CHAPTER I

INTRODUCTION

Background of the study in this thesis explains in this chapter. It provides the general information related to learning strategies, writing, determine the content of the research, and clarify the reason why the researcher attempts to have this study. Moreover, in this chapter the researcher also explains the rationale behind undertaking this study, the significant of the study by presenting an overview of the thesis.

A. Research Background

English is parts of language, which is used to communicate oral and written. Those two terms are related each other, even the application is not to be equally same. The similar of spoken communication and writing communication are productive skills and aimed to produce language. Whereas, the differences are, spoken occur here and now, while writing is considering time and space. Another difference, spoken is immediately interaction, while writing is product permanent. It shows visually by writing on the media as like paper. Moreover, spoken almost every day performed by people. In the contrary, writing is exclusively used to subscribe the important document in some institutions as like school, politic, religion, and military. In

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addition, spoken is happen at that time, while writing is constant. It may exist hundreds and thousands years later.[1]

Nowadays, the writing ability is needed. At least, it will help people survive and adapt in this culture of reading and writing. Because of that phenomenon, there are so many electronic media and printed media compete to provide news as soon as possible through their both online and printed media. Another phenomenon of the culture of reading and writing is the existence of writing in learning English as second and foreign language in term of classroom process. That writing actually is needed for further expectation to give attention to the results of the students writing such article, thesis, dissertations, and scientific journals. Furthermore, students of second and foreign language also learn the basic writing on their native language. Differentially, they have not been able to show their writing logically, well organized, cohesive and coherently as same as the native English.[2]

Looking to the expectation goals from the explanation stated above, nevertheless the expert establishes the writing assessment from the perspective of language testing in language ability generally and specifically for writing ability. It should be known the purpose of the test itself in order to get conclusion and making decisions. The relation of conclusion and decision

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[1] Jeremy Harmer, *How To Teach Writing* (United Kingdom: Pearson Education Limited, 2004), 7.
[2] H. Doughlas Brown, *Language Assessment Principle And Classroom Practices* (Francisco State University, USA: Pearson Education, Inc), 218.

actually is the achievement for assessing each individual level of writing.[3] More importantly, criterion and objective should be considered. Further discussion it deals with genre of writing related to the writing clustered; types of writing which describes kind of writing performance; and microskills and macroskills of writing which explains the primary of assessment requirement.[4]

Furthermore, determining writing assessment is as difficult as writing. Many people may say that writing is difficult. It seems when the students need more time to write rather than to speak, listen, and read. Nonetheless, the time for writing course is many more rather than reading, speaking or listening course. Evidently, the 2010 Curriculum Data of English Education Department shows that the semester credit system (SKS) for writing course from Writing 1 up to Writing 4 is 3 SKS, while other skills as like listening, reading, and speaking are have a few SKS rather than writing. Listening 1 up to Listening 3 has 2 SKS, while Listening 4 has 3 SKS. Others, Reading 1 up to Reading 3 have 2 SKS, while Reading 4 have 3 SKS. In addition, Speaking 1 up to Speaking 3 has 2 SKS, while Speaking 4 has 3 SKS.[5] It means, writing need more time to be learnt. Therefore, Katherine in her book "Reading and Writing to Learn-Strategies across Curriculum" also says that writing is

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[3] Sara Chusing Weigle, *Assessing Wriitng*: *Cambridge Langugae Assessment Series* (United Kingdom: Cambridge University Press) 39-40.
[4] Doughlas, *Language Assessment Principle And Classroom Practices, 219.*
[5] http://siakad.uinsby.ac.id/akademik/siakad (accessed on June, 3rd 2014 at 9:28 PM)

difficult process, which steps and revision are needed.[6] In other word, the students' writing activity is required to be better in each step through frequently read and revise that writing. Others, they should be able to communicate and to understand the message from the writing. In the same line, writing is visual presentation of language, which is having some requirements.[7] The intended requirements are pouring the ideas for words those are combining with phoneme, syllable, or the level of the word. For those requirements, the readers understand the ideas presented on that writing. In the other case, even writing is not similar with spoken but it related to grammar and vocabulary. It cannot be separated from the use of letter, word, text formation, and it formed into handwriting, spelling, layout, and pronunciation.[8]

