An Analysis of The Application of Pre-writing Process by Eight Semester Students in English Language Education of Universitas Islam Riau.

A Thesis

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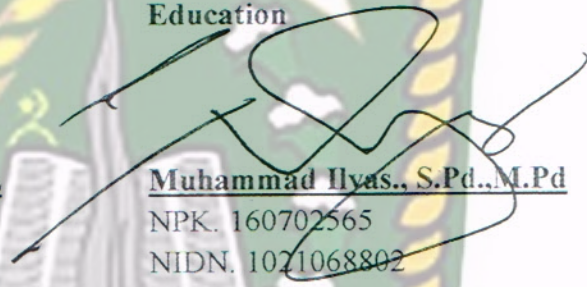
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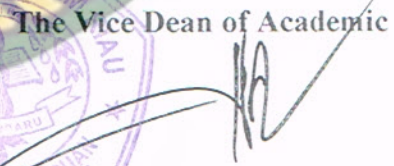NIDN. 1023027904

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ii

LETTER OF NOTICE

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iii

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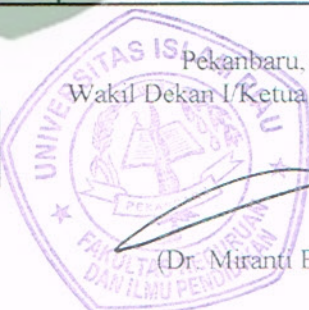
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Name   : Abda Ilham Fitra
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I declare that this thesis is the result of my own work, to the best of my knowledge. This thesis does not contain material written by other people except for certain section which I adapted as references by following the usual procedures and ethics of writing scientific paper.

Pekanbaru, March 21st 2022

The researcher

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Finally, the writer believes that there are still many weaknesses in this thesis. Therefore, such suggestions in order to make it better will be really appreciated from the readers. Hopefully, this research will contribute some benefits especially in English learning process.

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ABSTRACT

ABDA ILHAM FITRA, 2022. An Analysis of The Application of Pre-writing Process by Eight Semester Students in English Language Education of Universitas Islam Riau

Keyword: Pre-writing Process, Pre-writing Activities.

Pre-writing is the most fundamental but important stage of writing; it has been deemed crucial since it enhances writing in numerous ways. Prewriting commonly known for its effectiveness in constructing a well-organized piece of writing from abstract thoughts and ideas, indicating that pre-writing helps in organizing those wayward thoughts into more organized notion worthy of writing. However, the thing to point out is whether it is always necessary to produce well-structured writing or whether the same result may be reached without it. The purpose of this study is to ascertain the extent to which the pre-writing process is used by the eight semester students of UIR's English language education.

This research used descriptive quantitative methods. To accomplish the research purposes, an online survey was conducted and disseminated to Eight Semester Students of English language education. Respondents were asked to concur with each statement to which they could most clearly relate. There are a total of 20 statements which is distributed in the form of a questionnaire. Taken account from the responses, it is known that the eight semester students of UIR's English language education are doing preparations on a daily basis, even if it is only occasionally for (36,7%). But it is maybe due to the fact that only (50%) are aware of what pre-writing is. Despite this, (56,7%) students are regularly admit to using pre-writing, and (60%) of them use more than one kind of pre-writing activities in a daily basis.

According to the result of the questionnaire, the vast majority of students responded positively to the statements, indicating that pre-writing is an effective method for improving students' writing's ability.

TABLE OF CONTENTS

LIST OF TABLE

CHAPTER I

INTRODUCTION

1.1 Background of Problem

Writing is briefly defined as a constant process of thinking, organizing, rethinking and reorganizing (Broadman, 2002). There are considerable amount of suggested provisions to adept before attempting to write. According to Harmer (2004), Writing encourages students to focus on accurate language use because they think as they write; it may further incite language advancement as they resolve problems which the writing puts into their minds. But the result of writing is not always the thing to notice, there is always a process that the writers had to go through. Linse (2005) stated writing as a combination of process and product.

The process refers to the act of gathering ideas and utilizing it until it is perfected and comprehensible to readers. Apart from this, the product focuses on the results of the writing process carried out by students who are expected to be a competent and fluent user of the language. Writing is generally considered to be one of the most elevated skills for EFL as it undergoes a process of generating and organizing ideas before subtilizing it into well-written paragraphs or essays.

The common difficulties that are found in writing may be due to an inadequate preparation contributed in the writing process. If writings were to be accepted as a process rather than a product perhaps it can pedagogically managed to lessen its complexity. As what stated by Brown (2000) writing is a process that

1

consists of three stages; Prewriting, drafting and revising. Pre-writing is the first stage of writing where the students generate their ideas, thoughts, opinions and compile it into one. Drafting is the second stage of writing where the students begin their writing by getting their thoughts and ideas down on paper and Revising is the last one of the stage where students double check their writing. The pivotal part of writing lies in the preliminaries stage of the writing process itself and it becomes a significant key into having a better writing.

As the most imperative stage of writing, prewriting is defined to be a pivotal step in improving writing performance, and it is emphasized that the more you devoted your time into prewriting stage the better the quality of the writing gets (Graham & Perin, 2007; Holmes, 2003). Lally (2000) calls prewriting as the stage of generating ideas and highlights the importance of prewriting activities as they aid students develop ideas and arrange the content and the outline in order to develop the quality of their writing.

The prewriting stage could also be called "Talking Stage" of writing. It has been determined that talking plays a significant role in literacy. There is a phrase named *Oracy* which is defined as the ability to express oneself coherently and to communicate freely with others by word of mouth. In other words, the more you talk about your topic, the more likely you are to generate ideas that are likely lead to a better writing.

Often time students are having difficulty in conveying their ideas through written form because they have to pay more attention into some minor aspects as word choice or word order. These aspects unwittingly are important and most are

actualized through the writing process. However, many lecturers at Indonesian universities overlook this writing process rather they only focus more on traditional methods in teaching writing in which they ask students to write based on the model text and pay attention to the grammatical correctness. Students are frequently offered writing activities as a means of practice language, and by doing so, teachers have unintentionally excluded the context of writing from the students.

In Universitas Islam Riau, especially the eight semester students in English language education, the application of prewriting process among the students is exceedingly scarce and almost does not presence. It is because the base knowledge that students acquire are severely limited due to the lacks of implementation in such topic. Not to mention the fact that the majority of Indonesians have slight motivation in reading or writing, resulting in students having poor quality of writing.

When asked to do an essay or writing several students will just blatantly write what they thought without much consideration or unaware of their prewriting process. So, by omitting it, does it make any significant change to the product of their writing? And will implementing it offer any change to their usual writing? To answer the question thus, it is essential to conduct a research regarding to the topic.

Based on the explanations above, it is crucial to know the difference of what prewriting does to their writing. The plain reason is, because prewriting is used as a means to generate students' ideas and may help them produce better quality

writing in the future. Therefore, a research entitled *An Analysis of the Application of Pre-writing Process by Eight Semester Students in English Language Education of Universitas Islam Riau.* was conducted.

1.2   Setting of the Problem

Considering the amount of writing that English students had to go through especially in doing their thesis, knowing what kind of process that may help them improve their writing, may be a pivotal thing for teachers or lecturers to know so that they could help facilitate the learning process appropriately. There are several stages that most individual do before they start writing, and the earliest stage is called prewriting.

This first stage of writing is somewhat neglected by the vast majority of students simply because they prefer to express their ideas orally rather than written. Hence they didn't seem to be bothered with writing process at all which result in an escalating amount of poor writing's quality. So, for this research the writer wants to know whether prewriting was actually implemented by the eight semester students or not.

1.3   Limitation of Problem

Based on the problem above, the writer's limits this research to only the first stage of the writing process *"pre-writing"*. And attempting to find out whether the presence of prewriting process really makes any difference in students' writings

for eight semester students in English language education of Universitas Islam Riau.

1.4 Formulation of Problem

In line with the background of the problem, the writer formulates the research question as follows:

1) Is there any usual preparation done by English department students before they start writing?

