



Analysis of English Writing Capabilities of University Students

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ABSTRACT

The purpose of my study was to analyze of English writing capabilities of university students because to achieve good marks, students need to write English with proper expression, but some of the students face problems in writing English with proper expression. The study's objectives were 1) to analyze the analysis of English writing capabilities of university students and 2) to find out the factors creating problems for students in writing skills. According to the nature of the study, a survey method was adopted to collect the data. The research study population was all enrolled students in session 2018-2019 at the Islamia University of Bahawalpur. Only 500 students were taken as a sample of the study to collect data regarding the writing skills of the students. The questionnaire was developed and used to collect the data. SPSS data was used to analyze the collected data.

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1. Introduction

Writing skill is the ability that helps anyone to write their thoughts or imaginations in words. The words the person writes in a meaningful form interact with their cognitive thinking. Handwriting is essential for anyone, and it responds to the writes personality, like other personality traits, intelligence, dress, etc. Writing also shows the personality of the writers. There is a direct link between critical thinking and writing. It also has associations for presentation across the university curriculum. Additionally, writing is the essential source that represents the students' learning.

For this, students must write with proper vocabulary, sentences, and grammatical structure to pass the exam with good marks. Students need to practice more and more and achieve the objectives (Haider, 2012). In previous studies, Mansoor (2005) explored that students struggle with writing due to different causes, and the major one is teachers' incompetence. Additionally, Byrne (1991) explored another cause of students' failure in writing: students do not take an interest in writing English (Harmer, 2008). Furthermore, Ahmad, Khan, Munir, et al. (2013) also highlighted that teachers' inappropriate teaching and developing writing skills are the cause of failure in the achievement of writing skills. However, it is still necessary to research and explore the leading causes of failure to achieve writing skills. The current study was designed to explore the students' writing capabilities. Enlist the factors creating hurdles for the students in learning and developing writing skills.

Moreover, Kellogg (2001) explained that writing is a process that includes cognitive activities that measure thinking ability, memory and command to express ideas,

representing the learning quality of learning a second language. Geiser and Studley (2002) explored that writing skills were essential during the last two decades. They struggle with the physical components of English; an inappropriate structure complicates the content and comprehension of the text, which a reader translates through the involvement of a mental process (Quintero, 2008). Writing is the most important in the student's academic success and personal development. Writing plays a vital role in academic progress, and it strengthens students learning, thinking, and reflection in their academics. The students who know and are good researchers in the future. They did not face any problems in the professions and became good professionals in the future. Mainly education system are assessed through writing so writing skills are of major importance to students. Teaching methods mean a lot in the learning of the students and if the teachers make the lesson more interesting through different strategies than it will make a big difference in the learning of the students. Teaching methodologies has the effect on the quality of the writing .Writing is the most difficult task for the language learners to acquire in academic context .The basis of the problems faced in the writing is due to traditional style teaching and lack of the practice (Graham and Pernin 2001).

Students with low aptitude frequently come across serious complexity in mastering university work. Sometimes pupils do not learn because of special intellectual disabilities. The native capacity of the individual is of prime importance in determining the effectiveness of the learning process. One of the factors that affect the efficiency of learning is the condition in which learning take place. It is difficult to do a good job of teaching in a poor type of building and with adequate equipment and instructional materials. Personal factors such as instincts and emotions and social factors such as cooperation are directly related to a complex psychology of motivation .Some pupils are in a continuing state of unhappiness because of their fear of being victims of the disapproval of their teachers and classmates (Myles, 2002).

Writing is an art of presenting the idea and for the students it is the essential element to pass the examination so, the purpose of the study to analyze the challenges faced by university students in writing English language. In this study we analyze the English writing capabilities of university students and find out the factors creating problems for students' in writing skill.

