

**Hak Cipta Dilindungi Undang-Undang**

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The novice English writers mostly find themselves arduous to get accustomed to learn English writing since this is not obviously their mother tongue which they were not taught at young age. This unfamiliarity leads to particular complexity to fulfill the objectives owing to the insufficient knowledge and the lack of capacities in how to write. Moreover, writing is seldom easy, and the truth is that writing is a process of discovery involving a series of steps which are very often a zigzag journey (Langan, 2008:14). In other words, novice or not will take a part in the challenging process.

Apparently, many learners seem unfortunately not to understand the important of practice when it comes to learning the skills required for study, (Najeeb, 2012:1240). This has to be changed, or it leads into their mind assuming that to write in English is to direct them into difficulty which students are hard to accept. Nevertheless, it is not meant to be improbable to be able to procure this language component. Therefore, a realistic attitude about writing must build on the idea that writing is a skill, not a “natural gift.” It is a skill like driving, typing, or cooking; and, like any skill, it can be learned (Langan, 2008:13). In other words, to gain writing ability, it demands practices.



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Practice means students need to take responsible for their own learning writing apart from teacher's guidance. In fact, learning how to write is not sufficient when students depend on framework of school or teacher which it only works to show them how to write yet the action or execution to do more to write, it turns back to students.

According to Shcarle and Szabo, success in language learning very much depends on learners having a responsible attitude (2000:4) attitude here means autonomy which is a pioneer to improve students' English writing (He, 2015:603). And, high achieving students are those who devote themselves to learn more independently through having their own way to learn (Ahmadi, 2011 in Mohamadpour, 2013:1189). Consequently, students, having autonomy towards their own learning English writing, are those whose writing is highly improved because they write in addition. Otherwise, those having no responsibility for learning writing are the ones whose writing is low.

This happened as contrast view from the theory above particularly at sophomore of State Senior High School 5 Pekanbaru in which English composition managed within school curriculum as compulsory competence might be either opinionated by some of the students as a merely necessary subject of school, and this opportunity is not well availed by some other sophomores to devote them to procure ability to write.

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By teachers recommended the students to take English class for extra time in school community or suggested them to at least review what is being learned as a way of self-taught; another term of autonomous learning. In fact, only few sophomores regarded English language learning as more than school necessity by their parents to join informal course.

Furthermore in second year, English was technically scheduled twice in a week; two obliged meetings. The researcher was also informed that the sophomores taught using similar School Based Curriculum (*KTSP*) syllabus to be a guideline in teaching and learning activities. However, every student's capacity was various including writing ability at certain difference; was not same as each other.

Conducting observations and interviews to English teachers and some of sophomores in preliminary research on a week last of January 2017 acquainted with some other clear situations during the research. Additionally, the process of English language in term of teaching and learning had more than above described illustrations. There are some more points found below:

1. Some sophomores approved of being responsible to take parts to control English writing. Otherwise, few of others were considered less accountable to strive learning English writing due to limited knowledge or insights they had about the subject and in particular its proficiency.



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2. Some of sophomores being inappropriate ability in English writing had no explicit background knowledge how autonomous they need to shape should behave.
3. Some sophomores being passionate to English writing said that having ability to write would contribute them good English language structure. Otherwise, few of others concluded that English writing was too arduous to learn at first in order to help them and to agree on striving to this proficiency.
4. Some of sophomores preferred consulting with their peers to the teacher identified as the ones who could not carry out the writing lessons by themselves with or without the teacher's help. Yet, there were sophomores doing both.
5. Some of sophomores had no explicit idea and purpose why they learnt English writing and what motivated them to learn it intensively except this proficiency was a part of compulsory subject to follow.
6. Some sophomores reviewed the teacher's feedback autonomously. However, some of others would re-check when they were required due to having no willingness.
7. Few sophomores kept ensuring their comprehension of lessons learnt through confirming it with the teacher. However, some of others took the opportunities for granted, did not respond, and preferably remained silent.
8. Few of sophomores responded that being taken control as a student learning English language was to necessarily study not to intensively master each proficiency including learning writing English.



