CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of the four language competencies which is important to learn. Wilson and Glazier say that "learning to write well is important, one of the most important things you will do in your education."[1] Therefore, the students must learn writing for exercise their skill. In addition, writing skill will useful for develop students thinking and their cognitive organizing.

Writing is not only about skill, but writing is a process that uses some rules and structures to produce good and proper writing. Nunan also states that "writing is both a process and product"[2] Moreover, students must understand about the process of writing. Among the skill, writing skill includes skills that are difficult for students especially foreign language students. Therefore, in teaching writing the teacher must be able to apply methods that are suitable for students and according to what they need to make the process of writing easier and can produce good writing.

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[1] Paige Wilson, Teresa Glazier. *The Least You Should Know About English: Writing Skills, Form B .* (United State America :Thomson Wadsworth.2007),206.

[2] David Nunan, *Practical English Language Teaching* (New York:McGraw-Hill Education, 2003),88.

Writing is one of the skills in language that is quite unique, because every people has different style in writing, depend on the writer knowledge and experience. Writing can represent the writer through every word and paragraph that written. Through writing, teacher also can know the student ability especially in English, because when the students write, they are must understand about grammar, vocabulary, the structure of text, and the ideas that will be used in writing.

Writing is an activity that can useful be preparing for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.[3] In writing, a learner must master about knowledge to write. The learner must be able to edit and reviewing his written. Writing is easier if the learner write from a strong knowledge base.

Meanwhile, there is some text that has to be mastered by students. There are descriptive text, procedure text, narrative text, and recount text. Recount text is one of the text that has to be taught in tenth grade students. In fact, many students of tenth grade still have problem in writing recount text.

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[3] I.S.P. Nation. *Teaching ESL/EFL Reading and Writing.* (Routledge :270 Madison Ave, New York, 2009), 113.

Recount text is one of text that usually retells a past event. Mark and Kathy Anderson (1997:48) in a journal defined that a recount as a piece of text that retell past event, usually in the order in which they happened.[4] Recount text is the text telling the readers about what happened. Hyland (2004:20), stated that recount text has social function to reconstruct past experiences by retelling events in original sequence.[5] The generic structure of recount text are orientation, events and resolution.

Based on researcher while conducting teaching practicum, students of SMAN 1 Pandeglang have different level of writing recount text. some students' problem in writing such as in grammar, vocabulary choice, logical thinking, develop ideas, organization of paragraph, spelling, style, and the other. Besides, based on the researcher's classroom observation, the students also that the students usually depend on the teacher on the planning stage and they are unable to monitor the process of their writing. these problems can make students confused and their motivation in writing are low. So, the teacher have to know how solve this problem to make students have critical thinking and optimize their cognitive abilities. Therefore their writing will develop and they can

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[4] Mutmainah. "The use of inside outside circle technique to improve students writing on recount text". *loquen Vol 10* (2017).

[5] Mutmainah." The use of inside outside circle". *loquen*, *Vol 10 (*2017).

make good writing by themselves. This statement support by the previous study by Ramazan Gotchu' which state that the students who learn English as a foreign language usually find it difficult to write in Englis.[6]

Moreover, effective English writing has long been a challenge in English language teaching. Refer to the previous research in Muh Arief Muhsin (2017) as any writing teacher has experienced, students are frequently worried about the prospect of writing in English (Gerlach,1994).[7] This can explain that teachers has challenge in English language teaching, especially in writing.

In addition, with the development of cognitive psychology, metacognition has drawn researchers' attention and provides a new perspective for EFL writing. Metacognitive theory mainly includes metacognitive knowledge and metacognitive strategy. Among all the learning strategies, metacognitive strategy is a higher-order executive skill which includes planning, monitoring and evaluating. Once learners have a good command of metacognitive strategy, they will become more independent and autonomous and will be more capable of planning,

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[6] Ramazan Gotcu. *"Metacognitive Strategies in Academic Writing"*, *Georgia:Journal of Education in Black Sea Region*, Vol. 2,(2017).
[7] Muh Arief Muhsin. "Improving Students' skills of Recount Text by Applying Transition-Action-Details(TAD) Strategy*". IJEE: Muhammadiyah University Makassar* (2017)

monitoring and evaluating their learning process and thus become efficient learners.[8]

Metacognitive strategies is one strategy that can build students autonomous. Autonomy is important thing for student especially in writing skill, because it can make student organizing their abilities. With metacognitive strategies, students can optimize their cognition and their writing will be directed. Metacognitive strategies can be used by teacher in teaching writing recount text. With this method, students learn how to control their own cognition.

Based on the explanation above, the researcher takes a title of this Having obtained information that some students at SMAN 1 Pandeglang Have difficulties in writing recount text as well as metacognitive strategies is one of strategy that can be implanted in the teaching and learning process. Therefore, the researcher believes that the study about **"The Effect of Using Metacognitive Strategies on Writing Recount Text"** is deserve to investigate comprehensively.

B. Statement of the Problem

Based on the background of the study above, the problem of the research can be drawn:

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[8] Mania Nosratinia, Shirin Adibifar. *"The Effect of Using Metacognitive Strategies on Field-dependent and Independent Learners' Writing". Scient Direct: Iran,* (2014).

