

**THE CORRELATION BETWEEN METACOGNITIVE
STRATEGY USED IN WRITING PROCESS AND
ESSAY WRITING PERFORMANCE OF THE SIXTH-
SEMESTER STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

A Thesis by

Sarah Suci Hartina

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2018**

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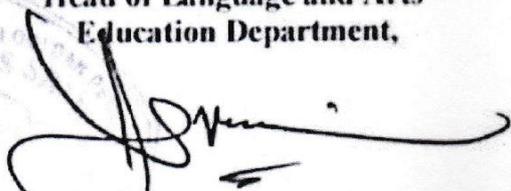


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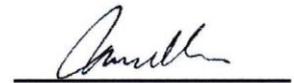
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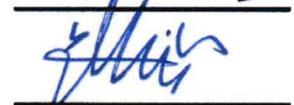
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Palembang, July 2018



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Palembang, July 2018

The writer,

SR

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This thesis is dedicated to the Almighty Allah SWT., Mama, Andung, Datuk, Makwo, Om Didi, and my amazing sisters.

- ❖ To the most Beneficent and the most Merciful, the One who has my breath and life, who always blesses and loves me in every condition, The Almighty God, **ALLAH SWT.**
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ABSTRACT

The aim of this study was to find out whether or not there was any significant correlation between metacognitive strategy used in writing process and essay writing performance of the sixth-semester students of English Education Study Program of Sriwijaya University. Total sampling technique was used in this study, which meant that all the population became the sample. Therefore, 83 sixth-semester students were selected as the sample in this study. The instruments used in this study were a metacognitive awareness of writing strategy questionnaire and an essay writing test. This study employed correlation design in which the result showed that there was a significant correlation between metacognitive strategy used in writing process and essay writing performance of the sixth-semester students of English Education Study Program of Sriwijaya University. Therefore, the correlation between the two variables was considered strong correlation. It also presented that metacognitive strategy significantly contributed to the students' essay writing performance (70.7%).

Keywords: *Metacognitive Strategy, Essay Writing, Writing Performance*

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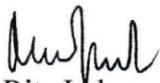
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CHAPTER I

INTRODUCTION

This chapter presents: (1) the background, (2) problems, (3) objectives and (4) significances of the study.

1.1 Background of the Study

Considering that language has both its transactional and interactional function, language is used not only as a means of communication, but also as a means to relate and build a relationship with other people. The expansion of communication, information, and technologies leads people join the global era where there is necessity of high qualification and skills related to the ability in using some foreign languages. One of the international languages is English.

English is considered important in the global life. It plays role as a bridge of communication in the world and it has big influence to the social life. It becomes the most necessary requirement in daily life of many Indonesians, not only for career development, business, and education, but it is also considered as a key to a higher social status (Mappiase & Sihes, 2014).

Learning English in Indonesia is totally important since it is used for many living aspects. Therefore, due to this fact, it is very important for students to master English since it is a foreign language in Indonesia. In Indonesia, there are many schools support English club activity for the students to fulfill the knowledge about English.

There are at least four basic language skills which are important to be mastered by the learners in learning English. They are writing, speaking, reading, and listening. Ozdemir and Aydin (2015) mention that English can be divided into two skills, receptive and productive. Writing and speaking are productive skills while reading and listening are the receptive one (Megawati, 2016; Ariyanti, 2016). According to Standard of Content establishment (Kemendikbud, 2015), all the four English skills need to be taught in an integrated way so that the learner can master English well. Prihatmi (2017) states that it is a must for a university student to master all the four skills in order to compete with other students from all over the

world. All those skills are also supported by some components, such as vocabulary, grammar, pronunciation, etc.

Among all the skills, writing is believed as one of the most problematic areas for foreign language learning (Panahandeh & Asl, 2014). As far as the skills are concerned, the most essential skill to acquire by the students, especially by EFL learners in Indonesia, is writing. For instance, Sanu (2016) reinforces the notions by stating that in the university context, writing is one of the English skills that should be mastered by EFL learners in order to communicate in written forms with different specific objectives and emphasis.

