CHAPTER I
INTRODUCTION

A. Background

The Pandemic Coronavirus 19 has shifted all activities of the world community from offline to online. One example is in the field of education, especially in English teaching. Teachers are required to be able to deliver materials with various strategies, such as teaching language through WhatsApp Application. In the context of Indonesian education, the Language Learning Strategy (LLS) as a foreign language class is still not familiar to Indonesian students. Therefore, the strategy developed by the theory of Setiyadi (2016), which refers to O'Malley et al. (1985) theory, divides LLS into three strategies; these strategies are very suitable to be implemented in Indonesian curriculum. This research aims to know the process of language learning strategy in writing skill through WhatsApp-mediated writing class. Lessard-Clouston (1997a) states that language learning strategies contribute to the development of students' communicative competencies. Being a broad concept, language learning strategies are used to refer to all the strategies foreign language learners use in learning the target language, and communication strategies are one type of language learning strategy. Therefore, language teachers who aim to develop students' communicative competence and language learning must be familiar with language learning strategies. As Oxford (1990) states, language learning strategies are very important for language learning because they are tools for active and independent movement, essential for developing communicative competence." In addition to developing students' communicative competence, teachers who train students to use language learning strategies can help them become better language learners. O'Malley & Chamot (1990) defined learning strategies as "special thoughts or behaviors that individuals use to help them understand, learn, or retain new information." The language learning strategies of O'Malley and Chamot (1985) are divided into three main categories, namely

metacognitive, cognitive, and social-affective, which are related to the learner's preparation for learning, the thinking of the learning process, the understanding or development of oneself related to monitoring, and evaluate learning outcomes. It is also pointed out that LLS is "a conscious mental activity that provides goals or intentions, actions taken to achieve goals, and learning activities" (Tanjung, 2018).

Online writing class of WhatsApp include MALL (mobile assisted language learning), which means "formal and informal learning through processed devices that may be used anytime, anywhere" (Kukulska-Hulme & Shield, 2008). Language learners who use phones, tablets, electronic dictionaries, MP3 players, and gaming devices to learn from their own hands can improve their language skills. WhatsApp was created in 2009 by Jan Koum and Brian Acton. It is a popular instant messaging widely used in various devices and gadgets. It has also been booming since 2010 and was used by more than 350 million users in 2013 (Susanti & Tarmuji, 2016, p. 26). In fact, WhatsApp can be used by students to develop their own ideas (Hamad, 2017). However, many students, especially whose English is a foreign language, usually avoid learning English because they are difficult to understand. This problem occurs because they actually lack the ability to write in English. Therefore, teachers need to find suitable strategies for writing teaching so that students can learn English actively.

Regarding learning strategies with writing skills, Grenfell & Harris (1999) proposed the following definitions:

Alnufaie & Grenfell (2012), "Writing strategies are conscious behaviors and techniques that can be taught and learned in written form." Therefore, using LLS can help students cope with situations, evaluate their work, and learn how to learn from successes and failures, thereby becoming more efficient in the future. Besides, working together helps solve problems and improve English writing.

According to a study conducted by Setiyadi (2016) to determine the use of writing strategies and writing performance, data collected through thinking

protocols found that students have been using strategies since reading writing prompts until they finished writing. This study's findings indicate that the two groups reported their thoughts on the use of writing strategies, and the strategies between the two groups proved to be very different.

Then the use of Facebook as Language Learning Strategy (LLS) Training Tool on College Students' LLS Use and Academic Writing Performance (Alias, Manan, Yusof, & Pandian, 2012), Indirect strategies can be taught using online social networking sites such as Facebook as a medium of communication among students. According to Tanjung (2018), Language Learning Strategies in English as a Foreign Language Classroom in Indonesian Higher Education Context, language learning strategies are not yet familiar to Indonesian students. Based on their age by providing several steps according to LLS considerations, the results of the study showed that most students used metacognitive (M = 3.857), cognitive (M = 3.707), and compensation strategies (M = 3.563). Yunus & Mat (2014), writing needs and strategies of FELDA Primary ESL Pupils, this study investigates the needs and writing strategies among primary ESL FELDA students. The findings show that students are interested in learning English and are aware of the importance of English, and use various writing strategies.

This study investigates the LLS used by students on writing skill through WhatsApp-mediated writing class at SMAN 1 Batipuh Tanah Datar West Sumatra. It provides several steps to make teaching programs more effective, considering LLS students. This study finds that traditional academic writing teaching methods are insufficient to improve students' academic writing skills. Therefore, this study investigates whether students' learning based on LLS usage and their academic writing performance can be improved.

B. Research Questions

Two research questions arise to solve problems illustrated in the background:

1. How is the process of language learning strategy on writing skill through WhatsApp-mediated writing class?
2. How do students respond to language learning strategy on writing skill through WhatsApp-mediated writing class?

