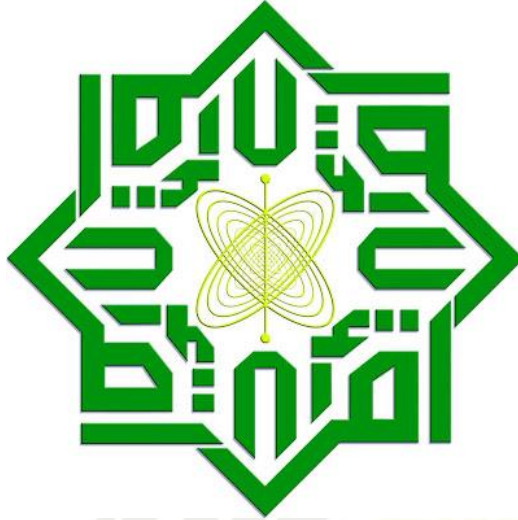




STUDENTS' PERCEPTION ON FREEWRITING TECHNIQUE AT ENGLISH DEPARTMENT OF UIN SUSKA RIAU

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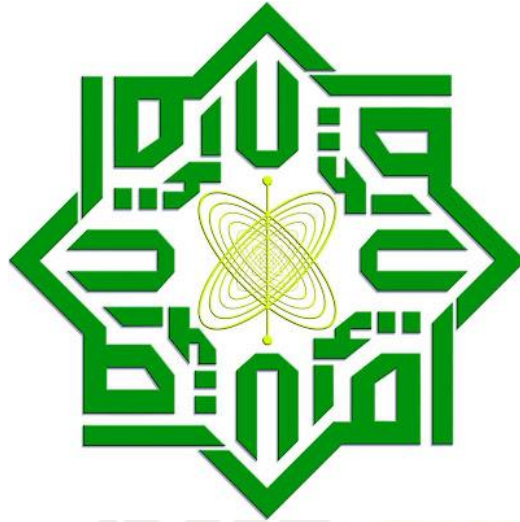
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A Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
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Pekanbaru, January, 16 2023



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UIN SUSKA RIAU



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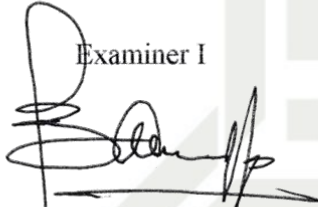
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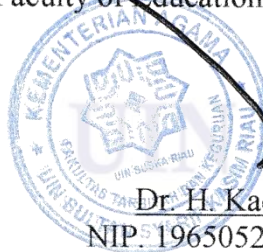
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Finally, the researcher realized that this thesis is still far from being perfect, there are many weaknesses on this thesis. Therefore, criticism, comments, and suggestion are really appreciated to improve the thesis, May Allah Almighty, the lord of universe bless us all.

Pekanbaru, 16 Januari, 2023
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UIN SUSKA RIAU



ABSTRACT

: Students' Perception on Free writing Technique at English Education Department UIN SUSKA RIAU

Yusmalia Nurhaliza (2023)

The purpose of this study was to find out students' perception on the use of freewriting technique in writing at English Education Department UIN SUSKA Riau. This study was quantitative research with survey approach by giving out questionnaires. Population of the study was the fourth semester of English department students at UIN Suska Riau, the total students of the fourth semester was 110 students. The sample of this research was 26 students selected through purposive sampling. The instrument used in this research was questionnaire. The researcher gave 14 items of statement which was from three indicators (acceptance, understanding, and evaluation). Based on the result of the research, it was found that the students' perception on the freewriting was at positive category by the percentage 81%. In conclusion of the study, the students have positive perceptions toward freewriting technique.

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ABSTRACT

Yusmalia Nurhaliza (2023) : Persepsi Siswa terhadap Tehnik Menulis Bebas (Freewriting) di Departemen Pendidikan UIN SUSKA RIAU

Tujuan penelitian ini adalah untuk mengetahui persepsi siswa tentang penggunaan teknik menulis bebas (*freewriting*) dalam menulis di Departemen Pendidikan Bahasa Inggris UIN SUSKA RIAU. Penelitian ini adalah penelitian kuantitatif dengan pendekatan survei dengan memberikan kuesioner. Populasi penelitian ini adalah semester empat mahasiswa jurusan bahasa inggris di UIN SUSKA RIAU, Total mahasiswa semester empat adalah 110 mahasiswa. Sampel penelitian ini adalah 26 siswa yang dipilih melalui purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah kuesioner. Peneliti memberikan 14 butir pernyataan yang berasal dari empat indikator (pengaturan topik dan topik, kefasihan menulis, percaya diri dan motivasi). Berdasarkan hasil penelitian, ditemukan bahwa persepsi siswa terhadap tulisan bebas berada pada kategori positif dengan persentase 81%. Sebagai penutup dari penelitian ini, para siswa memiliki persepsi positif terhadap teknik menulis bebas.

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ملخص

يوسماليذا نور هاليزا، (2023): تصورات الطلاب لتقنية الكتابة الحرة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

هدف هذا البحث معرفة تصورات الطلاب لتقنية الكتابة الحرة في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. هذا البحث بحث كمي بمدخل المسح بتوزيع الاستبيان. المجتمع من طلاب الفصل الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو، وبلغ مجموعهم 110 طالبًا. العينة 26 طالبًا تم اختيارهم من خلال أخذ العينات الهادفة. الأداة المستخدمة في هذا البحث هي الاستبيان. قدمت الباحثة 14 اعتبارًا من البيانات التي تأتي من ثلاثة مؤشرات (القبول، والفهم، والتقييم). بناءً على نتائج البحث، يعرف أن تصورات الطلاب لتقنية الكتابة الحرة في فئة إيجابية بنسبة 81%. استنتاج هذا البحث هو أن الطلاب لهم تصورات إيجابية لتقنية الكتابة الحرة.



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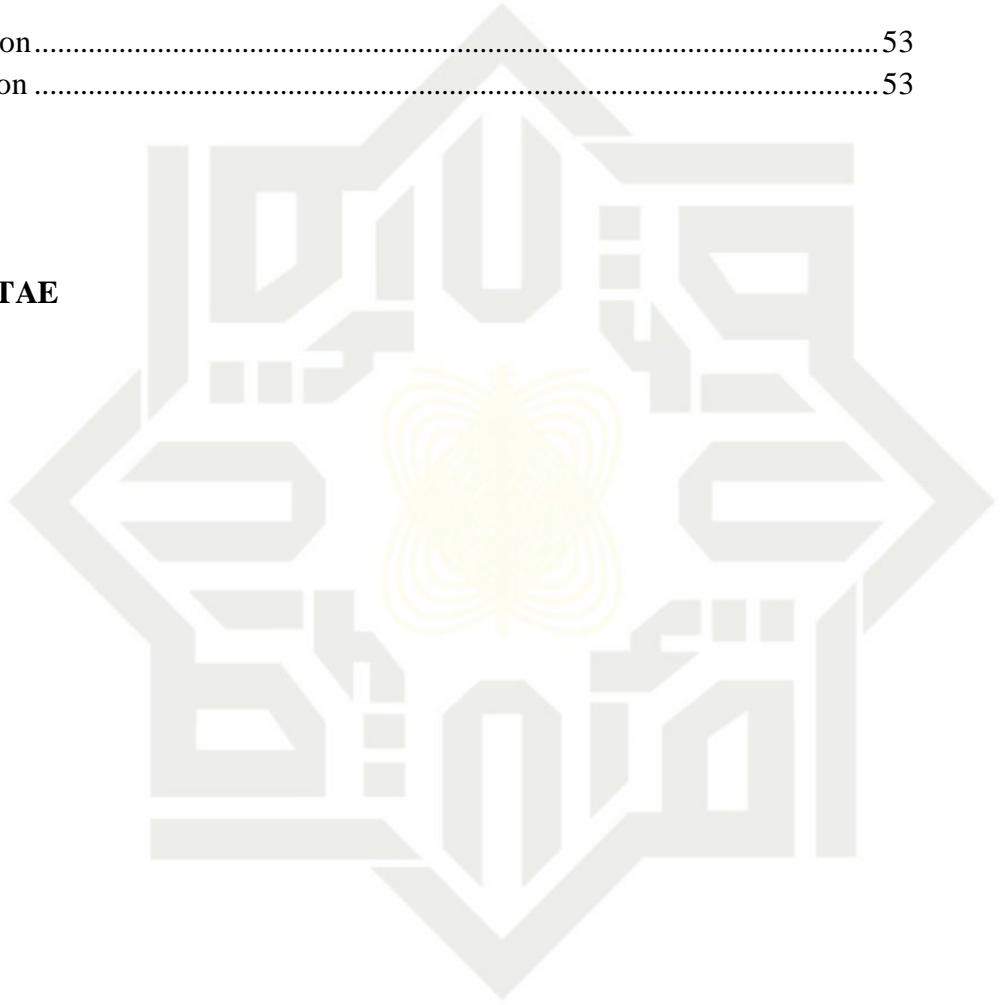
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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing as the one of productive skills that should be mastered by English as Foreign Learner (EFL) students for written communication and academic purpose, such as; essay, articles, letters, papers, also in university purpose such as journal and thesis. Writing is referred to as a productive and expressive activity. Syafii (2018) stated it takes a long time to produce a good product in order to develop the ideas in this skill and writing is not an easy work. The students need to review and revise all over again to make a good product.

