

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Writing is one skill that expresses ideas in written form. It must be taught and practiced because it is such an essential feature of learning language which provides the way of combining vocabulary, spelling, and sentence pattern. Writing conveys information, messages, or ideas in a sentence. Harmer (2004:86) states that writing is a process and what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.

Students must have good capabilities in the writing process and aspects of writing. The students must be able to organize the idea, construct the sentence, to use function and spelling well. Writing will be good if it follows the steps in writing. Harmer (2004: 4) defines the 4 stages of writing, they are planning, drafting, editing, and final version. These steps are necessary so that the final writing result is the best.

The results obtained in writing is a text. There are many types of writing, namely narrative, recount, descriptive, procedure, and report. The type used for this research is descriptive. Anderson and Anderson (2013) state that descriptive is a text which describes a particular person, place or thing.

Students can write a text composed of descriptive text. But some students struggle to write this text, they are confused to assemble a descriptive text due to a lack of understanding of this material. Because of these problems faced by students in writing descriptive text, it becomes the ambiguity in both grammatical, ambiguity of the sentence, etc. To solve this problems, students should use a strategy for making their learning easier.

Learning a writing skill needs a strategy. The strategy can support the success of a learning process. Oxford (1990) states that learning strategies are specific actions, behaviors, steps, or techniques that students use to improve their progress in developing skills in a second or foreign language. There are many kinds of learning strategies. There are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies

In language learning, metacognition is one of the most dominantly used learning strategies. The metacognitive strategy helps the learners to design and maintain their learning process. There are 3 aspects in metacognitive strategy and each aspect has a characteristic, those are planning, monitoring, and evaluation; it is explained by O'Malley and Chamot (1990).

In the process of the plan, the student prepares everything that must be prepared like what they are going to do, what

sentence they are going to arrange, etc. Then, in the process of monitoring, students try to complete their assessment or progress of their learning, but surely they found obstacles. These obstacles must be solved by themselves with the understanding that has been given by the teacher. Last, in the process of evaluation, here they have completed the task. They must be good at evaluating the performance of their assignments.

From the explanation above, the researcher wants to know how the process of metacognitive strategy during the students writing descriptive text. Based on the problem that happens in writing, the student is not able to solve the problem on their own such as not knowing how to compose a descriptive text sentence, words that match the required text, and the main problem is English Language is a foreign language which makes students not motivated to learn. Because of these problems, when students have problems in writing they become unfocused. This strategy can increase students' understanding of something that they do not understand, then they became more understanding by completing it by themselves. The essence of this strategy is the students must have a high curiosity spirit.

Then, the researcher takes the preliminary data to strengthen the statement or the expectations for this strategy. The researcher

takes 2 students. Based on the observation, the data obtained are as follows:

*First Student ( S M )*

**Researcher (R)** : *What would you do, when your teacher is given a picture or word then asks you to write a descriptive text?*

**Student (S)** : *Think first*

**(R)** : *What do you think?*

**(S)** : *What kind of sentence will be made*

**(R)** : *When you wrote, have you ever thought of changing your writing?*

**(S)** : *Yes, if I doubt, I will change it*

**(R)** : *Did you try to read again your writing before you collected it? If it's "Yes" How many times did you do that?*

**(S)** : *Yes, I did it. I did it around 2 or 3 times.*

*Because I want to see whether it's correct or not*

The first data explain that the student applies a metacognitive strategy. When monitoring, she got a little distraction when she had doubts about her writing. This could be seen from the students' statements when asked by the researcher. “ *When you wrote, have you ever thought to change your writing*”, then, she answer “*Yes, if I doubt, I will change it*”. There is a possibility that she wants to change it, firstly she is not sure about his writing, and secondly, there is a desire to add or reduce existing sentences or words in the text that he has done. This is normal

for every student, and based on these problems students should be able to solve them alone.

