THE CORRELATION BETWEEN EFL STUDENTS' METACOGNITIVE KNOWLEDGE AND THEIR ENGLISH WRITING SKILL AT ENGLISH TADRIS STUDY PROGRAM IN IAIN CURUP

(A Correlational Quantitative Study at The Fifth Semester of English Tadris Study Program in IAIN Curup in the Academic Year 2021/2022)

THESIS

This Thesis is summited to fulfill the requirement for "Sarjana" degree in English Language Education

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Wassalamu'alaikum Warahmatullahi Wabarokatuh.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled ***"The Correlation between EFL Students' Metacognitive Knowledge and Their English Writing Skill at English Tadris study Program in IAIN Curup (A Correlational Quantitative Study at The Fifth Semester of English Tadris Study Program in IAIN Curup in the Academic Year 2021/2022)".***

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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The researcher finished this thesis entitled ***"The Correlation between EFL Students' Metacognitive Knowledge and Their English Writing Skill at English tadris Study program in IAIN Curup (A Correlational Quantitative Study at The Fifth Semester of English Tadris Study Program in IAIN Curup in the Academic Year 2021/2022)".*** This thesis is obtained in partial fulfillment of the requirement for Degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer like to express the deepest appreciation to:

1. Mr. Prof. Dr. Idi Warsah, M. Pd. I as Rector of IAIN Curup
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6. All of the lecturers and staff in English Tadris Study Program who have given knowledge, inspiration, and support during I studied at IAIN Curup.

Finally, the writer realized that this thesis is still far from being perfect. So, the writer is really contented, if there are criticisms or suggestion directly to the writer to make this thesis better and more perfect. Hopefully, the result of this research can give a beneficial contribution mainly for readers and English Lecturer in English Tadris Study Program.

Wassalamu'alaikum Wr. Wb.

Curup, August 2022

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MOTTO AND DEDICATION

"No sweet without sweat"

"Always do what you think is right. Don't listen to the babbling of people who will make you down. Make the person's say as motivation to become a better self"

"Never give up even though you are tired until your dreams have been reached"

- Anggun-

This thesis dedicates to:

1. My beloved and the best family, the finest man ever my father **Mr. Said** (alm) the most care and greatest woman, my mother **Mrs. Lis Anita.** Thank you for your love and pray for me.
2. My beloved sister **Anggi Marlia** and 2 my brothers **Agil Putra Wibawa** and **Iqbal,** who always support me.
3. My best advisor **Mrs. Dr. Eka Apriani, M. Pd** who always give me suggestion, motivation, and guidance in finishing my thesis and my study at IAIN Curup.
4. My great co-advisor **Ms. Henny Septia Utami, M. Pd** who always give the research guidance, suggestion, support and motivation in finishing this thesis and my study in IAIN Curup.
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6. My great friends in **Himpunan Mahasiswa Islam (HMI) Curup and UKM Tapak Suci IAIN Curup**, thank tou always give me supports.

7. My beloved lecturers of English Tadris Study Program in IAIN Curup.
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9. All of my friend in PPL at SMPN 1 Rejang Lebong and KKN 77 Tanjung Dalam 2021.
10. All of the students of Tadris Bahasa Inggris at IAIN Curup.
11. My Almamater IAIN Curup.
12. All of the people around me that I cannot mention one by one.

ABSTRACT

Anggun, 2022	**:**	**The Correlation between EFL Students' Metacognitive Knowledge and Their English Writing Skill at English Tadris Study Program IAIN Curup.**
Advisor	**:**	**Dr. Eka Apriani, M. Pd.**
Co-Advisor	**:**	**Henny Septia Utami, M. Pd.**

The main goal of this research was to investigate the correlation between students' metacognitive knowledge and their English writing skill. The research took place at IAIN Curup with the population were 69 students of the fifth semester students of TBI in academic year 2021/2022. They are students from 5A, 5B, and 5C. Then, the researcher only took 35 students as the sample of this study. It was used a quantitative method with the correlational as the researcher design of study. The instruments were metacognitive knowledge questionnaire adopted from Teng, and English writing skill used test. Based on the result of this research, there are three main results of the research. First, this research has revealed that Students' metacognitive knowledge of writing skill at English Tadris Study Program in IAIN Curup have got moderate metacognitive knowledge in writing, with the score 41. Second, this research has revealed that Students' English writing skill at English Tadris Study Program in IAIN Curup have got poor English writing skill with the score 39. Third, this study demonstrates that there was a correlation between Students' metacognitive knowledge and their English writing skill at English Tadris Study Program in IAIN Curup. Based on the calculation above, it could be construed that rxy (0.313449) was higher than rtable (0.2746). It meant that that there was a correlation between Students' metacognitive knowledge and their English writing skill at English Tadris Study Program in IAIN Curup. In other words, it confirmed that there is a correlation between metacognitive knowledge and English writing skill of the fifth semester students of TBI at English Tadris Study Program in IAIN Curup in the academic year 2021/2022.

Keywords: Metacognitive Knowledge, Correlational Research, Writing Skill

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CHAPTER I

INTRODUCTION

A. Background of the Research

Metacognitive knowledge is a person's knowledge or belief about the factor that can be used to control cognitive process. According to Flavell, metacognitive knowledge is a person's awareness of how learning, the ability to observe level of self-understanding, the ability to use a variety of information to achieve goals, and the ability to asses learning progress alone.[1] Metacognitive knowledge ask for students to reflect on what provide valuable information for students. Santrock revealed that metacognitive knowledge linking new information with prior knowledge and choosing the right strategies in learning.[2] Because metacognitive knowledge is so important in successful learning, it is critical to investigate metacognitive knowledge in order to determine how students can be taught to better apply and regulate cognitive processes.[3]

Metacognitive knowledge is a way of thinking about cognitive process in learning. In addition, it occurs when student planning, monitoring, and evaluating about cognitive process in learning. Metacognitive knowledge

[1] Flavell, J. H. *Speculations about the nature and development of metacognition,* (Hillside: Lawrance Erlbaum Associates, 1987), P. 21-29

[2] Santrock, J. W. 2010. *Psikologi Pendidikan* , (Jakarta: Kencana Prenada Media Group)

[3] Livingstone, Jenifer A. *Metacognition: An Overview* (University at Buffalo, The State University of New York: 2003) P. 3

is important in learning, because it has been shown to be important in successful learning.[4]

In learning process, metacognitive knowledge will help students become independent learners and controlling their own progress in learning. The important of metacognitive knowledge in learning, that student are trained to reflect on any knowledge they have acquired and students are remember the subject matter given by the teacher.[5] Metacognitive knowledge also the ability to use prior knowledge to plan strategies in completing tasks, take the necessary steps to solve the problem, reflect the evaluate result in learning, and make an independent study plan according to the need of student at home and at school.

In language learning, metacognitive knowledge is one of the influential and very important things. If the students do not have metacognitive knowledge, the students will have difficulty in the learning process. Improving metacognitive knowledge is something students should do, because metacognitive knowledge can help students planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward task completion. Livingstone cited in Teng stated that metacognitive knowledge is one of the factors that play that play an important role in students' writing skill.[6]

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[4] Batha. *Metacognitive training aids decision making. Australian Journal of Psychology*, 59(2). P. 64-69

[5] Graham, S. *In Handbook of Educational Psychology.* (Mahwah: NJ Erlbaum, 2006), P. 57

[6] Livingstone, Jenifer A. *Metacognition: An Overview* (University at Buffalo, The State University of New York: 2003) P. 3

In learning process, writing is an complex activity to express ideas through the medium of language.[7] Writing as the ability to use language to express ideas, thoughts or feelings to others by using written language. The writer must have the ability to using vocabulary, grammar, and language structure. Writing aim to provide information about something, opinions, views, and data to the reader. So, that the reader can get new insights and knowledge from the writing. Writing provides students with the avenue to learn all the rules of their language and how they can better organize their ideas more coherently using the language. Because writing is a complex activity, so metacognitive knowledge is very needed in writing.

In Writing skill, metacognitive knowledge has an important role, exactly in students are looking for ideas when they are going to write. Because metacognitive knowledge gives an effect to their writing. Metacognitive knowledge has a positive correlation with EFL students' writing skill.[8] Therefore, student who has higher metacognitive knowledge than the other student can writing well. So, they have the writing ability in English are better than the other students. In writing skill, it involves ability to write. To be able to write well in learning English, metacognitive knowledge is one of the most influential. As stated by Gardner that metacognitive knowledge is important part in learning process especially in

[7] Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), P. 95

[8] Teng, F, *The Role of Metacognitive Knowledge and Regulation in Mediating University EFL Learners' writing Performance*, (Republic of China: Hong Kong Baptist University, 2019), P. 113-125

writing skill.[9] This is evidence by research from Teng, with the title "The Role of Metacognitive Knowledge and Regulation in Mediating University EFL Learners' writing Performance" and the results of this study indicate a significance of the correlation between questionnaire scores and speaking scores.

However, there is a phenomenon that learning writing is something difficult. Most of English student learn to write English at their campus. They generally learn how to explore their ideas and written language. However, just some students can write well on target language. In writing classes, student frequently cannot to express their ideas, suggestions, or their feelings, because some reasons. This research is interesting to do at IAIN Curup because English Study Program at IAIN Curup has received A accreditation and writing skill is one of the classes in English Study Program. Based on the observations, researcher has conducted interviews with students of the English Study Program at IAIN Curup, when students write English sometimes of them are lack interest in writing, low motivational in writing, and ineffective metacognitive strategies.[10] In addition, already know from the previous understanding occupies unique position in language teaching, because its acquisition requires the practice and knowledge of the other three language skills, listening, reading, and speaking. Furthermore, it involves the mastery of other knowledge, such as metacognitive knowledge. In addition, when students write students write English, their writing performance is not

[9] Gardner, *Promotign General Metacognitive Awareness, Instructional Science.* (Kluwer Academic Publisher), P. 113 - 125

[10] Interviewed with English students of IAIN Curup on June 03, 2021

optimal. This is balance with Haiwen Mo states someone with poor metacognitive knowledge usually lack of motivational in writing and they have difficulty in writing.[11]

Based on description above, in order to have a good writing skill, the writer should be able to write well. Meanwhile, to strengthen their writing performance, metacognitive knowledge is also needed. So, students who are have good metacognitive knowledge will a good writing skill, while students who have low metacognitive knowledge will decrease their writing skill and also decrease its comprehension. Therefore, the researcher wants to conduct a correlation study entitled The Correlation between EFL Students' Metacognitive Knowledge and Their English Writing Skill at English Tadris Study Program in IAIN Curup.

B. Research Question

Therefore, based on the description above, the researcher wants to investigate this problem because it is very interesting. So, the research questions of this research are:

1. How is students' metacognitive knowledge of writing skill at English Tadris Study Program in IAIN Curup?
2. How is students' English writing skill at English Tadris Study Program in IAIN Curup?

[11] Haiwen Mo. *A study of the Teaching of ESL Writing in Collage in China.* (Guangxi: Guangxi Teacher Education University, 2012). P. 118

3. Is there any correlation between students' metacognitive knowledge and their English writing skill at English Tadris Study Program in IAIN Curup?

C. Objectives of the Research

Based on the research questions above, the objectives of the research are to know:

1. Students' metacognitive knowledge of writing skill at English Tadris Study Program in IAIN Curup.
2. Students' English writing skill at English Tadris Study Program in IANIN Curup.
3. The correlation between students' Metacognitive knowledge and their English writing skill at English Tadris Study Program at IAIN Curup.

D. Significant of the Research

This research has the benefits are the following:

1. Students

   This research has an impact on students, they could to get a clear idea that the role of metacognitive knowledge was very important in writing. Therefore, if they wanted to improve their writing skills, they should practice their metacognitive knowledge. Students should have a lot of knowledge about how to write, knowledge of writing techniques, and knowledge about how to perform cognitive activities.

2. Lecturer

This research could useful for lecturer, especially for writing lecturer. By reading the results of this study, lecturer known that metacognitive knowledge is necessary in learning writing skill. Lecturer must be aware of individual student learner differences based on their prior knowledge and ability or potential to develop their writing. The lecturer could be aware of importance of teaching writing techniques and know when taught certain techniques. Therefore, by reading this research, the lecturer could get a clear idea that in order taught subsequent writing, the lecturer must focus on two things, language skills in writing and how to manage or control thinking skills in order to build good ideas before writing.

3. The future research

This research contributed to the future research. By reading this research, they gained a new perspective on how metacognitive knowledge was very important in writing, and perhaps in time they tried to correlated metacognitive knowledge with other research skills in the future. Therefore, this research was a bridge that provides information so that future research could be effective in developing research that captures areas related to metacognitive knowledge. This research became the bridge to the future research.

E. Delimitation of the Research

The sample in this research is delimited on the fifth semester English Tadris Study Program in IAIN Curup. They have good writing skill competence and the potential to be homogenous because they have just completed a writing class with controlled writing curriculum.

F. Operational of Definition

1. Writing skill

   Writing is a skill in which we express ideas, feeling, and thoughts that are arranged in words, sentence, and paragraph by using eyes, brain and hand. Furthermore, some people will express their message, attitude, opinion, and belief to readers through form of writing consisting of meaningful completeness, such as spelling and punctuation that can be seen by both the writer and the reader in writing essay. In this research writing is an activity to communicate ideas, thinking, argument, and message to other people in the world.

2. Metacognitive knowledge

   Metacognitive knowledge as consisting of knowledge or one's belief in basic knowledge about the factors that influence cognitive processes. In this research, the researches defined metacognitive knowledge is a mental activity that allows a person to organize, plan, and manage their entire process of problem solving. Metacognitive knowledge is a factors that influence in writing skill.

3. EFL Students

English as a Foreign Language (EFL) is the term used to described the study of English by non-native speakers in countries where English is not the dominant language. English as a second language also called English as an additional language. In additional EFL means that English is not used for formal communication and in daily communication. In this research, they were students at fifth semester at English Tadris Study Program in IAIN Curup.

G. Systematic of the Research

The explanation of this research will be organized into five chapters. The first, Chapter I, about the background of the research, research question, objective of the research, significance of the research, delimitation of the research, operational of definitions and systematics of the research. The second, Chapter II, this chapter consist to review of the related theories and review of the related findings. the third, Chapter III, presents about the methodology of the research which includes the kind of the research, population and ample, technique of collecting data, research instrument, validity and reliability, and technique analysis data. The fourth chapter, Chapter IV, is research finding and discussion. And the fifth, Chapter V, is the conclusion and suggestion that consist of conclusion and suggestion.

CHAPTER II

REVIEW RELATED THEORY

A. Review Related Theory

1. Metacognitive Knowledge

a. Definition of Metacognitive Knowledge

The term of metacognitive knowledge is almost frequently associated with John Flavell. According to Flavell metacognitive knowledge include learners' awareness of their own thinking processes as well as the executive processes involved in supervising and regulating cognitive processes.[12] According to Livingstone. J. A metacognitive knowledge is higher order thinking that involves active control over the cognitive processes involved in learning. Metacognitive activities include planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward task completion. Because metacognitive knowledge is so important in successful learning, it is critical to investigate metacognitive knowledge in order to determine how students can be taught to better apply and regulate cognitive processes.[13]

Writing can be defined as a recursive process that involve cognitive and metacognitive processes. According to Nunan defines

[12] Flavell, J. H. *Metacognition and Cognitive Monitoring: A New Era of Cognitive Developmental Inquiry*. (American Psychologist, 1979). P. 906–911.

[13] Livingstone, Jenifer A. *Metacognition: An Overview* (University at Buffalo, The State University of New York: 2003) P. 3

writing as a process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.[14] Metacognitive knowledge is needed when expressing an idea, because indicators of metacognitive knowledge is needed in the process of writing.

Writing requires some language skills and also requires metacognitive knowledge. In writing, the writer creates a network of meanings that connect previous, current, and new knowledge. Metacognition includes learners' awareness of their own thinking processes as well as the executive processes involved in supervising and regulating cognitive processes. In the writing process, there is a process of developing ideas and imagination that a writer has, such as the development of meaning and knowledge as part of the development of metacognitive knowledge. Thus, metacognitive knowledge and written products will be interrelated. Writing activities require the ability to think at a high level. This is one of the most difficult things in the process of language acquisition skills, so the writer needs to be aware of the importance of metacognitive processing in the process of doing cognitive tasks.

