CHAPTER I

INTRODUCTION

1.1 The Background of the Study

One of the most important missions of learners is how to learn on their own throughout their lifetime. How we learn how to learn, how we know what we have learned and how to direct our own future learning are all questions addressed by the concept of metacognition. Metacognition is knowledge about cognition and control of cognition. It means that metacognition is one's knowing about his knowledge of himself, other persons, and the world and also his knowing about his experience of putting the knowledge into cognitive actions.

Flavell (1979: 907) covers two types of metacognition, namely (1) knowing that one knows about something that is called metacognitive knowledge and (2) knowing that one is using what he knows (his knowledge) into actions that is called metacognitive experience. Metacognitive knowledge and metacognitive experiences have differences only in their content and function, not in their form or quality. As a matter of fact, both metacognitive knowledge and metacognitive experience are knowing that one knows.

The use of "knowing" here is the awareness of him that applying his knowledge in the form of behavioral action, what he is aware of something that he does and others. If metacognitive knowledge is entering consciousness (awareness) in our brain, whereas metacognitive experience is activating what

strategies used in achieving our aim and also we really know and understand how to do the best in achieving our aim.

Metacognition often occurs in situations when learners become aware of the fact that their cognition, their ability to comprehend something has failed them, for example, not being able to understand some information or a formula, and that they have work to do to make sense of it.

Metacognition enables and helps us to become successful learners because by applying metacognition in learning, one knows and aware the lack of him and want to use his knowledge for active control in everything for his life. For example, one knows that he lack of English writing, then he know the lesson like text structure will help him to understand how to make a good English writing. And then he practice to write in English such as, narrative, procedure or so on. So that, everyone will activate his knowledge for real life or situation.

In this case, the researcher would like to see metacognitive process in English writing. Writing is a critical component of humanity's story that can appear by writing in stone, wood, paper and nowadays in digital technology. Writing can foster a sense of heritage and purpose among members of communities or nations, help to maintain connections for each others which is important to us as the reader, enhance self-exploration, psychological benefits, experience and so on (Graham: 2006 in Hacker & Graesser: 2009). Writing is to communicate and learn something that we need then we explore in writing, so people as the reader will be able to understand the writer's means. But now, so many students could not write in English very well. Unfortunately, this condition

often occurs to the university students of the third semester in STIP-AP. So that, the researcher want to see the causes why they don't want to write in English in the classroom and in the daily life. In this research, the researcher focuses on metacognition. The reason for using metacognition is giving more opportunities to students to make turns in writing during the times allocated. They can express their ideas freely because they do activities by think aloud how to plan, monitor and evaluate their writing.

In the real situation, the students who have learned the foreign language for years are not successful as government's expectation in every curriculum, especially in writing skills. Most of them lack in English writing. They always confuse to understand how to write a good writing in English, not confident to practice their writing, and poor of the vocabulary. It shows that there are something wrong in their mind especially awareness, it means that in the metacognition. In other words, there are many students are not aware in English writing. Awareness is always of something that is present; even if we are aware of remembering an experience we had years ago, we are remembering it now, in the present. If we are not aware we may lose my self in the memory in the emotions it engendered then. If we are aware we may not lose my self; our awareness give us a sense of distance from the memory and an opportunity to reframe it in line with what is emerging for us in our present internal and external circumstances.

There are many things that show every students are not aware in English writing. For the first, not aware of using vocabulary, for example: a student want

to write "komputer itu sedang bekerja" then, she/he write in English text "the computer is working" actually the correct sentence is "the computer is running". Students also make mistakes in grammar, for instance: he want to write in English text "kami tidak mengerti pelajaran itu" then he write "we not understand the study" the correct sentence is "we don't understand the lesson". And then they also often make mistakes in diction, for example: they would like to write "harga itu naik" then they write "the price is climbing" actually the correct word is used is "increasing" because the word "climbing" is for somebody that want to go to the top of mountain. And the last is culture, so many students do not aware about the way of writing based cultural context. In addition, when writing possessive students still make mistakes, such as to write in plural they write like this "student's books" it should be "students' books". And then, students still make mistakes in writing a paragraph, they do not know and aware how to write a main idea and supported idea in a paragraph (cohesion). That's all the weaknesses of students in English writing. It means that they are not aware their learning. They are learning writing involves vocabulary, grammar, culture and cohesion but they do not aware in all terms in writing and do not want to know about text structural. So that, by metacognition, students can plan, monitor and evaluate theirselves in English writing.

With reference to the findings the writer would like to see metacognitive process that occur in English writing. The writer chooses the topic about metacognitive process because almost students who could not write in English very well, it is signed that there are something wrong in their metacognition. It

means that their metacognition doesn't aware too. Beside that the writer thinks to see what happen in the their metacognitive process in English writing is very interesting and useful to make the students would like to think aloud first before write a text grammatically and effectively without feel afraid to make mistakes. And also to see students' awareness in English writing, why the metacognition occur in students, how it is occur and what kind of metacognition occur to the students' English writing. All of that to help students to aware the lack of English writing and the students want to study and write in English very well.

1.2 The Problems of the Study

The problems of this study are formulated as the following.

1. What metacognitive processes occur in the students' English writing?

2. How does students' metacognitive process occur in English writing to the third semester students of STIP-AP?

3. Why does the metacognitive process occur in the way it does?

1.3 The Objectives of the Study

The objectives of the study are to find out:

1. to find out what metacognitive processes occur to the students' English writing.

2. to describe how does the metacognitive process occur in English writing of STIP-AP students.

3. to find out the reason why the metacognitive process occur in that way.

1.4   The Scope of the Study

There are two elements of English writing from cognitive (knowledge) and metacognitive (mental process how to use the knowledge). This study only focuses to see metacognitive process that occur in English writing for the third semester in STIP-AP Agribusiness Development field and take three models of metacognition, they are planning, monitoring and evaluating.

1.5   The Significances of the Study

The findings of this study are expected to be useful and give benefit significantly relevant theoretically and practically.

Theoretically, the research findings are expected to enrich the theories and references of metacognition.

Practically, it is useful and to be the input for the students, lecturers, educational institutions and to other researchers of psycholinguistics to apply metacognition or to see the metacognitive process in English writing. That makes students can write in good English and uses in good grammar. And also we can aware to explore ideas and express understanding (fact and opinion) and also share knowledge or information with others by writing.