EFL LECTURERS' PERCEPTION ON TEACHING EFL WRITING: A

QUALITATIVE STUDY IN IAIN SYEKH NURJATI CIREBON

A THESIS

Submitted to the English Language Education Department of Faculty Education and Teacher Training the State Institute for Islamic Studies *Syekh Nurjati* Cirebon in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Language Education Department

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ABSTRACT

Ririn Karina Nur'aeni. 14111310057. EFL LECTURERS' PERCEPTION ON TEACHING EFL WRITING: A QUALITATIVE STUDY IN IAIN SYEKH NURJATI CIREBON

This research was primarily intended to capture the English foreign language lecturers' perception on teaching EFL Writing in IAIN Syekh Nurjati Cirebon: how lecturers perceive writing and teaching EFL writing, how lecturers teach EFL writing, and how students respond to lecturers' teaching performance. The investigation itself was centered around the conception of the principle of teaching EFL Writing.

This thesis was designed with qualitative approach in which the purpose is to discover meaning and to gain insight into an in-depth understanding of an individual, group or situation (Lodico, et.al, 2006). The data of the research were lecturers' perception and their teaching performance in EFL Writing. Data were collected from five lecturers, 55 students (10% of students), and students written work. Purposive sampling and technique was used to collect and select the source of data. To investigate lecturers' perception of the teaching EFL writing, the researcher conducted an interview and questionnaire to all lecturers who had taught minimally a section of course Writing and Composition. Classroom observation merely conducted to find additional data from the actual teaching learning performance. Students' response and their written work were addressed to be source of data.

The analysis process was designed by interpreting the data through transcriptions. The percentage merely was used to analyze for obtaining descriptive statistics from data collected by interviewing and questionnaire. Data from observation and document were interpreted and reviewed to get understanding from data collected.

The main conclusion drawn from this study demonstrates that lecturers do recognize the principle of teaching writing with regard to process approach. Lecturers provide students the feedback on how they teach writing skill since they percieve writing as the highest level of language skill. At the same time, there was lecturer who had not officially granted as English education lecturer. This result shows that lecturers need professional training, textbook, internet connection, integrated curriculum, integrated lecturers, and proportional classroom management to help them teach effectively. The finding also shows that students' response to their lecturers' teaching performance was equally to what lecturers' perception and teaching performance.

Key words: Lecturers, Perception, Teaching EFL Writing, Teaching Performance
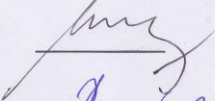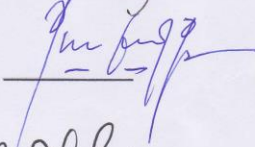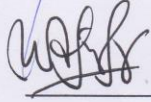
RATIFICATION

This thesis which is entitled in **EFL LECTURERS' PERCEPTION ON TEACHING EFL WRITING: A QUALITATIVE STUDY IN IAIN SYEKH NURJATI CIREBON** written by Ririn Karina Nur'aeni with the student number 14111310057 has been examined on 28th May 2015. It has been accepted by board of examiners. It has been recognized as one of the requirement for the degree of Islamic Scholar in English Language Education at Faculty of Education and Teacher Training, State Institute for Islamic Studies *Syekh Nurjati* Cirebon.

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CHAPTER I

INTRODUCTION

This chapter is a preview of this thesis which discussed research background, the identification of the problem, the field of the research, the main problem of the research, research question, the delimitation of the problem, the aims of the research, the usefulness of the research, the theoretical foundation, the previous studies, the significance of the research, the research methodology, the objective of the research, the place and the time of the research, the method of the research, the source and type of data, the instrument of the research, the technique of collecting data, the validity of data, and the technique of analysis data. In general, this chapter introduces all the things related to the research before discussing findings.

1.1 The Research Background

This current study investigated how English foreign language lecturers (henceforth EFL lecturer) perceive teaching writing. The investigation itself was focused on the conception of teaching writing –how lecturer percieve writing and their teaching writing performance-. The major reason why lecturers become the central of investigation is because they are role model of pre-service teacher of English in higher education as Alwashilah (2014) and William (2003) agree that teachers always tend to imitate their former teachers. This investigation placed itself in the area of teaching English as foreign language with regard to writing skill since Kellogg (2007) states that effective writing skills are central in both higher education and in the world of work that follows. For instance, all social activities such giving complain, giving invitation, memo, bulletin, advertisement, filling job appliance, and etc are often done in written communication which differs from spoken communication because writing enables human beings to convey a message without related of time and space (Hughes 1996:6).

Every work of writing is in a sense both personal and individual, it is also interactional and social action, expressing a culturally recognised purpose, reflecting a particular kind of relationship and acknowledging an engagement in a given community. Thus, writing is a work of social interaction (Hyland, 2009:44). Further more, Hyland (2009:18 and 30) percieves that writing is an action of personal creativity of the individual writer, cognitive processes, immediate context, social

interaction, social construction and as power and ideology. By that understanding, writing means the prosessing of actualization of civil society which put on together their ideology, cognitive, and social interaction in written language. Regarding this, Alwashilah (2006:107) says that to actuate the social role, civil has to have the ability to write critically.

In the educational field especially in the highest education, to write is a common habitual. Lecturers are required to produce a work of research, translating scientific books, making design and technology work, designing art work, and other work (Dikti, 2010) which are always published in written language. Meanwhile, the learners are required to write their ideas through papers, note taking, and writing assignment of final project. Harmer (2004:03) assumes that most of exams are done by testing writing proficiency to measure students' knowledge whether they are doing language testing or other skills.

In language learning, writing is one aspect as well as speaking, listening and reading. Writing is a skill that is more difficult than reading because writing requires intellectual intelligence, competence, knowledge, and skills (Alwasilah, 2001: 22). The ability to write has to be developed by the ability of reading since it is together as an activity of literacy that is being able to read and write.