Even though writing is difficult[9] and having so many requirements[10] as explains above, it may be exceeded if the author had a strategy. Hence, Ernesto in his book "Learning Strategies in Foreign and Second Language Classroom" reinforces that writer should have a certain strategy for their writing product.[11] Moreover, writing itself cannot be divorced from language

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[6] Katherine W. Kuta, *Reading and Writing to Learn-Strategies across The Curriculum* (London: Teacher Ideas Press, 2008), 200.

[7] Naomi Flynn And Rhona Stainthorp, *The Learning and Teaching of Reading and Writing* (United Kingdom: John Wiley And Sons Ltd, 2006), 34-35.

[8] Jeremy Harmer, *The Practice Of English Language Teaching Third Edition* (Longman), 255.

[9] Katherine, *Reading and Writing to Learn-Strategies across The Curriculum,* 200.

[10] Naomi, *The Learning and Teaching of Reading and Writing*, 34-35.

[11] Ernesto Macaro, *Learning Strategies In Foreign And Second Language Classroom* (London and New York: Continuum, 2001), 38.

learning. So that, strategy is important for writing because they concerning to the language learning activity included active, self-directed involvement in order to enhance communicative competence. In the other hand, Language learning is not quick and easy way to do especially for EFL and ESL learner where the classroom's role is important.[12]

Language learning strategies are the way that the students increase their own learning. Moreover, it means, "specific methods of approaching a problem, or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information".[13] In other word, a certain way to receive information is needed. Information here means the way students receive the information of learning. It can be from different culture, different situation, or the experiences they found. In the same opinion, language-learning strategies are a process of language learning where techniques are specifically for a certain subject.[14] In addition, classifying this learning strategy is recommended. For that reason, this learning strategy is classified into reading, writing, speaking, and listening skill.[15]

Based on the explanation stated above, therefore the researcher narrows the learning strategies in writing process included memory, cognitive, compensatory, metacognitive, affective, and social strategy. Those learning

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[12] Rebecca L. Oxford, *Language Learning Strategies What Every Teacher Should Know* (The University of Alabama, Boston: Heinle & Heinle Publisher), 1.
[13] H Douglas Brown, *Principles Of Language Learning And Teaching Fifth Edition* (Francisco State University, USA: Pearson Education, Inc), 119.
[14] Ernesto, *Learning Strategies In Foreign And Second Language Classroom*, 20.
[15] Rebecca, *Language Learning Strategies What Every Teacher Should Know*, 136.

strategies are breaking down into two groups: direct and indirect strategies. Direct strategies focus on learners' action to understand new language, for instance role-play performance in specific purpose and different situation. Those strategies divided into three strategies: memory strategies, cognitive strategies, and compensation strategies. Memory strategies dealing with memorizing new language, while cognitive strategies is for understanding and producing new language, and the last compensation strategies focuses on practicing the new language.[16] Meanwhile, indirect strategies dealing with learning management. There are three strategies of indirect strategies: metacognitive strategies, affective strategies, and social strategies. Metacognitive strategies focus on balancing learning process, whereas affective strategies dealing with controlling emotion and social strategies are learning with others.[17]

More importantly, there are three journals explained and discussed learning strategies from the different point of view. The first previous studies come from Changjung Shi. He talks about the relationship between cognitive style and learning strategies. The subjects are 178 second-year students of English Department in Wuhan University. This research uses two Chinese questionnaires considering Learning Style Survey by Cohen, Rebecca Oxford, and Julie Chie and Strategy Inventory for Language Learning (SILL) by

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[16] Rebecca, *Language Learning Strategies What Every Teacher Should Know*, 37-49.

