BAHASTRA

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EDITORIAL

Pembaca yang budiman, Bahastra Volume XXII Nomor 1. Oktober 2007 terbit dengan menyajikan enam artikel ilmiah. Artikel tersebut terdiri atas bidang kebahasaan, pengajaran, dan kesusastraan.

Di bidang kebahasaan, Adnan Zaid mengupas perubahan yang terjadi pada bahasa Inggris setelah sampai di Amerika dari negara asalnya Inggris. Disebabkan oleh berjalannya waktu, jarak geografis, dan perkembangan peradaban, bahasa Inggris yang ada di Amerika memiliki perbedaan dari bahasa Inggris yang dipakai di negara asalnya. Perbedaan tersebut terjadi pada ejaannya, pengucapannya, kosakatanya, dan tatabahasanya. Perbedaan tersebut bisa menyebabkan terjadinya kesalahpahaman, khususnya bagi pengguna bahasa Inggris yang bukan penutur asli. Untuk menghindari hal tersebut, pengguna bahasa Inggris harus memahami perbedaan yang ada antara *British English* dan *American English*. Sementara Dwi Santoso, masih di bidang kebahasaan, mengangkat topik *Gerund* dan *Infinitive*. Menyadari masih adanya kesulitan yang dihadapi para pebelajar dalam membedakan penggunaan gerund dan infinitive, ia menganalisis perbedaan yang ada antara gerund dan infinitive. Perbedaan tersebut ada pada bentuk, penggunaan, fungsi, dan artinya.

Dari bidang pengajaran, Triwati Rahayu mengupas Kurikulum Tingkat Satuan Pendidikan (KTSP). KTSP memiliki karakteristik yang sama dengan kurikulum sebelumnya, Kurikulum Berbasis Kompetensi (KBK). Keduanya mengukur ketercapaian belajar siswa berdasar pada kompetensi. Namun demikian KTSP lebih memberikan kebebasan pada sekolah untuk mengembangkan kurikulum sendiri. Dalam tulisan ini penulis mengangkat sebuah dilema yang dihadapi guru bahasa Indonesia terkait dengan diterapkannya KTSP. Masih di bidang pengajaran, Ani Susanti menuliskan hasil penelitiannya tentang kendala yang dihadapi mahasiswa dalam berpartisipasi di perkuliahan Writing II. Kendala tersebut disebabkan oleh faktor intrinsik dan ekstrinsik. Faktor intrinsik mencakup masalah penguasaan bahasa dan permasalahan pribadi. Faktor ekstrinsik meliputi faktor yang berasal dari dosen, materi belajar, mahasiswa lain, lingkungan, dan waktu.

Di bidang kesusastraan Ida Puspita mengangkat sebuah karya Pramoedya Ananta Toer yang menggambarkan bagaimana sistem yang ada di masyarakat mendudukkan bangsawan di tingkat yang tinggi dan rakyat jelata di tingkat sebaliknya. Artikel ini menganalisis bagaimana bangsawan Jawa membangun kesadaran rakyat jelata agar mereka dapat menerima praktik-praktik yang dilakukan oleh para bangsawan sebagai takdir Tuhan, sesuatu yang alami, suci menurut adat, dan disahkan oleh agama dengan melalui praktik negosiasi ideologi. Di bagian akhir jurnal ini Azwar Abbas mengkaji ide-ide cemerlang R.W. Emerson bagi kemajuan bangsa Amerika yang dituangkan melalui esai-esainya. Ide cemerlang tersebut meliputi tiga bagian, yaitu tentang hakekat individu, alam, dan pendidikan. Individu memiliki tiga unsur utama: jiwa, individualisme dan kemandirian. Ide kedua tentang alam menyebutkan bahwa alam dan manusia tak bisa dipisahkan karena alam bisa menjadi sumber ilmu bagi manusia. Adapun idenya tentang pendidikan berisi tiga unsur utama pendidikan yang mencakup alam, buku, dan tindakan.

