

**STUDENTS' PERCEPTION OF 'PRE-WRITING STAGE IN WRITING  
ENGLISH ESSAYS AT THE SIXTH SEMESTER OF THE  
ENGLISH DEPARTMENT OF IAIN KERINCI**

**A THESIS**

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FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI**

**2022**

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**A THESIS**

*Submitted as a Partial Fulfillment of the Requirement for Undergraduated  
Degree at English Education Program in Faculty of Education and Teacher  
Training State Islamic Institute (IAIN) of Kerinci*

**By :**

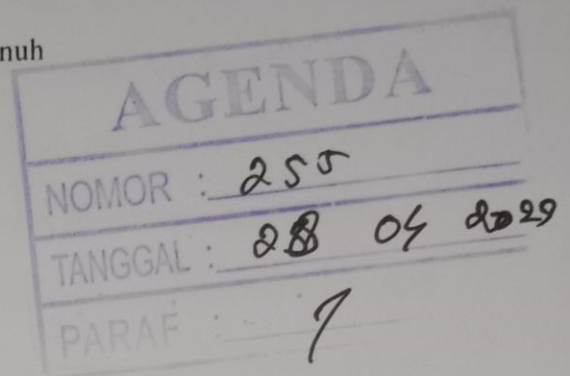
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Sungai Penuh, April 2022  
To:  
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At  
Sungai Penuh

OFFICIAL NOTE



*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After guiding, analyzing, briefing, and correcting, the writing of ZIRA FUZIRA'S thesis (the students' number is (1710203030) entitled: " **STUDENTS' PERCEPTIONS OF 'PRE-WRITING STAGE IN WRITING ENGLISH ESSAYS AT THE SIX SEMESTER OF THE ENGLISH DEPATMENT OF IAIN KERINCI**". This thesis has met qualification as one of the partial fulfillment for a degree at English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the Faculty for an intermediate administrative process for final examination.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

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### CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled **STUDENTS' PERCEPTIONS OF 'PRE-WRITING STAGE IN WRITING ENGLISH ESSAYS AT THE SIX SEMESTER OF THE ENGLISH DEPARTMENT OF IAIN KERINCI**") is the researcher's own work and that, to the best of the researcher's knowledge and beliefs, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception or style, presentation and linguistic expressions is acknowledged.

Sungai Penuh,  
The Researcher

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**APPROVAL AND ACCEPTANCE**

This thesis with entitled of Students' Perception of 'pre-writing Stage in Writing English Essays At the Sixth Semester Of the English Department of IAIN Kerinci by ZIRA FUZIRA with student's number 1710203030 has been examined in the viva voice held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

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## DEDICATION AND MOTTO

### DEDICATION

*I dedicated this thesis for:*

*My beloved father, **Mr. Azwir***

*My beloved mother, **Mrs. Siburni***

*Their love, effort, support and praying for my success and my better life in the future*

*My beloved sister **Yuliati***

*Who always motivated, giving spirit and love to finish this thesis.*

*My beloved brother **Candra Kurniawan**, and my big family British English Course (BEC)*

*That always remind and motivated, giving the knowledge, and make me able to speak in English better.*

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*My best friend, **Rina Elfiana, Puji Rahayu, Nurul Sakinah and Wiwin Tianuri**, friend who always ready when I needed, star from the first semester, thank you for their motivation, support, help and happiness*

*May **Allah SWT**, bless them*

*I thanks very much to you all*

### MOTTO

يٰۤاَيُّهَا الَّذِيْنَ اٰمَنُوْا سَبِّحُوْا لِلّٰهِ حِيْنَ تَقُوْمُوْنَ ۚ وَحِيْنَ تَقُوْمُوْنَ ۚ وَحِيْنَ تَضَعُوْنَ ۚ وَحِيْنَ تَسْرَعُوْنَ ۚ وَحِيْنَ تَقْلِبُوْنَ ۚ وَحِيْنَ تَخْلُدُوْنَ ۚ وَحِيْنَ تَقُومُوْنَ ۚ ۗ اِنَّ سَبْحَ اللّٰهِ اَكْبَرُ ۗ

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Meaning  
"You who believe, seek help through steadfastness and prayer, for Allah is with the steadfast." (Holy Qur'an of Al-Baqarah: 153)

### Artinya

"Wahai orang-orang yang beriman! Mohonlah pertolongan (kepada Allah) dengan sabar dan sholat. Sungguh, Allah beserta orang-orang yang sabar." (Q.S. Al-Baqarah; 153)



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Then, this thesis is one of requirements to get undergraduate degree at English Education Program of faculty Education and Teacher Training at state Islamic Institute of Kerinci. As long as accomplish this thesis entitle “**Students’ perception of ‘pre-writing stage in writing English essays at the sixth semester of the English department of IAIN Kerinci’**”.

The researcher got difficulties, but by guidance and support from other parties the researcher would like to express thank to:

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4. **Herayati, M.pd** as the secretary of English education Program
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Finally, the writer realizes that this thesis is still far from perfection. Thus, comments, and critics and suggestions will be openly appreciated for better future studies. The writer hopes that this research would be a positive contribution to the educational development, the readers and the other researchers.

Sungai Penuh, April 2022

The Researcher

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## ABSTRACT

**ZIRA FUZIRA, 2022 :“Students’ Perception of Pre-Writing Stage in Writing English Essays at the Six Semester of the English Department IAIN Kerinci”**

**Advisors : 1. Dr. Daflizar, MA  
2. Herayati, M.Pd.**

Realizing the importance of writing strategies, there are numbers of researches conducted in figuring which of the proposed models is the most effective strategy in conducting writing task. One of the most basic and important stages in the writing process is the pre-writing stage. Regardless of the types of essay questions, the pre-writing stage is acknowledged for its effectiveness in generating a well-organized essay. The purpose of this research is to explore students’ perceptions towards pre-writing stage as a strategy in writing essay. The method used in this study was a qualitative approach, and the technique used in this study was interview guide with deep interview and documentation. The students were selected from the six semesters at State Islamic Institute (IAIN) of Kerinci. Based on the findings, in terms of student perceptions, it could be inferred that students had a good attitude toward the pre-writing method because it enables them to be more confident in their writing. To summarize, the lecturer should ensure that students understand the importance of pre-writing stage and engage students in engaging pre-writing activities that are helpful, fun, time-saving, and effective in order to improve students’ writing skills.

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## ABSTRACT

**ZIRA FUZIRA, 2022 :“Students’ Perception of Pre-Writing Stage in Writing English Essays at the Six Semester of the English Department IAIN Kerinci”**

**Advisors : 1. Dr. Daflizar, MA  
2. Herayati, M.Pd.**

Menyadari pentingnya metode atau strategi dalam writing, ada sejumlah penelitian yang dilakukan untuk mencari model mana yang merupakan strategi yang paling efektif dalam melaksanakan tugas writing. Salah satu tahapan yang paling mendasar dan penting dalam proses writing adalah tahap pre-writing. Terlepas dari jenis pertanyaan esai, tahap pra-penulisan diakui efektifitasnya dalam menghasilkan esai yang tertata dengan baik. Tujuan dari penelitian ini adalah untuk mengeksplorasi persepsi siswa terhadap tahap pre-writing sebagai strategi dalam menulis esai. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif, dan teknik yang digunakan dalam penelitian ini adalah pedoman wawancara dengan wawancara mendalam dan dokumentasi. Para mahasiswa tersebut dipilih dari semester enam di Institut Agama Islam Negeri (IAIN) Kerinci. Berdasarkan temuan tersebut, dari segi persepsi mahasiswa, dapat disimpulkan bahwa siswa memiliki sikap yang baik terhadap metode pre-writing karena membuat mereka lebih percaya diri dalam menulis. Singkatnya, dosen harus memastikan bahwa mahasiswa memahami pentingnya tahap pre-writing dan melibatkan mahasiswa dalam kegiatan pre-writing yang bermanfaat, menyenangkan, hemat waktu, dan efektif untuk meningkatkan keterampilan menulis mahasiswa.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the problem

In English learning, there are four language skills that students should learn by all the student, those skills are listening, speaking, reading, and writing. All four parts are interconnected with one another and practicing all of them daily will greatly improve the learning process. According to Johson (2008) presents language skills enhance each other, listening and hearing other people use language enhances one's ability to speak, reading helps students become better writers, and writing help and enhances reading fluency. Many students think that English is a difficult subject, especially writing.

The problem in writing is usually found in academic writing courses. Academic writing is an activity in the form of ideas with complex ability through activity that is productive in the shape of symbol letters and numbers systematically so that can be understood by others. Hayati (2020) states, Writing skill is pouring out ideas into written language through sentences arranged completely and clearly so that can be communicated to read with success. Harmer(2001) defined that writing involves planning what will be going to write.

Understanding and mastery and academic writing are very important in mastering writing skills such as essay writing, article writing, thesis, and other

forms of writing. In addition, academic writing is also closely related to the speaking, reading, and translation courses. In general, writing is the main pillar or component in understanding and mastering the four language skills in an integrated manner.

The Essay is a kind of academic writing text that is usually taught in writing class. Sutrisno, Rasyid, and Rahmat (2018) present that essay consist of several paragraphs that develop one certain topic. Essay writing is one of the common activities that will be done in the learning process as an assessment tool. Spiler (2011) explains that an essay can be used as a flexible tool of assessment to measure the student's knowledge. In addition, essay writing is usually also used as a student's writing task. In Longman Dictionary of language teaching and Applied Linguistics (2002: 240) explains an essay students' writing task about a topic that has been developed.

One of the important stages before starting to write an essay is pre-writing. Pre-writing is the process of preparing ideas and concepts before starting to write a text. This stage is important because it helps a person sort and organize ideas before writing. In prewriting, a person can engage in activities such as brainstorming, determining and outlining, and researching to enrich the text to be written.

According to John M. Lannon in his book "The writing process", "Pre- writing is an important first step in the writing process, allowing writers to gather their thoughts and determine the purpose of the piece they are about to write."

The importance of pre-writing is giving students materials to help them start their essay or article and also giving them the time to explore their ideas, which is important for their ideas in writing flow smoothly as they write. Students need to find and lay out all of the materials they need in writing. They would not leave any of the information behind. Prewriting activities are beneficial to help the students' skill of observing and evaluating, to allow the students to test their ideas, explore topics and get a feel for their subjects, and to help students save time by deciding which topics are worth developing (Mahnam and Nedjadasari, 2012). Therefore pre-writing help students stay focused on the topic as well as keep their writing materials ready before they start to write an English essay.

Lessening students' difficulties in writing academic papers can be considered one of the effective ways to teach writing. A complicated process and problems will be found in every stage of the writing process. Students may already struggle from the moment they start to write about until exploring their thinking in written forms (Langan, 2011). For example, students find it difficult to decide what topic they would write about, the students are faced with many ideas at the beginning and they end up with difficulties organizing those ideas, or a lot of them

get writer's block that makes them do not have any ideas on how to start their writing.

Relating to the benefits of prewriting activities in academic writing, one type of prewriting activity will result in particular benefits. The benefits that



students could obtain depend on what kind of prewriting activities they take for their academic papers. A related study on the topic was discussed by Mahnam and Nejadansari (2012). They found concept mapping, reading, and negotiating as prewriting activities were beneficial in improving the writing achievement of Iranian EFL students as a means of constructing knowledge. The study showed that participants in the experimental group wrote better in their compositions using the prewriting activities assigned.

Despite an extensive body of the research on the writing process, there appears to be lack of in-depth studies specially focusing on students' perceptions of the pre-writing stage. Most exiting research has primarily concentrated on other phases of the writing process, such as drafting, revising, and editing. The gap lies in understanding how students perceive and approach pre-writing, and how these perceptions might affect their overall writing experience an essayquality.

Academic writing is one of the subjects taught at the English Department State Islamic Institute of (IAIN) Kerinci. Lecturers apply the lesson plan in the teaching process referring to the procedure in syllabus and curriculum. From several observations of students in the sixth semester, some problems occur at the state Islamic Institute Islamic of (IAIN) Kerinci, especially in the sixth semester.

First, late submissions assignments, in this case, many of the students state the reason that writing is so hard they do not understand the concept of how to start

and found the idea in the writing process. Second, high plagiarism and low scores in writing subject, this problem becomes a serious problem in that student found an easy way to finish the assignments without thinking about the impact for them on how to make a good essay, and this influence making a proposal or thesis. Besides that, the observation also found the students' difficulties in collecting ideas and developing their essays paragraph.

The researcher wants to know the extent of students' awareness of the various stage of the writing process and the impact of this awareness on their writing. Based on the statement above, the researcher intends to make research on "Students Perception of pre-writing stage' in writing English essays in the sixth semester in State Islamic Institute of (IAIN) Kerinci in the Academic year 2022/2023"

### **B. Identification of the problems**

Based on the background of the problem mentions above, the researcher also identified the problem in the pre-writing stage in writing English essays at the English department State Islamic Institute of (IAIN) Kerinci. The students hard to finish their writing on time and many students late submission their tasks, with the pre-writing can make the process of making an essay faster, and with pre-writing an essay will be more coherent and clear.