Flavell defines metacognitive knowledge as knowledge about cognitive objects, that is, about everything related to cognitive

[14] Nunan, David. *Second English Teaching and Learning* (Beijing: Foreign Language Teaching and Research Press, 2001). P. 148

processes. According to Flavell metacognitive knowledge is one's knowledge concerning one's own cognitive process and outcomes or anything related to them.[15] Metacognitive knowledge is a two or more level thinking process that involves cognitive processes, such as processing information, as well as about thinking tasks, and about strategies for copying similar tasks. According to Pugalee such construction of knowledge and meaning is considered part of metacognitive development.[16] Thus, metacognitive knowledge and writing are interrelated to regulate one's cognitive activity so as to produce the good writing.

b. Aspect of Metacognitive Knowledge

Metacognitive knowledge consists of a person's knowledge of basic knowledge that affects cognitive processes. Metacognitive knowledge consists of three aspects, namely declarative knowledge, procedural knowledge, and conditional knowledge.[17]

1) Declarative Knowledge

Declarative knowledge is knowledge that contains facts and information that are stored or expressed with statements that are stored in memory. Declarative knowledge includes facts, beliefs,

[15] Flavell, J. H. *Cognitive Development: Children's Knowledge about the Mind*, (1999), P. 21-45

[16] Pugalee, D. K. 2001. *Writing, Mathematics, and Metacognition: Looking for Connections through Students' Work in Mathematical Problem Solving (School Science and Mathematics* 101 (5): P. 236-245

[17] Feng Teng. 2019. *The role of metacognitive knowledge and regulation in mediating university EFL learners' writing performance.* (Department of Education Studies, Hong Kong Baptist University, Hong Kong, People's Republic of China: 2019). P. 3

opinions, generalizations, theories, hypotheses and attitudes towards something, a person and oneself. The application of declarative knowledge can be understood as follows what the writer already know from the previous understanding and what the information will the writer be looking for.

2) Procedural Knowledge

Procedural knowledge refers to knowledge of 'how' to perform cognitive activities. Procedural knowledge is knowledge that helps us control the relevant factors when evaluating a certain phenomenon on the specific steps taken in completing a certain task or activity. An example of an essay writing procedure is the use of metacognitive strategies. Its use can be recognized when the situation arises, use the information correctly based on the previous understanding, present the information correct, the steps should take to complete this writing assignment. Therefore, knowledge of important procedures in carrying out cognitive activities is expected to improve writing skills among students so as to improve writing achievement.

3) Conditional Knowledge

Conditional knowledge refers to the question of when and why a particular strategy or procedure was used. In this study, conditional knowledge is a description of the context and

situation that is in accordance with the application or procedure in relation to writing techniques or strategies. During the writing process, students will receive two types of knowledge about the language they are learning.

2. Writing Skill

a. Definition of Writing Skill

Writing is an important skill used to support other skill in English teaching. Every people can use writing to communicate their ideas, thinking, arguments, and message to other people in the world. According to Ghazi as noted in Ngadiso's research that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete.[18] And arranging the ideas into statement and paragraph clearly. On the other hand, by the writing people can express the emotional, thought, and everything that can write which has purpose. In addition, the aim of writing is to give information to the reader.

Writing is one skill of language that should be learn and taught. It will be hard to master a language, especially the writing. Hampton stated that writing skill means specific abilities which helps writers put their thoughts into words in a meaningful form and mentally interact with the message.[19] In other word, writing skill is technical competence to do something well in transaction with words

[18] Ngadiso. *Op, Cit.* P. 6

[19] Hampton, R. S. Community involvement in alphabet and material development. (Notes on literacy. Interest level, 1968), P. 16

in forming combination where by the students free their self from what students think, feel and perceive as the medium to manifest grammatical system of language.

Writing is one of the productive language skills that might be a complex problem for all lecturer and students, since there are several aspects that should be gained. According to Heaton, the writing skill are complex and sometimes difficult to teach requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.[20] In addition, Richard explained that writing the most difficult skill for learners to master. In short, writing seems hard to be implemented because of some considerations.

b. Aspect of Writing Skill

Writing is not only transferring an idea into written language but also providing many things that draw the writers' attention. Brown as cited in Ngadiso stated five aspect of writing, they are content, organization, vocabulary, syntax, and mechanics.[21] Meanwhile, Hedge mentioned that in writing, the writer should consider in high degree of accuracy, complex grammar devices, a careful choice of vocabulary, and sentence structures in order to create style, tone, and information appropriate for the readers of

[20] Heaton. Writing English Language Test. (London: Longman, 1975), P. 135
[21] Richard, J. C. *Second Language Writing*. (Cambridge University Press, 2010), P. 303

one's written text.[22] Hughes as cited in Ngadiso also explained the five aspects of writing, they are the first is grammar, grammar is an element of writing which deals with a set of rulers to have a writer construct sentences that make sense and acceptable in English. The second is vocabulary, it deals with a list of words and their meanings. The third is mechanics, that is the convention in writing, which is related to punctuation, spelling, and capitalization. The fourth is fluency, which refers to the ease and the style of the composition, and the lastly is form (organization), that is the logical sequence and cohesion or the flow of ideas being put into written language, to make unified contribution to whole paragraph.[23] On other hand, Nunan as cited in Ngadiso stated that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of number variables which include: control of content, format, sentences structure, vocabulary, punctuation, spelling, and letter information.[24] Therefore, the researcher summarized that the aspect of writing is content, organization of ideas, grammar, vocabulary, and mechanics.

c. Writing Process

[22] Hedge, T. Writing Resources Books for Teachers. (Oxford: Oxford University Press, 2005), P. 10

[23] Hudges, A. *Op, Cit*. P. 4

[24] Ngadiso. *Op, C*it. P. 149

Karen stated that writing process is a framework for writing well and easily. Generally, the writing process consists of three stages, they are:[25]

1) Prewriting

In prewriting step, think about topic and organize the ideas. Prewriting is the thinking, talking, reading, and writing about topic before writing a first draft. Prewriting is a way of warming up brain before writing. There are several ways to warm up before writing:

a) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list as many ideas as possible without worrying about how to use them. They can include words, phrase, sentences, or even question. To brainstorm, there are some steps such as: begin with a broad topic. Write down as many ideas about the topics. Add more items to the list by answering the question what, where, when, why, who and how. Group similar items on the list together. And cross out items that do not belong.

b) Clustering

Clustering is another prewriting technique. It is a visual way of showing how ideas are connected using circles and

[25] Karen, B. and Christine, R. *Ready to Write 3rd Editions*. (USA: Longman, 2003). P. 41-44

lines. In other words, clustering is an activity of drawing the ideas. To clustering, there are some steps: write the topic in the center of a blank piece of paper and draw a circle around it. Write any ideas that come into mind about the topics in circle around the main circle. Connect these ideas to the center word with a line. Think about each of new ideas, write more related ideas in circles near the new ideas, and then connect them. And repeat this process until the ideas run out.

2) Writing

This is actually writing the first draft of the piece. After thinking about topic and doing necessary prewriting, the next steps in the writing process in writing paragraph. When write the first draft of the paragraph, the ideas generated from prewriting used a guide.

3) Revising

It is almost impossible to write a perfect paragraph on the first time. After completing the first draft, a writer must look for ways to improve it. This step is called revising. When revising paragraph can do the following:

1) Add new ideas to support the topic.
2) Cross out sentences that do not support the topic.
3) Change the order of the sentences.

From the writing process about, the researcher concluded that writing is a process of creating, organizing, writing and revising. In the first step of the process is creating ideas. In the second steps is organizing the ideas. In the third step is writing a rough draft. In the final step is editing a rough draft and making revisions.

3. Essay Writing

a. Definition of Essay Writing

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but five paragraphs essay is a common length for academic writing.[26] In the other hand, definition essay define a word, term, or concept in depth by providing a personal commentary on what the specific subject means. Essay is a short piece of writing, which is often from the writer's point of view. Essay can consist of a number of elements, including literary criticism, political manifestos, arguments, observations of daily life, recollections, and reflections of the author. This handout will cover argumentative/persuasive, research, compare/contrast, descriptive, evaluation, narrative, exposition, classification, and analysis essays.[27]

b. Indicator of Essay

[26] Dorothy E. Z. *Academic Writing from Paragraph to Essay* (Macmillan, 2005), P. 45

[27] Jack Baker, et all, *Welcome to the Purdue OWL " Purdue OWL: EssayWriting. Purdue Online Writing Lab*, I March 2013

According to Stephen A Zinkgraf there are several aspects of essay writing.[28]

1) Content

According to Harmer content is the relevance, clarity, originality, and logic. It meant that the words that construct should be relevance, original, and logic when a writer develop his ideas in writing composition.[29] But in short Brown content is the logical development of ideas.[30] According to those definition the researcher summarize the content is about the writer or the words in some writing composition develop the ideas, it should be relevance, clarity, and logic.

2) Organization

Ideas are arranged logically and cohesively, ideas are conveyed clearly, smooth that is the logical sequence and cohesion, or the flow of ideas being put into written language, to make unified contribution to whole paragraph.

3) Vocabulary

It deals with a list of words and their meanings.

4) Language use

Language is the method of communication that involves the use of human languages. How human beings converse with each

[28] Zinkgraf, A. S, *Testing ESL Compisition A Practical Approach, (New York: Cambridge University Press*, 2014), P. 2

[29] J. Harmer. *How to Teach Writing.* (UK: Pearson Education, 2004). P. 28

[30] H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy: Second Edition.* (State University: San Fransisco, 2001). P. 132

other is by using a language. Language is important because it given an ability to communicate in various environment.

5) Mechanics

That is the convention in writing, which is related to punctuation, and capitalization spelling.

B. Review of Related Finding

The first related finding was form Feng Teng's article entitled The role of metacognitive knowledge and regulation in mediating university EFL learners' writing performance. This study focuses on metacognition and its relationship with writing performance. Results reveal that scores on six parameters of metacognition (declarative knowledge, procedural knowledge, conditional knowledge, planning, monitoring, and evaluating) were positively correlated with EFL writing performance. Parameters of procedural knowledge, planning, monitoring, and evaluating were more highly correlated with writing compared with other parameters. Result also revealed that scores on metacognitive regulation can play unique roles in predicting writing proficiency over and above prediction based on scores on metacognitive knowledge. The result of this research show that metacognitive knowledge have positively correlated with EFL writing performance.[31]

The second finding was from Lawrence Jun Zhang entitled Awareness in Reading: EFL Students' Metacognitive Knowledge of Reading Strategies

[31] Feng Teng, *Ibid*, P. 12

in an Acquisition-poor Environment.[32] The study found that the PRC EFL readers' metacognitive knowledge of reading strategies had close links to their EFL proficiency. The results suggest that the available studies on PRC EFL readers have not adequately addressed the issue. Implications for learner training and recommendations for further research are also explored. In additional metacognitive knowledge have a positive relation with the reading skills.

The third, the research under title The Relationship of Students' Metacognitive Reading Strategies Awareness and Reading Comprehension the case of the sixth semester students of English in Department University Negeri Padang, that conducted by Zuledwi Wahyuni. The aim of the research is about the relationship of students' metacognitive reading strategies awareness and reading comprehension: the cast of sixth semester students English Department Universitas Negeri Padang (UNP). The result show that there is no significant relationship between the students' metacognitive reading strategies awareness and reading comprehension. This result is obtained from the computation of the relationship of the students' metacognitive reading strategies awareness and reading comprehension applied to the sample is -0,408753055. Therefore, the correlation between the two variables above is no correlation.[33]

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[32] Lawrence, JZ. *Awareness in Reading: EFL Students' Metacognitive Knowledge of Reading*
Strategies in an Acquisition-poor Environment. (Singapore: National Institute of Education, Nanyang Technological University,2001). P. 271

[33] Zuledwi Wahyuni, *The Relationship of Students' Metacognitive Reading Strategies Awareness and Reading Comprehension the case of the sixth semester students of English in*

The fourth entitled A Correlational Study A Reading Comprehension with Translation Ability, was conducted by Riesma at English Education Study Program FKIP Untan. The purpose of this research was to find out the correlation between reading comprehension and translation ability. The population of this research was the fifth semester students of English Education Study Program at FKIP Tanjungpura University Pontianak. The data were derived from reading comprehension test and translation test. The result showed that the students' reading comprehension has positive correlation with their translation ability since the r-calculation (0.897) is higher than r-table (0.462).[34]

However, differ from these related findings, in this research the focus is on the correlation between EFL Students metacognitive knowledge and their English writing skills. This research also provide what are the relationship and the components of knowledge contained in metacognitive knowledge, so that it affects writing and will increase in writing skills.

C. Hypotheses of The Research

Based on the possible theoretical correlations between metacognitive knowledge and their English writing skill as presented in the research background above, the writer therefore propose a pair of hypotheses as follows:

Department University Negeri Padang, (Padang: Faculty of Languages and Arts Universitas Negeri Padang, 2018), P. 411

[34] Dwi Riesma, *A Correlational Study A Reading Comprehension with Translation Ability*, (Pontianak: English Education Study Program FKIP Untan. 2008), P. 10

Ha: There is a correlation between the fifth semester TBI students' metacognitive knowledge and their English writing skill.

H0: There is no correlation between the fifth semester TBI students' metacognitive knowledge and their English writing skill.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

This research was a correlational quantitative research. According to Wallen a correlational method is a type of research method that investigates connections between several items.[35] Correlational research investigates `a range of factors, including the nature of relationship between two or more variables. Correlational research also played an important role in the development and testing of theoretical models. In this case the researcher correlated between two variables, there were metacognitive knowledge and their writing skills. The purpose of a correlational research is to determine relationships between variables. Therefore, a correlational research requires collection of data in order to measure and determine whether any significant relationship exist between the two or more quantifiable variables or not.

Similarly, Gall et al explain that in correlational research, the researcher attempts to demonstrate a link between two or more variables.[36] The researcher in this study investigated the correlation between two variables: one dependent variable (X) and one independent variable (Y). An independent variable is a variable that is assumed to cause a change in another variable, whereas a dependent variable is the variable that the researcher analyzed to identify the effect of one or more independent

[35] Norman E Wallen, *How to Design and Evaluate Research in Education* (New York: Avenue of the Americans, 2012), https://doi.org/10.1017/CBO9781107415324.004

[36] Gall, et all, *Educational Research: An Introduction, 7th ed*. (USA: Allyn and Bacon, 2003)

variables. The two variables of this study are shown below, the independent variable (predicator variable) was students' metacognitive knowledge by fifth semester students of English Education Department in IAIN Curup. The dependent variable (criterion variable) was English writing skill of the fifth semester students of English Education Department at IAIN Curup.

B. Population and Sample

1. Population

The population is the total number of individuals in this research from whom the sample is drawn. In other term, the sampled group is referred to as the population.[37] In additional population is totality or generalization of the unit, individual, object or subject that determine the quantity and criteria to be studied, which can be people and events, that can be obtained or can provide the data information research which can be drawn conclusions.

In this research, the population was all the students of English Tadris Department in IAIN Curup from fifth semester. The total of the population are 69 students in 2021/2022 academic year. The data of student population can be seen in table 3.1 bellow.

Table 3.1
The Data of Students Population

No	Class	Total
1.	TBI 5A	22
2.	TBI 5B	25
3.	TBI 5C	22
Total		69

[37] Donald Ary, et all, *Introduction to Research in Education, Measurement, 8th ed*., vol. 4 (USA: Wadsworth Cengage Learning, 2010), https://doi.org//10.1017/CBO9781107415324.004

Source: English Students of IAIN Curup academic year 2021/2022

2. Sample

Wallen defined a sample as a representative fraction of a population.[38] Sample is part of population which is supposed to represent the characteristics of the population. In addition, sample is the representative of the group population from which it is drawn, or simply knew as the people take part in study. A sample is a collection of components drawn from a broader population according to predefined criteria.[39] A sample is always fewer in number than a population, and it is sometimes even much fewer. In this study, the researcher selected a convenient sampling technique to gain a sample from the entire population.