The frequency of reading in Indonesia does not grow properly as the result of PIRLS (Progress in International Reading Literacy Survey) as one of the world literacy survey conducted every five years in 2001, 2006, 2011 showed that Indonesia ranks was 41 out of 45 countries surveyed in 2006 (Balitbang: 2013). Low reading habitual affects the writing ability, Jason (2009:98) states that reading helps the writing ability by introducing and giving exposure to writing conventions and genres to repeat and pharaprase what they read into their own writing. Phills Creme and Marie R lea (2003:52) also put stress on reading towards writing that reading is one of the successful techniques of academic writing in the world to integrate the important points of what has been read through the posts. The importance of reading in improving the quality of writing is supported by Richards (1990:102) who argues that when writers begin composing a text, they see themselves as a reader. They will see, measure, and feel how the readers will be able to dig thoughts and ideas through writing.

As it has been stated earlier that reading habitual affects writing ability, in one side, Hyland (2002:35) puts stress on teachers role in helping learners to develop

their awareness of the effects of self-mentioning, and enabling them to recognize both the choices available to them and the impact of those choices. With this thoughtful, learners will be able to obtain control over their writing and meet the considerable challenges of writing in a second and foreign language. Teachers in the highest education named lecturer which has been mandated by constitution No. 14 year 2005 chapter IV section 20 on Teachers and Lecturers expressed as professional educators and scientists with the main duty of transforming, developing, and disseminating knowledge, technology, and the arts through education, research, and service to the community (Chapter 1 Article 1, paragraph 2). Meanwhile, professional is expressed as a job or professional activity carried out by a person's life that requires a professional education, expertise, skills, that meet certain quality standards or norms. Leung (2009) as cited in Richard (2011) sees different dimension of professionalism, those are:

> ...institutional professionalism is a managerial approach to professionalism that represents the view of ministries of education, teaching organization, regulatory bodies, school principals, and so on that specify what teachers are expected to know and what constitutes quality teaching practices....independent professionalism refers to teachers' own view of teaching and the processes by which teachers engage in reflection on their own values, beliefs, and practices.

From the definition above, a lecturer of the course of writing should be able to have professionalism as a lecturer who teaches writing in transforming the techniques of writing and developing the capabilities that exist within the learners through his skills as lecturers who are expert in writing and teaching writing.

This investigation on teachers' perception in teaching EFL writing is not the first investigation. There have been some relevant studies found in teacher's perception on teaching EFL writing as far as the researcher did. Recent studies which has been done by Ferede, et.al (2012) identified the teachers' perception in the preparatory school. Matsuda, P.K, et.al (2013) focus on writing teachers' perception on their students' needs and presence. While Towey (2009) investigated teachers' perceptions of how they teach writing in their adult English classes at British Council Hong Kong (BCHK) which is closely as feedback of their selves. Those research sought the phenomena in teachers' perception. There has not much received attention on lecturers' perception towards teaching EFL writing in English Education Department as a place for training pre-service teacher of English. Therefore, the

researcher will take part in the investigation on lecturers' perception on teaching EFL writing.

Generally, the objective of the course of EFL writing which is named Writing and Composition in English Education Department is to enable students to write in English as foreign language. More, students are expected to be able for being teachers of English who master all language skills including writing skill. The reality in English Education Department falls short of these objectives. Though the concept of writing and composition is already taken up as a course for students five times in each semester, there is the need to go down that students' writing ability is still being questioned. Such, there is too important issue that many students who can not construct meaningful paragraph in academic writing thesis proposal.

From some interview lecturers and students on how the perception towards students' lack writing ability appears (see Appendix 8), it became clear that most of them state that it happens because of the different perception of the lecturers on teaching EFL writing and the lack of reading habitual, while students address to pass the course as a credit without mastery writing skill. This is the main temptation for the researcher to examine this social phenomena. Besides students are lack in reading, this view is a model of failure writing lecturer in building students' skills in obtaining the course of Writing and Composition. This can be related to lecturers' perceptions of the course Writing and Composition and teaching performance. The perception of a lecturer will be a lot of influence in teaching practice. Schunk & Zimmerman (1997) in Jason (2009) said that the perception refers to the patterning of thoughts, beliefs, strategies, and actions. The lecturers' perception of teaching modeling becomes very important because they are the role model students in learning writing. Hardy and Heyes (1979) as explained by Ferede (2012) said that the perception is system of filters some information that will be brought to conscious awareness, organizes and interprets this information to build up the models of the world that is experienced.

Lecturers' perception will imply their behavior and practice in teaching. These perceptions will flow along with the process of preparation of learning topics, the methods to be used and the preparation of the evaluation instrument. It follows that affect the perception of confidence in teaching writing and practice. If the lecturer failed to convince students that writing is something important aspect of academic study then it will affect the style of learning.

Belief or not, lecturer who brings teaching activity and practice with enthusiasism and gives the suggestion that writing is important course will effect on the students' perception in learning to write. As mentioned in the Constitution No. 14 year 2005 chapter IV section 20 (a) that the lecturers are professional educators who have expertise. So, lecturers who teach writing must be an expert in writing skill not only in teaching, composing teaching methods, and evaluating but they must directly apply theory into practice to produce a written work. In social learning theory, Bandura states that a role model has great influence to attitude (Yusuf Syamsu and Juntika Nurihsan, 2011:134). Students in English Education Department are prepared for future English teacher, more or less they will follow their lecturers' perception when they learned to write with their lecturer. In other words, lecturers' perception takes a role for producing professional teachers. Thus, the researcher investigated how lecturers perceive EFL writing in English Department Education of IAIN Syekh Nurjati.

1.2 The Identification of the Problem

This section provides the identity of the research in which the researcher described the field of the research, kind of problem and the main problem of this research.

1.2.1 The Field of the Research

This research is related to the teaching English as foreign language (TEFL) which focuses on writing skill as Hyland (2009: xiii) states that writing requires extensive and specialized instruction. Thus, the researcher is interested in conducting research in the area of teaching English as foreign language with regard to writing skill.

1.2.2 The Kinds of the Problem

Lecturers' perception on teaching EFL writing is the focus of this study. Perception is a kind something we do (Noe, 2004:1) which is influenced by experience including knowledge (Unumeri, 2009:33). When lecturer teaches writing, they will do what they perceive towards writing as a language skill and how to teach writing effectively. The researcher invites lecturers who teach writing to be respondent in describing their perception on teaching EFL writing.