### **C. Limitations of the research**

This research would be limited to students' perception of the pre-writing stage in English essays in the sixth semester in the English department of IAIN Kerinci 2021/2022

### **D. Research Question**

The research Question of this research was How does students perceive the pre-writing stage in the process of writing an essay?

### **E. The Purpose of the Research**

The purpose of this research was to explore students' perceptions of the pre-writing stage in the process of writing an essay. The result of this research were expected to provide useful information for teachers and curriculum developers in building a better understanding of how students view the pre-writing stage and how it can impact the final outcome in essay writing.

### **F. Significances of the Research**

This research would be expected to be useful for students and lecturers. For the lecturer, it would be expected to know the abilities of students in comprehending in the pre-writing stage of English essays and the way to solve their problems in the pre-writing stage of English essays when the students face the problem. Meanwhile, for students, the result of this research would be expected to help their problem and their ability in the pre-writing stage in English

essays. But the only main goal of this research will help the lecturer and students to get some appropriate pre-writing stage in English essays.

### **G. Definition of the Key Term**

1. Writing is a type of communication allowing students to put their ideas and feelings on the piece of paper, then organized their knowledge into convincing arguments, and to convey meaning through well-constructed text.
2. Pre-writing is preparation process that students can complete before actually write on paper an English essays. Pre-writing organized the student's thoughts, plan the research or writing, and clarified the thesis.
3. An academic essay is a focused piece of writing that develops an idea or argument using evidence, analysis and interpretation.
4. Perception is the act of judgment in person's thinking after receiving a stimulus from what his senses feel. The stimulus then expands to a thought that eventually leads to a person having an underlying view of a case or even that is occurring. Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Nature of Writing

Writing is a way to express ideas in sentences in written form that is readable by the readers and it is important for students need to learn and understand learning language, especially in learning the English language. Aydogan and Akbarov (2014) stated that writing is a process of determining and managing someone's opinions, putting them on paper, and then revising them. Writing is a way to express an idea and it combines several words into written form to communicate a meaningful message to the readers.

John Langan (1985) in his book states that writing is treated as a process. This means that when the first time to write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Writing is never a one-step action; it is a process that has several steps. Writing is both a physical and a mental act. David Nunan (2003) At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer.

On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing is one of the world's oldest technologies, and uses an expansive array of tools, from pencil or pen to software programs and video streaming capacities. According to (Utami Dewi: 2013) in her book, writing is the expression of language in the form of letters, symbols, or words. It means that someone can express what are there in their mind by using letter, symbol, or words that can be understood by the reader as a manifestation of their mind.

Writing is a visual form of communication, either printed in hard copy or electronic form. White and Arndt describe writing as a form of problem-solving that involves such processes as generating ideas, discovering a voice with which to write, planning, goal-setting, monitoring and evaluating what is going to be written, as well as what has been written and searching language with which express exact meaning. In writing, the writer is demanded to pay attention to some aspect of the production of the written text which involves the content, organization, vocabulary, grammatical, spelling, and punctuation.

In discussing the significance of writing to learning, Suleiman (2000) stated that writing is an essential factor of language. According to Harmer (2004: 31-33) stated that there is much importance in learning writing.

Writing is important because it is used extensively in higher education and the workplace. When people do not know how to express themselves in writing, it will be difficult to communicate well with professors, employers, peers, or just about anyone else.

From the description above, writing has many functions in our life. In the modern world, written language serves a range of functions in daily life. By having good writing skills, there are many opportunities to get a job easily. It can write novels, articles, newspapers, and books. Students have to learn writing skills well to facilitate when they want to show their opinion or ideas by using words.

### **B. The Writing process**

Ferris & Hedgcock (2005) pointed out six stages in writing process, they are pre-writing, writing, revising and editing, publishing, and post-writing. Related on the cluster technique in pre-writing stage, the researcher takes all of stages of writing as follows:

#### **1. Pre-writing**

Activating schemata is essential for a teacher to get students to know possible topics that they can develop into complete writing. Activating students' schemata can be done through pre-writing or planning activities.

This stage is geared to stimulate ideas or thoughts for the

students to get started. Pre-writing also assists student writes in deciding what to write about so that they can organize their thoughts.

In writing class, the students have three main jobs (1) choosing a topic that interests the student, (2) narrowing the topic chosen that fits a writing task, and (3) collecting information and developing ideas (Oshima & Hogue, 2006). Writing such a topic is still too large because it may include communication problems, working habits, social environment, and family life. Therefore, the student needs to narrow the topic. After that, she or he needs to develop the narrow topics into supporting details.

In conducting this, the students are required to apply strategies for generating ideas. There are six main techniques for generating ideas or brainstorming journal writing, free writing, listing, clustering, and outlining. In other words, the main goals of pre-writing are to help the students organize their ideas and to train the student to plan what they are going to write so that they can develop their ideas into completed writing.

a) Collecting ideas

Collecting ideas is a process of generating a lot of information by writing non-stop. It allows one to focus on a specific topic but forces a writer to write so quickly that he or she is not allotted time to edit any ideas.

In collecting ideas, take down the ideas about your topic in rough sentences and phrases. In this case, you do not worry about grammar or organization. When free writing, your pencil should not stop writing on paper, the purpose is to write down whatever comes to mind about the topic.

b) Outlining essays

Outlining is a necessary aspect of the writing process. The outline serves as a road map for the writer, and it includes a list of essay parts such as the thesis statement, the topic sentence, and supporting details for each body paragraph, opposing arguments or counter-arguments, and the essay conclusion. Because the writer has a point of view and an opinion on the issue before starting to write the essay, outlining may help the writer avoid getting stuck in the middle of the writing process.

An outline is a formal system used to think about and organize an essay. Short phrases generate the topic outline, it is especially convenient when the students dealing with a variety of subjects that

could be organized in several various ways in the students' essays.

(University of Washington, 1997)

Outlining essays is a pre-writing technique of focusing on a particular subject or topic and freely jotting down all ideas which come to mind without limiting or censoring information.

Outlining is a crucial part of producing a scholarly paper since it aids the writer in changing from the research and idea-generating stage to the organizing stage, or a theoretical outline can help writers in dragging from a hypothesis to direct research.

#### c) Free Writing

Free writing (Nguyen, Van, & Nguyet, 2011) is a popular practice for improving writing fluency. Students are guided to write about a specific topic regardless of grammatical or spelling accuracy in this strategy. The technique of free writing focuses on determining the writers' interest in the topics and their linguistic use of phrases in presenting specific concepts (Latiff, 2008). According to Hwang (2010), supervised free writing is an effective technique for students can build a basic notion in paragraph arrangement and be guided to think critically for their argumentation with the help of the teacher.

The free writing strategy is when your students write whatever comes into their mind about the topic at hand for a specific amount of time, like 10 or 15 minutes. Students should not care about grammar, punctuation, or spelling during free writing. Instead, students should



try to come up with as many ideas as they can to aid them in the writing process. According to Elbow,(1984; 13) stated that free writing refers to the act of writing quickly for the asset of time from ten to fifteen minutes, just putting down whatever is in mind, without pausing and worrying about what words to use, and without going back to modify what has been written because the goal of free-writing is the process, not the product.

The meaning and definitions above show that many educators agree that pre-writing is very important for writing an English essay.

## 2. While Writing

The phase of “while writing” encompasses the actual act of composing, where ideas begin to flow, sentences take shape, and a narrative unfolds. According to Flower and Hayes cognitive process theory of writing (1981), this stage involves several cognitive activities, such as planning, translating ideas into language, and reviewing and revising one’s work. These processes are not linear; instead, they interact and intertwine, creating a dynamic and fluid experience.

The writer focuses on writing and can ignore the order of writing sentences correct, as well as mechanical spelling and punctuation. At the writing stage, the writer can have to do several strategies so that readers are interested in writing, namely: relevant to the topic, provide evidence

and examples and appropriate short conclusion with what is told in the content section of the paragraph.

### 3. Editing

On the flip side, writers may encounter challenges, with writer's block being one of the most common obstacles. Writer's block can manifest as a lack of inspiration or inability to move forward in the writing process. To overcome this, it is crucial for write's block is a natural part of the creative process. By adopting techniques like freewriting, brainstorming, ortaking short breaks, writers can stimulate their minds and unleash their creativity.

Editing is a response process that is given by a lecturer or friend to check the writer's writing. Responding can be done orally or in writing. According to Harmer, in editing or responding to the results of writing, respondents do not just focus on writing sentences (grammar) and mechanics (spelling and reading) but also on the content of the writing.

### 4. Revising

Revising is the process by which the writers revise their work after their lecturers or friends respond by making revisions, the writer will know and understand their mistakes. So next they can write well.

Revising one of the stage in the writing process that plays a crucial role in enhancing the quality of the text. As expressed by the author Shannon Hale ,”I am writing a first draft and reminding myself that I am

simply shoveling sand into a box so that later I can build castles”. This analogy reflects that revision provides an opportunity to shape and improve the writing, akin to an architect designing their building. Focusing on sentence structure, narrative flow, and message clarity, the revision stage ensures that the writing achieves the desired level of maturity and quality.

#### 5. Publishing

Publishing is when the work is prepared to be communicated widely to readers or audiences. The process involves crucial steps such as formatting, final editing, and determining the media or publication platform. As expressed by the writer Stephen King, “the most important things are the hardest things to say. They are the things you get ashamed of because words diminish your feelings.” This quote highlights the challenge of affectively conveying thoughts and emotions through words. In the publishing stage, writers must ensure that their work is accessible and understandable to the target audience. This process may involve selecting a publishing platform, determining marketing strategies, and ensuring that the work meets desired quality standards before it can finally be accessed by readers.

Publishing is an assessment process with checks the writing with the five indicators in writing, content, organization, sentence writing, and mechanics (spelling and punctuation).

So, academic writing includes the stages of pre-writing, writing, and revising. In each of these stages, there is a more detailed process. That is; preparation, writing, responding, and revising until finally creating the final product in the form of writing. Evaluating to produce good writing quality also needs to be done again at the end of writing activities.

### **C. Essay**

An essay is a piece of writing several paragraphs long instead of just one or two paragraphs. An essay is a piece of writing, usually from an author's personal point of view. Essay is non-fictional but often subjective; while expository, it can also include narrative. Essay can be literary criticism, political manifestos, learn arguments, observations of daily life, recollections, and reflections of the author. (UKessays.com)

#### 1. Main parts of Essay

According to Oshima and Hogue (2007, p.147), there are three main parts of an essay, they are an introductory paragraph, a body, and a concluding paragraph. The introductory paragraph stimulates the reader's interest and tells what the essay is about. Usually, the last sentence in an

essay introduction is the thesis statement. The body of an essay consists of one or more paragraphs. Each paragraph develops a subdivision of the topic. The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

a. The Introductory Paragraph

The introductory paragraph, or introduction, is the first paragraph of an essay. Two functions of the introduction are: (1) It attracts the reader's interest, and (2) it introduces the topic of the essay (Oshima and Hogue, 2007, p.150). The introduction consists of two parts, the one is general statements, which will give the reader background information about the topic of the essay. It should lead the reader gradually from a very general idea of the topic to a very specific idea. Each sentence that follows becomes more and more focused on a specific topic. Another is the thesis statement, the reader will find it in the last introductory paragraph. The thesis statement is the most important sentence in the introduction.

According to Oshima and Hogue ( Nirwanto, 2013, p.69), the thesis statement has three purposes. (1) it states the specific topics and (2) lists the subtopics that will be discussed in the body of the essay such as chronological order or order of importance. (3) it may also mention the method of organization.

## b. Body Paragraph

The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement (Oshima and Hogue, 2007,p.152). There are five characteristics of a Body Paragraph according to Gardness (Nirwanto, 2013, p.72) each paragraph in the body of an essay should be clearly expressed, well unified, developed, organized, and coherent. The following characteristics of body paragraphs are:

### 1) Clarity

The main point and supporting details of the paragraph are clear. Clarity refers to how easy it is for the reader to understand the writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language (Cengage Learning, 2017, p.46).

### 2) Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence (Cengage Learning, 2017,



p.53). All the sentences relate to the main idea of the paragraph and support the topic sentences.

### 3) Development

The paragraphs provide sufficient detail, including examples, facts, statistics, reason, anecdotes, quotations, and definition, to explain or to support the main idea

### 4) Organization

The ideas and supporting details have a logical pattern of arrangement, such as a time, space, or emphasis (for example, from most to least important, from least to most important, or from simple to most complex)

### 5) Coherences

The sentences are logically connected to, and the ideas flow smoothly

### c. The Concluding Paragraph

The conclusion in essay, like the concluding sentence in a paragraph, is a very important part of the essay. The concluding paragraph is the last paragraph of an essay. It has three purposes:

- 1) It signals the end of the essay.
- 2) It reminds the reader of your main points.

- 3) It leaves the reader with your final thoughts on the topic  
(Oshima and Hogue, 2007, p.152).

