

CHAPTER I

INTRODUCTION

A. Background of Research

In learning English, there are two kinds of productive skills that should be mastered by the students. One of them is writing skill. Writing is one of two productive skills in which the students are expected to produce language themselves (Harmer: 2007: 265). It is a mean of communication in that it helps people share ideas, defend opinions, and sometimes a writer writes a message for readers who are away in space and time.

Writing is a very important course and skill in learning English. According to Dyson (1995) in Asmari (2013), writing is not merely an individual activity but a process which requires social interaction. It implies that writing activity is not only about the result of the writer's writing, but also the writing process used by the writer. According to Zamel (1982) in Nunan (2001: 36), the process refers to the act of composing involves through several stages as discovery idea, the process, message that writers are trying to say. Writing is also called the combination of process and product. The product focuses on the end of the result of the process that makes the students to be able to write a paragraph, letter, essay, and story.

Writing is not an easy skill. Some students have experienced hard time when they take this course, particularly when they have to write a paragraph or an essay. Occasionally, the students still confuse to deliver

their idea through writing. They should pay attention to the grammar, word choice, and organize the paragraph to produce a clear well-understood text. In addition, the students also have to consider whether the purpose of their writing can be understood or not by the readers (Stefanicora, 2011: 18). Mastering vocabularies and tenses become the main key to There are some classifications of writing strategy by experts. One of the experts is Rebecca Oxford (1990). Oxford divides writing strategies into two main classes, direct and indirect, which are subdivided into 6 groups, the strategies are memory, cognitive, compensation, metacognitive, affective, and social strategies. The memory, cognitive, and compensation strategies are direct strategies which are applied by the students for immediate response to language task. Memory strategies are those used to help students group comprehensible input and retrieve information. Cognitive strategies clarified as a transformation of the target language by the students to understand and produce foreign language. Last, compensation strategies help students to overcome knowledge gaps to continues the communication.

Further, metacognitive, affective, and social strategies belong to indirect strategies. Metacognitive strategies are those used to organize learning of the students. Affective strategies defined as strategies which assist to be more active in learning writing. Social writing strategies are used to learn the target language through communication with others (Gafoordeen, 2003: 2 vol. 4 no. 26)

As stated above, the students may have different writing learning strategies. Therefore, this research needs to know about students' strategies in learning writing. By knowing the writing strategies, it can make the readers easy to catch the idea of what the students write and keep interested with students' writing. This research entitled "Students' Strategies in Learning Writing" was conducted at the second semester students of English Education Department at Muhammadiyah University of Purwokerto.

B. The Reason of Choosing the Topic

There are some reasons of choosing the topic.

1. Writing

Writing is one of English skill that most mastered English skill so that the language can be mastered well.

2. Students' Writing Strategies

Students' writing strategies are needed to know to do necessary improvement on their writing performance.

C. The Problem of Research

The problems of this research are "What are students' strategies in learning writing?" and "What is the dominant writing strategy?".

D. The Aim of Research

The major objective of this study is to find out the students' strategies in learning writing and the dominant strategy.

E. Contribution of Study

I hope this research gives an important contribution in the learning process. The following are some contribution:

1. For the students

The students will care and know more about the writing strategies that can facilitate their writing.

2. For the lecturer

This research can be a source of information to enhance learning writing quality.

3. For the writer or the researcher

This research can be the reference to make further research.

