

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Reserach Background**

The rapid development and change of the world requires Indonesian citizens to have the ability to communicate with people around the world through languages that are accepted and understood internationally, one of which is English. Adequate mastery of English is very important, especially for educated people in Indonesia. The use and needs of the English language are related to the ability to communicate orally and understand what is written in English about various areas of life.

In Indonesia, English is required to be taught in secondary schools and generally continues to be taught at the tertiary level. In higher education, English is the first and most important foreign language that must be mastered by the academic community, especially students

in communicating and reading and understanding literary works written in English.

English is a compulsory subject taught at the university level as a provision for students to be able to understand most of the lecture literature in English, be able to compete in the global era of the world of work when they graduate, or continue their studies to a higher level. higher level. With these big goals, students are required to master four main skills in English, namely listening, reading, speaking, and writing. One of the four components of linguistic skills in learning is the ability to write. Writing skills are always considered because it is very important for students to have the ability to express their thoughts clearly in each essay.

Thus, English learners must master every language skill such as writing. In addition, mastering English writing skills is not an easy task. Many students still find it difficult to produce words in their writing. Thus, writing strategies are important in improving students' writing

skills. Each learner has a choice of writing strategies. And there must be a reason why they use the writing strategy they use. That is the concern of the author.

Writing, according to Purnamasari et al. (2021, p. 6), is the ability to express thoughts, opinions, and feelings in writing. The language used, including vocabulary, syntax, and spelling, must be used with the same degree of correctness as the concepts expressed. Writing is effective in producing and processing various knowledge that has been obtained and given in the right aspects of language, claims Dewiratna (2020, p. 66).

(Eser & Ayaz, 2021, p. 639) state that the first difficulty in writing is expressing one's views in writing. The second impediment is a lack of themes to write about. The third obstacle is a lack of language proficiency. The fourth obstacle is a lack of comprehension of the writing structure. The fifth obstacle is a lack of appreciation of the significance of writing.. It is believed that this method will help children overcome their challenges.

The most challenging language skill for children in foreign language learning countries appears to be writing. Because writing is the most complex task, students rarely practice it during the learning process. Writing takes time to get to the point before it produces good results, the way we think. According to McLean (2012), good writing is challenging, even those who write about everyday life sometimes find it difficult to convey their ideas clearly on every page, and those who enjoy writing usually have days when they feel comfortable doing so. Learning the steps to become a successful writer is one way a writer can learn to write more successfully. A writer can understand how prolific writers begin, maintain their drafts, and progress to the end. To become good writers and handle their many writing assignments more effectively, writers need to develop tactics for self-regulation.

Writing strategies, according to Mohite (2014), are tools that give students control over their writing process

and increase their confidence as independent writers. However, so that the writing remains strong and as desired, the writer always uses writing tactics. writing, outlining, and editing (Alnufaie, M., & Grenfell, M., 2012).

Numerous studies have recommended the usage of numerous ways to enhance writing abilities. The techniques utilized in writing allow people to create powerful written works. According to a study by Wolbers et al. (2015), instructional strategies for writing can aid students in developing their writing abilities. Furthermore, according to Rietdijk, Janssen, van Weijen, van den Bergh, and Rijlaarsdam (2017), students can alter their usage of strategies to suit the tasks and circumstances at hand.

Negari (2011) evaluates students' academic writing in terms of the time they took to plan, write, and evaluate their ideas. Accordingly, it follows that the writing method entails a number of cognitive issues that have an

impact on their capacity to acquire a language. According to Erkan and Saban (2011), students' writing skills are correlated with their cognitive skills, which might be challenging when it comes to coming up with ideas in foreign languages. Giving students a descriptive form allows them to break the overall work down into smaller components, which makes it simpler for them to explain the writing process to be used.