Convenient sampling is the process of selecting a group of participants for a research so that the individuals represent the population from which they are drawn.[40]In this research, the convenient sampling technique was applied by selecting all respondents who filled in the given instruments, both questionnaire of students' metacognitive knowledge and English writing test. According to Santrock, the principle of correlational research is that the number of sample of people who filled the instrument, both the X variable and the Y variable must be

[38] Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*

[39] *Ibid*, P. 137

[40] Oisín Tansey, "Process Tracing and Elite Interviewing: A Case for Non-Probability Sampling," in *Methoden Der Vergleichenden Politik-Und Sozialwissenschaft* (Springer, 2009), 481–96.

balanced.[41] From 69 students in the population, 48 students filled out the questionnaire, but some of them did not take the English writing test, because the correlation research has several principles, one of which was the number of sample of people who filled the instrument, both the X variable and the Y variable must be balanced. The researcher has made several attempts by gave some gifts to the respondents, by met them in the study room and gave them gifts, but only a few of them are willing helped by filled out the questionnaire and took the English writing test. As a result, from 69 students, there were only 35 students which could be the samples of this study because there were only 35 students who both filled in the questionnaire and took the English writing test.

C. Technique of Collecting Data

Technique of collecting data means the way which researcher used to collecting data or information from participant. In this research, the researcher chosen questionnaire and writing test as a technique of collecting data. Before analyzing the data, the writer collected the data to carry out the research. The main techniques of collecting the data were questionnaire of students' metacognitive knowledge and the English writing test. In this research, the researcher used data collecting to get information of data, there are:

There were some steps to obtaining data from questionnaire. The researchers used a questionnaire to get response from the students. The

[41] Santrock, John, *Psychology: Applied and Application, 3rd.* (Boston: McGraw- Hill College, 1999). P. 99-100

questionnaire is very important to collect data in detail. The questionnaire prepared by researcher is a close- ended type questionnaire. It is aimed to get a clear response from the students. The questionnaire in this research consist of 12 statements. The researcher adopted a questionnaire from Teng's research. This questionnaire has been used by several researchers. The researcher identified the sub- indicator which adopted from existing instrument which had same variable about metacognitive knowledge, there were 12 statements. After the questionnaire checked by validator, then the researcher revised the questionnaire did the try out to the students who are not in population. The questionnaire did the try out by seventh semester. After the questionnaire was valid, the true questionnaire gave to the respondents. After that the researcher collecting the questionnaire. Analyzing the questionnaire based on the percentage formula. Made the discussion and the conclusion.

The steps in conducting writing test. In this research, a writing argumentative essay is used to assess students' writing ability. Individual tess were given to each student. First, the researcher explained about the topic and time duration to the students. The researcher gave the topic to the students about Advantage and Disadvantage a Smartphone. The students wrote essay in the word document. The students' writing skill result evaluated by researcher, rater 1, rater 2, and rater 3.

D. Research Instrument

1. Questionnaire

The questionnaire of students' metacognitive knowledge was Adopted from Teng, F. *The role of metacognitive knowledge and regulation in mediating university EFL learners' writing performance. Innovation in Language Learning and Teaching.*[42] The researcher used the questionnaire adopted from previous theory because the theory have same variables and was valid and reliable. The researcher tried to use questionnaire to know students' metacognitive knowledge in writing skills. In this research, questionnaire was very important to collect data in detail. The questionnaire prepared by researcher is close-ended type questionnaire. It is aimed to get a solid and clear response from the students. The questionnaire was consisted of 12 statements. In this questionnaire, the researcher used the Likert scale with four options: Strongly Agree (SA) rated 4, Agree (A) rated 3, Disagree (D) rated 2, and Strongly Disagree (SD) rated 1.

Table 3.2

Blueprint of the Questionnaire of Metacognitive Knowledge (Adopted by Teng 2019)

Objectives	Indicator of	Sub Indicators
To figure out the EFL students' metacognitive	Planning and Declarative Knowledge	I read related articles to help me plan for my writing.
		I am aware of my writing strengths and weaknesses.

[42] Teng, "*Innovation in Language Learning and Teaching"*

knowledge and their English writing skill		I have specific goals in mind for each writing topic.
		When the topic is familiar to me, I can employ effective writing strategies..
	Process and Procedural Knowledge	I ask myself if I have met my writing objectives.
		I know what I should focus on while writing.
		I find myself using some effective strategies to monitor my writing on controller.
		I can motivate myself to keep track of my writing when necessary.
	Monitoring and Conditional Knowledge	I assess my knowledge and skill mastery after writing.
		My evaluation will serve a specific purpose.
		I know what I need to do to revise and double check my writing.
		I can persuade myself to evaluate when necessary.

The complete set of questionnaire students' metacognitive knowledge can be seen in table 3.3.

Table 3.3

Questionnaire of Measuring Metacognitive Knowledge (Adopted by Teng 2019)

No	Items	Judgments			
		SD	D	A	SA
1.	To help me plan my writing, I read related articles.				

	(Saya membaca artikel terkait untuk membantu saya merencanakan tulisan saya.)				
2.	I am aware of my writing's strengths and weaknesses. *(Saya tahu kekuatan dan kelemahan saya dari tulisan saya).*				
3.	I have specific goals in mind for each writing topic. *(Saya punya tujuan yang specifik untuk setiap topik penulisan saya.)*				
4.	When the topic is familiar to me, I can employ effective writing strategies. *(Saya dapat menggunakan strategi menulis yang efektif jika topik nya familiar bagi saya)*				
5.	I ask myself if I have met my writing objectives. *(Saya bertanya pada diri sendiri apakah saya telah memenuhi tujuan tulisan saya).*				
6.	I know what I should focus on while writing. *(Saya tahu apa yang harus saya fokuskan selama menulis.)*				
7.	I find myself using some effective strategies to monitor my writing on the controller. *(Saya menemukan diri saya secara otomatis menggunakan beberapa strategi efektif untuk memantau tulisan saya).*				
8.	I can motivate myself to keep track of my writing when necessary. *(Saya dapat memotovasi diri sendiri untuk memantau tulisan saya ketika saya membutuhkannya.)*				
9.	After writing, I assess my knowledge and skill mastery. *(Saya mengevaluasi penguasaan pengetahuan dan keterampilan saya setelah menulis.)*				
10.	My evaluation will serve a specific purpose. *(Evaluasi yang saya lakukan akan membantu saya mencapai tujuan tertentu)*				
11.	I know what I need to do to revise and double-check my writing. *(Saya tahu apa yang harus saya lakukan untuk merevisi dan memeriksa ulang tulisan saya.)*				
12.	I can persuade myself to evaluate when necessary. *(Saya dapat memotivasi diri sendiri untuk mengevalusi bila diperlukan.)*				

2. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. Test is constructed as a device to reinforce learning and to motivate students' performance in the language. Test is an instrument or procedure design to elicit performance from learners with the purpose of measuring their attainment of specified criteria. Harmer said that there are many goals of test generally, they are to point out the readiness of learning process program, to classify or place the students in language class, to analyze the advantages and disadvantages, to measure the students' achievement, and to evaluate the effectiveness of learning process.[43]

To test English writing skill, the researcher used the English writing essay test, which the indicator of essay writing test from Testing EFL Composition by Stephen A Zinkgraf.[44] The indicators of essay writing skill can be seen in table 3.5. In this research, the researcher used an Argumentative essay. Argumentative essay is one of the courses contained in the syllabus for learning essay writing at English Tadris study Program in IAIN Curup.[45] Argumentative essay is a type of text which show that the author has accurate argument or opinion and support readers to follow the author's position agree or disagree with the arguments written, and persuade readers to think the same as what the author thought. In order words, essay argumentative is a type of writing that requires a writer to investigate topic, and determine their position on

[43] Harmer, J. *Practice of English Language Teaching*. (Edinburgh Gate: Longman, 2001)
[44] *Ibid*, A Zinkgraf, P. 6
[45] *Essay Writing syllabus at English Tadris study Program in IAIN Curup*

the topic. The steps in conducting writing test, the researcher explained about the topics and time duration to the students, the researcher gave the students topics about Advantage and Disadvantage about a smartphone, the students wrote the topic in a document, the last the students' writing skill results in a document were evaluated by rater and researcher. The English writing test evaluated by Rully Morgana, M. Pd, Nastiti Handayani, M. Pd, and the researcher. The result of students writing test can be seen in *(Appendix 9)*

Table 3.4
Indicators of English Writing Essay According to the Stephen A Zinkgraf

EFL Composition Profile		
Score	**Level**	**Criteria**
Content	30 – 27	Excellent to very good
	26 – 22	Good to Average
	21 – 17	Fair to Poor
	16 – 13	Very Poor
Organization	20 – 18	Excellent to very good
	17 – 14	Good to Average
	13 – 10	Fair to Poor
	9 – 7	Very Poor
Vocabulary	20 – 18	Excellent to very good
	17 – 14	Good to Average
	13 – 10	Fair to Poor
	9 – 7	Very Poor
Language Use	25 – 22	Excellent to very good
	21 – 18	Good to Average
	17 – 11	Fair to Poor
	10 – 5	Very Poor
Mechanics	5	Excellent to very good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

Source: Zinkgraf, 1981[46]

[46] *Ibid*, A Zinkgraf, P. 2

Table 3.5

Instruction of English Writing Essay Test

Name of student **Class** **Semester** **Allocation time** **Instruction:** Write an argumentative essay (minimum essay length 250 words and maximum word count 500 words) in which you attempt to persuade your reader to agree with one of the following points of view. Make an essay of the Advantage and Disadvantage of a smartphone. Now, write your essay, be sure to write your signature at the end of your essay.

E. Validity and Reliability

The words validity and reliability are critical in research.[47]The correlation approach is useful for determining the reliability and validity of instruments. A good instrument must be trustworthy and valid. The instruments must first be tested to determine their validity and reliability.

1. Validity

Fraenkel stated that the concept of validity refers to the extent to which our observations indeed reflect the phenomena or variables of

[47] Egon G. Guba. *Criteria for Assesing the Trustworthiness of Naturalistic Inquires Educational Communication and Technology* 29, No. 2 (1989). P. 75-91, https://doi.org/10.1007/bf02766777.

interest to us.[48] Validity is the extent to which an assessment instrument measure what it is supposed to measure. In this study, the researcher determined the validity of the instruments, the researcher took two steps. The first step was to gain a content validity, and the second step was to pursue the construct validity. For the first step, the researcher got help from one of English lecturers of TBI IAIN Curup who had adequate experiences in validating the instrument content. Both drafts of questionnaire and writing test were given to the validator for getting checked and revised. For the second step, in getting the construct validity, the researcher gave questionnaire to some students as the respondents who are not in the population at seventh semester. After the try out, the researcher used Mc. Excel to analyze data to measure that was valid or not and then the questionnaire was valid. Conclusively, both questionnaire of metacognitive knowledge and English writing test used as the instruments of this study were valid. *(See Appendix 5)*

2. Reliability

Reliability defines whether an instrument can degree something to be measured continually from time to time. Thus, the key words for qualifying requirements are consistency or unchanged.[49] To measure reliability in this research, the reliability is measured by using Cronbach Alpha. Cronbach's Alpha is the most common measure of internal consistency ("reliability"). It was commonly used when someone have

[48] Fraenkel, Wallen, and Hyun. *How to Design and Evaluate Research in Education*.

[49] Syaifmudin Azwar. *Penyusunan Skala Psikologi*. (Yogyakarta: Pustaka Pelajar, 2006). P. 99 - 103

multiple Likert questions in a survey or questionnaire that from a scale and someone wish to determine if the scale is reliable. A commonly accepted rule of thumb for describing internal consistency is as follows: [50]

Tablle 3.6

Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The researcher has analyzed reliability two instrument. In this study, the researcher determined the reliability of the instruments, the researcher took two steps. For the first step, test instrument used construct reliability by interrater reliability, the researcher got help from one of English lecturers of TBI IAIN Curup who had adequate experiences in reliability the instrument content. Both drafts of questionnaire and writing test were given to for getting checked and revised. For the second step, the researcher gave questionnaire to

[50] Stephanie, Cronbach's Alpha: Simple Definition, Use and Interpretation at https://www.statisticshowto.com/cronbachs-alpha-spss/. Accessed on July, 26th 2020.

some students as the respondents who are not in the population at seventh semester. After the try out, the researcher used Mc. Excel to analyze data to measure that was reliable or not and then the questionnaire was reliable. Conclusively, both questionnaire of metacognitive knowledge and English writing test used as the instruments of this study were reliable. From the result, the questionnaire has 0.8, it means that the items interpreted to good on table Cronbach's Alpha. In other words, the items of questionnaire were reliable. *(See Appendix 6).*

F. Technique of Data Analysis

After data collection, the data were then processed to determine the degree to which the fifth semester TBI students' metacognitive knowledge correlated with English writing skill. However, before the correlational analysis was done, the prerequisite test had to be conducted in prior. In this research, before analyzing the hypotheses, the researcher had to find the normality data of the sample first.

The next step was accounting the percentage of students' metacognitive knowledge and students' English writing skill. The formula was:[51]

$$P = \frac{\text{Mean}}{Max\ score} \text{ x } 100\%$$

Where:

[51] Mardalis, *Metode Penelitian Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2014). P. 28

P : Percentage

Mean : Mean

Max Score : Maximum Score

After counting the percentage, the researcher consulted it to discover Students' metacognitive knowledge and Students' writing skill to the following criteria:[52]

Table 3.7

Table Description Score of Students' Metacognitive Knowledge and Students' English Writing Skill

Score	Category
81 – 100	Very good
61 – 80	Good
41 – 60	Moderate
21 – 40	Poor
0 – 20	Very poor

Source: Sugiyono, 2014

Then, the researcher used Pearson's Product Moment Correlation Coefficient, which was computerized using the Microsoft Office Excel Program, to test the hypotheses if there was a positive correlation between the fifth semester TBI students' metacognitive knowledge and their English writing skills, or not. The Pearson's Product Moment Correlation Coefficient was utilized because the normality test result (see chapter IV) had indicated that the data of both variables were normally distributed. After the data calculated by product moment, If the value of $r_{xy} < r_{table}$ then H0 is accepted and Ha is rejected, but if $r_{xy} > r_{table}$ then Ha is accepted and Ho is rejected.

[52] Sugiyono as cited in Junarso, et all, *Studi Pelaksanaan Pendekatan Saintifik Pada Proses pembelajaran Sosiologi Di SMA Negeri Se Kota Pontianak*. (Pontianak: FKIP Utan Pontianak), P. 5

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter, the researcher presents students' metacognitive knowledge and their English writing skill at English Tadris Study Program in IAIN Curup. The data presentation is devided into three sections associated with the formulated research: 1) descriptive data of students' metacognitive knowledge at English Tadris Study Program in IAIN Curup, 2) descriptive data of students' English writing skill at English Tadris Study Program in IAIN Curup, and 3) Correlation between students' metacognitive knowledge and their English writing skill at English Tadris Study Program in IAIN Curup. In this study, the researcher used of a convenient sampling technique in selecting the respondents, the number of samples taking part in this study is fewer than that of the population. Of the 69 total population in fifth semester, students from classes A, B, and C, only 35 students filled out the questionnaire and also took the essay writing test.

Some of them only filled in the given questionnaire without taking English writing test. Therefore, the data of such students were not processed in this study. Broadly writing test, this study only processed the data from 35 students. Also, to meet the research ethic, in the way the respondents' data are presented in this chapter, the respondents' names are written anonymously by labeling them with mere codes, e.g., student 1, student 2, student 3, and so on.

1. **Students' Metacognitive Knowledge of Writing Skill at English Tadris Study Program in IAIN Curup**

In conducting this study, a questionnaire is made with 12 statements to find out students' metacognitive knowledge at fifth semester at English Tadris Study Program in IAIN Curup. The responses of the questionnaire were calculated through a statistical quantification. Each response of the statement in the questionnaire was given to scale value based on Likert scale values that were "Strongly Agree" which value was (4), "Agree" which value was (3), "Disagree" which value was (2). "Strongly Disagree" which value was (1). This was a table data students' metacognitive knowledge in writing skill at English Tadris Study Program in IAIN Curup.