2) Does the presence of prewriting make the writing process easier?

1.5 Objective of Research

The objectives of this research are:

1) To find out whether or not pre-writing process were actually implemented by eight semester students of English language education of Universitas Islam Riau.

2) To find out the significant difference that prewriting made in their writing.

1.6 Significant of Research

It is expected that this study could give significant values to fellow students, teachers and other researchers.

1) For students

The results of this research are expected to provide valuable insights for students as an empowerment to improve their writing skills by implementing the prewriting process into their writing.

2) For English teachers

This research is expected to provide information about the right method that may help students improve their writing skills.

3) For future researchers

This research can be a valuable resource for other researchers to conduct research on the same subject. In addition, it can also be utilized as a motivation for other researchers to develop other or way better research.

1.7   Definition of Key Terms

1. Writing process

As what defined by Brown (2001) writing process is where the separate stages of writing reflect to various moments involved in writing to meet the standard of English rhetorical style; grammatically correct and organized in a conventional manner to an extent where students simply have to follow a structure that has been provided.

2. Pre-writing

In accordance with Mogahed (2013) pre-writing can be defined in two senses. The first can mean the stage before children learn to write or what

commonly referred as hand skills. The others points to the first stage of the writing process where learners gather information and play with their ideas to discover what is important and beneficial to them about a particular subject.

CHAPTER II

LITERATURE REVIEW

2.1   Relevant Theories

2.1.1   Writing

2.1.1.1   Definition of Writing

Writing is a language skill that is used to express an indirect type of communication. According to numerous experts, there are many definitions of writing. Writing is the process of expressing one's thoughts and ideas through the creation of sentences and paragraphs that are easily comprehended by a large number of people (Nunan, 2004). It indicates the writers' earnestness in expressing their thoughts and ideas into a well-structured writing composition. Additionally, writing conveys the writer's perspective on an issue that has been brought to light. For this particular reason, it is fundamental to incorporate well-composed ideas.

According to White and Arndt (1991) in Hammad (2013), writing is a cognitive process that requires intellectual effort. It entails developing ideas, planning, setting goals, monitoring, analyzing what will be written and what has been written and leveraging language to portray the exact meaning of it. This suggests that writing consists of a series of process that the writer must carried out in order to deliver written messages.

Tarigan offers another definition of writing (1994). Writing is one the language skills that is used to communicate in an indirect manner. It is the ability to generate ideas by expressing them through symbols. According to the definition above, it can be concluded that writing is an attempt to convey indirect forms of communication from the writer's thoughts, feelings, or ideas in written form, by considering the aspects and stages of writing to be fully understood by the readers.

2.1.1.2 Importance of Writing

Writing is one of the imperative skills that must be mastered by students since it enables them to create critical and deep thinking components necessary for producing quality writing. Writing is critical to our education; it is a fundamental life skill and functional foundation that is still implicit in our society.

By learning to write, students will gain a vast amount of knowledge on how to write effectively, how to convey ideas, communicate thoughts and experiences, and how to preserve our memories of them. Writing is a record of the information you wish to express at a particular point in time. Harmer (2004) asserts that writing had some significance. These are exemplified by the following points:

a. Writing is frequently less time-sensitive than conversation. This indicates that students have more time to contemplate during writing activities than they do during speaking activities. Thus, students have the opportunity to

find the most appropriate words to use to communicate their ideas as well as additional time to re-examine it.

b. Writing encourages students to focus on precise language use because they think as they write. It may result in positive development as they resolve problems which writing puts in their mind.

c. Writing is often used to reinforce previously thought language. They use their writing skill to keep track of what they have learnt throughout the learning process.

d. Writing is frequently advantageous as a warm up activity for other tasks, particularly when a sentence is written. There is a designated time period for brainstorming ideas prior to writing your sentence.

e. Writing can also be incorporated as an integral part of a larger activity where the focus is on something else, such as language practice, acting out, or speaking.

f. Writing is also used in questionnaire-type activities. Writing is critical when confronted with a questionnaire test. In the exam, students are asked to submit their answer in written form.

g. Writing is also used to help students perform numerous activities such as speaking and listening. To do these types of activities, students must be able to properly write first.

2.1.1.3 Purpose of Writing

People write for a variety of reasons. However, for educated people, writing is used to take notes, confirm reports and set goals in an orderly

manner that allows them to express their thoughts and ideas clearly. This clarity is contingent upon one's thinking, organization, diction, and sentence construction, as what cited by Morsey in (Tarigan, 1994). Hugo also assumed in (Tarigan, 1994) that the purpose of writing is as follows:

a. Assignment Purpose

Given the purpose of an assignment, one may argue that the writer lacks a meaningful purpose; the writer will begin writing only on the odd chance that someone assigns him to do so; the argument is that the impulse to write does not originate from within.

b. Altruistic Purpose

The writer is known to write solely for the purpose of entertaining others. Because the writer is constantly putting the needs of others ahead of his own, to the point of forgetting his own.

c. Persuasive Purpose

Considering the purpose of persuasion, this means that the writer writes with a glimmer of hope of persuading or convincing the reader of the truth of a notion interpreted in the writer's work.

d. Information Purpose

As the name implies, the purpose of this writing is to provide an information and explanation to the reader.

e. Self-Expressive Purpose

The purpose of this writing is exclusively to convey and introduce the writer to the reader.

f. Creative Purpose

This purpose is nearly identical to self-expressive purpose, the only distinction is in the artistic values that are included in it.

g. Problem-Solving Purpose

The writer purpose to write here is none other than solving problems both faced by readers and those by writers.

2.1.1.4 Aspects of Writing

Writing decomposed of several components, including content, organization, lexicon, language utilization, and also mechanics (Jacobs, 1981 as cited in Weigle, 2002). Each component of writing has limitations, which will be discussed in further detail in the following section.

The explanations of each component in writing are as follows:

a. Content

The term "content" refers to the information contained in a piece of writing, such as explanations, discussions, and the quintessence of the main topics discussed. Such factors must be carefully considered to achieve a high-quality of writing outcome.

b. Organization

Organization of writing implies that amidst writing a text, each phrase or paragraph should be distinct in terms of its sequencing. There should be a clear disposition among them.

c. Lexicon

The lexicon, which is sometimes referred to as vocabulary in this matter, refers to the ability to utilize an impeccable word as liberally as possible in writing. The more complex the vocabularies used, the better the chances of producing a good quality of writing.

d. Language Utilization

Language utilization is all about the construction, structure and components of language which are applied in written texts, such as sentence complexity and grammar.

e. Mechanic

Mechanic revolves around punctuation, spelling, capitalization and any other type of handwriting, whether it is clear and legible or not. It is critical to set up the writing mechanism as legitimately as possible, as this can have an effect on the outcome of your writing. Finessing the role of writing using a proper mechanic will make your sentences to be more appropriate and readable.

These aspects influence each other. Students ought to consider the rules of language, punctuation and spelling and the pertinence of the information to the problem or topic in the writing assignment.

2.1.2 Writing Process

2.1.2.1 Definition of Writing Process

Writing is a sequence of organized activities that results in a text that can express a conversation in an easily understood written form. The process of writing itself is not supposed to convey information that students already know. Rather it is, to help them developing the courage and confidence necessary to express and develop their own views and opinions on a certain subject. To produce an effective text that fluently communicates thoughts, ideas, feelings, and emotions clearly, numerous efforts may be required. These efforts allude to certain actions or behaviors that students engage in when learning a language.

