

CHAPTER I

INTRODUCTION

In this part, the reason and the focus of the study is explained. This part is divided into the study background, problem identification, research problem, study purpose, study significance, and key term definition.

1.1. Study Background

The development of education in the 21st century requires the educators to be proficient in educational pedagogies, such as understanding counseling skills, being able to understand the students' characteristics, being able to be innovative in teaching, being open-minded in educational development and being able to utilize media and renewable technology in learning. Education in the 21st century highlights globalization and internationalization where students access, use and make information and knowledge very different from what they did in the previous decade (Bickham et al., 2008; Boholano, 2017; Hewett, Pletcher, & Zeng, 2018; Johnson, 2013; Johnson & Johnson, 2014). It carries many challenges and opportunities, which oriented towards active learning that demands students' critical thinking and problem-solving, collaboration, communication, creativity and innovation (Daniš, 2014; Garba, Byabazaire, & Busthami, 2015; Hewett et al., 2018; Pence, 2010). The aim of the 21st century learning is forming the students' collaboration in solving a problem and indirectly foster positive interdependence between students and individual accountability (Jacobs & Seow, 2015; Johnson & Johnson, 2014; Jolliffe, 2012; Macpherson, 2007). Therefore, teacher-centered learning must be changed to give students the opportunity to develop their creativity and abilities.

In learning English, one of the four skills that the students must master is writing. Writing needs to be clear about linguistics elements or criteria such as punctuation, grammar, paragraph

construction, idea, spelling and the other (Brown, 2004; Dixon, 2005; Hogue, 2008; Hyland, 2003; Oshima & Hogue, 2007; Scanlon, Anderson, & Sweeney, 2010; Schulten, 2010). At school, writing is a way of life and it is a kind of linguistics behavior as an essential feature of learning a language because it provides an understanding of the language pattern and system (Brown, 2001; Patel & Jain, 2008; Rohmatika, 2014). Moreover, as mentioned by Yusuf, Yunus, and Embi (2018), writing is a vital work skill in the daily works. Therefore, writing becomes an essential skill that must be taught to the students in learning English.

In fact, many students find difficulties in expressing their ideas in writing. such as lack of knowledge of appropriate vocabulary, the use of grammar and syntax and they are lack of ideas (Fareed, Ashraf, & Bilal, 2017; Schulten, 2010). It is supported by Suwastini and Yukti (2017), which state that writing is one of productive skill that is difficult to be mastered by second and foreign language students because students are expected to be able to write down their ideas into written form by using target language elements such as grammar. Moreover, Atay and Kurt (2006) mention that learning writing as a predominantly product oriented in another language gives as much anxiety as learning the other skills. Indonesian students, as foreign language learners in English, face writing difficulties in writing an English text like the clarity of meaning, how to use the correct grammar, and the use of vocabulary variety (Ariyanti, 2016; Husin & Nurbayani, 2018; Rohmatika, 2014). The students also do not have any systematic role in writing (Ariyanti, 2016; Nabhan, 2017). They often start writing without formulating the topic or problem they want to write. After completing the writing, students sometimes did not check their writing. It made the students miss the mistakes that they probably made in their writing. Therefore, the students need an approach that helps them to write systematically.

Indonesian students, as students who use English as a foreign language (EFL), have some difficulties in learning it. English as one of the subjects in the classroom is challenging to be learned for Indonesian students. It is because students rarely implement the use of English both in verbal and written communication. Writing learning, as one of learning in English, has considerable challenges to be mastered by the students. Students still seem to have difficulties in conducting writing activities in the classroom. As mentioned by Gustilo and Magno (2015), writing in second and foreign language is difficult; it is proven by the quality of the second language writing by the students is lowest than their first language writing. Ratminingsih (2015) mentions that there are four common problems that is faced by Indonesian students in writing; the first one that the students still facing difficulties in conveying their thought in foreign language writing, the second problem is that the students is lack of adequate vocabulary that makes them powerless to develop their writing, the third problem is that the students difficult to organize their idea into a proper writing and the last problem is that students still concerned with the grammatical correctness in the process of writing. Those problems make the activity of learning is difficult to be conducted by the students.