Considering the elements of writing, there are several problems in making good essay writing. Those obstacles are lack of material, lack of vocabulary, lack of the ability to organize paragraph, lack of choosing topic and develop the idea. As a result, they get stuck in the process of writing. The students need a strategy to help them in the learning writing process. The strategy is needed to improve and develop students' idea in learning writing.

Julie and Robert (2006) stated there are some techniques to help the students generate the ideas or specific details to develop the topic called brainstorming which divided into; free writing, listing, clustering, and questioning. All of these techniques demonstrated to help the students focus on their topic. Focusing on the topic is the key, because once the

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students start thinking about the topics, it is easily for them to get the ideas. Those techniques help the student to generate the supporting ideas of their writing topic.

Freewriting is one of the techniques for fostering a group creativity to share ideas and thoughts spontaneously in order to reach solutions to a problem (Gogus, 2005). Freewriting aims to encourage people to arrest conventional, logical thinking and embrace spontaneity, originality, and imagination. The goal is to gain ideas as many as possible. Freewriting could help students to generate their idea and organize the details well. Free writing is a brainstorming practice in which you are free to write about whatever comes to mind about the topic you are working on. Its goal is to draw my attention to a certain aspect of your subject. The goal of freewriting is to generate as many ideas as possible. Elbow (1981) suggests that writers simply write for ten minutes continuously while staying on topic. The quality of the writing is unimportant because the goal of the freewriting technique is to simply put one's thoughts on paper, not to achieve a certain result.

Hwang (2010) on his previous research found that the study indicates that a short period of practicing guided freewriting helped increase EFL college-level students English writing fluency and their confidence. The study supported by Nurfiryaliyanti (2014), My Loan. 2017, Tarner (2006), Li (2007), Ryczek (2012), Harper (2015), Nabila (2021).

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Seohyun (2016) indicated that students in the freewriting group made much more progress in English speaking, writing, listening, and reading than their peers. Chang (2020) found the students were more confidence during the writing activity. Besides should not concern with grammar and spelling. In this research, the writer focuses on freewriting technique. It is clearly that freewriting is one of helpful technique to generate ideas before writing.

In English Education Department of UIN SUSKA Riau, the second year students have to attend writing classes as required subjects. In the fourth semester, students are expected to be able to use linguistic conventions and English word patterns in preferred forms in English writing texts. Therefore, given the linguistic conventions, such as content and organization, vocabulary, language usage, and mechanics, they had to be able to communicate their ideas in a written form.

However, the researcher noticed that several of the fourth-year students of the English Department of State Islamic University still had writing problems. From the observation that the writer gathered by giving out questionnaires amongst 10 fourth semester of English students, most of them, still have difficulties in grammar. 5 out of 10 students used free writing as their prewriting technique, 2 out of 10 chose listing, 3 out of 10 chose mapping for their prewriting technique. Most of them did not understand the mechanism of writing. Besides, the others students had poor mastery of vocabulary and grammar. Most of them still made

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mistakes in those aspects. One out of ten students scored A- for their writing task last semester which is the highest score. The other students seemed to find it difficult for them to produce what ideas to write. In other words, they had difficulties in expressing ideas to be written which has become a problem for them.

The students got problems in organizing their ideas, in terms of cohesion, coherence and unity in writing. It seemed like it stemmed from the fact that before the actual writing took place, they did not use the prewriting methods to convey their ideas. Three out of ten students agreed to use mapping before writing, while the others neutral whether to use or not. Due this reason the researcher intended to know the students' perception of freewriting techniques in developing their idea into a writing text.

Based on the statements above, the researcher interested to observe and conduct a research under a title **“STUDENTS’ PERCEPTION ON FREEWRITING TECHNIQUES AT ENGLISH DEPARTMENT UIN SUSKA RIAU”**

B. Identification of the problem

Based on the discussion above, the researcher identified the problem of the research were;

- a. Why did the students not understand the mechanism of writing?
- b. Why did the students have poor mastery of vocabulary and grammar?

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- c. Why did the students have difficulties in expressing and organizing ideas?

C. Limitation of the Problem

In order to make problem more specific to be investigated, the researcher limits the problem of this research. The researcher focuses on students' perception on free-writing techniques in writing.

D. Formulation of the Problem

In relation of the background above, the problems are formulated as follows:

- a. How are the perceptions of the fourth semester of English Department Students of UIN Sultan Syarif Kasim Riau on free-writing techniques?

E. Objective and the Significant of the Problem

1. Objective of the Research

Based on the formulation above the objective of this research is to describe the students' perception of free-writing techniques are.

2. Significance of the Research

For teacher, this research might help teacher to practice free writing technique to help the students in writing development.

For students, this research gives benefits and contributes to the development of knowledge about free-writing techniques to develop ideas in writing.

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For researchers, the result of this research may be used as reference for the next researchers and as the completion of the previous theory. The result of this study may be useful as the reference in conducting teaching-learning process related to writing activities for the researchers.

F. Definition of Term

1. Perception

In common terminology, perception is defined by Longman Dictionary of Contemporary English as “a) the way you think about something and your idea of what is like; b) the way you notice things with your senses of sight, hearing and etc.; c) the natural ability to understand or notice things quickly.” Perception also defined as the process of selecting, organizing and interpreting sensory data that is considered as important process in helping people designing their world (Cook, Hunsaker, and Coffey, 1997). In this study, a perception refers to the attitude towards free-writing strategy in developing their writing.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Perception

a. Definition of Perception

According to Robbins (2001), perception can be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment". The point that opinion of others depending on individuals get the information and how they are going to interpret the information. Though people may gain the same portion of information, does not mean that they have the same conclusion for each of information because of the different ways to of interpreting any information. This also in line with Kreintner and Kinicky (1992) that said perception is a mental cognitive process that makes people interpret and understand their surroundings.

Perception is closely related to attitudes, perception is the process by which organize interpret and organize sensation to produce a meaningful experience of the world (Linsa & Nornan, 1977). In other words, a person is confronted with a situation or stimuli. The person interprets something into something meaningful to them based on prior experiences. However, every individual interprets or perceivers can be different one on another

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or may be substantially different from reality. From the definitions, it can be concluded that perception is the ability of the overall process of stimuli to make response and become aware of something after seeing and understanding something.

b. Perceptual Process on Learning

To form perceptions, there was process inside. The process of perception covers stimulus which come from the environment, recognizing, interpreting, then creating stereotype and deciding the appropriate action or attitude and behavior to respond the message.

