
Students' Internal Factors In Learning Writing

Adam Bilyaguska, Noor Eka Chandra And Elvina Arapah

Universitas Lambung Mangkurat

A1B214246@mhs.ulm.ac.id

Abstract

Students' internal factors is the factors that come from inside the learners themselves. This research aimed to find out the internal factors students in learning writing English at English Education Study Program Batch 2018. This research used descriptive quantitative research method to analyze the internal factors of students. The subject of this study were 23 students. The instrument for this research was questionnaire. The instrument divided into two parts. The first part is close-ended questions and the second part is open-ended questions. The close-ended questions used Likert-scale format and the open-ended questions were in the form of essays. The results indicated that based on the data on the motivation aspect mostly choose scale sometimes with a score of 67 (58.26%) followed by interest aspect and the highest score is scale sometimes too by 60 (52.17%). And the last is the intelligence aspect and choose scale sometimes with the score 71 (61.73%). In conclusion, the internal factors that can students in learning writing English at English Language Education Study Program Lambung Mangkurat University Batch 2018 is the intelligence aspect with the highest score from all factors. And based on the score interpretation criteria 61 – 80% is classified as the strong level as the result of data. Furthermore, the intelligence of each students can define their writing English.

Keywords: internal factors, learning writing.

INTRODUCTION

Writing is an activity of delivering ideas and turn it into meaningful writtern form. Writing is essential to communication and learning. As in English, writing takes the major part for development and assesment. Olshtain (2001) viewed writing as an act of communication suggesting an interactive process which takes place between the writer and the reader via text. Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. The writing process conveys students' abilities to think, organize the idea, write, revise, and edit the written ideas into complete writing. Ahmed (2010) stated that writing skill as a reflective activity that requires enough time to think about the specific topic to analyze and skill as a reflective activity that requires enough time to think about the specific topic to analyze and classify any backgrround knowledge. Syah (1999) explained that in writing there were two factors that divided into internal and external factors. Internal factors here mean that factors inside the learners themselves and it play important role in learning writing process. The internal factors consist of motivation, interest, intelligence, and behavior in learning writing English. And the external factors is factors that come from outside the student's self such as family, classroom, teacher, their friends and also study environment etc. Those external factors can impact the students in learning writing English.

In this study, the researcher focuses to find out only the internal factor in writing English. Because of the limited of time, the research cannot cover the two factors of the external factors and the internal factors. And some of the previous studies have been conducted also focuses on one factor related to the

factors that students in writing English. Therefore, in this study the researcher wants to find the students' internal factor in learning writing English.

Furthermore, the definition of each factor is based on the theory that the researcher read on the various studies. The first factor, motivation is defined as one's direction to behavior, or what causes a person to want to repeat a behavior. The second factor, interest is a feeling or emotion that causes attention to focus on an object, event, or process. In contemporary psychology of interest, the term is used as a general concept that may encompass other more specific psychological terms, such as curiosity and to a much lesser degree surprise. The third factor, intelligence is the ability of students to acquire and apply knowledge and skills. The fourth factor, behavior is the general habituation, the style, and the form of study every time the students learn writing English.

There are several studies about factors influencing students in writing English. First, according to the preliminary study, Atia Rahmah (2011) entitled "Factors Influencing Students' Interest in learning English at the First Year SMUN 3 Rumbai". She found that there are some factors that students' interest in learning English. They are: internal factors and external factors. The dominant factors that students are school factors from the external factors. The second is the study conducted by Melandeni (2016) entitled "The Factor of Students' Interest in Writing Activity (A Study at Eighth Grade Students of Junior High School 23 Padang) in 2016/2017 Academic Year. He found that the factors students' interest in writing activity is attention which was got the higher percentage among the other factors. The last is the study conducted by Dantisa (2017) entitled "Factor Influencing the English Department Students' Motivation in Learning English at Lambung Mangkurat University Batch 2014". In her study it is found that the factor which the students is the internal factors especially their psychological aspect during their learning process. However, the external factor does not give significant impacts to the students learning process.