Similar to this, a study by Sung, Chang, and Liu (2016) adds that teachers adopting a variety of language teaching techniques are strongly associated with students' growth of writing skills. Teachers can create such strategies that support the cognitive development required to improve performance thanks to their adaptability and ingenuity. Studies from anecdotal sources also emphasize the value of writing for EFL students. In this regard, the Chen (2011) study might be taken into consideration, which looked into the use of such writing strategies by Chinese EFL students. This study makes use of an

approach-based questionnaire for this. According to the study, EFL students employ a number of writing techniques both when starting a piece and when revising it. Employing techniques to help students plan and organize their writing well will improve student achievement. De Silva (2014) assessed writing tactics in the context of EFL teachers. The study was carried out in Sri Lanka, where teachers gave students homework by outlining the writing procedure that should be used. The students' writing skills increased as a result of the accepted practice since they were able to produce structured and cohesive essays as requested by the teacher with ease. This study demonstrates how writing tactics might enhance pupils' writing abilities.

Rahimi and Noroozisiium (2013) carried out a comparable experimental investigation with EFL students enrolled in Iran. For this, the instructor employed a sociocultural technique, which demonstrated that when the teacher applied culturally relevant strategies, pupils'

writing performance in terms of cohesiveness and organization improved. According to a recent study by Mastan, Maarof, and Embi (2017) on Malaysian EFL learners, when the method was used effectively, students' writing abilities and performance improved.

The study by Maarof and Murat (2013) demonstrates that despite the usefulness of writing methods, EFL learners lag behind in their low or moderate use of writing strategies. Due to a variety of issues, both teachers and students fail to integrate writing skills. For instance, the study by Martinez, Kock, and Cass (2011) emphasized that teachers' lack of comprehension of the new writing paradigm was linked with their students' limited exposure to writing skills. Kuiken and Vedder (2011) pointed out that the curriculum's length restrictions and the pressure to finish a full academic year's worth of coursework in just a few months had a significant negative influence on students' development of pertinent abilities. Education systems that prioritize exams restrict teachers' ability to



learn additional skills outside of the classroom. Alkubaidi (2014), for instance, adds that the memorization of different writing genres or structures by students inhibits their grasp of the entire writing process because it necessitates equal work from both the teacher and the students. According to Luchini's (2010) evaluation study, each student's level of difficulty and capacity to write differs depending on a variety of cognitive and linguistic traits. The application of methods helps students develop their writing abilities and adds a collaborative component to written work. According to a study by Maghsoudi and Haririan (2013), brainstorming techniques can help writers produce better work.

Azizi, Nemati, and Estahbanati (2017) contend that students' writing abilities are correlated with their linguistic background, which acts as the foundation for their writing. They can create a successful piece of writing if they have the appropriate linguistic knowledge. This is also supported by Abdollahzadeh's (2010) research, which

demonstrates that students learning a second language or a foreign language have insufficient or limited linguistic expertise, which limits their ability to generate literary ideas. This demonstrates how teachers may help students become better writers by using proven tactics.

Lim (2014) demonstrated how students' attention on achieving high exam scores had an impact on their writing abilities. To be sure of this, the teacher offers a sample essay that students can memorize or copy during the test. Williams (2012), ignoring this practice, stressed the importance of helping children get the necessary writing knowledge so they can write independently and in a regulated way. When students used pre-writing techniques, their writing performance increased, according to Mohseniasl's (2014) evaluation. This study shows that pre-writing tactics can generate fresh ideas and create a precise plan for the writing process.

In addition, Bean (2011) noted that pre-writing techniques assist students in overcoming issues like focus

loss because they are familiar with the appropriate patterns to utilize. By offering solutions, curriculum designers or teachers can help students write with more self-assurance, inventiveness, and performance.

Numerous studies have stressed the importance of writing skill development, especially for EFL students. According to research by Graham, McKeown, Kiuahara, and Harris (2012), it is important to give students the writing skills they need so they may be successful both in academic writing and in the corporate or professional sector.

For international communication in the current period, English has taken the lead. Academic writing in a second language usually concentrates on particular linguistic traits and instructional techniques. The findings unequivocally demonstrate that coherence and cohesion are closely related to student writing. These results support the stated objectives of educators and may have ramifications for the textual elements of academic writing

in a second language (Deraney, 2015). The lexical and grammatical constructions that the two authors' languages employ reveal a consistent pattern of textual elements. It is crucial for students to have strong writing abilities to meet a set of requirements because of the rising use of the English language and Saudi Arabia's desire to compete with worldwide academic standards. Students will also be better able to analyze and manage their own learning process by increasing their writing skills.