Nowadays, being an effective writer is very important in L2 education. So, writing instruction has become increasingly important in L2 classrooms. For contact and interact with each other., languages and cultures become more essentials. As a result, the ability to speak and write is crucial for educational and personal reasons. Additionally, writing is very important in L2 classrooms. (Weigle, 2002)

In the university level, students need to master writing skill in order to compete in both education or work world. It is required for the students to submit their writing in the form of essay or resume for applying scholarship. It becomes one of the considerations whether or not the applicant will be accepted. Thus, it is an important part of the communicative language teaching where language becomes a system of communication, not as an object to be studied. In other words, writing is not used to reinforce repetitions of grammar and vocabulary in the classrooms, but it is an important enterprise in and of itself (Weigle, 2002).

The major problem faced by the students in the higher education context is presenting their ideas and thoughts cohesively and meaningfully in English. The reason behind the problem is they are not aware of the strategies and the sub skills in writing. Richards and Renandya (2002) mention that writing becomes the most difficult skill to master because there are some difficulties in learning it. The difficulties are not only about generating and organizing ideas, but also about

translating those ideas into a readable text form. Hyland (2003) states that it is very difficult for both L2 learners as well as native speakers of English to learn how to write. It means that, being native speaker of English does not mean that this person knows how to write effectively. Activating a complicated series of materials is involved in writing process. These are consisted of content knowledge, linguistic knowledge (vocabulary, grammar and text structure) and strategic understanding (provision of relevant information). According to Oxford (2011), students who explicitly know about their own learning process and what makes it effective, learn more. Furthermore, O'Malley and Chamot (1990) believe that the effective L2/FL learners use learning strategies consciously. To sum up, training learners how to use language learning strategies helps them to be a successful learner.

One of the effective factors in learning writing is writing strategy use. The use of strategy is a purposeful cognitive action. Oxford (1989) defines language learning strategies as "behaviors or actions which learners use to make language learning more successful, self-directed, and enjoyable." Brown (2000) indicates to the effectiveness of learning strategies in a variety of contexts. He mentions that "...we probe its implications for your teaching methodology in the classroom, specifically, how your language classroom techniques can encourage, build, and sustain effective language-learning strategies in your students" (p.130). Harris, Graham, Mason, and Friedlander (2008) state that it is needed to discuss the writing strategies in writing classrooms to help learners improve their writing performance. While writing in second language, problems are encountered regarding the lack of knowledge in organizing ideas, selecting appropriate words or phrases, and presenting their thoughts in a focused way. The learners must be able to overcome the problems in writing by employing appropriate metacognitive strategies. It is considered important for the learners since they need those aspects of metacognitive during producing an English writing. In addition, Flower and Hayes (1981) state, in a complex writing process, there are a number of metacognitive and cognitive activities are involved, such as brainstorming, planning, drafting, and so on.

It is necessary here to clarify exactly what is meant by cognitive and metacognitive strategy as two important learning strategies. Weinstein and Hume

(1998) define cognitive strategies as the behaviour, thoughts, or actions which is used by the learner to organize the knowledge and skills in the learning process, and apply them well in the future. On the other hand, Biehler and Snowman (1993) state that metacognition is our knowledge about our own cognitive processes and how to optimally use them to achieve learning objectives. The statement is also supported by Nelson (1996) who defines metacognition as a construct that refers to thinking about one's thinking or one's ability to understand about one's mental processes. There are several purposes in using metacognitive strategies. They are for selecting suitable methods intelligently, supervising on their efficacy, correcting of errors, and if required, changing strategies and replacing them with new ones (Good & Brophy, 1995 as cited in Maleki, 2005). Likewise, Wenden (1991) defines metacognitive strategies as mental operations or procedures that learners use to regulate their learning. They are directly responsible for the execution of a writing task and include three main kinds: planning, evaluating and monitoring. Therefore, Rahimi and Katal (2012) believe that using metacognitive strategies provide learners with the ability to plan, control and evaluate their learning, which finally leads them to gain higher achievement and better learning outcome. Lu (2006) is an earliest study that explored the relationship between metacognitive strategies and English writing. However, other researchers such as Smith, Rook, and Smith (2007), and Conner (2007), point out that students who used metacognitive learning strategies wrote good quality essays. Smith et al. (2007) had three groups of ninth grade students and only one of the groups received metacognitive questions in relation to the writing activity. One of the groups received no questions at all and the other group received cognitive and text related questions. After a 12-week period, students' responses, to journal writing questions were compared to their grades. The results showed that grades of the first group were higher than the other groups because they received metacognitive questions. Thus, the use of metacognitive questions increased students' achievement in writing. Similarly, Conner (2007) conducted a study on final year high school students. Semi-structured interviews with sixteen students were done and their essays were used to investigate the relationship between strategy use and their essays. The results showed that students who produced quality essays used