As inferred by Wenden and Rubin (1987) in Kasmiati (2005) Language learning behavior is applied as a strategy. This strategy concerns with how students control their knowledge about which components of their language learning process, particularly in second language learning. There are many variations of how to write following a certain pattern. The most common writing process is usually followed by planning, drafting, editing and final version. (Harmer, 2004).

a. Planning

Planning, or what is more frequently referred to as prewriting, is separated into three primary issues about which students should reflect. Students should begin by determining the goals of their writing. Then,

students must consider their preferred linguistic styles. And lastly students should also consider the substance of their writing (Harmer, 2004).

b. Drafting

Harmer (2004) states, drafting is the first version of the part in writing. In this case students should be given an adequate time, as they need to focus on developing ideas and organizing those ideas more than developing perfect grammar, punctuations or spelling.

c. Editing

As for editing, concurring to what was inferred by Harmer (2004) students tend to reread what they wrote as a draft in order to check for errors in their writing. Once the students find an error, they are likely to revise it. This is often like an endeavor to minimize the errors.

d. Final version

The final version is the last stage in the writing process which is said by harmer (2004). After all processes are complete, the students make a final version of their writing. There is a possibility that the final version is much more distinct from what was written in the planning and drafting process. This happens due to the fact that the writing has gone through numerous editing processes so that it can alleviate any insignificant or irrelevant information contained in the previous writing.

In conclusion students look back at their work, reread what they have written. Makes some minor adjustments, additions and substitutions on and rewrite it in order to make it more clear and readable.

2.1.3 Writing Fluency

2.1.3.1.   Definition of Writing Fluency

Writing fluency is defined as the ability to write precisely and swiftly (Johnson & Street, 2013). Immidiately after student have learned to write precisely (i.e., writing with the slightest grammar, spelling, capitalization, and punctuation errors), the next step toward becoming a more comprehensible writer is to write fluently. Students who are not proficient in writing sentences may find writing cognitively challenging, as they spend the majority of their times attempting to form letters and spell words as clearly and accurately as possible (Gillespie & Graham, 2014).

This efforts can deplete students' working memories. Hence, they frequently neglect to spend time revising their writing. However, when students are able to write sentences fluently, the demand on their working memories is significantly reduced, allowing them to focus their cognitive efforts on more sophisticated writing tasks and skills such as writing paragraphs, essays, and numerous application of specific writing strategies (Gillespie, Graham, & McKeown, 2013).

Writing fluency activities can be utilized to reinforce any writing instruction that have occured in class. Fluency activities can be conducted by students both in small groups or individually. The following are some of the common writing activities used to promote writing fluency:

1 Free writing

In free writing students are given a picture to observe and they were instructed to write as many words, phrases or sentences as possible in three minutes that were closely simillar to the picture descriptions.

2 Daily question

The teacher prepares a bag containing questions written on a piece of paper. Each day a student chooses a question and reads it aloud while other students in pairs try to comprehend it individually for 30 seconds, they are likely oblige to share their ideas orally and finally they need to write a possible answer for each question. This activities are commonly known as *Think, Pair, Share*.

3 Chat

An exchange of opinions were asked by the teacher in a written form about the topic they are reading or listening to. It can be done directly on spot like passing a piece of paper to your partner or inderectly through an e-mail chain.

2.1.3.2. Importance of Writing Fluency

Writing fluency is not as straighforward as it sounds; fluency requires the integration and development of numerous skills over time (Sax, 2020). Some of the skills required to be considered fluent in writing include the ability to generate ideas, create words to represent those thoughts, and always have a well-structured paragraph in mind whenever you feel like writing. Given fluency is a process that is acquired over time, it is crucial to

note that writing fluency as an all-encompassing tool that is generally used to convey our vivid thoughts of communication into a written form.

2.1.3.3. Measuring Writing Fluency

In accordance with (Latif, 2013) measurements of writing fluency are derived from oral fluency. Although it seems identical to speaking measures, they are really separated into two categories: product-based measures and process-based measures. For product-based measures the measure depends on the written text regardless of how they were produced and for process-based measures it draws upon the observation of writers' writing processes.

2.1.4 Prewriting Process

2.1.4.1 Definition of Prewriting

Despite the fact that many individuals have heard of the phrase "pre-writing", many people still write without any planning or are oblivious of the prewriting process and the benefits of it. Writing is not a universal process. It does not always follow the same format for everyone, but we are often taught we have a prompt or assignment and then we must complete the assignment identical to those guidelines.

However, we occasionally struggle with particular assignments because we have no idea where to begin with. The question then becomes, *how do I begin this assignment* and *how can I improved on the process?* The short answer is prewriting. The term "pre-writing" has two distinct meanings (Mogahed, 2013) it can refer to the stage prior to children

beginning to learn to write, which is known as hand skills. The alternative definition, which is the concern of this research, refers to the first stage of the writing process, which is followed by drafting, editing and final version. During the pre-writing stage, the learner acquires knowledge and experiments with ideas. According to research, learners who are encouraged to engage in an array of prewriting experiences outperform those who are simply told to get to work on their writing without any kind of preparation (Cotton, 1997).

As a result, prewriting focuses on engaging learners in the writing process and assisting them in discovering what is significant or true for them about any subject at any moment. What is known is that in order for learners to become competent writers, they must engage in pre-writing activities.

2.1.4.2 Importance of Prewriting

For many writers, the most challenging element of the writing process is getting started. Prewriting deserves a lot of time and attention because it helps dealing with an issue known as *writer's block*. Kozma (1991), expert writers spend more time pre-writing than inexperienced writers. Learners may believe they are incapable of coming up with an idea.

They literally have a blank page and keep writing and erasing because they do not know where to begin. It may provide some solace to know that even professional writers experience writer's block from time to time. To mention a few, some of the literature's finest writers, including Leo

Tolstoy, Virginia Woolf, Katherine Mansfield, Joseph Conrad and Ernest Hemingway were plagued by lapses in their ability to compose text (Capital Community College Foundation, 2006).

As a result, prewriting activities, particularly invention activities, helps writers in dealing with and overcoming writer's block. There are several reasons why prewriting is important and how it can aid your writing process:

1. It aids writers in developing logical reasoning.

2. It aids writers in identifying weak aspects in their arguments.

3. It improves efficiency by aiding the writer in mapping out, planning, and brainstorming their writing before beginning a first draft.

4. It aids in the organization of a writer's thoughts.

5. It enables a writer to process the order of their thoughts in order to effectively organize them for their audience.

6. It can aid in the comprehension of the audience and rhetorical context of it.

Prewriting enables us to think more concretely about our task or topic, which improves the writing process. Thus, by incorporating this preceding step of writing into your work or essay, you can considerably boost the quality of your writing.

2.1.4.3 Conceptual Framework

The stages of prewriting are as follows: invention and arrangement. The first stage is concerned with activities that can be utilized to generate

ideas and inspire creativity. The learners should experiment with a variety of invention activities until they discover which ones work best for them. They should, However, be open to other alternatives as well. Occasionally, learners may discover that typical activities are ineffective for a particular piece of writing. As a result, they should be prepared to be adaptable. The latter stage is concerned with organizing the concepts generated during the invention stage.

