

Chapter One

Introduction

This chapter explores the following terms. First is the background of the study. The second is to talk about the identification of the problem. Third is the delimitation of the problem. Fourth, is the research question and the last is the objective of the research. In addition, this chapter describes some of the things that the researcher does for research that can help answer several questions or interviews after this research is done. In the chapter, there are also some advantages obtained by the researcher. In conducting this study, there were also some research questions answered by the participants that may help the researcher to solve problems related to the student's strategy for developing their writing skills.

Background of the Study

According to Yusuf (2019), writing is the process of making meaning and a series of related writing activities such as creating, organizing, and developing ideas into sentences. In other words, writing is a cognitive activity that involves combining words to form sentences. Writing is an activity that is commonly performed by students in both academic and non-academic areas. In academic activities, students can perform writing activities in teaching activities such as writing essays, writing descriptive texts, etc. Writing has long been considered a crucial language learning ability in the English language (Cole & Feng, 2015). A fundamental task for students during writing activities is to write

while they are studying in class, attending writing workshops, or documenting these activities. students' writing abilities can be developed using a variety of techniques, including group discussions, read-aloud, cooperative learning, and graphic organizers. In non-academic activities, the writing activity that students can do is to write about the daily activities that they do.

Furthermore, students can also use technology to develop their writing skills. According to Handayani and Aminatun (2020), media or technology that can be helpful and interesting to teach are varied. Currently, social media is helpful for students or anyone who wants to develop their ability to write. At this time, everyone can use their Facebook application to exchange messages and create group chats which can be interpreted as using Facebook students can use it as a media for learning together to share with friends using chat so that it can help students develop writing skills. According to Almelhi (2021), the use of interactive networks such as blogs, wikis, and e-mail provides highly effective frameworks for writing. In addition, using an interactive application can certainly help students develop their writing skills, such as writing blog, emails and so on.

There are also difficulties experienced by students in developing their ability to write. Lack of vocabulary has caused students to face challenges in acquiring writing skills. According to Moses et al (2019), writing is of course, not easy if we do not have a large vocabulary capacity because vocabulary also affects students' ability to write. Efforts from students to improve their ability to

write are of course very impactful for those who want to improve their ability to write.

Topics related to writing skills have been extensively explored in prior research. For instance, Ahmed (2019), research focuses on free writing, which is used to help students improve their writing skills. This research was conducted at one of the junior high schools in the Philippines in classes G11 and G12. This study used a mixed-methods design, with pre-test and post-test experimental groups and a control group, as well as a survey to collect student input regarding the free-writing method. The second research was conducted by Ghulamuddin (2021). This research focuses on the difficulties experienced by ESL primary schools in Malaysia. This research used 26 participants in grade 6 elementary schools to conduct interviews for data collection. This research shows that the main difficulties that occur are students' poor vocabulary mastery, inability to spell words correctly, and L1 language disorders. The third study was conducted by Al Seyabi and Tuzlukova (2014), this research aims to examine problems when writing in English and also their strategies for overcoming challenges. This study was conducted at a university language learning school in Oman. This research involved a total of 1,114 school students from three different directorates of education: 229 students from Muscat, 271 students from south Batinah, and 614 students from Dhakeleya. In there are several findings regarding students' difficulties in writing, including a lack of ability to produce sentences with the right structure, a lack of ideas, especially if the topic is unfamiliar, and poor spelling.

This present study reviewed three previous findings as the basis for finding the different focus. The three previous findings are illustrated as follows. Firstly, research by Ahmed (2019), indicate that this study only focuses on the use of free writing to improve students' writing skills. Therefore, the researcher wants to know more about the strategies used by students apart from using free writing and also in the research carried out by the researcher some participants used free writing to improve their writing skills. Secondly research according to Ghulamuddin (2021), focuses on participants and was carried out on grade 6 elementary school students, which is different from this research. Different from research carried out by researchers. This research uses participants from class 11 of senior high school from semester 2, of course using the criteria that the researcher has determined to obtain appropriate data. The next research Al Seyabi and Tuzlukova (2014), focuses only on the difficulties faced by students when writing. Apart from challenges, of course, there are some strategies or tricks can be done. With strategies, of course students can apply these strategies to develop their writing skills. Therefore, in this research, you can find various strategies that students can use to develop their writing skills.

