

## **CHAPTER I**

### **INTRODUCTION**

This chapter has six main elements: research background, the purpose of the study, research questions, the significance of the study, the definition of terms, and the organization of the study. The research background explains and discusses the theoretical and practical background associated with this study. The three research problems based on the research background are presented in the problem formulation. The focus of the study is then made clear by problem limitation. The expected results of the study are included under the research objectives. The advantages of doing this research are presented in the research benefits. The definitions of some terms as a reference while doing the research are explained.

#### **1.1 Research Background**

For academic writing purposes, encompassing project reports, theses, essays, papers, journals, and written communication, proficiency in writing stands out as a crucial English skill that Indonesian English as Foreign Language (EFL) students should master. According to Fareed et al. (2016), writing is integral to language production, facilitating global knowledge transfer. Its significance extends beyond mere interactions and transactions, offering students opportunities for studying abroad. Geiser and Studley (2001) posit that productive writing is a key metric for assessing learning achievement.

Despite its importance, writing remains widely perceived as the most challenging task for foreign language students, particularly due to issues such as conceptual construction, vocabulary limitations, and the need for effective text organization (Peha, 2002; Saputro, 2013). The lack of vocabulary, interference from the native language (Ariyanti, 2016; Hatmanto, 2012; Megaiab, 2014; Mukminin et al., 2015; Sukandi, 2013), as well as the influence of teachers' instruction and techniques, learning materials, and media (Ariyanti, 2016; Astrini et al., 2020; Hidayati, 2018; Mahmudah et al., 2017), further impede students' writing abilities.

Numerous studies have delved into approaches, methods, and strategies to address those challenges. To enhance the effectiveness of writing instructions for EFL students, incorporating metacognitive strategies alongside traditional writing

elements like content, organization, language use, vocabulary, and mechanics is crucial (e.g. O' Malley, 1987; Panahandeh & Asl, 2014; Schraw & Dennison, 1994; Wahyuni, 2000). By focusing on both writing elements and metacognitive strategies, educators can provide students with a comprehensive approach to writing development, leading to improved writing skills and increased confidence in their abilities (Goctu, 2017). Metacognitive strategies are believed by Idris et al. (2022) to help learners develop an optimistic attitude towards learning and self-control. These strategies give students the ability to assess how well they have understood the material. To effectively manage the writing process and implement solutions, one must possess metacognitive knowledge (Yoo, 2019). Consequently, metacognitive strategies help students become excellent thinkers by enabling them to arrange and express their ideas in compositions that are cohesive and conceptually rich (Alfaifi, 2022; Keith et al., 2020). Furthermore, Gilakjani and Ahmadi in Awinindia (2023) state that metacognitive strategies offer learners opportunities for planning, monitoring, selecting, adapting, and evaluating among other critical tasks. Anthonysamy (2021) suggests that students who use metacognitive strategies may assess their comprehension of the subject matter more accurately and devote more time to learning management. Metacognitive strategies improve students' academic performance, engagement, and achievement, in accordance with previous research (Burin et al., 2020; Coelho et al., 2019; Valencia-Vallejo et al., 2019; Zhang et al., 2022). Through goal-setting, monitoring progress, strategy management, and planning, these strategies give students the resources they need to take charge of their learning.

Additionally, metacognitive strategies help individuals identify their strengths and weaknesses in their thinking processes (Dağdalan et al., 2021). This self-awareness enables them to adjust and apply appropriate cognitive strategies to improve their performance. Furthermore, metacognitive strategies promote a sense of responsibility for one's own learning. It means that individuals become active participants in their own learning process and take ownership of their academic success. One crucial aspect of metacognitive strategies is metacognitive knowledge, which involves being conscious of one's own learning styles and conceptual comprehension. Metacognitive regulation is another component of

