

## CHAPTER I

### INTRODUCTION

This research is to find out how to apply memory strategies in writing. This chapter describes the research background, scope, research questions, research objectives, research significance, and definitions of key terms.

#### 1.1 Background of Study

In recent years there have been many studies on memory strategies. (Levin, 1983; Mastropieri, Scruggs, & Fulk, 1990) have found memory strategies (traditionally known as mnemonics) to improve memory through the connection of new knowledge with familiar words and images. Memory strategy, as one of the most effective strategies in the process of learning vocabulary words is a very powerful mental tool. Including activities to remember and retrieve new information such as acronyms, words, pictures etc. Help learners to relate second language items to new ones. Oxford(1990: 38) states that the mind can store about 100 trillion information, but only part of its usable potential except memory strategies come to the aid of the learner. He divides memory strategies into four categories, all of which have different techniques Making Mental Connections, Reviewing Well, Employing Action Oxford(1990).

Using memory strategies is helpful in learning new word items and remembering them in the long term. Hertzog, Price, & Dunlosky, (2012) research on strategy memory found that participants used a variety of strategies to encode

and retrieve information in and from memory. Moreover, the choice of this strategy affects various factors including the characteristics of the problem for example, difficulty of the problem Pyc & Dunlosky (2010) and time constraints, price, Hertzog, & Dunlosky (2010) etc.

In some Asian countries including Indonesia, English as Foreign Language (EFL) Writing is one of the most difficult skills for students. This is in line with Richard and Renandya (2002: 303) stating that writing is the most difficult skill for second and foreign language learners. They claim that writing not only generates and organizes our minds' ideas, but also translates these ideas into readable text. Students difficulties in writing English can be influenced by a lack of vocabulary, lack of knowledge of grammar, lack of written practice and ideas. Other difficulties can also be influenced by differences in language structure, ways of expressing thoughts, writing styles, and various cultural factors that greatly affect the writing of foreign language learners. This is supported by Sulasti (2003), the problems they face the most are about how to write, what to write, and lack of vocabulary and inability to structure.

Writing is a complex process that supports students to explore their minds. In writing essays students practice writing which only involves the production of the material studied to learn to write spelling conventions, punctuation marks, and grammatical agreements. Hadifield (1992) noted the difficulties for students in learning the skills of writing. Firstly, writers cannot be used with readers, secondly students who suffer from linguistic difficulties in the language used in speaking are not the same as writing, and thirdly EFL students who did not know

the discourse of patterns attached to certain types of writing had more clarity. Important is very important in essay writing, it is related to the ability to arrange ideas on paper.

Writing is not just writing and writers not only convey thoughts and ideas, but are required to develop language skills that help them produce essays, journals, and research papers, but writers will develop texts or essays that can be understood by using good language. In this case, a writer must pay attention to vocabulary, coherent and cohesive, grammar in addition to applying critical thinking during the writing process. Azizi (2010) defines writing as a systematic skill that enables learners to convey their knowledge including vocabulary, grammar, and structure. To produce a good text, writers need to be taught from an early stage of learning Nemati, & Estahbanati (2017). During the learning process, students should be encouraged to think creatively and critically. This will help students to express thoughts that are right for the reader in addition to organizing ideas coherently.

In addition, it is very important for the writer to present the idea clearly and persuade the reader to accept the proposed idea. There are several types of features that the writer should consider during the writing process including language proficiency, writing competence, use of cohesive language, writing strategies and personality characteristics of the writer. Among these features, the writing strategy is said to influence the writing process of the writer and the writing performance as claimed by the writer Chien (2012) who used the writing strategy in their writing process to excel in their writing performance.

Memory strategies have been studied by several researchers. In Indonesia there are also several studies on strategic memory but these studies are still general in nature. Such as the level of proficiency and choice of language learning strategies for Islamic university students Alfian (2018), Memory based comparative analysis and model-based Collaborative filtering on the implementation of a recommendation System for e-commerce Munajat (2016), and understanding student learning strategies as input context for designing English class activities Hamdan (2011).

However, research on how students apply memory strategies in writing essays is still lacking. Seeing some English lecturers giving students assignments to write essays, this is because writing essays will continue in writing student final assignments. Students will be trained to write essays so that at the time of writing their final assignments, students will not experience difficulties. In writing an essay, memory strategies is needed because students must be able to see the issues that occur, think critically, read a lot of references, then give an argument in written form. That is the reason this study only focuses on students who apply memory strategies in writing essays.

## **1.2 Scope of the Study**

This research was conducted on students majoring in English Education in the fifth semester. When writing essays, students often write academic essays. In writing student writers have three main jobs such as choosing a topic.

That interests students, narrows down the selected topics that are appropriate to the writing task, and gathers information and develops ideas Oshima & Hogue (2006). In this case, the use of memory strategies in writing essays can help students think critically and can provide written arguments or ideas.

### **1.3 Research Question**

How do students apply memory strategies in writing essay?

### **1.4 Purpose of the Study**

Based on research questions, this study aims to investigate how students apply memory strategies in writing essays, especially writing essays in English in class B in the five semester of English education at IAIN Kendari.

### **1.5 Significance of the Study**

This study aims to determine the memory application strategy in English. This study offers some important insights into a number of aspects of theoretical and pedagogical benefits. The results of this study can be a reference for those who want to conduct research in analyzing students' ways of learning English.

First, this research will be useful for students. This research provides a useful and referential contribution in developing students' interests and ways of learning English by applying students' memory strategies as a medium of learning in reflection.

Second, for teachers or lecturers, with this research they can find out how students remember lessons, especially the word. After knowing how to apply the memory strategy when they write in English in learning English.

Finally, this research will be useful for the IAIN Kendari develops students' learning strategies using memory strategies and develops their knowledge and teaching quality. In addition, with this research, it is hoped that not only the English Education Department who uses memory strategies in learning but also other parties can apply this activity in learning.

### **1.6 Definition of Key Terms**

For research purposes, the researcher will define the terms used in this study as follows:

EFL student stands for English as a Foreign Language teaching English to students who are not English for the first time.

In this study, memory strategy is a technique that can be used to learn and retain new knowledge. Means using one of the techniques designed to help a person remember.

Writing essay is a writing that describes an opinion of the author about a particular subject that he is trying to assess. Writing an essay means turning related ideas into arguments.