An Essay is one of the academic writing that is commonly used and learned by students, Essay is a piece of writing several paragraphs long, not just one or two paragraphs. An essay is usually a short piece of writing which is quite often written from an author's point of view. Essays can consist of several elements, including literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. Essays have become a major part of formal education. Secondary students are taught structured essay formats to improve their writing skills, and admission essays are often used by universities in selecting applicants and, in the humanities and social sciences, as a way of assessing the performance of students during final exams. The concept of an "essay" has been extended to other mediums beyond writing (Oshima and Hogue: 1999)

There are three main areas we need to consider when writing an essay. We need to evaluate; (1) focus, (2) content, and (3) organization. While each of the three has its vitality, the "trinity" is inseparable.

1. An Essay must have a purpose, which has clearly defined and effectively communicated. This is the focus of the essay. An Essay must fulfill the requirements for the purpose it is trying to accomplish. In addition, our

work must be well balanced; we should neither do too much in the essay nor mark our goals too limited and inconsequential. Also, the needs, interests, and expectations of our readers should be considered and met.

2. Content is an essential part of an essay. Considering controlling purpose, we ought to discover whether there is adequate support and whether our essay development fulfills the commitment started or implied by the controlling purpose. What supporting details or evidence we have provided and how adequate they are is equally important. All our details, evidence, or counterarguments should not only relate clearly to our controlling purpose but should have the purpose of strengthening the essay.
3. Both the focus and content are strengthened and enhanced by the organization of the essay, which must follow an overall organization strategy. We may want to test the effectiveness of such a strategy by outlining or summarizing our essay. The organization of our essay must follow logically the commitment established by our controlling purpose. We must ensure that our readers will be able to follow the organization and easily make sense of it. Furthermore, we should ask ourselves whether or not an introduction and conclusion could more effectively open and close our essay (tripod.com: 2021).

After all of the above has been observed; now ought to consider such things as grammar, spelling, word choice, sentence structure, and mechanics. Despite its importance, grammar is often ignored in writing classes.

## D. Perception

### 1. Definition of perception

According to some experts express the different opinions related to perception, Leavid in sobur (2003) defines perception in a narrow sense, namely vision, how someone sees something, while in a broad, sense it is view or understanding, namely how someone views or interpretssomething. Perception is the experience of objects, events, or relationship obtained by summarizing information and interpreting messages. Perception is giving the meaning of sensory stimuli, Perception the meaning of observations.

Altman describes perception as the way stimuli are selected and grouped, so they can be meaningfully interpreted.it is a person's view of reality. Kreitner and Kinicky (1992) stated that perception is a mental and cognitive process that enables people to interpret and understand their surroundings, some definitions above that perception is a global response to a stimulus or a set of stimuli. Walginto (2007), said that perception is the process of human thinking about certain phenomena. Demuth (2013) proposes that perception is a result of the interaction between stimulus and

internal inference, desires, and experience of the observer. Perception is based on experience and supporting this idea defines perception as the act of interpreting information that has been kept in the human brain. Perception is the selection, organization, and interpretation.

From the various perceptions above, Perception is the individual way of looking at, interpreting, concluding, and reacting to an object obtained through the process of sensing, organizing, and interpreting objects.

a) Factors that affect perception

Perception is influenced by factors functional and structural factors. Functional factors originate from needs, past experiences, and other things which are personal, such as the learning process, horizons, and knowledge, cultural background, education all of which are colored by the value of his personality. Functional factors are commonly referred to as frames of reference (frame of reference). These terms reference influence how people give meaning to that message received or perceived it.

Davidoff (1987) states that perception as a complex process depends on the environment. During perception, knowledge about a world is combined with the perceiver's constructive abilities, psychologies, and experience. That person's perception is affected by their expectation,

motivation, and previous experience. Depdikbud (1987) divides factors that affect one's perception into two:

- 1) Internal factors that come from the students themselves, such as thought, feeling, willingness, sex, needs, motivation, and
- 2) External factors that come from outside of students, such as educational background, experience, environment, culture, belief.

b) Component of perception

According to Sobur (2003) in the perception process there are three main components of perception,

- 1) Selection is the process of filtering the senses against and the type which can be many or titles.
- 2) Interpretation is the process of organizing information so that it has meaning for someone.
- 3) Interpretation and perception are then translated into behavior as reactions. So the process of perception is to select, interpret, and round up the information that arrives.



### **E. Review of Related Finding**

Realizing the importance of pre-writing strategies, there are lots of research conducted in figuring which of purposed models as the most effective strategies in conducting writing essays. In writing, one of the most basic and importance in writing is pre-writing stages. Pre-writing stage is a component of pre-writing conducted before a writer starts to write. Norries (1998) had conducted research that is related to one of the pre writing stage. This research aims to figure out the perception of the pre-writing an English essays.

Another study that focused on the pre-writing stage as a strategy was carried out by (Mogahed, 2013). The goal of this study was to develop a framework for using pre-writing activities in the teaching of writing skills. (Mogahed, 2013) proposed a prewriting stage framework that was divided into two parts: invention and arrangement. All efforts that aim on obtaining more ideas and points are referred to as inventions. Brainstorming, free writing, and listing are only a few of the techniques included in the study. In terms of organization, the activities focus on identifying and recalling the essay's structure. Graphic organizers, fishbone maps, and series chains are appropriate activities for this area. Another study on this topic is the effects of different pre-writing strategies on academic writing achievement.

Evaluation of different pre-writing methods, this research may not have thoroughly used by students. Comparing the effectiveness of various pre-writing

methods, such as concept mapping, timelines, or the application of other creative strategies. Influence of learning environment on pre-writing, researching how the learning environment, whether in the classroom outside, influences students' perceptions of the pre-writing stage can enhance our understanding of external factors that may play a significant role in the writing process.

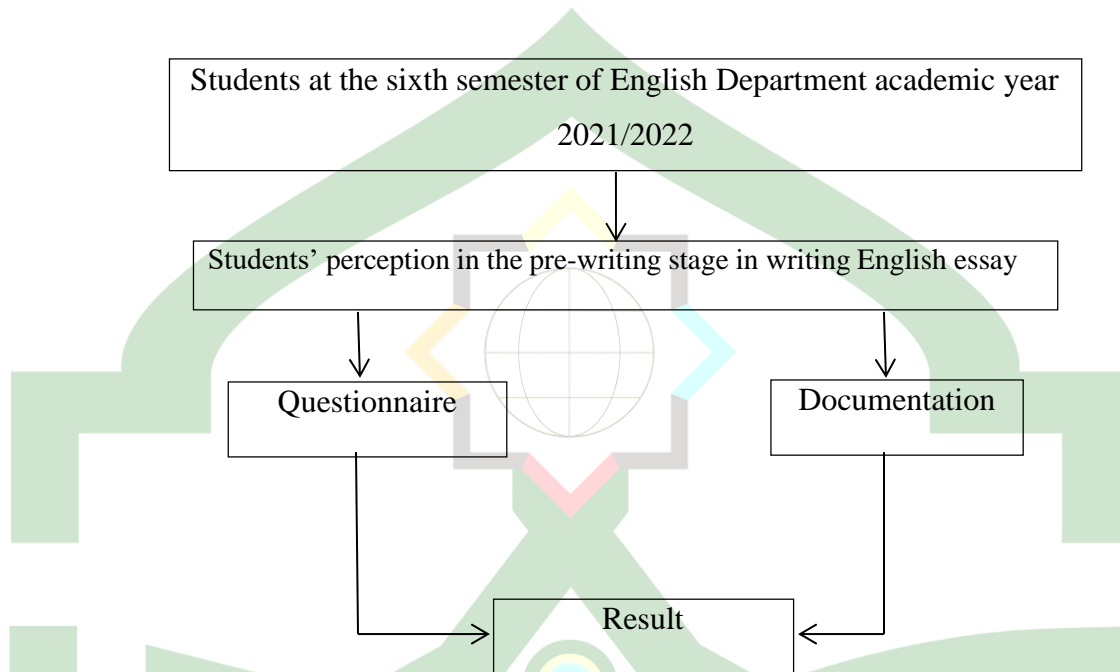
An experimental study to see if different pre-writing stages used by students have an impact on their English composition (Mahnam&Nejadansari, 2012). there were 23 participants were chosen as study respondents, and they were divided into two groups: controlled and experimented. Although both groups' samples have the same level of English proficiency, the controlled samples are not expected to use any of the pre-writing procedures used by the experimented group.

This research aims to explain student perceptions of the pre-writing stage as a strategy in writing. The Pre-writing stage would improve student writing in term of content, and organization, and also improves student motivation and creativity towards writing. Student needs to be taught how to brainstorm to generate ideas and plan by making a well-rounded outline before they start writing.

Analyzing the gaps in this research can help detail areas where further research can contribute to our understanding of students' perceptions of the pre-writing stage in writing English essays.

## F. Conceptual Framework

The researcher has drawn the conceptual framework below:



The conceptual framework represents the relationships between the variables being studied in this research. The independent variable was the student's perception of the pre-writing stage, which was the focus of the study.

The dependent variable was the attitudes and approaches that students had towards the pre-writing stage in essay writing, which were being studied concerning students' perceptions.

The intervening variables represent factors that may influence students' perception of the pre-writing stage. These variables include prior writing experience, which can impact how students approach writing in general, knowledge and understanding of the pre-writing stage, which could shape how students view its importance, the perceived importance of the pre-writing stage, which could influence how much attention students give to it and learning environment and resources available to the students, which could affect the quality of their writing experiences.

This research aims to gain a deeper understanding of how students perceive the pre-writing stage in essay writing and how this perception affects and approaches it.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This chapter discusses how the research was conducted and how the data was gathered. It identifies the research design, setting, participant, data collection technique, and data analyzing technique. The Research design was used to identify what kind of research design would be used in this study. Setting and participant present where the data would gather and also what types of participants were chosen as the subject of this research. In the data collecting method, the researcher would describe how to collect the data, while data analysis presents the steps to analyze the data.

#### A. Research Design

The research design for this study was qualitative descriptive. Qualitative descriptive research is an appropriate methodology for exploring the subjective experiences and perceptions of individuals (Moleong: 2007: 6). In this study, qualitative descriptive methods were used to collect and analyze data through in-depth interviews with a sample of students. The interview questions were designed to elicit rich, descriptive information about student perception of the pre-writing stage and their attitude and approach towards it. The data collected through these interviews were analyzed using a thematic analysis approach to identify common patterns and themes that emerge across the data. The findings of

this research will provide a detailed understanding of student experiences and perceptions of the pre-writing stage essay writing, which helped to inform the development of effective writing pedagogy and curriculum.

Qualitative descriptive research is a valuable methodology for gaining an in-depth understanding of the experiences and perspectives of individuals, as it allows for a rich, detailed exploration of the phenomena studied" ( Cresswell, 2014, p.127). According to Cresswell, (2014), qualitative descriptive research is particularly useful in exploring complex and multifaceted issues and could provide valuable insights into the lived experiences of individuals. By using qualitative descriptive methods, this study will be able to uncover the subjective experiences and perceptions of students regarding in pre-writing stage in essay writing, which will contribute to the development of a deeper understanding of the topic.

## **B. Setting of the research**

### 1. Place of the research

This research was carried out in the sixth semester of English Department of IAIN Kerinci, located in JL. Pelita IV, Sumur Gedang ,Pesisir Bukit, Kabupaten kerinci, Jambi in academic year 2021

### 2. Schedule of the research

The research would be conducted in the sixth semester of English Department IAIN Kerinci in the academic year 2021.

### C. Informants

The object of this research could be expressed as a social research situation that would want to know what's happened inside. The researcher can observe deeply the activities of the people who exist in a certain place (Sugiyono, 2007: 215).

The participant take from the absence of classes A, B, C. And this study was the sixth grade students of English department state Islamic institute of Kerinci in academic year 2021/2022.

**Table1. The Number of Students**

<b>GENDER</b>	<b>CLASS (A)</b>	<b>CLASS (B)</b>	<b>CLASS (C)</b>
MALE	7	5	7
FEMALE	11	13	9
TOTAL	18	18	16

According to (Arikunto: 2006), the population was all the subjects in this research. The population consist of three classes and each class is consisted 16-18 students, so the total number of population is 52 students but not all of the students would be interviewed it will be gather based on the previous strategy thatthey used.

In this research the method of taking sample was purposive sampling technique, purposive sampling means taking sample by intentionality.



#### **D. Technique Data Collection**

The technique to collect the data that researcher would use interviews and documentation to collect the data. Bugin (2003: 42) explains the method of data collection was "by what means and how the necessary data could be collected" The final results of the study were able to present valid and reliable information. Merton and Kedal as cited in Cohen (2011) mention that the usual depth interview can impulse the participants to look back on their experiences. Moreover, this interview type could make the participants no limitations in answering the question.

Arikunto (2002:136) argues that "research methods" are the various methods used by researchers in collecting data for his research". The methods in question are interviews and documentation studies.