It is hoped that the findings of this study would serve as a basis for assisting English language writing skills of the students and suggest the teaching strategies that will enhance learning of essay writing skills among students. The researcher also hoped that the findings of the study would be relevant in teacher education as a whole, especially regarding language education which may enable teacher trainers to come up with better methods of training language teachers with specific reference to essay writing skills.

2. Data and Methodology

The population of this research consisted on students enrolled in 2018-2019 session at the Islamia University of Bahawalpur. 500 students were selected as sample for current study to collect the data regarding the writing skills of the students from The Islamia University of the Bahawalpur.

2.1. Research Instruments

Data for the current study was collected by using self-prepared questionnaire. By keeping in view the objectives of the study questionnaire was based on 30 closed ended statements. Each item was rated on five point Likert scale from strongly agree (SA) to strongly disagree (SDA). Afterwards, the questionnaire was pilot tested by collecting data form 100 students of university which was not considers as the sample of the study. The computed Cronbach's alpha coefficient was 0.876 which is above value of 0.7 hence the research questionnaire was trustworthy for the research study. The researchers personally collected data from the university students.

3. Data Analysis

For the analysis of data statistical package for social sciences (SPSS) was used to evaluate the collected data. The data collected through questionnaire and formulas of percentage. Mean score and standard deviation were applied to find out the results of study. Writing is the most thought-provoking area in learning second language. With the reference of first objective of the study results of the data represents

Table 1
Writing Capabilities of University Students

Sr no	Statement	Mostly	Frequently	Sometime s	Seldo m	Neve r	Mean score
1	I can write English with proper Vocabulary	% 9.0	16.6	41.25	31.75	1.4	3.06
2	Grammatical structure	% 8.7	25.3	43.25	18.50	6.25	3.10
3	Preposition	% 12.75	33.3	35.05	16.97	3.0	3.34
4	Expression of ideas	% 9.73	29.27	41.7	13.0	6.3	3.12
5	Conjunction	% 4.5	31.5	34.3	17.7	11.0	3.03
6	Punctuation marks	% 7.7	30.3	38.2	16.8	7.0	3.10
7	Contents of writing	% 5.4	37.6	34.0	13.8	9.3	3.14
8	I can write fluently	% 13.0	26.2	33.8	19.0	8.0	3.17
9	I enjoy writing English language	% 6.0	18.0	40.0	22.2	13.8	2.80
10	I can write on every educational topic	% 14.0	28.8	37.2	15.9	5.1	3.29

Table 1 shows that students write English language with proper vocabulary. According to data majority of respondents 41.25% agreed that sometimes they can write English language with proper vocabulary whereas, minority of respondents 1.4% agreed that can never write with proper vocabulary. Mean score 3.06 also indicates that sometimes they can write with proper vocabulary. Moreover, according to data majority of respondents 43.25% agreed that sometimes they can write English language with proper grammatical structure whereas, minority of respondents 6.25% indicated that they never write English with proper grammatical structure. Mean score 3.10 also indicates that students have mentioned that they sometimes write English language with proper grammatical structure. Table also represents that 35.05% respondents agreed that sometimes they can write English language with proper preposition whereas, minority 3.0% respondents indicated that with they never write English with proper preposition. Mean score 3.34 also indicates that sometimes they can write English with proper preposition. Moreover, according to data majority of respondents 41.25% indicated that sometimes they can write English language with proper expression whereas, minority of respondents 6.3% indicated with never they write English with proper expression. Mean score 3.12 also indicates students sometimes English language with proper expression. According to data majority of respondents 34.3% indicated that sometimes they can write English language with proper conjunction. Whereas minority of respondents 5% indicated that mostly they can write with proper conjunction. Mean score 3.03 also indicated that sometimes they can write English with proper conjunction.