One of the common problems that are found in private universities of English education language program in Denpasar, related to students' writing skills, is that the students still assume that writing is just a task that they must complete in order to fulfill the requirements that are given by the lecturer in order to continue to the higher level. Therefore, writing without the activities of formulating ideas, brainstorming, reading-related sources, revising, and editing becoming a habit that is maintained by the students. Students still focus on the final result of a text, which makes them sometimes skip the mistakes they have made, which unfortunately can be corrected. For that

reason, a learning approach that can invite or direct students to do crucial writing activities such as prewriting, brainstorming, editing, and revising are needed.

The right approach and will determine the degree to which students' assumptions and beliefs about language and language learning are well-received (Garba et al., 2015; Richards & Rodgers, 1999). Therefore, the right approach and the proper media, in teaching and learning process become one of the key successes that is needed to provide the best treatment for students in teaching writing (Garba et al., 2015; Ratminingsih, Mahadewi, & Divayana, 2018). As stated by Eliwarti and Maarof (2006) in teaching writing, there are three well-known approaches used by the teacher. Those writing approaches are product approach, genre approach, and process approach. From these three approaches in writing activity, the emphasis and the implementation are distinguishing from each other.

As one of the approaches in writing pedagogy, process approach emphasizes the systematic rule in writing that is directed the students to produce a final writing product by following some phases. This approach is one of collaborative work approach that emphasizes to the process of the activity such as planning, revising, and the like (Adula, 2018; Eliwarti & Maarof, 2006; Nabhan, 2017; Samsudin, 2016; Sun & Feng, 2009; Thulasi, Salam, & Ismail, 2014; Widiati, 2004). This approach focus on the various activities in the classroom that are developed students' skill in language use (Linse, 2005; Nunan, 1991; Sun & Feng, 2009). Thus, it makes this approach become an effective approach to improve the students' writing skills.

The product or the result of writing becomes the minor focus to invite the students to follow the process of writing. The students' involvement in creating or analyzing the problem that they raise in their writing makes them play an active role in receiving and processing the material. The process must be systematically done by the students from prewriting until publishing (Sun & Feng,

2009). In this approach, students become the center of learning; the students chose the topic, planning, getting feedback from the others, and doing a revision to make a good text. In the implementation of process approach, students will work systematically, process approach helps the students to formulate their thinking and make them realize the mistakes from a different point of view. Therefore, the implementation of process approach is suitable to be applied in the classroom.

Three studies that compared the application of process approach and product approaches showed that the application of both approach positively impacted the students writing achievement. Moreover, the application of process approach also gave a better effect in students writing skills (Mehr, 2017; Samsudin, 2016; Thulasi et al., 2014). Mehr (2017) states that the students who were taught by process approach showed having better result than the students who were thought by product approach. It showed that the accuracy, fluency, and DMs (discourse markers) use of students who were taught by process approach was better than students who were taught by product approach. The other research by Samsudin (2016) shows that that the group who were taught by process approach showed a significant improvement in the content, organization, mechanics, and the overall result in the post-test than the participant in the group who taught by product approach. Furthermore, a research by Thulasi et al. (2014) explains that in process approach, students as writers developed their cognitive model of writing process. It helped them to develop the cognitive structure, and the students were trained to decide what to include, what to exclude, and how to order ideas.

Other researches that observed the effectiveness of process approach showed that this approach improved the students' writing skills and it helps the development of students' creativity in writing (Adula, 2018; Alodwan & Ibnian, 2014; Miftah, 2015; Nabhan, 2017; Rohmatika,

2014). The previous researches show that the applications of process approach developed and enhanced the students writing skills. This approach to writing had positively affected the students' writing performances and skills, thus it also increased students' creativity in writing (Alodwan & Ibnian, 2014; Rohmatika, 2014). Moreover, a research by Eliwarti and Maarof (2019) that observed about the students' perception of the application of process approach showed that the students mostly responded positively. It supported that students' writing performances were improved after the learning of writing with process approach.