1.2.3   The Main Problem of the Research

It has been stated earlier that writing is one of the most crucial language skill to be mastered. The main problem in teaching English as foreign language (EFL) is lecturers perception which determines their teaching performance. To teach language is not only to deliver the knowledge, but also to design lesson plan, to check students' understanding, to evaluate and to monitor the students, and to make transition from one task to another (Richards, 2011:9). Those are the skills of teaching performance which will be different in lecturers' teaching performance due to the way they percieve how to teach. Therefore, the focus problem in this research is EFL lecturers perception on teaching EFL writing.

1.3 The Research Question

Based on research background stated above, the researcher finds some problems then the questions will be answered in this investigation. The problems concerns with lecturers' perception on teaching English foreign language writing. The problems have been summarized into three points:

1. How do lecturers percieve EFL writing as a language skill?
2. How do lecturers teach EFL writing?
3. How do students respond to their lecturer teaching performance?

1.4 The Delimitation of the Research

This research is focused on investigating lecturers' perception on teaching writing in relation to teaching English as foreign language (TEFL). The researcher intends to explore the area of lecturers' competence and their performance which is pressured by their perception on teaching EFL writing since writing has been perceived as intellectual activity and the highest language skill which needs theoretical and pedagogical aspect (Kroll, 1990:2).

There are many researchers who interested in English foreign language teaching especially in teaching EFL writing whether from students' side or instructors' (teacher or lecturer). In the English department where this research conducted, lecturer's role in teaching EFL writing is very crucial, when learners face the difficulties in composing foreign or second language writing they are highly motivated on the teacher for models of language (Brown, 2000:99). Hence, without

good lecturer's perception towards writing they will not show the good model for their students.

Based on statement above, the researcher limited the study in order to avoid the unfocussed study. The researcher only focuses on lecturers' perception on teaching English foreign language writing in IAIN Syekh Nurjati Cirebon that has been stated in research question. The researcher did not investigate some areas, that is effect of lecturers' perception towards the students' development skill on writing.

1.5 The Aims of the Research

This current study is aimed at investigating lecturers' perception on teaching English as foreign language writing. There are two problems study to be aims which will be reached in this investigation. The aim of this research description is to answer the questions above. The writer would like to investigate the problem specifically. The aims are mentioned below:

1. To explore lecturers' perception on EFL writing as a language skill.
2. To explore the lecturers' practice on teaching EFL writing.
3. To explore students response on their lecturer teaching performance

1.6 The Usefulness of the Research

The result of this study hopefully provides new view and attitude to the area of English language teaching. This study will deepen the previous research in teacher perception especially in teaching EFL writing. This study will construct the relationship between professionalism, pedagogy, and knowledge which are really crucial in lecturer competence and performance in language teaching. Lecturer perception in teaching EFL writing would determine their performance to work with EFL learners. Furthermore, this research will give new insight to the relation of lecturers' perception and their teaching performance for professional development.

1.7 The Theoretical Foundation

In this section, the researcher presents general theory related to the perception and teaching writing which are considered to be valid basic and strengthen data analysis and findings. The theoretical foundation of this present study is related to the theory of perception, EFL lecturers, teaching writing in EFL context, and EFL Lecturer' Perception and Teaching Writing Measurement.

1.7.1 Theory of Perception

a. The Meaning of Perception

This research phenomenon gives us suggestion that perception is much more needed on teaching language learning. Noe (2004:1) believes that perception is something people do, is not something happen to us or even in ourselves. Perception requires perceiver to understand implicitly the effects of movement on sensory stimulation.

Perception is one of process of information in cognitive psychology to respond the presence, feeling, and indication in the environment. Rakhmat (2005:5) believes that perception is an interpetation of stimuli sensation.

Richardson as cited in Ferede (2012:30) defines perception briefly to the sorting out, interpretation, analysis, integration of stimuli involving sense, organs, brain, and behavior isessentially a reflection of how person react to and interpret stimuli from the world. It follows that perception influence to gain perspective, judgment, and practices. Thus, teaching perceptions which can influence teacher/lecturers into their action and practices in which perception is considerate activity due to capacities for action and thought (Noe 2004: vii).

Perception grows up together with the development of the degree to which past experience enters into the results of each new sensory excitation (Rowland 1906:128). The perception is seen as an action of the cognitive development as studies show that sensory perception and motor actions support human understanding of words and object concepts (Pecher 2005:01).

b. Factors Affecting Perception

Unumeri (2009:32) divided two factors affecting perception, those are internal factor and external factor. It will be mentioned as follows:

1. Internal factor

The internal factor of perception is the needs and desires. The expectations, motivations and desires of people also shape their perception of other and situations around them. Individual characteristic behaviour is another strong influence on what you perceive about that individual. Individual experience (combined with knowledge) has a perpetual impact on the perception of an individual. In this term, Unumeri underlines that successful experiences enhance and boost the perception

ability and lead to accuracy in perception of a person where as failure erodes self-confidence.

2. External factor

Another thing that affects perception comes from outside the individual. The first external factor is the size. Perceptual stimulus of larger sizes has higher chances of being perceived. This is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection. The second is the intensity which has to do with promoting the chances of a stimuli being selected. The third is frequency which addresses the attention that accrues from the steady repetition of a particular stimulus. That is, the art of repetition simply attracts our alertness and provost our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection as it were. The status of a person being perceived exerts a lot of influences on a perception. Contrast stimulus that share features with the environment are less likely to quality for selection by the perceiver compared to those that contrast sharply with the environment.

Apart from Unumeri (2009), Rakhmat (2005:51) briefly mentions three factors affecting perception. The factors are attention, function, and structure. Attention is a mental process when a stimuli higher when other stimuli is getting weak. This means that attention is a central of thinking which impress individual. Function factor which influences perception includes the necessity, personal background and past experience. Function factor which is commonly stated as frame of reference is very useful to analyze perceptual interpretation from the experience (Mc David and Harari 1968 cited in Rakhmat 2005). The last factor is structure of stimuli, intensity of the stimuli, the size of stimuli and the changing of stimuli.