1. How is the students' ability in writing recount text?

2. How is the implementation using metacognitive strategies in improving students' writing skill?

3. How does the effect of using metacognitive strategies in writing recount text?

C. The Aims of the Research

From the statements problem above, this research is conducted with purpose as follows:

1. To observe the students writing skill before treatment.

2. To investigate the implementation of metacognitive strategies in writing recount text.

3. To describe the effect of using metacognitive strategies in writing recount text.

D. The Scope of Limitation of the Research

Due to the researcher faces many obstacles in conducting this study. So, this study only concerns to investigate the effect of using metacognitive strategies in improving students' writing skills on recount text.

E. **The Significant of the Research**

The researcher hopes this study can give more knowledge and information to the readers and will deepen our understanding and knowledge about metacognitive strategies in writing recount text . Practically this study will be useful for English teacher in teaching process and for the next researchers as references.

F. **Previous of Study**

In this study, the researcher uses two previous studies as consideration in making this thesis. Those previous studies are :

1. Metacognitive Strategies in Academic Writing

The journal that written by Ramazan Goctu entitled Metacognitive Strategies in Academic Writing explain about metacognitive strategies in teaching writing. This research aims to investigate whether freshmen students at the Faculty of Computer Technologies and Engineering at International Black Sea University (Tbilisi, Georgia) use metacognitive learning strategies (MLS) in their academic writing and they are aware of them; also to find out whether their lecturers provide the development of MLSs in the classroom. This paper, therefore, intends to introduce metacognitive instruction in order to raise EFL writing instructors' awareness in

teaching and in order to train students to become self-regulated learners.[9]

There are similarity and differences between this study and the first previous study. The similarities are on the aspects analysed were aspects of writing and use metacognitive strategies. While the differences are the first study use qualitative research method and this study use quasi experimental research method. This study also analyse writing in more specific aspect that is about writing recount text.

2. The Effect of Teaching Metacognitive Strategies on Field-dependent and Independent Learners' Writing (Mania Nosratiniaa and Shirin Adibifar)

This study aimed at investigating the effect of metacognitive strategy instruction on the writing performance of field-dependent and field-independent intermediate learners.[10]

The similarity this study and the second previous study is on the research method that use quasi experimental research method. On the other hand the difference between this study and the second

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[9] Ramazan Gotcu. *"Metacognitive Strategies"*. *Georgia:Journal of Education in Black Sea Region,* (2017*).*

[10] Mania Nosratinia, Shirin Adibifar. "The Effect of Using Metacognitive*".Iran:Scient Direct,*(2014).

previous study is about the aspect that analysed. In the previous study analysed about field-dependent and independent learners' writing , but in this study analysed about writing recount text.

3. A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students (Fenghua Lv and Hongxin Chen)

    The study of metacognitive strategies-based writing instruction for vocational college students has been neglected for the past years. The author, therefore, carried out an empirical study to investigate the effect of metacognitive strategy training on students' writing performance in the hope of finding an optimal teaching approach for English teachers of vocational colleges. This teaching approach really embodies the teaching idea "student-cantered" and is targeted to foster students' metacognitive strategy, monitoring and evaluating abilities in English writing.[11]

    The differences between this previous study with this research is about the scope of the research. This research focused on the using metacognitive strategy in writing recount text.

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[11] Fenghua Lv, Hongxin Chen. *"A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students". English Language Teaching*, vol 3, (September,2010).

G. The Hypothesis of The Research

Based on the background of the study above, the writer submits the hypothesis. Mujis defined "Hypothesis can be defined as a tentative explanation that account for a set of facts and can be tasted by further investigation, as we mentioned earlier."[12]

1. The experimental hypothesis (Ha) There is an effect of the use of metacognitive strategies on the learning outcomes of students' writing descriptive text.

2. The null hypothesis (H_o) There is no effect of the use of metacognitive strategies on the learning outcomes of students' writing descriptive text.

H. The Organization of Writing

The organization of this research facilitates the readers in discussing the problem presentation and helps readers to understand what they read easily. This research is divided into five chapters.

Chapter I is introduction. It consists of seven parts : the background of the research, statement of the problem, the aims of the research, the scope of limitation of the research, the significant of the research, previous study, the hypothesis of the research, and the organization of the writing.

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[12] Daniel Mujis,*Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), p.16

Chapter II is theoretical framework. It consists of three parts. The first part presents writing which discusses about the definition of writing, the type of writing, process of writing, and writing assessment. The second part presents about definition of recount text, the generic structure of recount text, the purpose of recount text, and the example of recount text. The third part presents about definition of metacognitive strategies, the use of metacognitive strategies in teaching writing, the function and the purpose of metacognitive strategies, the advantages and disadvantages of metacognitive strategies.

Chapter III is research methodology. This chapter presents research methodology which discusses about method of research, place and time of research, the population and sample, instrument of the research, the techniques of data collecting, hypothesis, the technique of collecting data, and the technique of datasss analysis.

Chapter IV is research finding. This chapter consists of three parts. Part A presents description of data which discusses about the score of pre-test and post-test of experimental class and the score of pre-test and post-test of control class. Part B presents about analysis data which discuss about the score of distribution frequency. Part C presents interpretation of data which discusses about data of observation and data of students' achievement in the test.

Chapter V is conclusion and suggestion. This chapter is the last chapter which consists of general explanation about the previous discussion in this report and some suggestion that may be useful for the English teacher and further researcher.