CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the related literature concerning to the conceptual idea of EFL Students, metacognitive awareness, conceptual idea of writing, and also previous studies.

A. Conceptual Idea of EFL Students

1. Definition of EFL Students

According to Gebhard (2006: 39) EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication. It means that to communicate with another person or to socialization people use their mother tongue which may as a means of their first language.

In similar definition said by Harmer (2007: 19) who defines EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English-speaking countries such as the United states, Britain, Australia, Canada, Ireland or New Zealand. In other word, English just as a means of foreign language which studying by student in courses or school area.

The next definition expressed by Camenson (2007: 02) who indicates the 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

the Academic studies, for travelling activities to an English-speaking country, or for business purpose. Further, he also stated that EFL students only spend a few hours per week studying English, have a little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills, and have a native language background in the classroom (Camenson, 2007: 02). It can say that EFL students learn English just for certain purpose such as for education, travelling activities in use English-speaking country and business. EFL student also just have little bit of opportunity and time to master, practice and use English.

As the result, EFL student in this study defined as students who study English whose the students is non-native speakers of English and non-native living English environment also which may taught by non-native speakers of English who may not proficient with some cultural values of the target language.

B. Metacognitive Awareness

1. Definition of Metacognitive Awareness

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. In the process of learning, the construct of metacognitive has been recognized and also has important role. It has been said that the effectiveness of student's learning can monitor and control

through their metacognitive awareness. The students' metacognitive awareness also have control on students' problem solving behavior.

Metacognition also involves thinking about one's own thinking process such as study skills, memory capabilities and the ability to monitor learning. This concept needs to be explicitly taught along with content instruction. Metacognitive knowledge is about one's own cognitive processes and the understanding of how to regulate those processes to maximize learning.

2. Components of Metacognition

According to Flavel (1979) in Livingston (1997), metacognition consist of both metacognitive knowledge and metacognitive experience or regulation. To define metacognition, Baker and Brown (1984) and Brown et al. (1983) suggested an elaborate framework for metacognition which was later adopted by majority of researchers (e.g. Brown 1987; Jacobs & Paris 1987; Schraw & Mushman 1995). As speculated, there are two dimensions in metacognition which are closely relates knowledge of cognition and regulation of cognition.

a) Knowledge of cognition

Knowledge of cognition refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. Flavell further devides knowledge of cognition into three categories:

(1) Knowledge of person variables

This type refers to general knowledge about how human beings learn and process information, as well as individual knowledge of one's own learning

process. For example, you may be aware that your study session will be more productive if you work in the quite library rather than at home where there are many distractions.

(2) Knowledge of task variables

Knowledge of task variables includes knowledge about the nature of the task as well as the type of processing demands that it will place upon the individual. For example, you may be aware that it will take more time for you to read and comprehend a science text that it would for you to read and comprehend a novel.

(3) Strategy variables

Knowledge about strategy variables include knowledge about both cognitive and metacognitive strategies, as well as conditional knowledge about when and where it is appropriate to use such strategies.

According to Jacobs and Paris (1987) metacognition includes at least three types of metacognitive awareness when considering metacognitive knowledge:

- Declarative knowledge refers to knowledge about oneself as a learner and what factors that can influence one's performance.

- Procedural knowledge refers to knowledge about how to doing something.

- Conditional knowledge refers to know where, when and why to use declarative and procedural knowledge.

b) Regulation of cognition

Metacognitive experience or regulation involves the use of metacognitive strategies or metacognitive regulation (Brown, 1987). Metacognitive strategies are sequential processes that one uses to control cognitive activities, and to ensure that a cognitive goal (e.g., understanding a text) has been met. These processes help to regulate and oversee learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities.

Regulation of cognition includes a number of subprocesses that fasilitate the control aspect of learning. Five component skills of regulation have been discussed extensively, including planning, information management strategies, comprehension monitoring, debugging strategies, and evaluation (Artzt & Armour-Thomas, 1992; Baker, 1998).

In planning, students need to have ability to make a plan before they are starting to write. Students also need to set the goal and also prepare resources prior before they are writing. This activity is needed by students in order to make they have already when they are starting to write. It also make students write effectively.

Next is information management strategies. In information management strategies, students expected to have ability and strategy to process information more efficiently. They need to focus on meaning and message when they are writing. They have to make information meaningful in order to make the content of the written is conveyed.

Furthermore, in comprehension monitoring, students need to have skill in monitoring and assessing their writing process and also strategy use. Students have to observe how well they are writing and using strategy. In monitoring activity, students need to ask themselves in order to make they know how to solve the writing problem.

Students need to have skill in correcting performance errors in debugging strategies activity. When they are writing, they need to check their performance by asking to themselves. But, they can get correction from other people too. As the result, students can change strategies when they fail to understand or they can stop and rewrite again when they get confused.

The last from regulation of cognition is evaluation. In evaluation, students need to have ability to analyse the performance and strategy of writing after they finish to write. They can ask by themselves about outcome of writing process. Students also can evaluate how well they finish a written and how well they accomplish their goals once they are finished.

