

CHAPTER I

INTRODUCTION

The research is focusing on writers' experience when they learn writing to become a good writer. This chapter presents the background of the study statement of problem, objective of the study, significant of study, and definition of key terms.

1.1 Background of Research

Language is one of main aspect in our life for communication. English is international language used in the world, to communicate each other. It should be learn by all of people in the world to master English. English is communication tool both of written and spoken to the reader or listener. Communication is important, without communication listening and reading can not implemented.

Siahaan stated that there are four basic skills that must be mastered. They are listening, speaking, reading, and writing". First, writing skill become important and the difficult one. Writing also the difficult thing in learning language, because using creativity to arrange the word become a good sentence. In learning foreign language, writing become the difficult one also, because not all people can create sentence using complex pattern in English learning. The writer must make a good sentence to make the reader carried by the situation.

Although, writing have been designed to improve student ability in writing but, they can not understand how to make a good written. They do not have enough knowledge in writing, how to organize their idea and write word become complex sentence. Even though, they can make a sentence sometimes can not match the diction correctly. By the case, more than student decide to cites some explanation from other journal without paraphrase.

As Tribble said that for the moment we can accept that writing is a language skill which is difficult to acquire. The writer need skill to arrange the word and create sentence using grammatically. Tan stated that writing is a complicated activity in cognitive analysis and linguistic synthesis in a language. Based on Bachani, in his book "Teaching writing", stated learning to write in English is

more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction between the writer and the reader. Sadller et al, wisely remarked in Westwood's book that, good writing is not only hard work, but also it is an extremely complex and challenging mental task.

From a lot of researcher who conducted writing skills showed that writing need strategies to create a good written. The recent study by Syaadiyah Arifin (2020) investigating the L2 writing strategies used by skillful English students. The result of this study showed that the audience using different strategies to create their idea. (Abdullah et al., 2011; Macaro, 2006; Pennington & So, 1993) there are no good or bad of the strategies of writing process, but they should selected how to significant select issue, control, direct, and use appropriate strategies effectively and at the right moments. For teachers, writing is the difficult one from the four skill in learning language. So that's why this research should be done to find out the real strategies from writer.

Language strategies consist of three types, meta-cognitive, cognitive, and social strategies. The first strategy, meta-cognitive, which is also called mental processing helps students monitor their own learning. Meta-cognitive processes also assist learners in learning, which includes planning, deciding how to choose how they learn, and finally evaluating their learning (O'Malley, Chamot, Walker & Sabol, 1987). Furthermore, Ellis, Denton, & Bond (2014) said that the stages of the learning process include planning, monitoring, and evaluation. The second is a cognitive strategy that involves mental processes. This process relates to the selection of relevant information/sources (Kalati, 2016; Montaña-González, 2017). The last social strategy relates to how students interact with other speakers. It aims to develop students' cultural understanding (Kalati, 2016; Shi, 2017). Among these strategies, metacognitive is considered the most important because they help learners to direct, guide, and control their learning and foster ways to become active, conscious, independent, autonomous, and lifelong learners (Boghian, 2016; Bouirane, 2007). , 2015; Haukas, 2018; Oz, 2005).

Writing is complex activity, the student should be understand in reading, listening and speaking. But, if they do not have strategies and process in writing

can not create a text (Dewi, Nurkamto, & Drajadi, 2019). This involved to decided their purpose, the topic definition, and planning how to reach the message. To be a strenuous cognitive activity requiring certain specific strategies (Nunan, 1989). However, writing strategies play significant roles in the development of L2 writing and differentiating between skilled and less-skilled writers (Abdullah et al., 2011; Chien, 2012). They are also important factors influencing the quality of students' writing (Asmari, 2013). These, therefore, mean they provide great benefits to language learners (Plonsky, 2011).

According to (Blanchard & Root, 1994; Flower & Hayes, 1981; Harmer, 2007) there are three stages involved in the writing process and they include planning, writing, and reviewing/editing. In each stage, the writers uses certain strategies to overcome the difficulties of setting and solve the problems needed to achieve the goals during the writing process (Kieft, Rijlaarsdam, & Van Bergh, 2006; Shapira & Hertz-Lazarowitz, 2005). Therefore, every people have their own strategies, for example, someone reads and rereads a topic more than once to evaluate and understand a writing assignment. In addition, once problems are identified, some immediately jot down ideas for known categories while others brainstorm comprehensively to get ideas and plan globally and systematically about what to write next. Meanwhile, others only noted a few important points before writing.

From the definition and explanation above, the researcher can conclude that writing is important skill in learning language. Writing also complex activity which related with reading and listening. When someone will make a written and they never reads a book or listen around the environment they can not create a written. Every writer have strategies to create their written become good one. Surely they have different strategies to develop their imagine word become a message for the readers.