Additionally, table also represents majority of the respondents 38.2% indicated that sometimes they can write English language with proper punctuation whereas, minority of respondents 7.0% indicated that mostly they can write with proper preposition. Mean score 3.10 indicates that sometimes students can write English with proper preposition. Furthermore, according to data majority of respondents 37.6% respondents indicated that frequently they can write English language with proper contents whereas, minority of respondents 5.4% indicated that mostly they can write with proper contents. Mean score 3.14 represents that sometimes students can write with proper content. According to data majority of respondents 33.8 % respondents agreed that sometimes they can write English fluently. Whereas minority of respondents 8.0% respondents agreed with never they can notice problem while writing English. Mean score is 3.17 that also indicates that the statement shows result regarding students sometimes can write English fluently. According to data of the study majority of respondents 40.0% respondents agreed that sometimes they enjoy writing English. Whereas minority of respondents 6.0% respondents agreed with mostly they can enjoy writing English language. Mean score is 2.80 represents that students enjoy while writing English. Table also represents that result shows regarding students can write English on every topic of the educational filed. According to data majority of respondents 37.2 % respondents agreed that sometimes they can write every

topic of the educational filed in English. Whereas minority of respondents 5.1% respondents agreed that they can never write English on every topic of the educational filed. Mean score is 3.29 that they sometimes can write English on every topic of the educational filed.

Table 2
Writing Capabilities

Sr no	Statement	Mostly	Frequently	Someti mes	Seldo m	Never	Mean score
11	I can write the answers in exams properly	7.3	19.07	36.0	22.76	14.24	2.38
12	I pass my exams with good marks	3.8	21.0	35.2	21.5	18.5	2.83
13	I can express my thoughts in English	7.89	20.11	46.0	18.9	7.1	2.98
14	I start writing with a mind map	1.78	16.22	43.59	24.41	14.0	2.67
15	I can write my own ideas in my own words	4.33	17.77	35.5	28.3	14.2	2.69
16	I like writing English language	3.0	15.7	36.3	31.1	14.9	2.61
17	Writing English language is my passion	2.1	25.3	47.2	22.1	3.3	2.99
18	I take time in writing	7.3	29.1	41.1	21.3	1.2	3.17
19	I creative writing is linked with practice	25.1	32.3	30.1	10.2	2.3	2.99
20	Semester system is helpful for the students to develop writing skill	9.2	38.1	40.3	9.1	3.3	3.69

Table 2 shows that students feel they can write the answers properly in exams. According to data majority of respondents 36.0% respondents agreed with the statement whereas minority of respondents 7.3% respondents agreed with mostly they can write the answers properly in exams. Mean score is 2.83 indicates that they can write properly in exams. It also presents that students can qualify their exams with good marks. According to data majority of respondents 35.2% respondents agreed that sometimes they can qualify their exams with good marks whereas, minority of respondents 3.8% respondents agreed with mostly they can qualify their exams with good marks. Mean score is 2.83 that they can qualify their exams with good marks.

According to data majority of respondents 46.0% respondents agreed that sometimes they can express their thoughts in English whereas minority of respondents 7.89% respondents agreed with mostly they can express their thoughts in English whereas mean score 2.97 also indicates that they I can express their thoughts in English. Table also shows result regarding students they write any topic with a mind map. According to data majority of respondents 43.59% respondents agreed that sometimes they write any topic with a mind map. Whereas minority of respondents 1.78% respondents agreed with mostly they write any topic with a mind map. Mean score is 2.66 also indicates that they can write with mind map. Table also shows that students can write their own ideas in their own words. According to data majority of respondents 35.5% respondents agreed that sometimes they can write their own ideas in their own words whereas minority of respondents 4.33% agreed with mostly they can write their own imaginations in their own words. Mean score 2.69 shows that students can write their imagination with their own words.

