

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, objective of study, significance of study, and definition of key terms.

A. Background of Study

Writing is an activity where everyone can express their thought in written form. In this era, writing also became a proof of something or one of the ways to achieve accomplishment. In writing process, there are several steps that should do by the writer such as brainstorming idea, planning and revising. These processes usually called as writing strategy. According to Deborah (2010, p. 2) writing strategy is a process of developing idea in academic writing. Before handing out the result the writer through the process of taking notes, write an outline, drafting, reading the text, making some changes, printing hardcopy, continues revision and asking colleagues to read. That is why if the writer wrote without strategy it will be more complicated problem. It's a common case among EFL students to write in foreign language is difficult (Jawas, 2019). According to Bailey (2011, p. 3) stated that writing is the most important skills that are highly required to increase students' achievement. Because of the importance of writing, Allah said in Surah Al- Qamar verse 53 as follows:

وَ كُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌّ

This verse explains that the small or big thing has written by

Allah, It means that writing is important in our life. By writing, we can learn about language in order to communicate between one and another. He creates many languages in the world for different groups of people, so all languages have the same purpose that is used for communication in the social community.

Writing is complicated process as one of necessary skill to express our thought and emotion. Thus, writing ability is important in writing process (Cer, 2019). There are some writing strategies that appear as result in Alnufaie & Grenfell Journal. In writing process these strategies might include such as the teachers' feedback and rules, write without gather information, writing without planning, write following outlines, focusing on organization, neatness and layout, grammar editing constantly, vocabulary use and punctuation, avoid sentences fragments etc (Alnufaie & Grenfell, 2012). In the previous studies about the same field research, researcher found out that journal with the title "*EFL Students Writing Strategies in Saudi Arabian ESP Writing Classes: Perspective on Learning Strategies in Self-access Language Learning*" used quantitative method and questionnaire as the instrument. Thus, the participants were taken from second-year undergraduate students in Saudi Arabia who studying English as Foreign Language: Jubail Industrial Colleges (JIC) with total population 400 students, and the total participants who took part of the survey was 121 students. The result of this research show that almost all participants (95,9%) were mixing the

two types of strategies.

The participants were classified into three groups: 1) user of more process strategy; 2) more equally mixed process and product strategies users, and; 3) user of more product-strategies. The journal also explained about five most and least strategies that used by Saudi Arabian EFL students. The five most used writing strategies by EFL Saudi Students are 1) Process Strategy (*don't know the English word, used the synonym they know*) have 59,5 %; 2) Process Strategy (*while writing process, they think about the purpose of writing*) have 38,8%; 3) Process Strategy (*when they don't know how to express thought in English, they simplify the sentence*) have 38%; 4) Process Strategy (*thinking about the reader of their writing*) have 33,9% and; 5) Process Strategy (*stop after each sentences or paragraph, and get more new ideas*) have 33,1%. Thus, the least used writing strategies by EFL Saudi Students are 1) Product Strategy (*writing sentences in Arabic then translate into English*) have 57,9%; 2) Product Strategy (*when finishing the writing, just hand it out without rereading*) have 45,5%; 3) Process Strategy (*when revising, changing initial ideas and write new ideas*) have 43,8%; 4) Process Strategy (*write more than one draft before handing in the final draft*) have 42,1% and; 5) Process Strategy (*write bits of the text in Arabic then translate it*) have 41,3%. The gap between this research and the previous study is the place of conducting the research and the methodology. This research is conducting in Indonesia and use mixed method while previous study

conducted in Saudi Arabia and used quantitative method.

Stephen (2006, p. 7) stated that English academic writing could be complicated for students. Academic writing should be organized in formal order or structure, make sure the ideas and the texts must be supported by author citations. To achieve good writing text especially essay, students should practice more about vocabulary and grammar in English. While writing process, students faced some lack and obstacle that make them cannot write an academic essay conveniently. Writing strategy is a weapon to face the problem in writing and make students will concentrate and accuracy in writing increase. In other word, academic writing is crucial for students in university level, since so many writing assessment that include information is presented and how the information is presented in writing (Jairos Gonye, 2012).

This investigations is carried out at UIN Antasari Banjarmasin's English Eduaction Department. It investigates Students who have learn about essay writing in the sixth semester to complete their curricula. This study is of interest to the the researcher baccuse researcher have been observed some students while they learn in essay writing class.

Based on the problem above, researcher is interested to conduct research about **Strategies of EFL Learners in Writing Academic Essay**. This study expected to be able investigate what the EFL learners' strategies in writing academic essay and what are the most frequently strategies used by students in writing academic essay.

B. Definition of Key Terms

This part contains of the definition of term used in this study in order to avoid misunderstanding and misinterpretation. As define as follow:

a. Writing Strategy

A writing strategy is an approach to prove a point, a way to support a thesis, or a pattern of communicating or thinking which is also known as a pattern of development, pattern of inquiry and rhetorical mode. Writing strategies is a consistent approach to the writing process across all subjects and explicit instruction on the writing process by subject teachers helps students become better writers.

b. Academic writing

Academic writing as a form of thought is critical to the academic success of international students. Thus, academic writing in this study means essay writing written by EFL students in the English Language Education Department.

c. Essay Writing

Essay Writing are a structured form of writing that students encounter in schools, colleges, and universities as part of their curriculum. The most common purpose of such writing is to present some new information or use existing facts and

knowledge to convey specific ideas.

C. Research Question

In this part, researcher would add the main problems which have to investigate, researcher would find the answer from research method that applied in this study. The research questions are:

- a. What strategies are used by EFL learners in writing Academic Essay?
- b. How do EFL learners use the strategies in Academic Essay?

D. Objective of Study

In objective of study, researcher would present what is the aim of this study. This part is the goals of research question, the objective of study are:

- a. To find out the EFL learners' strategies in writing academic essay of English Education Department, UIN Antasari Banjarmasin.
- b. To investigate how EFL learners use the strategies in writing academic essay of English Education Department, UIN Antasari Banjarmasin.

E. Significance of Study

- a. Theoretically

The findings from this study will highlight various strategies used by Indonesian EFL students in tertiary

institutions in their academic writing. Such findings will bring more theoretical information into students' strategies in writing EFL in particular and in writing English in general. Therefore, a better understanding of the various strategies employed by English students around the world can be achieved.

b. Practically

i. For student

This research is considering be benefit for the students to know the strategies used when they want to write academic paper.

ii. For lecturer

This research is considering be benefit for the lecturer to be as orientation in addition to teach more understanding based on the strategies students need in writing academic essay.

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