CHAPTER I
INTRODUCTION

The first chapter of this thesis attempts to elaborate six sub-discussions and each sub-discussion has its own part in elaborating the initial part of the present research. This section focuses on providing reader with the research background, problem identification, research scope, research question, research objective and research significance. They are briefly elucidated as follows.

1.1 Research Background

Writing is one of the skills in English language learning besides reading, speaking, and listening that is formally taught in Indonesian curriculum from the elementary school level up to the university level. In teaching learning process, the students should provide with competencies not only speaking competency but also with writing competency. Writing is one of productive skills in language learning. Writing competency can make students express their ideas in a controllable way in which the failure of using grammatical features can be minimized as they can control what has been written before it is published. Harmer (2003) adds that apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.

The students' ability in writing paragraph are still far from the expectation of the 2013 curriculum. Writing needs a variety of teaching strategies and an objective way of assessing the skill. Teaching writing, however, tends to invite the students' boredom which later makes them hate writing class. Besides, teaching

strategy which is not renewed or varied based on the current trends makes writing uninteresting. Actually, there are so many available teaching strategies which can be implemented, yet teachers are not creative enough to adapt and modify the strategies. In addition, they sometimes neglect the importance of objective assessment in writing. They often do not realize that if they do not assess the students' writing objectively, it brings more harm than good to the students' psychological development in studying writing.

There are some reasons why the activity of writing is difficult to do. The problem comes from two factors namely the students and the teachers. The first factors come from the students themselves. The students find it difficult to choose vocabulary, they are also confused about what they should write and how they should organize their writing. In addition, the students also have a low ability in grammar, so it makes their writings difficult to undersand. The second factor comes from the use of ineffective strategy of teaching writing. The teachers use the conventional strategy in which the they do not guide the students in writing. This is because they have a limited number of teaching strategies or are confused in deciding which strategy to use in teaching because there are many strategies available such as POWER and PLEASE.

The research was conducted in English class when writing was taught because the researcher would like to compare two metacognitive strategies based on the text genres. The two metacognitive strategies which were compared in this study are Pick, List, Evaluate, Activate, Supply, End (PLEASE) strategy and Plan, Organize, Work, Evaluate, Rethink (POWER) strategy. Many previous studies

have mentioned that both strategies are effective in teaching writing. Viewed from their characteristics, these teaching strategies are suitable for writing class.

The term metacognitive is a key term in learning. Metacognitive is the management of mental process. It helps the learners to control their own learning activities. Learners with metacognitive knowledge will recognize which kind of learning tasks causes difficulty, which approach that is better to use for memorizing information, and how to solve different kinds of problems (Richards and Schmidt, 2002). Understanding the metacognitive and applying it in learning will strengthen learners' learning process. In the process of metacognitive strategy, the learners organize their own plans, monitor their progress in learning, and evaluate the learning process. This cycle of steps strengthen students' mental process and learning behavior. Applying metacognitive strategy will help the students to learn better because they have organized what they have to do.

There are many types of metacognitive strategies such as: POW (pick, organize, write), PLAN (pay, list, add, number), PLEASE (pick, list, evaluate, activate, supply, end), POWER (plan, organize, work, evaluate, rethink), and the like. The last two types of metacognitive strategies which have been aforementioned are going to be compared in this present study in order to see which of metacognitive strategies give more significant effects on the students' writing competency. Emperically, there were some studies in teaching wrtiting by using PLEASE ad POWER. Some studies were found that PLEASE and POWER were effective in teaching English especially in wrirting.

PLEASE strategy is mnemonic that provides learners with a roadmap for writing a paragraph. Niopani (2017) states that it is aimed at increasing prewriting

planning, composition and paragraph revision skills. This strategy helps the students to know how to write short and simple declarative topic sentences that will "activate" the written ideas for the reader. The students can also supply the supporting sentences and write a single paragraph based on an item taken from their list. This strategy enables the students to get knowledge and is intended to build a classroom language learning which emphasizes that the students should be able to construct their knowledge.

A number of researches have been studied through different research designs. Research on the effects of PLEASE strategy has been abundant in the literature. However, it still gains serious attention from teachers, educators, and researchers throughout Indonesia. Liza (2013:443) studied the use of PLEASE strategy in teaching writing a descriptive text. She concluded that PLEASE strategy is suitable for the students in junior high school, can help the students in improving their writing competency and can also be applied to lead the students in writing an essay because it is the steps in writing. PLEASE strategy will help the students to organize and generate their ideas easily, especially in writing paragraph.

PLEASE is compared with POWER, another strategy of metacognitive strategy. Robert (2000) states that POWER strategy is a learning strategy that can help students in learning process and solving problems. This strategy helps the students to keep details in sequential order when they write something and also helps the students to develop what they want to write in their draft. The students also have more time to examine or recheck their writing in terms of the use of correct grammar, the choice of word, punctuation, mechanic, etc.

Husein, et al. (2017:363) conducted a research on the effects of Power and 3-2-1 teaching strategies and learning style on students' writing achievement in the vocational high school. They tried to find out whether the students' writing achievement taught by using POWER strategy is significantly higher than that of those taught by using 3-2-1 strategy. POWER strategy can be used as an alternative strategy in improving writing skill. The purpose of teaching POWER strategy is to provide an explicit instruction to students on how to write.