metacognitive strategies, which involves the capability to keep monitoring on and regulate cognitive processes and strategies. Metacognitive strategies play a crucial role in helping individuals become more effective learners and problem solvers (Livingstone, 2003, Manalu & Wirza, 2020). They can also identify and address any gaps in their knowledge or understanding, allowing for more effective learning and problem-solving. In the context of metacognition in specific domains, such as mathematics and language learning, metacognitive strategies are especially valuable by helping individuals identify their strengths and weaknesses in these specific areas and tailor their learning strategies accordingly. For example, in English literature, metacognitive strategies can help an individual have strong self-regulated learning abilities that allow him to set realistic writing objectives, plans, and strategies. Considered higher-order thinking skills (HOTs), metacognitive strategies empower students to control their learning through planning, monitoring, and evaluating processes, fostering an understanding of cognitive processes (El-Koumy, 2004).

Schraw and Dennison (1994) introduced the Metacognitive Awareness Inventory (MAI) to assess students' metacognitive knowledge and control, finding a positive correlation with improved test scores emphasizing the connection between awareness and control of cognition. Subsequent research by Sperling et al. (2004) further explored the impact of metacognitive skills on academic achievement, highlighting a relevant link between controlling and comprehending cognitive elements. Notably, the importance of metacognition in higher education, where students are encouraged to become autonomous learners, is explicitly emphasized in the Indonesian context through the Regulation of the Minister of Research, Technology, and Higher Education (2015).

Overall, metacognitive awareness strategies are essential for individuals to improve their learning abilities and problem-solving skills. These strategies not only enhance cognitive performance but also foster self-awareness and a sense of ownership over one's own learning. Therefore, the adoption of metacognitive strategies is crucial for individuals to optimize their cognitive development and achieve academic success (Dağdalan et al., 2021).

In the Indonesian context, Meinawati et al. (2021), Putra (2018), Mahsa et al. (2019), Srinawati & Alwi (2020), and Ramadhanti et al. (2019) have collectively enriched our knowledge of metacognitive strategies in English language teaching and learning. For examples, Putra (2018) provided a comprehensive review of research on metacognitive learning strategies in English language teaching, summarizing findings on the role of metacognition in listening, reading, speaking, and writing. Ramadhanti et al. (2019) emphasized the importance of continuous training for students to develop metacognitive skills in academic writing, highlighting the weaknesses and strengths associated with metacognitive awareness.

This present study stands out by adopting Schraw and Dennison's Metacognition Awareness Inventory (MAI) strategies, and incorporating Baker's theory to analyze students' attitudes toward English writing instruction and tasks, providing a nuanced and distinctive contribution to the existing literature on metacognition in writing pedagogy. Besides, this study aims to figure out the aspects of metacognitive knowledge and the aspects of metacognitive regulation identified in Indonesian university students' writing. Furthermore, it is to figure out the Indonesian university students' attitudes (in terms of cognitive, affective, and conative) toward English writing instruction and tasks.

## **1.2 Purpose of the Study**

The aim of this dissertation is two folds. First, it aims to figure out the aspects of metacognitive knowledge and the aspects of metacognitive regulation identified in Indonesian university students' writing. Second, it is to figure out the Indonesian university students' attitudes (in terms of cognitive, affective, and conative) toward English writing instruction and tasks.

## **1.3 Research Questions**

This study is intended to address the following questions which investigate the aspects of metacognitive knowledge and metacognitive regulation, as well as the students' attitudes (in terms of cognitive, affective and conative) toward English writing instruction and tasks for the third year college students. The research questions are as followed:

1. What aspects of metacognitive knowledge are identified in Indonesian university students' writing?
2. What aspects of metacognitive regulation are identified in Indonesian university students' writing?
3. What are the Indonesian university students' attitudes (in terms of cognitive, affective, and conative) toward English writing instruction and tasks?

