

**USING THE METACOGNITIVE MODEL IN TEACHING
WRITING A DESCRIPTIVE TEXT TO JUNIOR HIGH
SCHOOL STUDENTS**

Paper

*Submitted as a Partial Fulfillment of the Requirements
to Obtain the Strata One (S1) Degree*



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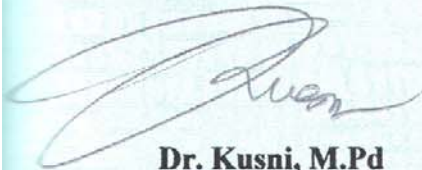
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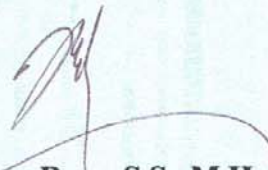
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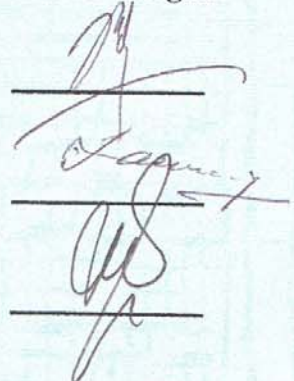
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ABSTRAK

Afrilia, Riri. 2011. *Using the Metacognitive Model In Teaching writing A Descriptive Text to Junior High School students*. Makalah. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Menulis merupakan suatu keterampilan yang harus dimiliki oleh siswa disamping keterampilan bahasa lainnya seperti, mendengar, berbicara dan membaca. Namun, pada kenyataannya siswa kurang memiliki kemampuan dalam menulis teks deskriptif. Beberapa faktor yang menyebabkan siswa mengalami kesulitan dalam menulis teks descriptive. Pertama, siswa tidak tertarik dengan topic yang diajarkan, kedua, siswa tidak mengerti dengan grammatical dan generic structure dari teks tersebut, sehingga siswa kurang memiliki minat untuk belajar. Kesimpulannya, siswa tidak dapat menghasilkan teks tersebut.

Untuk mengatasi permasalahan tersebut, guru sebaiknya menggunakan strategi yaitu “using metacognitive model”. Metacognitive model merupakan suatu strategi yang digunakan secara garis besar pada proses pengetahuan pembuatan tugas yang dilakukan dalam empat tahap yaitu planning strategies, monitoring strategies, problem solving strategies, and evaluating strategies. Strategi ini membantu siswa untuk mengerti dan paham dalam menulis teks descriptive.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The main goal of teaching English is to make students able to speak and write. Based on the *Kurikulum Tingkat Satuan Pendidikan*, the goal of teaching English is to develop the student's abilities in communication or discourse competence. The abilities are to comprehend and produce or create a text whether in spoken or written forms. In teaching English, there are four skills that the teacher has to teach and practice: listening, speaking, reading, and writing. Those skills have a process and different way in teaching.

Writing is one of the four language skills that should be mastered by English students, because it is one of the main goals of learning English. By mastering this skill, the students will be able to develop their ideas, thought and feelings in written form.

Writing is the most difficult skill to be acquired by the students (Richards and Renandya: 2005). The students found some problems dealing with many structural issues including selecting appropriate words, using correct grammar, generating ideas, and developing ideas. And the students' still lack of vocabulary. It is very impossible to write with the poor vocabulary in continuing the writing.

Furthermore, the students do not understand how to arrange the sentences into a good paragraph. In general, teaching writing only focuses on how to write

the correct sentence in grammatically. The students also get little practice in writing because of limited time for English subject.

In Genre Based Approach (GBA), junior high school students learn three kinds of text, they are: transactional and interpersonal, monologue and functional text. For monologue text there are six kinds of text: descriptive, recount, narrative, procedure and anecdote. Each text has a different purpose, but it has same functions that are to make students able to write and speak. The students will learn English skill through those texts. The students can communicate effectively in oral and written form (listening, speaking, reading, and writing).

One of the monologue texts that are taught to them is descriptive text. Descriptive text is always used in daily life for example, to describe places, people or things. It is clear that every student has to master how to describe something. In fact, many students do not know the way to describe. As a result, the students become lazy and confused to write.

In learning a descriptive text, the students face some problems. First, the students are not interested to topic. According to Lever (2009) writing is serious matter, however, no matter how simple or funs the topic is. Second, the students do not have clear understanding about grammatical and generic structure in a descriptive text.

The problem above is not only caused by the students but also from the teacher itself. Based on the writer's experience in the field, when the students are asked to write and produce a text, the teacher cannot give motivation and improvement during the learning process. The teacher usually gives a writing task

to the students and does not give a feedback. They tend to give mark to the students. So, these conditions make the students uninterested in writing.

Moreover, the technique or strategies used by the teacher in teaching is still monotonous and does not attract students' to express their attention and their idea. In general, the teacher gives the topic to the students. Then ask them to make an essay based on the topic given. The teachers do not guide their students how to make it right such as: how to find the ideas, how to improve their ideas, how to process the information; and the most important things, some teachers did not know how to make writing as a fun activity in the classroom. It makes the students have wrong perceptions in expressing their ideas in writing form and how to write well.

Related with the problem above, the teacher should try to discover and apply a more effective strategy in designing writing activities. So, one of the possible solution in this case is using the metacognitive model. Metacognitive model is a learning strategy that outlines the process learning task and describes ways to transfer strategy, use to real life situation. Metacognitive model plays an important role in learning process. It can help the students easy to write the text. In metacognitive model strategy includes the four steps of writing, they are planning strategies, monitoring strategies, problem solving strategies, and evaluating strategies.

B. Limitation of the Problem

The problem of this paper is limited to the teacher's using the metacognitive model in teaching writing a descriptive text to Junior High School students.

C. Formulation of the Problem

The problem of this paper is formulated in the following question: "How is metacognitive model used in teaching writing a descriptive text to Junior High School students?"

D. Purpose of the paper

The paper is aimed at identifying the procedure of using the metacognitive model in teaching writing a descriptive text to Junior High School students.