

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter mainly contains two major categories of research information, namely conclusion, and recommendation. The former category consists of several conclusive statements drawn from the discussion results of the research findings about metacognitive knowledge and self-regulation components of Indonesian senior high school students in EFL writing. Meanwhile, the second category included in this chapter provides the information on pedagogical implications to consider for conducting more effective writing instruction under the framework of metacognition. Additionally, the second section also offers the readers with some suggestions for directing further research in the area of metacognition and EFL writing.

5.1 Conclusion

Answering the first research question of the current research, it is concluded that the students have already possessed most components of metacognitive knowledge about EFL writing. Even though the students still could not report the entire specific components of metacognitive knowledge, especially in terms of strengths as a part of declarative knowledge in writing proficiency, the students have managed to realize more about the quality of metacognitive knowledge they currently possess through the process of metacognitive self-assessment. Providing supporting evidence for the existing related literature of metacognition and EFL writing, it is found that the students have already gained a good understanding of three components of metacognitive knowledge, namely declarative knowledge, procedural knowledge, and conditional knowledge.

Specifically, to sum up the research results about the components of metacognitive knowledge which have been possessed by the students, it is found that the students have a good understanding of what kind of conducive environment they expect to set in order to write effectively, and how to create the said situation up to their preferences. The students are also aware that although they develop a somehow negative attitude towards writing due to their awareness

of their limitation in writing proficiency, they do still have high self-efficacy and high motivation driven by their personal goals to keep learning English writing at their best. After all, even though students still have some doubts with their ability in writing, they have known some information about the stages of writing process (i.e. planning, drafting, revising) and the strategies to perform on those stages in order to meet the criteria required by a writing task and to deal with various problems encountered during the stages of a writing process.

In addition, providing the answer to the second research question, revealed are the findings, concluding that their self-regulation in EFL writing has not been considered fully ideal yet according to the related theories. However, at some point students have been able to develop their own strategies to conduct compositional process. Particularly, although students do not exactly process their writing by going through all stages of writing, including the stage of planning, monitoring, and evaluating, they still could effectively use their metacognitive knowledge about writing strategies to complete a writing task. In their own capacity, the students have been capable of writing an English text based on the required criteria by emulating model texts or translating the text they have written in their native language into English, either manually or with the help of a translation application.

Putting their metacognitive knowledge to work to perform self-regulation during writing, the students have been able to use their procedural and conditional knowledge in performing planning and monitoring skills. To be more specific, in performing planning skills, the students have been able to use their procedural knowledge for making a general plan of writing procedures, seeking topic-related information, and transforming visualization into text. The students also have been able to use their conditional knowledge of time planning, environmental structuring, setting writing goals, and self-selecting models by looking for the appropriate model text before they begin writing, just so they have the writing standard to follow during the writing process. Furthermore, in performing monitoring skills, the students have been able to use their procedural knowledge for conducting revising strategies. Besides, the students also have been able to use their conditional knowledge to fulfill task requirements and solve their writing

problems. More specifically, the students have been able to perform a good control over most of genre characteristics applied in their text by adapting the model text, and overcoming their problems related to grammar and vocabulary limitation using self-assistance strategies such as accessing learning sources like dictionaries, notes, books, or the internet, and seeking social assistance by consulting the problems with the more knowledgeable people including their teacher and friends.

5.2 Recommendation

Based on the previously concluded research results, despite possessing all components of metacognitive knowledge, some specific components are left to be further learned by the students. Besides, reportedly, the students' ways of using metacognitive knowledge to perform self-regulation skills are not precisely similar to the ideal compositional process elaborated by the related theories. Responding to the research results, it is further considered that to get more advanced quality of EFL writing metacognition, the students obviously still need to be given the specific training, allowing them to develop their understanding of all aspects of metacognitive knowledge and skills in self-regulation. With the aforementioned intention, the following sections provide some pedagogical implications for teaching writing based on the information about students' metacognitive knowledge and self-regulation skills, and some recommendations for conducting future research on the topic of metacognition and EFL writing.

5.2.1 Pedagogical implications based on students' metacognitive knowledge

To begin with, in terms of metacognitive knowledge, students' understanding of some specific components of declarative knowledge, procedural knowledge, and conditional knowledge still needs to be enhanced through classroom instruction. Regarding declarative knowledge, it is reported that in the area of person knowledge students still have not developed a positive attitude towards writing and they are only aware of their low proficiency level as they also think that they do not have any strengths in English writing. For improving students' person knowledge, it is suggested for the teacher to keep encouraging

the students to realize the real state of their writing proficiency by practicing self-assessment regularly every after the students are involved in the teaching-learning process of writing. This effort is worth trying for the students have reported that they have high self-efficacy and motivation to master writing skills, thus doing reflection on their writing proficiency through self-assessment might be meaningful and beneficial activity for them. That is because by keeping on doing reflection, the students would be able to not only develop their skill to accurately assess their proficiency, but also track their learning development all the way.

