

CHAPTER I

INTRODUCTION

1.1 Background of Study

English mastery becomes a compulsory competence in the current era of globalization. However, English Proficiency in Indonesia is not quite satisfying. Valentina (2016) reported that Indonesia is ranked 32nd out of 72 countries in the 2016 English First English Proficiency Index (EF EPI) based on research conducted by the international education company English First (EF). With a score of 52.91, the study put Indonesia below Vietnam, which ranked 31st and fell under the Moderate Proficiency Band category. Surprisingly, Indonesia fell seven spots from the previous year, Indonesia has been ranked 39th out of 80 countries in 2017. The average score in Asian countries is 53.60, according to the report. With a score of 52.15, Indonesia is below the regional average and part of the Low Proficiency Band category.

Besides the unsatisfying result of EF, Gunawan (2016) reported that Indonesia is the second-least literate nation in the world in a list of 61 measurable countries, besting only Botswana, according to new research that ranks the five Nordic states (Finland, Norway, Iceland, Denmark and Sweden) as the top five. This was based on the result of a study conducted by Central Connecticut State University in New Britain, Conn., US, looked at literacy and literate behavior characteristics in 200 countries, but only 61 countries made the list because the rest lacked relevant statistics.

It is widely accepted that mastering a foreign language is a difficult task. Indonesian students do not use English as their daily communication so they have limited time to practice English (Mayristanti, 2016). Besides that, there are four skills should be mastered namely speaking, writing, reading and listening. Among the four skills, writing requires a special intention since it is a productive skill (Kestha & Harb, 2013).

Writing has some important roles in conveying ideas and concept. As stated by Kestha and Harb (2013), writing is a necessary thing in everyday lives such in business, creativity, and in scholarly pursuits. Langan (2001) supports that there are two reasons why writing skill is very important. The reasons are that, first, writing ability is a basic need for English learners to support their academic success. English learners are often asked to do written assignment and their English competence can also be seen from their writing performance. Second, English writing skill is a practical need to support their future carrier. Since writing is taught from earlier stage of learning in Indonesia, teachers need to implement effective teaching strategies in order to make the students able to convey their ideas and concept through writing.

In learning to write, the role of teacher is important during the process. Marhaeni (2014) states that in order to maximize the students' writing, teacher need to view that writing is a systematic and gradual process. Writing is believed as a creative act that requires time as well as suggestions and criticism to produce better results (Sun & Feng, 2009). In the writing process, the teacher is not someone who gives the topic to students and evaluates the final product without being involved in the writing process itself. Brown (2001) argues that writing is a reflection of a

thought. With the writing process approach, students become more aware of themselves, and find ways to produce writing.

The reason of emphasizing the use of process approach is because of students' low writing achievement is due to lack of process. Eliwarti and Maarof (2014) state that the use of product approach gives little role in process of producing writing such as planning, drafting, revising, etc. Besides that, the product approach is criticized because it is no longer suitable with the current learning situation that is focusing on individual learning and processes of the mind rather than product (Palpanadan, Salam, & Ismail, 2014). The use of process writing approach is recommended for teaching writing because it is important that the teacher gives comment and suggestions to improve the quality of writing. The teacher should guide the students during the process of writing.

A preliminary observation was conducted in SMP N 2 Banjar. EFL Pre-service teachers claimed that in teaching writing, they applied process approach to the students. During the teaching writing, the EFL pre-service teachers said that they helped the students in each of the stages of writing starts from developing ideas, making draft, doing revisions and publishing their writings to social media or to peers. They also claimed that students' show better writing performance. It is interesting to see the teacher's perception of the implementation of the process approach in teaching writing.

This study investigates the EFL pre-service teachers' perception toward process approach in teaching writing. The study is carried out in SMP N 2 Banjar.

In conducting the study, EFL pre-service teacher are given questionnaire and interviewed.

1.2 Problem Identification

Students are expected to express what they know about many different subjects through writing. In helping the students to write, the EFL pre-service teacher had implemented process approach. They guide the students step by step in producing a writing. In this study, their perception towards process approach in teaching writing will be identified.

1.3 Research Question

1. How do EFL pre-service teachers in SMP N 2 Banjar perceive process approach in teaching writing?
2. What are the challenges of implementing process approach in teaching writing?

1.4 Research Purpose

1. To identify EFL pre-service teachers in SMP N 2 Banjar perception toward process approach in teaching writing
2. To identify the challenges faced by EFL pre-service teachers in SMP N 2 Banjar in implementing process approach.

1.5 Significance of Study

1. In terms of theoretical significance, the result of the study is expected to contribute to add literature on teaching writing with process approach supported with journal writing.

2. This study can have practical significant for students, teacher and other researchers.

a. For Pre-Service Teacher

This research is expected to enrich pre-service teacher's choice in teaching writing especially in approach of teaching writing.

b. For other researchers

The result of this study is expected to be used as a reference for another researcher to explore the study about teaching writing with process approach supported with journal writing.

1.6 Definition of Key terms

There are three key terms in this study namely writing competency, process approach and dialogue writing.

1.6.1 Theoretical Definition

a. Writing

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing is also considered as a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

b. Process Approach

Process approach is an approach of making a piece of writing based on premise that in developing writing, there are certain steps to follow. Process Writing allows the teacher and the students to go through the process of producing a text together. In process writing, students have the chance to think about what they are going to write, produce drafts, revise, edit, and give and receive feedback on their work before coming up with the final version of the text. A process approach to writing contrasts with a product approach, where the main idea is to reproduce a model text.

c. Pre-service teacher

Pre-service teacher is students trained from higher education institutions to become professional teachers also known as teacher candidates. Those students who participated in pre-service training or education, a course or program of study which student teachers complete before they begin teaching.

d. Perception

Perception refers to the way sensory information is organized, interpreted, and consciously experienced. Perception involves both bottom-up and top-down processing. Bottom-up processing refers to the fact that perceptions are built from sensory input. On the other hand, how we interpret those sensations is influenced by our available knowledge, our experiences, and our thoughts. This is called top-down processing.

1.6.1 Operational Definition

a. Writing

Writing is the ability of a person to formulate message through written form. Writing can be an expression of someone.

b. Process Approach

Process approach focuses on teaching writing through stages of writing. The stages are (1) pre-writing, (2) planning, (3) drafting and (4) publishing.

c. Pre-Service Teacher

Pre-service teacher takes an educational teaching program. They should apply their knowledge of teaching in school as a pre-service before able to acquire the bachelor magister, or doctoral degree.

