Research Paper

Improving Writing Ability in English Language for Students at the Faculty of Economics UMN Al-Washliyah Medan

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ABSTRACT

The study aims to describe the development of writing skills by students majoring in management and it is a classroom action research, in which there are 47 participants. The results show during pre-test 11 out of 35 students obtain a sufficient score category (that is, 74.47) and the level of English writing ability planned in the study was > 85%. For post-test, there are 11 out of 37 students reach 23.40 and their level is > 85%. The average scores during pre-test are 74.66 in cycle I and 82.49 in cycle II but during post-test, the average scores are 73.53 in cycle I and 100.00 in cycle II; hence, there are 87.5% of the participants in the category of "very good".

Keywords: Cycle I, cycle II, writing ability, English

INTRODUCTION

Students' ability in English writing is important today since writing advances them to think more and more and to organise their collection of vocabularies, as well as to train them develop their thoughts with accuracy. If they have the ability to compose in English, then they can easily channel their ideas, or opinions or feelings about what they have observed. However, English writing also requires talent that students should have. The ability to write is more likely to be seen from a practical perspective. Great talent without being developed and directed in exercises is difficult to predict to bring results. Great passion and directed practice may be more likely to guarantee its prospects. Talent may be a helper, but the main key lies in the great desire and willingness to practice. But by only relying on experience and practice, it may be difficult to achieve maximum results. Theories are needed as a guide for writers as theoretical provisions. As writers, at least, their English can be compared with the existing theories to further incentivize them.

Writing is actually meant to organize thoughts in order readers can understand them as clearly as possible; so, logic in organizing thoughts and making sentences is important. [1] Thus, writing needs language and materials. Language (in this case English language) is used as a tool to explain the material and the material itself is a source of economic faculty and a stimulant for the emergence of new ideas and their organization. Writing in English is

actually nothing other than classifying materials, namely coordinating and subordinating. [2] To classify materials, of course, language is used to explain the material. Materials and language form students' understanding which can be passed on through the executor of composing as an expression so that other people can reach it. English writing is nothing more than expressing thoughts and feelings through language; this is in accordance with the opinion that says "If someone tells something of his mind and feeling means it is a composition". [3] So, composing in English can be said to be speaking or communicating with others through English written language. Language cannot be separated from life and, without language, we cannot communicate with others. Language is a communication system that related something to be communicated with something that communicates." [4] Thus, language is a tool for communication.

LITERATURE REVIEW

Not all aspects of reading comprehension and composition theory are discussed in this case, but only a few things that are considered relevant to the research conducted. The main points studied include the understanding of levels and types of abilities that exist in comprehensive readers. Based on the results of the study, a conclusion can finally be drawn about what are the main characteristics that are sufficient for the ability to read and compose in English. Reading comprehension is essentially no different from advanced reading. [5] This is also the same as reading for information [6] which is actually the same as the understanding of comprehensive reading. [7]

The above equation is based on behavioral problems that are required in understanding reading and writing in English which emphasizes the ability to understand the title (topic). Reading is to get information quickly and efficiently and to understand a reading material. Several similar understandings are also given. [8] From

several aspects of the evaluation of written language teaching, several theories can be taken regarding the types of tests chosen, as well as the contents of the test. [9] The types of tests obtained are objective with the following considerations: i) the retrieval of material can be done a lot at once in a relatively short time, ii) the assessment can be objective and not influenced by other factors, iii) easy to check, iv) raw scores can be made, and v) can be calculated statistically.

MATERIALS & METHODS

This is a classroom applied research having one cycle consists of four steps, namely planning, action or actions, observation, and reflection. [10], [11] The research was basically attempted to obtain empirical data since the participants are selected from semester 2 students of 2024-2025 academic year. The research was held on Friday, April 25, 2025 and the orientation was not solely on learning outcomes but also on the learning process, especially the ability to compose in English. In case of empirical data, the researcher tries to carry out an action or actions and reveals what was done and what happened during the action. In principle, the research process was related to the storage of records and collection of the researcher's experiences in daily work. The research was carried out in Management Study Program, Faculty of Economics, Universitas Muslim Nusantara Al-Washliyah. Relating to subjects and objects of the research, the subjects were the students of semester 2, especially from class II-A and there were 47 of them.