Previous researches that discussed process approach focused on the approach in classroom learning and the effectiveness of its implementation in the classroom. These previous studies refer to students' abilities enhancement in writing. In addition, previous research also reported classroom action research with the application of process approach. Those researches have shown satisfactory results towards improving students' abilities in-process and writing management after the implementation of process approach. As it was seen from previous research that is related to the impact and the understanding of the process approach, in the Indonesian context, it is still rare to find studies that discuss about the implementation of this approach in writing classes in detail. Moreover, research that observes how this approach is implemented in EFL undergraduate classes and its uniqueness in the implementation is rarely found. Further, this study is focused on the implementation of process approach in the EFL undergraduate students in Bali. Moreover, the problems that are encountered by the lecturer and the students' perception about the implementation of process approach in learning writing are also discussed.

The implementation of the process approach as an approach that is used by the English teacher or lecturer in writing activity is due to address the problem that is faced by the students in writing the foreign language. To see how the process approach is used to decrease the problem

that is faced by the EFL writing students, this study is focused on the how was the implementation of the process approach for undergraduate EFL students was conducted by the lecturer.

The subject is focused on writing students of faculty of teacher training and education, English language education study program in a private university in Denpasar. The selection of the focus of this study was due to see how the English writing ability by prospective teachers in Denpasar and how their lecturer implemented the approach in teaching writing (especially process approach). This is related to the readiness of the prospective teacher in writing and their readiness to teach writing for their future students. There are two universities in Denpasar from seven public universities and one public institution that have faculty of teacher training and education majoring English language education study program. After the preliminary research that was conducted, the writing lecturer in Mahasaraswati Denpasar University has confirmed the implementing process approach in teaching writing. The confirmation is done by an initial interview with the lecturer and preliminary observation in order to prove that the lecturer had implemented and would implement process approach in a writing activity. Mahasaraswati Denpasar University is one of the private universities in Denpasar with faculty of teacher training and education, and therefore English language education study program was chosen in this study.

This study aims to see how process approach applied in the English learning in EFL undergraduate students and what problem was faced by the lecturer during the implementation in teaching writing. The selection of sources candidates for the survey and detailed studies of individual objects was done by conducting preliminary observation in English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in the academic year of 2019-2020. From the preliminary observation, it showed that the lecturer had applied Process approach in teaching writing. This research is expected to be able

to help educators in providing effective teaching activities for students in the 21st-century era. Thus, this research was conducted a study that focused on the implementation of process approach in teaching writing of second-semester students in a paragraph writing lesson. Moreover, the research focused on carrying out some points that explained in the research questions.

1.2. Problems Identification

Based on the research background that had been explained above, three problems can be identified. Firstly, students found difficulties in expressing their ideas in writing. It was because the students had lack knowledge of appropriate vocabularies, grammar, and syntax. Secondly, the students also faced difficulty generating their ideas before they write it into text. This situation caused students' writing to become unstructured since the students do not have any strong foundation in the writing process. The last problem was the students did not have any systematic role in writing, students often write without revising and editing their text, it made their writing still have some errors that actually can be corrected individually, in pair or group, and with the lecturer. Those identifications of the problems became references in the implementation of writing learning approach that is conducted by a writing lecturer who was the focus of attention in this research.

From the problem above, the lecturer in the English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University applied process approach in order to solve the students' writing problem. In order to see the implementation, the problem that is faced by the lecturer, and the students' perception about the implementation of process approach in learning writing, the research was conducted qualitatively. It was done in order to see the nature of the implementation of process approach, the problem that might be encountered

by the lecturer, and the students' perception about the implementation of process approach in learning writing.