C. Research Purposes

Based on the research questions, the purpose of this study is to know:

1. To find out the process of language learning strategy on writing skill through WhatsApp-mediated writing class

2. To find out the students' responses to language learning strategy of writing skill through WhatsApp-mediated writing class.

D. Research Significances

The study is expected to be a source of information about language learning strategy on writing skill through WhatsApp-mediated writing class. It is also expected to give some ideas and understanding to English teachers about the importance and usefulness of the WhatsApp-mediated writing class.

Practically, this research gives significance to:

1. Students

The results of this research are expected to help students to improve their writing skill through language learning strategy on writing skill through WhatsApp-mediated writing class.

2. Teachers

This research could contribute to all teachers to consider student's writing skills and determine the best strategy in the teaching-learning process to minimize student's gap and maximize their potential in learning English, especially in writing ability.

Theoretically, this study can be beneficial information for curriculum planners as an evaluation for creating improvement for students in writing ability.

E. Rationale

Going on with the 21st century, people can see that the rapidly developing education system, and technology have invaded life. Everyone uses smartphones today, using WhatsApp, Facebook, Twitter, Instagram, Telegram, and others. Nobody can deny that the generation taught today is the generation of technology. Whatever is done, it cannot stop them from using technology,

cellphones, iPads, and others. If people can compare the education system in the past five decades and the present education system, they will find a large gap between what teachers have used in the past by considering educational assistance, teaching methods, learning strategies, motivation, and others. WhatsApp is used to facilitate and create avenues for learning and communication too, because this is the most common application for students, and they always have a cellphone and smartphone in their hands; besides being inexpensive to activate the Application, WhatsApp also helps students to learn more languages good and improve their English skills; WhatsApp usage should be encouraged to increase collaboration between high and low achieving students (Mistar & Embi, 2016). WhatsApp flexibility can bridge the diversity of learning needs through circular writing (Fattah, 2015) and collaborative writing. Bouhnik & Deshen (2014), in the WhatsApp online class, there are several language learning steps in writing skills, namely rules, assessment, the example of activity, and writing task.

Language Learning Strategies (Oxford, 1989) is a term to describe the techniques, approaches, or actions that students make to facilitate learning new languages. O'Malley, Chamot, & Walker (1987), many studies have found that success in language learning depends on students' strategies consciously or unconsciously in the learning process.

Writing activities are based on the text's nature and organization, including labeling, rearranging, comparing, analyzing, correcting, identifying, rewriting, completing, aligning, and practicing (Richard, 2015, p. 499). Writing practices in class are identified into several types. Brown (2001: 343-346) mentions types of writing performance in class: imitative writing, intensive writing, self-writing, and display writing, and real writing. Brown (2001: 346-348) The principles for designing writing techniques are to incorporate the practice of "good writers," balance processes and products, take into account cultural/literary backgrounds, link reading and writing, provide as much authentic writing as possible, and frame techniques in pre-writing, composing, and revising the stages.

F. Previous Studies

The research about language learning strategy has done by Amir, Ismail, & Hussin (2011) was *"Blogs in Language Learning: Maximizing Students' Collaborative Writing."* This research explained about a blog that makes learning more personal, more interactive, and more dynamic. Blogging has emerged as one of the most popular forms of online discourse and provides opportunities for learning English to enhance students' knowledge of their written language performance. This research focuses on using blogs in language and IT courses to maximize students' collaborative writing. This research blog's results include ESL students' perceptions about how blogging can contribute to the development of student writing.

Another researcher who researches this strategy is Tarigan (2013) was about *"Language Learning Strategies Use in Teaching the Writing Skill for EFL Algerian Learners."* The method of the research is qualitative data. The research explained that investigates the application of Instruction Based Strategies (SBI) in writing skills, especially for English students at Mostaganem University Intensive Language Teaching Center, Algeria, to enable them to know which strategies are most suitable for them, and most importantly, using cooperative learning strategies to improve their writing. To collect data, a sample of student writing paragraphs was analyzed based on five rubric grading assessment lists: focus, content, organization, style, and convention. Thus, in the study of *analysis of language learning strategies on writing skill through online writing class of WhatsApp* there are several steps to make writing class more effective by paying attention to language learning strategies that are suitable for students by using LLSQ (Language Learning Strategy Questionnaire), WhatsApp is used as MALL (mobile assisted language learning) in teaching writing skill to be able to provide interesting activities.

Based on several previous studies, it shows that a variety of effective language learning strategies are used through WhatsApp to improve students' writing skill and very needed as a supporting source for analyzing the process of using language learning strategies to assist LLS students in writing skill

WhatsApp-mediated writing class. WhatsApp can be used as a Language Learning Strategy (LLS) training tool to investigate LLS used in students that assisted by teachers and their academic writing performance. Thus, it is necessary to research the process of using language strategies through WhatsApp-mediated writing class, especially in improving students' writing skill, and know the types of language strategies suitable for use in the Covid pandemic conditions of the WhatsApp application.