# CHAPTER I INTRODUCTION

This chapter provides a general introduction to the study. It concludes with an elaboration of the background of the study followed by a definition of the key terms, identification of the problem, the study's objective, research methodology, the study's scope, and significance.

## Background of the Study

Language can be defined as a socially shared combinations of those symbols and rule governed combinations of those symbols (Owen, 2006) Language is very important in human life. It is used for communication because without language, all activities cannot run smoothly, like saying everything to each other and expressing an opinion, happiness, sadness, etc. Every language has its form of structure pattern in its sentence.

According to Algeo (2005), a language is a system of conventional vocal signs through which humans communicate. Nobody can master a new language well unless they have a good mastery of the structures and sentence forms of the language they are learning. (Siahaan, 2008): “Language is a set of rules and used by human as a tool of their communication”. Language can use for communication. By communication, we can get information. So, many people are interested in learning English.

English is very important to learn nowadays. Therefore, the role of the English teacher is very necessary. Teaching English consists of four aspects: speaking, listening, writing, and reading. According to (Roudrigues, 1989), writing is one of the most crucial things you will do in college. Writing is one of the undergraduate students' abilities they should own because they can express their thoughts and ideas in writing. To write effectively, it is necessary to use a Strategy or method. But, in reality, most undergraduate students think that writing is really hard to learn. For example, undergraduate students at IPI Garut when they are asked to write, they face difficulties in writing. The difficulties of undergraduate students in writing are structure and vocabulary.

Writing means to attempt to create or recreate a written message (Bram, 2002). He defines writing as an attempt to create or reproduce existing writing. That remark implies that writing is a kind of communication. On the other hand, written communication necessitates actual skill from the writer for the meaning or idea to be clearly transferred to the readers. As a result, many university students thought English writing was extraordinarily difficult. Undergraduate students in the English Department must be able to write a paper or a thesis. Therefore, undergraduate students should develop their writing skills. The undergraduate students must study rules, how to arrange the ideas, thoughts, feeling, etc., in sentences, how to organize them into a paragraph and how to construct them into a story. The writing subject is very important for them. One way to develop their writing skills is by practising them in the classroom and real-life situations. Writing practice can help them to do good writing. So, in this case, students must be willing to write.

There have been several previous studies related to the topic carried out by another researcher. The first writing strategy here is based on the English Writing Strategies Inventory (EWSI) questionnaire developed by (Myunghwan Hwang, 2007). This research was conducted with the dominant learning style before writing to make writing goals and generate ideas with reading materials. When writing, the dominant style checks the logical flow through the paragraph. After writing, the dominant learning style is reviewing the writing to find and correct grammatical errors. Memorizing English expressions in movies or books is the dominant learning style to improve English writing skills. Most students showed a high frequency of strategy use in each category. (Wijiyanti, 2014) teacher studied the second research is at the centre of the teaching writing learning process because he or she must devise a series of actions to aid a student in second language writing. As a result, the teacher must guide students through various interactions in writing and writing education. The third study (Mulyaningsih, 2013) stated that to improve undergraduate students' skills in narratives, teachers should use specific approaches and tactics in teaching writing. Furthermore, teachers must devote more time and effort to teaching low achievers, who require more supervision in writing narratives."

Based on previous studies, the initial research investigated the same problem but with different learning styles. Then, according to the researcher, the best knowledge in the study only focused on memorizing English expressions in movies or books. Therefore, this research has tried to fill the gap by finding the possible obstacles in the strategies faced by students while writing English compositions. As a result, this research is expected to provide some new strategies to help understand English composition writing.

## Research Question

Based on the background of the study, the researcher tries to conduct the research with the research question:

What are strategies used by undergraduate students in writing English compositions?

## Objectives of the Study

The writer defines for aims of the study to discover the strategies used by the undergraduate student in writing English compositions.

## Scope of the Study

This study focuses on the strategies used by students in writing English compositions. There are many techniques in teaching writing, such as writing compositions or letters on each other. However, the author is more interested in how to write compositions in his studies. For this reason, the author will limit his research. That is, the research focuses on the description of strategies for writing English compositions in the scope of recount text.

## Significance of Study

This study has significance both in theoretical and in practice.

1. **Theoretical**

Theoretically, this research will increase knowledge about the strategies used by undergraduate students in writing English compositions. In addition, it can be used as a reference for other researchers to examine the strategies undergraduate students use in writing English compositions.

1. **Practical**

Practically, this research will help undergraduate students and teachers in analyzing the obstacles faced by undergraduate students in doing English composition writing strategies. In addition, both undergraduate students and teachers can take advantage of the results of this study to find out the strategies undergraduate students use in writing English compositions.

## The Definitions of Terminology

To clarify the terms of this study, the researcher explains some terms bellows:

1. **Writing Strategy**

Writing is known as the sequence in which a writer engages in planning, composing, revising, and other writing-related actions (Torrance, Thomas, & Robinson, 2000). Writing Strategy, in their opinion, is a series of activities rather than a single one.

1. **Writing**

Writing is a creative act since it requires interpretation or making sense of something: a text, an experience, or an event (Gould, 1989)

1. **Composition**

A composition is a piece of writing created by combining your ideas on a specific topic. This highlights two crucial aspects of composition writing. The first need is to have some thoughts about the topic on which you will write. The second requirement is that you combine these concepts in such a way that they form an effective whole (Griffith, 1977).