1.3. Problems Limitation

A problem limitation is essential to make the present discussion more specific and to avoid too broad discussion. Based on the problem identification, the limitation of the problem was focused on how the lecturer applied process approach to resolving the issue of writing problem that is faced by the students in English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University. This investigation was conducted to observe the implementation of process approach to teach writing for second-semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University. The aspects observed in this research were the implementation of process approach, the problem that was faced by the lecturer, and the students' perception about the implementation of process approach in learning writing. By conducting observation and spreading questionnaire, which are explained in chapter three, the data were explained in order to answer the research questions that have been listed below. This research is expected to give a report or result from the research that was conducted. It is also expected to give a novelty from similar research.

1.4. Research Problems

Based on the condition that has been explained above, the topic that is studied in this research is the implementation of process approach in teaching writing. Besides, this research did also observe the problem in the implementation of this approach in teaching writing for second-

semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in the academic year 2019-2020. In addition, the students' perception of the application of this approach is discussed in this research. Moreover, the research questions that are focused on this study are formulated as follow:

- 1.4.1. How is the implementation of process approach in the writing instruction for the second-semester EFL students of English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in the academic year of 2019-2020?
- 1.4.2. What problems are faced by the lecturer in implementing the process approach in the classroom?
- 1.4.3. What are the students' perceptions about the implementation of process approach in learning writing?

1.5. Purpose of the Study

Generally, the purpose of this study is to analyze how the implementations of process approach in teaching writing of second-semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in the academic year of 2019-2020. Specifically, the purposes of this study are:

- 1.5.1. To identify the implementation of the process approach in teaching writing for second-semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in academic year of 2019-2020.

- 1.5.2. To identify the problems that were faced by the lecturer in implementing the process approach in the classroom.
- 1.5.3. To describe the students' perceptions about the implementation of process approach in learning writing.

1.6. Significance of the Study

The results of this study are expected to give some theoretical and practical significance for the following parties. Theoretically, this study is expected to strengthen some typically previous researches and give a contribution in educational research development, especially in Indonesia thus, the result can help the education institution increase the numerous existed collections of catalog and subject kept in the library as one of sources to improve English language teaching. In addition, this research is expected to be able to provide a benchmark for the use of process approach in learning writing. Since process approach has been proven by previous studies to be able to give positive impacts on students' writing ability (Adula, 2018; Alodwan & Ibnian, 2014; Miftah, 2015; Nabhan, 2017; Rohmatika, 2014) and increase students' creativity in writing (Alodwan & Ibnian, 2014; Rohmatika, 2014), this research is expected to be one of the references of the application of process approach in writing lesson, especially for undergraduate EFL students.

Practically, this study was conducted to analyze the application of process approach to the students writing skills of the second-semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in the academic year of 2019-2020. It was implemented by conducting observations to the students and lecturer. Besides, it is also expected to provide meaningful benefits and contributions for parties

who are involved in the world of education since it was showed that this approach effective to conduct for EFL students by the previous research. This research is expected beneficial for the following parties:

1.6.1. Lecturer and Teacher

This research is expected to give information about the implementation of process approach in teaching writing. Thus, it can be a benchmark for the application of process approach in teaching writing. As stated in the research by Eliwarti and Maarof (2019) about the positive perceptions that were given by the students, that must be beneficial for the teacher to apply this approach in a writing activity.

1.6.2. Students

This research is hoped to train the students to be active in the learning process and train them to write more systematically. Since the approach has shown an improvement of the students writing skills, and students creativity in writing (Mehr, 2017; Miftah, 2015; Rohmatika, 2014), it is suggested to the teacher to apply this approach in teaching writing in order to give the students structured way in writing.

1.6.3. Other Researchers

This research is also aimed to be one of the references in conducting process approach in school. In addition, this study is expected can be a reference for the other researchers who want to conduct an investigation in teaching writing.

