

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents about the background of the research, research problem, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

#### **A. Background of the Research**

As a foreign language, English known as difficult lesson according to foreign students. Robertson et al., (2000) state it is probably no coincidence that at the same time that education and business have become more globalised, and the number of Asian students studying in English language nations has grown, research on the issues, difficulties and problems facing international students has also become more extensive and intensive in Australia and elsewhere. Some students face problem in learning English. It happens, because their mother tongue is Indonesian and English is as their foreign language. In learning English, learners have to study four skills which have to master by students namely speaking, listening, reading and writing. Listening and reading known as receptive skill while productive skill concern with speaking and writing. From four skills in learning English, writing is the most difficult complicated skill regarded by learners. According to Harmer (1991:53) "a piece of writing, however, with mistakes and half-finished sentences would be judged by many native speakers as illiterate since it is expected that writing should be correct". Beside it, Hyland

(2003:03) stated that “learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices syntactic patterns, and cohesive devices that comprise the essential building blocks of texts”. By the two statements above, it means that the reason why writing is more difficult than another skill is caused many native speakers pay more attention to the accuracy of writing rather than speaking. In other word, the difficulties appear when the students lack of knowledge of writing skill.

Writing skill is one of skill that is very important in human life. However, student is difficult to master it. Thus, it gives some troubles toward students, especially EFL students. It happens because students have common with speaking culture not writing culture. Hence, when EFL students asked to write, they will appear some responds, like not care, not serious, ignorance and many other responds. It appears in the result of their written which make of them. The result portrays EFL student’s attitude, interest, aptitude, knowledge, experience and ability in writing. If the result is not good and dissatisfaction, it means that EFL students lack of awareness to practice writing. But, if the result is opposite, it can say that EFL students have a good awareness to practice writing.

The EFL students careless in writing occurs when they think that English is difficult and is not their first language to communicate with another. Such as EFL students definition by Camenson (2007:02) who indicates that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic

studies, for traveling activities to an English-speaking country, or for business purposes. He also further stated that EFL students only spend a few hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skill, and have a native language background in the classroom (Camenson, 2007:02). In other word, EFL students regard that English as foreign language is obstacle to improve their writing skill.

Additionally, that makes most of EFL students are not proficient in English especially in writing skill is because they are non-native speakers and non-living English-speaking environment. It makes the practicing their English in writing problematic. Also, in many EFL students setting, English is used as a communication language in the classroom when the teaching and learning activities are occurring. Outside classroom, English may not be used because the community does not speak the language. In social environment, people use their mother tongue as the first language. Thus, it makes EFL students lack of awareness to learn English particularly in writing.

Actually, in teaching and learning activity such as in writing, includes three domains. The three domains mentioned cognitive, psychomotor and affective. Each domain has an important role to successful EFL students in learning English. The cognitive process helps students to understanding knowledge through their thought, experiences and senses. Psychomotor has important role towards students' physical skills such as movement, coordination, manipulation etc. Then,

affective domain helps students to emphasize a feeling tone, an emotion or degree of acceptance or rejection. Besides it, there is important matter which relate with those domains, that is cognitive and affective. Both of them give impact in teaching and learning process. In this matter, mentioned as metacognition.

Metacognition is one of manner to think in deeply with focus on one's own control. According to Oz (2005) metacognitive often defined as cognition about cognition or simply thought about the thought, has become a major field of enquiry in cognitive and developmental psychology and is recognized to affect cognition of human beings in various ways. It means that, metacognition defined as cognition about cognition or thought about thought.

Metacognition has as important role in learning activity. As Flavel (1979) state that metacognition knowledge plays a great role in cognitive activities which are responsible for second language learning; therefore, metacognitive knowledge should be given more credit in language learning. As the result, metacognitive is significant in learning English and should need more attention to create successful in learning.

Metacognition is very useful and gives advantage for student to enhance their skill especially in writing. According to Thamraksa (2004) state that metacognition knowledge awareness in language learning contributes to their progress in different language skills, specifically writing. Almost same with Thamraksa, Wang (2009) proposes that metacognitive knowledge has been recognized as a significant attribute affecting the process as well as product in

second language writing. Moreover, Kasper (1997) reveals that metacognitive growth of second language learners, apart from their ethnic, cultural, and linguistic background, correlates positively with their writing performance. As the result, metacognitive awareness brings positive effect to student in producing written text.

Actually, it is heavy to understand student's metacognitive awareness especially in writing. However, this matter is very important because in learning activity, metacognitive has significant role toward student's progress. In other word, the researcher needs previous research which relates to the research problem especially that investigates how the EFL student's metacognitive awareness. Therefore, the researcher tries to get extensive research concerns with developing and validating a metacognitive awareness writing questionnaire for measuring metacognition. Beside it, this research tries to give contribution by showing reports of questionnaire to know EFL students' metacognitive awareness toward writing.

Based on the case above, the researcher interests to conduct a research entitle: "EFL Students' Metacognitive Awareness to Practice Writing at the Seventh Graders of MTs Darul Huda Wonodadi Blitar".

## **B. Research Problem**

Based on the background above, the formulated research problems are:

1. How is the EFL students' knowledge of cognition to practice writing in MTs Darul Huda Wonodadi Blitar?

2. How is the EFL students' regulation of cognition to practice writing in MTs Darul Huda Wonodadi Blitar?

### **C. Objective of the Research**

Based on the research problem above, the formulated research objectives are:

1. To know EFL students' knowledge of cognition to practice writing is in MTs Darul Huda Wonodadi Blitar.
2. To know EFL students' regulation of cognition to practice writing is in MTs Darul Huda Wonodadi Blitar.

### **D. Significance of the Research**

1. This study is expected to be useful for the development of science, especially relating to the process of teaching writing.
2. The results are expected to provide input and guidance for those who want to study the issue further.
3. This research is expected to increase contributions, academic references on studies relating to the teaching writing and be able to provide information and feedback to researchers.

### **E. Scope and Limitation of the Research**

Based on the background and the formulation above, the researcher needs to determine the scope and limit the problem clearly and specifically in order to avoid the scope is too broad.

Scope of this research is the level of students' metacognitive awareness to practice writing. This research is conducted at MTs Darul Huda Wonodadi, Blitar.

The subject are class VII. In this research, the researcher limits the study only toward student's metacognitive awareness to practice writing. Therefore, the researchers just focus on student's metacognitive awareness in practice writing.

#### **F. Definition of Key Term**

In this part, there are some explanations relate with "student's metacognitive awareness to practice writing". The definition of key terms as follow:

1. EFL students

EFL students are students who non-native speaker English and live in non-native English environment which study English.

2. Metacognitive awareness

Metacognitive awareness is knowledge about own self.

3. EFL writing

EFL writing is the most complicated skill to master and needs more attention than other skill in English.