Pre-writing

Invention Activities

Arrangement Activities
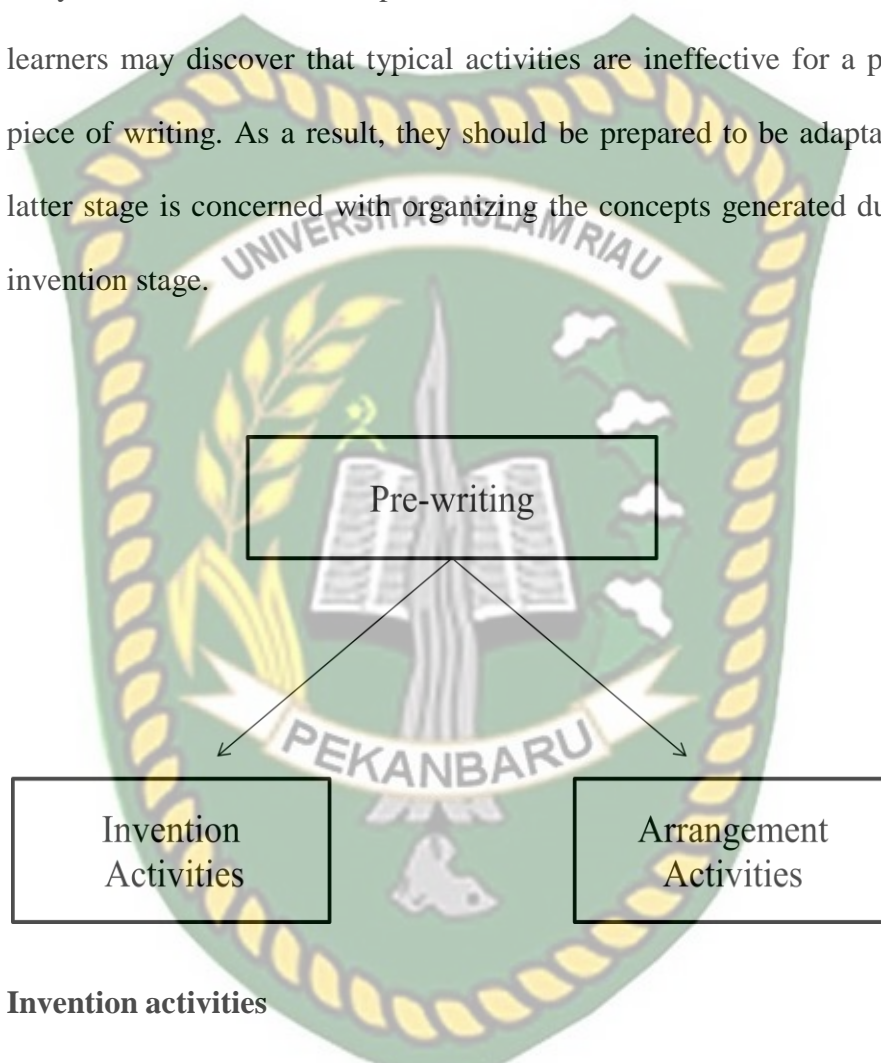
A.   Invention activities

There are numerous invention activities available for beginniner writers to choose from. Virtues will arise from nonsense and ramblings, ideas will burn right on the page, sparks will manifest, patterns will emerge. Several invention activities include the following:

1. Brainstorming

The majority of issues are not resolved instantly by the first thought that occurs to the mind. To arrive at the optimal answer, it is critical to consider a variety of possible alternatives. One of the most effective methods is brainstorming. Brainstorming is an effective technique for initiating or generating fresh ideas. Once learners are familiars with the process, they may completely rely on this activity when they are having difficulty correcting their work or progressing to the next phase.

Bobb-Wolff (1996) argues that brainstorming may be an effective strategy for reinforcing ideas in EFL classrooms and for demonstrating to students that they are collectively capable of creating additional ideas to enhance their learning process beyond what they previously felt was feasible. This results in an abnormally high rate of learning autonomy and self-responsibility. Regardless, the primary benefit is that it enhances the level of learners' participation and productivity in class.

2. Freewriting

Notably, freewriting enables writers to connect with the larger vision without becoming distracted by minutiae. It is a non linear activity that engages the right side of the brain, which is responsible for cenceptual thinking and abstraction. As soon as we begin organizing, editing and blue-penciling our ideas, we unintentionally shift to the left side of the brain, which is responsible for linear thinking. That is the point at which thoughts become obstructed (Mouser, 2000).

Additionally, Darling (2004) adds that numerous writing instructors begin each lesson with a freewriting activitiy to get the brain going. Free writing teaches students that not all writing is created equal and that not all writing must be preserved. Writers must develop the ability to discard. By the time they finish writing, they may have developed a separate focus on the issue, or perhaps an altogether new one, and clinging to prior terms and phrases may detract from the final product.

In comparisson, when students are freewriting, they regularly come across ideas and phrases that drive them in an inventive new direction. Because learners are not focused on a certain product, they unknowingly incur risks while freewriting. This could culminate in the discovery of something more sohpisticated, such as a novel concept, ability, or insight (Saskatchewan Education, 1997).

3. Listing

Listing is a beneficial prewriting technique for writers. Listing entails constructing a list of possible themes and then sublisting what the writer might suppose about each topic. Sloane (2004) illustrates that a list can begin with the primary issue of regional dialects and then branch out into sublists of regional dialects that are familiar or experienced with.

Additional sublists could include specific terms, characteristics of those dialects, or an assumption about how those dialects sound. Scholes (1989) continues by stating that writers might utilize lists to swiftly take down all the ideas they have about a given subject.

The writer can then organize all related ideas and write a summary statement. Additionally, the writer may use elements from lists and summary statements as prompts for further exploration of new ideas.

4. Questioning

The most typical method of introducing a subject is to ask a question. Journalism is concerned with clear inquiries such as who, what, when, where, why, and how. At first glance, Answering these questions does not appear to be difficult. However, when the writer makes a concerted effort to address a "why" question, the true paper begins. Because learners are concerned with their audience, they examine the reader's privileges. The responses to these questions are a manifestation of the fundamental composition.

Thus, journalists queries are an effective method of rapidly accumulating an abundance of knowledge about a subject. However, developing the ability to ask the appropriate questions about a subject takes time and practice. Gorrell (1996) argues that students should employ a focused, precisely defined inquiry as the basis for prewriting and writing, rather than thesis phrases, which can easily lead them astray.

5. Clustering

Rico (1983) created the Clustering activity to facilitate access to the state of consciousness reffered to as the right side of the brain, which is where we pattern, design, connect and handle complex imagery. Clustering is defined by Rico as "a non linear structure of ideas, experiences and emotions that is generative, open-

ended, and informal. It is seen as a method of charting an emerging interior landscape".

Furthermore, pursuant to Tomlinson (1998) clustering is a pre-writing rehersal in which the writer is free to connect strings of thoughts and ideas around a focal phrase or idea. It is a means of fooling the left brain into silence while the right brain generates a distinct general image of a subject. Scholes (1989) continues by stating that clustering, or grouping thoughts and ideas is an effective technique for writers who think semantically. Apart from using circles and lines to illustrate clusters, writers can also use tree diagrams, balloons or strings to create clusters.

6. Interviewing

Interviewing is speaking with individuals who are knowledgeable about a particular subject. As they interview, learners assume the position of an interviwer. This experience enables them to develop a more detailed perspective on persons or events. The teacher may choose to model and demonstrate the interview process by conducting *talking aloud* interview. Thus, learners acting as interviewers must begin speculating on the types of question to ask (Wood and Fisher, 2001).

7. Looping

Looping is a type of freewriting activitiy that enables writers to concentrate their thoughts and ideas on attempting to locate a writing topic. For 5-10 minutes, the writer repeats one freewriting activity after another, creating a chain of freewritings, each more specific than the previous. The same rules that apply to

free writing also apply to looping: write quickly without editing and without pausing. Looping is as follows: spend 5-10 minutes freewriting on an assignment. Then, thoroughly study the freewriting outcome, keeping an eye out for intriguing subjects, ideas, phrases, or sentences.

Circle those you find intriguing. A variation on looping is to have classmates circle things that interest them in your spontaneous writing. Then, for another 5-10 minutes, freewrite about one of the circled topics. As a result, you are likely to wind up with specification that expresses your ideas on a certain subject (UKWC, 2004).

B. Arrangement Activities

At this point, writers must consider the organization of their own ideas. The activities associated with arrengements are based on previously developed invention activities. After writers submit some ideas during inovation activities, they proceed to arrange them in a manner that is consistent with the topic's nature. Grahphic organizersare one of the most often utilized methods of organizing ideas.

A graphic organizer is a visual representations of thoughts that can be conveyed in a variety of ways. Visual thinkers can use graphic organizers to arrange or organize thoughts and ideas. There are an infinite number of methods to express these visual ideas. Graphic organizers are often referred to as visual maps, mind maps, and visual organizers. Graphic organizers can be used at any stage of the learning process, from brainstorming ideas to conveying findings.

They can be used individually or in groups. According to Robinson and Kiewra (1995), two trials involving 153 college students showed that when students studied graphic organizers for an extend period of time, they learnt more hierarchical and coordinate relations.