Collins (2008), on the other hand, argues that "real writing would be more limited to the work of selecting and embodying the tools to be used to achieve goals. This conceptual process is referred to as a writing strategy. Therefore, it is very important for writers to incorporate this method into their writing process to make writing simpler and produce high quality writing results." People write to achieve the goals they have set.

Strategies are frequently required to facilitate task performance in both the first language (L1) and second

language (L2) because writing has been regarded as a challenging cognitive activity (Nunan, 1989; Richards, 1990). Writing strategies are seen to be deliberate actions used by a writer to address issues or accomplish objectives as they arise. A writing strategy questionnaire based on the Flower and Hayes model was validated by Petri and Czárí in 2003. According to Raofi, Chan, Mukundan, and Rashid (2014), such writing tactics should be crucial in assisting L2 learners with a variety of ability levels in improving their writing abilities.

Silva (2015) studied the effects of teaching writing methods to a group of undergraduate students in Sri Lanka in a longitudinal intervention research. The findings indicate that following strategy teaching, writing approach utilization and performance significantly increased. In order to increase students' writing proficiency, Bai (2015) conducted a second study with a Singaporean primary school. This study focused on the implementation of writing strategy education. The

intervention, according to the results, enhances pupils' writing. According to this study, in order to increase the quality of their writing, EFL/ESL students need to be taught how to employ strategies.

Peuelas (2012) surveyed 231 American students from a range of majors to learn more about the writing techniques they employed when creating their written assignments. Six writing approach subgroups were addressed by the survey: memory, cognitive, compensatory, metacognitive, affective, and social strategies. The findings demonstrate that high ability students employ cognitive, metacognitive, and compensatory strategies more frequently than affective, memory, and social strategies. High ability students are those who receive A or B grades in English. Additionally, these pupils applied the technique a lot more frequently than their colleagues with lower abilities.

In his 2011 study, Abdul-Rahman compared the writing techniques used by native English speakers (NSE)

and non-native English speakers (NNSE). He discovered that the two groups had distinct implementations of three strategies: the organizational strategy during the planning phase, the content strategy, and the mechanics approach during the revision and editing phases. The writing process was shown to be more important to the NSE than the writing product to the NNSE. This is demonstrated by the fact that NSE students use organizational tactics more frequently during the planning stage than NNSE students. There was no discernible difference in the way NSE and NNSE employed writing strategies when they were writing. NSE displays more tactics for revising content and mechanics than NNSE during the revising stage. Additionally, it was discovered that the two student groups adopted various strategic stances. For instance, while NNSE students use the outlining method to frame their thoughts, NSE students use it to produce ideas.

Raofi et al. (2014) revealed that more successful students in Malaysia were found to utilize more

metacognitive methods than less successful students, which provides more information on writing strategies used by EFL/ESL students. Abdullah et al. (2011) found that both strong and weak ESL students in Malaysia employed the same approach. Good ESL students employed the tactic more frequently than weak students, which was the difference between the two groups. In their 2017 study, Mutar and Nimehchisalem examined the writing techniques employed by 132 high school students in Iraq. The results showed that students very sometimes employed the method, and there was no discernible difference in usage between students of high and poor aptitude. The sole distinction was that more female students than male students utilized the tactic.

Abas and Aziz (2018) investigate the writing techniques employed by graduate Indonesian EFL students in the Indonesian environment. However, they only included experienced student writers in their sample. The results showed that the student writers utilized ten



writing methods and a five-step writing process. Still in Indonesia, Budiharso (2014) discovered that EFL undergraduate students who performed well tried harder than their less successful peers at every level of writing. Mistar, Zuhairi, and Parlindungan (2014) stated results that were comparable to theirs. The use of writing tactics by middle school students in Indonesia was found to be modest, and successful students tended to employ these techniques more frequently than their less successful counterparts.