Table 4.1
The Score of Students' metacognitive knowledge at fifth semester at English Tadris Study program in IAIN Curup

Student's Code	Score	Category
Student 1	38	Poor
Student 2	46	Moderate
Student 3	40	Poor
Student 4	42	Moderate
Student 5	38	Poor
Student 6	44	Moderate
Student 7	45	Moderate
Student 8	40	Poor
Student 9	44	Moderate
Student 10	40	Poor
Student 11	40	Poor
Student 12	35	Poor
Student 13	44	Moderate
Student 14	40	Poor

Student 15	40	Poor
Student 16	40	Poor
Student 17	38	Poor
Student 18	46	Moderate
Student 19	35	Poor
Student 20	42	Moderate
Student 21	44	Moderate
Student 22	42	Moderate
Student 23	35	Poor
Student 24	46	Moderate
Student 25	42	Moderate
Student 26	38	Poor
Student 27	46	Moderate
Student 28	44	Moderate
Student 29	50	Moderate
Student 30	38	Poor
Student 31	44	Moderate
Student 32	50	Moderate
Student 33	50	Moderate
Student 34	44	Moderate
Student 35	42	Moderate
Average	**41**	**Moderate**

If the data concluded broadly, then the data of students' metacognitive knowledge obtained are as follows:

Table 4.2
The Score of Students' metacognitive knowledge at fifth semester at English Tadris Study program in IAIN Curup

Frequency	Score	Category
20	57%	Moderate
15	43%	Poor

The researcher would show the score of the questionnaire. On the table the researcher used frequency (F) as a students' frequency. Score is the result of data collected from the students' response. Based on the table above, with the formula (F/Total Students x 100%), there were 57% of

students in moderate category, and 43% students in poor category. The average score of 35 students' metacognitive knowledge (with the continuum of 12 items) was 5.0. to find out the score of all students' metacognitive knowledge, the researcher used a formula. The score off all students' metacognitive knowledge was gained from the calculation of mean divided by total items and multiplied by 100 (5.0/12x100). Based on the computation of the fifth semester TBI Students' overall metacognitive knowledge in writing skill, it could be concluded that their metacognitive knowledge in writing skill were classified into moderate level (41).

2. Students' Writing Skill at English Tadris Study Program in IAIN Curup

Essay writing test is made to find out students' writing skill at fifth semester at English Tadris Study program in IAIN Curup. This was a table data of Students' writing skill at fifth semester at English Tadris Study Program in IAIN Curup.

Table 4.3
Students' writing skill at fifth semester at English Tadris Study program in IAIN Curup

Student's Code	The students' score of essay writing test	Category
Student 1	34	Poor
Student 2	34	Poor
Student3	34	Poor
Student 4	35	Poor
Student 5	35	Poor
Student 6	37	Poor
Student 7	37	Poor
Student 8	41	Moderate

Student 9	43	Moderate
Student 10	43	Moderate
Student 11	35	Poor
Student 12	36	Poor
Student 13	37	Poor
Student 14	44	Moderate
Student 15	36	Poor
Student 16	38	Poor
Student 17	38	Poor
Student 18	42	Moderate
Student 19	38	Poor
Student 20	39	Poor
Student 21	43	Moderate
Student 22	44	Moderate
Student 23	39	Poor
Student 24	45	Moderate
Student 25	39	Poor
Student 26	36	Poor
Student 27	45	Moderate
Student 28	40	Poor
Student 29	46	Moderate
Student 30	40	Poor
Student 31	40	Poor
Student 32	46	Moderate
Student 33	46	Moderate
Student 34	39	Poor
Student 35	35	Poor
Average	**39**	**Poor**

If the data concluded broadly, then the data of students' metacognitive knowledge obtained are as follows:

Table 4.4

Score Students' writing skill at fifth semester at English Tadris Study program in IAIN Curup

Frequency	Score	Category
12	34%	Moderate
23	66%	Poor

The researcher would show the score of the students' writing test

results. On the table the researcher used frequency (F) as a students' frequency. Score is the result of students' writing test. Based on the table above, with the formula (F/Total Students x 100%), there were 34% of students in moderate category, and 66% students in poor category. The average score of 35 students' writing skill was 39. To find out the score of all students' writing skill, the researcher used a formula. The score off all students' writing skill was gained from the calculation of mean divided by total items and multiplied by 100 (39/100x100). Based on the table of students' writing skill of fifth semester TBI Students' overall English writing skill, it could be concluded that their writing skill were classified into poor level with the score (39).

3. The Correlation between students' Metacognitive Knowledge and their Writing Skill at English Tadris Study Program in IAIN Curup

The data related to the correlation between fifth semester TBI Students' metacognitive knowledge and their English writing skill were gathered from hypothesis testing. To restate, based on reviews of literature review and the rationale elaborated in this research, there was a pair of hypotheses. Ha: There is a correlation between the fifth semester TBI students' metacognitive knowledge and their English writing skill. H0: There is no correlation between the fifth semester TBI Students' metacognitive knowledge and their English writing skill.

Nonetheless, before as a part of the requirement of doing correlational research, a pre requisite test must be done before testing the

hypothesis. The pre-requisite test in this study was conducted to confirm whether the data of this study were normal or not because the normality or abnormality of data could lead the researcher to choosing a different formula of correlational. Principally, if the data are normal, the correlation formula is Pearson's Product Moment Correlational Coefficient. On the other hand, if the data are abnormal, the correlation formula is Spearman's rank correlation coefficient.

1) Normality test of Fifth Semester TBI students' Metacognitive Knowledge

   The computation of normality test for students' metacognitive knowledge can be seen in appendix 9. According to the calculation, it can be concluded that L Count is lower than L table (0.1193<0.1478), the data of Fifth semester TBI Students' Metacognitive Knowledge normally distributed.

2) Normality test of Fifth Semester TBI Students' Writing Test

   The computation of normality test for students' writing skill can be seen in appendix 10. According t the calculation, it can be concluded that L Count is lower than L table (0.1126<0.1478), the data of Fifth semester TBI Students' English Writing Skill are normally distributed.

The computation results can be seen in the following presentation as displayed in table below.

Table 4.5

The Correlation between EFL Students' Metacognitive Knowledge and Their English Writing Skill

No	X1	Y	X1 after scoring	Y after scoring
1	8.5	34	70	34
2	7.25	34	60	34
3	8.5	34	70	34
4	9.25	35	77	35
5	8.5	35	70	35
6	7.75	37	64	37
7	7.5	37	62	37
8	9.25	41	77	41
9	10	43	83	43
10	7.75	43	64	43
11	9.5	35	79	35
12	9.75	36	81	36
13	8.5	37	70	37
14	9.25	44	77	44
15	9	36	75	36
16	9.25	38	77	38
17	8.5	38	70	38
18	9	42	75	42
19	9.5	38	79	38
20	8.5	39	70	39
21	10	43	83	43
22	8.75	44	72	44
23	9.5	39	79	39
24	11	45	91	45
25	10.75	39	89	39
26	8.75	36	72	36
27	9	45	75	45
28	9.25	40	77	40
29	9	46	75	46
30	11.25	40	93	40
31	11	40	91	40
32	9.75	46	81	46
33	9.5	46	79	46

No	X	Y	XY	X2	Y2
1	70	34	2380	4900	1156
2	60	34	2040	3600	1156
3	70	34	2380	4900	1156
4	77	35	2695	5929	1225
5	70	35	2450	4900	1225
6	64	37	2368	4096	1369
7	62	37	2294	3844	1369
8	75	41	3075	5625	1681
9	83	43	3569	6889	1849
10	64	43	2752	4096	1849
11	79	35	2765	6241	1225
12	81	36	2916	6561	1296
13	70	37	2590	4900	1369
14	77	44	3388	5929	1936
15	75	36	2700	5625	1296
16	77	38	2926	5929	1444
17	70	38	2660	4900	1444
18	75	42	3150	5625	1764
19	79	38	3002	6241	1444
20	70	39	2730	4900	1521
21	83	43	3569	6889	1849
22	72	44	3168	5184	1936
23	79	39	3081	6241	1521
24	91	45	4095	8281	2025
25	89	39	3471	7921	1521
26	72	36	2592	5184	1296
27	75	45	3375	5625	2025
28	77	40	3080	5929	1600
29	75	46	3450	5625	2116
30	93	40	3720	8649	1600
31	91	40	3640	8281	1600
32	81	46	3726	6561	2116
33	79	46	3634	6241	2116

34	**9.25**	**39**	**77**	**39**
35	**10.25**	**35**	**85**	**35**

34	**77**	**39**	**3003**	**5929**	**1521**
35	**85**	**35**	**2975**	**7225**	**1225**
Σ	**2667**	**1379**			

N	35
ΣX^2	205395
$(\Sigma X)^2$	7112889
ΣY^2	54841
$(\Sigma Y)^2$	1901641
$\Sigma X \Sigma Y$	3677793
ΣXY	105409
r_{xy}	0.313449
r_{table}	0.2746

Interpretation: Because r_{xy} (0.313449) is higher than r_{table} (0.2746), it can be concluded that there is a correlation between fifth semester TBI students' metacognitive knowledge and their English writing skills.

Based on the calculation above, it could be construed that r_{xy} (0.313449) was higher than r_{table} (0.2746). It meant that that there was a correlation between fifth semester EFL Students' metacognitive knowledge and their English writing skill. The correlation was identical rxy (0.313449). This results reject the H0 hypothesis and accepts the Ha which reads: **There is a correlation between fifth semester EFL Students' metacognitive knowledge and their English writing skill**.

Viewed on the overall of this research, there are three main result. First, the fifth semester of EFL Students' have got moderate metacognitive knowledge. The score of all students' metacognitive knowledge reaches 41. Second, the fifth semester have got poor English writing skill. The

score of all students' English writing skills 39. Lastly, there is a correlation between the fifth semester EFL Students' metacognitive knowledge and their English writing skill. Pattern of correlation is shown by the computation result that r_{xy} (0.313449) is higher than r_{table} (0.2746). So, this research support the previous theory from Teng that scores of parameters metacognitive knowledge were positively correlated with EFL writing performance.

B. Discussion

The results of this research highlight an understanding of the correlation between EFL Students' metacognitive knowledge and their English writing skill at English Tadris Study Program in IAIN Curup. The following details will discuss that correlation by providing some short summaries of this research's data, some theoretical argumentations, and some related interpretations. According to the finding of this study, metacognitive knowledge has a correlation with English writing skill. Writing requires metacognitive knowledge, because metacognitive knowledge can improve students' ideas and ability to use language well in writing. Those explanations are consistent with prior studies conducted by Teng showing that scores on six parameters of metacognition declarative knowledge, procedural knowledge, conditional knowledge, planning, monitoring, and evaluating were positively correlated with EFL writing performance. Parameters of

procedural knowledge, planning, monitoring, and evaluating were more highly correlated with writing compared with other parameters.[53]

First, from this finding students' metacognitive knowledge in moderate level. It can be caused by the lack of students in connecting their previous knowledge in writing. As supported by Merrilyn, unsuccessful problem solving decision by lack of critical thinking with each other.[54] While successful students used metacognitive knowledge in writing, if students challenged and discarded unhelpful ideas and used useful strategies. After that self – confidence and also the different teaching strategies given by the teacher also affect a person's metacognitive at a certain level. These explanations are consistent with prior study conducted by Paul Grimes, showing that different teaching strategies influence the metacognitive processes of students in writing.[55] Next. The factor that influence student' metacognitive caused by low motivational in learning. Supported by Catharina Tibken, showed that the low metacognitive caused by the low motivational in learning.[56] Effective metacognitive strategies needed to improve students' achievement, the effect might also increase the students' motivation in learning.

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[53] Teng, *Ibid.* P. 10

[54] Merrylin Goods, *Sociality Mediated Metacognition: Creating Collaboration Zones of Proximal Development in Small Group Problem Solving*. (Netherlands: Educational Studies in Mathematics, 2002). P. 219

[55] Paul Grimes. *The Overconfident Principles of Economics Student: An Examination of A Metacognitive Skill.* (Mississippi State: Mississippi State University, 2001). P. 20

[56] Catharina Tibkan. *The role of metacognitive competence in the development of school achievement among gifted adolescents*. (German: University of Wurzburg). P. 129

In writing essay, students write some sentences about the topic, but did not elaborate with the other sentences. In fact, the introduction paragraph does not have a strong association with the paragraph body. The students only use 100 words only, and cannot write minimum essay 250 words and maximum essay 450 words. Students' writing in poor caused by students were unable to evaluate their own work and did not match of their instruction. According to Beena Giridharan that the students enjoying writing tasks and drafting essay to brainstorm ideas and opinion for their drafts get good results.[57] The teacher must be aware of individual student learner differences based on their prior knowledge and ability or potential to develop their writing. Second, the caused students' poor in writing by ineffective teaching of writing in school.[58] The students more attention should be on writing longer text where students are exposed to argumentation and other skills they will need in learning.

According to Haiwen Mo, that the students' deficiency in English writing is due to personal and instructional reasons, such as ineffective teaching, students' lack of interest in writing, students' poor linguistic competence, students' lack of the cultural knowledge of the target language.[59] In the teaching of English writing, the teacher should boost students' motivation, integrate reading and with writing, and provide effective feedback

[57] Beena Giridharan. *Identifying Gaps in Academic Writing of ESL Students*. (Malaysia: Curtin University, 2006). P. 12

[58] Jack Chokwe. *Factors Impacting Academis Writing Skills of English Second Language Students.* (University of South Africa: Department in English, 2013). 382

[59] Haiwen Mo. *A study of the Teaching of ESL Writing in Collage in China.* (Guangxi: Guangxi Teacher Education University, 2012). P. 118

to the students. Another theoretical argumentation in writing an essay students have major difficulties in grammatical, cohesion, and coherence terms. Moreover, minor aspects also had been revealed regarding to students' writing namely content, organization, grammar, vocabulary, and mechanic.[60]

Considering its complexity in accomplishing essay writing task, the students expected more intense guidance from the lecturer, such as continuous consultation regarding to the lecturer's feedback in their essay draft. These facts drive new challenges for the writing lecturer in two ways. The lecturer should guide students properly by using step-by-step procedures so that the students feel comfortable in writing the essay. Explicit explanation related to the revision given is needed. In addition, the used effective teaching writing strategy to achieve fruitful outcomes of teaching and learning process is needed.

Livingstone. J. A said that metacognitive knowledge is higher order thinking that involves active control over the cognitive processes involved in learning.[61] In metacognitive knowledge there are management thinking and management strategies used in writing. In this study, students who have poor metacognitive knowledge got have poor and moderate metacognitive knowledge. Graham said there are positive and significant relationship between metacognitive knowledge and regulation as well as between

[60] Ariyanti. *EFL Students' Difficulties and Need in Essay Writing.* (East Kalimantan: Widya Gama Mahakam University). P. 119

[61] Livingstone, *Ibid*. P. 6

metacognition and writing performance, corroborating prior studies.[62] A writer who has good metacognitive knowledge will have good thinking management, in order that the writer can write good writing. Metacognitive knowledge is one of the support in the students' writing skill.[63]

Regarding the poor students' writing test results, this research showed that students did not use their metacognitive knowledge in their writing, such as planning, monitoring, and evaluating in writing. Metacognitive knowledge is awareness individual in using their thoughts to plan, control, and assess to cognitive processes and strategies. Metacognitive knowledge, located in the long-term memory, is what a person knows about his/her own cognitive process, whereas metacognitive control, functioning in individuals' working memory, is reflected as one's ability to use metacognitive knowledge to achieve certain goals through various cognitive activities, such as planning, making decisions, and monitoring.[64] Metacognitive knowledge consists of three aspects, there are declarative knowledge, procedural knowledge, and conditional knowledge.[65]

Declarative knowledge is knowledge that contains facts and information that are stored or expressed with statements that are stored in memory. Declarative knowledge includes facts, beliefs, opinions, generalizations, theories, hypotheses and attitudes towards something, a

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[62] Graham, S. *In Handbook of Educational Psychology.* (Mahwah: NJ Erlbaum, 2006), P. 57

[63] John, S. *Psikologi Pendidikan.* (Jakarta: Kencana Prenada Media Group), P. 30

[64] Batha. *Metacognitive training aids decision making. Australian Journal of Psychology*, 59(2). P. 64-69

[65] Teng, *Ibid*. P. 3

person and oneself. The application of declarative knowledge can be understood as follows what the writer already know from the previous understanding and what the information will the writer be looking for. Metacognitive knowledge has level indicators that are connected to each other. Declarative knowledge is related with procedural knowledge. When a student realizes that he is not understand something, then he has a strategy to find the information he needs, then the strategy is part of the procedural knowledge. On the other hand, when student have use a learning strategy in a situation, meaning that he also has knowledge how to use good learning strategies in writing.

Procedural knowledge refers to knowledge of 'how' to conduct cognitive activities. Its use can be recognized when the situation arises, use the information correctly based on my previous understanding, present the information correct, the steps should take to complete this writing assignment. Conditional knowledge refers to the question of when and why a particular strategy or procedure was used.[66] In this study, conditional knowledge is a description of the context and situation that is in accordance with the application or procedure in relation to writing techniques or strategies.

