STUDENTS' METACOGNITIVE STRATEGY IN LEARNING

WRITING PARAGRAPH AT THIRD SEMESTER OF

ENGLISH TADRIS STUDY PROGRAM

THESIS

This Thesis is submitted to fulfill The requirement For 'Sarjana' degree in English Language Education

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Assalamu'alaikum Wr.Wb

Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara **Merryta Angelina** yang berjudul **"Students' Metacognitive Strategy In Learning Writing Paragraph At Third Semester Of English Tadris Study Program"** sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan. Terima Kasih.

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The researcher has finished this thesis entitled **"Students' Metacognitive Strategy In Learning Writing Paragraph At Third Semester Of English Tadris Study Program".** This thesis is presented in partial fulfillment of the requirement for the degree of strata I in English Study Program Of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from other. In this chance writer would like to express her deepest appreciation to:

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ABSTRACT

Angelina, Merryta, 2022. Students' Metacognitive Strategy In Learning Writing Paragraph At Third Semester Of English Tadris Study Program.

This reasearch aims to determine students' metacognitive strategies in planning, monitoring, and evaluating the use of metacognitive strategies in learning writing paragraphs. This quantitative study discussed 67 students of the English Tadris Study Program in IAIN Curup . In obtaining this data, the sixty seven students of third semester students of the 2019/2020 academic year were given a set of questionnaires to obtain student responses. After obtaining the data, the researcher analyzed the students' response by counting its frequency and percentage. The findings of this study indicate that the majority of students use metacognitive strategies which have a positive response to the metacognitive strategies used by students based on the 3 indicators provided by the researchers, those are: how students' metacognitive strategies in planning, monitoring, and evaluating use metacognitive strategies in learning paragraph writing. On the other hand, not all students use the three indicators of metacognitive strategies, some students only use 2 indicators, those are strategiy planning and strategy monitoring, not using evaluation strategies. The findings of this study also suggest that students are advised to apply all aspects of metacognitive strategies in their learning to help students learn more effectively, and easily.

Keywords : metacognitive strategy, writing paragraph

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CHAPTER I

INTRODUCTION

A. Background of the research

Listening, speaking, reading, and writing are the four skills that must be learned when studying English. Writing is one of the skills that will be the focus of this thesis. Based on Richard& Willy, Writing is the most difficult skill for English learners to master.[1] To make us able to speak, we have to listen. Similarly, in order to be able to write, we must be able to read and think a lot.

Writing has always been included in most English language courses as one of the four language skills. According to Harmer, writing is used for a wide range of purposes, and it is produced in a variety of forms that convey information, ideas written, based on grammar, and vocabulary because everyone has their own way of thinking, which gives them a unique perspective on how to express it.[2] Writing can be defined as the expression of language in the form of letters, symbols, and words. Writing allows people to share their knowledge while also conveying ideas, feelings, and intentions to others. The majority of our knowledge has come from reading written information or texts, such as books, articles, papers, and so on, which have been written by those who share their ideas through writing. These statements imply that writing is a tool and skill used by

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[1] Jack C Richard and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice. (*Cambridge University,2002)
[2] Harmer J, *How to Teach Writing* (Pearson Education, 2004)

writers to communicate information or ideas to readers in written form. Even though writing is important, it is not as simple as people believe.

Writing is an important skill to learn when studying English because it allows the writer to transfer their ideas or thoughts while also providing many things that catch the writer's attention. Furthermore, writing encourages students to focus on correct language use and promotes language development as they ressolve problems that writer puts in their minds. The significance of writing stems from the fact that writing is the primary foundation upon which communication, history, record keeping, and the arts are founded. Writing is also the framework of our communication. We cannot imagine a life without writing, which is extremely important in today's society. Writing can help writers develop their language skills, such as exposing an idea. It describes the aspect of language accuracy and organization that explore the ability to apply grammatical and skills for exposing their idea or opinion.

Writing has an important role for everyone, including in English Studies for third semester students at IAIN Curup there is learning paragraph writing , this learning aims to make students understand how to write good paragraphs argumentative, descriptive and narrative. To produce good writing so that it can be understood by readers, students must master writing skills. Learning to write, on the other hand, is one of the more difficult skills for students to master because it takes time to generate ideas and then put them into written form. Therefore, a good strategy is needed to improve students' writing skills.