##### **1. Interview**

Interviews were a way of gathering information that is carried out by asking and answering verbally unilaterally face to face, and with the direction and purpose that has been set. Sudijono (1996: 82) argues there are several advantages of collecting data through interviews, including interviewers can make direct contact with participants who would be assessed, data will be obtained in-depth, those who would be interviewed could express their heart more broadly, unclear questions can repeat and directed more meaningful.

In this study, a semi-structured interview would be used as the main data collection method. Semi-structured interviews are a type of interview that combines the structure of a structured interview with the flexibility of an unstructured interview. In a semi-structured interview, the interviewer uses a guide to ask questions and prompt discussions but also allows for deviations from the guide and spontaneous follow-up questions as needed. This type of interview allows for the exploration of topics in greater depth. And the interviewer has the flexibility to pursue unexpected or additional avenues of inquiry.

The use of semi-structured interviews in this study was appropriate because it will allow an in-depth exploration of students' perceptions and attitudes towards the pre-writing stage in essay writing. The flexibility of the semi-structured interview format will allow the interviewer to follow up on any interesting or unexpected themes that emerge during the interview, providing a deeper understanding of the topic. Additionally, the use of a guide will ensure that all relevant topics were covered, while still allowing for the emergence of new and unexpected information. This combination of structure and flexibility will provide a detailed understanding of the topic, making semi-structured interviews an appropriate method for this study.

The semi-structured in this study would be conducted in person and would last approximately 30-45 minutes. During the interview, the interviewer used the interview guide to ask questions about the participants' experiences and attitudes towards the pre-writing stage in essay writing. The interviewer also encourage the participants to provide detailed and reflective responses and to share any relevant anecdotes or examples from their experiences.

The semi-structured interview would be recorded and transcribed for analysis. The transcription would serve as the data for the thematic analysis, which would be conducted to identify patterns and themes in participants' responses. The data would be coded and reviewed, and themes that emerge would be organized and analyzed to provide an in- depth understanding of the participants' experiences towards the pre- writing stage in essay writing.

According to Cresswell (2018), semi-structured interviews provide a balance between the structure of a survey and the unstructured nature of a focus group discussion. They offer the interviewer guide for asking questions, but they also allow the interviewer to pursue unexpected or additional avenues of inquiry. This balance makes semi-structured interviews an ideal method for exploring complex attitudes and experiences, such as those related to the pre-writing stage in essay writing.

Moreover, to obtain specific information, open-ended items were used in the construction of schedules for this research. The interview would guide by a list of questions based on the research questions. Then this study would use semi structure responses.

## 2. Documentation

Documentation was the way of collecting data through written media, especially as files of the pre-writing stage of students, student portfolios, and books, statements that would connect with the research, the documentation was taken from the students.

Documentation is one of the Qualitative methodologies in collecting data by seeing or analyzing documents which was made by the researcher itself or others about the subject through written media (Herdiansyah: 2011: 143)

Arikunto (2002:206) the method of documentation is to look for data in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, legger, agenda, and so on. Nawawi (2005:133) stated that documentation study is a way of collecting data through written heritage, mainly in the form of archives and including books regarding opinions, and arguments related to the research problem.

### **E. Technique of Data Analysis**

The data collected from the interviews, in this study will be analyzed using a thematic analysis approach. Thematic analysis is a method for identifying and categorizing patterns and themes that emerge from qualitative data. In this study, the transcribed interview data will be reviewed and coded to identify recurring patterns and themes related to students' perceptions and attitudes toward the pre-writing stage. The codes would then be organized into higher-level themes that capture the overarching patterns and relationships in the data.

According to Braun and Clarke (2006), thematic analysis is a flexible and widely used method for analyzing qualitative data and has the potential to provide an in-depth understanding of the experiences and perspectives of individuals. By using thematic analysis in this study, the research would be able to uncover the key perceptions, attitudes, and experiences of students concerning the pre-writing stage in essay writing, which will provide valuable insights into the field. Thematic analysis is a widely used method for analyzing qualitative data and can provide an in-depth understanding of the experiences and perspectives of individuals (Braun & Clarke, 2006, p.79)

The researcher categorized the data related to students' perception of the pre-writing stage in writing English essays at the State Islamic Institute of (IAIN) Kerinci in the Academic year 2022-2023. The data gets from interviews and documentation.

## **F. Trustworthiness**

Qualitative research must reveal objective truth. The validity of the data in qualitative research is very important. Through the validity of the data credibility (trust), qualitative research can be achieved. In this study, to obtain the validity of the data, it will be done by triangulation. Triangulation is a technique for checking the validity of the data. It takes advantage of something other than the data for checking purposes or as a comparison against the data (Moleong, 2007:330).

Triangulation was a research technique that involves using multiple methods to collect and analyze data to enhance the validity and reliability of the findings. In this study, triangulation could be achieved by combining the data collected through semi-structured interviews with data from other sources, such as written reflective journals, surveys, or observation of participants' writing process. The combination of these different sources of data can provide a more comprehensive and robust understanding of the participants' experiences and attitudes towards the pre-writing stage in essay writing.

Transparency in qualitative research refers to the clear and explicit documentation of the research process, including the methods used to collect and analyze data, and the interpretation made from the data. Transparency helped to ensure that the resulted of a study are trustworthy and could be independently verified. In this study, transparency would be achieved through detailed

documentation of the research process, including the development of the interview guide, the recruitment and selection of participants, the administration of the semi-structured interviews, and the analysis of the data. The result of the study will be reported clearly and concisely manner, including a description of the themes that emerged from the data and the interpretations made from the data.

According to Patton, triangulation with sources means comparing and checking back the degree of trustworthiness of information obtained through different times and tools in qualitative research (Moleong, 2007:29). The researcher uses the data from the interview and document is taken from the student's worksheet as the implementation of method triangulation.



## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter deals with the result of the research which divided into two selections, they were research finding and discussions where the finding outline the result of the data analysis was taken by interview and documentation while discussion presented the result of the research findings.

#### A. Research findings

Pre-writing is important because it provides students with information to help them begin their essays as well as time to explore their thought, which is necessary for their ideas to flow smoothly while they write. It is critical for students to locate and organize all of the things they require in writing so that they do not forget anything. Without an outline, it is not uncommon for students to completely forget the exact goal of their writing assignment. As a result, pre-writing aids students in staying focused on the topic and preparing their writing resources before beginning their essay. Students also have more about their ideas and write them down on a sheet of paper.

Then the researcher explain what are the students perception of pre-writing stage in writing English essays.

There were three indicators of pre-writing stage in writing English essays. The following presentation described the clear explanation about the result of the interviewed.

## 1. Students perception in collecting ideas

The first stage in pre-writing is collecting ideas, and the first question was asked to explain what were the students opinion about collecting ideas that has been learning of them in fifth semester. Collecting ideas is a strategy for assisting someone in stating a thought process. Brainstorming is frequently used to help students prepare to study a text, discuss a hard issue, or write about a subject. Student 2, for example, expressed *“collecting ideas is collecting the point or ideas to discuss about the topic or make a description what would to write”*. Student 3 state *“collecting ideas is to get description or get supporting idea that what would we discuss”* student 5” *this stage is analyze the topic that what will we discuss”* another statement from student 10 *“doing the collecting ideasis really helpful to found the main idea in English essay”*

Whenever students brainstorm, they have a lot of freedom and opportunity to explore new ideas without worrying about how good they are in the context of the writing. For example for the question how they collect the idea, there were six students gave the same statement, student 1 expressed that, *”in this stage. First, I try to write everything has come to my mind but if I got stuck I tried found the idea from the internet like article in internet and other reference”* and students 6 said *“I found theidea in internet, because it can help me to understand more about the topic*

*and besides that I also stat my own opinion” student 5 also state the opinion “actually when I got stuck. I tried to found in internet and askedmy friend, it can help me to more understand about the topic”* Collecting ideas improves students in understanding after considering about and developing a theme, this is time to put thoughts on paper.

Based on the data obtained, most of the students who did the collecting ideas stage was beneficial, helpful and important. Related to this perception there were some reasons that were frequently given by the students during the interview. The reason was given the students easily to classify the ideas that support the topic and get the points of their essays. It is based on interviewed with the question what do you get after doing in this stage, a few statements from the student 3 *“According to me, it is enough to help me in writing an essays, I can classify the idea that which one that I should write first.”* And student 2 stated that *“in this stage I found the ideas and to support my topic. So, I think it really help me to develop my essay topic”* student 5 also expressed: *“after doing, I got the idea what should I write for my essay”*

In this stage is important to know what would the students made in the next step. One of the question asked to the student how important doing collecting ideas for them, it is based on the participant arguments, for example student 8 said that *“ in my opinion, this this is really helpful,*

*because we got the idea what would we discuss in our essay, if we do not collect an idea we will get stuck among writing an essay”* and another statements from student 10 said that *“according to me 85% is important, because in this stage I understand what I want to write”* student 6 expressed *“for me is important, because we got the idea so it will be easily to develop and more coherence”* another statement from student 1 *“collecting ideas is one of the important stage to get the main ideas that what will I discuss”* and student 3 also give gave the argument *“collecting ideas is important to know what I will discuss each essay paragraph”*

Based on the response of several participant above that collecting ideas stage was helpful them in develop their essays, in this stage the students found the ideas that can help in develop an essays and for next stage in pre-writing.

## **2. Students perception in outlining essays**

In the writing process, outlining is a step. It is employed to organize our thoughts and guide us along the essays direction. The idea and the reason that will be explored in the essay are usually listed in an outline. Six of students mention that, each body paragraph has a clear thesis statement, topic sentence, and supporting detail, as well as a conclusion. Some students commented that, Outlining is a road map that shows the writer where they should go with their essay. An outline also aids the writer in not

being stuck in the middle of the writing process, unsure of what to do next. Student 8, for example, note *“doing an outline can help me to make essay essays be more structure”* student 1 expressed *“on this stage I have an planning that how I should start my essay and finish my essays”* and student 3 also state, *”with outlining , I know step that what should I write in my essay”* student 4 expressed *“actually in this stage can help my difficulties to make what I will write first and how to finish my essay”*

Based on the interviewed, the students who did the outlining thought that outlining essays stage was helpful in understand more about the topic and outline could develop the paragraph that consisted of supporting details which were relating to the topic. The outline let of group several ideas that could support the main point of the paragraph. An example of the 6 students answer was in as the following with the participant argument, first was *“ at this stage it will support the previous idea to be more structured and get supporting ideas that will be discussed”* and the second student 5 said *“at this stage can make my writing more structured and coherence”* student 10 *“before doing this stage, I have difficulties to how to explain my ideas in writing, but with this stage I can made a several group to support my idea and made more structured”*

Based on the data that that the researcher found with the interview from the participant in six semester that helpful them to made an ideas in

each paragraph, means that they knew main idea in their each paragraph to support their essays topic, this statement show of 6 student the participant with the following first from student 5 and 4 *“I got an outline to make it easier in the writing stage later”* and the second student 8 state that *“several point to support the idea points that will be discussed”*

### 3. Students perception in free writing

Free writing is a magical thing. It means a constant stream without regard for grammar, spelling, or word choice. It is focused, informal writing time that will benefit for students writing in many ways, including developing fluency and critical thinking.

Based on the interview by the researcher in free writing stage, the participant stated the positive perception about free writing stage among writing an English essay. With free writing stage the participant feel free to pour all the ideas into a book without thinking about grammar mistakes, and with the free writing stage the participant feel more easily for the next step. Based on the statement from several students, Student 10 state: *“this stage is the stage of free writing, so in my opinion this is very helpful , because at this stage I am free to write whatever is in my brain and express my opinions.”* And the student 10 also state that, in free writing stage just need a couple of minute to finish.

Student 4: *at this stage we write whatever comes to our mind about the topic, so at the next stage we already know what are going to write, just need to re-check what needs to be corrected.* Participant 9: *free writing is the stage of being free to write whatever is on our mind, we do not need to think too much about grammar, right or wrong.* Participant 3: *I do not really think about the grammar cause this is free writing, about the grammar actually I just focus on write what come into my mind*

Based on the some statement above, the student feel free among their writing their essay and the student would not spend their time a lot to think a lot about the grammar, coherence, and feel confused what would the students wrote for the next paragraph.

## **B. Discussions**

This research intended to discuss the research question, based on the data that had collected, the researcher found the student perception of pre-writing stage in English essays. The findings revealed that students' attitudes regarding the implementation of the pre-writing stage were positive, with the majority agreeing that pre-writing aids them in their writing projects. The students provided feedback

indicating that their essays are more organized with the help of pre-writing procedures, based on the data obtained. They assumed they could plan out their essay well ahead of time with the pre-writing procedure. With pre-writing stage, they believed that they were in planning out the essays well coherence.

The students' most positive reaction was that planning ahead of time helped them write their essays faster and more concisely, without missing any key ideas or elaboration that was required.

Apart from that, the students discovered that using the pre-writing stage as a tactic is beneficial, particularly during exams, because they were able to plan their essay first before putting their thoughts on paper. If students had to write out their essay first before planning, they feared it would take too much time. As a result of using these strategies, the students agreed that they were able to write a more structured and well-organized essay than previously. These strategies were also considered to be successful by the students and should be utilized in the classroom and elsewhere. These students used the pre-writing stage to brainstorm their ideas before writing the essay inside its entirety for submission.