According to data majority of respondents 36.3% respondents agreed that sometimes they take interest in writing. Whereas minority of respondents 3.0% respondents agreed with mostly they take interest in writing mean score is 2.61 also indicates that sometimes students take interest in wiring. Table shows that writing English is students' passion. According to data majority of respondents 47.2% respondents agreed that sometimes writing English is their passion. Whereas minority of respondents 2% respondents agreed with mostly writing English is their passion. Mean score 2.99 also indicates that sometimes students take wiring English is their passion. Table also represents that students sometimes feel that writing English is their passion. According to data majority of respondents 41% respondents agreed that sometimes they take time in writing. Whereas minority of respondents 1.2% respondents agreed with they never take more time to complete their work. Mean score 3.17 indicates that sometimes students have the slow writing speed. Table also presents that students that they think creative writing is link with intelligence. According to data majority of respondents 32.3% agreed that frequently students think that creative writing is link with practicewhereas, minority of respondents 2.3% respondents agreed with never they think creative writing is link with Practice. Mean score 2.99 indicates that falls in criterion to accept the statement. According to data majority of respondents 40.3% agreed that sometimes students feel that semester system is helpful for the students to develop writing skill whereas, minority of respondents 3.3%

responded that they never think semester system is helpful for the students to develop writing skill moreover, mean score 3.69 indicates that semester system is helpful for the students to develop writing skill.

With the reference of second objective of study results of the data represents

Table 3

Factors Creating Problems for Students in Writing Skill

Sr no	Statement	Mostly	Frequently	Sometimes	Seldom	Never	Mean score
21	Teachers help the students in writing	23.2	19.1	29.2	8.4	10.1	3.76
22	I complete my paper on time	4.1	24.2	40.2	22.1	9.4	2.92
23	I like to write innovative ideas	2.1	23.5	39.2	20.1	15.1	2.76
24	I can express what I think	1.7	16.1	48.2	22.5	11.5	2.73
25	I read news paper to learn new vocabulary	15.2	41.1	29.2	13.1	1.3	3.58

Table 3 shows that teachers' help the students in writing. According to data majority of respondents 29.2% respondents agreed that sometimes teachers help the students in writing. Whereas minority of respondents 8.4% respondents agreed with seldom teachers help them in writing. Mean score is 3.76 indicates that teachers frequently help them in writing. Table also represents that 40.2% respondents agreed that sometimes they complete their paper on time, whereas minority of respondents 4.1% respondents agreed with mostly they complete their paper on time. Mean score is 2.94 students complete their paper on time. Table shows that students like to write innovative ideas. According to the results of table 39.2% respondents agreed that sometimes students like to write innovative ideas. Whereas 2.1% respondents agreed with mostly students like to write innovative ideas. Mean score 2.76 indicates that sometimes students like to write innovative ideas. It also shows that students can express what they think. According to data majority of respondents 41.1% respondents agreed that frequently they can express what they think. Whereas, 11% respondents agreed with they never can express what they think. Mean score 2.73 indicates that students sometimes can express what they think. Moreover, table also represents that 41% respondents agreed that they frequently face problem in learning English new vocabulary whereas, 1.3% respondents agreed that they never face problem in learning new vocabulary. Mean score 3.58 indicates that students face problem in learning new vocabulary.

Table 4

Factors Creating Problems

Sr no	Statement	SA	A	UN	DA	SDA	Mean score
26	All teachers are qualified	12.1	27.2	21.2	27.3	12.2	4.04
27	We have rich learning resources	40.1	32.2	10.1	10.5	7.1	4.10
28	Students actively learn new vocabulary	11.1	43.2	21.2	11.3	13.2	3.27
29	Students relay on teachers' guideline	36.2	35.3	24.1	3.3	1.1	4.08
30	Institution provide good learning environment to the students.	36.1	40.3	18.1	1.5	4.0	4.10

Table 4 also reveals that 27.2% respondents agreed that all teachers are qualified, whereas 12.1% respondents strongly disagreed with the statement. Mean score 4.04 indicates respondents agreed that all teachers are qualified in their university. It shows that 40.1% respondents strongly agreed that university has rich learning resources whereas, 7.1% respondents strongly disagreed with the statement. Mean score 4.10 indicates that university has rich learning resources. Table also represents that 43% respondents agreed that students take interest in studies whereas, 11% respondents disagreed that students take interest in studies. Mean score 3.27 indicated that respondents are uncertain that students take interest in studies. Table shows that 35.3% respondents agreed that students are dependent on teachers whereas, 1.5% respondents strongly disagreed with the statement. Mean score 4.08 indicates respondents are agreed that students are dependent on teachers. Moreover, table shows that 40.3 % respondents agreed that their university has better learning environment whereas, 1.5% respondents strongly disagreed that their university has better learning environment. Mean score 4.10 indicates that students frequently have good learning environment in the university.