Based on the background above, the researcher wants to find the students' internal factors in learning writing. Hopefully the results of this research can make the teaching and learning writing process in the classroom can be conditioned in a good atmosphere. Therefore, the lecturer and the students will have less difficulty during the learning process. It is also important for the lecturer to find out the factors that give impacts to the students related to their learning process because the lecturer has a role as motivator for the students. And after the lecturer knows the factors, she or he can be able to motivate the students to be more diligent in writing and the lecturer can help the students to achieve their goals. Therefore, it can be assumed that there should be a research conducted about this topic. This phenomenon encourages the researcher to investigate further about students' internal factors in writing English.

METHOD

Research Design

This research designed in the form of descriptive quantitative method. According to Sugiyono (2012: 13) descriptive research is a study conducted to determine variables either the variable is one or even more without making comparison or connect with other variables. Quantitative research method is aims to collect quantifiable information for statistical analysis of the population subject. According to Ary et al. (2010: 199) one aim of quantitative research is to obtain greater understanding of relationships among the variables in populations. The design of this research is descriptive quantitative method because the data is presented in numerical and descriptive form. The process of the research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

Respondents

Population and Sample

A population is the total of all individuals who have certain characteristics for the research. Fraenkel and Wallen (2009: 68) state that the population refers to a group of interest to the research or the group to whom the researcher would like to generalize the results of the study in which information is obtained. Meanwhile sample is part of the representation of the population. According to Ary, et. al. (2010) the population of the research is the group of students who have been decided to be observed by the researcher. Therefore, the population of this research is students of English Language Education Study Program batch 2018. There are 23 students that take as the samples. The total population of the batch 2018 is 90 students. The researcher uses random sampling method to decide the sample of this study. Random sampling method is used to obtain the sample. According to Fraenkel and Wallen (2009), the researchers may use their judgments in selecting the sample which they believe will provide information about the data needed.

Instruments

The instrument of this research is questionnaire. The questionnaire appropriate technique and collecting the data that used in this research. As to get relevant data, the researcher administered expert judgment validation for the questionnaire items. The instrument was divided into two parts. The first part is close-ended questions and the second part is open-ended questions. Therefore, the scale of the questionnaire was computed by using Likert-scale. The Likert scale is the scale that is used to measure the attitude, opinion, and perception of a person or group about a social phenomenon. And the second part is open-ended questions which are the questions were in the form of essays and the respondent must describe and explain their answer according to the questions. And then, the respondent answered the questionnaire which was administered online through Google document form and distributed using a link to the students' batch 2018.

Procedures

Data Collection

The The instrument used in this research was the questionnaire. The researcher adopted and adapted some questionnaires from several journals and then combined and edited the questionnaire items from the journals to make them more suitable and relevant to the purpose of this research. The questionnaire consists of 17 statements. Questionnaire items number 1-17 are used to see students' internal factors. However, the questionnaire uses close-open ended question which items number 1-15 is close-ended questions and items number 16-17 is open-ended questions.

The questionnaire in this research consists of 17 questions and each question has 4 options (Never, seldom, sometimes, and always). Each alternative has a scale. The scale is 1 to 4. And the questions related to internal factors from students such as *students' motivations, interests, and intelligence, and behavior*.

Data Analysis

The result from the questionnaire then being analyzed to find out which students' internal factors writing English. Showing factual data found in the research. Finally, the expected data found are interpreted. This questionnaire will focus on the reality of students' learning writing as well. The questionnaire also

uses close-open ended questions. The questionnaire consists of 17 statements, the first part consists of 15 statements which have 4 options and scale (Never, seldom, sometimes, and always). The scale is 1 to 4. The scores of the questionnaire were computed by using the Likert Scale. To analyze the data gathered, there were several steps that the researcher did: (1) Calculating the total score of each item (2) Calculate the total score of each indicator from internal factors (3) Calculate the percentage of each indicator of internal factors. The highest percentage is decided as the internal factor that based on the percentage obtained from the calculation, it can be classified with a score interpretation criteria as follows:

Table 1.0 Score Interpretation Criteria

Range	Classification
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Strong
81% - 100%	Very strong

Score interpretation criteria are used to help the researcher interprets the percentage and see the level of the internal factors that can the students in learning writing English. This score interpretation criteria was made by researcher himself and it based on the common experience from study about this research. The researcher only classifies the percentage of the factor based on its classification to see how influential the factor is. From the variable of internal factors, students are likely to be affected by some internal factors from the psychological aspects of writing English such as students’ motivation, interest, intelligence, and behavior. The higher the percentage, the stronger the will be. Furthermore, the questionnaire was delivered to the students Batch 2018 The researcher uses an online questionnaire through a link from Google Document to collecting the data. This questionnaire was designed to exploit the information about internal factors that the students in writing English.