Metacognitive knowledge helps to develop the students' style of writing and especially, it helps the students to produce a good text. Procedural knowledge, declarative knowledge, conditional knowledge may foster

[66] Shahlan Surat, *Ibid.* P. 213

learners' active engagement in their learning-to-write process and thus predict their writing outcomes.[67] Based on the explanation above, it can be concluded that the majority of English Tadris Study Program students' have a correlational with their English writing skill.

[67] Teng, *Ibid*. P. 5

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, there are three main results of the research. First, this research has revealed that Students' metacognitive knowledge of writing skill at English Tadris Study Program in IAIN Curup have got moderate metacognitive knowledge in writing, with the score 41. Second, this research has revealed that Students' English writing skill at English Tadris Study Program in IAIN Curup have got poor English writing skill with the score 39. Third, this study demonstrates that there was a correlation between Students' metacognitive knowledge and their English writing skill at English Tadris Study Program in IAIN Curup. Based on the calculation above, it could be construed that rxy (0.313449) was higher than rtable (0.2746). It meant that that there was a correlation between Students' metacognitive knowledge and their English writing skill at English Tadris Study Program in IAIN Curup. This results reject the H0 hypothesis and accepts the Ha which reads: There is a correlation between Students' metacognitive knowledge and their English writing skill at English Tadris Study Program in IAIN Curup.

B. Suggestion

Based on the findings of this research, the following suggestions or recommendation are made to English lecturers, students, and other researcher. **Lecturers should supplement their writing skill instruction by including**

exercises that development students' metacognitive knowledge. Lecturers explain and teach metacognitive knowledge such as declarative knowledge, conditional knowledge, and procedural knowledge. Students should be aware of their metacognitive knowledge, because it is important factor that can support their English writing skill. Students are expected to understand about declarative knowledge, conditional knowledge, and procedural knowledge to improve their writing skill. The result of this research could be used as a reference for future research on metacognitive knowledge and English writing skill.

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APPENDICES

Appendix 1

Blueprint and Instruments of Metacognitive Knowledge (Adopted by Teng 2019)

Objectives	Indicator of	Items
To figure out the EFL students' metacognitive knowledge and their English writing skill	Declarative Knowledge	I read related articles to help me plan for my writing.
		I am aware of my writing strengths and weaknesses.
		I have specific goals in mind for each writing topic.
		When the topic is familiar to me, I can employ effective writing strategies..
	Procedural Knowledge	I ask myself if I have met my writing objectives.
		I know what I should focus on while writing.
		I find myself using some effective strategies to monitor my writing on controller.
		I can motivate myself to keep track of my writing when necessary.
	Conditional Knowledge	I assess my knowledge and skill mastery after writing.
		My evaluation will serve a specific purpose.
		I know what I need to do to revise and double check my writing.
		I can persuade myself to evaluate when necessary.

Instruments of Metacognitive Knowledge (Adopted by Teng 2019)

Objectives	Indicator of	Items	Judgments			
			SD	D	A	SA
To figure out the EFL students' metacognitive	Declarative Knowledge	I read related articles to help me plan for my writing.				
		I am aware of my writing strengths and weaknesses.				

knowledge and their English writing skill		I have specific goals in mind for each writing topic.				
		When the topic is familiar to me, I can employ effective writing strategies..				
	Procedural Knowledge	I ask myself if I have met my writing objectives.				
		I know what I should focus on while writing.				
		I find myself using some effective strategies to monitor my writing on controller.				
		I can motivate myself to keep track of my writing when necessary.				
	Conditional Knowledge	I assess my knowledge and skill mastery after writing.				
		My evaluation will serve a specific purpose.				
		I know what I need to do to revise and double check my writing.				
		I can persuade myself to evaluate when necessary.				

Curup, 7th of March, 2022

Validator,

Nastiti Handayani, M.Pd

Appendix 2

Rubric Penilaian English Writing Test

ESL Composition Profile		
Score	**Level**	**Criteria**
Content	30 – 27	Excellent to very good
	26 – 22	Good to Average
	21 – 17	Fair to Poor
	16 – 13	Very Poor
Organization	20 – 18	Excellent to very good
	17 – 14	Good to Average
	13 – 10	Fair to Poor
	9 – 7	Very Poor
Vocabulary	20 – 18	Excellent to very good
	17 – 14	Good to Average
	13 – 10	Fair to Poor
	9 – 7	Very Poor
Language Use	25 – 22	Excellent to very good
	21 – 18	Good to Average
	17 – 11	Fair to Poor
	10 – 5	Very Poor
Mechanics	5	Excellent to very good
	4	Good to Average
	3	Fair to Poor
	2	Very Poor

Instrument of English Writing Test

Name of student:

Class:

Semester:

Allocation time:

Instruction:

Write an argumentative essay (minimum essay length 250 words and maximum word count 450 words) in which you attempt to persuade your reader to agree

with one of the following points of view.

Make an essay of the Advantage and Disadvantage of a smartphone. Now, write your essay, be sure to write your signature at the end of your essay.

Appendix 3

Validator's Comments for the Questionnaire and English Writing Test

Instrument of Questionnaire

"The Correlation between EFL Students' Metacognitive Knowledge and Their English Writing Skill"

(A Correlational Quantiative Study at fifth semester at English Tadris Study Program in IAIN Curup on Academic Year 2021/2022)

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

A. Respondent Identity:

Name :

NIM :

Class :

B. Direction

1. Your identity is guaranteed confidentiality.
2. Give "√" in the column provided below. Fill it in according to what you experienced when writing a diary in writing skill. You have four choices in this questionnaire, consist of:

   SD : Strongly Disagree

   D : Disagree

   A : Agree

   SA : Strongly Agree

No	Items	Judgments			
		SD	D	A	SA
1.	To help me plan my writing, I read related articles. *(Saya membaca artikel terkait untuk membantu saya merencanakan tulisan saya.)*				
2.	I am aware of my writing's strengths and weaknesses. *(Saya tahu kekuatan dan kelemahan saya dari tulisan saya).*				
3.	I have specific goals in mind for each writing topic. *(Saya punya tujuan yang specifik untuk setiap topik*				

	penulisan saya.)				
4.	When the topic is familiar to me, I can employ effective writing strategies. *(Saya dapat menggunakan strategi menulis yang efektif jika topik nya familiar bagi saya)*				
5.	I ask myself if I have met my writing objectives. *(Saya bertanya pada diri sendiri apakah saya telah memenuhi tujuan tulisan saya).*				
6.	I know what I should focus on while writing. *(Saya tahu apa yang harus saya fokuskan selama menulis.)*				
7.	I find myself using some effective strategies to monitor my writing on the controller. *(Saya menemukan diri saya secara otomatis menggunakan beberapa strategi efektif untuk memantau tulisan saya).*				
8.	I can motivate myself to keep track of my writing when necessary. *(Saya dapat memotovasi diri sendiri untuk memantau tulisan saya ketika saya membutuhkannya.)*				
9.	After writing, I assess my knowledge and skill mastery. *(Saya mengevaluasi penguasaan pengetahuan dan keterampilan saya setelah menulis.)*				
10.	My evaluation will serve a specific purpose. ~~*(Saya memiliki tujuan khusus utuk evaluasi saya).*~~ *(Evaluasi yang saya lakukan akan membantu saya mencapai tujuan tertentu)*				
11.	I know what I need to do to revise and double-check my writing. *(Saya tahu apa yang harus saya lakukan untuk merevisi dan memeriksa ulang tulisan saya.)*				
12.	I can persuade myself to evaluate when necessary. *(Saya dapat memotivasi diri sendiri untuk mengevalusi bila diperlukan.)*				

Adopted from Teng, F. (2020). The role of metacognitive knowledge and regulation in mediating university EFL learners' writing performance. *Innovation in Language Learning and Teaching*, *14*(5), 436-450.

Essay Writing Prompts

Name of student

Class

Semester

Allocation time

Instruction:

Write an argumentative essay (minimum essay length 250 words and maximum word count 450 words) in which you attempt to persuade your reader to agree with one of the following points of view.

Make an essay of the Advantage and Disadvantage of a smartphone. Now, write your essay, be sure to write your signature at the end of your essay.

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. Please pay attention to the translation of questionnaire items.

Related to your questionnaire, it is the result of adopting **Teng's questionnaire.** Thus, the researcher should state the source of the questionnaire to avoid plagiarism and to strengthen the validity of your instrument also. You may state in chapter III that **the questionnaire is adopted from Teng (2020).**

Last, related to your essay test, I suggest you specify the **minimum essay** length too for example at least 250 words), not only the maximum essay length.

Curup, 7th March, 2022

Validator

Nastiti Handayani, M.Pd

Appendix 4

DATA OF TRY OUT QUESTIONNAIRE

R	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	JMLH
IAA	4	4	4	4	4	4	4	4	4	4	4	4	48
LIR	3	3	3	3	3	3	3	3	3	3	3	3	36
FND	4	4	3	3	4	3	3	4	4	3	4	3	42
MH	4	4	3	4	3	2	3	3	3	3	3	3	38
BY	3	3	3	3	2	3	3	3	3	3	3	3	35
RS	3	3	3	3	3	3	3	3	3	3	3	3	36
NJ	2	3	3	3	4	3	3	2	4	3	2	3	36
RH	3	4	3	3	3	3	3	3	3	3	3	3	37
WTA	4	3	4	3	3	3	3	3	3	3	3	4	39
APP	4	1	4	4	3	4	4	3	3	3	3	3	39
DN	4	3	4	3	4	3	3	3	4	4	3	4	42
GRS	4	3	3	4	2	3	2	2	3	3	3	3	34
SP	3	3	3	3	3	2	3	3	3	3	2	3	33
TRS	3	4	4	3	3	4	4	4	4	4	4	3	44
RBT	3	3	3	3	3	3	3	3	3	3	3	3	36
AM	4	3	3	2	3	3	3	3	4	3	4	3	38
TF	3	3	3	4	3	3	3	3	3	4	3	2	38
RMD	4	3	3	3	4	2	2	3	3	3	3	3	36
MA	4	4	4	4	4	4	4	4	4	4	4	4	48
NAP	3	3	3	3	3	3	3	3	3	3	3	3	36

Appendix 5

VALIDITY OF QUESTIONNAIRE

R	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	JMLH
IAA	4	4	4	4	4	4	4	4	4	4	4	4	48
LIR	3	3	3	3	3	3	3	3	3	3	3	3	36
FND	4	4	3	3	4	3	3	4	4	3	4	3	42
MH	4	4	3	4	3	2	3	3	3	3	3	3	38
BY	3	3	3	3	2	3	3	3	3	3	3	3	35
RS	3	3	3	3	3	3	3	3	3	3	3	3	36
NJ	2	3	3	3	4	3	3	2	4	3	2	3	36
RH	3	4	3	3	3	3	3	3	3	3	3	3	37
WTA	4	3	4	3	3	3	3	3	3	3	3	4	39
APP	4	1	4	4	3	4	4	3	3	3	3	3	39
DN	4	3	4	3	4	3	3	3	4	4	3	4	42
GRS	4	3	3	4	2	3	2	2	3	3	3	3	34
SP	3	3	3	3	3	2	3	3	3	3	2	3	33
TRS	3	4	4	3	3	4	4	4	4	4	4	3	44
RBT	3	3	3	3	3	3	3	3	3	3	3	3	36
AM	4	3	3	2	3	3	3	3	4	3	4	3	38
TF	3	3	3	4	3	3	3	3	3	4	3	2	38
RMD	4	3	3	3	4	2	2	3	3	3	3	3	36
MA	4	4	4	4	4	4	4	4	4	4	4	4	48
NAP	3	3	3	3	3	3	3	3	3	3	3	3	36

PERNYATAAN KE-	r – hitung	r - tabel	Keputusan
1	**2**	**0.444**	**Valid**
2	**2.1**	**0.444**	**Valid**
3	**3.6**	**0.444**	**Valid**
4	**1.4**	**0.444**	**Valid**
5	**3.4**	**0.444**	**Valid**
6	**4**	**0.444**	**Valid**
7	**4.4**	**0.444**	**Valid**
8	**7**	**0.444**	**Valid**
9	**4.4**	**0.444**	**Valid**
10	**4.444**	**0.444**	**Valid**
11	**4.8**	**0.444**	**Valid**
12	**3.4**	**0.444**	**Valid**

Appendix 6

Reliability of questionnaire

R	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	JUMLAH
AE	4	4	4	4	4	4	4	4	4	4	4	4	48
AGU	3	3	3	3	3	3	3	3	3	3	3	3	36
AYA	4	4	3	3	4	3	3	4	4	3	4	3	42
DO	4	4	3	4	3	2	3	3	3	3	3	3	38
DS	3	3	3	3	2	3	3	3	3	3	3	3	35
DLA	3	3	3	3	3	3	3	3	3	3	3	3	36
FA	2	3	3	3	4	3	3	2	4	3	2	3	36
HMA	3	4	3	3	3	3	3	3	3	3	3	3	37
HKS	4	3	4	3	3	3	3	3	3	3	3	4	39
INS	4	1	4	4	3	4	4	3	3	3	3	3	39
M	4	3	4	3	4	3	3	3	4	4	3	4	42
NH	4	3	3	4	2	3	2	2	3	3	3	3	34
RP	3	3	3	3	3	2	3	3	3	3	2	3	33
SS	3	4	4	3	3	4	4	4	4	4	4	3	44
VAM	3	3	3	3	3	3	3	3	3	3	3	3	36
YY	4	3	3	2	3	3	3	3	4	3	4	3	38
JAW	3	3	3	4	3	3	3	3	3	4	3	2	38
MIP	4	3	3	3	4	2	2	3	3	3	3	3	36
PSM	4	4	4	4	4	4	4	4	4	4	4	4	48
RS	3	3	3	3	3	3	3	3	3	3	3	3	36

Varians Butir	0.4	0.5	0.2	0.3	0.3	0.4	0.3	0.3	0.2	0.17	0.3	0.3	**3.6**

K
k/k-1
$\frac{\sum_{\sigma b} 2}{\sigma t^2}$
$[\ 1 - \frac{\sum_{\sigma b} 2}{\sigma t^2}\ ]$

$r_{ac} = 0.8$

Berdasarkan tabel r yang memiliki populasi 20, sehingga nilainya 0.444.
Instrument dikatakan memiliki tingkat tinggi jika nilai > 0.444

Appendix 7

Recapitulation of Fifth Semester TBI Students' Metacognitive Knowledge

N	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Score	Category
Student 1	2	2	2	1	2	2	1	1	1	2	1	1	38	Poor
Student 2	3	2	1	2	1	2	2	1	3	2	2	1	46	Moderate
Student 3	2	1	2	2	2	1	2	2	1	1	1	2	40	Poor
Student 4	2	3	2	1	2	1	1	2	2	1	1	2	42	Moderate
Student 5	2	2	1	2	1	2	1	1	1	2	2	1	38	Poor
Student 6	2	2	1	1	2	2	2	1	2	2	2	2	44	Moderate
Student 7	1	2	2	1	2	1	1	2	1	1	1	3	45	Moderate
Student 8	2	2	1	1	2	1	2	2	1	1	2	2	40	Poor
Student 9	1	2	2	2	2	1	1	2	3	2	1	2	44	Moderate
Student 10	2	1	3	2	1	2	2	2	1	2	1	2	40	Poor
Student 11	2	1	1	2	2	1	2	2	1	1	2	2	40	Poor
Student 12	2	1	2	1	2	2	1	1	1	1	1	2	35	Poor
Student 13	1	2	1	2	1	2	2	2	2	2	2	2	44	Moderate