[17] Rebecca, *Language Learning Strategies What Every Teacher Should Know*, 135-147.

Rebecca Oxford. Those questionnaires included 170 questions: 50 questions from SILL and the rest 120 is Learning Style Survey. Those questionnaires then analyze by using Quantitative. Furthermore, the result shows that cognitive styles as like synthesizing, sharpener, field-independent, and impulsive style are highly give significant impact on learner's choice of learning strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. They all cognitive styles appear consistently in all of SILL questionnaire strategies. This learning style actually effects on students' learning strategy choices.[18]

Moreover, Ni Qingquan, Monta Chatupote, and Adisa Teo have different opinion. Their research focuses on the differences of learning strategy frequency used by successful and unsuccessful students. The subjects of their research are 184 first year successful and unsuccessful students of Chinese University. More completely, 92 are successful students and 92 are unsuccessful students. Those criterions decide by using proficiency test before college enrolment. This research conducts by using Chinese SILL Questionnaires include revising and modifying in term of different learning traditions and learning culture. Consequently, this questionnaire contains 17 original questions, 12 questions canceled, 29 questions added, and 12

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[18] Changju Shi, *A Study of the Relationship between Cognitive Styles and Learning Strategies* (School of Foreign Language and Cultures, Nanjing Normal University, China. Higher Education Studies Vol. 1, No. 1; June 2011

questions modified. The modified questionnaires taken from Wen's questionnaire published at 1995. All of those questionnaires then analyze by using Quantitative and calculate by using SPSS version 12.0. Thus, the result of their research is the successful students are often use learning strategies rather than unsuccessful students. They are obviously use different learning strategies. The successful students use affective and social strategies, while the unsuccessful students use memory strategies.[19]

Furthermore, Andrew Tse dealing with the comparison between the use of language learning strategies for secondary and university students. The subjects of this research is 110 first year a university students in Hong Kong (55 males and 55 females) and three different schools in three different areas in Hong Kong. The school actually divided into three bands. Band 1 for best students, while Band 2 for average students, and Band 3 then for weak students. Those classification bands exist in order to examine the use of Language Learning Strategies (LLS). Nevertheless, school A is Band 2 with 92 students from grade 12 (43 males and 49 females) and 101 students from grade 13 (50 males and 51 females). They are the chosen as the subjects from New Territories. In the same line, school B is Band 3 from Kowloon. The subjects chosen are 107 students from grade 12 (74 males and 33 females) and

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[19] Ni Qingquan, Monta Chatupote, and Adisa Teo, *A Deep Look into Learning Strategy Use by Successful and Unsuccessful Students in the Chinese EFL Learning Context.* (SAGE Publications, Los Angeles, London, New Delhi, Singapore and Washington DC. RELC Journal 2008; 39; 338.) Vol 39(3)

130 students from grade 13 (89 males and 41 females). Another subject is school C from Hong Kong. This school is Band 1 which contains 97 students from grade 12 (50 males and 47 females) and 101 students from grade 13 (50 males and 51 females). All of secondary students use Chinese as their first language, while the students university their first language is Cantonese. All of them never follow training of LLS. In that case, this research uses the modification of LLS Questionnaire and SILL Questionnaires. The subjects are given twice questionnaire, the first questionnaire is originally English Questionnaires and other uses Chinese version. Further discussion, this research uses SPSS, T-Test, and one way ANOVA in order to examine the effect of background questionnaire in term of students' learning strategy use. Moreover, the results show the secondary students most use memory strategies, while university students most use compensation strategy.[20]

Based on the three previous studies mention above, there is no researcher which is explore the use of learning strategy in term of paragraph writing class. The first previous study comes from Changjung Shi. Similarly, those two researches explore learning strategy by using 50 SILL Questionnaires. Differentially, Changjung Shi's research integrates with cognitive style by using 120 questionnaires of learning style survey. Furthermore, Ni Qingquan, Monta Chatupote, and Adisa Teo have different