Based explanation above, it can be concluded that perception is influenced by stimuli, individual characteristics, and individual factor related to the experience. From the perception, individual assumes the different impression toward something attended.

c. Perceptual Process

Individuals interact with environment and response what happen to their life. The response is a process of interpretation of giving meaning, thus it called as perception. Godwin (2004:24) outlines the process of perception as follows:

1. Inputs : Perceived inputs are the objects, events, people, etc. that are received by the perceiver.

2. Process : The received inputs are processed through selection, organisation and interpretation.

3. Outputs : Through the processing mechanism, the output (feelings, actions, attitudes, etc.) is derived.

4. Behaviour : Behaviour is dependent on these perceived outputs. The perceiver's behaviour, in turn, generate responses from the perceived and these responses give rise to a new set of inputs.

The process of perception can be drawn as follows:

Figure 1.1 Perceptual Process
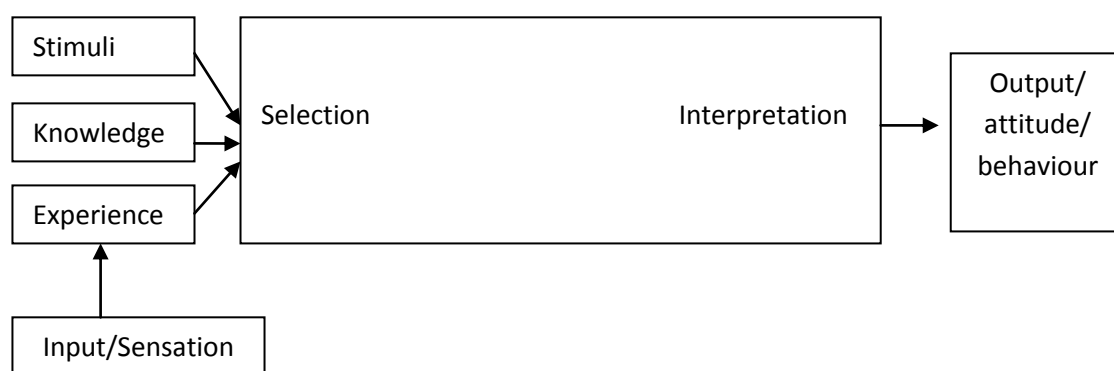
1.7.2 EFL Lecturer

The teaching of English in Indonesian setting is taught as a foreign language which means that English is not used in daily communication as well as social and official communication. At present, most of world's English teachers are non native speakers of English (Richard, 2011). As it has been stated earlier in Constitution No. 14 year 2005 chapter IV section 20 (a) about teacher and lecturer, it is mentioned that lecturer is a professional educator who has expertise. In short, English foreign language lecturer is a teacher in higher education whose native language is not English.

1.7.3 Teaching Writing in EFL Context

a. Teaching Writing Performance in EFL Context

The role of teacher in language classroom is very important. Richard (2011:1) says that language teachers' knowledge and skill based is fundamental to our

understanding of effective teaching and to approaches to language teacher education. The theory of second language and foreign language writing were strongly influenced by previous theory of native language writing (Alwashilah, 2006:111). Writing lecturers' should understand the needs in teaching writing in EFL context such as language specific competency, content knowledge, pedagogical content knowledge, and principles to teaching writing.

A complete understanding language is a basic to innovation in language teaching (Alwashilah 2014:314). This suggests that lecturers' competency is fundamental in teaching EFL writing. In line with the statement above, Richard (2011) mentions that language specific competency is critical dimension for lecturer whose mother tongue is not English to teach effectively including the ability to do the following things:

- To comprehend texts accurately
- To provide good language models
- To maintain use of the target language in the classroom
- To maintain fluent use of the target
- To give explanations and instructions in the target language
- To provide examples of words and grammatical structures and give accurate explanations (e.g., of vocabulary and language points)
- To use appropriate classroom language
- To select target-language resources (e.g., newspapers, magazines, the Internet)
- To monitor his or her own speech and writing for accuracy
- To give correct feedback on learner language
- To provide input at an appropriate level of difficulty
- To provide language-enrichment experiences for learners

Language specific competency should be supported by content knowledge which refers to what teachers need to know about what they teach (including what they know about language teaching itself), and constitutes knowledge that would not be shared by teachers of other subject areas (Richard, 2011:5). Further, Richard

suggests that content knowledge consists of courses in language analysis, learning theory, methodology, and teaching practicum.

Lecturer should also pay attention to knowledge that provides a basis for language teaching. Richards (2006:11) underlines it as a pedagogical content knowledge including the area of curriculum planning, assessment, reflective teaching, classroom management, teaching four skills and so on.

Richard also points out that a relevant pedagogical content knowledge should prepare teacher to be able to do thing as the following:

- Understand learners' needs
- Diagnose learners' learning problems
- Plan suitable instructional goals for lessons
- Select and design learning tasks
- Evaluate students' learning
- Design and adapt tests
- Evaluate and choose published materials
- Adapt commercial materials
- Make use of authentic materials
- Make appropriate use of technology
- Evaluate their own lessons

Being able to use the appropriate these skills (language specific competency, content knowledge, pedagogical content knowledge) are fundamental for association in the language teaching profession.

b. Principle to teach Writing in EFL Context

Many principles to teach writing skill have been proposed by many experts (Alwashilah, 2013; Harmer, 2004; Nation 2009; Hyland, 2009). These principles develop in line with students' needs in composing foreign language writing. Since learning to write in foreign language needs special treatment, as Silva (1993) in Hyland (2003) notes that L2 writing is strategically, rhetorically, and linguistically different in important ways from L1 writing. The differences include the following writing and learning issues such linguistic proficiencies and intuitions about language, learning experiences and classroom expectations, sense of audience and writer, preferences for ways of organizing texts, writing processes, understandings of

text uses and the social value of different text types. A basic premise of these differences can help students to be writers. This suggests that students should be addressed to the context, strategy, and linguistics issue in foreign language. In contrary, Alwashilah (2006) puts stress on the strength of first language writing before students write in foreign language, he noted:

Khusus dalam mengembangkan keterampilan menulis dalam bahasa asing, sering kali kita lupa bahwa keterampilan menulis ini sangat bergantung pada keterampilan menulis dalam BI (baca: bahasa pertama). Bagaimana mungkin seorang dapat berekspresi tulis dalam bahasa asing sementara ia masih sulit berekspresi dalam baasa ibunya. Perlu dingatkan bahwa pendidikan bahasa pertama seyogyanya menerats jalan bagi pendidikan bahasa asing (2006:111)

Hyland (2003:32) argues that many adult second language writers never achieve target language proficiency, either because they reach a level of competence that allows them to communicate to their own satisfaction. Obviously learners' ability is the crucial factors in their acquisition of writing skills. However, those principles should be also adapted to understand students' needs in the context of second and foreign language writing.

Apart from the differences of L1 and L2 writing, Brown (2011:346) puts suggestion some principles for designing writing technique,

a. Incorporate practices of "good" writer
b. Balance process and product
c. Account for cultural and literacy background
d. Connect reading and writing
e. Provide as much authentic writing as possible
f. Frame technique in terms of prewriting, drafting, and revising stages.
g. Strive to offer techniques that are interactive as possible.
h. Sensitively apply methods of responding to and correcting learners' writing.
i. Clearly instruct learners on the rhetorical, formal conventions of writing.

When students start to compose a written work, they need to be aware to micro- and macro skills of writing which measure what learners can do in writing process to gain the goals of writing. Brown (2003:232) provides 12 micro and macro skills of writing composition. Micro skills are relevant to compose written work

grammatically while macro skills are more relevant to create ideas logically. These are the list of macro and micro skills of writing:

Microskills

a. Produce graphemes and orthographic patterns of English

b. Produce writing at an efficient rate of speed to suit the purpose

c. Produce an acceptable core of words and use appropriate word order patterns

d. Use acceptable grammatical systems (e.g. tense, agreement, pluralization, patterns, and rule)

e. Express a particular meaning in different grammatical forms

f. Use cohesive devices in written discourse

Macroskills

g. Use the rhetorical forms and conventions of written discourse

h. Appropriately accomplish the communicative functions of written texts according to form and purpose

i. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification

j. Distinguish between literal and implied meaning when writing

k. Correctly convey culturally specific references in the context of the written text

l. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency, in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, for revising and editing.

By understanding the micro and macro skills of writing, students and teachers know the way of teaching and learning in the classroom to meet the aim(s) of the course in composing EFL writing.

c. Approach to Teaching Writing

As it has been stated that writing is a complex skill which requires intellectual ability, knowledge, and long process, there is many approach developed by many experts (Hyland, 2009; Nation, 2003 and Alwashilah 2013).

The first approach is called product approach which, indeed, focuses on grammatical accuracy and clear exposition. The instructor (teacher/lecturer) responses to error correction and identifying problem in students' written language rather than how meaning are being constructed. Even though meaning of teaching writing is not only to write grammatically correct but how to concern the purpose of writing to the particular idea. In this case, Brown (2001) mentions this approach as product approach which successful learning is measured by how well-structured and grammatically correct a composition is.

In contrast to product approach, teaching writing as a process is mainly the view from writer itself. Writing is seen as a creative discovery (personal expression). In the view of cognitive psychology, writing is an activity of problem solving to bring intellectual idea to solve it. According to Setiadi (cited in Alwashilah, 2015) in a classroom setting, a writing teacher should make the writing classroom comfortable environment where students are encouraged and motivated their ideas in writing. Comfortable environment means the students are highly engaged to the process of writing. Hyland (2009) suggests that the process of writing is influenced by the task and the writer's long term memory. The main features are the writers (students) have goal of writing, they plan comprehensively: defining a rhetorical problem, placing it in a context, then exploring its parts, arriving at solutions and finally translating ideas, they have an executive controlled (feedback). In this case, Hyland (2003:12) affirms that the role fo instructors is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas. This suggests that lecturer is the priority of the process of teaching writing.

The last approach to teaching writing is focused on the reader where the writer shares his/her view through words to engage with other and make sense to the reader. This involves what Derewianka (2003 cited in Alwashilah, 2015) refers to genre based approach which emphasizes on the creation of meaning at the level of whole text. A genre is a type of writing which members of a discourse community would instantly recognise for what it was (Harmer, 2007:113). Thus, writing as a communication means as a social interaction where the writer is to engage the reader to present their ideas to get sense of their reader. Hyland (2003:18) identifies that in the classroom, genre teachers focus on texts, but this is not the narrow focus of a

disembodied grammar. Instead, linguistic patterns are seen as pointing to contexts beyond the page, implying a range of social constraints and choices that operate on writers in a particular context. This suggests that the students writers need to focus on composing text for particular reader and pay attention to linguistics form to negotiate meaning. The writer is seen as having certain goals and intentions, certain relationships to his or her readers, and certain information to convey, and the forms of a text are resources used to accomplish these. This approach does not focused on solitary activity but focused on the writing as the social practice.

1.7.4. EFL Lecturers' Perception and Teaching Writing Measurement

To measure teaching performance, the researcher observed the teaching process by using foreshadowed questions. In evaluating teaching writing performance, the criteria observation was about principles to teach writing. In addition, interview was conducted to dig clarification to the phenomena happened in the classroom observation.

In this present study, the researcher used interdisciplinary education perception scale to measure lecturers' perception. This current practice was primarily inspired by Student IEPS - Luecht et al, (1990) to measure lecturers' perception by using Likert scale appropriately. However, the terms used in the descriptor were changed to be suitable with current study.

1.8 The Significance of the Research

This research is significant for some reasons. Theoretically the result of the study should provide the clear ideas on how lecturer perceive on teaching English foreign language writing. Futhermore, this study is intended to give theoretical information about lecturers' perception on teaching English foreign language writing. Practically, this research is expected to be useful for the researcher to add and deepen knowledge in perceiving teaching English foreign language writing especially in English Education Department. This research is also benefit for lecturers to generalize perception on teaching English foreign language writing to reach the goal of writing course. Then, this research will be valuable to scholars and the next researcher who are interested in development of teaching English foreign language especially in the field of writing skills.