*Second Student (R L I)*

**Researcher (R)** : *When you are given a picture or word, then the teacher asks you to write a descriptive text. What would you do?*

**Student (S)** : *Think about it, and what will I make*

**(R)** : *When you wrote, have you ever thought of changing your writing?*

**(S)** : *no*

**(R)** : *why?*

**(S)** : *lazy sis. In my opinion, it's right. It was too complicated to repeat from the beginning.*

**(R)** : *When you want to collect, do you check your writing?*

**(S)** : *No. Must be gathered quickly*

The other preliminary data was from the second student, step of metacognitive strategy applied are only planning. Almost everyone must make a plan in advance, about what they want to make. Then, what he did not apply was step monitoring, as seen from his statement when the researcher asked him "*Then when you were writing, didn't you think of changing the writing?*" And the results obtained turned out that the student did not do it. "*Lazy sis. In my opinion, it's right. It was too complicated to repeat from the beginning.*" The reason given by the student can be concluded that students who have low student motivation in

learning English will not notice what they do. He only focuses on what is important he is ready to do the task. Another reason, the student is not interested in learning English, this is one of the earliest causes he has.

From both of the data, it can be concluded that students who have a high interest in learning, when they do not understand the material, then they take step, namely by discussing with their friends or asking their teacher what they might not understand. Conversely, students who lack interest in learning. He didn't care or didn't know what to do, so he took the act of cheating with his friend. In this strategy, the teacher acts as a facilitator to help students understand the material, and also the teacher must teach them metacognitive strategies. This strategy helps students to improve their understanding and also get new knowledge from what they don't know. However, from the results of these interviews, the second student did not apply metacognitive strategies such as in the state from O'Malley and Chamot (1990), there are three aspects in the metacognitive strategy: planning, monitoring, and evaluation. From the data, the step taken is only planning. Monitoring and evaluation activities were not carried out by second students who lacked interest in learning.

There are several previous researches related to this study. First, Khikmah's research (2018) investigated the use of

metacognitive strategies in writing, where the goal is to evaluate the students' attitudes in the proposal writing process. The researcher explained the result of the use of metacognitive strategies that are done by the student in doing proposal writing. The researcher provide a detailed explanation of the title he raises as a problem in his research, such as attaching the results of the data taken using a questionnaire. Then, from Puspita (2016) examined the metacognitive strategies as a learning strategy to be developed in improving students' writing skills in recount text. The researcher described the results of his research as quite complete and also attaches several statements based on the previously agreed expert.

Based on the problem that happens, the researcher research and analyze the student's metacognitive strategy in writing skill exactly in writing the descriptive text for tenth grade. Moreover, this research aims to explain to the reader that metacognitive strategy can be combined with writing skills. Then, it can make students think more critically, improve their understanding of something.

## **B. Problem of the study**

Based on the background of the study above, the problem is formulated as follow “ What are the aspects of metacognitive strategy that students of tenth grade Mas Plus Al-Ulum use in writing descriptive text?

## **C. Objective of the study**

Based on the problem of the study above, the objective of the study is to investigate the aspects of metacognitive strategy that students of tenth grade Mas Plus Al-Ulum use in writing descriptive text.

## **D. Scope of the study**

This research is focused on the analysis of the metacognitive strategy used by the students of Mas Plus Al-ulum in writing descriptive text. The researcher researched the tenth grade and the data include 15 students. The researcher used O'Malley and Chamot (1990) as the theory for the aspects of metacognitive strategy .

## **E. Significance of the study**

It is expected that the findings of this study offer theoretical and practical significance.



1. *Theoretically*, the findings of this study are expected to be useful for the enrichment for addition of some new theories and information in the area of how the aspects of metacognitive strategy occurred during the writing of descriptive texts.

2. *Practically*, the findings will be useful:

**a. Student**

The finding of the research can be useful input for the students to enhance their skill in English language especially writing skill, and students can know the progress of their learning by using this strategy.

**b. Researchers**

For the researchers, the research can give a practice in developing her knowledge and skill in problem solving processes and for other researchers, this research can give general knowledge how metacognitive strategy happen during writing descriptive text.