FINDINGS AND DISCUSSION

Research Findings on the Internal Factors

The data analysis shows these findings of the study: Based on the data above, 23 students answer questions number 1 till 15 multiple choices of scale 1 = Never 2 = Seldom 3 = Sometimes 4 Always and number 16 – 17 essays. According to data above on the motivation aspect mostly choose sometimes with a score of 67 (58.26%) followed by interest aspect and the highest score is sometimes too by 60 (52.17%). And the last is the intelligence aspect and the score is 71 (61.73%) on the scale sometimes. In conclusion, the internal factors that can students in writing English is the intelligence aspect with the highest score. Which means the highest percentage obtained from the calculation data. However, the intelligence aspect score is 71 (61.73) and based on the score interpretation criteria 61 – 80% is classified as the strong level as the result of data.

Motivation

The finding on the motivation is shown in the table below:

Table 4.1 Students’ Motivation and the Writing Materials

No.	Statement	Always	Sometimes	Seldom	Never
-----	-----------	--------	-----------	--------	-------

1	Students get motivated with each material in writing English from the lecturer	6	26%	15	65.2%	2	8,7%	0	0%
---	--	---	-----	----	-------	---	------	---	----

This study is based on the analysis of findings in the first indicators from internal factors, in this part, is motivation. In short, motivation comes from the learner’s self, such as internal interest, parents’ and teachers’ interest achievement, and students’ perceptions of their abilities also play major roles in determining their levels of motivation. Furthermore, 5 items represent motivation. There were 23 students and there were 17 statements used in the data collection. The participants choose the options after they read the questions such as, sometimes, always, seldom, and never. According to the table above, it is found that other items the students’ motivation in writing English. There is sentence number 1 “*I get motivated with each material in writing English from the lecturer*” and at the scale (3) sometimes with obtained score 15 (65.2%) that only differ one point from the highest score, the sentence number 5 that also accidentally at the scale (3) sometimes. The results above have the same high percentage that can be classified as strong criteria, based on table 1.2. This result shows that sometimes students get motivated with each material given by the lecturer in writing English class. This can be a large amount of most internal factor to student’s ability when they learn each material in writing English from the lecturer and they do a task that can be in the form of such as writing an essay. It can be seen when the students can apply their strong encouragement of motivation in each material in writing English class. Thus, they feel enjoy with each material given by the lecturer and because of that, they get inner-self to get motivated by themselves.

Interest

Table 4.2 Students’ Interest in Learning Writing

No.	Statement	Always		Sometimes		Seldom		Never	
2	The student can concentrate on the lesson during classroom interaction.	9	39,1%	13	56.5%	1	4.3%	0	0%
3	The student can focus on learning writing English.	13	56.5%	8	34.8%	2	8.7%	0	0%
6	The students are interested with the material of English writing in each meeting.	5	21.7%	16	69.6%	1	4.3%	1	4.3%
7	The students are interested with lecturing during the introduction of the writing topics.	7	30.4%	14	60.9%	2	8.7%	0	0%
8	The students always curious about the topic in writing English.	14	60.9%	5	21.7%	3	13%	1	4.3%
9	The students like their writing English material at each meeting.	7	30.4%	14	60.9%	2	8.7%	0	%
10	The students are interested with the communicative atmosphere in the writing English class.	11	47.8%	11	47.8%	1	4.3%	0	0%
11	The students like the writing English subject because lecturers using various methods for teaching and learning English.	6	26.1%	13	56.5%	4	17.4%	0	0%

Interest is the second part of the internal factors. The variable either directly or indirectly affect the students abilities in the writing English process. Moreover, their learning activity with psychological terms on the curiosity of the fascination with the process to learn and focus towards the concept of knowledge of foreign language education. Based on table, it's found that from 23 students, 16 of them choose scale (3) sometimes with the obtained score 16 (69.6%) on sentence number 6 "*the students are interested with the material of English writing in each meeting.*" The result showed that sometimes the students pay attention to the material in each meeting, whether it is about the topic or the explanation about the material that can make them curious. Based on the score interpretation criteria, the result from sentence number 6 is categorized as strong criteria (range 61%-80%). As the researcher mentioned, interest is considered as one of the main elements in the internal factors. In hence, interest the sentence number 6 can develop a fascination with something that students face every day in the learning process and it is the positive response to stimuli based on existing cognitive structures in such a way that learner 's curiosity is aroused and sustained. It is a phenomenon that can only be seen by students his or her self. And from the viewpoint of the lecturer at this rate, they can create something more interesting in each meeting for the sake of knowledge.

