

CHAPTER I

INTRODUCTION

1.1. Background of The Research

English writing is a fundamental ability in second language learning that is useful in both academic and professional settings. Writing requires not only linguistic talents, but also complicated cognitive and metacognitive skills such as planning, idea generation, revision, and self- evaluation. Writing may be an expression of the use of language as a communication tool (Aninunnisa, 2023). Mastery of writing abilities in English is essential in higher education, particularly in marine and maritime-based study programs such as Raja Ali Haji Maritime University, due to the growing demand for scientific documentation, technical reports, and international communication.

Various research have revealed that students' learning practices have a significant impact on their ability to acquire writing skills. Hasibuan & Ginting (2022) stated that obtained four writing techniques that instructors employed while teaching students to write: journaling techniques, visualization techniques, brainstorming techniques, and rapid writers techniques. Students can overcome writing issues and improve

the quality of their writing by using learning strategies such as cognitive, emotive, and social approaches. However, the application of learning methodologies is frequently personalized and contextualized. As a result, an in-depth understanding of students' learning processes in their local context is required to build effective learning interventions.

Writing abilities are one of the most difficult components of studying English in higher education. This is also true for Raja Ali Haji Maritime University students, who typically have a secondary education background with little exposure to academic writing methods in English. The challenges faced involve a variety of language issues, such as insufficient command of academic vocabulary, errors in the application of grammatical structures, and a lack of capacity to build meaningful and logical phrases and paragraphs. Furthermore, students frequently face challenges in formulating autonomous ideas and structuring them into comprehensive and communicative writing. Proficiency in a variety of linguistic components outside the language that will be the essay's subject matter is necessary for writing abilities (Sugiharto et al., 2024). These writing abilities necessitate not only technical language skills, but also the capacity to think critically and organize, which remains a significant barrier for many non-linguistic students. One of the fundamental abilities that is typically thought to be the most challenging for foreign language learners is writing. Writing well is hard to learn, even for native speakers (Kusumastuti &

Listiani, 2020). In the setting of a vocational and maritime-based university, such as Raja Ali Haji Maritime University, this difficulty becomes even more complex because students must write not only in general, but also in academic and technical contexts based on their scientific subjects.

To address these problems, some students employ a variety of learning strategies, both consciously and unconsciously. These strategies include translating ideas from their native language to English, using digital dictionaries, reading sample academic texts, and reworking drafts several times. Learning strategies help pupils comprehend and know the target language by giving them guidance (Raniadi & Firdaus Umar, 2023). Some students use technology, such as grammar-checking apps, or solicit input from peers and instructors. However, the efficiency of these tactics is heavily reliant on students' self-reflection skills and metacognitive awareness. As a result, it is critical to investigate in depth how students use these writing learning skills in real-world situations and how these strategies help them deal with their issues.

The gap created by this condition is a lack of in-depth and contextual awareness of what learning strategies students employ to build their writing skills. Previous study on writing learning methodologies has not thoroughly investigated students' learning experiences, particularly in marine universities. A thorough and

ongoing education can help someone reach their greatest potential (Susanti, 2022). Indeed, a qualitative approach can provide a more complete view of students' thought processes, perceptions, and actual writing experiences.

Previous research has revealed a variety of learning strategies that students employ to improve their writing skills, including preparation, self-monitoring, and editing. According Atmowardoyo et al. (2021) research shows that high-achieving students use a variety of learning tactics to increase their English hearing, speaking, reading, and writing skills. These tactics represent metacognitive awareness and technology use, and they are important for the development of post-pandemic language teaching. A study from Pongsukvajchakul, (2021), 100 undergraduate students at Kasetsart University in Thailand found that social strategies were the most common learning techniques utilized in English writing, followed by memory, compensatory, metacognitive, cognitive, and emotional strategies. This study utilized the SILL questionnaire and was statistically examined. The findings revealed substantial differences in approach use based on field of study, year of study, and writing frequency, but not by gender, age, or English grade. Dari et al., (2022) did a study in Indonesia that looked at the writing styles employed by 125 freshmen English majors in academic settings. The findings revealed that the majority of students used strategies somewhat, with the during-writing

stage being the most common, followed by pre- writing and revision. The findings highlight the necessity of developing process-oriented and student-centered writing teaching that considers the strategies students employ at various phases of writing, such as prewriting, writing, and revision. As a result, there is still a need for more contextualized and in-depth research into the writing learning process as well as the strategies students employ, particularly in a higher education setting with distinct academic and professional characteristics, such as Raja Ali Haji Maritime University.