#### **1.4 The Significance of the Study**

The significance of the study can be drawn from the theoretical and practical implications. Theoretically, this study will contribute to the development of metacognitive strategies as a tool in the teaching and learning process with regard to developing EFL students' writing skills, specifically in Indonesian context. It is expected that this study will provide fresh perspectives and empirical support for the creation of writing instruction that makes use of metacognitive strategies as a teaching and learning instrument. In the present study, the research results may serve as a guide when metacognitive strategies is included in educational practices, particularly in the context of English as a foreign language instruction.

Several stakeholders will benefit from the current study during the practical phase. The present study will firstly be advantageous to the institution conducting it. The current study can be very helpful in helping teachers apply metacognitive strategies to improve proficiency in writing because there have not been many studies on the use of these strategies in the workplace. Furthermore, this present research will be beneficial to English lecturers, teachers, and practitioners. They will gain knowledge on how to use metacognitive strategies to help EFL students write better. It is intended that learners would be able to enhance their ability to write here. When English lecturers, teachers, or practitioners are doing their professional duties, they can consider their understanding of metacognitive strategies. Finally, the current study will help those who are the authors of English textbooks and curricula. The results of this research can provide valuable information for creating English textbooks that use metacognitive strategies instruction to educate and learn writing skills.

### 1.5 Definition of Terms

To clarify, this research uses several terms which are explained as follows:

1. **Metacognitive Strategies** are the methods and techniques individuals employ to plan, monitor, manage information, debug, and evaluate cognitive activities in order to develop lifelong learners. Schraw and Dennison (1994) classified metacognitive strategies into metacognitive knowledge and metacognitive regulation. In this study, metacognitive strategies refer to the strategies the students employ in writing analytical exposition text by setting the goals (such as brainstorming, organizing the ideas, identifying the purpose and audience, and organizing the ideas); by monitoring (such as checking and verifying the content, organization, grammar and mechanics); and by evaluating their writing (such as assessing the content, organization, and overall quality of the writing).

2. **Metacognitive Knowledge** refers to the awareness and understanding of one's own learning processes, including knowledge of oneself as a learner, the tasks at hand, and the strategies that can be employed to tackle these tasks. It can be divided into three subcomponents: declarative knowledge, procedural knowledge, and conditional knowledge (Teng, 2020). Metacognitive knowledge in the current research is the students complete surveys to reflect on their learning preferences, strengths, and areas for improvement by using various learning strategies such as summarizing the text, mind-mapping, or highlighting key points for identifying facts and definitions.

3. **Metacognitive Regulation** refers to “metacognitive activities that help control one's thinking or learning” (Schraw & Moshman, 1995, pp. 354). Metacognitive regulation in this study refers to the consideration and strategic management of students' own thinking and learning processes, involving setting specific goals (planning), regularly assessing progress (monitoring), and determining the effectiveness of strategies (evaluating) to achieve their learning goals.

4. **Attitude** is known as human ways of thinking that have an effect on behavior. It encompasses actions, ideas, and opinions regarding a particular topic. Additionally, a person's attitude toward an object can be deduced by their vocal and nonverbal response to that object (Inal et al., 2003). Attitude in this study

refers to the students' opinion related to the teacher's instructions in English writing and in doing the tasks.

## **1.6 The Organization of the Study**

The purpose of this dissertation is to find out the aspects of metacognitive knowledge and the aspects of metacognitive regulation identified in Indonesian university students' writing derived from Schraw and Dennison's theory (1994), and to figure out the students' attitudes (in terms of cognitive, affective, and conative) toward the analytical exposition texts derived from Baker's theory (1992). Chapter II will provide an overview of metacognition strategies, writing, and a conceptual framework, and studies that support the theories used. Chapter III will focus on the methodology used in the present study which addresses the research questions. It will discuss research design, populations and participants of the study, measurement instruments, procedures, data collection process, and data analysis. In Chapter IV, research questions one, two, and three will be addressed through the presentation of quantitative data results and qualitative findings, respectively. In conclusion, Chapter V will go over the conclusions of the study, implications, limitations and recommendations for additional research aimed at enhancing the instructional model's pedagogical effectiveness with respect to metacognition strategies.