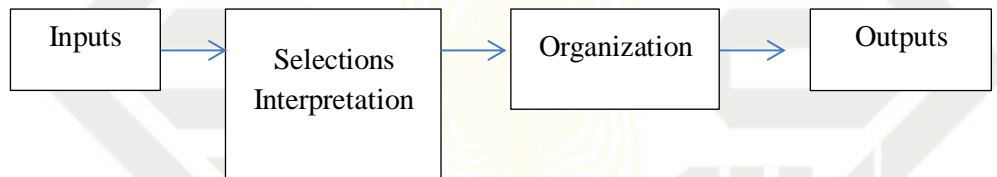


Figure II. 1 the perception process

From the perception process shown in figure 1, it is seen that perceived is stimulates such as information, events, objects, etc. that are received by the perceivers. The stimulation then are selected in the brain then interpreted as sensation. The receiver's stimuli are processed through the selection, organization and interpretation. Combinations of sensations are translated into meaning. The results of the meaningful information are then called perception. The perceived outputs are reflected in terms of behavior of an individual, the perceivers behavior, in turn

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generate responses from the perceived and these again give rise to a new sets of inputs. Thereby outputs become inputs and process continues.

In teaching-learning activities, students have their perceptions about subjects they learn. Their perceptions are formed by the stimuli that come from the environment. The perceptions the students have will influenced their behavior toward learning. Biggs (1992) as cited in Astutiningsih, states that perception deals with students' belief on learning that will influence students' approach in learning. Perception affected on how students' think, it also affects individual attitude.

Campbell (2001), there are five elements of language teaching-learning activities implementation that build students' perceptions. Those are, 1) how the teacher teaches the students, 2) what the teacher wants students to learn, 3) how the students learn in class, 4) what students learn, and 5) the purpose of learning the language itself.

According to Vygotsky (1978) perceptions of someone is always changing. It means that an individual behavior changes at any time through the process of behavior. For example, at first a student does not like English considering English is difficult and pretty hard to understand. However, the students find some activities that are interesting, and then their perception about

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English is changed. This perception influenced by those five elements.

c. Indicators of Perception

According to Robbins (2003) indicators of perceptions are:

1. Acceptance, the process of acceptance or reabsorption is indicator of perception in physiology stage; the five senses' role in processing external stimuli is the subject of this passage. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, smell, and tasting individually or together.
2. Understanding, it means as the results of analysis which is subjective or different for each individuals.
3. Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.

2. Writing

a. Definition of Writing

Writing is an integral part of the English language learning process. It's being processed in order to learn English. Writing is the process of converting thoughts into language; this means that

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we must first consider the topic of our writing before arranging the ideas with proper terminology (e.g., grammar and vocabulary). As a result, we must learn about writing organizational skills (Harsyaf, 2009). Moreover, in order to write a well-written product, learners must follow some steps such as writing, drafting, brainstorming, and revising. As Brown (2001) stated that written product is often the result of thinking, drafting, and revising procedures that required specialized skill, a skill not every speaker develops naturally.

Based on the theories of writing mentioned, it can be inferred that writing is the process of thinking up new ideas, deciding how to convey them in good quality writing, and organizing them into clear statements and paragraphs.

b. Process of Writing

There are steps in writing, as the definition of writing is seen as a process. These steps are a great starting point for anyone who wants to learn how to correctly write and develop writing. According to Harmer (Harmer, 2004), writing is divided into three stages: planning, drafting, and editing (Harmer, 2004). According to Brown (2000), the writing process is separated into three stages; Pre-writing, drafting, and revision are the three stages (Brown, 2000).

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The process of free writing based on Syafii (2017) stated that there are four main stages in the process of writing: prewriting, planning, real writing, revising the draft and writing.

As Gebhard (2000) suggests that in the writing process the teachers' role is to provide chances for students to develop workable strategies for getting started to generate writing ideas. To do so, the teachers are encouraged to have students work through one of the writing processes, prewriting. Prewriting stage encourages the generation of ideas (Brown, 2001), and it is a way of organizing students' thoughts and beginning to put the information they have.

c. The Purpose of Writing

As same as genre, writing purpose has also different variety. According to Chambers (2004) the purpose of writing as follows below:

a. Writing to Demonstrate Information and Understanding

This style of writing is also known as expository writing, and it takes the shape of term papers and essays in your content area. This goal is to provide readers with explanations and information. It's where you select information and organize it to show that you understand it. An example would be the social

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studies essay that asks you to explain the economic, social, and political causes of the Civil War.

b. Writing to Persuade

This writing type needs the writer to add information and the writer's argument or point of view. This type of writing is commonly used for critical analysis text and argumentative text, which usually leads people's opinions and persuades people to have the same direction as the writer.

c. Writing to narrate a story or personal experiences

This writing type is about writing and tells a story. The story can be in the form of information, knowledge, or personal experiences. This purpose of writing commonly appears in journal writing or social essays.

d. Writing in Response to a Literature

This writing type requires that writer to read and analyze a piece of literature in one of the four major genres: poetry, prose fiction, prose non-fiction, and drama. The writer must react to the inquiry, which requested specific information from the content. Inferential questions demand that the writer explain and infer the implied meanings and possible interpretations of the information in the literature text (Chambers, 2004).

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3. Free Writing

a. Definition of Free writing

Freewriting teaches students that personal and emotional components of the "self" are acceptable in all sorts of writing, including academic writing. The use of the personal or emotional to make a point is frequently discouraged in high school "academic" writing. Every reader should be aware that every written work contains a small amount of "personal and emotional" impact. Students lose a source of motivation and interest if they "ignore personal or emotional issues" and they develop an aversion to write anything. (Major, 1994).

Freewriting, according to Elbow and Belanoff (2000), is described as writing down any ideas or thoughts that come to mind in a specific amount of time without pausing. Freewriting in the L1 was a popular approach for developing innovative English instruction during the neoprogressive movement in the late 1960s and early 1970s, which began by rejecting teacher-centered traditional instruction that paid little attention to creativity (Fox & Suhor, 1986). Freewriting proponent Elbow (1998) said that students should not stop writing while freewriting because "the fundamental thing about freewriting is that it is no editing". Students can improve their writing fluency by producing content from their stream of consciousness without being sidetracked by

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previously written text by following these principles to keep writing and not edit (Elbow, 1998). Some academics, such as Polio (2001), are concerned that emphasis on fluency may have a negative impact on writing quality; nevertheless, with freewriting, writing quality is not a concern. According to Elbow (1998), practicing free writing allows you to "separate the creative process from the rewriting process".

According to researchers who favor freewriting, both unguided and guided freewriting have more benefits than just increasing writing fluency and making a habit of no editing while writing. After analyzing over two hundred ten-minute unguided freewriting samples gathered during two years of teaching, Hilgers (1980) reported that practicing unguided freewriting led his students to experience a bottom-up process which meant that students began to distance themselves from their individual experiences to more general, abstract state which is eventually required in academic writing. While the main benefits of unguided freewriting are considered to be increasing writing fluency and finding self-concept, guided freewriting is useful for getting started on the actual writing itself which is considered to be one of the most difficult parts of the writing process (Elbow & Belanoff, 2000).

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According to Hammond (1991), who used guided freewriting to promote students' critical thinking, students were able to have deeper insights on given topics with the help of guided freewriting because it let them to think inductively instead of jumping to hasty conclusions. He claimed that guided freewriting helped students identify all of the available arguments or points of views and then make conclusions from first thoughts toward new insights. Furthermore, he asserted that nonjudgmental feedback such as sharing the writing or having discussions helped students to strengthen their thoughts and yielded further insights.