Therefore, the researcher conducted this research because the researcher wanted to explore students' focus on strategies and the challenges students experience when developing their writing skills. In addition, this research is intended to look for the strategy and challenges in improving English writing, which was carried out at one of the last high schools in Cilacap.

Identification of the Problem

Writing is a crucial skill for academic success and effective communication. However, many senior high school students struggle with developing their writing abilities. Despite the availability of various resources and instructional methods, students often find it challenging to engage in writing activities and improve their skills. Several factors contribute to this issue, including Lack of engagement, students may not find writing activities engaging or relevant to their interests, leading to low motivation and effort. Insufficient practice and opportunities for consistent and meaningful writing practice are often limited in the classroom setting. Inadequate feedback students may not receive timely and constructive feedback on their writing, which is essential for improvement. Varied learning strategies different students have different learning strategies, and a one-size-fits-all approach to teaching writing may not be effective for everyone. Influence of technology the rise of social media and digital communication platforms has changed how students write and perceive writing tasks, often prioritizing brevity over substance.

To address these challenges, it is essential to explore and understand the learning strategies that senior high school students use to develop their writing skills. By identifying effective strategies and understanding students' needs and preferences, educators can design better instructional approaches that foster engagement, provide adequate practice, offer meaningful feedback, and accommodate diverse learning styles.

Delimitation of the Problem

This study focuses on students' strategies and challenges in developing their writing skills. There are many ways to develop student writing strategies. Seeing that there are various ways students can improve their writing skills, in addition to finding these research strategies, the researcher also finds some of the challenges high school students face in developing their writing skills. This research was conducted at one of the senior high schools in Cilacap, Central Java. This research involves students who already meet the criteria for research, such as having strategies for developing writing skills. Finally, this research focuses on qualitative methods by using descriptive qualitative research design.

Research Question

1. What are the strategies used by students to train their writing skills?
2. What challenges do students experience when training their writing skills?

Objectives of the Research

Based on questions from the researcher, the aims of this research are:

1. To explore strategies that are used by senior high school students to train their writing skills.
2. To explore difficulties that senior high school students experienced in training their writing skills.

Significance of the Research

The results of this study are expected to provide benefits and knowledge to students, teachers and other researchers:

For students

This research can provide information about the strategies undertaken by students to grow ability in writing. In addition, this research can help other students to share how other students' strategies are used to train their ability to write. This research can also assist students in knowing the difficulties in training writing skills so that students can overcome difficulties in developing their writing skills.

For teachers

This research can help teachers find various companion applications that can be used in teaching and learning activities that can help students train their writing skills. And to help teachers to find what strategies students use to train their writing skills. This research can also help teachers find out the difficulties students in training their ability in writing so that teachers can overcome obvious difficulties and it is hoped that teachers can help students to overcome the difficulties experienced by students.

The other researcher

This study discusses the strategies students use to train their writing skills and also the challenges students in writing. Therefore, this research can help other researchers as a source or reference that discusses strategies to improve writing skills in English.

The organization of the Research

This chapter, tells the background of the research, the statement of the problems, the purpose of the author in writing this research, the research questions, and the significance of the research. Some reviews of strategies

related to writing skills, and processes of writing skills will be discussed in chapter two. Next chapter three discusses about research methods including research design, nature and sources of the data, research settings and participants, data collecting methods, and data analysis. In the fourth chapter discuss the results. in this chapter, the researcher discusses the results of the questionnaire which has already been done. In the last chapter where the author discusses conclusions based on the results and gives some suggestions that arise from findings.