

THE ANALYSIS OF METACOGNITIVE AWARENESS OF THE STUDENTS' WRITING COMPETENCE

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Abstract: Metacognitive learning strategies are the main factors influencing the writing skills of explanatory texts (Ramadhanti & Yanda, 2021). This study was a quantitative approach. The questionnaire was distributed to students on Saturday, 11 March 2023, with a processing time of about 20 minutes, where the questionnaire, the MAI, has 52 statement items to measure students' metacognitive awareness in English. The result shows that overall metacognitive awareness has an average of 8.32, with a very good category. While metacognitive knowledge has an average of 8.18, with the declarative knowledge indicator having a score of 6.65; procedural knowledge has a score of, and conditional knowledge has a score of 8. Meanwhile, metacognitive regulation has an average of 8.47, with the planning indicator having a score of 8.92; information management strategy has a score of 6.75; understanding monitoring has a score of 8.57; prediction strategy has a score of 8.5; and evaluation has a score of 9.64.

Keywords: *Metacognitive Awareness Inventory (MAI), metacognitive knowledge, metacognitive regulation*

INTRODUCTION

The current state of learning English in Indonesia, as in Indonesian schools, does not direct students to achieve language skills. It can happen because, in the learning process, the teacher dominates by giving lectures on theory and knowledge of language

rather than teaching about language skills, both oral and written.

The success of language teaching can be achieved with sufficient knowledge, traits, and behavior of students. In a learning process, there will always be students who succeed well, and there are also

less successful students; this can occur because of the use of the implemented learning strategies. As Naiman et al. (in Syahputra, 2014) stated, “All forms of language teaching can be well developed if we have sufficient knowledge about learning and the teaching and learning process itself. Thus, knowledge about the characteristics of students will assist in facilitating teaching and learning activities so that students can achieve maximum results.”

Currently, Indonesia uses the Merdeka Curriculum, in which English learning is carried out oriented towards 6 (six) learning elements as language skills: listening, speaking, reading, viewing, writing, and presenting in an integrated manner in various types of text (Kemendikbudristek, 2022).

Writing is one of the English skills that students can apply in various daily lifestyles. Writing activities include writing letters, filling out forms, compiling lists, taking notes, or writing academic writing. Writing is an efficient communication tool which demands detailed preparation to ensure that the

sentences and their links are directly related and effective (Novia et al., 2022). By writing, students can develop critical thinking to express and convey their ideas in a sentence structure. There is an assumption that writing is challenging for students due to the need for much effort to produce complete meaning.

Students feel these difficulties because of several factors, such as needing more vocabulary, grammar, motivation, and self-confidence. In addition, external factors such as the classroom atmosphere can also affect students' ability to write because a non-conducive class atmosphere can make students feel bored, so they will find it difficult to express their ideas. As stated by Mukminatien (in Baker & Boonkit, 2004), difficulties are not because of the students themselves; however, they can also be caused by a lack of variation in teaching by teachers and learning techniques that are less interesting when teachers teach. These conditions can make students feel bored and reduce their motivation to learn to write English text.

To master the ability of writing English text, students need direction from the teacher, which is not only in the form of teaching about knowledge and theory, however, this is also related to planning, processing, and evaluation of learning that students will apply through metacognitive learning strategies and metacognitive awareness.

According to Mustika and Sugandi (2019), through planning, controlling, and evaluating students' cognitive activities independently, metacognitive learning strategies can improve the ability of high school students to write short story texts. This ability can increase because students, during learning, always get used to thinking critically or thinking at higher levels independently.

Cer (2019) states that metacognition awareness is needed to emphasize that in writing activities, students need to plan and revise, monitor, evaluate, and edit; instead, the teacher asks students to write composition through simple instructions.

Metacognitive learning strategies are the main factors

influencing the writing skills of explanatory texts (Ramadhanti & Yanda, 2021). This study explained that the higher the student's metacognitive awareness, the better their ability to write explanatory texts, and vice versa. To improve students' writing ability, metacognitive awareness and intensive writing exercises are needed. In addition, the teacher's role is also needed in increasing metacognitive awareness of the process of students' writing activities.

What can be done by the teacher is to direct students to create a writing framework such as a mind map, recall events that have been experienced by students, which can then be linked to the text, and apply collaborative methods to evaluate the writing results of fellow students mutually and to create discussion in class. With the teacher continuing to encourage and provide feedback, students can improve their writing skills and use their metacognitive strategy skills.

In addition to improving writing skills, Mitsea and Drigas (2019) said that metacognitive strategies could

also increase academic achievement, self-confidence, and students' self-awareness. Metacognitive strategies and cognitive functions are known to make students have reasoning and critical thinking and be able to solve problems. It is also said that most researchers consider metacognitive strategies to be able to build self-monitoring, adaptation, and self-regulation.

The novelty of this study is that metacognitive through direct language strategy has an important role in supporting students' writing competence especially for senior high school level.

METHODOLOGY

This study uses qualitative research methods to describe in depth a natural context that occurs in the field (Farida, 2014). This study uses a descriptive qualitative method to describe an event that was experienced by researchers when carrying out practical field experience at State Senior High School 6 Semarang. This study had research subjects; it is 36 students in class XI

MIPA 5. The steps researchers took in collecting research data were distributing questionnaires to research subjects.

The questionnaire was distributed to students on Saturday, 11 March 2023, with a processing time of about 20 minutes, where the questionnaire, the MAI, has 52 statement items to measure students' metacognitive awareness in English, which was developed by Schraw and Dennison and has been tested for validity and reliability.

The data collected was then analyzed descriptively and quantitatively, where the analysis was carried out through data processing into a value range of 1 - 10 and categorized. The range of categories used is as follows.

