CHAPTER I

INTRODUCTION

A. Background of the study

According to Brown (2001), strategies are particular approaches to problems or tasks, modes of operation for reaching a certain goal, and deliberate designs for managing and manipulating particular information. Furthermore, according to him strategy is a pattern or plan that unifies an organization's major goals, policies, and action sequences into a cohesive whole. According to Deneme (2008), learning strategies have taken center stage and are now crucial to the teaching and learning process. Based on previous study on learning strategies, Oxford (1990 ; as stated in Deneme, 2008) defines learning strategies as the certain behaviours taken by the learner to make learning easier, quicker, more fun, more self-directed, more transferable to new situations.

According to Oxford (1990), there are two main categories of learning strategies: direct and indirect. These two categories are further classified into six subgroups: memory, cognitive, compensation, metacognitive, affective, and socia strategiesl. In Oxford, language learning strategies that directly involve the target language are called direct strategies and all direct strategies require mental processing of the language, but the three groups of strategies (memory, cognitive and compensation) do this processing different ways and for different goals. Memory strategies help students storage and retrieval new information while cognitive strategies assist students to understand and use new language in a

variety of ways. Whereas, compensation strategies, allow learners to use the language in spite of their gaps of knowledge. In addition to the direct strategy, Oxford also explains the indirect strategy that supports language learning businesses. In Oxford study, indirect strategies also divided as metacognitive, affective, and social strategies. Metacognitive strategies enable students to control their own cognition; affective strategies aid in controlling atitudes, motivation and emotions. Social strategies aid students' learning through interactions with others. Because it support language learning without directly involving the target language thats why this strategy is called "indirect"

Students can reduce obstacles in the learning process by using learning strategies. Learning strategies facilitate students to express their own ways of learning, recognizing their status as "learners"and become conscious of their learning challenges. Students use learning strategies so that their learning gets good results. According to Gestanti (2017) language learning strategies is a conscious activity because it occurs through the memory, and demands ongoing usage and application. From the statement, probably students can use different strategies with their friends, because students have their own criteria for selecting a particular strategy according to their needs in achieving learning objectives. Although students are in the same class and also with the same teacher students still need to overcome their difficulties in learning english in different ways to get the best score in learning. Strategies in learning English can be a way to get higher achievement because students can use various strategies, students can use several strategies in the learning process to help them in learning.

Students need to master four fundamental skills in order to learn English that is speaking, listening, reading and writing. One of the four English language abilities that is crucial to learning the language is writing. Writing is important because it allows students to convey their thoughts, feelings, and experiences in writing. Writing is a way that helps learners think clearly about how to organize and communicate their thoughts, feelings, and ideas in a manner that satisfies the demands of their imaginary readers (Kern, 2000). Writing is a method for expressing ideas and thoughts in a readable manner. Writing is also a technique that helps the writer convey their thoughts to the reader. An idea can take the form of a sentence, a paragraph, or even a text. According to Rahmawati (2009), writing is crucial for individuals to share their knowledge and thought processes when completing job applications, term papers, and examinations. Based on the statement, writing is crucial for students, one of the causes is the increasing number of individuals who need to learn how to write in English for professional or academic reasons. Especially in the English Department, students are expected to learn how to write and to get ready for their final academic task, which is to write a thesis, especially in the English Department.

In Indonesia, one of the curriculum used in the school is 2013 curriculum whereby students are expected to be able to express their views in writing through writing text. Even the majority of students believe that writing is the difficult skill for them. The difficulties are caused some factors namely lack of vocabulary, inability to understand grammar, lack of inspiration or even confidence. Both native speakers and non-native speakers find writing to be a challenging ability

since authors need to be proficient in a variety of areas, including content, organization, purpose, audience, vocabulary, and mechanics like punctuation, spelling, and capitalization (Rass, 2001). With the difficulties students have in writing, learning strategies are very useful for students in overcome obstacles in the learning process, to make their learning successful, learners employed learning strategies.

According to Miftah (2015), writing is not a skill that we naturally pick up as we grow older. One of the English language skills for written communication is writing. Written words are put together to express thought in written language. Based on the explanation above, both oral and written are the way to express idea. Writing is a technique to put ideas into written form utilizing letters, words, artwork, or other forms of media, and it involves mental effort to do it (Uusen, 2009). There are many types of writing, they are recount, narrative, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. Particularly in Grades Seven, Eight, Nine in the Junior high school, the five most typical types of writing are report, narrative, recount, procedure, and descriptive. In grade eight of Junior High School one of the texts that students learn in the 2013 curriculum is recount text. Recount text is text that informs the reader about one story,activity or experiences that happened in the past. Recount text is defined by Dirgeyasa (2014) as the retteling of an event or experience; alternatively stated, recount text is a text that recounts historical events or experiences.