Thereby, they were more successful at applying knowledge in the form of integrated essays than students who studied solely from outlines or text. Charts, tables, webs, venn diagrams, and flow charts are all examples of graphic organizers that can be utilized at the instructor or learner's discretion. Thus, the shape of the graphic organizers is proportional to the nature of the topic on which the learner will write.

2.2 Relevant Studies

Out of the significance of the pre-writing stage, several researches was conducted on it. This research was conducted from different perspectives. Reviewing this research diclose definite points concerning this stage. Hatakeyama (2018), *Student Perceptions on Pre-writing Processes:Challanges, Helpful Activities, and Noticing Seen Through Reflections* focused on the importance of the pre-writing processes. Regarding her research, this research confirms that pre-writing process has been emphasized by many, but many can not draw or see the benefits of it, they neglected it because they dont want to outline their thoughts and ideas and make a decision too early. In other words, writing process simply does not leave much of an impression on them.

Corresponding with that, research related to the author has also been put forward by Geyimci (2014), *Pre-writing Techniques In The Writing Process for The L2 Classroom*. In relation with his research, it is confirmed that the implementation of pre-writing techniques in the learning process is indeed seems to be helpful to students to improve their written communication skills. On the contrary to this, those who are not implementing enough pre-writing process in their writing seem to be a little out of control over their action in writing.
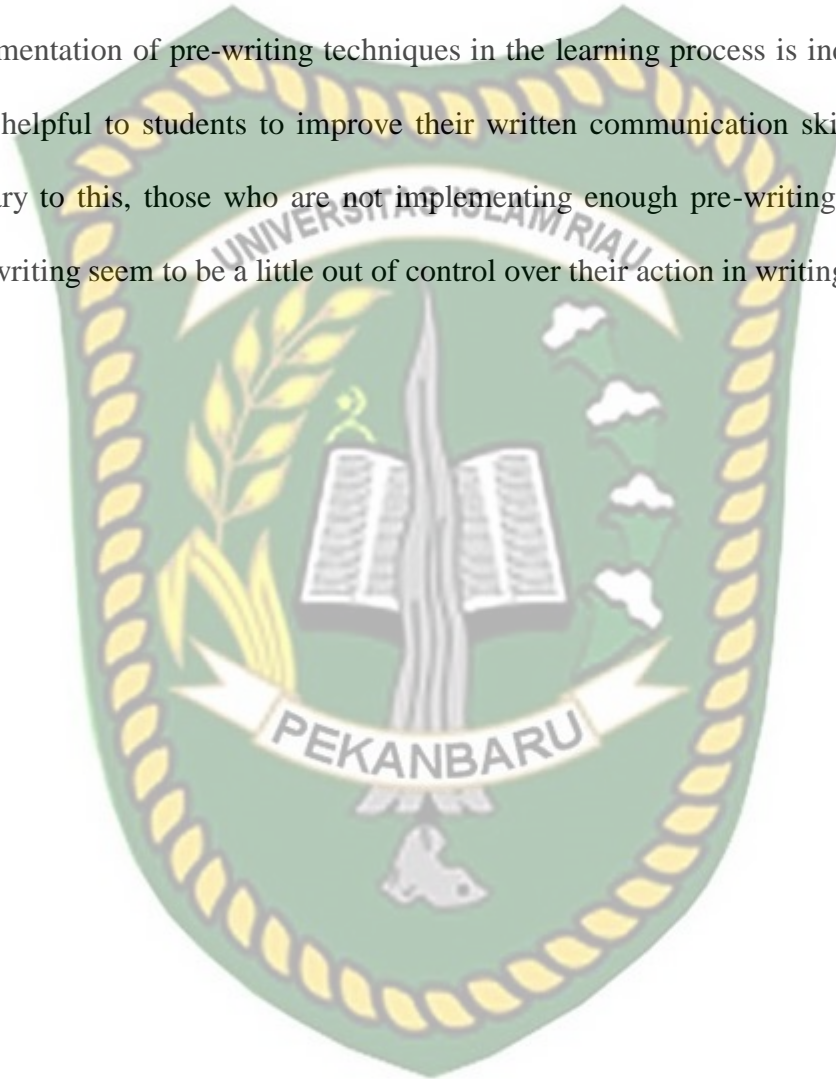
CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

The main purpose of this study is to determined the application of pre-writing process by eight semester students in English language education of Universitas Islam Riau. Hence, the method that will be utilized in the study can be classified as a descriptive, Since it dicussed about an application of a survey as well. The design of this study is quantitative. Because a quantitative design is more suitable for this study mainly because it aims to verify the implementation of pre-writing process while analyzing the preparation that are usually carried out with it. Which qualitative design does not indicate (Cozby & Bates,2004).

The subjects of the study are the eight semester students of English language education of Universitas Islam Riau. The study will be conducted for an estimation of 1 or 2 month, from November 2021 to January 2022. This research utilized questionnaires as a means to accumulate the data.

3.2   Population and Sample of the Research

Population of this research were those who met the predetermined criteria, in which they have to be students of English language education of Universitas Islam Riau precisely the eight semester students.

Table 3.1 Population of The Research

SEX		TOTAL
MALE	FEMALE	
4	26	30

The Samples are a number of population that are selected according to their major in the department. In accordance with Batang (2011) Samples are part of the total object in amid of study that reflect the entire population. The majority samples of this research are my colleagues in eight semester of English language education of UIR, which consist of 30 people in total.

3.3 Instrument of the Research

The researcher will use a questionnaire to gather the necessary data and it will include 20 items with fixed alternatives that may cover the research questions. A questionnaire is used mainly to indicates the application of prewriting process by the eight semester students in English language education and the influence that it offers in their writing. These items were designed in an expectation to accumulate information about the application of the prewriting process and their reasoning behind it. The result of the survey conducted among the participants will be calculated as a percentage figures and will be deduced in light of the rationale for each responses. With all of the possible responses the researcher hopes to ascertain the rationale behind each respondent's response.

The responses to each item on the questionnaire were graded using the Likert scale, which ranges from a frequency of Always, Frequently, Occasionally,

and Never. In this study, respondents are asked to choose one of the following statements to represent a number between 1 and 4:

1. Respondents who choose Always receive a score (4)
2. Respondents who choose Frequently receive a score (3)
3. Respondents who choose Occasionally receive a score (2)
4. Respondents who choose Never receive a score (1)

Table 3.2 Questionnaire of for The Application of Pre-writing Process

No	Statements	Never	Occasionally	Frequently	Always
1	I usually do some preparations before I start writing.				
2	I am aware of the terms pre-writing.				
3	I regularly use pre-writing.				
4	I use more than one kind of pre-writing activities.				
5	Pre-writing helps me develop a clear reasoning over things.				
6	Pre-writing helps alleviate the arguments that i addressed.				
7	Pre-writing increases the efficiency of my writing.				
8	Pre-writing helps me				

	organize my thoughts and ideas.				
9	Pre-writing gives me a better understanding of my topic.				
10	Pre-writing makes my writing process much easier.				
11	Pre-writing gives a significant difference in my writing.				
12	I can see the value of pre-writing in my writing.				
13	Pre-writing is a crucial part of my writing.				
14	Writing can't be done without pre-writing.				
15	Pre-writing is one of the tools that eases up the writing process.				
16	A good writing can't be achieved without pre-writing.				
17	Pre-writing is one the necessities for a good writing.				
18	Pre-writing usually aids develop the topic much further.				

19	Pre-writing is a necessary part of my writing.				
20	I recommend the application of pre-writing process.				

3.4 Data Collection Technique

The data needed for this research will be gathered using a survey that will be distributed through *google form*. For the process, the researcher will start by formulating questions for the survey and upload it on *google form* which later will be distributed with links through e-mails or whatsapp. The corresponding responds will be collected and analyzed for further research purposes.

