CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language which is used in economy, business, education, politics, etc. This is why Indonesia adopts it as foreign language which should be learned in school. To master the language there are four skills which should be learned, namely; listening, reading, speaking, and writing. Of the four skills, writing is considered as the most difficult skill to master. It is due the fact that there are many elements contribute to good writing.

According to Wilber (2004: 41), there are 5 elements in student's effective writing, namely; central idea, organization, supporting material, expression, word choice, and point of view. In addition, the elements include spelling, grammar, and punctuation. The elements show that writing is a complex skill. That is the reason why is writing difficult to be learned by students.

To facilite students to learn writing the material includes not only sentence structure, but also coherence paragraph, planning, gathered information, and revising their writing. Richard and Renandya (2002) in Fauziati (2015: 123) stated that writers should organize ideas related with word as vocabulary, sentence, and coherence sentence in paragraph, and also organize to make readable text as good product writing. Writers can share their ideas in readable text when they can create a good writing.

Caudery (2015: 126) stated that "the process of writing includes planning, drafting, and revising". Besides, process of writing stages like planning, drafting, and revising in writing is one of the ways to create a good product. It implies that in writing students should have a plan before writing. Students also collect some information related to their activity or information

in order write paragraph easily. A good writing product should be revised in order that the message can be easily understood by the reader.

In order to improve their writing skills, students can apply many strategies to overcome their difficulties in writing. Learning strategies refers to learners' way in applying particular techniques to accomplish learning tasks. There are some theories about learning strategies used by some experts, such as Rubin's Taxonomy, O'Malley's Taxonomy, Stern's Taxonomy, and Oxford's Taxonomy in Fauziati (2015: 24). Learning strategies is an individual way to learn skills and to facilitate students in learning tasks. Students strategies help them in writing and the strategies is very helpful related with choice of word and related topic (Fauziati, 2015: 216).

In Rubin's Taxonomy, there are three types of LLS which can be used by learners that contribute directly or indirectly to language learning, namely; learning strategies, communication strategies, and social strategies in fauziati (2015: 25).

> Fauziati (2015: 25) Language Learning Strategies from Rubin's Taxonomy "there are three types of learning strategies: learning strategies, communication strategies, and social strategies".

O'Malley categorizes the strategies into three, namely: meta-cognitive strategies, cognitive strategies, and socio-affective strategies (Fauziati, 2015: 26). It seems that there are so many strategies which can be applied by student in developing their writing skill. By applying effective learning strategies students can identify their understanding in writing and improve their writing skill.

Students in SMP N 3 Kartasura have different learning strategy to apply in learning writing process. S1 (high achievers) applied more learning strategy by O'Malley's Taxonomy. They are applying every learning strategy namely; metacognitive strategy, cognitive strategy, and socio-affective learning strategy in learning writing. S2 (low achievers) applied less learning strategy equal S1. This problem can different result of S1 and

S2 in learning writing. So, S1 more get good score better that S2, to improve their witing skill S2 must be able applied of learning strategy in learning writing process.

In the context at process of writing skills in teaching-learning in SMP N 3 Kartasura, students can be categorized as good and fair. Class VII B consists of 32 students. Students, who have good categories, get 8-10 (19 students) or categories as S1 (high achievers). Students categorized as poor get 4-7 (13 students) or categories as S2 (low achievers).

The reason the researcher conducts this research is to identify the learning strategies that apply in learning writing. By identifying the types of learning strategies, the researcher can give the results to the teacher. The teacher can teach the study strategies suitable for learning writing.

Based on the phenomena above, the researcher is interested to identify the strategies applied by the students in learning writing. The researcher uses O'Malley's Taxonomy in her research. By applying the various types of learning strategies in O'Malley's Taxonomy students can improve their writing ability. Concerning with the description, the researcher entitled her research paper: *Learning Strategies Applied by Seventh Grade Students in Learning Writing at SMP N 3 Kartasura.*

B. Scope of the Study

In this case, the researcher used O'Malley's Taxonomy about learning strategies to applied by the students in learning writing. The material used by teacher when she was being observed is about telling of time. The subject of the study is limited to the learning strategies applied by the seventh grade of SMP N 3 Kartasura.

C. Problem Statement

The problem of the research is "What are the strategies often used by students in learning writing? This general question is specified into following subsidiary question.

1. What are the learning strategies used by S1 (high achievers) in learning writing?
2. What are the learning strategies used by S2 (low achievers) in learning writing?

D. Objective of the Study

The study aims to identify the learning strategies applied by the seventh grade students on SMP N 3 Kartasura. Specifically, is it is to describe:

1. The learning strategies used by S1 (high achievers) in learning writing.
2. The learning strategies used by S2 (low achievers) in learning writing.

E. Significance of the Study

The significance of the study consist of two benefits, they are:

1. Theoritical Significance
    a. The study can give contribution to the development of the study about language learning strategies (LLS).
    b. The research hopes this research will be one reference for other researcher who will conduct same object with different perspective.
2. Practical Significance
    a. For the teacher
       The teacher can teach the students the appropriate strategies in learning writing.
    b. For the students
       This research shows the different learning strategy used by different students, therefore it shows what kind of learning strategies are suggested to be implemented by the low achievers in order to get easily understanding about material in writing.

F. Research Paper Organization

The research paper organization divided of Chapter I until Chapter V as follows:

Chapter I is Introduction, which consist of background of the study, scope of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is Review of Related literature, consist of previous study, notion of writing, teaching writing, criteria of good writing, notion of learning strategies, identification of learning strategies, O'Malley's Taxonomy, Rubin's Taxonomy, Stern's Taxonomy, and Oxford Taxonomy.

Chapter III is Research Method, that consist of types of research, Subject of the study, Object of the study, Data and Data Sources, Method of Collecting Data, Technique of Analyzing data, and Credibility of data.

Chapters IV consists, of research finding and discussion.

Chapters V is conclusion and suggestion.