Free writing is a brainstorming activity in which you are to write freely about a topic you are developing. It aims at getting a specific focus of your specific subject. Freewriting is directed to generate as many ideas as possible. Elbow (1981) recommends that writers should simply write while staying on topic for ten minutes straight. The quality of writing is not important because the purpose of rewriting strategy is not the result but in the process of simply putting down one's thoughts on paper.

According to Camacho (1995), ideas can be expressed from in one's mind by freewriting, quantity being important without any criticism of these ideas. Even if the brainstormer writes several drafts that result in ideas which are good and bad, the writer can eliminate those ideas which are not useful and keep only the most

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important ones based upon the needs of the audience by using the freewriting strategy (Reid, 1984). Oshima and Hoque (1991) say that the more you free write about your topic the more ideas and the better ideas you will have.

b. Benefits of Free writing

Advantages of Free Writing Technique

- 1) Free writing makes writing easier by helping with the root psychological or existential difficulty in writing.
- 2) Finding words in your head and putting them down on a blank piece of paper.
- 3) Free writing helps learn to write when students don't feel like writing.
- 4) Free writing teaches to write without thinking about writing.
- 5) Free writing helps pour more attention, focus, and energy into what you write.

Free writing allows students to more easily get and explore ideas for writing, boost creativity, focus, attention, and energy, and make writing more fun.

c. Process of Free writing

The goal of free writing is to produce as many ideas as you can without considering appropriateness, grammatical

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structure, spelling, logic, or organization. Free writing is a type of writing "practice" that is used to gather ideas for a particular topic or subject. (Syafi'i, 2019). Oshima and Hoque (1991) say that the more you free write about your topic, the more ideas and the better ideas you will have. The procedures of free writing are:

- 1) Write the topic at the top of your page
- 2) Write as much as you can think about the topic until you get the ideas intended. Do not forget to include information, facts, details, examples, etc., that come to your mind about the subject or specific subject.
- 3) After you got the ideas, reread your draft and circle the main idea(s) that you are interested in.
- 4) Take that main idea to free write again.

d. Indicators of Free writing

The indicators of free writing based on Chang (2020) are topic and topic arrangement, writing fluency, confidence and motivation.

1) Topic and Topic Arrangement

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the

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topic and the central idea: the writer's main idea, feeling and opinion about that topic.

The topic sentence comes at the beginning or at the end of paragraph, or even in the middle. It is even possible not to have a topic sentence at all sometimes it is implied or suggested. A topic sentence contains both a topic and a controlling idea. It names the topic and then limits the topic to specific area to be discussed in a single paragraph. The statement that limits the topic in a topic sentence is called the controlling idea.

Sub topics or supporting statement is the next part of the paragraph and contain two kinds: major supporting sentences and minor supporting sentences. A major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence. A minor supporting sentence directly supports the major supporting sentence. The main function of the supporting sentence is to provide the reader with evidence that the idea expressed in the topic sentence is true.

2) Writing Fluency

Brown (1994) defines fluency as "speaking or writing a steady flow of English for a short length of time without any self- or other correction at all," according to

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Fellner and Apple (2006). According to Fellner and Apple (2006), this definition leads to the conclusion that the more fluent a writer is, the longer the flow of language and the more words he or she created. However, there are other views clearly explaining that writing fluency is related not only with the quantity of writing, but also the quality as well.

According to Brand and Brand (2006) in Hwang (2010), “The general meaning of fluency is defined as completing an activity or a task effortlessly, so that the students complete activities and tasks automatically, fluidly, rapidly, quickly and accurately.” Similarly, Lanin (2007) in Hwang (2010) defines writing fluency as the ability to organize coherent and cohesive writings with well-grammatical patterns that readers can understand.

Writing fluency requires good but not necessarily perfect understanding of accuracy aspects like grammatical rules and writing mechanics. Based on Cassanave’s (2004) explanation in Hwang (2006), focusing on writing fluency enables a writer to write more expressively and freely without worrying about grammatical rules and other accuracy aspects.

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3) Confidence

Self-confidence is a personal element that contributes to the success of foreign language acquisition. According to several studies, no language learning activities will be successful without it (Huitt, 2004 & Khodadad, 2003). It has the potential to help or hinder academic success. "When learners have poor self-confidence, on the other hand, they suffer from uncertainty, uneasiness, dread, and social distance," according to Rubio (2007).

A confident person interpret failure as a result of a lack of effort, preparation and others factors they can change, and they can manage negative emotions like upset, down, and pessimistic. Wright maintains mentions characteristics of high self- confident person. They are; ambitious, means someone wants their life more than survive, but to be envision in better surroundings, Goal oriented that the person seek challenges of completing the new goals, Be communicative person that the person can express the ideas and feeling clearly, Living kind, attractive and open to others (Zikrullah, 2017)

The high self-confidence person has good interpersonal ability. On the other hands, low self-

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confidence is characterized by fearful, pessimistic, difficult to communicate what is really needed, and insecure in relationship with others.

4) Motivation

Motivation, according to Dornyei (2001), explains why people decide to undertake something, how hard they will pursue it, and how long they will be willing to sustain the activity. Motivation is directly linked to the choosing of a particular activity, the effort invested on it and the perseverance with it, because human behavior has two basic dimensions, direction and magnitude (intensity).

Brown (2001) defines the definition of motivation into two schools of psychology when discussing motivation. There are two types of definitions: behaviorist and cognitive. The importance of incentives and maybe punishments in motivating behavior is stressed by behaviorists. The focus of the cognitive definition is on how an individual's conscious attitude, ideas, beliefs, and perception of events influence behavior, or how mental processes are translated into actions.

Based on explanation, motivation, like intelligence, cannot be directly observed. Motivation can only be inferred by noting a person's behavior, a type of

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movement as a part of process of taught, desire, emotion, need, interest, curiosity, and psychology aspects. In this research, motivation is as inner power that come from inside and outside of a person to get his goal and it has role as the positive power or attitude toward learning writing, especially in writing motivation. It is very important to support the writing ability.

B. Relevant Research

There are some relevant studies related to the use of the Freewriting Technique in teaching writing. Actually, brainstorming is effective to improve students' writing ability. The studies conducted in different settings in which English is regarded as a foreign language. The studies are described as the following.

Hwang (2010) conducted a study entitled "Case study of the influence of free writing on writing fluency & confidence of Efl college-level students". The research findings showed that present study indicates that a short period of practicing guided freewriting helped increase EFL college-level students English writing fluency and their confidence. The study supported by Nurfiryaliyanti (2014) on "Improving writing skill by using free writing technique", the research was conducted at SMP Negeri 1 Pasangkayu. The result showed that using free writing technique can improve students' writing skill by looking at the mean score of experimental class' post-test (80.95) and control class' posttest (42.85). It

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indicated that the writing skill at the eighth grade students of SMPN 1 Pasangkayu was improved after getting the treatment.

Nor Afifa binti Nordin (2019) on “Students’ perception on the use of free writing in overcoming writing anxiety” conducted an experimental research on the effects of freewriting in teaching writing. It was found that free writing is beneficial for students in reducing their writing anxiety. This research however is not without limitations. The sample size of this study could not be used to generalize to all learners namely in Malaysia; hence, further research needs to be conducted using bigger sample size.

A study conducted by Seohyun (2016) entitled “The effects of free writing exercises on adult Korean students’ English learning” show that the students in the freewriting group made significantly greater improvement than their counterparts in English speaking, writing, listening, and reading. Further evidence is found that qualitative improvement in the students’ freewriting implied a parallel increase in their overall English proficiency.