Intelligence

Table 4.3 Students' Intelligence in learning writing

No.	Statement	%							
		Always		Sometimes		Seldom		Never	
12	The students do the task by themselves.	18	78.3%	5	21.7%	0	0%	0	0%
13	The students use various techniques in writing English.	5	21.7%	13	56.5%	5	21.7%	0	0%
15	The students can write the topic given creatively and appropriately.	4	17.4%	13	56.5%	6	26.1%	0	0%

The definition of intelligence is the ability of a human being to obtain and uses knowledge to increase intellectual potential ability and skills. Based on the table above, the highest result is statement number 12 "*The students do the task by themself*". It found that from 23 students, 18 of them choose scale (4) always with an obtained score of 78.3%. Based on the score interpretation criteria, the result from sentence number 12 is categorized as strong criteria (range 61%-80%). From the results above, it can be conclude that the students have their confidence to do the task by themself because of the students' intelligence ability in their mind which means this perspective considers the success or failure in learning the English language to intelligence. Besides, the ability to stimulate the intellectual curiosity of the students is very important and it includes extensive capabilities, the ability to solve the problem, and manage the ability to learn from experience. After all, the intelligence of a human is depending on their proficiency and experience in their life. Human minds can think they capable or not to solve something in front of them.

Behavior

Behavior can improve the students' writing style through kinds of learning in their experience. Thus, behavior means how we deal and interact with writing form and apply it over and over again untill it becomes a habbit at different times and occasions. In this research, behavior means the students capable to face a writing task from their lecturers and apply their behavior to the task for example the students have a

lot of native reading material; it will help them to improve the English writing. On the other hand, the behavior is related to students' habituation during their learning process. It is from their inner self such as their writing style or their habituation to reading textbooks to obtain knowledge. For the research purpose to gain a scientific result in the second part of the questionnaire, the researcher makes two open-ended questions related to the theory. And the researcher only chooses three answers from the respondents according to Furthermore, in this second part the researcher makes 2 forms of essay questions related to behaviorism.

In this research, behavior means the students capable to face a writing task from their lecturers and apply their behavior to the task for example the students have a lot of native reading material; it will help them to improve the English writing. On the other hand, the behavior is related to students' habituation during their learning process. It is from their inner self such as their writing style or their habituation to reading textbooks to obtain knowledge. For the research purpose to gain a scientific result in the second part of the questionnaire, the researcher makes two open-ended questions related to the theory. And the researcher only chooses three answers from the respondents according to Furthermore, in this second part the researcher makes 2 forms of essay questions related to behaviorism.

The first question: *"Do you think that is difficult to adept the writing style in English than in native? Give the reason"*.

And the second is: *"Do you think that having a lot of native reading material will help you improve your English writing? Give the reason"*.

Those items are the open-ended question and the last part of items from the questionnaire. The first question is about the difficulty to adapt the writing style in English than in the native language. In hence, the students can't apply their behaviorism of writing style is native to English writing because of the different rules in writing style between those first languages and second language. In the first question, the researcher found that some answers from the students can amplify the internal factors in this section is behaviorism in writing English. Mostly, the students said that writing English is difficult because they lack vocabulary, diction, and the different writing style between native and English. Here the answer that the researcher choosed as the genuine answer for question number 16 from the students.

The first chosen answer according to Participant 1 and the answer: *"For my personal answer, it is quite tricky at first, but when you actually know what to do, it is will be easier. But it is depending on the person. If someone already knew the basics of writing, I guess it will be easier to adapt (because I write a lot in native and I think the principle in writing in English is not that much different). The problem maybe is diction and varying the vocabulary"*. She said that tricky means something that makes writing needs habituation. Habituation to write a minimal one paragraph per day or just reading a textbook, short story, or novel can increase our ability to produce a good writing style. The variety of vocabulary can make the writing task easier and looks better.