Most recently, Ardila (2020) looked into the writing techniques employed by Indonesian EFL students across a range of skill levels and gender. According to the results, high-ability students did not differ in their use of strategies based on gender, but less advanced students only differed in their use of affective techniques. Additionally, this study discovered that female students used the six categories of tactics more successfully than male students did. According to the findings of earlier

studies, greater research into the writing techniques employed by students of various abilities will be helpful for the practice of teaching English writing, particularly to EFL/ESL students.

At the Faculty of Islamic Business Economics UIN Fatmawati Sukarno Bengkulu, to achieve mastery of English, especially in writing skills, students who are not majoring in English (non English Department) are given general basic English courses for one (1) semester using the syllabus and textbooks specifically designed based on the disciplines of each department in the faculty.

Based on the results of initial observations through questionnaires that the researchers gave to students and according to sources obtained in class, students had difficulty expressing their ideas in English. The main problems are the lack of vocabulary and the lack of ability to operate English grammar, the inability to express ideas in written form, and the content that is less systematic. Students even prefer using Google Translate to convert

their writing into English. Based on these findings, it can be concluded that as second language learners, non-English students at Uinfas Bengkulu still experience difficulties in using English, especially in writing, while the expected output in teaching writing is that students are able to write journals or at least write journals. their research abstracts in English. Therefore, in the end, based on the reasons above, the researcher wants to conduct research that aims to find out the strategies used by EFL non-English major students in learning English writing.

This is deemed necessary as information material which can later be used to improve the concept of learning to write effectively for students who are not majoring in English with the research title "Comparing Writing Strategies Used by High and Low Achievers Students of Non-English Major in UINFAS Bengkulu (Descriptive Quantitative Research)

## **B. Identification of The Problems**

Based on the research background, the issues to be discussed in this study are as follows:

1. The strategies used by non-English major students in writing skills.
2. The strategies used by non-English majors students who are high and low achievers in writing skills.

### **C. Research Questions**

1. What are the writing strategies used by Non-English major students in UINFAS Bengkulu ?
2. Are there differences in the most frequently used strategies between higher level and lower level proficiency students ?

### **D. Limitation of The Reserach**

To avoid this study becoming too broad, this research only discusses the writing strategies used by high- and low-achieving non-English majors at the Faculty of Islamic Business Economics (FEBI), UIN Fatmawati Sukarno Bengkulu.

### **E. The Objective of The Reserach**

The objective of this research is to find out the writing strategies used by non-English major students at the Faculty of Islamic Business Economics, UIN Fatmawati Sukarno Bengkulu.

### **F. The Significance of The Research**

1. For lecturers, this research is intended as a way that English teachers can use it in class to find out the strategies used by students who are successful and who are not successful in writing.
2. For students, knowing strategies and improving their writing skills while increasing their creativity.
3. For researchers, this research is expected to be one of the relevant research references for future researchers.

### **G. Definition of Key Terms**

1. Writing strategies are defined as conscious decisions made by writers to solve writing problems. (Mu and Carrington, 2007, p. 2). Based on that opinion, in choosing what writing strategy the user will fully use awareness. That is, it is the user's plan whether they use a certain strategy or not.
2. Non English majors are students not from English majors but in Indonesia, all students at the university from each major are compulsory to take English subject. This has been implemented in all tertiary institutions as an effort to prepare students to face future challenges. At the university level, students are faced with some expectations about english like 1) students should be able to own their subjects presented in English, 2) read articles written in English about their subject, 3) express itopinion, both in oral and written form in English, etc. Based on my introduction observation, the

students in the university could barely do those things. Students find it very difficult to understand the class instructions when presented in English because they have no English skills. That's why the ability to explore their knowledge by using English is very difficult. In addition, students are not happy with articles in English when they need to be let down alone express themselves in English. (Brown, 2007) states that also several factors that hinder students to master English since learning others language is seen as a complex process with several variables. Therefore, it's important to consider students' perceptions in teaching English as a compulsory subject.