In sixth semester of English Education Department university student in Nahdlatul Ulama Sunan Giri University Bojonegoro have some problem in writing process, because they just get writing class until fourth semester. Some student feel stuck of their idea to write a short story. Because they just depend on writing class without follows another writing class in outside their university.

But, any university student who finished create books by following writing class in outside university. The book that write by the student belong to fiction book (novel). It will help the other students to develop their writing ability.

Based on the problems above, the present study needs to know more about the personal experiences of the strategies of writer experiences in learning writing. To motivate the other student to create a good written in learning language. The first that should be mastered is mother language and after that foreign language. If the student can not make a short story or written in mother language they can not make a written in foreign language. So, in this study will be focus in the strategies of writing to help the student create a good written.

Using a narrative inquiry (Clandinin & Connelly, 2000), the study about story of individual experience, the researcher wants to know how the participant practice writing in the daily routine, what the preferences materials and the resources the used as well as her views of what gains from practicing writing to develop her writing ability.

In this study, the researcher is interested in focusing on how the strategies of the writers' to write a book, although the writers' still university student in Nahdlatul Ulama Sunan Giri University Bojonegoro. The writers or this participants have been publish more than one book. The study by Ruminingsih, (2007) entitled "Learning Strategies in Writing Used by Writing III Students of the English Language Education Study Program of Sanata Dharma University" with the result of this study is metacognitive strategies become the used by the participant because they thought that this strategies is effective. The journal education conducted by Pradhita Ramadhani et al. (2021) entitled "A Narrative Inquiry of English Graduate Students' Experiences in Writing for Publication". The objective of research are this narrative inquiry aims to investigate how learners acquire their knowledge in writing for publication, the difficulties they face in writing for publication, and how they face those difficulties. In this research using narrative inquiry as the method, but the object of this research is experience in writing for publishing. This method for telling someone story, so that's why the researcher conducted this study entitled "*A Narrative Inquiry Into Learning Writing Skill Strategies In Writer's Personal Experience.*"

1.2 Research Question

The purpose of this research is to give a new information for the researcher and the reader. This study conducted to know about the learning strategies in writer's personal experience. So, the researcher states the research question as follow:

1. What type of writing strategies that used by the writers based on their experience?
2. How are the writers' personal experiences in writing during they write the books?

1.3 Objective of Research

The objective of the study are answering the problem previously state above, those are:

1. To find out what the strategies that used by the writers
2. To know about writers' experience when they write the book.

1.4 Significant of the Study

The results of this study are expected to give benefits for:

1.4.1 The Students of ELT

By implementing the strategies of writer experience, it is expected to increase student's ability in writing skill. The students can using this strategies to develop their ability in writing class, and they also can make a good written based on writer's suggestion. The students shouldn't copy paste from internet when their teacher ask them to make a short story or make a simple paragraph.

1.4.2 The English Teacher

Teacher can effective way to manage their writing class by writing strategies. It would be very beneficial for teacher in order to achieve the goals of teaching writing. It also make the teacher easy to give explanation to the students from writer's experience. The teacher can develop and mix their knowledge about

strategies of writing and writer's strategies to conduct writing class. It will be make the students happy in writing class, because the teacher have a new strategies of writing by read this research.

1.4.3 The English Language Department

As input for higher education to improve teaching writing quality, so that lecturers become more creative, effective, and efficient in order to help students develop their understanding. The lecturer also can easily to give explanation by the writer's strategies. And lecturer mix their knowledge and writer's strategies to make the university student have motivation to make a good written.

1.4.4 Other Researcher

This research is expected to give information, model, or reference to be developed for the further studies that interested with this study. This study still rare in Indonesia so the next study should be better with this result of study. And become a challenge to be better for next study.

1.5 Definition of Key Terms

In order to lead the reader to get the better understanding, the writer includes the definition of main terms, those are:

1.5.1 Writing

Writing is a form to express and arrange the finding ideas and thinking into a statement and paragraph. In addition, writing present about writer though and feeling in understanding the issues that will be shows to public. Writing is one of the skill of learning English, some time the student do this activity in outside the class as student's extra assignment to increase their creativity.

1.5.2 Writer

Writers are creative actors who create written works in the form of fiction (novels, short stories, poetry) non-fiction (scientific work, paper, journal, articles). The works created by the author or usually represent his ideas, thoughts, and feeling.

1.5.3 Writing Strategies

Writing strategy is defined as the sequence in which a writer engages in planning, composing, revising and other writing related activities (Torrance et al., 2000 in Penuelaz, 2012, p. 83). In their opinion, writing strategies are sequence of activity instead of a single one. Many kind of writing strategies that can used for writer or student to write an written.

1.5.4 A Narrative Inquiry

Narrative inquiry is the study of experience as story. It is first and foremost a way of understanding experience (Clandinin & Connelly, 2000), the term of narrative come from the verb “to narrative” or “to tell (as a story) in detail”. In narrative research designs, researcher describe the live individuals, collect and tell stories about people’s live and write narratives of individual experiences.

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