The objects of this study were 1) reading regularly, including increase reading [read various types of writing, such as books, articles, magazines, and blogs]. Reading helps improve vocabulary, understanding of grammar, and writing style, and identify writing styles [pay attention to how other writers structure sentences, use words, and build arguments]. This can provide inspiration and models for your own writing; 2) write regularly, covering write

every day [make writing a daily habit. Start with small things, such as journaling or journaling, then move on to more complex writing], express ideas [write down every idea that comes to your head, whether it is an idea about a topic you are studying or a creative idea], and use media [use learning media, such as mini books, to make the writing process easier and more interesting]; 3) learn from mistakes covering ask for feedback [ask for advice from teachers, friends, or others who are experienced in writing. Feedback can help you identify mistakes and improve the quality of your writing] and repeat the process [don't give up if your writing isn't perfect. Correct your mistakes and keep practicing until you achieve satisfactory results]; 4) practice writing regularly, relating to choose a topic [choose a topic that is interesting and relevant to your interests. This will make the writing process more enjoyable and your motivation higher], create an outline [before you start writing, create a clear outline. This will help you organize your ideas and make your writing more structured], and use punctuation [pay attention to the correct use of punctuation. Proper punctuation will make your writing easier to read and understand]; 5) take advantage of technology covering use applications [take advantage of applications or software that can help you in writing, such as Microsoft Word, Google Docs, or other writing applications] and take advantage of the internet [search for information, inspiration, and examples of writing on the internet]; and 6) add visual elements (if relevant) including use images [if your writing focuses on a topic that can be illustrated with images, use images to increase appeal and understanding] and use video [in some cases, video can be an effective tool to convey information and make writing more interesting. By continuing to practice and learn, your writing skills will continue to improve].

Concerning mechanism and planning, before the implementation of the action, a pre-test was first conducted to determine the difficulties experienced by students. The implementation of this research began with cycle I. If the location of success and failure of the action of cycle I is known, then the author determines the design for cycle II, and so on until the desired improvement is achieved. In this case, the author plans/conducts three cycles, where the researcher will carry out the cycle until there is an increase in student learning skills. The presentation of the three cycles can be seen in Fig. 1.
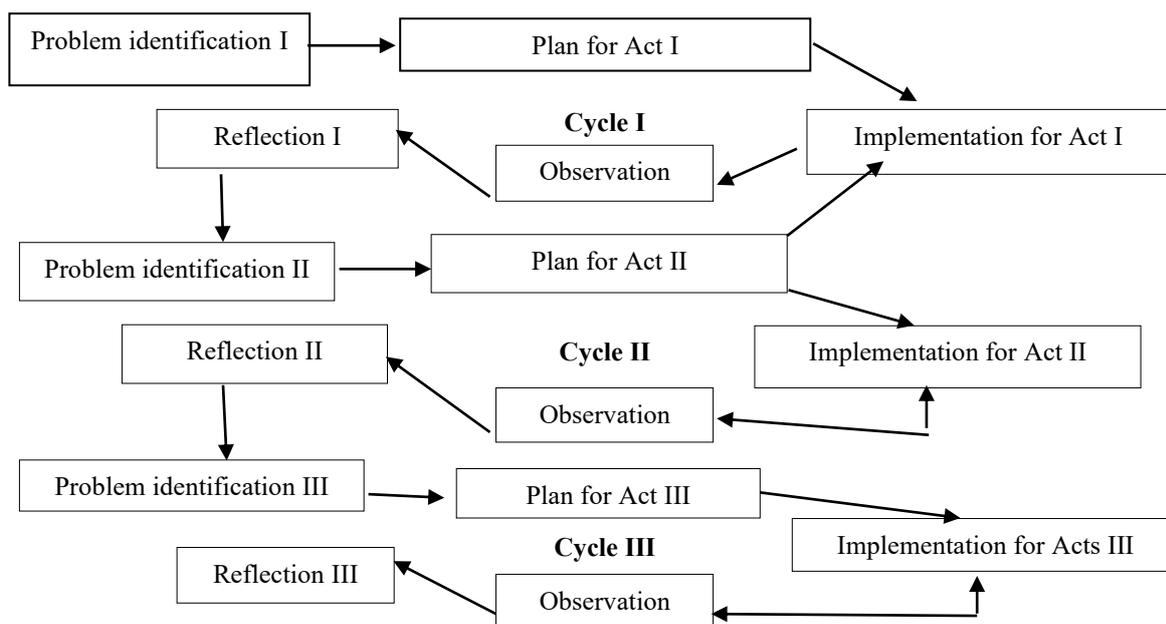

