present perfect the facilitator can use the story textbook taken from LG Alexander Practice and progress which is a title "an exciting trip. Present perfect continuous was taken from the story which was written by the researchers. Why did the learners have to speak English because they have to understand what they said before writing an essay.

Simple past tense taken from Last Summer that has been changed by the researcher to be "1) Jakarta Fair" and 2) Out of the Darkness and 3) a private conversation (LG Alexander) and anecdote titled was "a bad boy." While simple past continuous could be adopted from One "Good Turn Deserves Another" was written by LG Alexander and playing football. Past perfect and simple past tense were taken from the story "the Thieves." Past perfect perfect continuous tense was taken from LG. Alexander which was a title "After the Fire"

Simple future would be taken from "Goodbye and Good luck. While present continuous was taken from "the Greenwood Boys" written by LG. Alexander. Future perfect was taken from story which was written by researcher.

Simple present Passive voices was taken from "the dead return, and faster than sound (page 141)." Simple future: the title was "dangerous Descent (page 151). Past continuous tense, past perfect tense passive voice was a title "But Not Murder." These materials were translated into Indonesian first which had been done. It took around one semester because learners were asked to write in English every day. The researcher also used "task-based syllabus and an oral questioning in the classroom setting to make the learners think in English.

3. Pedagogical Impact and Student Response

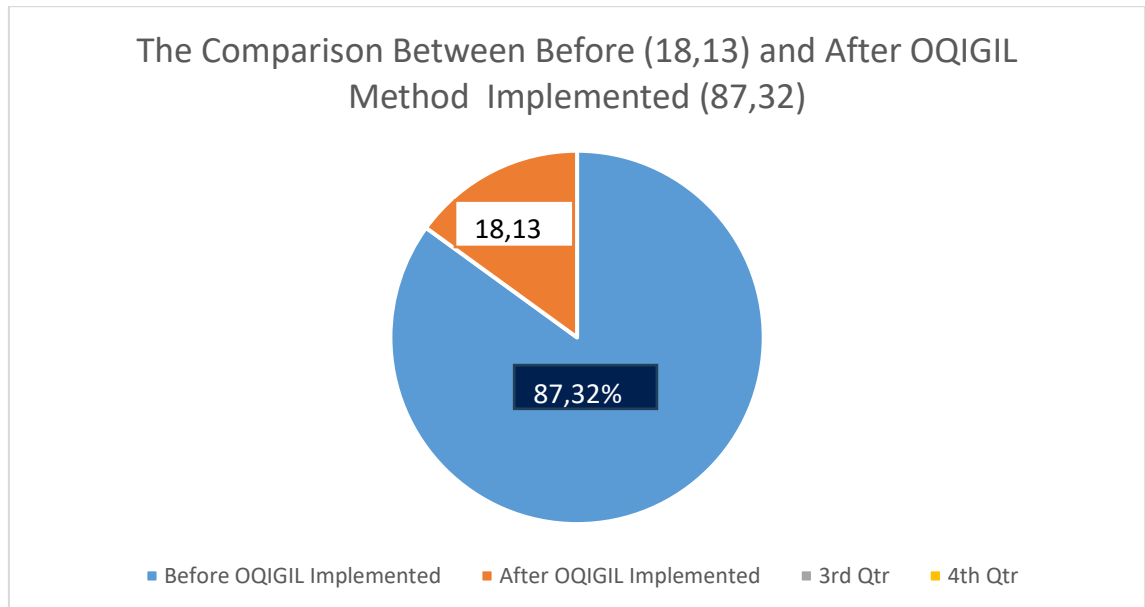
The first step, the researcher told them to speak up grammatically. First, the learners doubt to speak English. The researcher helped them repeat and repeat. Then, they were confident since they were never blamed even though they made mistakes. The researcher only reminded them. Then, they had to write grammatically what they had revealed several times.

4. The comparison between the previous scores and the scores were tested.

Table 1. Comparison between previous score and score tested

No	The preliminary test before implementing OQIGIL	The Results of the Scores after implementing OQIGIL.	No	The preliminary test before implementing OQIGIL	The Results of the Scores after implementing OQIGIL.
1.	72	80	2	30	76
3.	30	68	4	40	72
5.	30	72	6	30	72
7.	30	72	8	75	72
9.	72	80	10	40	72
11.	30	68	12	50	68
13	30	72	14	30	70
15	40	76	16	40	72
17.	30	72	18	50	80
19	60	78	20	30	82
21	30	72	22	40	72
23	30	72	24	40	72
25	40	75	26	40	72
27	72	78	28	40	72
29	50	75	30	68	72
31	50	76	32	40	72
33	40	80	34	40	68
35	68	76	36	40	68
37	40	68	38	30	78
39	60	75	40	68	72
41	40	72	42	40	80
43	30	72	44	40	72
45	50	78	46	40	72
47	40	68	48	40	68
49	50	70	50	40	68
51	30	78	52	50	72
53	40	80	54	30	78
55	75	72	56	60	68
57	50	70	58	40	70
59	30	68	60	30	75
61	40	75	62	50	72
63	40	70	64	40	72
65	40	80	66	40	70
67	40	80	68	30	75
69	30	75	70	40	72
71	30	72	72	30	70

The data showed that there were 18.12% of the students confident to write in English, while after OQIGIL implemented 87.32% succeeded to write in English. It improved very significantly.



CONCLUSION

This study has shown that implementing of OQIGIL method before 18,13% increases significantly since after OQIGIL method implemented became 87,32%. Then, we suggest that stackholders of Indraprasta University and ministry of education take to use this OQIGIL method implemented in this university since it has made a good progress especially for English study Program of PGRI University Indraprasta.

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