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9 Few sophomores understood how and what to revise their lesson problems. Meanwhile, some of others had lack of insights or knowledge to revise their writing mistakes.

Grounded on the preliminary phenomena mentioned above had the researcher decided to conduct a research project entitled; “The correlation between sophomores’ autonomous learning of writing and their writing ability at State Senior High School 5 Pekanbaru”.

B. Problem

1. Identification of the problem

From the upshot of preliminary findings, the researcher indicates some students’ issues as below mentioned:

- a. Few of sophomores were considered less accountable to strive to learn English writing due to limited knowledge or insights they had about the subject and in particular its proficiency.
- b. Some of sophomores being inappropriate ability in English writing had no explicit background knowledge how autonomous they need to shape should behave.
- c. Few of sophomores concluded that English writing was too arduous to learn at first in order to help them in and to agree on striving to this proficiency.

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- d. Some of sophomores preferred consulting with their peers to the teacher identified as the ones who could not carry out the writing lessons by themselves with or without the teacher's help.
- e. Some of sophomores had no explicit idea and purpose why they learnt English writing and what motivated them to learn it intensively except this proficiency was a part of compulsory subject to follow.
- f. Some sophomores reviewed would re-check when they were required due to having no willingness.
- g. Some of sophomores took the opportunities for granted, did not respond, and preferably remained silent.
- h. Few of sophomores responded that being taken control as a student learning English language was to necessarily study not to intensively master each proficiency including learning writing English.
- i. Few of sophomores had lack of insights or knowledge to revise their writing mistakes.

2. Limitation of the Problem

Preventing misconception made the researcher decided to focus and concern these both of subject and object of research on finding out how both X variable (sophomores' autonomous learning of writing) and Y variable (sophomores' writing ability, precisely in narrative text based on what was being taught by the time of research conducted) work in term of correlation at State Senior High School 5 Pekanbaru.



3. Formulation of the Research

This issue is formulated in an essential question; is there any significant correlation between the sophomores' autonomous learning of writing and their writing ability at State Senior High School 5 Pekanbaru? And, equally important, it coincides with being found out in the following data as well:

- a. The sophomores' autonomous learning of writing.
- b. The sophomores' writing ability particularly in narrative text.

C. Objectives and Significance of the Research

1. The Objectives of the Research

This research is confirmed to identify if there is a significant correlation between sophomores' autonomous learning of writing and their writing ability at State Senior High School 5 Pekanbaru.

2. The Significance of the Research

It is expected that the findings of this research have the following importance. In the first and foremost, it adds valuable input to our knowledge either as readers, researchers or educators that there is a strong significant correlation between autonomous learning of writing in connection with writing ability. In addition, the result of research serve as evidence that understanding, promoting, examining and having autonomy in learning writing towards particularly writing proficiency is essentially necessary to be executed. Therefore, it is a need to continue similar study, and it could possibly be making an attempt on other English competencies; speaking, listening and reading.

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3. Reasons for Choosing the Title

The reasons are based on several considerations, this research has:

- a. Relevance to his status as a Bachelor majoring English Education other than researcher's preference.
- b. Become the researcher's idea and initiation since this title has been discussed and implemented widely.
- c. Contribute background knowledge at researcher's first education, and
- d. Broaden more insights related to how important autonomy is in learning English writing.

D. Definition of the Terms

- a. Autonomous Learning; ability of a learner to take control of their own learning and to make choices of learning strategies autonomously, (Holec, 1981:47, Littlewood, 1996:97).
- b. Writing Ability; a basic language skill for students who need to know how to write, (Harmer, 2001:79).
- c. Narrative text; storytelling, whether relating a single story or several related ones. Through narration, making a statement is clear by relating in detail something that has happened to us (Langan, 2008:203).