This study (Grabe & Kaplan, 2014) confirmed that writing necessitates natural strengths in thinking, organizing, concentrating, editing, and many other areas. It allows students to improve their writing skills by helping them develop ideas for essays and then organizing the essay from paragraph, this is in line with (Mahnam & Nejadansari, 2012), claimed that pre-writing stage has an impact on their English composition.



## CHAPTR V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings the researcher concluded that it could be proven that the pre-writing stage was efficient in helping students to improve their writing skills. Based on the interview guide to the students' six semesters that had studied academic writing in the fifth semester the student more confident with their essays.

Apart from that, this strategy is beneficial particularly during examinations, because students waste a lot of time attempting to come up with ideas while writing, they had no idea that by doing, they were simply wasting time, and that some of them might not even have enough time to finish their essays. Students should better order their words and thoughts, resulting in a more well-structured essay. However, there is a catch to any strategy these strategies must be employed regularly in the classroom and elsewhere. Students would not be able to execute the strategy and themselves without continual practice.

## B. Suggestions

Based on the findings at the previous chapter, first the researcher mention a suggestion to the students,

### 1. For students

from this research, the researcher hopes that the students will be more enthusiastic about increasing their skill in writing especially in stage of writing because this really helpful for them in making an thesis, developing their emotional to thing to develop their critical thinking and have practice a lot in writing to make their writing skill more better.

### 2. For the lecturer

The researcher also hope with this research can use as reference for lecturer, to improve their methods in teaching writing especially in academic writing, and last for the future researcher, hopefully this research can be one of the references for the further research the students perception in pre-writing stage to make their writing better.

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## APPENDIX I

### Interview transcript

#### 1. Students 1

Writer : “apa yang kamu ketahui tentang pre-writing stage?”

Students 1: ”pre writing adalah salah satu tahap sebelum kita menulis”

Writer : “apa itu collecting ideas dalam pre-writing?”

Students 1: ”mengumpulkan gambaran atau ide yang akan ditulis”

Writer : “apa kesulitan kamu dalam tahap collecting ideas?”

Students 1: ”mencari sub topic atau ide yang akan dikembangkan”

Writer : ”bagaimana kamu mendapatkan referensi dalam collecting idea?”

Students 1: ”pertama saya mencoba menuangkan ide saya terlebih dahulu atau opini saya tentang topic yang akan dibahas dan jika saya stuck baru saya mencoba mencari referensi dari internet seperti artikel dan lain sebagainya”

Writer : ”menurut anda, seberapa penting tahap ini untuk dilakukan?”

Student 1: ”cukup penting, karena pada tahap ini kita menemukn inti pokok tentang apa yang akan kita bahas”

Writer : ”setelah tahap ini ada yang namanya outlining, menurut anda apakah outlining mempermudah dalam menulis sebuah essay?”

Students 1: "iya, karena tahap ini kita membuat supporting detail tentang ide yang kita buat sebelumnya"

Writer : "apa yang kamu dapatkan setelah membuat outline?"

Student 1: "lebih paham dengan topic yang di bahas dan mendapatkan secara garis besar untuk tahap menulis"

Writer : "bagaimana menurut kamu jika menulis paragraph tanpa adanya outline?"

Students 1: "menurut saya ini tidak terlalu penting, jadi membuat sebuah essay tanpa outlining juga tidak masalah"

Writer : "apakah kamu mengetahui teknik membuat outline?"

Students 1: "tidak , saya sudah lupa"

Writer : "bagaimana outlining membantu anda dalam membuat essay?"

Student 1: "pada tahap ini saya mempunyai palnning, dari abgaimana saya harus memmuali menulis dan conclution dari essay saya"

Writer : "apa yang kamu ketahui tentang free writing?"

Students 1: "free writing adalah kegiatan menulis bebas dalam artian kita bebas menuangkan ide kita atau pendapat tanpa memikirkan benar dan salahnya"

Writer : "apa pendapat kamu tentang grammar dalam tahap free writing ini?"

Students 1: "kalo pendapat saya, saya tidak mementingkan grammar dalam tahap ini karena menulis bebas jadi untuk grammar bisa d chek setelahnya"

Writer : "apakah proses free writing ini hal yang membosankan?"

Students 1: "tergantung dari topic yang dibahas jika topic nya mudah tentu hal ini menyenangkan karena saya tahu dan paham tentang hal tersebut jadi jika topiknya susah hal ini cukup membosankan"

Writer : "seberapa penting free writing dalam menyusun sebuah essay?"

Student 1: "cukup penting karena proses free writing ini kita hanya menghabiskan sedikit waktu dan bebas menuangkan ide kedalam essay kita, jadi pada tahap selanjutnya tinggal sedikit koreksi"

## 2. Students 2

Writer : "apa yang kamu ketahui tentang pre-writing stage?"

Students 2: "pre-writing adalah satu tahap yang dilakukan sebelum menulis, dan terdiri lagi beberapa tahap seperti, brainstorming, outlining dan free writing."

Writer : "apa itu collecting ideas atau brainstorming?"

Students 2: "yaitu tahap mengumpulkan atau mencari ide tentang topic yang dibahas untuk membuat gambaran apa yang akan ditulis"

Writer : “apakah tahap collecting ideas membantu anda dalam mengembangkan topic essay?”

Students : “sangat membantu, karena dengan adanya tahap ini saya tahu mean ideas apa saja yang akan saya kembangkan”

Writer : “apa kesulitan kamu dalam tahap ini?”

Students 2 : ”kekurangan ide, dan terkadang tidak paham dengan topic yang dibahas”

Writer : ”apa yang anda lakukan setelah tahap brainstorming?”

Students 2 : ”lanjut ke tahap kedua yaitu outlining essay, tetapi biasanya saya jarang melakukan tahap ini”

Writer : “bagaimana pendapat anda menulis paragraph tanpa outlining?”

Students 2 : “tidak beraturan atau tidak terstruktur”

Writer : “apakah anda melakukan tahap free writing”

Student 2: “iya “

Writer : ”apa pendapat kamu tentang anda tentang grammar dalam tahap ini?”

Student 2: “saya tidak terlalu memikirkan grammar pada tahap menulis bebas ini, karena kita tidak dituntut untuk memiliki grammar yang benar, saya hanya focus pada menulis dan menuangkan ide saja”



Writer : "bagaimana free writing ini membantu anda dalam proses penulisan essay?"

Students 2: " dengan adanya lembar menulis bebas ini, untuk membuat essay akan lebih mudah dan terstruktur, dan ini juga tidak memakan waktu yang lama, jadi bisa lebih paham dan juga cepat"

### 3. Student 3

Writer : "apa yang kamu ketahui tentang pre writing stage?" Student

3: "salah satu tahap dalam menulis sebuah essay"

Writer : "apa pendapat kamu tentang collecting ideas atau brainstorming?"

Student 3: "mengumpulkan data atau ide tentang topic yang dibahas"

Writer : "apa kesulitan kamu dalam tahap ini?"

Student 3: "kekurangan ide, tapi biasanya saya cari di internet dan artikel"

Writer : "menurut anda, seberapa pentingkah pengumpulan ide sebelum menulis?"

Students 3: "menurut saya, tahap ini cukup penting karena pada tahap ini saya tahu main idea apa saja yang akan saya bahas pada setiap paragraph essay saya nanti"

Writer : "apakah anda setelah melakukan outlining?"

Student 3: iya

Writer : "seberapa pentingkah outlining dalam mengembangkan paragraph essay?"

Student3 : "penting, karena dengan melakukan outlining bisa lebih terstruktur"

Writer : "bagaimana outlining membantu dalam membuat essay?"

Student 3: "dengan adanya outlining, saya tahu secara garis besar bentuk essay yang akan saya tulis"

Writer : "mengapa outlining perlu dilakukan?"

Student 3: "seperti pendapat saya sebelumnya, dengan adanya outlining ini maka essay yang akan kita tulis akan lebih terstruktur atau coherence"

Writer : "bagaimana menurut anda jika menulis paragraph tanpa adanya outline?"

Student 3: "menurut saya tidak apa apa, tapi essay akan lebih rancu dan tidak coherence"

Writer : "apa yang kamu ketahui tentang free writing?"

Student 3: "tahap menulis bebas, yaitu bebas menuangkan ide yang ada dalam pikiran kita"

Writer : "apa pendapat kamu tentang grammar dalam tahap free writing?"

Student 3: "saya tidak memperhatikan grammar dalam tahap ini,saya hanya focus menulis saja"

#### 4. Student 4

Writer : "apa yang kamu ketahui tentang pre-writing stage?"

student 4 : "salah satu tahap dalam writing process"

writer : "apa yang kamu lakukan sebelum menulis?"

student 4 : "mengumpulkan ide tentang topic yang akan dibahas"

writer : "seberapa sering anda melakukan tahap ini dalam menulis?"

student 4 : "setiap ada tugas dan latihan yang diberikan dosen"

writer : "menurut anda, seberapa pentingkah pengumpulan ide atau brainstorming sebelum menulis?"

student 4: "cukup penting, karena pada tahap ini kita mencari mean idea tentang topic essay jadi akan lebih mudah untuk menyusun paragraphnya lagi"

writer : "mengapa outline perlu dilakukan?"

student 4: "dengan adanya outline, maka paragraph essay yang dibuat akan lebih terstruktur"

writer : "menurut kamu, apakah outlining essay mempermudah dalam menulis essay?"

student 4: "sebenarnya tahap ini mempermudah tapi kesulitan saya menentukan part apa saja yang akan dibahas"

- writer : "apakah kamu mengetahui teknik pembuatan outline?"
- student 4 : "tidak, saya sudah lupa"
- writer : "bagaimana menurut anda jika menulis paragraph tanpa adanya outline?"
- student 4: "kurang rapi dan kurang jelas"
- writer : "apakah sebelum menulis bebas, anda mengikuti kerangka sebelumnya?"
- student 4 : "iya, sesuai dengan outlining dan menyusunnya kembali"
- writer : "apa pendapat kamu tentang grammar dalam free writing?"
- student 4: "biasanya saya menggunakan aplikasi untuk mengecek tentang grammar jadi tidak terlalu memikirkan tentang grammar"
- writer : "bagaimana free writing ini membantu dalam menulis essay kamu?"
- student 4: "pada tahap ini kita bebas bebas menuangkan ide sendiri tentang topic, jadi pada tahap selanjutnya kita sudah tahu apa yang akan kita tulis, tinggal menegecek sedikit kesalahan lagi"
- writer : "menurut kamu mengapa free writing ini perlu dilakukan?" student 4 : "karena untuk lebih cepat dan mudah mengembangkan ide"

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**5. Student 5**  
 K E R I N C I  
 Writer : "apa yang kamu ketahui tentang pre writing"

Student 5: “yaitu salah satu tahap sebelum menulis”

Writer : “apa yang kamu lakukan sebelum menulis sebuah essay”

Student 5: ”membuat kerangka atau mencari data tentang topic”

Writer : ”apakah collecting ideas membantu dalam mengembangkan topic essay?”

Student 5 : ”cukup membantu karena jika sudah ada ide tinggal dikembangkan lagi”

Writer : ”bagaimana cara anda mendapatkan idea?”

Student 5: ”biasanya ketika saya stuck, saya mencari referensi dalam internet dan juga bertanya kepada teman saya, ini bisa membantu saya untuk memahami lebih tentang topic”

Writer : ”seberapa sering kamu melakukan tahap ini dalam menulis essay?”

Student 5 : ”jika ada tugas dan mendapatkan topic yang susah”

Writer : ”menurut kamu apakah outlining essay mempermudah dalam menulis essay?”

Students 5: ”iya, karena dengan adanya outlining bisa lebih mudah dikembangkan”

Writer : ”mengapa outline perlu dilakukan?”

Student 5 : ”saya mendapatkan secara garis besar untuk membuat writing lebih mudah pada tahap selanjutnya dan essay saya akan lebih terstruktur”

Writer : ”bagaimana menurut anda jika menulis paragraph tanpa adanya outline?”

Student 5 : ”tidak apa-apa, yang penting kita sudah tahu apa saja yang mau kita tulis dengan brainstorming atau collecting ideas”

Writer : ”apakah saat menulis bebas anda mengikuti kerangka sebelumnya?”

Students 5: “iya”

Writer : ”apa pendapat kamu tentang grammar dalam free writing?”

Student 5: “biasanya saya selalu memperhatikan grammar dalam hal ini karena grammar sangat lah penting dalam menulis”

## 6. Student 6

Writer : ”apa itu pre writing?”

Student 6: ”yaitu salah satu tahap dalam writing process, yaitu tahap sebelum menulis dan terdiri dari beberapa stage lagi”

Writer : ”apa itu collecting ideas?”

Student 6: ”pada tahap ini akan mendukung beberapa ide sebelumnya untuk lebih terstruktur dan mendukung ide yang akan di bahas”

Writer : "apakah tahap ini membantu dalam mengembangkan topic essay?"