1.9 The Methodology of Research

This section provides the method of conducting research. This includes objective of the research, place and time of the research, participants, research method, data collection, data analysis, the instruments of the research and validity of data.

1.9.1   The Objective of The Research

The objective of the research is to explore how EFL lecturers' perceive teaching EFL writing and to observe their attitude and behavior in classroom activity.

1.9.2   The Place and the Time of The Research

This research took place in English Education Department IAIN Syekh Nurjati Cirebon during three months (on 27 January 2015-27 April 2015) towards the lecturers who teach EFL writing. This place is suitable to the writer's intention to investigate where EFL writing is taught as one of compulsory course in five semesters. The course of EFL writing in this institute is named Writing and Composition which has different name in every stage of semester for instance, in the first semester the name of the course is Writing and Composition 1. The same department in other Universities or Institutions may take EFL writing as compulsory course as well as English Education Department in IAIN Syekh Nurjati. However, the researcher wants to explore the phenomena which happen there that students are being questioned in composing EFL writing.

1.9.3.   The Participants of The Research

This research is intended to explore lecturers' perception on teaching EFL writing. To understand the phenomena, the researcher purposefully or intentionally selects individual or group and site. Cresswell (2009) states that the term used for qualitative sampling is purposeful sampling. The researcher selects respondents who have rich information on teaching EFL Writing.

Based on the aims of the present study, the researcher sought permission from all participants prior to conducting the study. The researcher first enlisted the help of the Head department of English Education in finding participant in this current study. He facilitated contact of lecturers who have been teaching EFL writing at least one semester to the department then the researcher got six name of lecturers. Those six lecturers become consideration of this presents study to be a participant.

The researcher then contacted the particants via SMS (short message setting) to set up a meeting to discuss my study. The researcher followed up with SMS and other visits to solicit lecturers' participation. In the time of conducting research, the researcher invited all lecturers whether they agree to be respondents, as time goes by, five lecturers agreed to be respondents and one respondent refused. The researcher also invited students to fill out the questionnaire about their opinion of teacher teaching performance. Finally, the researcher made it clear to all participants the purpose of the study, methods that would be used to collect data, issues of anonymity and confidentiality, dissemination of findings, and the fact that participation was voluntary.

1.9.4. The Method of the research

In order to investigate how the lecturers percieve teaching EFL writing in English Department the researcher believes that the answers can be generated through interaction. Therefore, the researcher chose to use a qualitative method. As explained by Sugiyono (2008:23) that describing complex reality, getting meaning, and finding interactive relationship are characters of qualitative method. This research closely investigated lecturer's perception on teaching EFL writing, Lodico et.al (2006:207) briefly states that a study to get meaning, to examine processes, and to raise insight into and in-depth understanding of an individual, group, or situation is a form of qualitative case study. The researcher explored a detailed understanding of the case by using descriptive method where the data is descibed based on the fact. This method is used to describe complex reality and get understanding the meaning on lecturers' perception on teaching EFL writing.

1.9.5   The Source and Type of Data

The idea of qualitative research is to purposely selecting respondents (or ducuments or visual material) that will be the best answer the researcher's question. Since the objective of this study is to explore lecturers' perception on teaching EFL writing, the researcher considersed to select the source and type of data for the present study. The resource were lecturers who teach EFL writing in English Education Department IAIN Syekh Nurjati Cirebon. The primary data of the present study was interview while the rest of instruments of collecting data became the secondary of the data.

While all lecturers of EFL writing course were included to interview, samples 55 students were chosen out of a population of 550 students. In addition, sample of second and fourth semester classes were taken from class for observation. To select students to fill out the questionnaire, the purposeful sampling technique was used. The author identified key informants persons who have some specific knowledge about the topic being investigated (Lodico et.al 2006:140).

Meanwhile, lecturer and all of students who are taking course Writing and Composition 2 and Writing and Composition 4 were involved in non-participant classroom observation. In this present study, the researcher collected students' writing assignment and lecturer's syllabus to assess the process of teaching writing performance whether the teaching performance had effectively met the needs in teaching EFL writing.

1.9.6   The Instrument of The Research

The instrument of descriptive qualitative research is the researcher herself. Lodico et al (2006:106) call it self-developed instruments where the instruments are created by the researcher for a specific setting or group of participants. Furthermore, the advantage of self-developed instrument is that the researcher tends to act through observing, listening, speaking, reading and etc (Alwasilah 2015: 143). It means that the researcher is allowed to extend the instrument to collect the data in this study.

1.9.7   The Technique in Collecting Data

This study collected four kinds of instrument involved in collecting the data, those are interview, classroom observation, questionnaire, and document analysis.

a.   Interview

The main technique in collecting data in this research was indepth interview. Interviews enable participants—be they interviewers or interviewees—to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view (Louis et al 2005:267). Further, Louis explaines the usage of interview in collecting the data as follows:

- to evaluate or assess a person in some respect;
- to select or promote an employee;
- to effect therapeutic change, as in the psychiatric interview;

- to test or develop hypotheses;
- to gather data, as in surveys or experimental situations;
- to sample respondents' opinions, as in doorstep interviews.

More, Creswell (2009:218) states that in qualitative project, the researcher may use one-on-one interview in which the researcher ask questions to and records answer from only one participant in the study in a time. This interview was used to collect the data from lecturers due to the numbers of lecturers who teach writing can be counted. The researcher arranged some question which deals with lecturers' perception on teaching EFL writing. The researcher invited six lecturers who teach EFL writing in IAIN Syekh Nurjati Cirebon to be respondent in this current study. In the process of collecting the data, the researcher lost 1 respondent as a source of the data. The researcher followed Lodico et al's suggestion (2006:121) to be a good interviewer. Firstly the researcher asked the questions which had been prepared to begin the discussion and asked additional questions based on the lectures's responses. The researcher provided 29 questions in the interview which related to the aims of the research which has been adopted and modified from previous study (see the Appendix 9).

