

**INVESTIGATING METACOGNITIVE KNOWLEDGE AND
REGULATION IN INDONESIAN UNIVERSITY STUDENTS'
ACADEMIC WRITING: STRATEGIES AND ATTITUDES**

A DISSERTATION

Submitted in partial fulfillment for Doctoral degree in English Language
Education Study Program



By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
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APPROVAL PAGE

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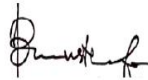
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DECLARATION

I hereby declare that the dissertation entitled “Investigating Metacognitive Knowledge and Regulation in Indonesian University Students’ Academic Writing: Strategies and Attitudes” has been composed solely by me. Except where states otherwise by references or acknowledgement has been made in the text to other materials, this dissertation comprises only original work by the writer.

Bandung, 26th June 2024

The writer

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ABSTRACT

This study aims to investigate the aspects of metacognitive knowledge and metacognitive regulation identified in Indonesian university learners' writing, as well as their attitudes (in terms of cognitive, affective, and conative) towards English writing instruction and tasks. The study involved 22 third-year English students in North Sumatra, Indonesia, using a mixed-method approach, collecting data through observations, questionnaires, reflective journals, interviews, and written texts. The first and second data were analysed by using observation, MAI questionnaire and reflective journals, while the third data were analysed by using questionnaire, interview, and observation. The results showed that declarative knowledge (with mean score: 0.85) was the most essential aspect of the metacognitive knowledge aspects. It indicated that students considered their capacities as learners, as well as their skills and intellectual qualities. Planning (with mean score: 0.84) was the most important aspect of metacognitive regulation. It implied that students were also good at setting, planning, and allocating focus before learning. Regarding the students' attitude, the cognitive component analysis revealed 54.8% of participants shared their thoughts about the knowledge they had gained and how their statements corroborated it during the interview process. A percentage of 60.75% was found in the affective component analysis, indicating an optimistic attitude. In addition, the study of the conative component revealed a percentage of 58, 06%. Additionally, the analysis of the students' written text indicated that the high-skilled and middle-skilled writers did not have difficulties implementing the metacognitive strategies. On the contrary, the low-skilled writers were unaware of these strategies. Overall, the students admitted that they needed more explicit coaching in metacognitive strategies to improve their writing competence. Moreover, their peers' and teachers' feedback were also helpful to improve their writing skills. EFL teachers in Indonesia can consider implementing metacognitive strategies in their instruction to help their students become stronger writers and more self-regulated language learners.

Keywords: *Metacognitive strategies, Cognitive, Affective, Conative, Assessment*

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