On the other hand, participant 2 and the answer: *"Yes. I think it's difficult because it's not my first language, and I need to translate it to English first. Also, sometimes I have to look up the dictionary for some words that I don't know"*. As he said, writing English can be difficult because the student hasn't a lot of experience in writing and is used to using a dictionary when writing English. Furthermore, writing English is about how much we can hone our experience in writing. However, this becomes a habit for

students. They will open their dictionary before writing something. The pattern is translating the native language to English. The writing is about habituation in writing. The more we used to write in English the more experienced our brain to produce good output from it. Besides, the fact that we can read more textbook such as a novel, short story, etc. in English is also can improve our vocabulary in English.

The last is the answer from participant 3 and the answer: *“I think the difficulties between them are quite equal. The only thing that makes English slightly harder is we have to master many vocabs, and understand the English culture to express our thought properly”*. In writing English, she said that the difficulties between native and English language are quite equal. However, to make writing English easier for students. They should clearly understand English writing style and the habituation in writing English instead compare it to the native language it can make students confuse. The best answer is to study more about the culture of writing English. Furthermore, students can endure their English vocabulary by reading something in English for example textbook, comic book, short story or novel, etc. Reading can mention as a hobby. And behavior it’s similar to a hobby that everyone has in their life. In short, behavior relates to someone’s hobby.

In conclusion, the writing style in English is more difficult but it doesn’t mean that it was easy at the same time than in native by some students because they sometimes struggling on how and what words that they must write and use in their essay. And that is the major problem in writing English. On the other hand, students also can’t write and express their thought in their minds in English. Because they don’t know the words or idioms and sometimes the students don’t know how to arrange the sentences to be a good paragraph. This means, most of the students in the English department that already took advanced writing have difficulty writing English style in English than in their native language because of lack of experience in writing English. To take the data for the factor in writing English, the researcher concludes that behavior is not the most improvement in writing English so far. However, many problems are found in behavior as one of the psychological aspects of the internal factors. Thus, the language has a barrier, between native and foreign language. Due to the barrier in language, we need to step back and use ordinary words. The solution for this problem is with a lot of practicing to familiarize the English words with a lot of reading a textbook, listening to English songs, try to write a short story to increase the writing experience and put much effort in writing English aspect in everyday life.

In this part is the second question of the open-ended question. The statement is: *“The students think that having a lot of native reading material will help them to improve their English writing.”* Furthermore, this is the last item of the questionnaire and it is also part of the behavior. However, the researcher took some of the 23 answers of the students. The first answer is from participant 4 and the answer is below:

“No, I don’t think that reading native material or books will help to improve my English. I think it is better to read English material, such as English articles and English novels. If reading English novels might be difficult to read, sometimes I read English articles. By reading English materials, helps my writing. Because it increases my vocabularies, and I know the pattern on how to make a good paragraph”.

As she said, it is better to read English material such as articles or novels in English. It will be much better than read the native material. Because one of the reason that we can be good at writing English is to increase the vocabulary through reading English material or listening to the native speaker. After that, the study on how to write the pattern in English such as structure, etc., to make a good paragraph. Since writing depends on how much exposure that we can get from reading English material will improve our writing skill. The problem is whether the improvement is significant enough comparing to the English reading material. And if we can transfer the reading experience into English, it will help. In hence, learning something that already uses English probably will give a different impact on writing.

The next answer is from participant 5 and the answer: *“Yes, for me it certainly does. Due to familiarity, when I found out some difficulty in choosing some reference words, some English words will suddenly have popped out and help me in my writing practice. It also gives me some feel and style of what is usually used there. It also broadens my views on choosing a topic. Even if there's also downside like reading only won't guarantee you will fluent in writing because you need the writing aspect too”*.

Based on the theory of behaviorism, in writing English, students need to learn the genuine method in writing such as patterns and rules in writing English to make a good paragraph. It means that the students have good habit activity before they can write a good English paragraph or essay. However, choosing the reading English material as the major sources to increase the writing skill is not a guarantee. It depends on the inner self of the students that can build up the information that students can get in their experience before they can write a good English paragraph.