Ryczek (2012) offered a guided free writing practice in the classroom with the goal of increasing student confidence in their English writing abilities. During the spring semester of the 2014 academic year, an action research project involving first-year Freshman English students at Asia University focused on the activity. Students participated in weekly guided free writing assignments in a computer lab on a variety of

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topics throughout the semester. The result of the study proved that the implementation of freewriting it can be argued that students felt more confident in their writing ability as a result of the weekly writing fluency activities. The research findings indicated the positive direct impact of implementation of free writing was shown by the students' impression through the implementation of freewriting.

Youlanda (2021) investigated the effects of freewriting through an experimental study on "The effect of using free writing technique on students' analytical exposition text writing ability of eleventh grade students of SMA Swasta Harapan Bangsa Kuala"; the findings showed the study included 76 students from SMA Swasta Harapan Bangsa Kuala's eleventh grade. To collect data on the variable, a writing exam in the form of five different types of titles with a variety of phenomenal topics was used. The author instructed the students to choose only one of the supplied titles. They spent about 45 minutes writing an analytical explanation of approximately 100 words. The completed data was then evaluated using the t-test approach, which revealed that the coefficient was high and significant because the counted coefficient (2.956) was bigger than the table coefficient (1.68830). This suggests that employing the freewriting technique has a considerable impact on students' analytical exposition text writing skills.

In addition, a study by Wulandari (2020), found that most of

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the students indicated that freewriting helped to improve students writing ability. The result showed that the students' score in writing rose up after the teacher implement freewriting in their classroom.

Li (2007) investigated the use of focused freewriting to help students acquire academic skills, particularly in the field of academic writing. The research was carried out in an intense writing course for students from various disciplines, during which concentrated freewriting was used throughout the program to assist students in developing a grasp of academic writing and successful writing practices. Several recurring themes emerge from the analysis of student freewriting and student comments on the course, highlighting the benefits of employing concentrated freewriting as a pedagogical technique in the intensive writing course. The research suggests ways to employ concentrated freewriting as an empowering learning tool outside of the writing classroom to improve student learning across disciplines.

My Loan (2017) conducted a study entitled "High school students' perception and writing performance with free writing technique implementation"; the study was conducted at tenth graders in a high school in Ca Mau, Vietnam. The study investigated of the writing performance of the students and also investigating on students' habit on writing followed by the students'

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perception on freewriting and the attitude towards freewriting in English class. The findings have implications for teaching writing to high school students in remote areas of Vietnam, where kids lack both learning environments and exposure to the English language. The data was obtained by giving away close ended questionnaires and open question about the students' satisfaction on free writing. The result showed that high percentages of students showed positive perception toward freewriting activity. This study showed that freewriting could improve students' confidence.

Chang (2020) the study investigated perception and attitude toward free writing activities in academic English writing course and their potential benefits to learners. In addition, this investigation attempts to illustrate if practicing guided freewriting helps improve students' confidence and motivation in English writing. Forty-two college-level students in Taiwan participated in this study. Students' perceptions of freewriting in terms of perception, confidence, motivation, and writing fluency in English writing were investigated using descriptive statistics from a survey. The results revealed that 16 weeks of guided freewriting had a positive impact on English writing in general. The majority of students thought that guided freewriting improved their confidence and motivation in English writing. The findings offer pedagogical recommendations for future academic English writing courses.

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The above studies show the freewriting techniques benefits and effectiveness in developing student writing skills in instructional technique and professional fields. Freewriting helps students develop their writing performance. Hence, the teachers would reap several benefits if they are able to apply the freewriting method to their writing class. Though there studies that have been done, the researcher considered that more studies need to be conducted especially in describing the freewriting technique. In this case, the researcher will take students' perception on the technique as the purpose of the study.

C. Operational Concept

The operational concept is used to clarify the theories used in theoretical framework in order to avoid misinterpretation and misunderstanding of this research. Syafii (2017) said that operational concept is the conclusion of the related theoretical concept on all of the variables that should be practically and empirically in an academic a research paper. Based on theories above, according Chang (2020) the operational concept of perception on free writing as follows:

1. Topics and topic arrangement, the topic sentence is the most general statement of the paragraph. It is the key sentence because it names the topic and the central idea:

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the writer's main idea, feeling and opinion about that topic. Sub topics or supporting statement is the next part of the paragraph and contain two kinds: major supporting sentences and minor supporting sentences. The main function of the supporting sentence is to provide the reader with evidence that the idea expressed in the topic sentence is true.

2. Writing fluency, the general meaning of fluency is defined as completing an activity or a task effortlessly, so that the students complete activities and tasks automatically, fluidly, rapidly, quickly and accurately. Writing fluency requires good but not necessarily perfect understanding of accuracy aspects like grammatical rules and writing mechanics.
3. Confidence, a confident person interpret failure as a result of a lack of effort, preparation and others factors they can change, and they can manage negative emotions like upset, down, and pessimistic.
4. Motivation, motivation is directly linked to the choosing of a particular activity, the effort invested on it and the perseverance with it, because human behavior has two basic dimensions, direction and magnitude (intensity).

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According Robbins (2001) the indicators of perceptions are:

1. Acceptance, the process of acceptance or reabsorption is indicator of perception in physiology stage; the five senses' role in processing external stimuli is the subject of this passage. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, smell, and tasting individually or together.
2. Understanding, it means as the results of analysis which is subjective or different for each individuals.
3. Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant.



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Table II. 2. Questionnaire items

No.	Items	SA	A	N	D	SD
1	When I free write about a topic, there is not limitation in generating ideas.					
2	The sub-topics of the free writing activity helped me to write more					
3	Photos and images help me to visualize topics to free write					
4	I think the free writing activity is a good practice for generating more ideas for writing					
5	I think the free writing activity helps me to develop writing fluency					
6	It is not difficult for me to write about assigned free writing topics					
7.	I am confident that I am able to complete the free writing activity within 10 minutes					
8.	I feel free when I do the free writing					
9.	I feel that I have more confidence in English writing in general after doing free writing					
10.	I think I can easily write more sentences after engaging the free witting activity.					
11.	I try my best to write when I do free writing activity					
12.	I look forward to doing the free writing more					
13.	I enjoy doing free writing activity for my writing assignment					
14.	I feel that I like writing more with free writing					

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CHAPTER III METHOD OF THE RESEARCH

A. Research Design

This research is descriptive research. Descriptive studies aimed to find out “What is,” so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). Descriptive research involves gathering data that describes events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984).

Data collection of descriptive studies focuses on discovering the nature of the specific events under study. Thus, data collection involves minimal to moderate, structured, open-ended, individual or focus group interviews. Descriptive studies generally are characterized by simultaneous data collection and analysis. The presentation of data from a descriptive study involves a straight forward descriptive summary of the informational contents of the data that is organized in a logical manner. Descriptive research is scientific research that describes about event, phenomenon or fact systematically dealing with certain area or population.

This study used survey research. survey research designs are procedures in which investigators administer a survey to a sample or the entire population of people in order to describe the population's attitudes, opinions, behaviors, or characteristics (Creswell, 2012). Survey design does not involve a treatment. Instead, survey design describes trends in the data. Survey typically uses interview and questionnaire. In this study the

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focus of the research was the students' perception on freewriting techniques and the data gathered by questionnaires.

B. Location and Time of the Research

The location of this research was conducted at English Department in UIN SUSKA RIAU. The research was conducted from June 1st 2022 until June 10th 2022.

C. Subject and Object of the Research

The subject of this research was the fourth semester of English students in UIN Suska Riau and the object of this research was the students' perception on free writing in writing English at UIN Suska Riau.

D. Population and Sample of the Research

1. Population

According to Creswell (2012) "a population is a group of individuals who have the same characteristic". The population of this research was students of the 4th semester English Department students in UIN Suska Riau.