Student 6: "sangat membantu karena dengan adanya collecting ideas cukup membantu dalam memecahkan masalah tentang topic yang akan dibahas"

Writer : "seberapa sering kamu melakukan tahap ini"

Student 6: "saat membuat tugas"

Writer : "menurut anda seberapa pentingkah collecting ideas sebelum menulis?"

Student 6: " cukup penting, jika kita tidak mengumpulkan ide otomatis kita akan stuck di saat menulis karena kekurangan ide"

Writer : "apa tahap selanjutnya setelah anda melakukan collecting ideas?"

Student 6: "outlining essay"

Writer : "menurut anda apakah outlining mempermudah dalam menulis essay?"

Student 6: "iya, karena dengan adanya outlining akan lebih mempermudah untuk mengembangkan paragraph essay dan lebih terstruktur"

Writer : "mengapa outline perlu dilakukan?"

Student 6: "dapat membantu paragraph lebih coherence dan terstruktur"

Writer : "bagaimana menurut anda jika menulis paragraph tanpa adanya outline?"

Student 6: "menurut saya akan lebih silit dan tidak terstruktur"

Writer : "apa yang kamu ketahui tentang free writing?"

Student 6: "yaitu menulis menulis bebas menungkan ide kedala buku"

Writer : "apakah proses free writing itu membosankan?"

Student 6: "cukup membosankan jika topknya mudah"

Writer : "apa pendapat kamu tentang grammar dalam free writing?"

Student 6: "karena ini masih tahap sebelum menulis jadi saya tidak terlalu mementingkan masalah grammar dan saya hanya focus menulis"

Writer : "apakah tahap ini membantu anda dalam penulisan essay?"

Student 6: "sangat membantu karena kita sudah memiliki kerangka besar tentang yang kita bahas, dan esay akan lebih terstruktur dan coherence"

#### 7. Student 7

Writer : "apa yang kamu ketahui tentang pre-writing?"

Student 7: "tahap sebelum menulis"

Writer : "ada berapa tahap yang kamu ketahui dalam tahap pre- writing?"



Student 7: "sebenarnya saya sudah agak lupa, ada berapa tahap dalam pre writing tapi kita harus melakukan pre-writing"

Writer : "apa yang kamu ketahui tentang collecting ideas?"

Student 7: "yaitu seperti mengumpulkan ide, garis besarnya gitu tentang topic"

Writer : "apa kesulitan kamu dalam tahap ini?"

Student 7: "actually saya tidak terlalu follow the rule, saya tidak melakukan tahap pre-writing, saya membuatnya langsung tanpa melalui tahap ini"

Writer : "apakah selama anda membuat essay pernah melakukan pre- writing?"

Student 7: "pernah, hanya disaat membuat tugas tentang pre writing saja"

Writer : "jadi apa kesulitan kamu dalam melakukan tahap ini?"

Student 7: "untuk kesulitan hanya lebih ke malas saja, menurut saya stage ini terlalu ribet"

Writer : "apakah anda pernah membandingkan essay anda denganteman anda yang melakukan pre-writing?"

Student 7: "iya, saya liat teman saya essaynya lebih perfect dan teratur dibandingkan essay saya"

## 8. Student 8

Writer : "apa itu pre-writing?" Student

8: "yaitu tahap sebelum menulis"

Writer : "ada berapa tahap yang kamu ketahui dalam pre writing stage?"

Student 8: "yaitu tahap mengumpulkan ide, outline dan menulis paragraph essay"

Writer : "pada tahap pertama yaitu collecting ideas, apa yang kamu ketahui tentang collecting ideas?"

Student 8: "collecting ideas yaitu sebuah pemikiran atau hal hal yang kita pikirkan untuk menganalisis tentang topic yang akan kita bahas"

Writer : "seberapa sering kamu melakukan tahap ini?"

Student 8: "setiap membuat tugas tentang essay "

Writer : "apa kesulitan kamu dalam tahap collecting ideas?"

Student 8: "menentukan mean idea apa saja yang bisa mendukung tentang topic"

Writer : "apa yang kamu lakukan jika kamu dalam kesulitan tersebut?"

Student 8: "mencari di internet dan diskusi dengan teman"

Writer : "menurut anda, seberapa penting tahap collecting ideas sebelum ke tahap menulis?"

Student 8: "menurut saya, tahap ini cukup penting untuk dilakukan karena dengan tahap ini kita sudah mendapatkan ide atau mean idea apa saja yang akan kita bahas pada paragraph essay saya"

Writer : "apa itu outlining essay?"

Student 8: "seperti kerangka sebelum menulis"

Writer : "mengapa outline perlu dilakukan?"

Student 8: "supaya lebih terstruktur"

Writer : "bagaimana jika menulis paragraph tanpa adanya outline?"

Student 8: "menurut saya itu akan lebih sulit karena dalam outlining kita bisa menentukan paragraph yang lebih terstruktur"

Writer : "apa pendapat anda tentang free writing?"

Student 8: "free writing yaitu menulis bebas, yaitu bebas munuangkan pendapat kita"

Writer : "apa pendapat kamu tentang grammar dalam free writing?"

Student 8 : "menurut sepengetahuan saya dalam hal free writing ini tidak perlu memikirkan tentang struktur bahasa atau grammar, karenasaya hanya focus pada menulis saja"

Writer : "Menurut kamu kenapa free writing itu perlu dilakukan?"

Student 8: "supaya lebih bagus essay yang kita tulis"

Writer : "kapan kamu puas dengan hasil essay writing kamu?"

Student 8: "disaat nilai saya bagus, dalam tugas membuat free writing"

### 9. Student 9

Writer : “apa yang kamu ketahui tentang pre-writing stage?”

Student 9: ”yaitu tahap sebelum menulis”

Writer : ”apa yang kamu lakukan sebelum menulis essay?”

Student 9: ”memahami topic yang akan dibuatkan essay”

Writer : ”seberapa sering kamu melakukan tahap ini?”

Student 9: ”hanya saat dituntut untuk melakukannya”

Writer : ”apakah kamu melakukan tahap itu dengan sirimu sendiri?”

Student 9: ”iya, tapi biasanya saya lebih melihat di internet tentang topic”

Writer : ”apa yang anda lakukan disaat anda mendapatkan kesulitan disaat menulis essay?”

Student 9: ”saya tanya temen saya kalau tidak saya mencari di internet”

Writer : ”apakah anda paham dengan tahapan sebelum menulis?”

Student 9: ”saya tahu tapi tidak terlalu paham konsepnya, menurut saya itu terlalu konflicated untuk dilakukan”

Writer : ”bagaimana nilai academic writing dibagian tugas essay anda?”

Student 9: ”Alhamdulillah bagus”

Writer : ”apakah anda pernah membanding kan hasil writing essay anda dengan teman anda yang melakukan tahap pre-writing?”

Student 9: ”jarang sekali, tetapi menurut saya walaupun kami mendapat kan nilai yang sama, teman saya lebih paham dengankonsepnya dan essay mereka lebih terstruktur”

Writer : ”menurut anda, jika dilakukan tes untuk membuat essay melalui tahap pre writing, apakah anda bisa menggambarkan bagaimana essay anda?”

Student 9: ”iya, mungkin saya bisa menulis essay yang panjang dengan ide saya tetapi saya tidak yakin dengan apakah paragraph pertama akan sejalan pada paragraph selanjutnya, soalnya kurang jelas”

#### 10. Student 10

Writer : ”apa yang kamu ketahui tentang pre writing?”

Student 10: ”yaitu salah satu tahap dalam sebelum menulis dalam writing process”

Writer : ”apa yang kamu lakukan sebelum menulis?”

Student 10: ”memahami topic setelah itu mencari mean idea terkait topic yang akan dibahas”

Writer : ”apa kendala atau kesulitan kamu dalam tahap ini?”

Student 10: ” yang pertama, saat menulis saya kekurangan ide dan essay yang saya tulis tidak beraturan atau tidak nyambung antara paragraph satu dengan paragraph berikutnya”

Writer : "apa pendapat kamu tentang collecting ideas?"

Student 10: "menurut saya dengan melakukan tahap collecting idea cukup membantu saya dalam menemukan ide pokok apa saja yang akan saya bahas dalam essay saya nanti"

Writer : "seberapa seberapa sering kamu melakukan tahap ini?"

Student 10: "setiap ada tugas dan latihan menulis"

Writer : "seberapa penting tahap ini menurut anda?"

Student 10: "menurut saya sekitar 85% penting, karena dengan adanya tahap ini saya lebih mengerti apa saja yang akan saya tulis dan tidak stuck disaat menulis essay"

Writer : "apa tahap yang kamu lakukan selanjutnya?"

Student 10: "lanjut ketahap selanjutnya yaitu tahap outlining"

Writer : "apa itu outlining?"

Student 10: "mengembangkan ide sebelumnya"

Writer : " mengapa outline itu perlu dilakukan?"

Student 10: "sebelum saya melakuakn tahap ini, saya kesulitan dalam menjelaskan ide di writing, tapi dengan tahap ini saya bisa menggroupkan untuk mensuppor ide dan menyusunnya"

Writer : "apa kesulitan kamu dalam membuat outline?"

Student 10: "bagaimana menyusunnya dengan baik"

Writer : "bagaimana menurut anda jika menulis paragraph tanpa adanya outline?"

Student 10: "kesulitan saya bagaimana membuat paragraph yang baik dan terstruktur, jika saya tidak melakukan tahap ini otomatis ini akan lebih sulit dari sebelumnya"

Writer : "apa itu free writing?"

Student 10: "yaitu tahap menulis bebas setelah membuat outline" Writer

: "apa pendapat kamu tentang grammar dalam free writing?"

Student 10: "menurut saya itu tidak penting karena dalam tahap ini kita tidak dituntut untuk memperhatikan grammar secara baik dan benar, dan ini juga memakan waktu yang tidak lama "

Writer : "bagaimana tahap free writing ini membantu anda dalam menulis essay?"

Student 10: "pada tahap ini tahap menulis bebas, jadi menurut saya saya ini sangat membantu, karena saya bebas menulis apa saja yang ada pada otak saya to mengexperiskan pendapat saya"

Writer : "apakah free writing ini membosankan bagi anda?"

Student 10: "terkadang, jika topiknya mudah otomatis membosankan termasuk tahap collecting ideas dan outlining"

Writer : "bagaimana jika anda mendapatkan tugas dengan topic yang mudah, apakah anda akan tetap melakukan tahap pre writing ini?"

Student 10: "iya, karena jika saya tidak melakukannya itu akan berpengaruh pada nilai saya"

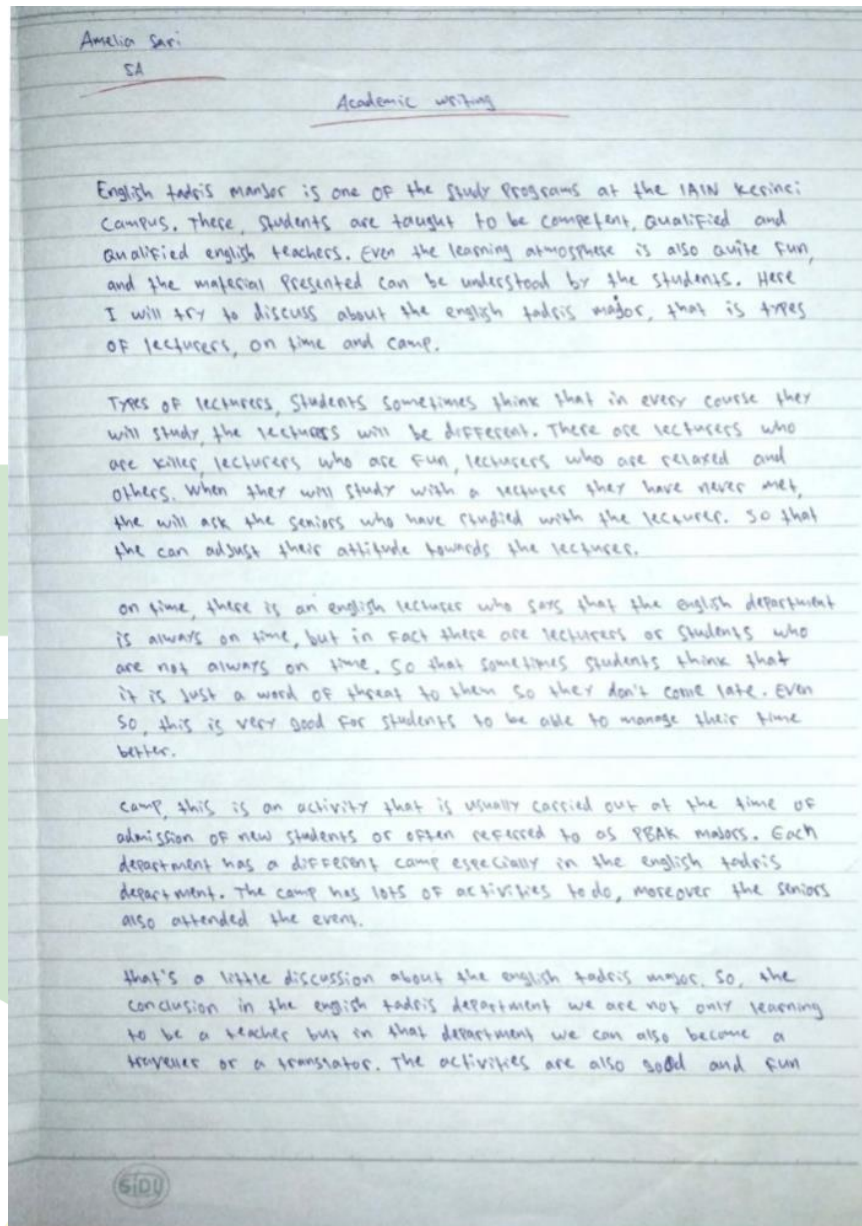
Writer : "apa manfaat bagi anda melakukannya?"