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[20] Andrew Tse, *A Comparison of Language Learning Strategies Adopted by Secondary and University Students in Hong Kong* (Center for Modern Languages & Human Sciences Universiti Malaysia Pahang, Malaysia. International Journal of Business and Social Science) Vol. 2 No. 11. June 2011

point of view. The variable of their research is successful and unsuccessful students of Chinese university. While this research the variable is students of paragraph writing class. Their data collecting technique by using modified questionnaires of Wen's and SILL Questionnaire. Whereas, this research fully use SILL Questionnaires. Moreover, Andrew Tse makes secondary and university students as his subject. While the subject of this research is students of paragraph writing class without secondary students. Related to the collecting data Andrew's research gives twice questionnaire. The first questionnaire is given originally English and another one is Chinese version. They both are the modification of Language Learning Strategy (SILL) Questionnaire and SILL Questionnaire. Therefore, the writer want to research the types of learning strategy used by students of paragraph writing class and the writing ability of students of paragraph writing class by using that learning strategy considering the microskills and macroskills of writing. In addition, the data obtained by using SILL Questionnaire.

Subsequently, the subject of this research is the second semester students of paragraph writing class at English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014. This research actually is given to the students in second semester. It kinds of an obligation course for second semester students as shown on the 2013 Curriculum Data of English

Education Department.[21] Furthermore, there are two English departments in UIN Sunan Ampel Surabaya: English Education Department (EED) and English Language and Literature Department (ELLD). However, the paragraph writing class at EED is being choices. Moreover, the course material of EED is more complete and more specific rather than the course material of ELLD. The EED's syllabus shows that students highly learn from the basic of writing: determining the features of spoken and written language, knowing the type of English sentence, narrowing topic, brainstorming the idea, making pattern and outline, and produce a writing work contains of 100 words in a paragraph, analyzing the type of English paragraph based on the generic features and language feature. In the same line, the result of learn paragraph writing according to EED is the students are able to produce 10 types of paragraph text (procedure, descriptive, recount, narrative, report, analytical exposition, hortatory exposition, spoof, and explanation).[22] In different way, the syllabus of ELLD learns about: the general concept of writing English in a paragraph, making a topic sentence and develop it, and making planning and outline. In the same vein, the ELLD's syllabus aimed to

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[21] http://siakad.uinsby.ac.id/akademik/siakad (accessed on October 21st, 2014 at 8:54 PM)

[22] Hasil Review dan Redesign Kurikulum Prodi PBI: Workshop on Review of Undergraduates Program's Curriculum Prodi PBI Fakultas Tarbiyah IAIN Sunan Ampel Surabaya. Proyek Pengembangan dan Peningkatan Mutu IAIN Sunan Ampel Surabaya Melalui IDB. Kementrian Agama RI 2011.

write any kinds of texts such as narrative, descriptive, explanation, comparison, contrast, and cause effect.[23]

In addition, the writer really hopes that the result of this research will be useful for students to attempt which one the strategies suitable for them. Others, it will be easier the lecture of paragraph writing to decide what strategy will be given for their students. Another one, it will be helpful the secondary teacher how to identify learners' strategy for certain course. Moreover, in education hopefully this research is able being reference for the new researcher. Toward, this research gives information as complete as possible for the university, faculty, and department, also remind the students in preparing next writing class with much harder.

B. Statement of the problem

Based on the background, the research questions are formulated as follows:

1. What is the type of learning strategy most used by students of paragraph writing class at English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014?

2. What is the writing ability of the students of paragraph writing class at English Education Department UIN Sunan Ampel Surabaya Academic

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[23] Rahmat Hidayat, *Dokumen Satuan Acara Perkuliahan (SAP) Program Studi Sastra Inggris (SI) Fakultas Adab IAIN Sunan Ampel Surabaya. Proyek Pengembangan Dan Peningkatan Mutu IAIN Sunan Ampel Surabaya Melalui IDB. Kementrian Agama RI*, 2012.