3.5 Data Analysis Technique

The collected data will be analyzed by the percentage figures of each item. This study uses a modified Likert scale, in accordance with Hadi (1991, cited in Eko Hertanto 2017). The modified likert scale is meant to overcome the shortcomings inherent in a five-level scale, one of which is the omission of the middle answer category (Neutral). Another reason is that the uncertain category tends to has double connotation, as it could be taken as unable to decide or provide an answer. This category of answers with many interpretations is emphatically not expected in an instrument.

The theory of Miles, Hubarman & Saldana (2014) will be used to analyze the data. The theory suggests that the activity in data analysis consists of three procedures as follows;

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying and searching for themes and patterns and neglecting the unnecessary (Miles, Huberman & Saldana, 2014). In this procedure, the researcher will mainly focus on the reasoning for the pre-writing process application.

2. Data Display

Data display is done in the form of modest description using original text, which can also be in the form of graphs, matrices, and charts (Miles, Huberman & Saldana, 2014). In this second procedure, the data will be presented after the researcher has concludes it using the original text generated from the questionnaire itself.

3. Conclusion/Verification

Conclusion is the last procedure of the data analyzing. The researcher will conclude the main points from the collected data and includes some additional points so that it can answer formulation of the problem in the beginning.

To calculate the percentage of the data, the researcher will use the following formula:

$$N = \frac{Fx}{N} \times 100\%$$

Note: Fx = The frequency of students fulfilling the questionnaire

N = Total numbers of respondent

After knowing the percentage of each data the researcher will analyze it to

find the average value of it by using the formula as follow:

$$X = \frac{\Sigma x}{N}$$

Note: X = Mean score

Σx = The sum of all the scores

N = The number of statement

Table 3.3 The Category of The Effectiveness of Pre-writing Process

Category	Effectiveness Level	Average Score
I	Effective	91-120
II	Less Effective	61-90
III	Not Effective	30-60

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

In this chapter, the researcher will convey the result of the research entitled An Analysis of The Application of Pre-writing Process by Eight Semester Students in English Language Education of Universitas Islam Riau. This research solely conducted based on a descriptive method however the design more likely to function as quantitative considering the purpose of the research was mainly about verifying the application of pre-writing process. Hence the applied instrument for this research is questionnaire. The questionnaire was particularly conducted and distributed online as means to collect the necessary data. There are 20 items inscribed for the questionnaire. The data was collected from 25th of January to 5th of February.

The questionnaire was conducted using Google form and distributed through link via Whatsapp. The subjects of the data are mainly the eight semester students in English language Education of Universitas Islam Riau. The quantities of students taken as sample are 30 students in total. The questionnaire itself was adapted from Abidin (2012) and modified into a four point Likert scale. There are 4 options listed in the questionnaire, which are; Never, Occasionally, Frequently and Always.

4.2 Data Analysis

Content analysis was used as a means to verify the exact amount of the application of pre-writing process done by eight semester students in English language education of Universitas Islam Riau. The researcher will show the result of the questionnaire in order to draw conclusions and extract percentage figures based on the given answers.

4.2.1 Questionnaire

The researcher provides questionnaire which consist of 20 items. The sole purpose of the questionnaire is to indicate percentage figures based on the application of pre-writing process by eight semester students in English language education of UIR. Each item has four possible responses; Never, Occasionally, Frequently, and Always.

1. Table 1.1 - I usually do some preparations before I start writing.

Item	No.	Options	Frequency	Percentage (%)
1	1	Never	0	0%
	2	Occasionally	11	36,7%
	3	Frequently	7	23,3%
	4	Always	12	40%

Table item 1.1 showed that 0 student (0%) chose the options Never, while for the options Occasionally it was chosen by 11 students (36,7%) and Always was chosen by 12 students (40%), However, the

options Frequently only chosen by 7 students (23,3%). Thus, it can be concluded that all eight semester students in English language education were having preparations done before they start writing even if it is only occasionally.

2. Table 1.2 - I am aware of the terms pre-writing.

Item	No.	Options	Frequency	Percentage (%)
2	1	Never	0	0%
	2	Occasionally	15	50%
	3	Frequently	10	33,3%
	4	Always	5	16,7%

Table item 1.2 showed that 0 student (0%) chose the options Never, 15 students (50%) chose the options Occasionally, 10 students (33,3%) chose the options Frequently and 5 students (16,7%) chose always as their options. Thus, it can be concluded that all of the eight semester students in English language education were aware of the terms pre-writing however the majority of them were Occasionally (50%) and Frequently (33,3%) aware of the terms while as for the minority of them (16,7%) stated that they always aware of it.

3. Table 1.3 - I regularly use pre-writing.

Item	No.	Options	Frequency	Percentage (%)
3	1	Never	0	0%
	2	Occasionally	13	43,3%
	3	Frequently	11	36,7%
	4	Always	6	20%

Table item 1.3 showed that no student (0%) stated that they never regularly use pre-writing which indicates the applications of pre-writing process was a common thing among the eight semester students in English language education, however 13 students were using pre-writing occasionally (43,3%) while 11 students were frequently using it (36,7%) and 5 students or (20%) chose to Always use it.

4. Table 1.4 - I use more than one kind of pre-writing activities.

Item	No.	Options	Frequency	Percentage (%)
4	1	Never	2	6,7%
	2	Occasionally	10	33,3%
	3	Frequently	16	53,3%
	4	Always	2	6,7%

Table item 1.4 showed that 2 students (6,7%) never use more than one kind of pre-writing activities, 10 students (33,3%) occasionally use more than one kind and 16 students (53,3%) frequently use more than one kind, while 2 students (6,7%) stated to always use more than one kind of pre-writing activities even under any circumstances. Thus, it indicates more than one kind of pre-writing activities were actually used by the majority of eight semester students.

5. **Table 1.5 - Pre-writing helps me develop a clear reasoning over things.**

Item	No.	Options	Frequency	Percentage (%)
5	1	Never	0	0%
	2	Occasionally	5	16,7%
	3	Frequently	14	46,7%
	4	Always	11	36,7%

Table 1.5 showed that 0 student (0%) chose the options Never, 5 Students (16,7%) chose the options Occasionally, 14 students (46,7%) chose frequently as their options and 11 students (36,7%) chose Always. Thus, it can be concluded that Pre-writing actually helps eight semester students in English language education to develop clear reasoning over their writings though it occasionally happens in most cases (16,7%).

6. Table 1.6 - Pre-writing helps alleviate the arguments that I addressed.

Item	No.	Options	Frequency	Percentage (%)
6	1	Never	0	0%
	2	Occasionally	6	20,7%
	3	Frequently	15	51,7%
	4	Always	8	27,6%

Table 1.6 showed that 0 student (0%) chose Never as an option, 6 students (20,7%) chose Occasionally, 15 students (51,7%) chose Frequently and the options Always are chose by 8 students (27,6%). Thus, it can be put into a conclusion that pre-writing does actually helps eight semester students in English language education to alleviate the problems that they were addressing in their writings even if it's occasionally happen for 6 students (20,7%) but the rest of them were stating that it does help them most of the time.

7. Table 1.7 - Pre-writing increases the efficiency of my writing.

Item	No.	Options	Frequency	Percentage (%)
7	1	Never	0	0%
	2	Occasionally	4	13,3%
	3	Frequently	16	53,3%
	4	Always	10	33,3%

Table 1.7 showed that no student (0%) were stating that pre-writing never help increasing their writing efficiency. Thus, it implies that pre-writing contributes to the improvement of students' writing efficiency. 4 students (13,3%) stated that it does occasionally, 16 students (53,3%) stated frequently while 10 students (33,3%) stating that it always does.

8. **Table 1.8 - Pre-writing helps me organize my thoughts and ideas.**

Item	No.	Options	Frequency	Percentage (%)
8	1	Never	0	0%
	2	Occasionally	2	6,7%
	3	Frequently	11	36,7%
	4	Always	17	56,7%

Table 1.8 showed that 0 student (0%) chose the options Never, 2 students (6,7%) chose the options Occasionally, 11 students (36,7%) chose frequently as an option and 17 students (56,7%) chose Always. As a result, it implies that pre-writing helps in the structuring of thoughts and ideas with the minority of 2 students (6,7%) stated it occasionally does.