Student 14	1	2	1	2	2	1	2	1	2	2	1	2	40	Poor
Student 15	2	2	2	1	1	2	2	1	2	2	1	1	40	Poor
Student 16	1	1	2	1	2	2	1	2	1	2	1	3	40	Poor
Student 17	1	2	1	2	1	1	2	1	3	1	1	2	38	Poor
Student 18	2	2	2	2	1	2	1	2	2	3	1	2	46	Moderate
Student 19	2	1	1	2	1	2	1	1	1	1	2	2	35	Poor
Student 20	2	2	1	1	2	1	2	2	2	2	2	1	42	Moderate
Student 21	2	3	1	2	1	1	1	2	2	2	2	2	44	Moderate
Student 22	2	2	1	2	1	2	1	2	2	1	2	2	42	Moderate
Student 23	1	1	1	1	2	1	2	2	2	2	1	1	35	Poor
Student 24	1	2	2	2	1	1	2	2	2	1	4	2	46	Moderate
Student 25	1	2	1	2	1	2	2	2	1	2	2	2	42	Moderate
Student 26	1	2	2	1	2	1	1	2	1	1	2	2	38	Poor
Student 27	1	2	2	1	2	1	2	1	3	2	2	3	46	Moderate
Student 28	3	1	2	1	1	2	1	2	2	2	2	2	44	Moderate
Student 29	2	2	1	2	2	1	2	1	2	3	2	3	50	Moderate

Student 30	2	1	2	1	2	1	2	1	1	2	1	1	38	Poor
Student 31	1	2	2	2	1	2	2	2	1	2	2	2	44	Moderate
Student 32	2	1	2	2	3	2	2	2	2	1	2	2	50	Moderate
Student 33	2	1	2	2	2	2	2	2	2	2	2	2	50	Moderate
Student 34	2	2	2	2	2	1	2	2	1	2	2	1	44	Moderate
Student 35	2	1	1	2	2	2	2	2	2	1	2	1	42	Moderate

$$P = \frac{\sum Score}{Max\ score} \text{ x } 100\%$$

$$P = \frac{\sum Score}{48} \text{ x } 100\%$$

Appendix 8

RECAPITULATION OF ENGLISH WRITING TEST FOR FIFTH SEMESTER TBI STUDENTS'

N	The students' score of essay writing test	Category
Student 1	34	Poor
Student 2	34	Poor
Student3	34	Poor
Student 4	35	Poor
Student 5	35	Poor
Student 6	37	Poor
Student 7	37	Poor
Student 8	41	Moderate
Student 9	43	Moderate
Student 10	43	Moderate
Student 11	35	Poor
Student 12	36	Poor
Student 13	37	Poor
Student 14	44	Moderate
Student 15	36	Poor
Student 16	38	Poor
Student 17	38	Poor
Student 18	42	Moderate
Student 19	38	Poor
Student 20	39	Poor
Student 21	43	Moderate
Student 22	44	Moderate
Student 23	39	Poor
Student 24	45	Moderate
Student 25	39	Poor
Student 26	36	Poor
Student 27	45	Moderate
Student 28	40	Poor
Student 29	46	Moderate
Student 30	40	Poor
Student 31	40	Poor
Student 32	46	Moderate

Student 33	46	Moderate
Student 34	39	Poor
Student 35	35	Poor

$$P = \frac{\sum Score}{Max\ score} \times 100\%$$

$$P = \frac{\sum Score}{100} \times 100\%$$

Rater 1 Rater 2 Rater 3

Ruly Morgana, M. Pd Nastiti Handayani, M. Pd Anggun

Appendix 9

NORMALITY DATA COMPUTATION OF FIFTH SEMESTER TBI STUDENTS' METACOGNITIVE KNOWLEDGE

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	7.25	-2.0471	0.0203	0.0286	0.0082
2	7.5	-1.7847	0.0372	0.0571	0.0200
3	7.75	-1.5222	0.0640	0.0857	0.0217
4	7.75	-1.5222	0.0640	0.1143	0.0503
5	8.5	-0.7349	0.2312	0.1429	0.0884
6	8.5	-0.7349	0.2312	0.1714	0.0598
7	8.5	-0.7349	0.2312	0.2	0.0312
8	8.5	-0.7349	0.2312	0.2286	0.0026
9	8.5	-0.7349	0.2312	0.2571	0.0259
10	8.5	-0.7349	0.2312	0.2857	0.0545
11	8.75	-0.4724	0.3183	0.3143	0.0040
12	8.75	-0.4724	0.3183	0.3429	0.0245
13	9	-0.2100	0.4168	0.3714	0.0454
14	9	-0.2100	0.4168	0.4	0.0168
15	9	-0.2100	0.4168	0.4286	0.0117
16	9	-0.2100	0.4168	0.4571	0.0403
17	9.25	0.0525	0.5209	0.4857	0.0352
18	9.25	0.0525	0.5209	0.5143	0.0066
19	9.25	0.0525	0.5209	0.5429	0.0219
20	9.25	0.0525	0.5209	0.5714	0.0505
21	9.25	0.0525	0.5209	0.6	0.0791
22	9.25	0.0525	0.5209	0.6286	0.1076
23	9.5	0.3149	0.6236	0.6571	0.0335
24	9.5	0.3149	0.6236	0.6857	0.0621
25	9.5	0.3149	0.6236	0.7143	0.0907
26	9.5	0.3149	0.6236	0.7429	0.1193
27	9.75	0.5774	0.7182	0.7714	0.0533
28	9.75	0.5774	0.7182	0.8	0.0818
29	10	0.8399	0.7995	0.8286	0.0291
30	10	0.8399	0.7995	0.8571	0.0576
31	10.25	1.1023	0.8648	0.8857	0.0209
32	10.75	1.6272	0.9482	0.9143	0.0339
33	11	1.8897	0.9706	0.9429	0.0277
34	11	1.8897	0.9706	0.9714	0.0008
35	11.25	2.1521	0.9843	1	0.0157
				L Count =	**0.1193**
			L Table at 0,05 confidential level =		**0.1478**

Conclusions: Because L Count is lower than L table (0.1193<0.1478), the data are normality distributed.

Appendix 10

NORMALITY DATA COMPUTATION OF FIFTH SEMESTER TBI STUDENTS' ENGLISH WRITING SKILL

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	34	-1.3965	0.0813	0.0286	0.0527
2	34	-1.3965	0.0813	0.0571	0.0241
3	34	-1.3965	0.0813	0.0857	0.0044
4	35	-1.1379	0.1276	0.1143	0.0133
5	35	-1.1379	0.1276	0.1429	0.0153
6	35	-1.1379	0.1276	0.1714	0.0438
7	35	-1.1379	0.1276	0.2	0.0724
8	36	-0.8793	0.1896	0.2286	0.0389
9	36	-0.8793	0.1896	0.2571	0.0675
10	36	-0.8793	0.1896	0.2857	0.0961
11	37	-0.6207	0.2674	0.3143	0.0469
12	37	-0.6207	0.2674	0.3429	0.0754
13	37	-0.6207	0.2674	0.3714	0.1040
14	38	-0.3620	0.3587	0.4	0.0413
15	38	-0.3620	0.3587	0.4286	0.0699
16	38	-0.3620	0.3587	0.4571	0.0985
17	39	-0.1034	0.4588	0.4857	0.0269
18	39	-0.1034	0.4588	0.5143	0.0555
19	39	-0.1034	0.4588	0.5429	0.0841
20	39	-0.1034	0.4588	0.5714	0.1126
21	40	0.1552	0.5617	0.6	0.0383
22	40	0.1552	0.5617	0.6286	0.0669
23	40	0.1552	0.5617	0.6571	0.0955
24	41	0.4138	0.6605	0.6857	0.0252
25	42	0.6724	0.7493	0.7143	0.0350
26	43	0.9310	0.8241	0.7429	0.0812
27	43	0.9310	0.8241	0.7714	0.0526
28	43	0.9310	0.8241	0.8	0.0241
29	44	1.1896	0.8829	0.8286	0.0543
30	44	1.1896	0.8829	0.8571	0.0258
31	45	1.4482	0.9262	0.8857	0.0405
32	45	1.4482	0.9262	0.9143	0.0119
33	46	1.7068	0.9561	0.9429	0.0132
34	46	1.7068	0.9561	0.9714	0.0154
35	46	1.7068	0.9561	1	0.0439
				L Count =	**0.1126**
			L Table at 0,05 confidential level =		**0.1478**

Conclusions: Because L Count is lower than L table (0.1126<0.1478), The data are normality distributed.

Appendix 11

COMPUTATION OF CORRELATION BETWEEN METACOGNITIVE KNOWLEDGE (X) AND ENGLISH WRITING SKILL (Y)

No	X1	Y	X1 after scoring	Y after scoring
1	8.5	34	70	34
2	7.25	34	60	34
3	8.5	34	70	34
4	9.25	35	77	35
5	8.5	35	70	35
6	7.75	37	64	37
7	7.5	37	62	37
8	9.25	41	77	41
9	10	43	83	43
10	7.75	43	64	43
11	9.5	35	79	35
12	9.75	36	81	36
13	8.5	37	70	37
14	9.25	44	77	44
15	9	36	75	36
16	9.25	38	77	38
17	8.5	38	70	38
18	9	42	75	42
19	9.5	38	79	38
20	8.5	39	70	39
21	10	43	83	43
22	8.75	44	72	44
23	9.5	39	79	39
24	11	45	91	45
25	10.75	39	89	39
26	8.75	36	72	36
27	9	45	75	45
28	9.25	40	77	40
29	9	46	75	46
30	11.25	40	93	40
31	11	40	91	40
32	9.75	46	81	46
33	9.5	46	79	46

No	**X**	**Y**	**XY**	**X2**	**Y2**
1	70	34	2380	4900	1156
2	60	34	2040	3600	1156
3	70	34	2380	4900	1156
4	77	35	2695	5929	1225
5	70	35	2450	4900	1225
6	64	37	2368	4096	1369
7	62	37	2294	3844	1369
8	75	41	3075	5625	1681
9	83	43	3569	6889	1849
10	64	43	2752	4096	1849
11	79	35	2765	6241	1225
12	81	36	2916	6561	1296
13	70	37	2590	4900	1369
14	77	44	3388	5929	1936
15	75	36	2700	5625	1296
16	77	38	2926	5929	1444
17	70	38	2660	4900	1444
18	75	42	3150	5625	1764
19	79	38	3002	6241	1444
20	70	39	2730	4900	1521
21	83	43	3569	6889	1849
22	72	44	3168	5184	1936
23	79	39	3081	6241	1521
24	91	45	4095	8281	2025
25	89	39	3471	7921	1521
26	72	36	2592	5184	1296
27	75	45	3375	5625	2025
28	77	40	3080	5929	1600
29	75	46	3450	5625	2116
30	93	40	3720	8649	1600
31	91	40	3640	8281	1600
32	81	46	3726	6561	2116
33	79	46	3634	6241	2116

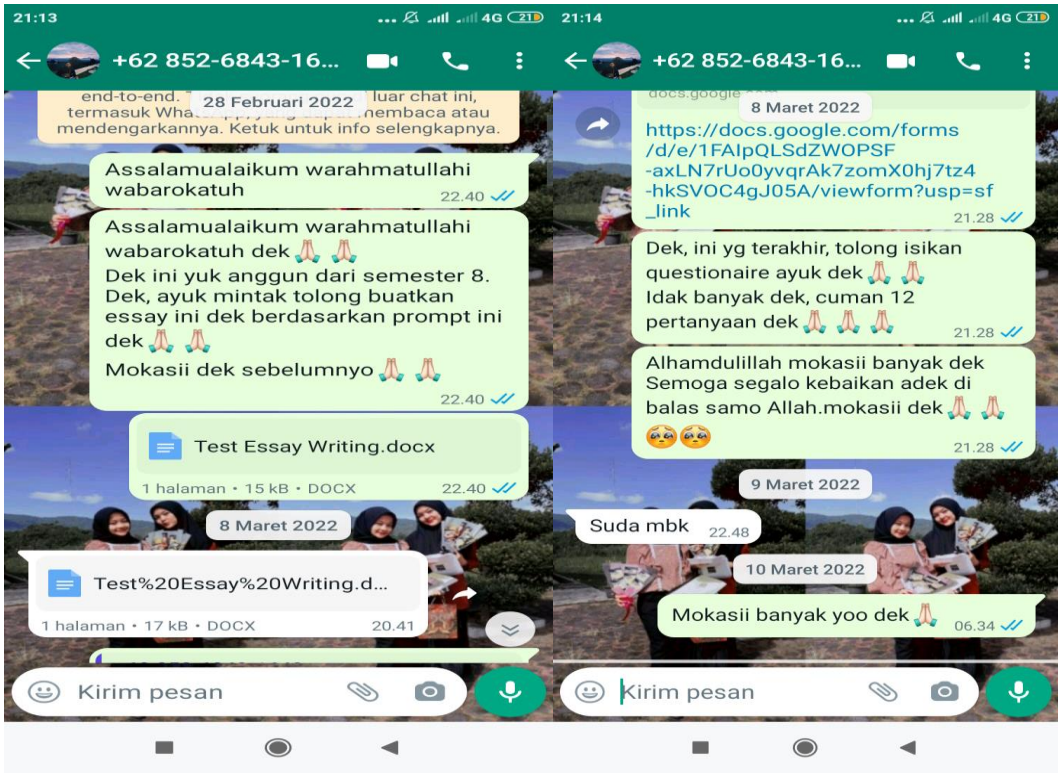
34	9.25	39	77	39
35	10.25	35	85	35

34	77	39	3003	5929	1521
35	85	35	2975	7225	1225
Σ	2667	1379			

N	35	**The Interpretation of r Value**	
ΣX^2	205395	0.800 – 1.00	very strong
$(\Sigma X)^2$	7112889	0.600 – 0.79	Strong
ΣY^2	54841	0.400 – 0.599	Medium
$(\Sigma Y)^2$	1901641	0.200 – 0.399	Low
$\Sigma X \Sigma Y$	3677793	0.000 – 0.199	very low (no correlation)
ΣXY	105409		
r_{xy}	0.313449		
r_{table}	0.2746		

Interpretation: Because r_{xy} (0.313449) is higher than r_{table} (0.2746), it can be concluded that there is a positive correlation between fifth semester TBI students' metacognitive knowledge and their English writing skills.

