

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is considered the international language, and it is spoken in practically every non-native-speaking country on earth. English is utilized in a wide range of disciplines, including commerce, business, health, tourism, psychology, politics, and many others. English is a significant international language, particularly in language acquisition and teaching (Hayati, 2015). Writing is one of the important English skills for learners, especially for those who are studying in English Department.

Writing is seen as a skill in higher education that allows learners to communicate their knowledge and ideas in nearly any situation. Learners gain broad English skill along with writing skill as they learn writing (Rozimela, 2004). For L2 learners, writing is a tough challenge since it needs them to employ a variety of linguistics that they are unfamiliar with (Rao, 2017). Learners have a variety of challenges with regard to writing, include grammatical difficulties, mechanical problems, sentence structure issues, and diction issues. Learner motivation, deadlines, a lack of practice, and teacher feedback all contribute to these challenges (Alfaki, 2015). Therefore, to overcome these problems, learners can use various strategies in learning writing. Each learner has a different way of achieving success and addressing problems in learning English as an EFL/ESL learner, particularly in writing skill. Learning strategies are one of them (Putria, 2017).

Learning Strategy (LLS) is the foremost technique that learners employ in their learning (Shi, 2017). It can be used as a guide to help learners choose and select their ways for achieving their learning objectives (Winarto, 2002). Learning strategy is beneficial for the learners to help them be successful especially in learning English. It is related to the statement from Green and Oxford (1995). They said that more successful learners used the strategy for active involvement more frequently than less successful learners. It means that learning strategy has a huge impact to assist learners in their successful learning (Putria, 2017). Li (2009) discovered that effective learners are more conscious of the value of education.

Learners improved their motivation to become good learners, and one approach to do so is to use strategy more frequently to reap more benefits.

As long as technological progress continues to advance and become more sophisticated, the necessity for a technology-based learning and teaching paradigm will be unavoidable in the world of education. The world of education is entering the twenty-first century, a period marked by technological advancements. This type of education necessitates new self-teaching and self-management methodology and learning strategy. In an online learning environment, students become independent learners, and their teacher role becomes to assist them in conducting information to develop their skill. As a result, students start to establish their learning strategy without realizing it (Alismail, 2015).

Students need time to settle to some of the new problems they will face in the new learning environment regarding their learning style and preferences (Lee, 2001). The teacher also stated that it was tough to locate and select acceptable strategies for the students in teaching English during online learning. Because in online learning environment, the teacher must modify the strategy. Learning English online, on the other hand, was not the same as learning English offline. The students' strategies to acquire the language differed as well (S Khatoony & Nezhadmehr, 2020; Shiva Khatoony & Nezhadmehr, 2020). There are four classifications of challenges found in online learning include cognition, metacognition, technical anxiety, and learning styles and preferences (Davies & Graffs, 2005). These difficulties may develop for some learners as a consequence of the necessity to use a different learning style. Learning strategy is the deliberate way to tackle challenges in their language learning (Brown 2000).

Using a variety of writing strategies and skill can assist learners in resolving their writing problems, allowing them to complete the writing job successfully and confidently (Gebhardt & Rodrigues 1989; Ruminingsih, 2007). Age, length of English education, culture, proficiency, and other factors all influence the use of writing strategy. Undergraduate students use writing learning strategies to help them develop their writing skill during the learning process to fulfill college standards (Lea & Stierer, 2000). In terms of the writing process or the six writing

strategies proposed by Oxford, studies conducted by Chen (2011), Maarof & Murat (2013), Mohite (2014), and Arifin (2017) revealed that students at all levels of school and university used a variety of writing strategies to achieve their writing goals (in Ardila, 2020).

Several studies have been conducted to explore the use of language learning strategies in writing. A study on investigating language learning strategies in writing (Sarab and Farsani, 2014) and a study on investigating learning strategies applied by the learners in writing text and the impact of learning strategies toward the learners' writing score (Yulianti, 2018). The findings from both studies show that the students tend to use all language learning strategies in their writing learning and metacognitive as the most frequent strategy used by students (Sarab and Farsani, 2014; Yulianti, 2018).

According to the previous research above, employing or implementing the writing strategy in the learning process can help learners enhance their writing skills. Furthermore, the report revealed that most researchers above used the LLS framework by Oxford (1990). Oxford (1990) divided LLS into six. They are memory, cognitive, compensation, metacognitive, affective, and social. However, neither of those research focuses on language learning strategies used by students in learning writing in the online learning environment. Hence, the researcher would like to investigate the language learning strategies used by ELESF students in the writing online class environment with reference LLS framework by Oxford (1990). One of the most essential skills for university students to learn is writing to fulfill their academic goals as well as English Language Students (Rafooi, 2017). As a result, learners can employ the writing strategy as selective techniques or activities to improve their writing and attain their writing goals (Oxford, 2003).

1.2 Research Questions

Based on explanation above, the researcher concludes research questions which are:

1. What language learning strategies are used by ELESF students based on Oxford's (1990) Language Learning Strategies Framework?

2. What writing learning strategies are used by ELESP students in online learning based on Oxford's (1990) Language Learning Strategies Framework?
 - a. What are the writing learning activities used by ELESP students in online learning in terms of memory strategy?
 - b. What are the writing learning activities used by ELESP students in online learning in terms of cognitive strategy?
 - c. What are the writing learning activities used by ELESP students in online learning in terms of compensation Strategy?
 - d. What are the writing learning activities used by ELESP students in online learning in terms of metacognitive strategy?
 - e. What are the writing learning activities used by ELESP students in online learning in terms of affective strategy?
 - f. What are the writing learning activities used by ELESP students in online learning in terms of social strategy?

1.3 Purpose of the Study

The purpose of this study is to find out the language learning strategies and writing learning activities in online learning employed by ELESP students with reference LLS proposed by Oxford (1990) which covers six strategies namely memory, cognitive, compensation, metacognitive, affective, and social.

1.4 Scope of the Study

This present study will be focused on language learning strategies used by students in writing online class. The researcher limits the problem only on writing learning strategies in terms of memory, cognitive, compensation, metacognitive, affective, and social (Oxford, 1990).

1.5 The Significance of the Study

The findings of this study can be used to give information to learners and teachers about language learning strategies suitable for learners especially in writing in online learning. The findings of this study can be used to help learners solve their problems by employing the strategies that are suitable for learners so they can achieve their success and improve their writing skills.