9. Table 1.9 - Pre-writing gives me a better understanding of my topic.

Item	No.	Options	Frequency	Percentage (%)
9	1	Never	0	0%
	2	Occasionally	5	16,7%
	3	Frequently	10	33,3%
	4	Always	15	50%

Table 1.9 showed that no student (0%) chose the options Never, 5 students (16,7%) chose Occasionally, 10 students (33,3%) chose Frequently and 15 students (50%) chose Always as an option. In conclusion, no student stated that pre-writing never provided them with a better understanding of their topic, which means it does provide them with a better understanding of their topic on the majority of occasions. However, this is not always the case, as 5 students (16,7%) stated that it occurred only occasionally.

10. Table 1.10 - Pre-writing makes my writing process much easier.

Item	No.	Options	Frequency	Percentage (%)
10	1	Never	0	0%
	2	Occasionally	3	10%
	3	Frequently	12	40%
	4	Always	15	50%

Table 1.10 showed that no student (0%) chose the options Never, 3 students (10%) chose Occasionally, 12 students (40%) chose Frequently and 15 students (50%) chose Always as an option. In short, the majority of eight semester students in English language education were stating that pre-writing actually makes the writing process significantly easier, however in minor occasion, 3 students (10%) stated that it only make the writing process easier occasionally.

11. Table 1.11 - Pre-writing gives a significant difference in my writing.

Item	No.	Options	Frequency	Percentage (%)
11	1	Never	0	0%
	2	Occasionally	6	20%
	3	Frequently	11	36,7%
	4	Always	13	43,3%

Table 1.11 showed that no student (0%) stating pre-writing to never give significant difference in their writing. This implies that pre-writing does make a difference in their writing. Although for 6 students (20%) it only does occasionally, for 11 students (36,7%) it does frequently and for 13 students (43,3%) pre-writing always gives a significant difference in their writing.

12. Table1.12 - I can see the value of pre-writing in my writing.

Item	No.	Options	Frequency	Percentage (%)
12	1	Never	0	0%
	2	Occasionally	7	23,3%
	3	Frequently	9	30%
	4	Always	14	46,7%

Table 1.12 showed that no student (0%) stating to never see the value of what pre-writing does for their writing. This indicates that the eight semester students in the English language education were aware of the value that pre-writing can add to their writing. To be precise, 14 students (46,7%) always do, whereas 7 students (23,3%) are occasionally aware of it and 9 students (30%) are frequently aware of the value of pre-writing but it still vaguely not all the time.

13. Table 1.13 - Pre-writing is a crucial part of my writing.

Item	No.	Options	Frequency	Percentage (%)
13	1	Never	0	0%
	2	Occasionally	8	26,7%
	3	Frequently	9	30%
	4	Always	13	43,3%

Table 1.13 showed that 0 student (0%) chose Never, 8 students (26,7%) chose Occasionally, 9 students (30%) chose Frequently and 13 students (43,3%) chose the options Always. In summary, pre-writing is a crucial part for the eight semester students in English language education.

14. **Table 1.14 - Writing can't be done without pre-writing.**

Item	No.	Options	Frequency	Percentage (%)
14	1	Never	2	6,7%
	2	Occasionally	8	26,7%
	3	Frequently	11	36,7%
	4	Always	9	30%

Table 1.14 showed that at the very least 2 students (6,7%) chose the options Never, 8 students (26,7%) chose Occasionally, 11 (36,7%) chose Frequently and Always are chosen by 9 students (30%). This indicates that for the minority cases of 2 students (6,7%) writing can be done without pre-writing. As for the majority of cases, the eight semester students in English language department stated that it can't be done without pre-writing.

15. Table 1.15 - Pre-writing is one of the tools that eases up the writing process.

Item	No.	Options	Frequency	Percentage (%)
15	1	Never	0	0%
	2	Occasionally	5	16,7%
	3	Frequently	11	36,7%
	4	Always	14	46,7%

Table 1.15 showed that no student (0%) chose never as an option, however 5 students (16,7%) chose the options Occasionally, 11 students (36,7%) chose Frequently and 14 students (46,7%) chose Always. Thus, it can be concluded that pre-writing is one of the tools that facilitates and eases up the writing process, given that no student (0%) chose never as an option. Occasionally, for 5 students (16,7%) they are unsure of the statement, implying that they have various preferences for writing aids.

16. Table 1.16 - A good writing can't be achieved without pre-writing.

Item	No.	Options	Frequency	Percentage (%)
16	1	Never	1	3,3%
	2	Occasionally	8	26,7%
	3	Frequently	11	36,7%
	4	Always	10	33,3%

Table 1.16 showed that 1 student (3,3%) stated that good writing can actually be achieved without pre-writing, 8 (26,7%) are still unsure about it hence they answer occasionally, 11 students (36,7%) state that it can't be achieved without pre-writing but are not entirely convinced like the rest of 10 students (33,3%) who stated that good writing always can't be achieved without pre-writing.

17. Table 1.17 - Pre-writing is one of the necessities for a good writing.

Item	No.	Options	Frequency	Percentage (%)
17	1	Never	0	0%
	2	Occasionally	3	10%
	3	Frequently	15	50%
	4	Always	12	40%

Table 1.17 showed that none of the student (0%) chose the options Never, 3 students (10%) chose Occasionally, 15 students (50%) chose Frequently and Always was chosen by 12 students (40%). Therefore it can be put into a conclusion that majority of eight semester students in English language education think that pre-writing is a necessary components to produce a good writing. Even though, 3 students (10%) are occasionally agreeing to that. However, the remainders of the students are partly in agreement with that.

18. Table 1.18 - Pre-writing usually aids develop the topic much further.

Item	No.	Options	Frequency	Percentage (%)
18	1	Never	0	0%
	2	Occasionally	6	20%
	3	Frequently	12	40%
	4	Always	12	40%

Table 1.18 showed that none of the students (0%) stated that pre-writing usually never aids them develop the topic much further, 6 students (20%) agreed on occasion, and 12 (40%) stated that it frequently aids them but not in most cases, in contrast to the other 12 students (40%) who believe it does.

19. Table 1.19 - Pre-writing is a necessary part of my writing.

Item	No.	Options	Frequency	Percentage (%)
19	1	Never	0	0%
	2	Occasionally	10	33,3%
	3	Frequently	10	33,3%
	4	Always	10	33,3%

Table 1.19 showed that no student (0%) chose Never, 10 students (33,3%) each chose Occasionally, Frequently and Always. In short, pre-writing is a necessary part for eight semester students in English language education, even if it is not required in the majority of cases

like the 10 students (33,3%) who stated it only on several occasion. But, the remaining students are mostly in agreement that pre-writing is a necessary part of their writing.

20. Table 1.20 - *I recommend the application of pre-writing process.*

Item	No.	Options	Frequency	Percentage (%)
20	1	Never	2	6,7%
	2	Occasionally	4	13,3%
	3	Frequently	8	26,7%
	4	Always	16	53,3%

Table 1.20 showed that 2 students (6,7%) never propose the application of pre-writing process, 4 students (13,3%) rarely recommend it but, 8 students (26,7%) are most likely to recommend it frequently and 16 students (53,3%) believe it is absolutely recommended.

According to the elicit data collected from 30 respondents, "Always" was selected 224 times, "Frequently" was selected 229 times, "Occasionally" was selected 139 times, and "Never" was selected 7 times; therefore, the data indicate that the effectiveness level of prewriting process for the eight semester students in English language education of UIR is 93,4 which classified as Category I, indicating it as Effective.

4.3 Discussion

In this part it will address the findings' interpretations, as previously stated, the questionnaire results indicate that the majority of students had a positive perception toward the application of pre-writing process. As evidenced by the percentage figures. The purpose of this research is to elicit students' perspectives on the application of pre-writing process. Respondents were asked in a questionnaire disseminated via Google form to respond to 20 items regarding their impression of the application of pre-writing process whether it is beneficial for their writing if pre-writing was applied to it or not.

