

CHAPTER I. INTRODUCTION

Chapter I shows background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

A. Background of the Study

Writing is one of skills that everyone needs to have, especially in learning English. One important reason why someone needs to master various skills, especially writing in English, is for academic or work purposes. For example, students in International class students need to master English as the official International language. In addition, every student needs to do on an academic final project or write a research paper. Thus, writing skills have an important role, especially in terms of student needs.

According to Junianti, Pratolo, and Wulandari (2020) an activity of pouring ideas which can sharpen the intelligence called writing. Winterrowd and Murphy (in Susilawati, 2017) stated writing as the stage of transforming idea by writing words on the paper. Whereas Elbow (in Agustiningsih and Andriani, 2021) defined writing is skill to produce words and ideas and skill to criticize them in order to determine which one to use.

Richards and Renandya (in Fauziati, 2017) clarified one of the skills that is difficult for foreign language learners to understand is writing. Students are not only required to create and select ideas with many variations of vocabulary, sentences, and paragraphs, but also the students must be able to rise or develop ideas into a text. They identified several difficulties faced by students such as 1) Students felt difficult to identify the main idea in the paragraph. It means students need more time to think about the main idea. 2) Students feel confused where to start writing and what to write. 3) Many students are not confident about their writing. For example, there are some problems faced by students such as in the terms of vocabulary, grammar, punctuation, capitalization and so on. Therefore writing is one of difficult skills and important, so the writing materials are needed to be developed.

There are many strategies have been done by previous researchers in order to develop students' writing skill. Yulianti (2018) used metacognitive strategies, compensation strategies, cognitive strategies, affective strategies, memory strategies, and social strategies. Junianti, Pratolo and Wulandari (2020) used strategies based on the stages of writing process such as planning, execution, and revision which presented in three models factors such as cognitive, metacognitive, and social strategies. Rahmiati and Emaliana (2019) used Hwang and Lee theory (2017) called English writing strategies inventory which consist of prewriting, whilst writing, and post writing.

Rubin (in Griffiths, 2004.p.2) stated that learning strategies are tools or devices that can be used by learners to obtain knowledge. In 1981, she identified two types of learning strategies such as directly and indirectly. She divides direct learning strategies into six types such as clarification/verification, monitoring, memorization, inductive guessing/inference, deductive reasoning, and practice. Then, she divided indirect learning strategies into two types, such as creating opportunities for practice and production tricks.

In addition, O'Malley (in Griffiths, 2004.p.4) declared that the operations or steps used by learners which will facilitate the acquisition, storage, retrieval or use of information are called learning strategies. They divided learning strategies into three types, such as metacognitive is for knowing about learning, cognitive is specific to distinguish learning activities and social. Besides that, Oxford (1990) identified learning strategies into six categories such as memory strategies relate to how students remember about language, cognitive strategies relate to how students assume about their learning, compensation strategies is enable for students to make up for limited knowledge, metacognitive strategies is relating to how students manage their own learning, affective strategies is relating to students' feelings and social strategies involve learning by interaction with others.

Some previous studies have investigated learning strategies to improve students' writing skill. For example, Yulianti (2018), Junianti et al (2020), and Rusli et al (2019). Nevertheless, the research focused on the impact of learning strategies on writing skills and the problems that students faced in learning writing skills. Whereas the current research focused on the types of learning strategies, and the challenges in developing writing skills. In particular, the differences between those research and current research lays on the subjects of the research.

Based on the explanation above, the researcher is fascinated to analyze the research entitled "LEARNING STRATEGIES EMPLOYED by STUDENTS IN INTERNATIONAL CLASS of UMS to DEVELOP THEIR WRITING SKILL"

B. Limitation of the Study

In this study, the researcher analyzes learning strategies in writing skill. The researcher focuses on the types of learning strategies by using Oxford's theory and the difficulties faced by Students in International class by using Likert's 5 scales. The subjects of this research are fifteen students who come from Madagascar, Fiji, and Indonesia. Then, the object of this research focuses on types of learning strategies and the difficulties faced by students in International class of UMS.

C. Problem Statement

Based on the background of the study above, the researcher formularizes the problem statement as follows: *How to analyze learning strategies employed by students in International class of UMS to develop their writing skill?* Secondly, based on the problem statement, the researcher rises two research questions, as follows:

1. What are the types of learning strategies employed by students in International class of UMS to develop their writing skill?
2. What are the difficulties faced by students in International class of UMS in developing their writing skill?

D. Objective of the Study

The objectives of the study are:

1. To find out the types of learning strategies employed by students in International class of UMS to develop their writing skill.
2. To identify the difficulties faced by students in International class of UMS in developing their writing skill.

E. Significance of the Study

The researcher hopes that this research can give many benefits, as follows:

1. Theoretical Benefit

The results of this research find out the types of learning strategies and identify the difficulties faced by students in International class in developing writing skills.

2. Practical Benefit

a. Lecturer

This research will give viewpoint for lecturer that there are six types of learning strategies that can be used to teach their learners.

b. Teacher

This research can be useful as a reference to help English teacher in teaching English especially teaching writing.

c. Student

The researcher hopes that this research can be useful to improve the students' knowledge especially in writing skill.

F. Research Paper Organization

This research paper organizes with research paper organization. It was divided into many subs to make understood. The title is learning strategies employed by students in International class of UMS to develop their writing skill.

Chapter I is Introduction. It includes background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is Literature Review. It provides underlying theory and previous studies. In underlying theory there are language learning strategies, components of writing, process of writing, writing skill, strategies of learning writing and challenges of writing skill.

Chapter III is research method. It includes research approach and type of study, subject and object of the study, place and time of the study, data and source data, technique and instruments of collecting the data, data validity, and technique for analyzing data.

Chapter IV is research finding and discussion. It contains research finding and discussion.

Chapter V is conclusion. It includes conclusion, implication, and suggestion.