**Table III.1
Population of Research**

Class	Number of students
A	25
B	26
C	25
D	27
E	26
Total	135

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2. Sample

According to Creswell (2012) “a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population”. Sampling for research according to Suharsimi Arikunto (2010), if the subject less than 100 people should be taken all, if the subject large or more than 100 people, can be taken 10-15% or 20-25% or more. Considering that the population of the research is more than a 100 students, thus the researcher took 20% of population as the sample of the research.

Furthermore, in selecting the participants in this research used purposive sampling. Purposive sampling belongs to non-probability sampling. Instead of randomization, the samples were selected because they were easy to access (Showkat & Parveet, 2017).

Table III.2
The Sample of the 4th semester students

Class	Number of students
E	26
Total: 26	

E. Technique of Data Collection

According to Gay, Mills, and Airasian, (2012) Surveys generally take one of two forms, questionnaires or interviews. In this research the researcher only used questionnaire.

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Questionnaire

Questionnaire was chosen as the instrument of this research. Questionnaire is a form of questions that is used to measure variable of the research. Based on Creswell (2012) explanation, questionnaire is a form used in a survey design that participants in a study complete and return to the research. The participant chooses answers to questions and supplies basic personal or demographic information. In this research, the researcher will adapt established questionnaire from the previous study.

A Dornyei (2003) borrowing question from established questionnaires is one of the sources on which the researcher can choose the items intended for their studies. Dornyei believes that questions that have been used frequently must have been through extensive piloting and therefore the chances are that “most of the bugs will have been ironed out of them” (Sudman & Bradburn, 1983). The questionnaire was constructed by Nai-Ying Chang (2020) measuring students’ perception on freewriting in college level. There is one section, the section were presenting the perception of free writing.

The questionnaire contains 14 Likert-scale items scored on a 5-point scale from 5 (strongly agree) to 1 (strongly disagree).



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Table III.3 Likert Scale

Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Based on Robbins (2001) the indicators of perception could be shown as:

**Table III.3
Questionnaire Items on Perception**

No	Items	Number
1.	Acceptance	1,3,4,11
2.	Understandings	2,6,7,13
3.	Evaluation	5,8,9,10,12,14

In this research, the questionnaire was adapted from the study of Chang (2020) which related to students' perception on freewriting as follows:

**Table III.4
Questionnaire Items on Free writing**

No	Items	Number
1.	Topic and topic arrangement	1, 2, 3
2.	Writing fluency	4, 5
3.	Confidence	6, 7, 8, 9, 10
4.	Motivation	11, 12, 13, 14

F. The Technique of Data Analysis

At first, the data was collected through distributing questionnaire to all subjects. The questionnaire is borrowed from previously-constructed, valid and reliable questionnaires measuring learners' attitudes towards

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different aspects of language learning. In this research, the writer used the five Likert scales which provide five options in ranging.

After the data has been collected, the next step is analyzing the data. This research presented as descriptive statistic data. Sugiyono (2011) stated that descriptive statistic use to analyze data by describing the data that has been collected without making a conclusion. In descriptive statistic the data presented by table, graphic, diagram, central tendency, standard deviation and percent. In this research the writer used tables to present the data.

First the researcher counted the numbers of ticks on each degree of agreement of each items, “Strongly Agree” (5), “Agree” (4), “Neutral” (3), “Disagree” (2), “Strongly Disagree” (1). The students’ perception is categorized by using checklist. The researcher found the frequency of the data. The analyses consisted of the use of means, standard deviation, minimum and maximum scores. The data was analyzed by using SPSS and then the researcher describes and interprets the results. After getting the percentage result, the next step is finding the category for the result of each items weather it means strongly agree, agree, neutral, disagree or strongly disagree by Horwitz and Cope (1986). Percentage is calculated by taking the frequency in the category divided by the total number of participants and multiplying by 100%. The formula can be symbolizes as follow:

$$\text{Students Perception Score \%} = \frac{\text{Total score}}{\text{Max Score}} \times 100\%$$

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Description:

X =Total score

Y= maximum score

After knowing the result of index value and the category of each item, the last step is the researcher categorizes the result of answers from all items in the questionnaire. The interpretation of each item can be shown in Table III.3

Table. III.5
Students' Interval Score-

Interval	Category
0-14	Strongly Negative
15-25	Negative
26-36	Neutral
37-47	Positive
48-70	Strongly Positive

(Adopted by stefanowski)

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentage

F = Frequency

N = Total Sample

After knowing the result of index value and the category of each item, the last step is the researcher categorizes the result of answers from all items in the questionnaire. The writer classifies as follow; the highest score (60%-100%) means the positive perceptions towards brainstorming

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technique, and the lowest score (0%-39.99%) means the perception towards the technique. The rest of the participants classified as neutral.

There are two important characteristics that every measuring instrument should pass: validity and reliability. Before using the questionnaire, the researcher was going to try out 26 students to find out the validity and reliability of the questionnaire. According to Usman and Akbar (2008) if the result of r count $>$ r table so the instrument is valid. In this research, the validity of the questionnaire was done by used content validity. The test validity in this research is helped with Microsoft Excel 2010 program. The result can be shown in the following:

Table III.4
The Validity of Students' Freewriting Perception Questionnaire

Item	R Table	R-value	Result
Item 1	0.532	0.872422118	Valid
Item 2	0.532	0.749224024	Valid
Item 3	0.532	0.666648433	Valid
Item 4	0.532	0.788367514	Valid
Item 5	0.532	0.727989105	Valid
Item 6	0.532	0.731624001	Valid
Item 7	0.532	0.850810328	Valid
Item 8	0.532	0.847608652	Valid
Item 9	0.532	0.664984332	Valid
Item 10	0.532	0.724530751	Valid
Item 11	0.532	0.855776022	Valid
Item 12	0.532	0.728612098	Valid
Item 13	0.532	0.882329654	Valid
Item 14	0.532	0.910154389	Valid

Based on the data above, it is proven that the questionnaire in this research can be used as instrument because all the items in this

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questionnaire are valid. Besides the validity instrument, a research instrument is said to have a high reliability value. The reliability of this instrument was helped by the Microsoft Excel 2010 program. The formula used is the Cronbach Alpha formula. The instrument was declared valid if the Cronbach Alpha value > 0.80 (Usman and Akbar, 2008). The result of the reliability test is shown in table below:

Table III.5 Reliability Statistic

Cronbach Alpha	N of items
0.949	14

The result of reliability test was 0.949. This indicates that the Cronbach Alpha value exceeded 0.80. Consequently, the questionnaire can be used as the research's instrument because it was trustworthy.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The data that were discussed, presented, and analyzed in chapter IV shown that the 81% of students in English Education Department on the 4th semester have positive perception toward freewriting, 11% of the students have negative perception toward freewriting and 8% students chose neutral. It could be concluded that free writing could help students to improve their writing.

B. Suggestions

Based on the finding of the research, it is known that students' perception on the use of free writing technique in writing is at positive category. The researcher provides several recommendations as follows:

For students, it is recommended for the students to improve their writing skill through freewriting technique, and more technique that could be learned.

For lecturer, the researcher recommends that the lecturer consider some alternatives to writing techniques that are helpful to enhance students writing skill. For example mind mapping, listing, etc. Also lecturers need to consider the time estimation in finishing writing task

For further researchers, this research can be as reference for other researcher who wants to conduct the similar concept as this research. First, it

would have been much more valuable to analyze students' writing to determine students' improvement. Second, although the results found that freewriting help students gain confidence, they are not sufficient for describing how free writing helped increase their confidence. Therefore, conducting more research would probably enhance the result of studies related.

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APPENDICES



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Appendices 1

Instrument of the Research

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Observation Questionnaire

Instructions

There were 28 questions related to the students' perception of problems in writing. There are 7 parts with 4 questions on each parts, Please answer as there's no enforcement at all and answer as there's no one's judging. These questionnaires aimed to observe undergraduate students' problems in writing.