Editor

Daftar Isi
Volume XXII Nomor 1, Oktober 2007

Editorial

Daftar Isi

STUDENTS' CONSTRAINTS IN PARTICIPATING IN WRITING II CLASS : A NATURALISTIC STUDY OF WRITING II B, ENGLISH EDUCATION STUDY PROGRAM, FACULTY OF TEACHER TRAINING AND EDUCATION, AHMAD DAHLAN UNIVERSITY, ACADEMIC YEAR 2003 – 2004

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Abstract

The English Education Study Program, Ahmad Dahlan University Yogyakarta tries to produce qualified English writers by providing writing classes. One of the ways to know the quality of a writing class is by looking at the students' constraints in participating writing classes. This study aims to know, describe, and classify the existing constraints in the Writing II B class.

This research is descriptive and qualitative. The approach is naturalistic. The key instrument of the research is the researcher herself. The researcher collected the data by observing the Writing II B class, conducted in depth interviews and gave questionnaires. The subjects were the students who took the class and the lecturer who taught the subject. The data included field notes, interview transcripts, and completed questionnaires. The researcher used triangulation techniques for validity purposes.

Based on the data analysis, it was found that there were two main causes of students' constraints in participating in Writing II B. There were constraints based on intrinsic factors and extrinsic factors. The constraints based on intrinsic factors included students' language mastery problems and personal problems. Language mastery problems were shown in the difficulty in choosing correct words, difficulty in spelling, confusion in punctuation, grammar and structure problem. Personal problems included the problem of willingness, self-

confidence problems, attendance problems, and psychological problems. The constraints based on extrinsic factors arose from the lecturer, the learning materials, other students, the environment and time. The students' constraints from the lecturer included monotonous teaching methods, lack of humor, too much English, and late arrival. Constraints from the learning material included too much English material, the difficulty of the material and homework problems. Students' constraints in participating the Writing II B class was also due to other students in the class. They included the high number of students, noisy students and late students. Constraints from the environment included noisy surroundings and a passive atmosphere. Lack of facilities also hindered students' participation the class. They included chair problems, broken OHPs, and room problems. Constraints from the time factor were that class was too early. It caused attendance problems, sleepiness, and motivation problems.

Introduction

Writing is a process of expressing feelings, thoughts, and ideas in the form of graphic language. It is also a way to communicate messages between people. Writing is very advantageous for communication although it is only a secondary representation of a language with speaking the primary language form. People can keep in touch, save various data without burdening their memory, learn about historical events, share information, increase their knowledge. The language used in writing depends on whom the writing message is intended for. If the message is for people from the same region, a regional language is used. If the message is for people coming from various countries, an international language should be used.

In order to survive and compete in the global era, people are required to master English skills, including writing skills. This means that good English writers are necessary. However, Alwasilah (2003:11) said that

" Indonesian intellectuals are frequently criticized for their lack of ability to write. The Kompas daily (Dec. 17, 97) quoted Dr. Aryatmo Tjokronegoro, Coordinator of Jakarta Private Universities, as saying in that 1980 – 1985 around 50 percent are * (sic) faculty members never published textbooks or

articles in Indonesian, let alone in English. Although the statistics are not current, the present situation remains the same."

From the above quotation, it can be concluded that Indonesian intellectuals lack the ability to write. Few of them write or publish textbooks or articles in Indonesian let alone in English.

The same situation is also found in the English Education Study Program, Ahmad Dahlan University. Trisnawati Handayani in her abstract wrote that the writing ability of second semester students of the English Education Study Program, Ahmad Dahlan University in the academic year 2002 – 2003, was not satisfactory as there were too many errors found in their writing.

These facts challenge English teachers to motivate and train their students to write. Psycholinguist Eric Lenneberg in Brown (2001:334) said that

"human being universally learn to walk and learn to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are a member of literate society, and usually only if someone teaches us."

From this statement, it can be drawn that a teacher plays an important role in any effort to provide good writers. The teacher should train and give example to the students. Alwasilah (2003: 14) wrote that it is imperative that writing be taught by writing instructors who have experience in writing and can demonstrate their writing ability. He also uses the analogy of swimming to explain the significance of providing writing instructors in writing classes, "How can you let non-swimmers teach your children swimming?"