4. Findings

With the reference of first objective of the study results of the data represents. According to data majority of respondents 41.25% agreed that sometimes they can write English language with proper vocabulary. Moreover, data also reveals that minority of respondents 6.25% indicated that they never write English with proper grammatical structure. Table also represents that 35.05% respondents agreed that sometimes they can write English language with proper preposition whereas, minority 3.0% respondents indicated that with they never write English with proper preposition. Moreover, according to data majority of respondents 41.25% indicated that sometimes they can write English language with proper expression. According to data majority of respondents 34.3% indicated that sometimes they can write English language with proper conjunction.

Additionally, table also represents majority of the respondents 38.2% indicated that sometimes they can write English language with proper punctuation. Furthermore, majority of respondents 37.6% respondents indicated that frequently they can write English language with proper contents. Data represents minority of respondents 8.0% respondents agreed with never they can notice problem while writing English. 40.0% respondents agreed that sometimes they enjoy writing English. Data also represents that students can write English on every topic of the educational filed, and 37.2 % respondents agreed that sometimes they can write every topic of the educational filed in English. Furthermore, students feel that they can write the answers properly in exams. According to data 7.3% respondents agreed with mostly they can write the answers properly in exams. It also presents that students can qualify their exams with good marks. Moreover, mean score 2.83 reveals that they can qualify their exams with good marks.

According to data majority of respondents 46.0% respondents agreed that sometimes they can express their thoughts in English. Data also shows that they write any topic with a mind map. Mean score is 2.66 also indicates that they can write with mind map. According to data mean score 2.69 shows that students can write their imagination with their own words. According to data majority of respondents 36.3% respondents agreed that sometimes they take interest in writing. Majority of respondents 47.2% respondents agreed that sometimes writing English is their passion. Mean score 3.17 indicates that sometimes students take time in writing English. Table also presents that students that they think creative writing is link with practice. According to data 2.3% respondents agreed that creative writing never link with Practice. Moreover, mean score 3.69 indicates that semester system is helpful for the students to develop writing skill.

With the reference of second objective of study results of the data represents. According to data majority of respondents 29.2% respondents agreed that sometimes teachers help the students in writing. It also represents that 40.2% respondents agreed that sometimes they complete their paper on time. According to the mean score 2.76 sometimes students like to write innovative ideas. It also shows that students can express what they think. 11% respondents agreed with they can never express what they think. Mean score 3.58 indicates that students face problem in learning new vocabulary.

Data also reveals that 27.2% respondents agreed that all teachers are qualified in their university. 40.1% respondents strongly agreed that university has rich learning resources. 43% respondents agreed that students take interest in studies. 4.08 mean score indicates respondents are agreed that students are dependent on teachers. 1.5% respondents strongly disagreed that their university has better learning environment.