In this part is the answer from participant 6 and the answer is: *“No if we have a lot of reading native material, it just improves our native writing, not English writing”*. She said the truth. The question is about to compare the English and native material as the sources of writing English. Reading is not the main source to increase vocabulary in English. And many things can improve our writing skills such as listening to English songs, watching movies with reading subtitles is also recommended because we can read and hear the English part at the same time. In short, the more we can get experience in learning English the easier we can express our English, one of them is writing.

In conclusion, the behavior is related to students' habituation during their learning process. It is from their inner self to make them understand clearly about writing English such as their writing style or their habituation to reading the textbook to obtain the knowledge.

Discussions

Internal Factor

The research has discussed the findings from the instrument. Moreover, there are some factors according to Syah (1999: 137). The factors are divided into two: Internal factors and external factors. Because of the research purpose, only the internal factors are discussed generally in this part. In learning writing, students have been d by internal factors such as motivation, interest, and intelligence. One reason for this is that variables that theoretically are related to each other and fall in the same category do not necessarily correlate highly with each other and even with the principal component that represents them. For example, in the case of this study motivation, which had the main factor among all of the variables, did not correlate highly with the internal variables like intelligence and interest. The time for writing is too little. Internal factors are divided into the psychological aspect and physical aspects. Based on the theory in chapter two, the researcher only discusses the internal factors in the psychological aspects. Furthermore, from the findings, the psychological aspect is more complex because it discusses the students' motivation, interest, intelligence, and behavior related to their ability in English.

The first students' internal factor writing English is motivation, from the finding, states that *“sometimes the students get motivated with each material in writing English from the lecturer.”* This result shows that sometimes students get motivated with each material given by the lecturer in writing English class. According to Brown (2007), he considers motivation as an affective factor that plays a central role in learning a second or foreign language. It can be seen when the students can apply their strong encouragement of motivation in each material given by their lecturer in writing English class. The other factors from the motivation that the students in writing English is *“I'm lack confidence to answer the*

question from the lecturer in writing English class.” This result also gets a high amount of scale in the finding before. Moreover, sometimes the students lack ideas and preparation before they give some questions from the lecturer in the writing English class. And the questions from the lecturer can be difficult to answer for the students because they feel hesitant about their answers to the questions.

The second internal factor is interest. Interest is considered as one of the major elements in the internal factors aspect that has a huge impact. Moreover, based on the findings above, the results showed that (see table 1.3) the highest sometimes the students pay attention to the material in each material in each meeting, whether it is about the topic or the explanation about the material that can make them curious. As the researcher mentioned, interest is considered as one of the main elements in the internal factors. The result of the interest here based on table 1.3 it found that from 23 students, 16 of them choose scale (3) sometimes with the obtained score 16 (69.6%) on sentence number 6 “*the students are interested with the material of English writing in each meeting.*” The result showed that sometimes the students pay attention to the material in each meeting, whether it is about the topic or the explanation about the material that can make them curious. And based on the score interpretation criteria, the result from sentence number 6 is categorized as strong criteria (range 61%-80%). This sentence can develop a fascination with something that students face every day in the learning process and it is the positive response to stimuli based on existing cognitive structures in such a way that learner ‘s curiosity is aroused and sustained as it cited in Ellis (1994, p. 515). It is a phenomenon that can only be seen by students’ his or her self. The conversion from the inner self of students that apply good interest in their life such as in classroom when they learning and studying a subject that shows such an interest for them. In contemporary psychology of interest, the term is used as a general concept that may encompass other more specific psychological terms, such as curiosity and to a much lesser degree surprise. Students can improve their learning activity with psychological terms on the curiosity of the fascination with the process to learn and focus towards the concept of knowledge of education. Besides, in the term of pedagogical methods relate to the interest of the students. It can be a major on the writing English.

The third internal factor is intelligence. Intelligence is the ability to acquire and apply knowledge and skills. Theories of intelligence also form the basis of attempts to measure and quantify intellectual potential and human ability, with far-reaching implications for learning, program design, and team building, among countless other areas. Based on the findings above, as one of the psychological aspects in the internal factors, intelligence can be concluded that the students have their confidence to do the task by themselves because the students’ intelligence ability in their mind which means this perspective considers the success or failure in learning the English language to intelligence. Based on the table above, the highest result is statement number 12 “*The students do the task by themselves*”. It found that from 23 students, 18 of them choose scale (4) always with an obtained score of 78.3%. Based on the score interpretation criteria, the result from sentence number 12 is categorized as strong criteria (range 61%-80%). An individual can decide nothing to be something precious in their life. The students can do the task by themselves because they have their intelligence based on their real experience. The good teacher is the experience itself. The results are suitable with the theory of intelligence. According to Williams and Burden (1997, p.17) the intelligence is fixed at birth. Which mean the ability to stimulate the intellectual curiosity of the students is very important and it includes extensive capabilities, the ability to solve the problem, and manage the ability to learn from experience in life from birth to presence.