To have good writers, especially in English, the first step is providing writing instructors or competent teachers who are skillful in writing and in training. One of the ways to provide competent teachers in writing English is through the English Education Study Program, Faculty of Teacher Training and Education. The students of this department are generally candidate teachers. However, it is not easy to

find students who are good at writing in this department although there is a learning to write process.

If there is a learning to write process but still good writing does not result, there must be something wrong with the process. Constraints may appear during the process causing the process to be unsuccessful. If students, as the class participants, face constraints, the learning process will not run well. Therefore it is necessary to determine and describe the students' constraints in participating in class in order to make the learning better. This study aims to reveal the students' constraints in participating in Writing II B class in the English Education Study Program, Faculty of Teacher Training and Education Academic Year of 2003-2004. By knowing these constraints the parties involved may consider and then overcome those constraints to get a better learning result.

This research was conducted in the Writing II B class, English Education Study Program, Faculty of Teacher Training and Education, Ahmad Dahlan University in the academic year of 2003-2004 where students learned to write compound and complex sentences. The class consisted of 34 students. It was held once a week on Friday at 07.00 in the Sidang Room. The class was set out traditionally with four rows and seven lines, one cupboard and one teacher's table.

The data collected were in the form of words, phrases, and sentences taken from the field notes, interview transcripts, and completed questionnaires. The key instrument was the researcher herself. She observed the field to collect data. To verify the data obtained from observation, she did an in depth interview with the students and also the lecturer. Finally, to corroborate the data obtained from the field notes and in-depth interviews, she gave questionnaires to the students. For validity, the researcher used the triangulation technique. This was done during the observations and interviews. The research design was continuous and comparative. It followed the steps below:

1. The researcher observed Writing II B class three times, and made field notes.
2. The researcher read the field notes carefully to find the information about students' constraints.
3. The researcher wrote each constraint onto a card.
4. The researcher read each card carefully and gave a topic to each constraint.
5. The researcher grouped cards with the same topic to form alternative category.
6. The researcher chose some groups of categories to be used as the alternative focus when conducting in-depth interview.
7. The researcher read the interview transcript carefully, marked sentences containing the sharpening information.
8. The researcher wrote each marked sentence on a card.
9. The researcher read each card carefully and put the cards in the alternative category.
10. The researcher gave questionnaire to the students and wrote each constraint on a card.
11. The researcher collected and inserted data again until the data became saturated and fixed categories were formed.
12. The researcher selected some categories as fixed focuses.
13. The researcher made substantive theories from the fixed focuses.

The following box explains the research procedure:

Observation → Field Notes → Raw Data → Categorizing Data → Alternative Category

In-depth Interview ←Categorizing Data ← In-depth Interview ← Alternative Focus

Questionnaire → Saturated Data →Fixed Category →Fixed Focus → Substantive theory

Literary Review

Writing

Paul Hobelman and Arunee Wiriyachitra in Kral (1995: 122) write

" ....writing is seen as a *communicative act*. Students are asked to think their audience, the reader, and their *purpose* of writing. Meaning is stressed, rather than form."

Many experts have the same ideas that writing is an activity, process, and skill of communication (Lado, 1964: 143; Tarigan, 1986: 3; Calderonello and Edwards, 1986:5). The process of writing needs stages involving inventing, planning, drafting, revising, and editing (Calderonello and Edward, 1986: 5; White and Arndt's in Harmer, 2001: 258; Paul Hobelman and Arunee Wiriyachitra in Kral, 1995: 122). It has special conventions related to grammar, vocabulary, letter, words, and text formation that is manifested by handwriting, spelling, punctuation and layout (Harmer, 2001: 255; Paul Hobelman and Arunee Wiriyachitra in Kral, 1995: 123).

