THE CORRELATION BETWEEN ENGLISH WRITING ABILITY LEVELS AND EFL LEARNERS' METACOGNITIVE BEHAVIOR IN WRITING PROCESS OF STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN SRIWIJAYA UNIVERSITY

A Thesis by

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certify the thesis entitled *"The Correlation Between English Writing Ability Levels And EFL Learners' Metacognitive Behavior In Writing Process Of Students Of English Education Study Program In Sriwijaya University"* is my own work and I didn't do any plagiarism or inappropriate quotation against the ethic and rules by the Ministry of Education of Republic Indonesia of Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATIONS

This thesis is dedicated to:

- Allah SWT and the prophet Muhammad SAW for all the blessing of the prayers I have made to finish this study.
- My great and dearest mom and dad, Risman Sayuti and Hasiah Baijuri for all the never-ending supports, prayers, love, and everything you have given to me.
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Indralaya, April 2018

The writer,

Ayu Lestari

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ABSTRACT

The purpose of this study was to find out whether or not there was a significant correlation between English writing ability levels and EFL learners' metacognitive behavior in writing process of students of English Education Study Program of FKIP in Sriwijaya University, and to find out the contribution of students' metacognitive behavior to their writing ability levels. The sample of this study was 85 sixth semester students of English Education Study Program of FKIP in academic year 2017/2018. The study used a quantitative research method of correlational design. The data were collected by distributing metacognitive behavior questionnaire and a writing test which were analyzed statistically. The results of correlational analysis showed that there was a weak significant correlation between students' metacognitive behavior in writing process and writing ability level with r obtained = 0.383 and p-value = 0.000. Furthermore, the results of regression analysis showed that there was 14.7% of students' writing ability level was influenced by their metacognitive behavior. In summary, EFL learners' metacognitive behavior in writing process was significantly correlated and contributed to writing ability levels.

***Keywords**: Correlation, Metacognitive Behavior, Writing Ability Levels.*

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CHAPTER I
INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1.1 Background

Language is a primary source of communication as one crucial part in our life in order for us to communicate and share ideas. Mirabela and Ariana (2013) state that in past few decades, contacts between people of different cultural and linguistic backgrounds have increased, therefore intercultural competence of people in a country need to be developed. Learning and mastering English as the international language is one of the ways to develop the competence. English has become a language used in many countries as a native language, second language, or foreign language. It is very important to each individual to learn English, especially for people who involve in businesses overseas or those who want to continue their studies in English speaking countries. In Indonesia, English is taught in class as a foreign language to students in elementary school, secondary school and higher education.

Students are expected to fulfill the needs in mastering all the skills in English. Skills in English are divided into four, they are production skills (writing and speaking) and receptive skills (reading and listening). The skills are written on the curriculum of Indonesian education and must be assembled by students to master the language. According to Standard of Content establishment (Kemendikbud, 2015), EFL instruction is expected to meet the needs to master all the four language skills, and the four skills need to be taught in an integrated way. Megawati and Mandarani (2016) state that a communication can be done only if a person is mastering the four skills of language that are listening, reading, writing and speaking. Beside the students themselves, these requirements make all education proponents such as parents, teachers and institutions responsible for students' success in learning English language.

According to Lerner (1997), writing is the most skilled and complex achievement in the language composition. English writing needs the coordination of its aspects which makes it very important for teachers and institutions to upgrade student's competence. Also, it is necessary for students, especially in Palembang to be fluent in all skills of English. Writing needs more attention from students, especially for higher education because they need English more when they have entered their working world than those who are still in elementary and secondary school. Writing is as important as reading, speaking and listening in English language learning. Writing is one problem students often face because of the difficulties in understanding the text due to their lack of knowledge about the text and how to develop their ideas and thought in many sentences of their writing. Based on Yuliani and Fitriana (2017), students in Palembang, Indonesia still have low writing ability and the problems of the students' low writing ability are because of limited vocabulary, grammar, and they feel shy of getting wrong during the writing process. Carless (2006) also states that students in Hongkong seldom know how to do their next assessments because of the lacks of comments and unclear written feedback in their paper. Additionally, students do not have the confidence about their writing result, they feel too shy to ask about what they do not understand about their writing (Fajri, Inderawati, & Mirizon, 2015).

A writer needs to have the knowledge of what and how to write something to produce a good writing, and it can be obtained by reading. Based on the result of a research by Umbara, Vianty, and Inderawati (2015), students actually realize about the important of reading as they like to improve their knowledge through reading. School literacy movement outlined in Ministry Regulation of Indonesia number 23 (Kemendikbud, 2015) also suggested that every school provides 15 minutes of reading time before school starts, it seems to be neglected by both educational proponents (school, teacher, parents, etc.) and students themselves. A study of Central Connecticut State University by Miller and McKenna (2016) reveals that in reading interest, Indonesia ranks 60th out of 61 countries which told us that Indonesia has a really low reading literacy compared to another country in

the world. This kind of conditions shows that students have low reading interest which makes them possibly have low writing ability.