The present research was intended to find the effect of PLEASE and POWER strategies on students' writing competency across text genres in SMPN 12 Denpasar. In this study, researchers wanted to find which strategies is effective in improving students' writing competency in SMPN 12 Denpasar.

1.2 Problems Identification

Through a prior observation it was found out that the students of SMPN 12 Denpasar had some deficiencies in their writing, both in the descriptive and recount texts, especially when viewed from the writing aspects based on the 2013 Curriculum which can be illustrated as follows.

1. The Originality of writing paragraphs, were not present the original thought of the writer. One of the students wrote:

   "My bedroom is a beautiful place. It is a litle room but i am very enjoy with my bedroom. I do everything in my bedroom like study, listen to the musi, and of course sleep. My bedroom is the most comfortable room".

   The paragraph was copied from his friend's. It was not the original thought of the writer.

2. The appropriateness of contents with the title. Another student wrote:

   "My House", "My name is Wayan Padmarani, you can call me Rani. I live at Tunjung tutus street. I was born in Denpasar 11 August, 2004. My hobby is drawing".

This paragraph is not coherent with the title because the title is about her house, but the content is about herself.

3. The arrangement of the text was not constructing on the basis of the appropriate generic structures of the paragraph. When the students wrote a descriptive text, the general statement was not supported with appropriate supporting sentences. For example,

   "Hi my name is Adistyo, I studyes in SMPN 12 Denpasar. My classroom is a place for me to study, there is brown door, and fifteen windows".

   This paragraph has an inappropriate generic structure.

4. The paragraphs used imprecise vocabulary usages and spelling errors. For example,

   "Hi my name is Adistyo, I studyes in SMPN 12 Denpasar. My classroom is a place for me to study, there is brown door, and fifteen windows".

5. The paragraphs used incorrect grammatical features and fragments or run-on sentences. For example,

   "I like my classroom because theacher is beautiful and neat. Student-student are cheerful, polite and smart".

6. The paragraph applies the incorrect use of English writing convention: spelling, punctuation, annd capitalization.

   Other problems were also observed aside from the above students' writing deficiencies. The problems are as follows.

7. The Scientific Approach presents a serious problem to the EFL teachers in the SMPN 12 Denpasar. They often are not sure of the best method or strategy used to implement the Scientific Approach, especially in writing English texts;

8. They were also confronted with a problem in choosing appropriate learning activities as recommended in the Teacher's Book. The learning activities recommended in the book consist of five major activities, namely, observation, questioning, exploration, association, and communication. The

teachers get often confused in selecting appropriate learning activities for writing;

1.3 Research Questions

The present research focused on a better technique or strategy for teaching writing based on the writing aspects as suggested in the 2013 Curriculum. The following research questions were studied through an experiment. The research questions can be formulated as follows.

1. Are there significant effects of PLEASE and POWER strategies on the students' writing competency at SMPN 12 Denpasar?

2. Are there significant effect differences of PLEASE and POWER strategies on the students' competency in writing across descriptive text genres at SMPN 12 Denpasar?

3. Are there significant effect differences of PLEASE and POWER strategies on the students' competency in writing across recount text genres at SMPN 12 Denpasar?

1.4   Research Objectives
1.4.1 Generally

The research objective was to indentify and understand the nature of the students' writing based on the writing aspects in order to be able to offer an effective technique or strategy.

1.4.2 Specifically

The proposed research directed to achieve the following results as follows.

1. Proving the significant effects of PLEASE and POWER strategies on the students' writing competency at SMPN 12 Denpasar.

2. Proving the significant effect differences of PLEASE and POWER strategies on the students' competency in writing across descriptive text genres at SMPN 12 Denpasar.

3. Proving the significant effect differences of PLEASE and POWER strategies on the students' competency in writing across recount text genres at SMPN 12 Denpasar.

1.5 Research Significance

The above objectives are significant for EFL in the Junior Secondary School.

1.5.1 Theoretical Significance

The findings of the present study are axpected to contribute some support to the teaching of writing. In other words, the finding of the present study is expected to add and complement the previous studies related to writing skill, particularly on the significant effect of the two different metacognitive strategies, PLEASE and POWER on the students' writing competency. The findings are futher expected to be used as a reference for other researchers, who are going to do similar research.

1.5.2 Practical Significance

Aside from the theoretical usefulness, the specific objectives were useful, particularly for the following individuals.

1. Students

The students can develop an effective writing strategy, so that their writing competency will be improved efficiently and effectively. It also can improve their vocabulary, their prior knowledge and their creativity in writing a text. The

students may experience different learning atmosphere which can motivate them to write.

2.   EFL Teachers

This study can be used by the EFL teachers in designing and developing writing method and technique that can improve both the students' writing competency and teachers' performance. The teacher could choose the appropriate strategy for teaching writing. In addition, the teacher also can to encourage and motivate students to build their prior knowledge and motivate during the teaching learning process

1.6   Research Scope

This research was conducted to the eight grade students of SMPN 12 Denpasar in academic year 2018/2019. The present study was also restricted to comparing the significant effect of different strategies, PLEASE and POWER, across text genres upon the students' writing competency. The text genres in the present study were limited to descriptive and recount. The students' writing competency was presented in the form of scores that they got from a performace assessment which was evaluated against a scoring rubric adapted from the 2013 Curriculum (Kemendikbud, 2013).