Strongly Agree (SA)

Agree (A)

Neutral (N)

Disagree (D)

Strongly Disagree (SD)

Thank you for participating, May Allah blesses us all.

NO	QUESTIONS	SD	D	N	A	SA
	How do you rate your English writing skills?					
	What is your writing score last semester?					
1	Getting difficulties in writing techniques.					
2	Having poorly writing to organize sometimes fail to select a topic.					
3	Making an outline before writing.					
4	Making mind mapping in writing.					
5	Always using the simple words in writing.					
6	By using the simple words in writing make me more confident.					
7	Lack of vocabularies makes me get confused in writing.					
8	Using new vocabularies take long time.					
9	Frequent problem in writing is to use correct of tenses.					
10	Getting difficulties using passive voice in writing.					
11	Having poor grammar makes me writing not so well.					
12	Grammar makes me take long time to put the correct tenses which appropriate to the event.					



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13	Spelling of word is not important in writing.					
14	Getting difficulties in checking spelling of new words.					
15	Review your writing to check spelling of the words.					
16	Checking spelling of words take long time for me.					
17	I face many troubles in constructing the words in making supporting the ideas					
18	I am difficult to define what items that related to the topic.					
19	Getting confused and having no idea in supporting sentence.					
20	I have difficulties to find the source. Not only from the internet but also the book. I am lazy to read some books. Because I should make a summary from the book that I have read. To make the idea to be coherent. It is very difficult.					
21	Feeling confused to put the correct punctuation					
22	Getting confused to put between full stop (.) and comma (,)					
23	Facing trouble in using apostrophes (e.g. it's, we're, you're) in contraction and possessive.					
24	Getting confused to put comma or conjunction to continue the next sentence					
25	Capitalization is not important in writing.					
26	Sometimes forget to put capitalization after full stop					
27	Getting confused to put capitalization in the first letter name of city					
28	Capitalization is needed in the first letter of person's name.					

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The Questionnaire instruction

- The questionnaire is used for a research purpose only
- This questionnaire does no influence your English subject
- This questionnaire is used to know your perception toward freewriting strategy in your writing
- Please answer these questions honestly based on your opinion without feeling forced
- Thank you for your participation.

1. On this section, these questions are based on your perception on your freewriting perception.

No.	Items	SA	A	N	D	SD
1.	When I free write about a topic, there is not limitation in generating ideas.					
2.	The sub-topics of the freewriting activity helped me to write more					
3.	Photos and images help me to visualize topics to free write					
4.	I think the freewriting activity is a good practice for generating more ideas for writing					
5.	I think the freewriting activity helps me to develop writing fluency					
6.	It is not difficult for me to write about assigned freewriting topics					
7.	I am confident that I am able to complete the freewriting activity within 10 minutes					
8.	I feel free when I do the freewriting					
9.	I feel that I have more confidence in English writing in general after doing freewriting					
10.	I think I can easily write more sentences after engaging the freewriting activity.					
11.	I try my best to write when I do freewriting activity					
12.	I look forward to doing the freewriting more					
13.	I enjoy doing freewriting activity for my writing assignment					
14.	I feel that I like writing more with freewriting					

APPENDIX 2

Students' Answers

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LEMBAR JAWABAN

Nama : Audia Azzahra Asmara

No.	Items	SA	A	N	D	SD
1.	When I free write about a topic, there is not limitation in generating ideas.	V				
2.	The sub-topics of the freewriting activity helped me to write more	V				
3.	Photos and images help me to visualize topics to free write	V				
4.	I think the freewriting activity is a good practice for generating more ideas for writing	V				
5.	I think the freewriting activity helps me to develop writing fluency		v			
6.	It is not difficult for me to write about assigned freewriting topics	V				
7.	I am confident that I am able to complete the freewriting activity within 10 minutes	V				
8.	I feel free when I do the freewriting		v			
9.	I feel that I have more confidence in English writing in general after doing freewriting		V			
10.	I think I can easily write more sentences after engaging the freewriting activity.	V				
11.	I try my best to write when I do freewriting activity		v			
12.	I look forward to doing the freewriting more		V			
13.	I enjoy doing freewriting activity for my writing assignment	V				
14.	I feel that I like writing more with freewriting		v			

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LEMBAR JAWABAN

Nama : Muthia Sandra Riphasa

No.	Items	SA	A	N	D	SD
1.	When I free write about a topic, there is not limitation in generating ideas.				v	
2.	The sub-topics of the freewriting activity helped me to write more					v
3.	Photos and images help me to visualize topics to free write					v
4.	I think the freewriting activity is a good practice for generating more ideas for writing				v	
5.	I think the freewriting activity helps me to develop writing fluency		v		v	
6.	It is not difficult for me to write about assigned freewriting topics				v	
7.	I am confident that I am able to complete the freewriting activity within 10 minutes				v	
8.	I feel free when I do the freewriting					v
9.	I feel that I have more confidence in English writing in general after doing freewriting		V			
10.	I think I can easily write more sentences after engaging the freeriding activity.					v
11.	I try my best to write when I do freewriting activity		v			v
12.	I look forward to doing the freewriting more				v	
13.	I enjoy doing freewriting activity for my writing assignment				v	
14.	I feel that I like writing more with freewriting					v

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LEMBAR JAWABAN

Nama : Triana Hajri Yisra

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No.	Items	SA	A	N	D	SD
1.	When I free write about a topic, there is not limitation in generating ideas.		V			
2.	The sub-topics of the freewriting activity helped me to write more		V			
3.	Photos and images help me to visualize topics to free write			v		
4.	I think the freewriting activity is a good practice for generating more ideas for writing		V			
5.	I think the freewriting activity helps me to develop writing fluency		V			
6.	It is not difficult for me to write about assigned freewriting topics		V			
7.	I am confident that I am able to complete the freewriting activity within 10 minutes		V			
8.	I feel free when I do the freewriting		V			
9.	I feel that I have more confidence in English writing in general after doing freewriting		V			
10.	I think I can easily write more sentences after engaging the freewriting activity.		V			
11.	I try my best to write when I do freewriting activity		v			
12.	I look forward to doing the freewriting more			v		
13.	I enjoy doing freewriting activity for my writing assignment		V			
14.	I feel that I like writing more with freewriting		V			

LEMBAR JAWABAN

Nama : Fauzan Kamil

No.	Items	SA	A	N	D	SD
1.	When I free write about a topic, there is not limitation in generating ideas.	V				
2.	The sub-topics of the freewriting activity helped me to write more		v			
3.	Photos and images help me to visualize topics to free write				v	
4.	I think the freewriting activity is a good practice for generating more ideas for writing		V			
5.	I think the freewriting activity helps me to develop writing fluency		V			
6.	It is not difficult for me to write about assigned freewriting topics		V			
7.	I am confident that I am able to complete the freewriting activity within 10 minutes		V			
8.	I feel free when I do the freewriting	V				
9.	I feel that I have more confidence in English writing in general after doing freewriting	V				
10.	I think I can easily write more sentences after engaging the freewriting activity.		V			
11.	I try my best to write when I do freewriting activity		V			
12.	I look forward to doing the freewriting more		V			
13.	I enjoy doing freewriting activity for my writing assignment		V			
14.	I feel that I like writing more with freewriting	V				

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APPENDIX 3


Supervisor Activities Letter

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tandan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 707307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizki Amelia, M. Pd
 - a. Nomor Induk Pegawai (NIP) : 130117073
3. Nama Mahasiswa : Yusmalia Nurhaliza
4. Nomor Induk Mahasiswa : 11714202385
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	23-3-2022	Instrument		
2	22-04-2022	Instrument revision		
3	26-08-2022	Chapter IV: Finding		
4	31-08-2022	Chapter V: conclusion, abstract		
5	9-11-2022	Review all chapter		
6	16-11-2022	Review all chapters		
7	17-11-2022	Act to join Final Examination		