DOCUMENTATION


21:13
+62 852-6843-16...
28 Februari 2022
Assalamualaikum warahmatullahi wabarokatuh
22.40
Assalamualaikum warahmatullahi wabarokatuh dek
Dek ini yuk anggun dari semester 8.
Dek, ayuk mintak tolong buatkan essay ini dek berdasarkan prompt ini dek
Mokasii dek sebelumnyo
22.40
Test Essay Writing.docx
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22.40
8 Maret 2022
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1 halaman • 17 kB • DOCX
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8 Maret 2022
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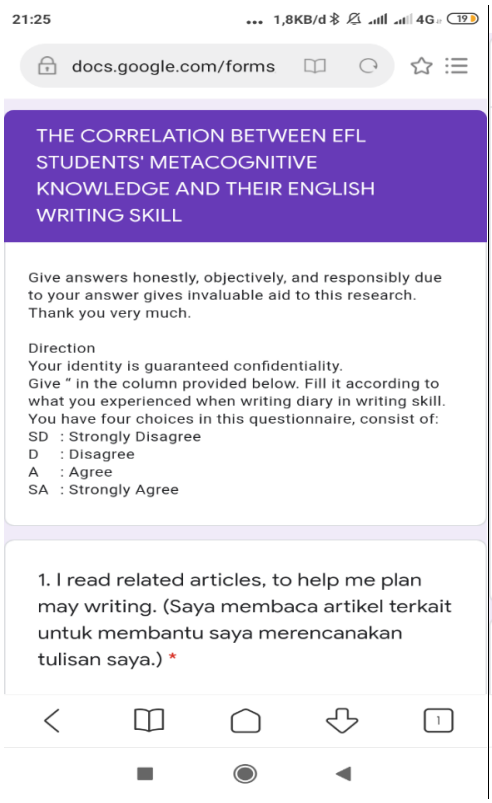
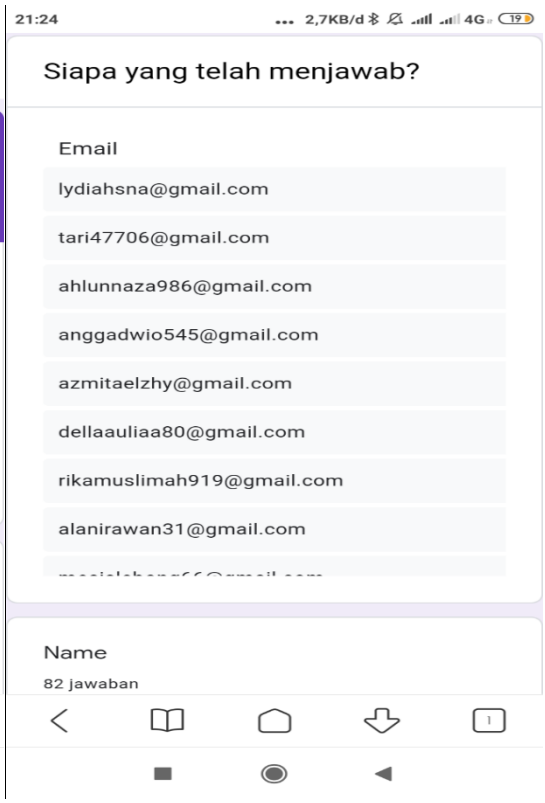
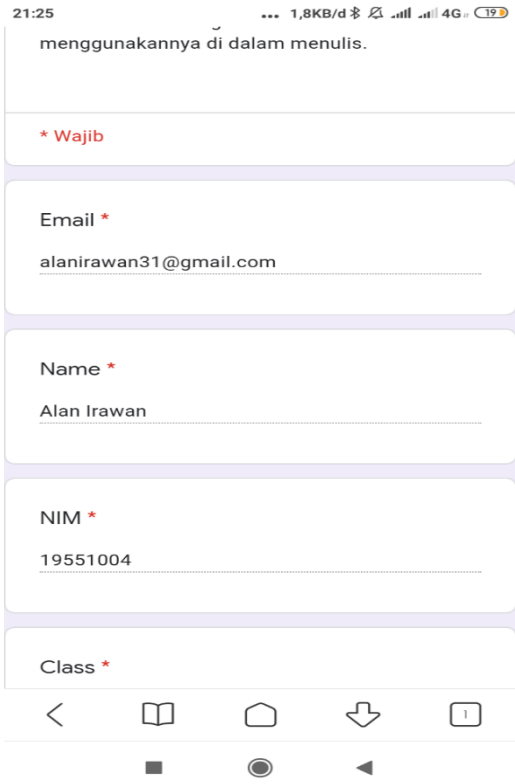
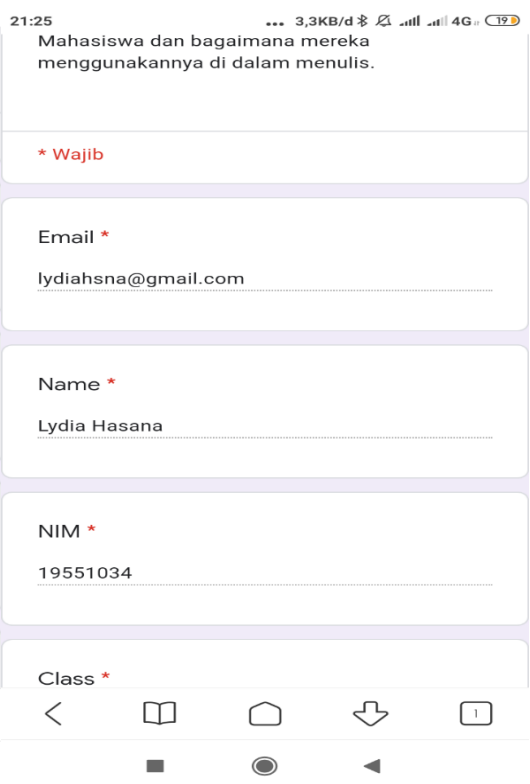
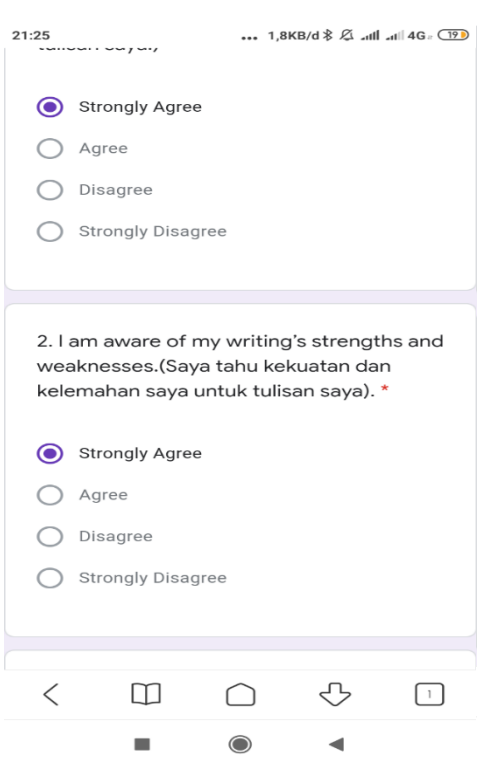
21.28
Dek, ini yg terakhir, tolong isikan questionaire ayuk dek
Idak banyak dek, cuman 12 pertanyaan dek
21.28
Alhamdulillah mokasii banyak dek
Semoga segalo kebaikan adek di balas samo Allah.mokasii dek
21.28
9 Maret 2022
Suda mbk
22.48
10 Maret 2022
Mokasii banyak yoo dek
06.34
Kirim pesan

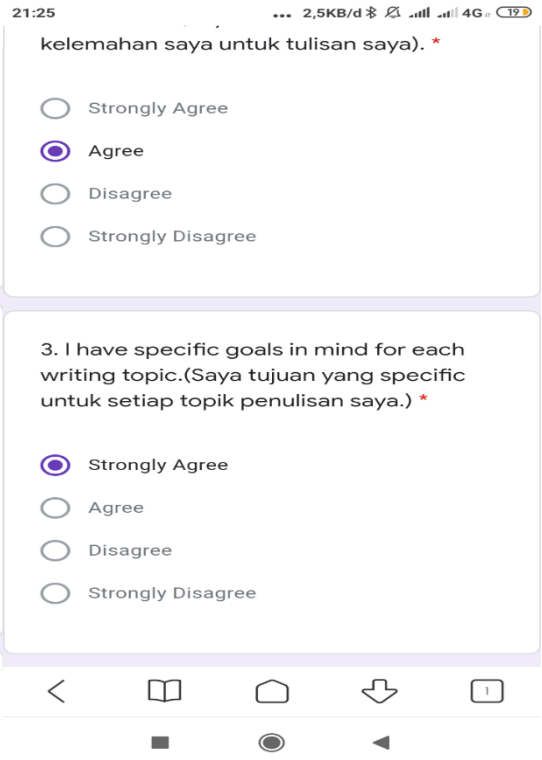

21:25
docs.google.com/forms
THE CORRELATION BETWEEN EFL STUDENTS' METACOGNITIVE KNOWLEDGE AND THEIR ENGLISH WRITING SKILL
Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research.
Thank you very much.
Direction
Your identity is guaranteed confidentiality.
Give " in the column provided below. Fill it according to what you experienced when writing diary in writing skill.
You have four choices in this questionnaire, consist of:
SD : Strongly Disagree
D : Disagree
A : Agree
SA : Strongly Agree
1. I read related articles, to help me plan may writing. (Saya membaca artikel terkait untuk membantu saya merencanakan tulisan saya.) *


21:24
Siapa yang telah menjawab?
Email
lydiahsna@gmail.com
tari47706@gmail.com
ahlunnaza986@gmail.com
anggadwio545@gmail.com
azmitaelzhy@gmail.com
dellaauliaa80@gmail.com
rikamuslimah919@gmail.com
alanirawan31@gmail.com
Name
82 jawaban


21:25
menggunakannya di dalam menulis.
* Wajib
Email *
alanirawan31@gmail.com
Name *
Alan Irawan
NIM *
19551004
Class *


21:25
Mahasiswa dan bagaimana mereka menggunakannya di dalam menulis.
* Wajib
Email *
lydiahsna@gmail.com
Name *
Lydia Hasana
NIM *
19551034
Class *


21:25
Strongly Agree
Agree
Disagree
Strongly Disagree
2. I am aware of my writing's strengths and weaknesses.(Saya tahu kekuatan dan kelemahan saya untuk tulisan saya). *
Strongly Agree
Agree
Disagree
Strongly Disagree


21:25
kelemahan saya untuk tulisan saya). *
Strongly Agree
Agree
Disagree
Strongly Disagree
3. I have specific goals in mind for each writing topic.(Saya tujuan yang specific untuk setiap topik penulisan saya.) *
Strongly Agree
Agree
Disagree
Strongly Disagree

Essay Writing Prompts

Name of student	**: Imam Wicaksono**
Class	:TBI 6B
Semester	:6
Allocation time	: 60 minutes

Instruction:

Write an argumentative essay (maximum word count = 400) in which you attempt to persuade your reader to agree with one of the following points of view.

Make an essay of the Advantages and Disadvantages of a cell phone. Now, write your essay, be sure to write your signature at the end of your essay.

A. Call phone Advantages

1. **Make communication easier**
2. **Increase knowledge about tecnologinal developments**
3. **Expand frindship network**

B. Lack of cellphone

1. **Prone to crime**
2. **Has the pontetial to influence the attitude and behavior of the user**
3. **Waste**

BIOGRAPHY

Anggun was born on August, 10th 1999 in Curup as the second daughter from the best couple of Mr. Said (alm) and Mrs. Lis Anita. She has 1 sister which name is Anggi Marlia, S. Pd and 2 brothers which name is Agil Putra Wibawa and Iqbal.

She graduated from Elementary School number 9 Curup Selatan in 2012. Then, she continued her study to Junior High School number 2 Curup Selatan and finished in 2015. Then, she continued her study to Senior High School number 4 Rejang Lebong and finished in 2018 After finished in Senior High School, she decided to continue his education at IAIN Curup and chose English Tadris Study Program in 2018. And she could finish her study in 2022.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 132 Tahun 2021

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;

Memperhatikan :
1. Surat Rekomendasi dari Ketua Prodi TBI nomor : 067/In.34/FT.3/PP.00.9/09/2021
2. Berita Acara Seminar Proposal pada Hari Rabu, 15 September 2021

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Eka Apriani, M.Pd** **19900403 201503 2 005**
2. **Henny Septia Utami, M.Pd** **2016098903**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Anggun**
N I M : **18551005**
JUDUL SKRIPSI : **EFL Students' Metacognitive Knowledge and Their English Writing**

: Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 05 Oktober 2021
Dekan

Ufrialdi

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

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IAIN CURUP Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 167 /In.34/FT/PP.00.9/03/2022 14 Maret 2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Anggun
NIM	: 18551005
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	:The Correlation between EFL Students' Metacognitive Knowledge and Their English Writimg Skill
Waktu Penelitian	: 14 Maret 2022 s.d 14 Juni 2022
Tempat Penelitian	: IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Bahyanto, MM.,M.Pd
NIP. 19690723 199903 1 004

Tembusan :
4. Rektor
5. Warek 1
6. Ka. Biro AUAK

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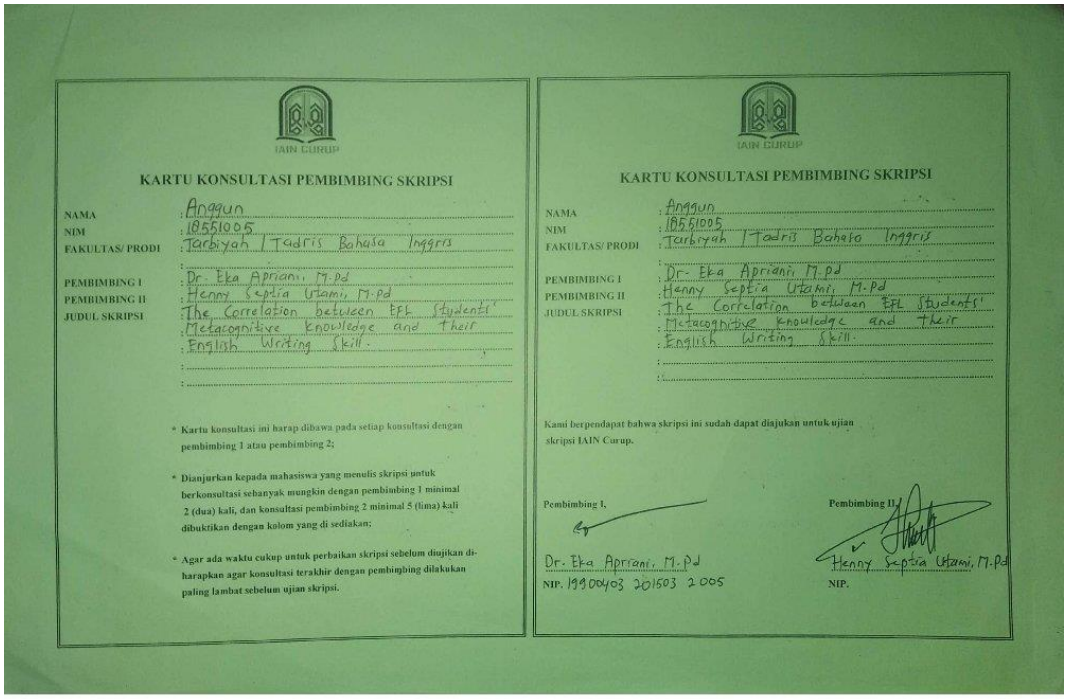


IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Anggun
NIM : 1855100 5
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Dr. Eka Apriani, M.Pd
PEMBIMBING II : Henny Septia Utami, M.Pd
JUDUL SKRIPSI : The Correlation between EFL Students' Metacognitive Knowledge and their English Writing Skill.

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembingbing dilakukan paling lambat sebelum ujian skripsi.

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Anggun
NIM : 1855100 5
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Dr. Eka Apriani, M.Pd
PEMBIMBING II : Henny Septia Utami, M.Pd
JUDUL SKRIPSI : The Correlation between EFL Students' Metacognitive Knowledge and their English Writing Skill.

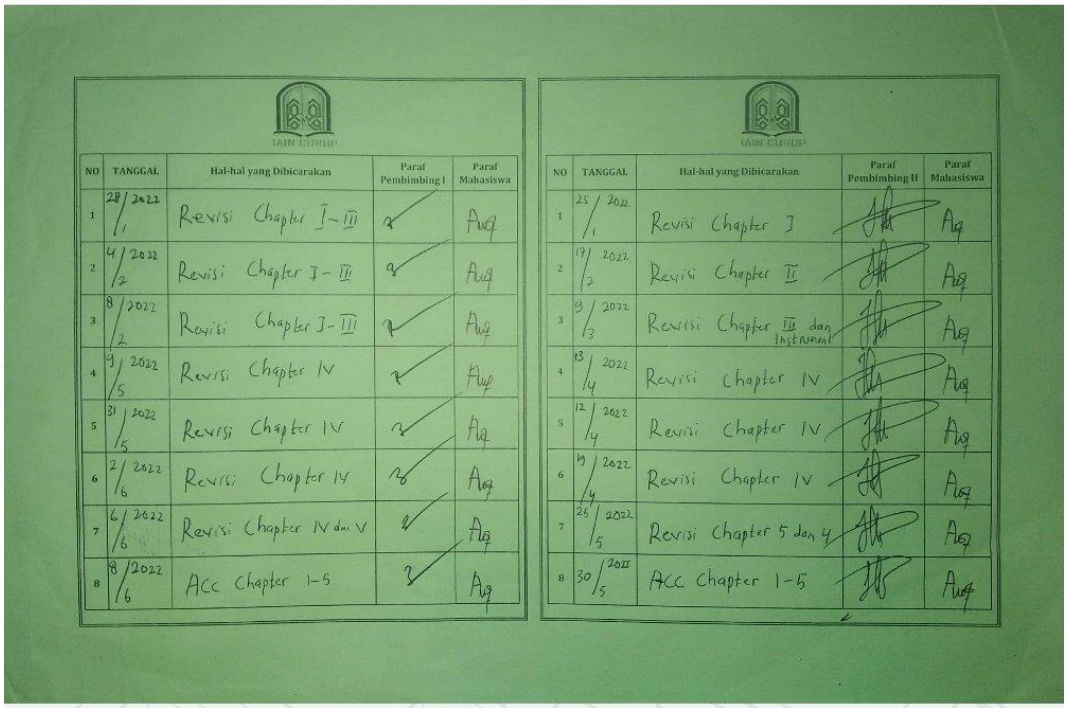
Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Dr. Eka Apriani, M.Pd
NIP. 19900403 201503 2005

Pembimbing II,

Henny Septia Utami, M.Pd
NIP.