The last internal factor is behavior. In this research, behavior means the students capable to face a writing task from their lecturers and apply their behavior to the task for example the students have a lot of native reading material; it will help them to improve the English writing. Based on the findings above, the

researcher only chose the best answer for the open-ended question to support the theory of the behaviorism aspect. In conclusion, the behavior is related to students' habituation during their learning process. It is from their inner self such as their writing style or their habituation to reading textbooks to obtain knowledge. Behavior is related to students' habituation during their learning process. It is from their inner self to make them understand clearly about writing English such as their writing style or their habituation to reading the textbook to obtain the knowledge.

To answer the statement of the problem in this research, the researcher has found that the students of English Language Education Program batch 2018 have internal factors their writing English. Among the psychological aspect such as motivation, interest, intelligence, and behavior. The students' internal factor that has the highest sequence in psychological aspect is intelligence. The results are suitable with the theory of intelligence according to Oller, cited in Brown (2000, p.17) suggested that intelligence may after all be language-based. Language may not be merely a vital link in the social side of intellectual development; it may be the way the foundation of intelligence itself.

CONCLUSION AND SUGGESTIONS

Conclusion

The conclusion of this research, it can be found that intelligence is the internal factors the students in writing English during their learning process. Students think that writing is difficult to learn. In learning writing, students have their own internal factors such as motivation, interest, intelligence, and behavior. One reason for this is that variables that theoretically are related to each other and fall in the same category do not necessarily correlate highly with each other and even with the principal component that represents them. For example, in the case of this study motivation, which had the main factor among all of the variables, did not correlate highly with the internal variables like intelligence and interest.

Based on the finding and discussion above, it can be concluded that there is an students' internal factor. On the motivation aspect mostly choose scale sometimes with a score of 67 (58.26%) followed by interest aspect and the highest score on scale sometimes with score 60 (52.17%). And the last is the intelligence aspect and the score is 71 (61.73%) on the scale sometimes. However, the intelligence aspect score is 71 (61.73) and based on the score interpretation criteria 61 – 80% is classified as the strong level. It means, the intelligence is the students' internal factors in learning writing English.

Suggestions

This study suggest the students who searching about the students' internal factor in writing English. The researcher wants to propose some of the following suggestion for other researcher or just for academic readers who needs references in English study.

Furthermore, based on the findings of the intelligence, this is the major sequence of students' internal factor during their learning process among the oher factors such as motivation, interest and behavior. The reason is because the intelligence of each student can define their writing English. It is suggest that the lecturer or teacher can decide which students' internal factors that have the highest rate in writing English. And also, it can make the most impact in their writing English because intelligence involves extensive capabilities, ability to understand, solve the problem and including the ability of an individual to manage their mind and the way they think to learn from his or her experience in writing English. Because the high and low intelligence of an individual, it can be a barrier for them to produce an output of writing English.

REFERENCES

- Ahmed, A. (2010). Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives. *Literacy Information and Computer Education Journal*, Vol. 1.
- Ary, D., Jacobs, L., Sorensen, C., and Razavieh, A. (2010). *Introduction to Research in Education*. Canada: Integra
- Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*. Fourth edition. New York: Addison Wesley Longman, Inc.
- Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. New York: Addison Wesley Longman, Inc.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. New York: Oxford University Press.
- Fraenkel, J. R. and Wallen, N. E. 2009. *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Olshtain, Elite. (2001). Functional Tasks for Mastering the Mechanics of Writing and Going Just Beyond. *Teaching English as a Second or Foreign Language*. Vol. 1.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R&B*. Bandung: Alfabeta
- Syah, Muhibbin. (1999). *PSIKOLOGI BELAJAR*. Jakarta: LOGOS.
- William, M. and Burden, R. L. (1997). *Psychology for Language Teachers*. England: Cambridge University Press.