

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English students learn to write. They learn to write from writing instruction offered at English Department. They express ideas in a paragraph or a text in English. To achieve this, they receive instructions, from sentence to paragraph and from paragraph to meaningful whole composition as text to make meaningfulness from instruction, they do learning to write both during the instruction or outside. Learning a language takes complex abilities (Hun and Ellis 2004; 289) and people commonly forget this process. But in doing learning such as second or foreign language learning like English, these complex processes take place. In learning to write students operate their complex capabilities and some of these are metacognitive performance, and grammatical achievement.

Writing is a process. In simple form, a student expresses the idea in a sentence, a paragraph or a composition. In second language writing, a student exercises to allocate words to be meaningful sentences, and then she has to compose a whole set of sentences into a paragraph, and a whole set of paragraph into a composition. In doing so, she operates her capacity how to put words together, then sentences together to be a meaningful paragraph, and further, how to exercise to compose this meaningful paragraph, into a meaningful text.

Again, since language learning is a complex process from exercising how to do allocating words into sentences, then how to put sentences into a paragraph, and further putting of paragraph into a text are altogether a complex process. First the students express

meaning by allocating the meanings through grammatical sentences. Further, in one aspect a student doing a paragraph are combining all sentence meanings and communicate function into a meaningful unit in a paragraph and such paragraph are reconstituted in a thematic structure of a given new information (Hun and Ellis 2004; 292). This meaning composition in nature merits complexity of sentence processing into paragraph and from paragraph processing into text.

In writing instruction, how the sentence processing into paragraph processing into text are not well known. Not even known, whether a writer starts from a discourse into text wording in a to-down processes, or from words into sentences, into paragraph , the bottom-up process as many teachers assumes it. The students experiences in writing follows the writing approach of instruction such as controlled composition, rhetoric and process approach. In control composition approach, the teacher controlled the vocabulary and the structure of the language items and leave the message patterning and processing , to the learners individuals enterprise. In other words, little attention is given to the process how to make a coherent paragraph on the basis of how such abilities be gained by training the learners in their complex thinking abilities particularly their metacognitive performance. In a rhetoric approach the learner is faced and trained to perceive the complexity of communication in writer- text-audience line to make a meaningful text for the reader. Again, the complexity of paragraphing and composing are left to the learner's individual efforts to the mastery of the writing arts. The aspects of metacognitive are more or less considered as important factors in developing writing ability. With respect to these paragraphing and composing aspects in writing ability, this thesis research the relation between metacognitive

performance, grammatical achievement and writing ability. In other words, the learners given exercises in composition is a pragmatic reality.

1.2 The Problems of the Study

Since the research was interested in metacognitive performance, grammatical achievement and writing ability, the problem of this thesis were as follows.

1. Is there any significant correlation between student's metacognitive performance and writing ability?
2. Is there any significant correlation between student's grammatical achievement and writing ability?
3. Is there any significant correlation between student's metacognitive performance and grammatical achievement and writing ability?

1.3 The Objective of the Study

The Objective of this study, as conveyed in the problem was to examine the correlation of student's metacognitive performance, grammatical achievement to writing ability.

1.4 The Hypothesis of the Study

Ha : 1. There is a significant correlation between student's metacognitive performance to writing ability.

2. There is a significant correlation between student's grammatical achievement to writing ability.
3. There is a significant correlation between student's metacognitive performance and grammatical achievement to writing ability.

1.5 The Significance of the study.

It is expected that findings of this study will be relevant and useful in some aspects:

1. This study offers a tentative description of student's metacognitive performance.
2. This study discusses some aspects of metacognitive performance.
3. This study discusses some aspects of writing ability.
4. This study attempts to offer an explanation upon the nature of correlation between the student's metacognitive performance, grammatical achievement and writing ability.
5. All this information may contribute as input access to the profile of English department learners in the students under study.