1.7. Definition of Key Term

In this study, some terms are mentioned and discussed frequently. The terms of this study are writing, the activity of teaching writing, and process approach. In order to avoid misunderstanding that concerns to the key terms, some terms in this study that should be clarified to provide clear insight about what this study concerns with. Those clarifications are presented in the form of conceptual and theoretical definitions in order to show both perspectives. Those definitions are explained as follows:

1.7.1 Conceptual Definition

All of the terms that are related to the points of this research are firstly defined conceptually in order to give the general definition of the topic. The definition is explained based on the literature that is supported by the terms of this research.

a. Writing

Writing as one of the communication tools is very useful in the students' daily life. Writing is not a simple task; it requires practice and patience in producing a good writing product. Writing is not a natural gift that is obtained

from the birth, more than that, writing is a skill that should be trained and honed by the students (Graham, 2008; Langan, 2008). Moreover, related to the importance of writing in academic activities, learning to write should be taught to the students well. An appropriate approach is needed in writing activities where the teacher played a vital role in directing and guiding students to produce good writing. The role of the teacher is important when a competent teacher is really needed to actualize English curricula (Ratminingsih, 2012). Therefore, teaching writing is an activity that cannot be underestimated.

b. Teaching Writing

Teaching writing is an important activity to be done. This activity is needed in the second language or foreign language classroom learning (Bruce, 2008). Teaching writing is not only directing the students to produce a paper; furthermore, students are also expected to master the use of the target language properly and build discipline in using it. The activity of writing in the classroom requires not only the ability and the skill of the students, but the role of the teacher in giving the students the right approaches is necessary. The practice of writing must be not only done in the classroom to fulfill the assignments, but also as an activity that increasing students' comprehension in the language use.

Teaching writing helps the students to communicate their thoughts and ideas to their social environment. In the teaching writing, need the understanding of the complexity of writing itself such as vocabulary, spelling, mechanics, style, and the structure that is used in arranging good English

sentences (Cheung, 2016; Eliwarti & Maarof, 2006). Thus, the teacher approaches, strategies, and methods are important to give the students experiences in learning writing.

c. Process Approach

Process approach, in writing pedagogy, is an approach that emphasized the activity of writing that leads the students to produce a final writing product. As defines by Nunan (1991, 2003), process approach is an approach that focuses on several classroom activities and it believes to lead the students to develop the skill of language use, where the students, as the writer, are encouraged to formulate their ideas before writing without worrying about formal correctness such as grammar. Therefore, the writing process when the students are invited to follow several steps in writing is an approach that not only aims for the students to write well and effectively but also develop their abilities in the cognitive aspects such as remembering, understanding, applying, analyzing, evaluating, and creating the written text during their writing activities from planning to disseminating the result of their writing.

1.7.2 Operational Definition

Each term is also explained based on the specific understanding that is referred to this research. These understanding specify the definitions of each of the key terms in order to reduce miss understanding of the description.

a. Writing

In this study, writing refers to the activity obtained by the lecturer and second-semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in the academic year of 2019-2020.

Paragraph writing course was chosen to be observed in order to see the implementation of process approach by the lecturer. Other than because this course appeared in the following semester at the time this research began, the reason behind the selection of this course is also because this course emphasized the students' skill in writing. Moreover, the lecturer's assessment also tended to the students' skill in writing, rather than scientific writing course that would also appear in the following semester which focused on the content of the writing. The observation was focused on the implementation of the approach and the problem that is encountered by the lecturer. Besides, the questionnaire was distributed in order to see students' perceptions about the implementation of process approach.

b. Teaching Writing

Teaching writing refers to the way the lecturer applies the process approach to the second-semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in the academic year of 2019-2020 in the paragraph writing course.

c. Process Approach

Process approach is operationally defined as a writing approach that was applied in the teaching writing in second-semester students of English Language Education Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in the academic year of 2019-2020, which was observed in order to see the implementation, the problem that is faced by the lecturer, the impact to the students and their perception about the approach. The application was observed by conducting observation to the lecturer and the students and questionnaire to the students.