Figure 1. Research cycles (Putu, 2008) [12]

To obtain data on the ability to compose in English, a topic material is compiled in a paragraph to be developed and directed to specific purposes. For this reason, the researcher used a post-test and asked students to compose in which the time provided was only for 90 minutes (2 credits) because in practice it clearly illustrated the skills possessed by a student in composing. Students must understand the translation process in order to effectively write in English. [13], [14], [15], [16]

RESULT AND DISCUSSION

Researchers argue how important the ability to compose in English is for human life, especially in the development of science as it is today. The development and dissemination of science through books, brochures and so on is the result of composing. Composing is the skill of organizing materials, and explaining thoughts in written language. The results can be a source of life that is not dry for everyone who wants to advance themselves in accordance with the times. Because of the importance of composing in English, from Elementary School to College, composing lessons in English have been implemented which allow for the development of thinking and foster language skills.

Most people think that composing in English is a difficult job that cannot be done by just anyone, other than people who have had talent since birth. But by only relying on knowledge and practice, it may be difficult to achieve maximum results. Theories are needed as a guide for authors as theoretical provisions at least the results of this composition can be compared with existing theories to further intensify them. Because composing is actually organizing thoughts to be conveyed to the reader as clearly as possible, logic in organizing thoughts and making sentences is very important. [1]

In composing, a person is faced with two things that cannot be separated from each other, namely Language and Material. Language is used as a tool to explain the material and the material itself is a source of facts and a stimulant for the emergence of new ideas and their organizers. So, there is an opinion that composing in English is classifying material, namely coordinating and subordinating. [2] "When people speak, they express something that they think and feel in their hearts, they compose it, even though it is called saying, speaking or talking. The difference with composing in English is that it is actually speaking in spoken language while composing in written language. [3] From the opinion above, it can be interpreted that if someone expresses what they think and feel in their hearts, it can be called composing in English. In other words, speaking and composing have similarities, namely expressing thoughts and feelings.

Speaking and composing in English have differences, namely speaking, saying something in written language. But lately, what is usually called composing is using written language. Therefore, it can be concluded that composing in English is expressing thoughts and feelings in an orderly manner using logical and interesting written language. So, composing can be said to be speaking or communicating with others through written language.

If someone composes in English, of course they have a purpose, even though it may only be as personal inner satisfaction or perhaps to express facts, ideas and ideas to the reader. In addition to the specific purpose of having material (material that will be explained in his writing. The placement of words in the right order in a sentence will contain a clear and convincing understanding for the reader.

"In general, the selection is always directed at the right, precise and common words. All three are guidelines for choosing words. Right regarding the meaning and placement. If we pay attention to the sequence of words above in terms of lexical and structural, it can be accepted by reason, because it is impossible for a blind person to see. [3] Linguistic meaning is divided into two: a) Lexical meaning is the meaning of the word

as stated in the dictionary, and b) Structural meaning is the meaning of the word

according to the understanding, meaning as a reality that can be accepted by reason.

