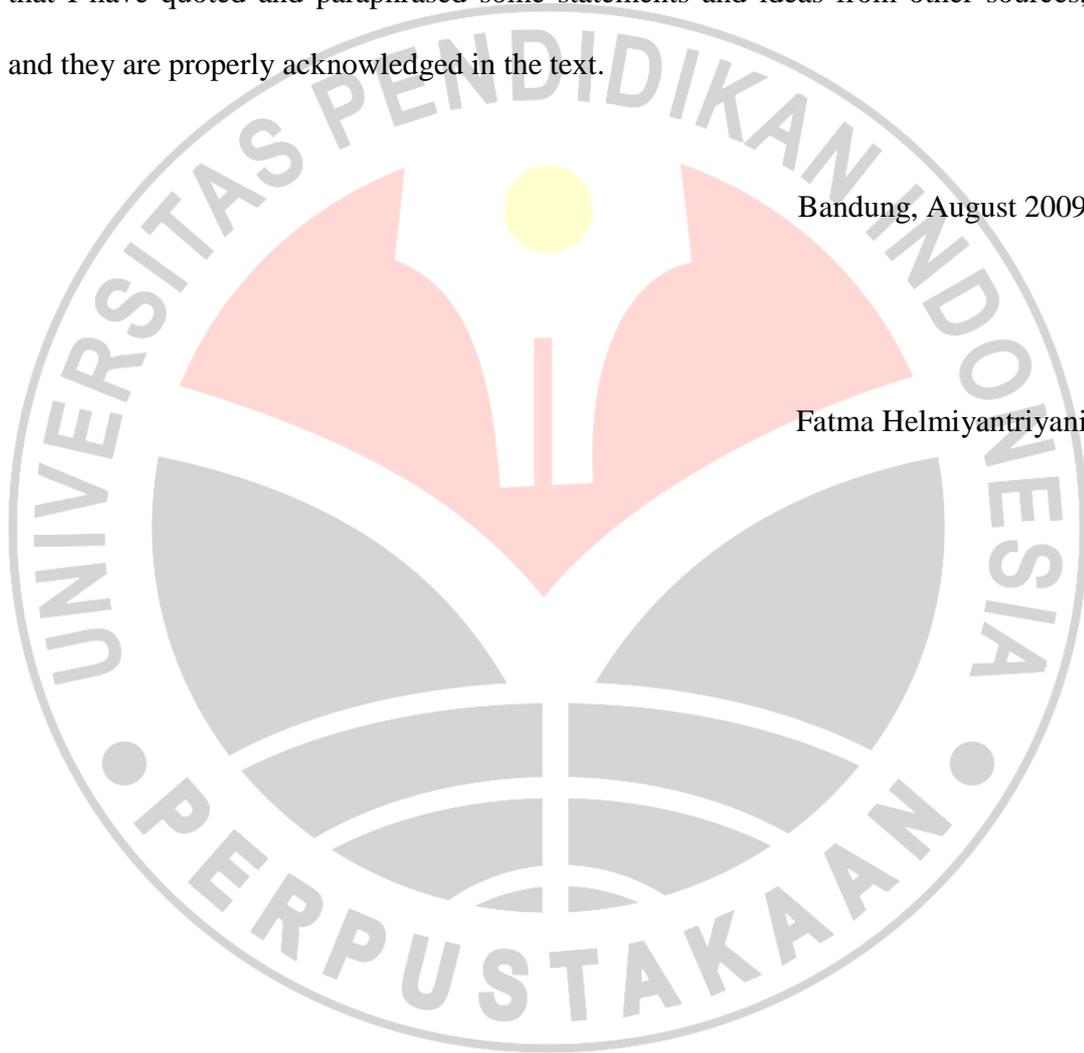


STATEMENT OF DECLARATION

I hereby certify that this thesis is completely my own work. I am fully aware that I have quoted and paraphrased some statements and ideas from other sources, and they are properly acknowledged in the text.

Bandung, August 2009

Fatma Helmiyantriyani



Writing Processes and Meta-cognitive Strategies of Four Indonesian Tertiary Level EFL Students

(A Think Aloud Protocol Based Study)

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ABSTRACT

The research reported in this thesis investigated the issues of second/foreign language writing processes and strategies. The purpose of the study was to investigate the processes as well as meta-cognitive strategies applied by four Indonesian EFL tertiary students while they were writing an English argumentative essay. Data for the study consisted of think-aloud reports as well as post-writing questionnaires collected from two higher-scored and two lower-scored writers with different levels of language proficiency (i.e. low intermediate, high intermediate, and advanced). Analyses of both the transcribed protocols and post-writing questionnaires substantiated previous researchers' findings that all of the participants followed complex, non-linear, recursive processes of writing, in which the sub-processes (i.e. planning, organizing, evaluating, and revising) might appear in the pre-, while-, and post- writing stages. Besides that, the findings also revealed important differences of meta-cognitive strategies used by both pairs of writers, in that the higher-scored writers displayed a larger number of meta-cognitive strategies, in terms of strategies for planning, organizing, evaluating, and revising, than the lower-scored ones.



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