There are some strategies which have been conducted by researchers to improve students' writing ability. One of them is by employing cognitive and metacognitive strategies in the writing process. In order to meet the standards of writing competence for EFL learners, there is a cognitive process writing model suggested by Flower and Hayes (1981) to give insights in the ways writers do the activities of planning, generating, and revising in the process of writing. Taylor (2005) defines cognitive process as the process of getting knowledge through our thought, experience, and sense. This process is considered important because writing needs those aspects during producing an English writing. Sitko (1998) states that providing instruction in metacognition is a way to encourage students so they can engage in the cognitive process. A study conducted by Siegesmund (2016) showed that metacognition influences students' belief and behavior with positive impacts on learning. Each stage in writing process requires thinking as it is called that "Writing is applied metacognition" (Hacker, Keener, & Kircher, 2009). Wei, Shang, and Briody (2012) state that metacognition includes metacognitive knowledge and metacognitive behavior. Lu and Tseng (2004) defines metacognitive knowledge as knowing what one knows while metacognitive behavior as manipulating precisely what one knows.

Metacognitive behavior is often used by all writers during the production of writing. Flower and Hayes (1981) propose the three stages of cognitive process during writing process. They are planning, translating, and reviewing which included in metacognitive behavior that is used by writers in producing a composition. It can be known that metacognitive behavior controls our activities during writing process which by developing it will make our writing either good or bad in the composition. The result of a research by Tuysuzoglu and Greene (2015) showed that adaptive metacognitive behavior positively related to students' learning. Additionally, Mekala, Shabitha, and Ponmani (2016) conducted a research which reveals that there is a significant correlation between effective metacognitive strategies and the development of skill in writing. Metacognitive behavior of EFL

learners is related and gives contributions to writing ability level of students. Based on Sasaki (2000), high-proficient writers spends much more time in the planning stage of writing process than the low-proficient writers. Regarding to the translating stage in writing process, research conducted by Wu (2007) shows that the major difference between high-proficient and low-proficient writers is that more low-proficient writers choose to write the word firstly in Chinese which is their native language, and they tried to find an appropriate English word later. The result of research by Chen (2003) in the reviewing stage, it is showed that all of the high-proficient writers evaluate their writing, and 90% of them revise their mistakes to produce a better writing performance, while only 10% of the low-proficient writers do so. Furthermore, research by Wei et al. (2012) reveals that high-level rather than intermediate- and low-proficient writers make better use of metacognitive behavior in the stages of writing process. Therefore, metacognitive behavior considered as one of the factors in improving students' writing ability levels.

The researcher had conducted a preliminary study interview to a lecturer of Faculty of Teacher Training and Education who teaches writing 2 and writing 3 to English Education Study Program students of FKIP in Sriwijaya University. Students in the class were asked to write a paragraph at the beginning of class. The result showed that they can write the paragraph, but not in a correct grammar and a systematic way. The lecturer applied instructions in metacognition and used some strategies such as observation, peer feedback, and interview during students' writing process in the class. Students were asked to draft their writing based on the instructions. At the end of the class, it is showed that students' writing ability level are increased that they know the way how to write academically and apply their knowledge into their writing which resulted a good academic writing. Therefore, it indicated that metacognitive behavior as the application of students' knowledge in writing process is related to their writing ability level.

Based on the explanation above, the researcher was interested to investigate the correlation between EFL learners' writing ability level and their use of metacognitive behavior. This research aimed to find out whether or not metacognitive behavior has the correlation with the level of writing ability of

Indonesian EFL learners. Also, the researcher wanted to know whether or not metacognitive behavior will improve students' writing ability level. The writer also considered the topic because of the few research that was conducted on investigating the impact of metacognitive behavior to writing ability level.

The sixth semester students of English Education Study Program of FKIP in Sriwijaya University was selected as the population in the present study because they came from different background which provided the different writing ability level of English writing. Also, the students had studied the subjects of writing 2 and now studying writing 3 which facilitate them in drafting steps of writing as metacognitive behavior in writing process which gave the researcher more reasonable and trusted data in the research. Based on the description above, the researcher was interested in conducting a research entitled "The correlation between writing ability level and metacognitive behavior of sixth semester students of Sriwijaya University"

1.2 Problems of The Study

The research questions were formulated in the following questions:

1. Was there any significant correlation between metacognitive behavior in writing process and English writing ability levels of sixth semester students of English Education Study Program of FKIP in Sriwijaya University?

2. Was there any significant contribution of metacognitive behavior in writing process to English writing ability levels of sixth semester students of English Education Study Program of FKIP in Sriwijaya University?

1.3 Objectives of The Study

Based on the problems above, the objectives of this research were:

1. To find out whether or not there was a significant correlation between metacognitive behavior in writing process and English writing ability levels of

sixth semester students of English Education Study Program of FKIP in Sriwijaya University.

2. To find out whether or not there was a significant contribution of metacognitive behavior in writing process to English writing ability levels of sixth semester students of English Education Study Program of FKIP in Sriwijaya University.

1.4 Significance of the Study

The researcher expects that the research will be helpful for students, teachers, lecturers, institutions, and other researchers. Firstly, it is important for students to know the correlation between metacognitive behavior and their English writing ability levels to improve their ability of English language learning. The second is for teachers and lecturers, it is expected that they can make various strategies of English teaching therefore students can increase their English competence. The third is for the institutions, they can use the result of the study as the source for the students. The last is that the researcher hopes the result of this research can be one of the references with the same topic or title to help researchers in alternating their research in the future. In summary, the researcher conducted the study with many considerations so that it can be used well by many parties in the future.

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