The Writer

As writing is a way of communicating, a writer should consider the purpose of writing and know who the audience is. (Harmer, 2001: 248; Tarigan, 1986: 5; Faida Dubin and Elite Olshtain, 1986: 103). In detail, Douglas Brown (2001: 346) elaborates on the characteristics of a good writer; saying they: 1) focus on the goal or main idea of writing; 2) perceptively gauge their audience; 3) spend some time planning to write; 4) easily let their first ideas flow on to paper; 5) follow a general organizational plan as they write; 6) solicit and utilize feedback on their writing; 7) are not wedded to certain surface structure; revise their work willingly and efficiently; 8) patiently make as many revisions as needed.

The Writing Class

Tarigan (1986: 4) writes that writing ability cannot be achieved automatically without regular and intensive practice. Therefore, a writing class is needed to facilitate regular practice. There are certain requirements proposed by Janet K. Orr about an ideal writing class. She states that such a writing class is a classroom where 1) students' writing is valued, 2) students write frequently for an authentic audience, 3) the environment is language and literature rich, 4) the environment is print rich, 5) students write many modes (Orr, 1999:79).

Students' Participation in Writing Class

The class is considered an effective class if the students are active in participating in class activities. Paul Hobelman and Arunee Wiriyachitra in Kral (1995: 122) state that one of the principles in teaching writing is that the students should write as many times as possible and work together on a lot of activities in pairs or groups. As active participation is a determinant of learning achievement, language learners will learn best if they have a chance to participate in using the target language in real activities. (Aziez, 2000: 29; Dubin, 1986: 81).

Constraints of Students' Participation in Writing Class

Peter Streven (1977: 28) says that there are numbers of potential constraints on the effectiveness of the teacher/learner effort. This idea is supported by Davis, Alexander and Yelon (1974: 5) who say that constraints coming from three major resources, namely human, institutional, and instructional, must be taken into account to achieve an effective result. Specifically, constraints in writing class potentially occur from the students, the lecturer, the material, the other students, and the environment.

Language learning achievement is determined by the students themselves. Brown (1994: 60) proposes one principle in teaching language:

" Successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language."

He believes that personality, self-esteem, self-confidence, inhibition, risk-taking, anxiety, empathy, extroversion, and motivation play important roles in language learning.

Teachers guide and facilitate learning, enable the students to learn, and set the conditions for learning (Brown, 1994: 7). To do this well, teachers must be competent. Purwanto (1994: 131-136) explains that competent educators must be fair, believe in their students' ability, be patient, have a sense of humor, be broad minded, and already have mastered the knowledge to be taught. Zamroni (2000: 65) suggests teachers should have three abilities; didactic ability, coaching ability, and socratic ability. These abilities mean ability to master the subject matters; ability to transfer the subject matters to the students; and ability socialize with other teachers. Harmer (2001: 57) says that a good teacher should be able to place him/herself in appropriate roles. He states that the role of teachers in a writing class is as motivator, resource, and feedback provider (Harmer, 2001: 261). Generally, a teacher's role in the classroom are need analyst, input provider, motivator, organizer, controller, demonstrator, material developer, monitor, counselor, friend (Brown, 1994: 186).

Providing appropriate materials also determines the success of the teaching and learning process. Harmer (2001: 252) states students will get bored and behave badly if the material is uninteresting and unfamiliar.

When individuals interact with others in a group situation, the form of cohesiveness is needed. Cohesiveness influences productivity and can be gained by friendly interaction, cooperation, group identity, freedom from outside threats, and leadership (Schachter, 1951 in Sprintall (1954: 497).

In relation to the physical environment, Dubin and Olstain (1986: 32) observe that the actual physical environment of the classroom is significant and may affect the learning process positively or negatively. Brown (2001: 192) also highlights the importance of the environment in and around the classroom. These are 1) sight, sound and comfort, 2) seating arrangement, 3) chalkboard use, 4) equipment.

Data Description

Based on the data analysis, it was found that there were two main causes of students' constraints in participating in Writing II B; there were constraints based on intrinsic factors and on extrinsic factors.

The constraints based on the intrinsic factors included students' language mastery problems and personal problems. Language mastery problems were shown in their inability to choose correct words, difficulty in spelling, confusion in punctuation, and grammar and structure problems. Difficulty in choosing correct words was caused by a lack of vocabulary. Difficulty in spelling and punctuation were shown through dictation. Grammar and structure problems caused by comprehension problems.