Recount text has generic structures such as orientation, a series of events, and re-orientation. The orientation is about ideas, statements or information about characters, location and time of the story, a series of events consist of core points of a problem that are told in order sequences, the last is re-orientation, re-orientation is the conclusion of the story or the ending of the story. Students use the past tense and a series of common structures when composing recount texts. Then, recount text has social functions or the purpose of the text. To retell events to inform or entertain the readers is the social function of the recount text, and recount text has language features such as using simple past tense, using specific participants, circumstances of time and place, focus and use on temporal sequence.

Recount texts typically draw from the student's personal experiences, though they can also be imaginative or come from events that are unrelated to the student's. In a recount text, the author either shares their own or other people's experiences to the reader. In the classroom in teaching learning process when the teacher asks students to write a recount text, the students still have difficulty with how to start to write it. They are still confused about how to deliver what is in their mind into written form. Usually students don't know how to arrange and make it into a good sentence and a good paragraph based on the generic structure and language feature of recount text. Students also get difficulties when writing recount text in vocabulary and to write sentences into the correct structure of recount text.

In fact, some students have some trouble in writing recount text. The problems are the students have limited knowledge about some aspect of writing recount text, such as vocabulary and grammar. It causes them a little confused about delivering their ideas in writing. Therefore, learning strategies in writing is very important to make students successful in writing a recount text. In this study, the researcher concentrates on the learning strategies that are applied by the students in writing recount text. It is important to conduct this research because the students need to improve their writing especially in writing recount text. Moreover, by using appropriate learning strategies, the students will have better writing skill in writing a recount text.

Based on the preliminary research conducted by observing in grade eight at SMP N 3 Sei Bingai Kabpuaten Langkat, the researcher found that student have different strategy in learning, some students prefer learning by taking notes, reading, or ask friends about the material, and some students focus on the teacher's explanations. With the various types of learning strategies used by students, so that the researcher interest to find what learning strategies applied by the students in writing recount text and how the implementation of those strategies by students at the grade eighth of SMP Negeri 3 Sei Bingai Kabupaten Langkat

B. Research problem

Based on the background of the study above, the researcher intentionally stated the problem of the study was :

1. What types of learning strategies are used by students in writing recount text at the grade eighth of SMP Negeri 3 Sei Bingai Kabupaten Langkat?

2. How are the strategies used by the students?

C. The objective of the study

1. To analyze the of learning strategies used by students in writing recount text at the grade eight of SMP Negeri 3 Sei Bingai Kabupaten Langkat?

2. To describe how are the learning strategies used by the students

D. Scope of the Study

There are four skills that should be mastered by students in learning English namely listening, speaking, reading and writing. Specifically this research focused on writing. Further, in the learning process,especially in writing there are some strategies used by students to write. It is possible that students may use strategies which are different from their friends because students have their own considerations in choosing certain strategies that fit their needs to achieving good result.

In the learning process in the classroom, students can apply various strategies in learning, meanwhile this study will be focus on the analyzing learning strategies used by students in writing recount text that was proposed by

Oxford (1990) namely : Direct strategies that divide into three that is memory strategy, cognitive strategy and compensation strategy. The second is Indirect strategies divided into three namely metacognitive strategy, affective strategy and social strategy. Why the learning strategy presented by Oxford was chosen by researchers is because this theory is comprehensive, detailed and systematic.

In the focus of this research on writing it predicted that when the researcher do the research the learning process that time is writing recount text, so the focus of this research focused on writing recount text and how are the implementation of those strategies.

E. Significances of the Study

The findings of the study are expected to be useful,relevant,and give a contribution,theoretically and practically,like the following:

1. Theoretically, this study can be a reference in the future to the other researchers who have similar intentions about this research and also this study can increase knowledge about learning strategies used by students.

2. Practically, this research describes learning strategies used by students in writing recount text and how the students implement those strategies so this research is expected to provide and contribute ideas and source of information for students to improve their knowledge about learning strategies and choose the best strategies for them especially in writing recount text.