metacognitive learning strategies to plan and monitor their work more than students whose essays were poor quality. Another study conducted by NematTabrizi and Rajaei (2016) which revealed that both cognitive and metacognitive writing strategies help elementary learners to improve their writing. Furthermore, the results pointed to the metacognitive group superiority over the cognitive one.

In English Education Study Program of FKIP in Sriwijaya University, writing is a compulsory course enrolled by the students. The students started to have a Writing course in the subject of Intensive English Course (IEC) Writing. However, started from 2014, IEC Writing no longer existed. Therefore, the students were required to enroll four stages of writing courses. They are Writing I, Writing II, Writing III, and Writing IV. In Writing I, the students discussed about some kinds of writing text such as *recount text*, *personal response*, *descriptive text*, *news item*, and *narrative text*. In Writing II, the students were provided with several task of writing such as paper and chapter report. This course discussed the process of writing academically, good paragraph and elements of academic writing, and the use of sentence structure as well as kinds of clauses. In Writing III, the students were required to develop their paragraph writing skill into essay writing. However, the students focused on writing article in Writing IV.

Therefore, the writer conducted a preliminary study interview to some sixth semester students who have passed all writing courses in English Education Study Program. After doing a small interview with them, it was revealed that they could write an essay. It was also supported by the score that the writer collected in SIMAK (Sistem Informasi Akademik) that showed a good average score of writing subjects. However, some difficulties were still encountered in producing writing, such as the lack of knowledge in organizing ideas, selecting appropriate words or phrases, and presenting their thoughts in a focused way.

In line of the explanation above, the writer was interested in conducting a correlational research of metacognitive strategy used in writing process and essay writing. This research aimed to find out whether or not metacognitive strategy used in writing process had the correlation with students' essay writing. Furthermore, the sixth semester students of English Education Study Program of FKIP in

Sriwijaya University were selected as the sample in the present study since they have enrolled and studied the subjects of Writing II (paragraph writing), and Writing III (essay writing) which facilitate them to compose essay that will give the writer reasonable and trusted data for the research.

Thus, the writer decided to do a correlational study entitled “**The Correlation between Metacognitive Strategy Used in Writing Process and Essay Writing of the Sixth-semester Students of English Education Study Program of Sriwijaya University**”.

1.2 Problems of the Study

The research question was formulated in the following question:

Is there any significant correlation between metacognitive strategy used in writing process and essay writing performance of the sixth-semester students of English Education Study Program of Sriwijaya University? If yes, does metacognitive strategy contribute significantly to their essay writing performance?

1.3 Objectives of the Study

Based on the problems above, the objective of the research was:

To find out whether or not there is a significant correlation between metacognitive strategy used in writing process and essay writing performance of the sixth-semester students of English Education Study Program of Sriwijaya University and the significant contribution of metacognitive strategy to their essay writing performance.

1.4 Significances of the Study

The purpose of this study was aimed to contribute a useful result for students, teachers and lecturers, and the institutions. Firstly, the writer expected it could help the students to know and understand the correlation between metacognitive strategy used in writing process and students' essay writing so it could be a guidance for the students in their writing essay. Secondly, the writer hoped this study could be a motivation for both teachers and lecturers to develop

writing strategy in order to facilitate students. Lastly, the writer hoped the institutions could use this study as a reference and source for the students who are interested in this topic.

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