Table 1
Metacognitive Awareness
Categorization

Value Range (1-10)	Category
0 – 1.99	Very Low
2 – 3.99	Low
4 – 5.99	Moderate
6 – 7.99	Good
8 – 10	Very good

Jaleel, S. (2016); 165-172.

RESULT AND DISCUSSION

Metacognition awareness is students' awareness of using their thinking in planning, controlling, and evaluating cognitive processes and strategies. Table 2 presents the average metacognitive awareness of class XI MIPA 5 students in mastering the ability to write English text.

Table 2
Metacognitive Awareness of
XI MIPA 5 Students

Indicator	Average Score	Category
Declarative Knowledge	6.56	Good
Procedural Knowledge	10	Very Good
Conditional Knowledge	8	Very Good
Metacognitive Knowledge	8.18	Very Good
Planning Skills	8.92	Very Good
Information Management Strategy	6.75	Good
Monitoring Skills	8.57	Very Good
Predictive Strategy	8.5	Very Good
Evaluation Skills	9.64	Very Good
Metacognitive Regulation	8.47	Very Good
Average Metacognitive Score	8.32	Very Good

The average metacognitive awareness of the students, in general, shows a score of 8.32, or in the very good category. The sub-indicators contained in this metacognitive awareness are related to one another. The first linkage is in declarative and procedural knowledge. This

relationship is in the awareness that students will immediately have a strategy to find the information they need when they make mistakes. It means that procedural knowledge is an executor of students' declarative knowledge.

There is also a close relationship between procedural knowledge and conditional knowledge, which is related to students' learning strategies. When students understand the procedures for writing short story texts, they already know when and why they are used (Adhitama et al. in Fauziah et al., 2018).

Declarative Knowledge

Declarative knowledge includes knowledge of themselves; it is an English learner and the factors influencing their knowledge. Table 2 shows that students' declarative knowledge has an average score of 6.56, or it is shown that students have good declarative knowledge. This sound knowledge is based on applying active learning in schools with suitable learning environments.

Procedural Knowledge

Procedural knowledge includes student awareness of the thinking process and how to carry out activities to achieve goals. When carrying out the writing process, students with good procedural knowledge can use different strategies to construct the meaning of good writing. Table 2 shows that students' procedural knowledge has an average score of 10, which means that students have excellent procedural knowledge. The sound knowledge of this is based on the low boredom of students in learning English, where the boredom of these students is minimized by using an exciting teacher's learning style.

Conditional Knowledge

Conditional knowledge includes knowing why and when students use a strategy or decision-making to write short stories in English. Table 2 shows that students' conditional knowledge has an average score of 8, which means that students have excellent conditional knowledge. The good knowledge of this is based on the ability of students to decide on

choosing the right strategy to compose texts, the independence of students in choosing their learning strategies, and the support of teachers in providing an understanding of writing mastery.

Planning Skills

Planning is designing an appropriate solution based on the problem at hand. Table 2 shows that students' planning in dealing with problems has a mean score of 8.92, which means that students have excellent planning. The good planning that students have is based on the freedom given by the teacher to students in exploring their experiences in compiling a short story text independently so that students can find new things or exciting ideas. This stage is essential to apply to writing short stories to achieve the goal of writing within the desired timeframe and using an effective strategy.

Information Management Strategy

Time management strategies are students' skills in managing information that is useful for processing information more

effectively and efficiently, such as organizing, describing, summarizing, and focusing on important information. Table 2 shows that the information management strategy has a mean score of 6.75, which means that students have a good information management strategy and can process information efficiently. Good information management strategies by students are based on good planning awareness. They can continue to be trained with attractive learning activity models such as encouraging students to continue to actively manage information about their knowledge well to help students in their efforts to compose short story texts.

Monitoring Skills

Monitoring is a student's skill in seeing how far they understand things they have not mastered. Table 2 shows that the ability of students to monitor their understanding has a mean score of 8.57, which means that students can monitor their understanding independently very well. Students can own the excellent monitoring of independent

understanding through training, such as reconfirming their understanding of text structure and grammar so that students can monitor their understanding independently.

Predictive Strategy

The prediction strategy is a student's skill in predicting errors occurring during short story writing activities. Table 2 shows that students have a predictive strategy with a mean score of 8.5, which means that students can detect and overcome the mistakes they make when composing short story texts very well. After mastering the understanding monitoring strategy, students are expected to be able to develop prediction strategies to correct their mistakes.

Evaluation Skills

Evaluation is the last step that needs to be done by students in learning activities. At this stage, students and the teacher reflect on the work and writing results they have compiled independently. This evaluation can be done independently by understanding how well they are at writing short stories, in pairs with

classmates by correcting each other's writing (both in terms of structure, grammar, use of vocabulary, and others.), or together with the teacher by asking things that are still not understood during the writing process. In Table 2, it is shown that the ability to evaluate has a mean score of 9.64, which means that students can evaluate their work and themselves very well.

Metacognition awareness, knowledge related to learning strategies, and understanding of the context greatly influence planning strategies and overall learning activities. Students who can make plans for self-management, behavior, and the environment, will be able to increase their self-regulation (Schunk & Zimmerman in Fauziah et al., 2018). Students need this self-regulation to achieve their learning objectives effectively and obtain maximum results.

CONCLUSION

Based on this, students in class XI MIPA 5 at State Senior High School 6 Semarang have excellent metacognition awareness in learning

English, especially in mastering writing skills.

In order to continue to increase and maintain metacognition awareness, students need to continue to be given training in learning activities by teachers, such as applying discovery learning models, which are helpful for training students' independence, activeness, and skills.

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