The indepth interview adressed nine parts following by several questions. Part 1 was about personal and academic background about the respondents, part 2 was about beliefs the nature of writing, part 3 was about beliefs about teaching language forms in EFL writing, part 4 was about preferred approach to teaching writing, part 5 was about beliefs and practices related to feedback, part 6 was about beliefs about Strategy Training, part 7 was about practice of Encouraging Group Writing, Reflection and Self-correction, and two last question were open-ended questions, those are about what support and resource do lecturers need to teach EFL Writing and further comments on lecturers experience in teaching EFL Writing.

b. Classroom Observation

Creswell (2009:214) states that observation will obtain the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas. After conducting interview, the researcher collected data by observing classroom. Before coming to the class, the researcher asked for permission to the respondent (lecturer) and students whether they are ready to be observed or not. The researcher did not take any part in classroom activities except taking note and recording what is happening during

teaching writing process. Cresswell (2012:214) mentions that researcher who visits a site and records notes without becoming involved in the activities of the participants as a nonparticipant observer. The observation has advantage as interview to gain the lecturers' perception on teaching English foreign language writing directly.

The researcher conducted observation in all classes of second and fourth semester, during a month (March 2nd-April 2nd 2015). The researcher used descriptive field notes and reflective field note in the class observation (Lodico et.al 2006:119). Descriptive field note involves when, where, how much time to observe, who participants are, detailed activities, detailed interaction, description of people who participate in the class, and take note about what they speak about. While reflective field note contains of observer' thoughts and feeling about what the researcher is observing (see Appendix 10). The thing which observed was some principle and technique in language teaching as suggested by Freeman (2000).

The researcher came to the class when students learn EFL writing then observed and gathered information about lecturer's role during teaching EFL writing. Classroom observations were undertaken by arriving to the classroom with the lecturer, sitting at the back of the classroom taking field notes, audio or video recordings. The researcher observed how lecturer teaches and the role of students in EFL writing class. This research needs to remember as its weakness that all stages of writing class cannot be investigated due to the limitation of time in this study and ethical in researching.

c. Questionnaire

This research seeks to identify phenomena on perception which are not easily investigated. In this study, questionnaire for students were administered. Sugiyono (2008:199) states that questionnaire is suitable to be used if respondents have large number. Questionnaire is designed which contained both close-ended and open-ended items (see Appendix 11). The question is related to the aims of the research which has been adopted and modified from previous study.

Based on official administration, the number of students in English department is 550 students. Arikunto (1989) states that population out of 100 participants is only need 10% to be taken as data collection. The researcher used purposive sampling to take the data. Thus 55 students were involved to fill questionnaire.

The students were addressed to complete the questionnaire which consists of 15 questions. It comprises of 7 multiple choices, 4 dichotomous question, 2 semi

closed ended questions, 2 open ended questions to provide for any further comment the participants wished to make (see Apendix 9).

The questionnaire was also adressed to the lecturers. It consists of 21 questions and uses Likert scale. The questionnaire was adapted from Interdisciplinary Education Perception Scale (Luecht et al:1990). The questionnaire was used to validate the gained data from interview and also to measure lecturers' perception in scale (see Apendix 12).

d. Document

Document is another form of qualitative data collection tool (Lodico 2006:126). In the beginning of conducting research, the researcher did not intend to collect data by analyzing document. When researcher entered the research setting, the researcher became familiar with respondents in this study then the researcher developed the instrument to gain deeper data. It is the advantage of qualitative research when researcher becomes an instrument of the research (Alwasilah, 2015; Lodico et al, 2006).

The documents collected in this present study are students' writing assignment, syllabus of the course, and paper copied in every meeting. Those documents were used to evaluate the teaching EFL writing performance whether lecturers had successfully delivered topic in teaching EFL writing and to evaluate whether what they perceive have met the requirements to teach EFL writing.

1.9.8 The Technique of Data Analysis

Data analysis was done after data collected had been done. The researcher truly followed what Lodico et.al (2006:301) suggests in the way how to analyze the data. The step conducted as follows:

a. The researcher prepared and organized the data collected from interview, questionnaire, observation, and documentation. Recorded data from interview will be fully transcriptions. The frequency and percentage will be used to analyze in order to obtain descriptive statistics from data collected by interviewing and questionnaire. While data observation and document were organized to get sense of what are in the data.

b. The researcher read and reviewed initially to get understanding from all data collected whether enough to be investigated.

c. Then the researcher clasified the data into coding in several categories to avoid losing the data or incompatible data according to the respondents' experience

d. The researcher constructed the description of people, places, and activities then write it detailed descriptions to enrich the description. All data will be collected to build synthesizes then review the data to examine synthesizes.

e. The researcher interpreted the report the data findings as a conclusion in the end of this qualitative research

1.9.9 The Validity of Data

In conducting a case study research, the researcher makes sure that interpretation of data and findings are accurate. Cresswell (2012) states this phase as a process of validating the findings where the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation. Furthermore, Cresswell (2012) mentions three primary forms utmost used by qualitative researcher to validate the findings and interpretation of data, those are triangulation, member checking, and auditing.

This present study took two strategies to validate the data. First, the researcher triangulates the data gained in this study, all instruments in gaining the data such as interview, classroom observation, questionnaire, and document analysis were involved to triangulation.

The second strategy to validate the interpretation and findings was member checking. The researcher checked the findings with the respondents in this study to determine whether the findings are accurate. After conducting the interview, the respondents completed a questionnaire to validate their perception in a scale then the result was triangulated.

1.10 The Previous Studies

Before conducting research, the writer provides some previous studies to avoid the repetation studies and to know the position of this research. As far as writer's investigation did in the same focus area, there found study that had been done in teachers'perception on teaching English foreign language writing. The previous study has not much investigated how lecturer's perception on teaching English foreign language writing in English Education Department in highest education as a

place for pre-service teacher of English. Nevertheless, it does not reduce the critical thingking on teaching English foreign language especially in writing area.