4.1. Discussion

Majority of respondents they can write English language with proper vocabulary sometimes. Majority of respondents agreed that sometimes they can write English language with proper grammatical structure. Majority of respondents agreed that sometimes they can write English language with proper preposition. Majority of respondents agreed that sometimes they can write English language with proper expression. Majority of students can write sometimes English language with proper conjunction. Majority of students sometimes can write English language with proper punctuation. Furthermore, Harris, McKenzie, Fitzsimmons, and Turbill (2003) elaborated that in four English skills writing is known as a

tool which provide the opportunity to communicate with each other. Furthermore, it is based on the further sub skills of the writing likewise, vocabulary, spellings, grammar and punctuation. Majority of respondents agreed that sometimes they can write English language with proper contents the findings. Mostly students notice problem while writing English. Sometimes students enjoy while writing English. Mostly students sometimes can trust themselves to find ideas and perceptions. Mostly Some students can think themselves as a writer. Majority sometimes students can qualify there writing and knows the mistake. Majority of students sometimes can write their ideas and thinking. Majority of students sometimes start there writing with a mind map. Furthermore, Al-Jumaily (2015) explained that writing is a dynamic process of communication which needs symbols to convey the ideas. Writing is the forth skill of the language for that learners need to get mastery to convey the message. It is considered as mirror which reflects the ideas of human being. Majority of the students cannot write their ideas in their own words. Moreover, writing skill based on thinking, reflecting in writing and revising which needs specific skill in writing (Brown, 2001).

Majority of respondents agreed that writing English is their weakness. Majority respondents agreed that sometimes they have slow writing speed. Mostly respondents agreed that they think creative writing is link with intelligence. Mostly respondents agreed that sometimes they think that our education system is up to mark in developing writing skill. Mostly respondents agreed that sometimes they think teacher's guidelines helped the students in writing. Additionally, Joko Saputro (2013) highlighted that writing English is a difficult course of actions that requires many sub skills: so that students have to learn and apply different concepts likewise: creating and organizing sentences and constructing paragraph with the help of those sentences on any topic. Mostly respondents agreed that sometimes they have command on writing. Majority respondents agreed that sometimes they have creative mind to write what they think. Majority respondents agreed that frequently they can write what they think. Majority of respondents agreed that frequently they have problem in learning problem vocabulary.

Accordingly, Joko Saputro (2013) elaborated that writing is the way which helps the writer to convey the thoughts to the others. So it needs the special concern that writer should be aware of proper writing. Like grammar vocabulary and sentence structure which helps the writer to deliver the message properly. Mostly respondents agreed that frequently teachers are qualified. Mostly respondents agreed that mostly university has rich learning resources. Majority respondents agreed that frequently studies take interest in studies. Mostly respondents agreed that frequently students are dependent on teachers. Majority respondents agreed that frequently their university has better learning environment.

5. Conclusion

With the reference of first objective of the study results of the data represents. According to data majority of respondents agreed that sometimes they can write English language with proper vocabulary, proper grammatical structure, proper preposition, proper expression, proper conjunction, proper punctuation and proper contents. Furthermore, minority of respondents agreed that never they can notice problem while writing English. Majority of the respondents agreed that sometimes they enjoy writing English; they can write every topic of the educational filed in English. Furthermore, students feel that they can write the answers properly in exams and they can qualify their exams with good marks.

Sometimes they can express their thoughts in English. They write any topic with a mind map and write their idea with their own words. Sometimes they take interest in writing and they feel writing English is their passion. Students take time in writing English and they think creative writing is link with practice. Majority of the students agreed that semester system is helpful for the students to develop writing skill.

With the reference of second objective of study results of the data represents. Sometimes teachers help the students in writing. They complete their paper on time, like to write innovative ideas. It also shows that students can express what they think, students face problem in learning new vocabulary. All teachers are qualified in their university,

university has rich learning resources, students take interest in studies, students are dependent on teachers and their university has better learning environment.

5.1. Recommendations

Teachers may emphasize on developing vocabulary, proper grammatical structure, proper preposition, proper expression, proper conjunction, proper punctuation and proper contents. Teachers make assign different activities those help to enhance the writing skill of the students. Teachers may give the activity to the students which help them to develop the reading skill and learn new vocabulary. Teachers give them short assign and allow some time to the students that will give the time to practice the writing skill. Students should take part in writing English competition and essay writing competition as well. University may provide the environment to enhance the writing skills and provide the necessary resources to develop their writing skill.

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