CHAPTER I

INTRODUCTION

A. The Background of the Study

English is the language of communication used by people all over the world because English is an international language. Like other languages, English also has four skills. These four skills were speaking, listening, writing, and reading. Speaking can be spontaneous, but writing requires planning and organization. Writing skills in English are the most difficult, because students must have additional writing skills, such as vocabulary, grammar, spelling, and so on. The use of learning strategies available at school is sometimes not appropriate to the student's learning context, for this reason English teachers need creativity in creating their own strategies that suit the student's environment.

Better learning achievement could not be separated from learning process problems, because learning achiement is the result of the learning process. Students are often only given rote memorization which must be stored in the brain, this can make students bored, lazy about studying and do not have the opportunity to develop their creativity and emotional abilities, because not all children have all the abilities to achieve the same grades and not all children have the same intelligence and emotional background. Especially in English subjects which require students to be able to write using English.

Writing is the activity of writing something in form short writing or long paragraphs. According to Harmer (2004), "writing gives students more time to think than when speaking" (p. 112).

Students' achievement in learning English is usually only measured by their productive skills, especially writing ability. Moreover, most people today prefer to get information through written rather than verbal communication. "Writing due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, grammar, and paragraph organization but also to turn such ideas into a readable text" (Richards & Renandya, 2002, p. 303). Since teaching writing is a complex process, teachers must pay their attention to effective approaches to teaching students to write. They should also consider other skills students need in advance.

The aim of teaching and learning English should be emphasized on helping students to be able to communicate both in oral and written form. It is clear that writing skills are important, but the reality is that teaching writing is still not successful. This can be seen from students' ability in writing and their responses to writing. Most of the English learners might agree that writing is the most difficult skill to master (Harsyaf et al., 2009). Teachers must consider the best method to teach their students to write because teaching writing is a complicated process. They should also consider other skills that are most important to students. Some indicators of successful writing instruction include students' lack of interest and their inability to write their ideas with correct grammar, vocabulary, and punctuation. The fisrt indicator is that students are less interested in writing than

speaking; they prefer to convey their ideas verbally rather than write them down. As a result, students could speak English fluently, but they cannot write well. Another sign is that most students face difficulties in using proper grammar, vocabulary and punctuation to make sentences in English. In this case the selection of the right strategy is very influential in helping students' difficulties in improving students' English writing skills.

One of the written learning resources that are often learn by students is a narrative text, more precisely in the form of folklore or short stories. This caused by several things. Starting from students who used a lot of story reading methods in learn English, narrative text that seem to have a lot of new words they are classified as one literally works, to the fact this text is the most discussed text at every level of school because of its entertaining and interesting characteristics for students. Narrative was also the text that students learn as a form of effort to master existing basic competencies. In addition, based on basic competencies for high school students. Narrative text is one of the text that they must learn to achieve certain qualifications in English language learning. The basic competencies can be seen in the following table.

Table 1.1 Basic Competencies for Narrative Text in High School

Standard of competence	Basic competence
3.8 differentiate the social function, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legends, simple, according to the context of use	4.8 capture contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends

Lubis and Bahri (2021) stated that one of the studies also proved that the use of literature such as folklore combined with bilingual writing in learning could improve students' literacy competence.

Learning strategies were patterns of how teachers and students carry out learning activities.

Often, the strategies are used in different situations and have different meanings. In the context of learning, learning strategies are patterns of how teacher and students carry out learning activities. This is in line with Siagian (2012) explained that learning is defined as a complex process that occurs in all individuals and last a lifetime. Thus, learning can be defined as changes that occur in students as a result of their learning experiences both at school and outside school. Therefore, learning strategies are activity plans that can be carried out by teachers and students to achieve learning goals. Learning strategies could also be referred to as a systematic way of communicating lesson content to students to achieve certain learning goals (Suparman, 2004).

The use of the Self-Regulated learning strategies was a form of student effort to motivate themselves to achieve the optimal result in learning. When talking about self-regulated learning strategies, it refers to approaches designed to help individuals become active agents of their own learning process. Zimmerman and Schunk (2008) say that self-regulated students are those students who are metacognitively, motivationally, and behaviorally active in their own learning processes and in achieving their own goals.

All schools expect their students to study hard achieve high achievements, so that they could answer the challenges of the times and improve the image of the school. Therefore, students are required to be able to learn more independently, be disciplined in dividing study time, and be able to carry out more intensive and focus learning activities, thus making students appear productive, creative and innovative. To be able to achieve this, abilities and skills are needed in managing learning activities independently, therefore a high level of self-regulation in learning is needed in students. This aimed to ensure that students are able to organize and direct themselves, be able to adjust and control themselves, especially when facing difficult school assignments. If students have self-regulated learning is low, it would result in difficulties in receiving learning material, so that learning outcomes are not optimal.

In the reality of everyday life, the culture of learning among students is very low. There are still many students who appear unable to study independently. Like when the teacher cannot be present in class, students think it is fun and they prefer to spend time joking with friends or going to the canteen rather than studying alone in class. That matter making student achievement low and not in accordance with the goals expected by the school.