Pekanbaru, 17 November 2022
 Pembimbing,



Rizki Amelia, M. Pd.
 NIP. 117130073

APPENDIX 4

Recommendation Letters

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State Islamic University of Sultan Syarif Kasim Riau

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 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/125/2022 Pekanbaru, 10 Januari 2022
 Sifat : Biasa
 Lamp. : -
 Hal : **Mohon Izin Melakukan PraRiset**

Kepada
 Yth. Ketua Prodi
 Pendidikan Bahasa Inggris
 di
 Tempat

Assalamu'alaikum warahmatullahi wabarakatuh
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : YUSMALIA NURHALIZA
 NIM : 11714202385
 Semester/Tahun : IX (Sembilan)/ 2022
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

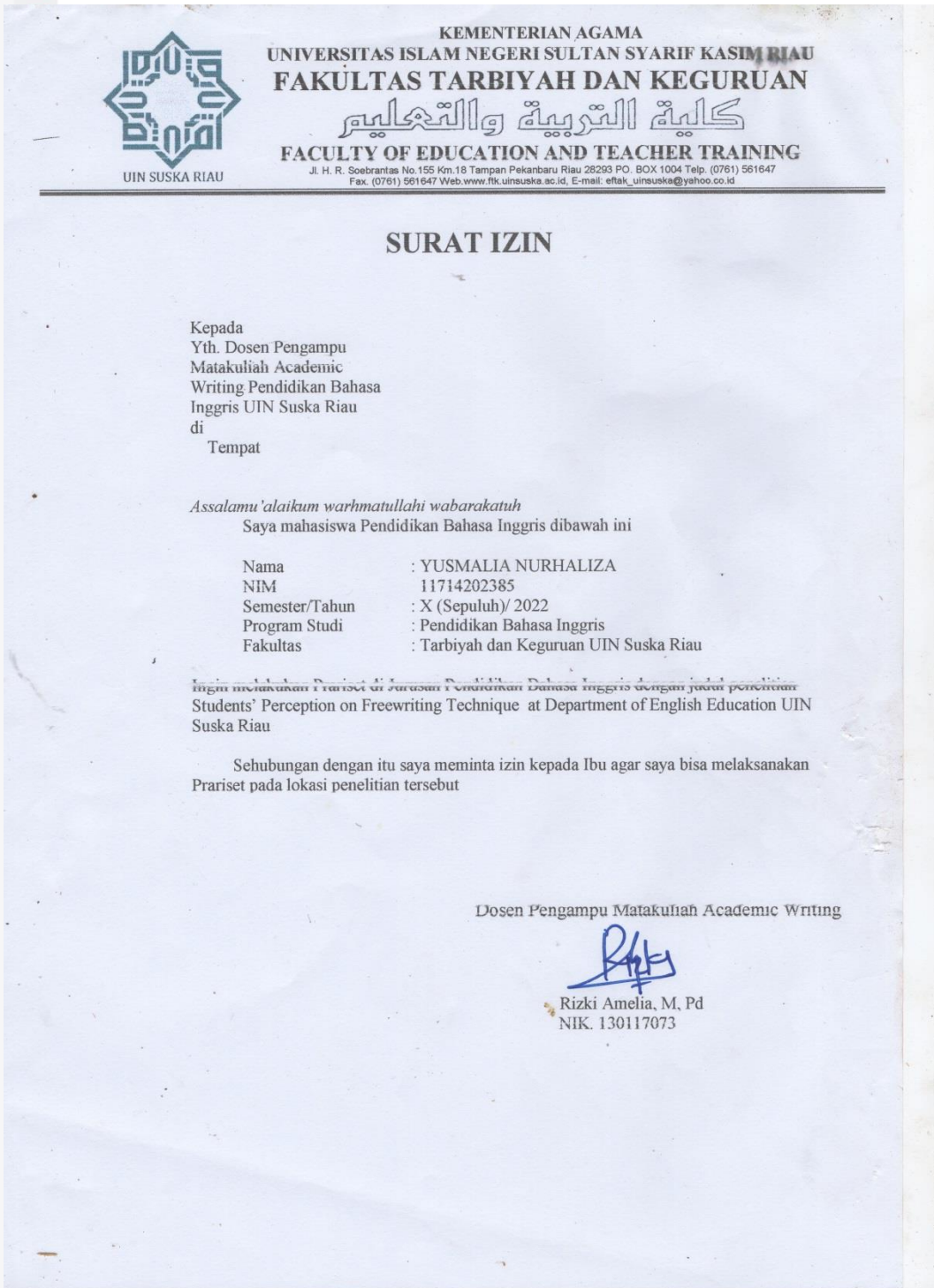

 a.n. Dekan
 Wakil Dekan III

 Dr. Amirah Diniaty, M.Pd. Kons.
 NIP. 19751115 200312 2 001



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SURAT KETERANGAN

Pekanbaru, 10 Mei 2022

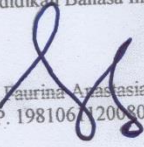
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : Yusmalia Nurhaliza
 NIM : 11714202385
 Pendidikan : S1 Pendidikan Bahasa Inggris
 Judul Penelitian : Students' Perception on FreeWriting Technique at Department of English Education UIN Suska Riau

Nama yang bersangkutan di atas di izinkan melakukan penelitian di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
 Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
 Pendidikan Bahasa Inggris


 Dr. Faurina Anastasia, M.Hum
 NIP. 19810612008012017



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Nomor : Un.04/F.II/PP.00.9/5982/2022
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 13 Mei 2022 M

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : YUSMALIA NURHALIZA
 NIM : 11714202385
 Semester/Tahun : X (Sepuluh) / 2022
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Students' Perception on Free Writing Technique at Department of English Education UIN Suska Riau
 Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau
 Waktu Penelitian : 3 Bulan (13 Mei 2022 s.d 13 Agustus 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



a.n. Rektor
 Dekan

Dr. H. Kadar, M.Ag.
 NIP.19650521 199402/1 001

Tembusan :
 Rektor UIN Suska Riau



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DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/47649
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah Dan Keguruan UIN Suska Riau**, Nomor : **Un.04/F.II/PP.00.9/5982/2022** Tanggal 13 Mei 2022, dengan ini memberikan rekomendasi kepada:

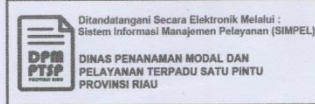
- | | |
|----------------------|--|
| 1. Nama | : YUSMALIA NURHALIZA |
| 2. NIM / KTP | : 17142023850 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : STUDENTS PERCEPTION ON FREEWRITING TECHNIQUES AT ENGLISH DEPARTMENT UIN SUSKA RIAU |
| 7. Lokasi Penelitian | : UIN SUSKA RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 23 Mei 2022



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah Dan Keguruan UIN Suska Riau di Pekanbaru
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CURRICULUM VITAE



Yusmalia Nurhaliza is the second child of Mr. Januari and Mrs. Elviyanita. She was born in Tembilahan, April 3rd, 2000. She lives at Jl. Karya Subrantas Panam Pekanbaru, Riau. In 2010, she graduated from SDN 003 Tembilahan Kota, in 2013 she finished her study at MtsN 094 Tembilahan and continued to MAN 1 Indragiri Hilir. She graduated from MAN 1 Indragiri Hilir in 2016. In 2017, she was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. In July 2020, she did KKN (Kuliah Kerja Nyata) program in Tembilahan. Then, she did teaching practice (PPL) program at SMA Plus BinaBangsa on October-December 2020. To fulfil requirement for undergraduate Degree in English Education, she conducted the research on May 2022 by the thesis entitled “Students’ Perception On Freewriting Technique in Writing at English Education Department UIN SUSKA Riau”.