As a result, the purpose of this study is to delve deeply into the writing skills learning methodologies employed by Raja Ali Haji Maritime University students. This study, which will take a qualitative approach is expected to uncover the internal dynamics of students' writing learning process, including the problems they confront and how they overcome them. The study's findings are likely to help design writing learning methodologies that are more contextual, relevant, and tailored to the needs of the students.

1.2. Identification of the Problem

Several primary issues can be identified as the foundation for this study based on the context that has been given, specifically:

1. Developing ideas, paragraph organization, academic vocabulary, and good grammar are all areas where Raja Ali Haji Maritime University students struggle while writing in English.

2. English writing skills necessitate suitable and efficient learning methods, but students' methods are not thoroughly understood, particularly in the context of vocational and maritime-based schools.
3. Since students' learning processes are still unique and haven't been well recorded, they can't serve as a foundation for creating contextual and pertinent teaching tactics.
4. Prior studies on writing learning strategies have mostly used a quantitative approach, and few have looked qualitatively at students' actual experiences using these strategies, particularly at Raja Ali Haji Maritime University.
5. Since maritime institutions have different learning features and academic needs than normal universities, there is little study that focuses on how students learn to write in these settings.

1.3. Limitation of the Research

To ensure focus and depth of research, this study has a number of restrictions that are explicitly stated. For starters, this study only looked at writing skills in English language learning, leaving out other language skills like reading, listening, and speaking. The research subjects are restricted to active Raja Ali Haji Maritime University students, particularly those who are now enrolled in or have previously completed English courses or other courses that need English writing skills.

The learning techniques investigated in this study are confined to those utilized by students independently and within the context of formal learning. The focus of strategies includes cognitive, metacognitive, and social-affective strategies, which students apply both consciously and unconsciously. The qualitative approach utilized in this research means that the data obtained is descriptive and exploratory rather than statistically measuring the relationship between variables. The research context is limited to Raja Ali Haji Maritime University's learning environment. As a result, the findings of this study are not meant to be broadly applicable to other higher education institutions with distinct characteristics.

1.4. Research Questions

The following key questions are used to formulate the challenges in this study in light of the previously mentioned limitations: What learning strategies do Universitas Maritim Raja Ali Haji students use for overcome their difficulties in writing English?

1.5. The Objectives of the Study

To find out the learning strategies used by Raja Ali Haji Maritime University students for overcoming their difficulties in writing English.

1.6. Significance of The Study

This study is anticipated to significantly advance the field of

English language acquisition, particularly postsecondary writing skills, both theoretically and practically

1. Theoretically

The study's findings should theoretically add to the wealth of research in language instruction, particularly in the area of comprehending how pupils learn to write in English. The results of this study can serve as a guide for future researchers who wish to increase their knowledge of common student experience-based learning approaches and develop theories regarding learning strategies in the context of local and vocational institutions.

2. Practically

a. For Students

This study can help students understand alternative learning strategies for improving their English writing skills. Understanding the tactics used by other students allows them to reflect on and assess their own learning styles and build approaches that are more appropriate and effective for their specific requirements and learning styles. This is supposed to boost students' learning freedom and confidence when producing academic writings in English.

b. For Educators

The results of this study can be utilized as a foundation for

lecturers and managers of study programs to create teaching strategies that are more contextual and responsive to the actual writing difficulties that students encounter. A better grasp of students' learning styles enables teachers to provide resources, methods, and advice that meet the requirements of their students. This includes offering suitable interventions to raise the standard of writing instruction.

c. For Other Researchers

Academically, this study can serve as an initial reference for future researchers interested in similar themes, particularly foreign language learning methodologies and writing skills. This research also paves the way for the development of larger-scale studies, both qualitative and quantitative, such as comparing techniques across institutions, levels of schooling, or disciplines of study.

1.7. Definition of Key Terms

1. Learning Strategies are methods or tactics used by students to assist with the writing process, both cognitively (organizing ideas), metacognitively (planning and reviewing), and socially-affectively (asking for help or discussing).
2. Writing skills refer to students' capacity to convey ideas logically, clearly, and in accordance with academic requirements.
3. Raja Ali Haji Maritime University students are engaged learners who are now or have previously participated in English writing lessons.

4. Writing difficulties refer to barriers that students confront when writing, such as restricted vocabulary, sentence organization, idea development, and self-confidence.