Year 2013-2014 by using that learning strategy considering the microskills and macroskills of writing?

C. Objectives of The Research

The objectives of the research above are:

1. Knowing the most used learning strategy by students of paragraph writing class at English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014.

2. Knowing the writing ability of the students of paragraph writing class at English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014 by using that learning strategy considering microskills and macroskills of writing.

D. Significances of The Research

Based on the statement of the problem above, this research is important. This research explores learning strategy in paragraph writing class. The writer analyzes the most used learning strategy by students of paragraph writing class in English Education Department UIN Sunan Ampel Surabaya and their writing ability in term of microskills and macroskills of writing.

For the students, knowing their selves is as important as knowing learning strategies they used. If students comfort with the strategy they used, it will survive. Nonetheless, many opportunities are opened if they are neither

not comfortable nor they attempt to study other strategies in order to build up their language skills.

For the lectures of language and learning psychology at English Education Department UIN Sunan Ampel Surabaya, the result will be easier them to decide what strategy will be inform for learner regarding to the English skills. More importantly, they are able to train themselves what the appropriate strategy based on the result shown. Indirectly, the lectures help increasing students' consciousness about their second language use in term of writing.

Particularity, this research will be useful for all the secondary teachers in terms of how to identify learners' strategy used for certain course. Generally, this research will be helpful for education exactly for learning strategies to apply it in language learning process. Toward this research is able being reference for the new researcher.

E. Scope and Limit of The Study

The big theme of this research is education. There are many kinds of the educations' distribution; they are learning skill, learning-to-learning skills, thinking skill, problem-solving skills, and learning strategies[24]. Then, the writer focuses on the one of educations' breaking down. Therefore, learning strategies is as the scope of the study.

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[24] Rebecca, *Language Learning Strategies What Every Teacher Should Know*, 1-2.

Furthermore, the productive skill of English is writing and speaking. The researcher just focuses on writing skill. However, the limit of this research is the writing ability of the students of paragraph writing class by using that learning strategy considering microskills and macroskills of writing.

F. Definition of Key Terms

Learning strategies is the way some courses are to be learnt.[25] Others, learning strategies is the way how the students increase their own learning.[26] In this case, the writer will explore deeply about learning strategies created by Oxford that is contain of six strategies: memory, cognitive, compensatory, metacognitive, affective, and social strategies. Those six terms will be analyzed until found the result that are the most used learning strategy and the writing ability of the students of paragraph writing class English Education Department UIN Sunan Ampel Surabaya academic year 2014 by using that learning strategy considering microskills and macroskills of writing.

Paragraph writing is a basic writing in English Education Department UIN Sunan Ampel Surabaya. In this research, students thought by the lecture how to determine the features of spoken and written language,

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[25] Macaro, *Learning Strategies In Foreign And Second Language Classroom*, 20.

[26] Rebecca, *Language Learning Strategies What Every Teacher Should Know*, 1-2.

knowing the type of English sentence, narrowing topic, brainstorming the idea, making pattern and outline, and produce a writing work contains of 100 words in a paragraph, analyzing the type of English paragraph based on the generic features and language feature. In the same line, the result of learn paragraph writing according to EED is the students are able to produce 10 types of paragraph text (procedure, descriptive, recount, narrative, report, analytical exposition, hortatory exposition, spoof, and explanation).[27] In this research, the writer focuses on the paragraph writing as the basic competence of writing process.

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[27] Hasil Review dan Redesign Kurukulum Prodi PBI: Workshop on Review of Undergraduates Program's Curriculum Prodi PBI Fakultas Tarbiyah IAIN Sunan Ampel Surabaya. Proyek Pengembangan dan Peningkatan Mutu IAIN Sunan Ampel Surabaya Melalui IDB. Kementrian Agama RI 2011.