CHAPTER I
INTRODUCTION

This section discusses background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

One of the objectives of the instruction of English subject as stated in the 2004 curriculum is developing communicative competence in spoken and written English which comprises listening, speaking, reading, and writing. This makes most of education practitioners not ready enough to face the matter. For example, based on the researcher’s practice teaching experience (PPL) in SMK Putikecwara, many students of grade XI do not know how and when they use subjects (I, you, they, we, he, she, and it) and to be (is, am, are).

Writing is one of the English skills that must be mastered by Senior High School students, but they seem not interested in writing (Handayani and Al-Hafidz, 2012). It also happens in SMA Negeri 1 Turen where this study is going to conduct. Writing becomes most difficult skill to be taught in learning English. The students’ limited ideas, lack of motivation in writing and no one has to check the writing might become the factors in writing difficulties. English learners need to master writing skill because they are required to produce written works for example a report,
descriptive, narrative, argumentative, biography essays and others in the class or assignments.

Based on the researcher’s observation, SMA Negeri 1 Turen is a favorite school in its area. However, the Social Department students get more difficulty to understand the analytical exposition form than the others department. Kumala (2012) describes that analytical exposition is belonging to argumentative essay which content to convince the audience about a case. The purpose of the text is attempting to persuade the reader to believe something by presenting one side of the argument. This makes most of students of social department often discouraged to write this genre in terms of the content and organization. Most of them get difficulty how to start writing because they are confused in generating the ideas.

Every teacher wishes to help improving their students’ proficiency in learning English. Using innovative methods or techniques, fun learning, several approaches in learning process have been done by the teacher. However, the students’ learning outcomes have not been satisfying. Fewell (2010) states, “Among a number of widely acknowledged internal and external influential factors in second language acquisition (SLA), many practitioners and scholars have embraced language learning strategies (LLS) as an effective and workable component of the language learning process. Students used different strategies to solve a problem or task when they were learning, especially learning a foreign language. Thus, learning strategies help learners obtain the knowledge and skills that they need (Masrurroh, 2010).

According to Oxford (in Fewell, 2010) language learner strategies are the actions that learners employ to improve the development of their language learning
skills. Brown (in Masruroh, 2010) has stated that learning strategy is divided into direct strategy which consists of memory strategies, cognitive strategies and compensation strategies and indirect strategy which consists of meta-cognitive strategies, affective strategies and social strategies.

Both teacher and students need the strategy to gain the learning purpose. Students need the learning strategy to enhance the acquisition, help themselves obtain the knowledge and skills that they need. Learning strategies help the students to diagnose their strengths and weaknesses in learning language (Cohen, 2003). Teachers need to know the learning strategy used by students to help them adjust the teaching in an effective way, using appropriate methods or techniques.

There are some previous researches which are related to learning strategies in writing. First, research was done by Komsiyah (2007). She wanted to find out the kinds of learning strategies used by high achiever students in thesis writing subject. The research showed that the high achiever students of the eighth semester of English Department of University of Muhammadiyah used various strategies (metacognitive, memory strategy, cognitive strategy, affective strategy, social strategy and compensation strategy) to support their learning in thesis writing subject. The most dominant strategy used was metacognitive strategy.

The other research was conducted by Jaya (2011). He wanted to find out the strategy used by students in writing essay and the reason of using them. The result of the study showed that most of the students used other strategies besides composition strategy, self-regulation strategy, and process-based essay strategy in writing an essay. It was seen from each indicator for example word or vocabulary, sentence,
paragraph, and revision as shown in their writing work and the writing IV lecture’s reviews. It means that every student has their own characteristic in learning and different condition. These individual differences can be identified in the way students construct their writing process.

Considering the contribution of learning strategies used by the students for effective learning, the researcher is interested to conduct a research about the learning strategies entitled “The Learning Strategies in Writing Learning Activities Used by Students of Social Department at SMA Negeri 1 Turen”.

1.2 Statements of the Study

Based on the background of the study above, the research questions that have to be answered in the present study are formulated as follows:

1. What are the learning strategies used by social department students in writing activity at SMA Negeri 1 Turen?
2. Why do the students of social department prefer to use their learning strategies in writing activity at SMA Negeri 1 Turen?
3. What problems do the students of social department face in using their learning strategies in writing activity at SMA Negeri 1 Turen?

1.3 Purposes of the Study

Based on the research questions above, the purposes of this study are formulated as follows:
• To know the learning strategies used by social department students in writing activity at SMA Negeri 1 Turen.

• To know the reason why the students prefer to use their learning strategies used by social department students in writing activity at SMA Negeri 1 Turen.

• To find out the students’ problem face in using their learning strategies used by social department students in writing activity at SMA Negeri 1 Turen.

1.4 Significance of the Study

The results of the study are expected to give more information about learning strategies used by the students, their reasons of using these strategies, and the problems they face in learning strategies. Moreover, the finding of the study will be beneficial for the teachers especially in SMA Negeri 1 Turen to upgrade the students’ acquisition in learning language. Besides, by knowing the students’ learning strategies, the teachers can use the appropriate methods to increase their learning ability. For the students, the researcher hopes that they can understand their learning strategies and improve their way to learn. For other researchers who are interested to conduct similar studies in the same field, this research is expected to be an alternative reference.
1.5 Scope and Limitation

The scope of this study is focused on the students’ learning strategies in writing activity at English Subject. And this study is limited on the XI grade students of social department at SMA Negeri 1 Turen.

1.6 Definition of the Key Terms

The researcher presents some definition of the key terms to avoid misunderstanding of the key terms used in this study:

- **Learning Strategy**
  
  Richards and Platt (in Hismanoglu, 2000) state that learning strategies are intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information. In this study, learning strategy is the practical ways used by the students in learning writing.

- **Writing**
  
  According to Hyland (in Nguyen, 2009) writing is “a textual product, a coherent arrangement of elements structured according to a system of rules”. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer.

- **Social Department**
  
  The basic competency of English for senior high school students is able to communicate both in verbal and non-verbal communication in short functional text in the form of: reports, narrative, and analytical exposition.
• **SMA Negeri 1 Turen**

  SMA Negeri 1 Turen where located in Turen District of South Malang Regency. This belongs to the favorite school in its area. The school departments’ are language, science and social.