Personal problems included the problem of awareness, self-confidence problems, attendance problems and psychological problems. The problem of willingness involved willingness to take notes and willingness to pay attention. Self-confidence problems included shyness and fear of making mistakes. Attendance problems meant absence and late arrival. Absence was caused by other activities, health problems, and peer influence. Late arrival was caused by getting up late, queueing to take a bath, and transportation problems. Psychological problems included laziness, stress, bad moods, bad relationships with friends, lack of concentration and boredom.

The constraints based on extrinsic factors arose from the lecturer is material, other students, the environment and time. The students' learning constraints from the lecturer included monotonous teaching methods, lack of humor, too much English, and late arrival. Monotonous teaching methods caused boredom, and laziness. Lack of humor resulted in boredom. Using too much English caused the students difficulty in understanding the lecturer. The lecturers who came late made the students feel lazy in class and learning time and content were reduced.

Constraints from the learning materials included too much material and difficult material. These constraints increased students' boredom and their reluctance in doing homework.

Students' constraints in participating the Writing II B class was also caused by other students in the class. This included the high number of students, noisy students and late arrival of students. Noisy students
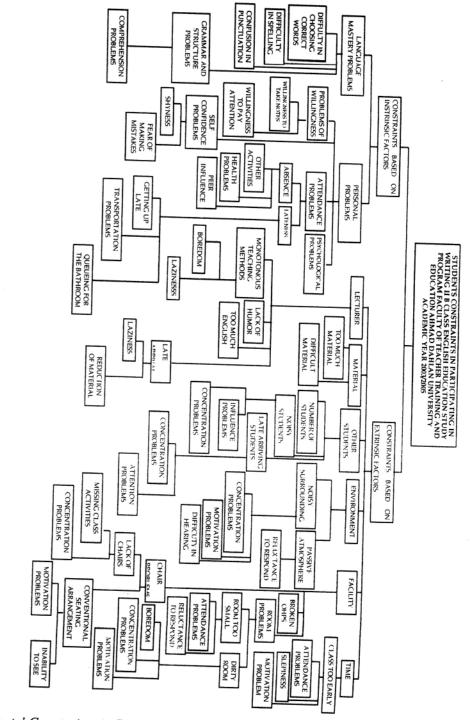
caused concentration problems and influenced other students not to study seriously. Students who came late caused concentration problems and attention problems.

Constraints from the environment included noisy surroundings and a passive atmosphere. Noisy surroundings promoted concentration problems, motivation problems and difficulty in listening. A passive atmosphere was shown in students' reluctance to respond and in self-confidence problems.

Lack of facilities contributed to students' constraints in participating in class. These included chair problems, broken OHPs and room problems. Chair problems meant a lack of chairs and the conventional seating arrangement. A lack of chairs resulted in the students missing the class activities and caused concentration problems. Conventional seating arrangements caused motivation problems and difficulty in seeing. Broken OHPs caused inefficiency in use of time. Room problems meant the room was too small and it was dirty. Too small a room contributed to attendance problems and reluctance by students to respond in class. A dirty room promoted boredom, concentration problems, and motivation problems.

Constraints involving time factors included too early a start to the class. It caused attendance problems, sleepiness, and motivation problems.

The chart presented below gives a clearer view of the categorization of the data.

Chart: STUDENTS CONSTRAINTS IN PARTICIPATING IN WRITING II CLASS ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION AHMAD DAHLAN UNIVERSITY ACADEMIC YEAR 2003/2005