Student 10: "saya akan lebih paham bagaimana menulis dengan baik dan benar"





## APPENDIX II



Dipindai dengan CamScanner

Amelia sar.

SA

Academic writing

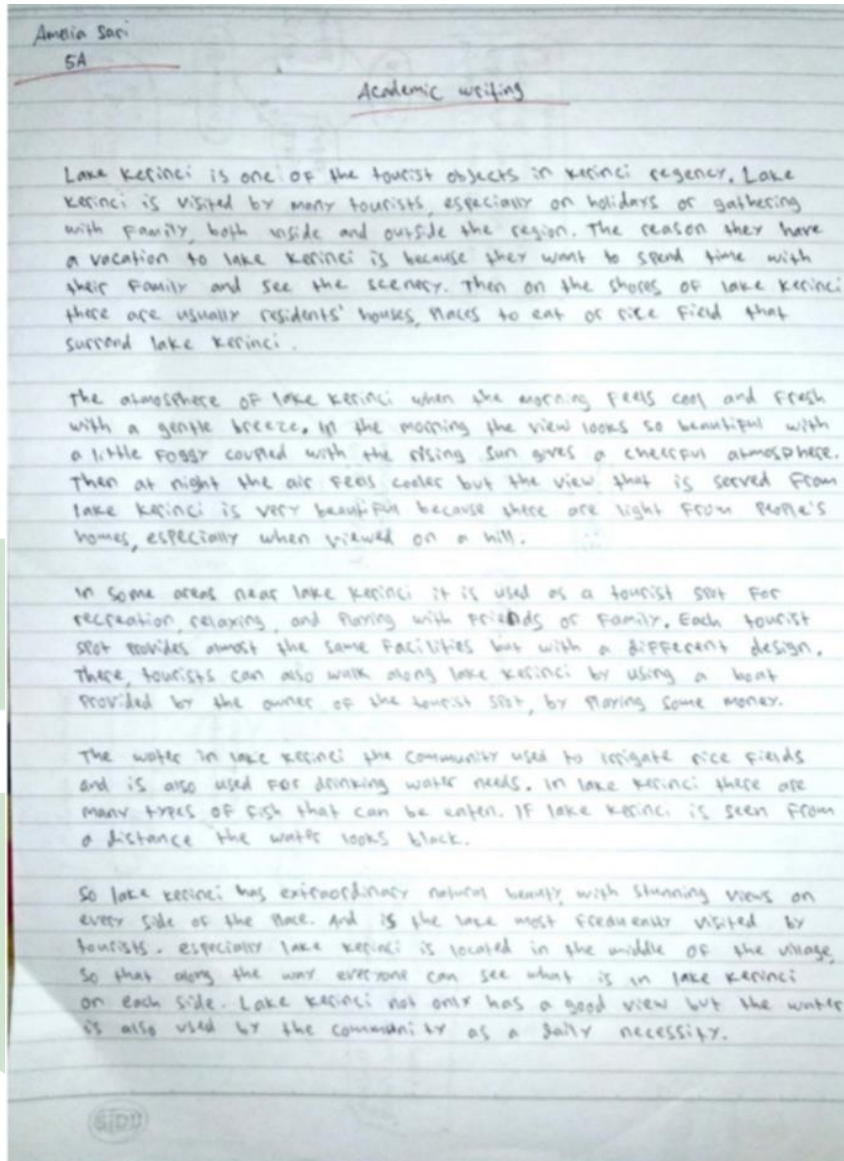
in today's computers plays an important role for students. Through computers students will easily create assignments, even in the world of education, not only students use computers but lectures also use them. And if we compare computers in the past with the present, today's computers are much better and more sophisticated, especially in quality.

The influence of computers on the quality of writing, one of which writing using a computer is easier than writing manuals. When we write manuals, of course, mistakes often occur in making sentences or words, causing the writing to be not good or neat, but by using a computer our writing will be better and there are no scribbles on the writing that we make, for example: essay and journal.

Computers have lots of icons so writing will be easier, so many applications that reside on the computer making it easier for a writer to write, for example: ms. word, power point, and ms. excel. The use of icons on the computer is very helpful for student who make theses because when calculating data manually it is often wrong to calculate data.

The text reading text created on a computer is easier to understand than writing manual, every one has different handwriting so sometimes there are some people who don't understand what the author is try to say, but by writing on a computer can anyone understand what we are writing.

The conclusion is that computers are widely used by everyone. usually the use of computers is used by students to make theses in which students can use the icons from the computer. If something goes wrong in the thesis, it can be detected without making the worksheet damaged because everything is available on the computer.



Point of Comparison	work in the office	work in development	Same or Different?
Salary	\$30/hour annual	\$25/hour semi-	Different
Frequency of raises	evaluation	annual evaluation	
Benefit	Good	Good	Same
vacation			
health insurance			
pension plan			
sick leave			
Advancement opportunities	not good	Good	Different
work place atmosphere	high pressure, competitive	Friendly, supportive	Different
Commuting distance	50 minutes	32 minutes	Same

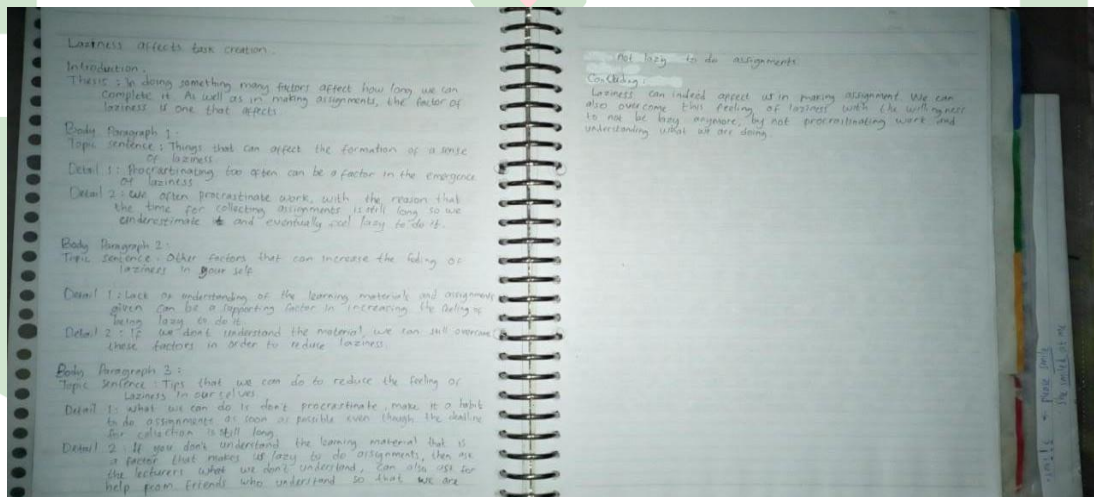
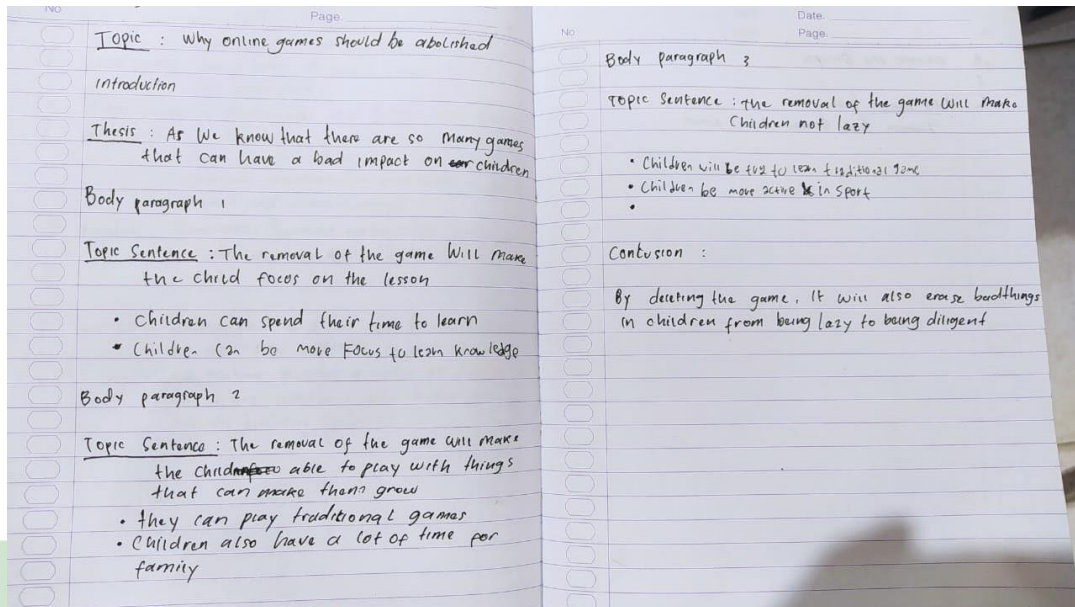
Job is a relationship involving two parties between companies and workers/employees. Jobs are various activities carried out with all business to meet the needs of life. Many people work with different professions. Because ~~some~~ works someone can reach all his dreams. Here I will discuss the differences and similarities between work in the office and work in development.

There are several things that different between work in the office and work in development. The first difference works in the office about salary, when the frequency of raises the workers get a \$30/hour annual evaluation salary, whereas working in development they get a salary of \$25/hour semi annual evaluation.

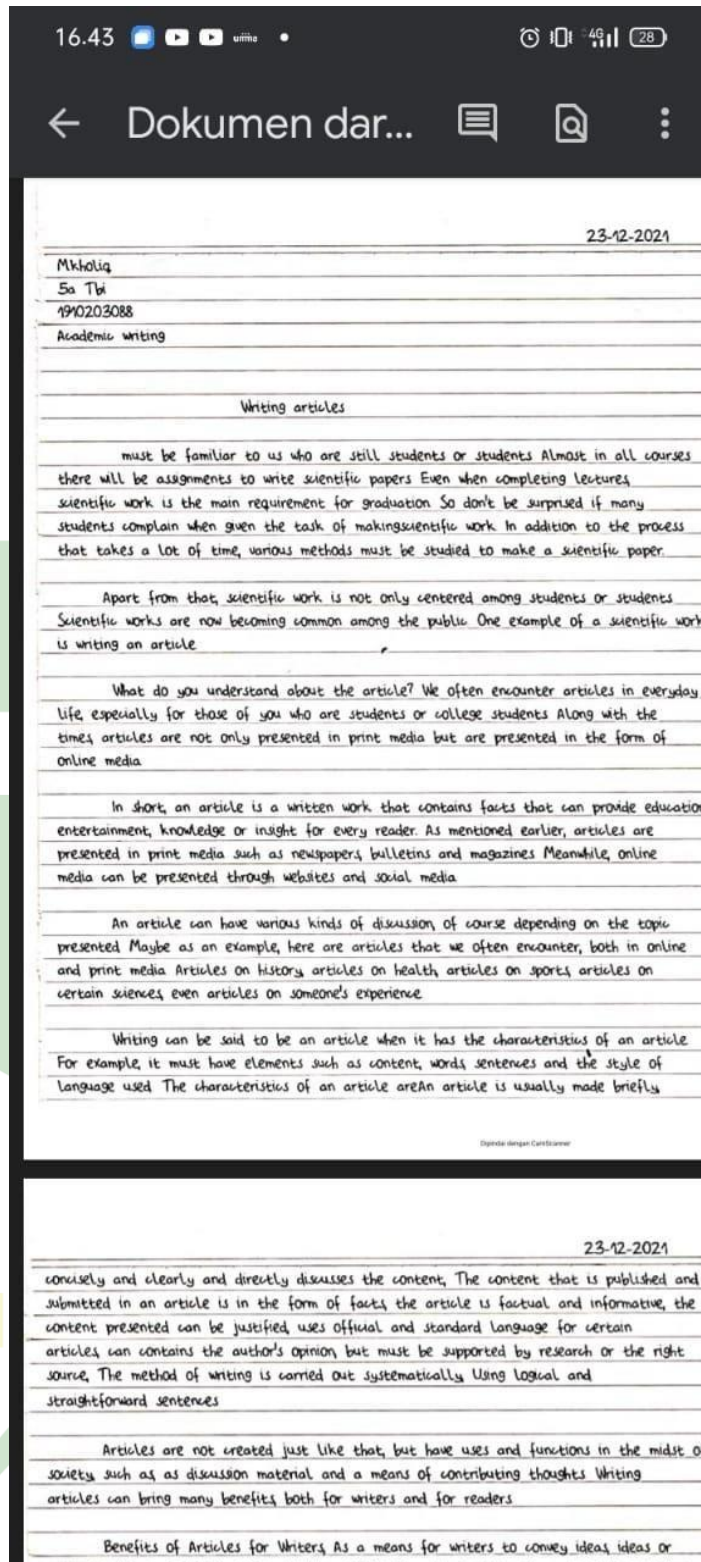
The second differences are advancement opportunities, it was because it worked in the office, it was because they would have many competitors in getting a better position. While working in development, they don't have many competitors, even they can learn better than their work.