Pertemuan 1	
a. Orientasi peserta didik pada masalah	Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi.
b. Mengorganisasi peserta didik (diprensasi)	10.4 Peserta didik dikelompokkan secara heterogen
	10.5 Peserta didik secara berkelompok menjelaskan definisi, tujuan, struktur teks, dan unsur kebahasaan dari sebuah teks naratif
	10.6 Peserta didik berkelompok menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif dalam grup
c. Membimbing penyelidikan individu	10.7 Peserta didik diberikan LKPD
	10.8 Peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks dan unsur kebahasaan terkait teks naratif
	10.9 Peserta didik menemukan informasi rinci terkait teks naratif
d. Menganalisis dan mengevaluasi proses pemecahan masalah	10.10 Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentang materi yang dipelajari

Table 1.2 Steps of core learning activities with procedures Grade X at MAN 1 MEDAN

To achieve a learning goal requires developing strategies to achieve that goal. Without the right, accurate and effective strategy, this would be difficult to achieve. Learning was essentially a process that complements each other with information and new abilities or skills. When we think about what information and skills students need, teachers need to think about what strategies they would use to achieve all of that. The choice of strategy is very important to pay attention

to. One strategy that can be used to improve students' abilities is an independent learning strategies. Independent learning strategies provide opportunities for students to identify learning goals, plan their learning process, use learning resources of their choice, make learning decisions, and carry out desired activities to achieve their learning goals. Students actively participate in determining what they would learn and how they would learn.

The significance of this research is also outlined by several researchers. For example, Haerazi & Kazemian (2021) found out that the self-regulated learning strategies was effective as a moderator of the metacognitive control in improving prospective teachers' writing skills. Permatasari (2023) also found that there was an increase in the self-regulated scale score learning subjects from low to moderate levels. Changes can also be seen in the increase in hour duration study and subject report cards. Then, Zubaidah (2020) findings from the perspective of self-regulated learning strategies, which found that initially students would have difficulty controlling their learning, because it requires a high level of self-confidence. However, once they become more confident in their learning abilities, they determine for themselves, they usually don't like going back to the "old" methods.

Based on the preliminary data found, when researcher conduct observations and interviews with the English teacher and several grade X students at MAN 1 MEDAN, problems have been discovered by the researcher similar to those discuss previously which also occurred at MAN 1 Medan. In writing paragraphs, students are still not satisfactory. This is caused by students' difficulty in

organizing sentences into paragraphs in appropriate order. The difficulties are classified into four categories namely, difficulties is terms of content, organization, grammar and vocabulary. The first category is the difficulty found in terms of content. Because they do not have enough idea about the story they are going to write, the students do not seem interested in writing their own stories. Every time students are asked to write a text, they are only able to write a few words.

In addition, they often ask the teacher what they should to write, and some write similar stories told by the friend sitting next to them, or in other words they do not have any ideas. The second difficulty is organization. When students cannot combine their ideas in their three minds into coherent sentences, they face organizational problems. They have the ability to write sentences, but they don't know how to create a series of sentences and arrange them into coherent paragraphs. The two main difficulties in mastering grammar are the inability to use tenses and pronouns correctly. Students usually used use present tense rather then past tense when writing narrative stories. Apart from that, they also often use pronouns incorrectly in their writing. For example, a student uses the pronoun "he" for a male person rather than "him" or vice versa. The previous facts show that students do not understand how to use appropriate grammar when writing certain text. Furthermore, the last problem students faced when writing is vocabulary mastery.

Second semester grade X students were new students in senior high school students who are used to using direct translation in writing English words. They

directly write down the meaning of words found in the dictionary without paying attention to whether the words are in accordance with the context. In other words, students' diction knowledge is insufficient. As a result, the lack of vocabulary makes it difficult for them to perform writing activities. In conclusion, writing is indeed considered a difficult skill to master, but there are several efforts that could be made to overcome the problem. Based on the discussion between the researcher and the teacher regarding how to overcome students' writing problems, the use of self-regulated learning strategies was chosen as one of the effective ways to overcome students' difficulties in writing.

B. The Problems of the Study

Based on the background of the study as mentioned above, this research formulated the problems of the study as follows:

1. How did the students use the Self-Regulated Learning strategies in writing narrative text?

2. What were the obstacles faced by the students in learning narrative writing using the self-regulated learning strategies?

C. The Objectives of the Study

Based on the problems of the study, the objectives would be:

1. To describe how did the students use the Self-Regulated Learning strategies in writing narrative text

2. To know what were the obstacles faced by the students in learning writing ability of narrative text using the self-regulated learning.

D. The Scope of the Study

The scopes of the study focuses on students self-regulated learning strategies based on six subscales namely, goal-setting, environment structuring, task-strategies, time management, help-seeking, self-evaluation, and also the obstacles faced by students in learning narrative writing for grade X at MAN 1 Medan.

E. The Significance of the Study

The findings of this study were expected to be useful and give a contribution, theoretically and practically, following:

1) Theoretically, this study could increase knowledge about Self-Regulated Learning Strategies and could be a reference in the future to the other researchers who have intention to conduct similar research.

2) Practically, research findings were able to provide additional references for other researchers in developing assignments that suit students' needs. Practically, the findings of this research would be useful for:

   a. For English teachers, the results of this research could be a reference for evaluating practice teaching English and to correct some existing weaknesses push to make something better. This could encourage students to learn English.

b. For students, the researcher hopes that this could help grade X students of MAN 1 MEDAN to more easily choose a learning strategies that is suitable for themselves, especially for students who have introverted characters.

c. Other researchers, as a reference for those who want to conduct a research about the use of Self-Regulated Learning strategies on students' English writing abilities.