CONSTRAINTS BASED ON INTRINSIC FACTORS
- LANGUAGE MASTERY PROBLEMS
  - GRAMMAR AND STRUCTURE PROBLEMS
    - DIFFICULTY IN CHOOSING CORRECT WORDS
    - DIFFICULTY IN SPELLING
    - CONFUSION IN PUNCTUATION
  - COMPREHENSION PROBLEMS
- PERSONAL PROBLEMS
  - PROBLEMS OF WILLINGNESS
    - WILLINGNESS TO PAY ATTENTION
    - WILLINGNESS TO TAKE NOTES
  - SELF CONFIDENCE PROBLEMS
    - SHYNESS
    - FEAR OF MAKING MISTAKES
  - ATTENDANCE PROBLEMS
    - OTHER ACTIVITIES
    - HEALTH PROBLEMS
    - PEER INFLUENCE
    - ABSENCE
    - LATENESS
      - TRANSPORTATION PROBLEMS
      - GETTING UP LATE
      - LAZINESS
      - QUEUEING FOR THE BATHROOM
  - PSYCHOLOGICAL PROBLEMS
    - BOREDOM

CONSTRAINTS BASED ON EXTRINSIC FACTORS
- LECTURER
  - MONOTONOUS TEACHING METHODS
    - LACK OF HUMOR
    - TOO MUCH ENGLISH
- MATERIAL
  - DIFFICULT MATERIAL
    - LAZINESS
    - LATE ARRIVAL
    - REDUCTION OF MATERIAL
  - TOO MUCH MATERIAL
- OTHER STUDENTS
  - NUMBER OF STUDENTS
    - NOISY STUDENTS
    - LATE ARRIVING STUDENTS
      - CONCENTRATION PROBLEMS
      - INFLUENCE PROBLEMS
      - CONCENTRATION PROBLEMS
      - ATTENTION PROBLEMS
- ENVIRONMENT
  - NOISY SURROUNDING
    - CONCENTRATION PROBLEMS
    - MOTIVATION PROBLEMS
    - DIFFICULT IN HEARING
  - PASSIVE ATMOSPHERE
    - RELUCTANCE TO RESPOND
- FACILITY
  - CHAIR PROBLEMS
    - LACK OF CHAIRS
      - MISSING CLASS ACTIVITIES
      - CONCENTRATION PROBLEMS
    - CONVENTIONAL SEATING ARRANGEMENT
      - MOTIVATION PROBLEMS
      - INABILITY TO SEE
      - CONCENTRATION PROBLEMS
      - MOTIVATION PROBLEMS
    - BOREDOM
    - RELUCTANCE TO RESPOND
    - ATTENDANCE PROBLEMS
  - ROOM PROBLEMS
    - ROOM TOO SMALL
      - DIRTY ROOM
    - BROKEN OHPS
    - MOTIVATION PROBLEM
    - SLEEPINESS
    - ATTENDANCE PROBLEMS
  - TIME
    - CLASS TOO EARLY

Research Findings and Discussion

1. The findings show that students have language mastery problems. They were lacking vocabulary and had problems with grammar, structure, punctuation, spelling and made mistakes in writing practice and homework. The lack of vocabulary caused the students difficulty in choosing correct words, as shown in the sentence production of students. Grammar and structure problems included comprehension problems and carelessness which were shown in mistakes in their sentence writing. Problems in punctuation and in spelling were shown in the dictation activity. From this finding we can see that language mastery influences the students writing production.

2. Students who had willingness problems did not pay attention to the lecturer and did not take notes. This implies that conditioning students to be aware in the classroom may increase their participation. Self confidence problems make the students reluctant to ask or answer questions and afraid of making mistakes. This type of student did not respond to the lecturer's questions nor did they volunteer in class. These students were afraid of being labeled as slow learners or stupid students. This promoted passivity in the classroom which further influenced the students' participation. It can be concluded from this data that students' willingness and active participation creates a beneficial class atmosphere, and self-confidence encourages the students to participate actively.

3. Absence was caused by other activities, health problems, and peer influence. This implies that:

    a. It is important to decide if the other activity is urgent or desirable but not important.

    b. Keeping healthy gives more opportunities to attend classes.

    c. To have single-sex classes may increase students' attendance.

4. The class in this study started at 07.00. Both lecturer and students came to the class several minutes after 07.00. Thus study time was reduced. Class time could not be extended because the students had to attend the next lecture. The students were also sleepy in the class because they had to get up earlier than they usually do. It seems that both lecturer and students found that the schedule was not convenient. One conclusion from this is that in arranging a schedule for a lecture, considering convenient times for both lecturer and students potentially promotes teaching and learning effectiveness.