Then, in relation to the task knowledge as a part of declarative knowledge, students still have not understood about what kind of information needed to be included in a certain genre of text. They also still have limited knowledge of generic structure and linguistic features. In response to those problems, obviously it is the task of the teacher to design the most effective learning activities which could facilitate students to develop the strategies that make them remember and understand the genre characteristics to fulfill in writing various genres of English text. Alternatively, the teacher may give students some troubleshooting strategies when they are faced with problems in deciding the genre characteristics for certain text they are going to write, in response to the writing task instruction or requirement.

Following declarative knowledge, another part of metacognitive knowledge which sub-components need to be considered in teaching writing is procedural knowledge. To be more specific, there are two main problems to fix in regards to procedural knowledge. First, the students still do not know the particular strategies for pre-writing as a part of a planning process, especially the ones for inventing ideas. Therefore, it is suggested for the teacher to teach writing by applying the process approach which could train the students to complete writing tasks through the process of planning, drafting, revising, and sometimes with editing as well. Second, in text production, students do not know about drafting strategies. They just know that in order to write a text, they need to finish writing in one sitting without making drafts beforehand. Attending to this problem, again, process approach needs to be applied in the teaching process. Through the

sequential learning process with the certain schedule, students should be allowed to take time drafting their text before submitting the final version.

Lastly, from the side of metacognitive knowledge, it is also known that the students still have some problems with the conditional knowledge needed to write an English text. Those problems are related to the task knowledge and include the lack of knowledge about strategies to control the text in order to meet the required numbers of words, and strategies to control the accuracy of grammar and linguistic features of the text. The students only know that whenever they encounter with those two problems, they do not have any choice but write as much as they could to meet the required numbers of words and look for help either from the teacher or other students or check on their dictionary and notes when they do not know some particular linguistic features to use. Responding to these problems, it is recommended for the teacher that while students are involved in process-based learning of English writing, they also need to be trained to use the strategies to fulfill the writing task requirements. If possible, conducting the writing workshop about particular strategies to attend to various writing task requirements for several meetings would be found much helpful for students.

5.2.2 Pedagogical implications based on students' self-regulation skills

Shifting from metacognitive knowledge, the problems are also found in the way students employ self-regulation skills to put their metacognitive knowledge into action during the writing process. Started with the planning skills to complete a writing task, unfortunately students are not used to performing time planning as they prefer to just keep writing within the given time. They also rarely do rehearsing to prepare themselves in the beginning of the writing process, nor record keeping to plan out the content of the text. And then consistent with their report that they do not know about the strategy for planning how their text should be arranged, in terms of procedural knowledge students also admitted that they are not used to performing any organization procedure to plan out their writing. Particularly, they have never made any outline, framework or the like to organize the content of the text.

The second self-regulation skill of the students, which needs to be improved is monitoring. To monitor the process of writing, it is reported that students are not familiar with the process of drafting which is needed to control the quality of the final version of the text written. Furthermore, to control the accuracy of the text, the students admitted that they revise the text only by rereading the text and immediately make some changes to the mistakes they have made. Therefore, it is clear that to revise the text they do not have any other particular strategies such as self-verbalizing or reviewing the records by taking notes on the writing aspects to be revised during writing. Finally, as a means for encouraging themselves during writing, the students are not used to performing any form of self-consequating such as giving rewards for themselves after completing certain part of writing process or the like. For some students who has good endurance in writing, some sort of self-consequating activity might not be needed. However, considering the complexity of writing task for the majority of people, it is better for the teacher to give students some self-consequating strategies or even let the students reflect on the ones suit them best just so they would keep themselves motivated throughout the writing process.

The third self-regulation skill to work on by the students is evaluating. Most of the students actually do not have much problem with the performance of this skill, since they only need to do the reflection on their writing proficiency based on the text they have written. The students simply need to point out what strengths and weaknesses they have after re-checking their text and then think of what they are going to do next to improve their writing quality. However, in its practice, consistent with their report on the awareness of writing proficiency, it is found that the students are not used to performing self-evaluation of their strengths in English writing. This finding leads to the assumption that the students indeed have some sort of insecurity about their ability in English writing.

In response to students' problem with their doubt about their writing ability, again, it is suggested to the teacher to keep on helping their students understand that knowing the strengths is also needed for their improvement in writing. The teacher also needs to assure the students that no matter how many weaknesses they have, they would also have some strengths in them that worth appreciating.

To get the students realize this idea, the teacher indeed needs to expose students to reflective learning activities, including metacognitive self-assessment as illustrated in this research, which needs to be consistently done throughout the duration of the learning program.

5.2.3 Directions for further research

Finally, to constantly provide students with the better yet appropriate instruction of EFL writing, the current study suggests the further study for revealing students' writing metacognition to be conducted by the teachers by means of action research design. Besides, since this study only collects the data through off-line self-report instruments, further studies are encouraged to be conducted more thoroughly by combining the use of off-line and on-line assessment tools. Additionally, a survey study with the larger number of participants is also recommended with the purpose of gaining more complete insight into students' metacognition about EFL writing in the Indonesian context.