Table 1. Marks obtained during pre- and post-test in cycle I

No	List of students' serials	Marks obtained during Pre-Test	Marks obtained during Post-Test
1	Student 1	70	80
2	Student 2	65	80
3	Student 3	70	80
4	Student 4	75	80
5	Student 5	75	80
6	Student 6	75	85
7	Student 7	75	85
8	Student 8	75	80
9	Student 9	80	95
10	Student 10	80	85
11	Student 11	80	85
12	Student 12	80	90
13	Student 13	85	90
14	Student 14	85	95
15	Student 15	85	95
16	Student 16	80	90
17	Student 17	75	90
18	Student 18	75	90
19	Student 19	75	95
20	Student 20	70	95
21	Student 21	75	95
22	Student 22	75	95
23	Student 23	65	75
24	Student 24	70	75
25	Student 25	75	80
26	Student 26	65	75
27	Student 27	70	78
28	Student 28	75	80
29	Student 29	65	70
30	Student 30	70	80
31	Student 31	70	80
32	Student 32	80	90
33	Student 33	75	90
34	Student 34	75	95
35	Student 35	75	95
36	Student 36	75	85
37	Student 37	70	80
38	Student 38	65	80
39	Student 39	70	74
40	Student 40	75	78
41	Student 41	80	82
42	Student 42	78	80
43	Student 43	75	77
44	Student 44	76	79
45	Student 45	77	80
46	Student 46	80	82
47	Student 47	78	80
Total		3509	3955
Average score		74.66	84.15

Table 1 shows the pre-test and post-test scores in cycle I; the lowest score is 65 (C) and the highest score is 85 (-A) in pre-test and the lowest score is 70 and the highest is

95 in post-test. There are 11, 31, and 5 participants get 80-100 (23.40%), 70-79 (65.96%), and 65-69 (10.64%) respectively.

Table 2. Marks obtained during pre- and post- test in cycle II

No.	List of students' serials	Marks obtained during Pre-Test	Marks obtained during Post-Test
1	Student 1	75	84
2	Student 2	77	85
3	Student 3	75	83
4	Student 4	78	85
5	Student 5	75	87
6	Student 6	75	85
7	Student 7	78	85
8	Student 8	75	82
9	Student 9	82	95
10	Student 10	80	85
11	Student 11	81	85
12	Student 12	84	90
13	Student 13	85	90
14	Student 14	85	95
15	Student 15	90	95
16	Student 16	90	90
17	Student 17	80	90
18	Student 18	80	90
19	Student 19	88	95
20	Student 20	90	95
21	Student 21	90	95
22	Student 22	92	95
23	Student 23	80	88
24	Student 24	80	87
25	Student 25	80	83
26	Student 26	82	88
27	Student 27	75	82
28	Student 28	82	83
29	Student 29	75	81
30	Student 30	80	85
31	Student 31	80	84
32	Student 32	85	92
33	Student 33	77	85
34	Student 34	88	95
35	Student 35	88	95
36	Student 36	82	85
37	Student 37	83	87
38	Student 38	83	87
39	Student 39	80	85
40	Student 40	77	80
41	Student 41	90	92
42	Student 42	85	88
43	Student 43	85	88
44	Student 44	88	90
45	Student 45	85	89
46	Student 46	92	95
47	Student 47	90	92
Total score		3877	4147
Average score		82.49	88.23

Table 2 shows the pre-test and post-test scores in cycle II; the lowest score is 75 (+B) and the highest score is 92 (A) in pre-test and the lowest score is 81 and the

highest is 95 in post-test. There are 35, and 12 participants get 80-100 (74.47%), 70-79 (25.53%), and 65-69 (zero%) respectively. From cycles I and II, we can conclude that the learning outcomes of students have a significant increase. The post-test score in cycle I shows participants' learning outcomes and the average post-test score is 84.15 and the average post-test score is 88.23 in cycle II.

CONCLUSION

Several conclusions can be drawn that education is essentially a series of activities to influence, so that students experience changes in attitude according to the influence they receive. In general, teaching writing to students aims to foster and develop students' abilities and skills in writing, so teaching writing in English is to train students to be able to produce ideas, thoughts and feelings well through written language. Writing has a very important humanitarian value to arouse creative power, to seek and find ideas and channel them through written language. Lecturers occupy an important factor in teaching writing because they are the ones who plan teaching, organize, choose materials and create adequate exercises. The method used in class has run smoothly in the post-test, it turns out that teaching writing has achieved our learning objectives. The test results show that the knowledge of writing skills of students majoring in management has been achieved with our learning objectives, but there must be a significant increase, in order to achieve the target very satisfactorily.

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