5. Psychological problems included laziness, stress, bad moods, and bad relationships with friends, lack of concentration and boredom. This implies that personal problems influence students' participation.

6. Monotonous teaching methods and lack of humor caused boredom, sleepiness, and laziness. In the Writing II B class, the lecturer practiced the same method every lecture. First, the lecturer explained the material, next gave questions for practice, then discussed the answers and finally gave homework. Some students said that the explanation was clear but they were bored and reluctant to participate actively. This was caused by the fact that the lecturer used monotonous teaching methods. By contrast, the reason some students gave to keep attending the class was because the lecturer was friendly, explained the material step-by-step, and gave homework and a chance to practice. This means making variation in teaching method encourages some students to participate actively, whereas routine can appeal to other students.

7. The findings indicate that the lecturer used both Indonesian and English but English was more frequently used than Indonesian. The lecturer said that it was one of her priorities to make the students accustomed to hearing English. However, the students found difficulties in understanding the lecturer's speech. A further complication was that the students did not understand the material given. This indicates that the use of the native language and the foreign language in teaching beginners the foreign language should be balanced.

8. Matching material with students' level of English proficiency makes the students willing to do homework and be motivated in class. Difficult material contributed to the students' boredom. These students did not do homework. This resulted in the students' English level was being lower. We can see from this is that the different levels of proficiency among students in a class leads to

different perceptions of the material given and later influences the students' participation.

9. The findings show that a classmate has an important role in students' concentration. Noisy classmates made students lose concentration and influenced other students not to be serious during the lesson. This shows that good cooperation among the students promotes effective learning.

10. A well-equipped classroom fosters effective and efficient teaching and enhances the learning process. A lack of chairs made the students miss out on the class activities and caused concentration problems. Broken OHPs caused inefficient use of time. These conditions discouraged the students to attend the class, respond to the lecturer's questions, and take notes. These result show that a well-equipped classroom stimulates the students to participate actively in a lesson.

11. The findings show that the surroundings in the observed class were noisy. The noise was produced by passing motorcycles and other students outside the class. In this atmosphere, students were unmotivated to participate in the lesson because they could not hear the lecturer's voice well. Consequently, they preferred to chat with their friends and not take notes when the lecturer dictated them. Moreover, there was no sound system in the class. This meant that in such an environment, to supply a classroom with a sound system is necessary to assist the students to focus on the lesson.

12. Conventional seating arrangements caused motivation problems and inability to see. This problem suggests that arranging chairs to ensure the students view is not blocked is important to keep the students motivated.

13. Too small a room contributed to attendance problems and reluctance to respond. A dirty room promoted boredom, concentration problems, and motivation problems. These matters show that room conditions have an important effect on students' participation. A comfortable room encourages the students to be active and be well-motivated in attending the class

Substantive Theory

The substantive theory (Moleong, 2002: 37) driven from this study is as follow:

1. The language mastery influences students' writing production.
2. Variation in teaching methods encourages students to participate actively. Lecturers' teaching competence, which covers teaching methods and humor, affects student participation.
3. The use of native language and foreign language in teaching foreign language to beginners should be balanced.
4. Different abilities of students to beginners in a class lead to different perceptions of the material given and later influence the students' participation.
5. In a crowded and noisy environment, to equip a classroom with sound system is necessary to encourage the students to focus on the lesson.
6. A well-equipped class encourages students to participate actively in a lesson.
7. In arranging a schedule for a lecture, considering convenient times for both lecturer and students potentially promotes teaching and learning effectiveness.
8. Self-confidence enhances active student participation.
9. Active students' participation activeness creates a cohesive and cooperative class atmosphere.

Conclusion

An effective writing class is needed to produce competent writers. Knowing what may be constraints on students in writing class is one way to maximize the quality of teaching and learning. The naturalistic research conducted in this study portrays what happened in one classroom, namely the Writing II B class of English Education Study program at Ahmad Dahlan University. By identifying the constraints perceived by students like these, it is hoped that the parties involved in writing II classes will consider the constraints and be willing to counter those constraints.

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