To ascertain students' perceptions of the application of pre-writing process, researchers developed and distributed questionnaires to eight semester students enrolled in the UIR's English language education. The results are analyzed using Likert scale. The result indicated that the majority students had positive perceptions toward it, indicating that pre-writing can be a beneficial tool for their writing. As evidenced by their 93,4 score in the effectiveness scale, which put them in category I (Effective). Although, there is no research to prove that perspectives actually affect the achievement of learning goals, Lightbown (2008) asserts that there is adequate evidence from experience that a positive viewpoint is associated with the willingness to continue thriving in order to improve. In other words, the perspective of the students is an integral aspect of the learning process. Thus, students with positive perception are more likely to be thrilled by learning, and vice versa; nevertheless, what influences a students' perception is determined by the learning process that they have been through.

From the result of findings of statement 1 to 4 it can be indicated that the majority of students (63,3%) made some preparations prior to beginning their writing; these students are most likely to use it as their preliminary step of writing, while the remainder (36,7%) students made preparations only occasionally, which was likely due to the fact that they were also occasionally aware of what pre-writing was (50%). Therefore, in terms of regular use of pre-writing only (56,7%) students consistently applied the use. However, the data also suggests that just (40%) of students missed to utilize the multiple types of pre-writing activities, indicating that the remaining (60%) students did use more than one kind of pre-writing activities.

In conclusion of the result score of students' questionnaire, we can see that in statements number 5 to 20, the majority of students chose positive perceptions. For instance, in the statement number 8, the writer concluded that the majority of students chose to agreed upon the statements because pre-writing actually helps them to organize their thoughts and ideas, However, in statement number 14 and 16, their perceptions were severely divided. Because for some of them, pre-writing is not a necessary step before they begin writing. They felt that you do not necessarily need organized thoughts in order to begin writing and that good writing can also be accomplished without the use of pre-writing.

In statement number 13 and 19, it can be indicated that the eight semester students of UIR's English language education are agreed upon the statement that pre-writing is a crucial and necessary part of their writing, implying that eight semester students of UIR's English language education actually valued the use of

pre-writing. Additionally, (90%) of students are mostly agree with the statement number 10 that pre-writing does actually make their writing considerably easier, and according to the statement number 12, they stated that they are also fully aware of the value that pre-writing adds to their writing (76,7%).

Lorenz, Green & Brown (2009) stated pre-writing is critical for students' writing since it is the stage of the writing process during which they are able to get their initial ideas on paper and integrate new material into their existing schema. Thus, by incorporating pre-writing as a stage prior to writing, it can only mean that the writing will be far more profound and efficient.
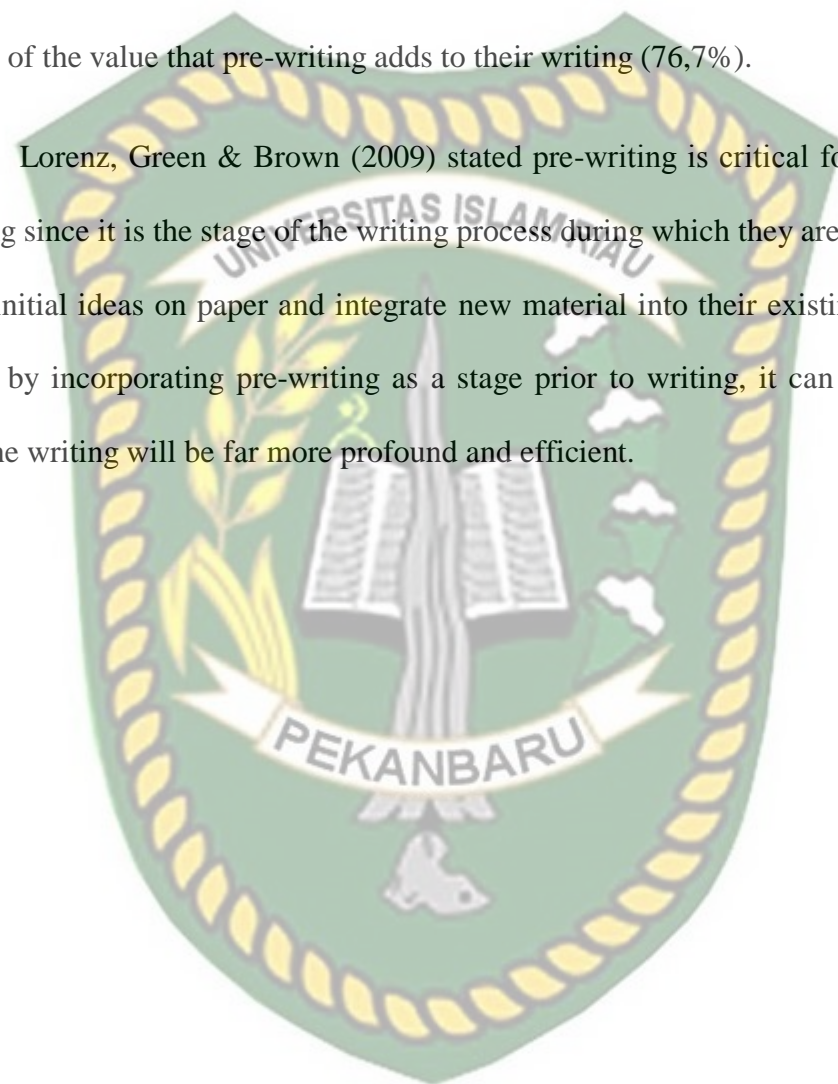
CHAPTER V

CONCLUSSION AND SUGGESTION

The Researcher concludes the study in this chapter and also makes some suggestions about future probabilities that may be beneficial for students, English teacher and future researchers. The study's conclusion is formed from the data and the discussion of the elicit response in the questionnaire.

5.1 Conclusion

According to the findings and discussion in the preceding chapter, the researcher concluded that the vast majority of eight semester students in UIR's English language education had a favorable attitude toward the application of pre-writing process. It was confirmed by most of the positive responses provided by students to practically every statement, though they were slightly mixed. Nonetheless, they still tended toward positive responses. The majority of students (63,3%) stated they do make some preparations prior to writing, but (50%) admitted that they are only occasionally aware of what pre-writing is. However, (56,7%) of students revealed to be using pre-writing on regular basis, and up to (60%) students were using more than one kind of pre-writing activities. Thus, considering that the eight semester students of UIR's English language education is classed in category I with a combined score of 93,4, it shows that pre-writing process applications are effective for them. In addition to this, (90%) of students stated that pre-writing does significantly eases their writing.

5.2 Suggestions

Based on the findings presented in chapter four, the following proposals are made on the basis of the research's conclusions, findings, and discussions, the following suggestions are, namely:

5.2.1   For students

The researcher suggests that students should at the very least attempt pre-writing. Considering the values additions it offers to our writing. Not to mention that pre-writing also helps us in organizing our thoughts and ideas and compiling them into something that is more comprehensible, whether for ourselves or for others. Thus, despite the somewhat complicated process of pre-writing, it actually helps us in a way that it unwittingly improves our writing.

5.2.2   For English teachers

The researcher hopes that teachers will be more receptive to includes pre-writing into their writing instruction, as most teachers will not even bother to mention pre-writing as a step to take prior to writing. Additionally, the researcher hopes that by helping students in reinforcing the use of pre-writing, it will able to increase students' writing efficiency as early as possible. And perhaps miraculously increases students' interest in writing.

5.2.3   For future researchers

The researcher hopes that this research doesn't come to a stop at this point. Because students in Indonesia showed a lack of enthusiasm

in writing, ranking it as their least favorite subject. Hopefully, by going over each phase of the writing process, they will develop a greater interest in it. Additionally, the researcher hopes that this research will be beneficial for future endeavors, particularly those including pre-writing activities.

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