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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	28/1/2022	Revisi Chapter I-III		
2	4/2/2022	Revisi Chapter I-III		
3	8/2/2022	Revisi Chapter I-III		
4	9/5/2022	Revisi Chapter IV		
5	21/5/2022	Revisi Chapter IV		
6	2/6/2022	Revisi Chapter IV		
7	6/6/2022	Revisi Chapter IV dan V		
8	8/6/2022	ACC Chapter 1-5		

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	25/1/2022	Revisi Chapter I		
2	17/2/2022	Revisi Chapter II		
3	9/3/2022	Revisi Chapter III dan Instrument		
4	13/4/2022	Revisi Chapter IV		
5	12/4/2022	Revisi Chapter IV		
6	19/4/2022	Revisi Chapter IV		
7	25/5/2022	Revisi Chapter 5 dan 4		
8	30/5/2022	ACC Chapter 1-5		

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SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul	:	**THE CORRELATION BETWEEN EFL STUDENTS' METACOGNITIVE KNOWLEDGE AND THEIR ENGLISH WRITING SKILL**
Penulis	:	Anggun
NIM	:	18551005

Dengan tingkat kesamaan sebesar 10%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 08 Juni 2022
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

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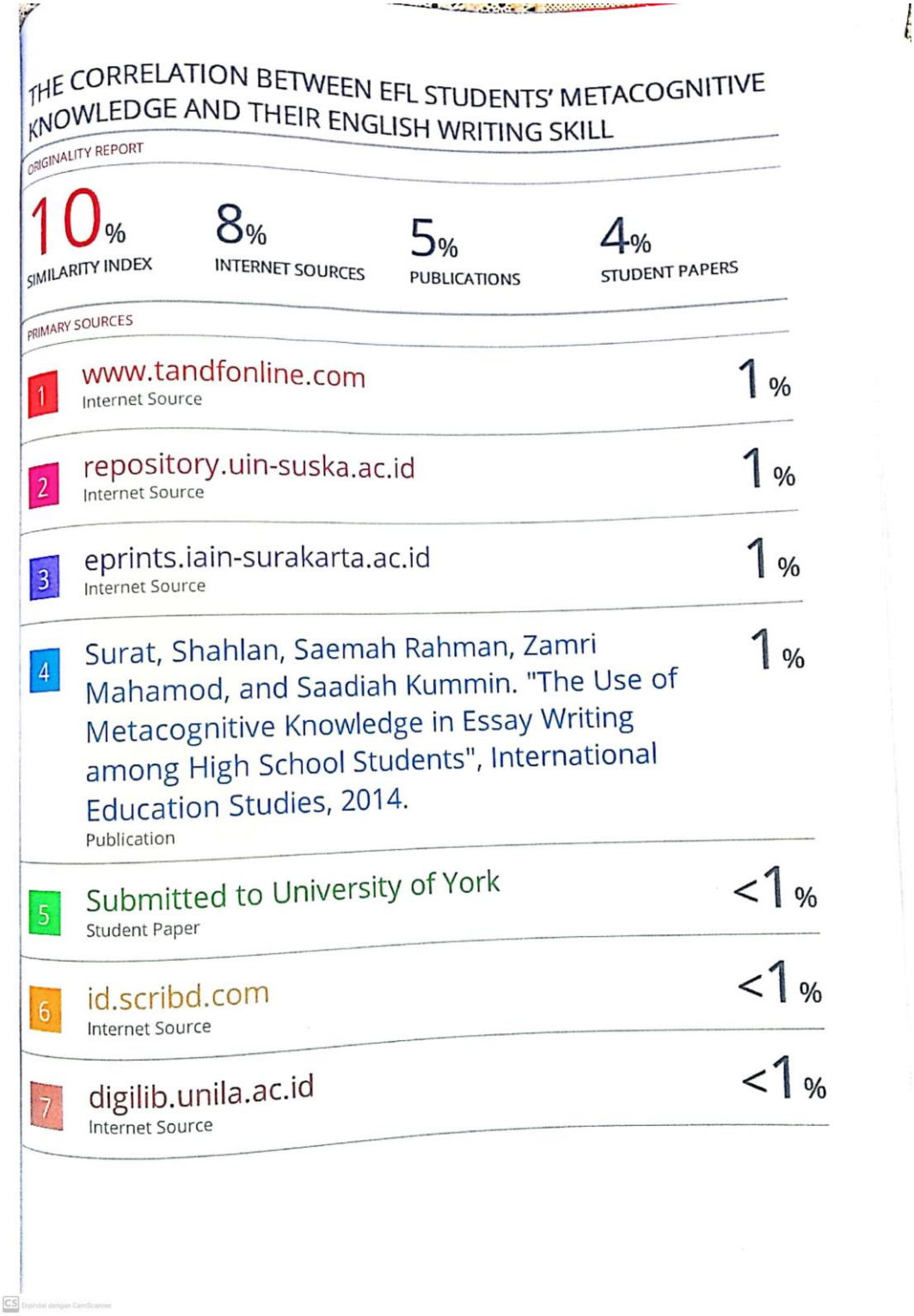

THE CORRELATION BETWEEN EFL STUDENTS' METACOGNITIVE KNOWLEDGE AND THEIR ENGLISH WRITING SKILL

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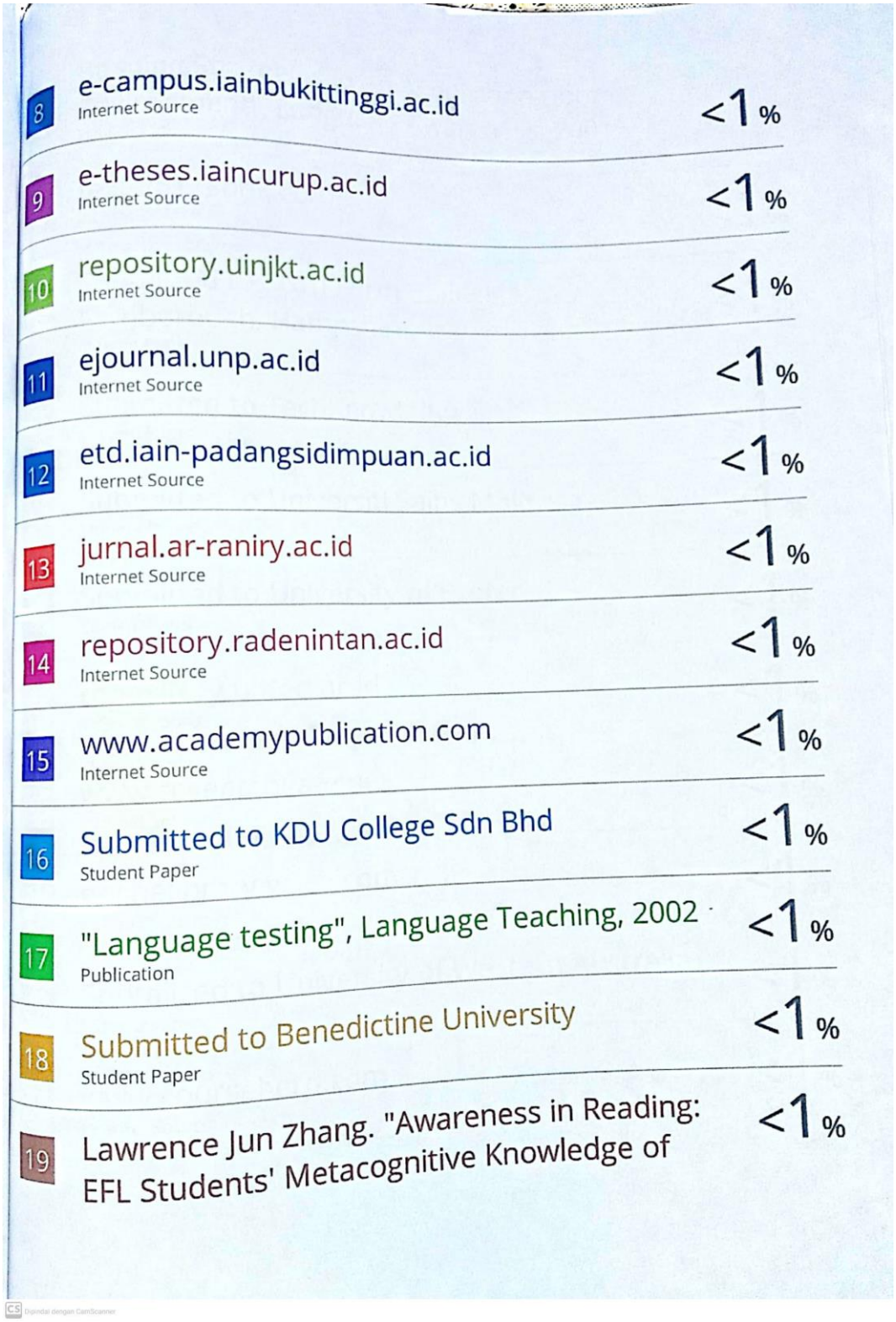

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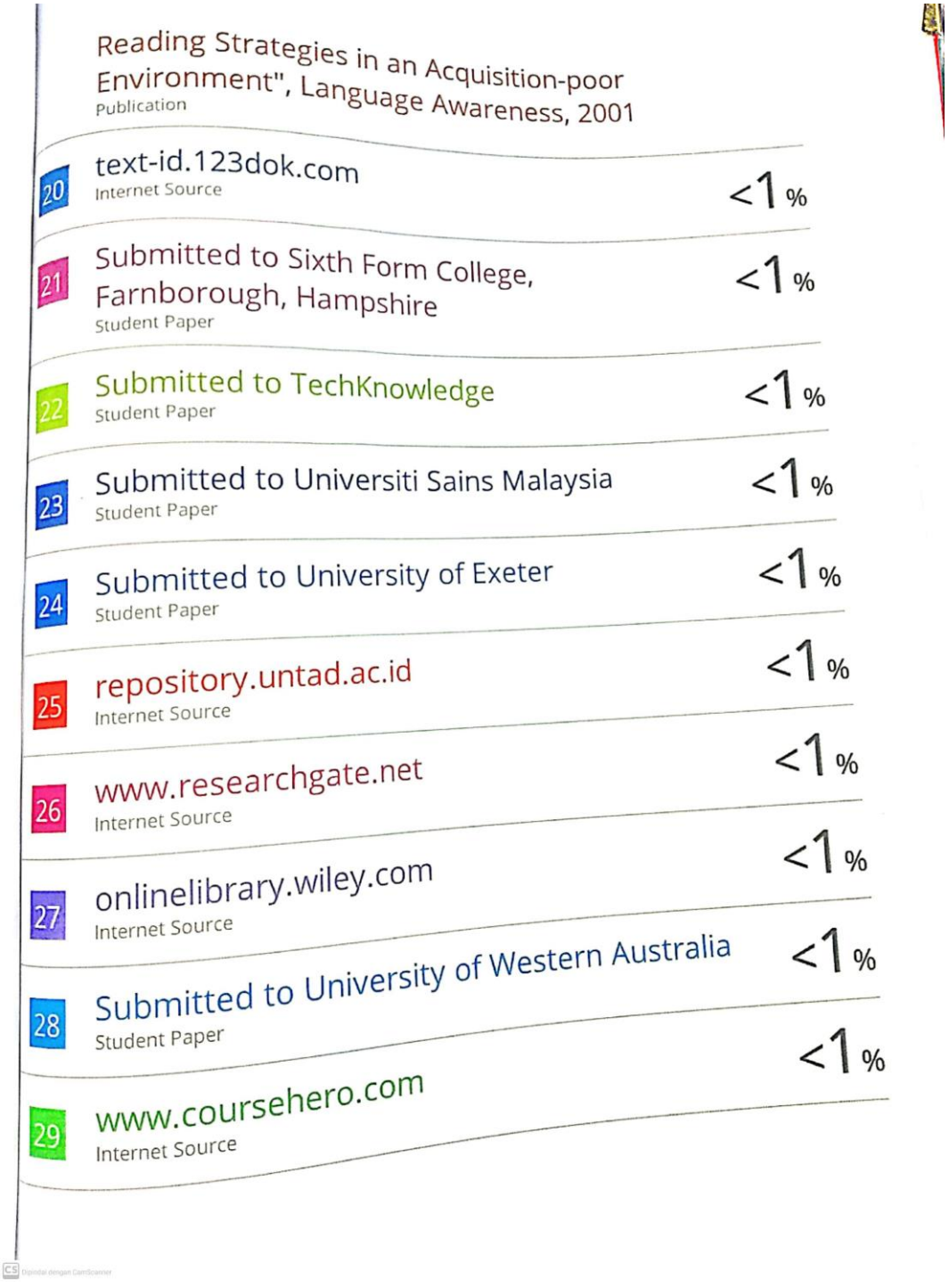

Reading Strategies in an Acquisition-poor Environment", Language Awareness, 2001
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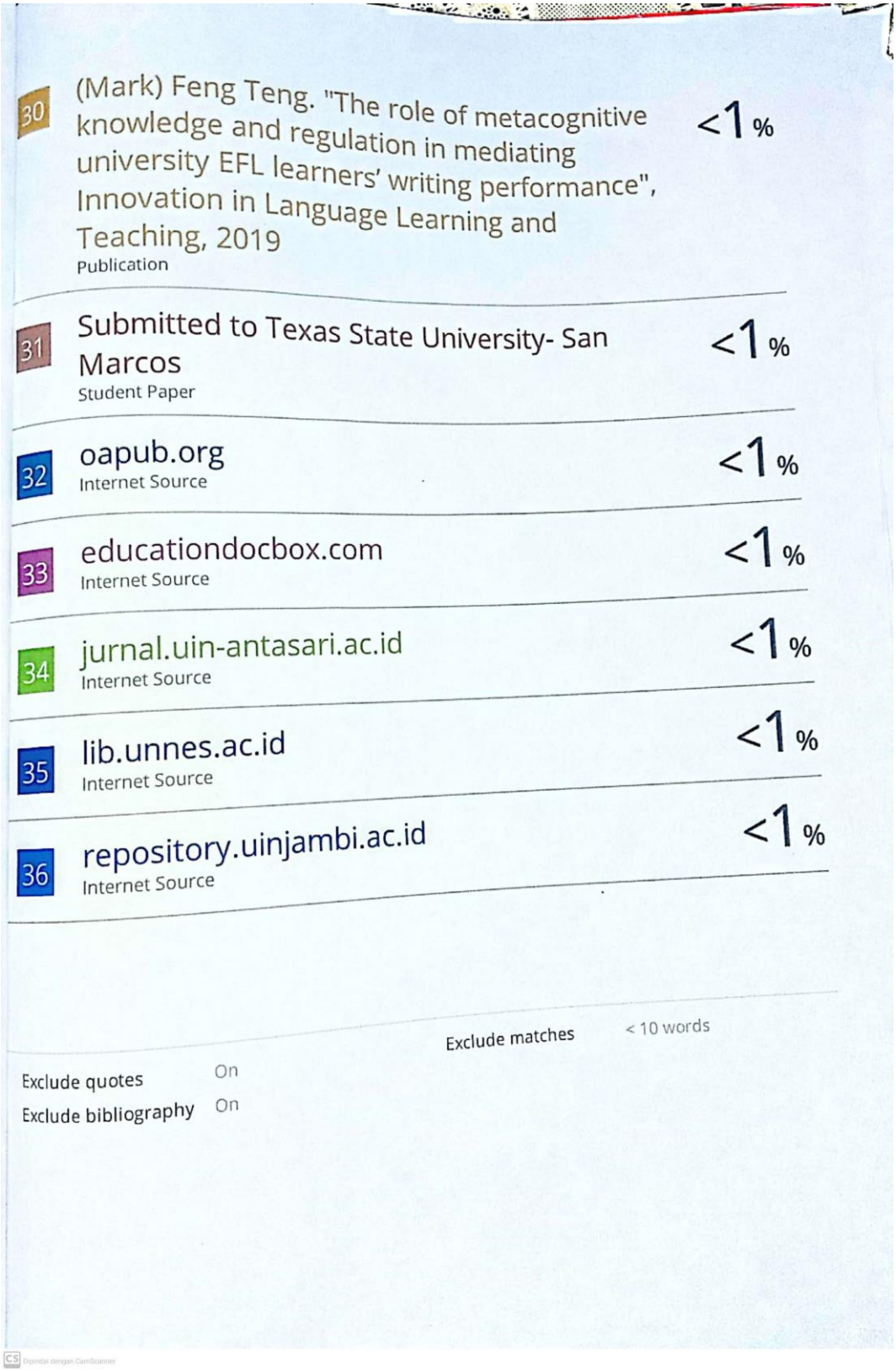

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