For example, before write a paragraph in a text a learner may question herself about the concepts will wrote in the paragraph. Her cognitive goal is to convey message and meaning of the text. Self-questioning is a common metacognitive comprehension monitoring strategy. If she finds that she cannot write complicated sentences, or that she does not solve the writing problem, she must then determine what needs to be done to ensure that she meets the cognitive goal of sending messages of the text. She may decide to go back and re-write

sentences in other simple one in order to the goal of being able to reach she had made. If, after re-write text in other simple one she can now convey a meaning in clearly, she may determine that she have reached the cognitive goal. Thus, the metacognitive strategy of self-questioning is used to ensure that the cognitive goal of comprehension is met.

C. Conceptual Idea of Writing

1. Definition of Writing

Writing is one of activity that every learner does in learning English. The learner needs to have the ability in organizing their idea and thinking about how to express it in the written form in effective way. As we know that writing is a productive skill that involves the way to generate and organize the ideas in written form. As supported by Nunan (2015:78) said that "writing is a mental process of generating ideas and thinking about how to present them effectively in the form of a written text". It means that writing is basic language skill that becomes the hard skill to master for the learner.

In addition, writing is a complex skill to the writer. The reason is because in the process of writing involves the writer's knowledge and experience for developing the idea. As according Jozsef (2001:05) "writing is among the most complex activity. It involves the development of a design idea, the capture of the mental representations of knowledge and of experience with subject".

Besides, Richard and Renandya (2002:303) said that "writing is the most difficult skill for second language learner to master of putting together strings of

grammatically correct sentences". It means that to make correct sentences, the writer have to write something in appropriate way based on grammatical rules.

Moreover, Hoover (2008:01) stated that "writing is vital component of comprehensive synergy of literacy. Writing deals with three skills, those are reading, listening and speaking. It means that writing is the way to express the ideas in written form".

From some definition of writing above, it can be concluded that writing is a complicated activity and most challenging skill to master for second language learner. Therefore, the result of writing activity forms a meaningful text that involves writers' idea and knowledge.

2. The Writing Process

Process writing is an approach that encourages English learners to engage in writing even as they are developing the companion literacy skills of reading and speaking (Walter, 2004:78). It means that learning writing is a kind of learning about steps and efficient methods of working through each step and combining them into an efficient process. In writing process, according to Richards and Renandya (2002:316-319) there are four stages, those are: pre-writing, drafting, revising and editing.

a. Pre-Writing

In this stage, learner will be stimulated to gather the idea for getting started. Most of learner often confused how to start writing because they have no idea how to manage the ideas and gathering information for writing. There are some

activities provide the learning experiences for students at this stage, they are: Group Brainstorming, Clustering, Rapid Free Writing, and *WH*-Questions. In Group Brainstorming, learner will be divided into some group. Every group members give ideas about the topic spontaneously. There is no right or wrong answer here. While clustering, learner will be given form words related to a stimulus provided by the teacher. The words are circled and then linked by lines. In Rapid Free Writing activity, Learner only have limited time within 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. Finally, in *WH-* Questions, learner have to generate *who, why, what, where, when* and *how* questions about a topic. From those activities, hopefully it will help every learner how to get idea to start writing.

b. Drafting

Drafting is a design or concept or planning of a topic that will lead the learner in writing process. A drafting contents main idea and the most important point while a learner writing a topic. The draft of a topic that has been built in a paper will be improved by the learner later. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

c. Revising

In the revising stage, the learner reviews their writing on the basis of the feedback given by a teacher. They revise what was written to see how effectively they have communicated their meanings to the reader. In revising process, it is

done not only checking for language errors such as grammar, spelling, punctuation, et cetera but also improving global content and the organization of ideas so that the learner's intent is made clearer to the reader. According to Barnet (1968: 25), revising stage offered the writers knowing their weaknesses in their writing result. As stated in her book that the best way to learn to write is to do your best, revise it a few days later. Because in revising the offending passages, you will learn what your weaknesses are.

d. Editing

At this stage, learners are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. In editing process, learner can edit whether by their own or by their peer's work for grammar, spelling, punctuation, diction, sentence structure and the like.

D. Previous Studies

To collect the information and support this research, the researcher needs previous study that relevant to the research although it has been conducted through various methodologies, different school and materials. Therefore, the researcher in this research found two previous studies that relevant and concern with the research.

A qualitative research has been conducted by Ruan (2013) in her research entitle "Metacognitive Awareness of EFL Student Writers in a Chinese ELT Context". These papers propose an interactional model of EFL student writers'

metacognitive awareness that intends to describe and explain the intertwining nature of the complex process underlying their EFL writing.

A descriptive correlational research has been conducted by Mariah (2013) in her research entitle "Hubungan Kemampuan Metacognisi dengan Kemampuan Menulis Paragraph Deskripsi Siswa Kelas X SMA Negeri 2 Perbaungan Tahun Pembelajaran 2012/2013". These research showed the result that there is significantly positive relation between metacognition with descriptive paragraph writing ability.

Moreover, Farahian (2015) has been conducted survey research entitle "Assessing EFL Learners' Writing Metacognitive Awareness". The result of his research is the two general scales of MAWQ were supported indicating that knowledge and regulation of cognition are two main components of MAWQ.

From some previous studies above, the researcher wants to give contribution through conduct the research with entitle "EFL Students' Metacognitive Awareness to practice Writing at The Seventh Graders of MTs Darul Huda Wonodadi Blitar".