Some studies in the area of teaching foreign language writing have been conducted. This current study was inspired by Ferede et.al (2012), Towey David Andrew Douglas (2009) and Matsuda, P.K, et al (2013). They are some of many researchers who study the teaching of second and foreign language writing.

Ferede Tekle, Melese Endalfer, and Tefera Ebabu (2012) investigated on teachers' perception of EFL writing and their practice of teaching writing in preparatory schools in Jimma zone in focus. This study conducted to examine the perception about writing and the practice of teaching the skill among English language teachers at preparatory schools in Jimma Zone. The findings showed that between teachers' beliefs and their actual teaching practices had lack correlation. Teachers believe that writing is as important as other language skills and language contents but they fail to put their beliefs into practice. Teachers more focused on the process approach to the teaching of writing better than exposing their students to write activities which enable them to practice the writing process (prewriting, drafting, checking and writing final draft).

A central issue related to the teacher perception was conducting specificallay in the work of Towey (2009). He investigated teachers' perceptions of how they teach writing in their adult English classes at British Council Hong Kong (BCHK), how much time they spend on it, what they do in that time, what methods are used and what influences their choice of approach. It also looks into the ways teachers say they give feedback to their students about their written work. The findings showed that their perceptions of what goes on in the classroom and how they approach feedback a number of suggestions, the time they spent, the method and approach used could be made to increase their awareness, raise levels of understanding, and engage their students with more confidence.

Matsuda, P.K, Saenkhum Tanita, and Accardi Steven (2013) surveyed writing teachers of both mainstream and L2 sections of first-year composition courses on their perceptions of the presence and needs of L2 writers in the U.S. higher education. The findings show that writing teachers do recognize the presence and needs of L2 writers, and more than a few teachers were enthusiastic about working with this student population. At the same time, many teachers (including those who taught L2 writing sections) did not make any special provisions to address the unique

needs of L2 writers. More, this investigation also shows that teachers' ability to address L2 writers' needs were constrained by program policies, lack of common teaching and assessment materials, and professional preparation opportunities.

These previous studies have shown the importance of teachers' perception on their performance in teaching writing which influences learners in composing EFL writing. However, the students have the ability to write, they need to have a good role model of the teacher in order to develop their skill. The previous studies probably do not directly investigate how lecturers' perception and their teaching practice in the highest education which focuses on pre-service English teacher.

This research seeks to place itself in the qualitative research which explore the perception in teaching performance. This research differs from previous studies above in focusing the object of the research. The majority of this research is to explore on how EFL lecturer in English Department perceive on TEFL Writing. Therefore, this research would explore on how lecturers perceive TEFL writing.

BAB V

CLOSING

This chapter is a reverbration of the thesis which consists of research findings and suggestion for further research. In addition, this research is a kind of institutional case study on lecturers' perception in teaching English as foreign language writing. Therefore, the findings cannot be generalized for other institution in context of teaching English as Foreign language. However, it is worth to remember that classroom observation did not investigate the practice of how all lecturers teaching performance in the classroom for the reason that the course offered in the time of study was handled by a lecturer. Therefore, this investigation did not explore whether all lecturers had the same teaching practice. From the discussion above, the researcher have drawn the conclussion and suggestion as follows:

5.1 Conclusion

This conclusion is important to understand the lecturer's perception on teaching English as foreign language (EFL) writing. This study was designed to address the issue how lecturers perceive writing as language skill, how they revealed their perception in teaching performance, and how students' respond to lecturers' teaching practice. As it has been stated in the aims of the research, this research is intended to explore lecturers' perception on teaching EFL writing. What this recent study demonstrates, then, is that teaching writing is not simply a matter of asking students for putting down their idea into the paper. In fact, teaching writing is a process which is influenced by lecturers' background knowledge and their background of education. Based on the descriptions of the previous chapters, this research concludes that:

1. The findings state that all respondents believe in the process approach in teaching EFL writing rather than product approach. As stated above, process approach needs more time and patience to produce readable written work. The finding merely affirms that integrated curriculum and integrated lecturer are crucial to be implemented since the course of Writing and Composition has related to the all courses offered in department. The respondents argued that there were not integrated curriculum and integrated lecturer. They walk alone in the process of teaching writing. Since Writing and Composition

course is offered in five sections, it seems that the course is being ignored as an important couse. It is evidence that the Writing and Composition course is ever taught not by lecturer specialist in writing but by lecturer who have degree in other field. In one hand, all respondents articulate that correcting students work needs more time to conduct.

2. This study identified lecturers' perception and their teaching performance. The lecturers believe that writing is the process approach. The observational classroom revealed that lecturers were regulary exposing their students to write activities which enable them to practice the writing process (prewriting, drafting, revising, and editing). Thus, the finding associated with the teaching of writing to pre-service teacher of English to be the result of teacher practical skill, courage, and determination to practice what they preach and the result of their perception of teacing writing and teaching performance.

3. In the process of teaching, the lecturer and students are drawn as interwined. They know each other their attitude and behavior. Therefore, the students included to participate in this study. Students reports that their lecturer teaches them how to write by giving them feedback, strategy to write, and addressing them to the writing experience with regard to process approach.

5.2. Suggestion

On the basis the findings and the conclusion drawn above, the following suggestion can be offered to the department of English education. In this case, it is necessary that the lecturers and curriculum need to be integrated each other. This is aimed at developing students' mastery in writing especially and other courses generally. The most challenging finding in this study is the lecturers' perception in handling class Writing and Composition. It suggests that class Writing and Composition needs more effort to be encouraged and evaluated since the evaluation is conducting in a formative way. This is appeared to be equal with Matsuda et.al (2013) research finding that most instructors of writing need more time to correct on students work than the result is revealed by sending students to writing center. To solve this problem, it is no bad to follow the previous research that students are adreesed to writing center as well as the finding in the previous research.

This is important to note that lecturer is a role model of pre-service English teacher, therefore the the instructor of writing should be a writer who know the

endeavor of writing process. This study may not yet be directly applicable to the context, however, this study may contribute a glance in to the future of instruction in teaching EFL writing and program administration in this institution.

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