The final difference in work place atmosphere, High pressure and competitive usually employees are demanded to create creative product advertisements, whereas working in development, they are friendly to fellow colleagues, then support in the matter of work done.





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Apart from that, scientific work is not only centered among students or students. Scientific works are now becoming common among the public. One example of a scientific work is writing an article.

What do you understand about the article? We often encounter articles in everyday life, especially for those of you who are students or college students. Along with the times, articles are not only presented in print media but are presented in the form of online media.

In short, an article is a written work that contains facts that can provide education, entertainment, knowledge or insight for every reader. As mentioned earlier, articles are presented in print media such as newspapers, bulletins and magazines. Meanwhile, online media can be presented through websites and social media.

An article can have various kinds of discussion, of course depending on the topic presented. Maybe as an example, here are articles that we often encounter, both in online and print media: Articles on history, articles on health, articles on sports, articles on certain sciences, even articles on someone's experience.

Writing can be said to be an article when it has the characteristics of an article. For example, it must have elements such as content, words, sentences and the style of language used. The characteristics of an article are: an article is usually made briefly,

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23-12-2021

concisely and clearly and directly discusses the content. The content that is published and submitted in an article is in the form of facts; the article is factual and informative, the content presented can be justified, uses official and standard language for certain articles, contains the author's opinion, but must be supported by research or the right source. The method of writing is carried out systematically. Using logical and straightforward sentences.

Articles are not created just like that, but have uses and functions in the midst of society, such as as discussion material and a means of contributing thoughts. Writing articles can bring many benefits both for writers and for readers.

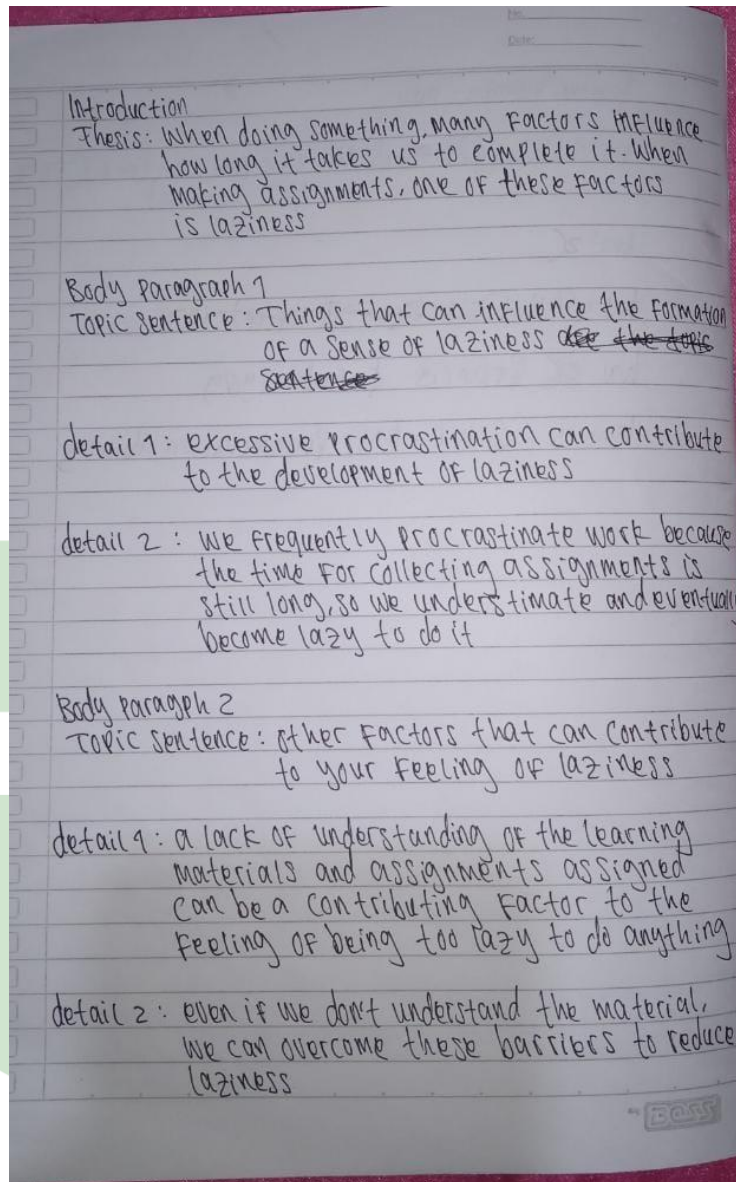
**Benefits of Articles for Writers:** As a means for writers to convey ideas, ideas or criticism; learn to think systematically, write well and correctly. As a means to introduce ideas, thoughts and personal self to the public; learn to understand the purpose of writing and think about what competencies just what you want to achieve. As for the benefits of articles for readers: as a means to increase insight and knowledge, as a means of educating themselves, as a means of comparison in seeing a topic or issue that arises in the community.

#### The conclusion

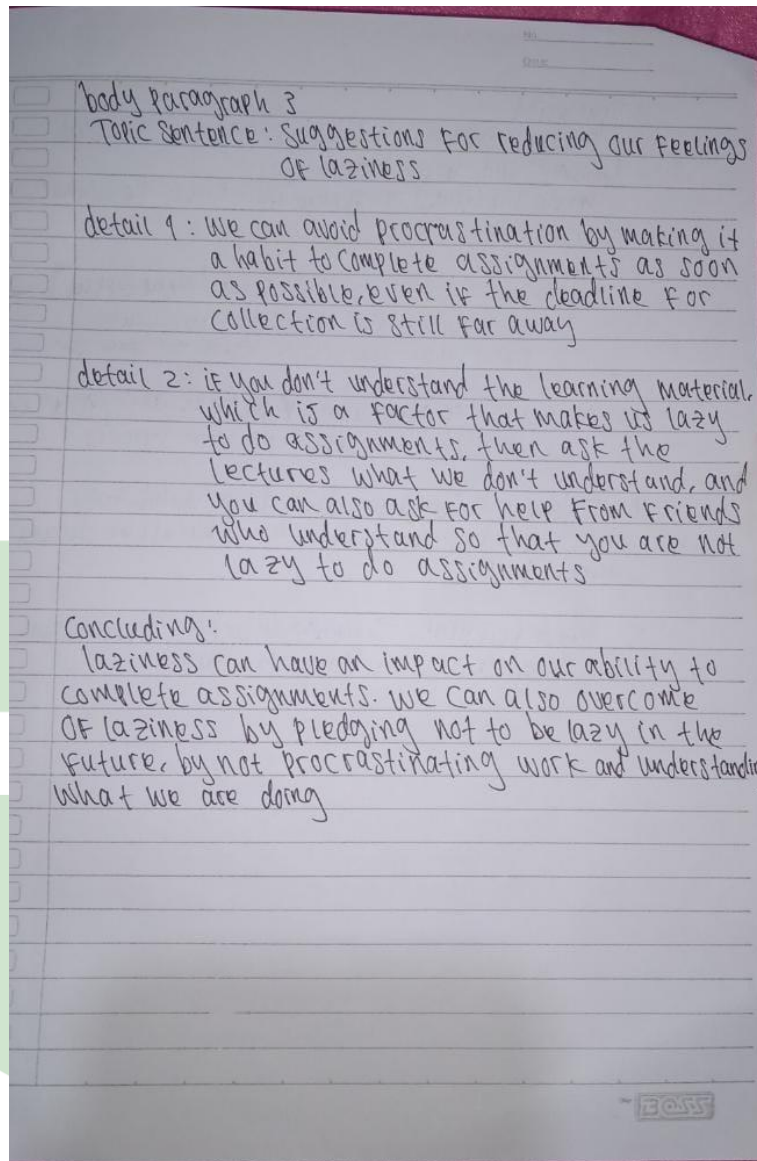
An article is a complete written work, for example news reports, newspapers, and so on, or it can be an essay/prose that is published in the mass media, which discusses certain issues, problems, or cases that develop in society in a straightforward manner. In another sense, articles are also written works or essays, non-fiction essays, essays of indefinite length, essays that aim to convince, educate, or entertain, the means of delivery are newspapers, magazines, and others.

Articles serve to convince, educate, or entertain, the means of delivery are newspapers, magazines, etc., in the form of an essay, in the form of news or "kharkas". So that with the above functions as well as with articles, it can criticize writers or writers to make literary works more perfect.

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## CURRICULUM VITAE

Name : **ZIRA FUZIRA**

Student number : 1710203030

Place of birth : MUAK

Date of birth : September 5, 1999

Address : Desa Muak, kec. Bukit Kerman, kab. Kerinci, prop. Jambi

Father name : AZWIR

Mother name : SIBURNI

Job : Student of English Department of IAIN Kerinci.

Education :



NO	Schools	Places	Graduated
1	SDN 106/III Muak	Muak	2010/2011
2	SMPN 6 Keliling Danau	Jujun	2013/2014
3	SMAN 3 Kerinci	Pulau Tengah	2016/2017
4	Institute Agama Islam Negeri Kerinci (IAIN) Kerinci	Sungai Penuh	2021/2022

Sungai Penuh, 2022  
The researcher

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**ZIRA FUZIRA**  
1710203030



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI

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Nomor : In.31/D.1/PP.00.9/781/2022  
Lampiran : -  
Perihal : **Mohon Izin Penelitian**

13 April 2022

Kepada  
Yth Ketua Jurusan Tadris Bahasa Inggris (TBI)  
di  
Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : **Zira Fuzira**  
NIM : **1710203030**  
Jurusan : **Tadris Bahasa Inggris (TBI)**  
Fakultas : **Tarbiyah Dan Ilmu Keguruan**

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:  
**Students perception of pre-writing stage in English essay at the sixth semester of English department of IAIN Kerinci.** Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **14 April 2022 s.d. 14 Juni 2022.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.  
Wassalamualaikum w.w

Dekan,

**Dr. Hadi Candra, S.Ag, M.Pd.**  
**NIP.197305061999031004**

- Tembusan:
1. Rektor IAIN Kerinci (sebagai laporan)
  2. Arsip





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INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
JURUSAN TADRIS BAHASA INGGRIS

Jalan Pelita IV Sungai Penuh Telp. 0748 – 21065 Kode Pos. 37112 web : www. iainkerinci.ac.id

**SURAT KETERANGAN**

No. In. 31 / J5.1 / PP.00.9 /065/ 2022

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama : **ZIRA FUZIRA**  
NIM : 1710203030  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Telah melaksanakan penelitian pada Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, yang dilaksanakan dari tanggal 14 April s.d Selesai Dengan judul **“Students’ perception of pre-writing stage in English essay at the sixth semester of English department of IAIN Kerinci”**.

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 27 April 2022

An. Ketua Jurusan.

Sekretaris Jurusan,



**MUSLIZAL, M.Pd**

SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI

Nomor : 110 Tahun 2020

T E N T A N G  
PENETAPAN DOSEN PEMBIMBING SKRIPSI  
MAHASISWA IAIN KERINCI  
TAHUN 2019/2020

- Menimbang : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program strata satu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.  
2. Bahwa dosen yang nama nya tersebut dalam Surat Keputusan ini dipadang capak dan mampu melaksanakan tugas tersebut.
- Mengingat : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci  
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci  
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci  
2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor. In. 31/J5.1/PP.00.9/073/2020 Tanggal, 30/06/2020

MEMUTUSKAN

- Menetapkan  
Pertama : Menunjuk dan menugaskan :  
1. Nama : **Dr. Daflizar, MA** Sebagai Pembimbing I  
2. Nama : **Herayati, M.Pd** Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : **Zira Fuzira**

NIM : 1710203030

Jurusan : Tadris Bahasa Inggris

Judul Skripsi

**Improving students' speaking skill of news item texts by using spot the differences strategy combine with media power point at the eleventh grade of SMAN 3 Kerinci Academic year 2020/2021**

- Kedua : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH  
PADA TANGGAL : 09 Juli 2020

a.n. Dekan,

Wakil Dekan Bidang Akademik dan  
Pengembangan Lembaga

**Drs. SAADUDDIN, MPd.I**

Tembusan :

1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan
3. Dosen Pembimbing
4. Peringgal