Learning strategies can be categorized as one of the most important factors in the learning process. It helps learners to overcome their weaknesses in learning. In addition, learning strategies will also strengthen the mental activity and behavior of students who have a strong influence on the learning process. Oxford in Parera says that learning strategies have an effect on the learning process because it involves the process of acquiring, storing, retrieving and using information.[3] Learners who apply learning strategies can control several conditions of the learning process such as easy learning, retaining knowledge, and using knowledge appropriately.

There are some learning strategies can be used in learning. O'Malley and Chamot who are the researcher in learning strategies proposed the three significant strategies of language learning strategies: cognitive, metacognitive and social/affective.[4] What differs metacognitive and cognitive are in term of use. cognitive strategies as the way how the students compare and organize the information. Metacognitive strategies are thinking that include planning; deciding approaches; and evaluating. Social strategies are where the students seeking for friends or native speaker to share and to practice. The last is management strategies, which manage such as setting the properties that will be used, also setting for the time and place when studying a language.

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[3] Parera, Jose Daniel. 1998. *Linguistik Edukasional*. Jakarta: Erlangga
[4] O"Malley, J. Michael; Chamot, Anna Uhl. *Learning Strategies in Second Language Acquisition.* Cambridge. Cambridge University Press.(1995).

Among those strategies, metacognitive strategy can be a strategy to improve learning process. It is learning strategy that makes students use their own knowledge or strategies to help them accomplish a task by planning, monitoring, problem-solving, and evaluating. In other word, we can say it is about a process of using some strategies to reach a goal. Students can use metacognitive strategy for all modalities such as reading, speaking, writing, and listening. It means that this strategy is useful for them to improve their learning. Metacognitive strategy can help student to think higher level. Because they can monitor their thinking process, it means that they will find the solution about the problems exist and develop their thinking. Furthermore, metacognitive can improve learning performance, through all process in metacognitive, they can think critically.

Furthermore, during the observations, The researcher found that the lecturers who taught writing paragraphs had implemented metacognitive learning strategies in the writing class. There are three strategies in the metacognitive strategy used, (1) First, the lecturer applies that students who will learn to write paragraphs must first prepare a draft or mind mapping with a topic that has been determined by the lecturer. This shows a metacognitive strategy in strategic planning. (2) Second, the lecturer gives writing assignments to students with certain topics and must be in accordance with the draft or mind mapping they have made. And this is where students monitor their writing so that they write according to the plans they made earlier, so that it becomes better writing. (3) Finally, The

lecturer gives instructions for students to evaluate their writing by assessing or correcting their writing with their classmates. So they evaluate each other together and students know what writing they will improve on next. Researchers can conclude that the strategy used by lecturers is a metacognitive strategy, which includes planning strategies, monitoring strategies and evaluation strategies.

From the explanation above, the metacognitive strategy can be said to have been applied in the writing process. In writing, they used strategies before, during, and after reading. In which, in metacognitive, there is planning phase which is like strategies before writing, monitoring is like strategies during writing, and evaluation phase is like strategies after writing.

In addition, based on the third semester observation in English Tadris Study Program that they have used a metacognitive strategy in writing paragraph, however researchers have found that there are several problems in learning, especially in student learning behaviors. The evidence that the researcher can see is the difference in the results of the scores in the writing task. The researcher also found some good learners by using learning strategies in accordance with the metacognitive strategies implemented by lecturers who teach paragraph writing lessons, that their learning motivation is correlated with student learning strategies. therefore it is important to seek more data on metacognitive strategies. By conducting research on students who have the highest scores in writing paragraph, the result hopefully could be distributed to students with lower

level of paragraph writing scores, So they could know what the high level students' learning strategy is.

Therefore, the title of this research is Students' Metacognitive Strategy In Learning Writing Paragraph At Third Semester Of English Tadris Study Program.

B. Research Questions

Based on the background above, the problem of this research is how are the students' metacognitive strategy in term of planning, monitoring and evaluating in writing paragraph?

C. Objective of the Research

The objectives of the research are to investigate to find out how is the students' metacognitive strategy in planning, monitoring, evaluating used by third semester students of English Tadris Study Program.

D. Delimitation of the Research

Based on the background of the problem described above the research can focus this study focus to advance investigate how students' metacognitive strategies in planning, monitoring, and evaluating use metacognitive strategies in learning paragraph writing. As respondents of this research, the researcher selected the third and sixth semesters students academic year 2019/2020 because they have participated in learning writing paragraph in the English Tadris Study Program, so they have experienced the implementation of the Metacognitive Strategy used by lecturers.

E. Definition of the key terms

To avoid misunderstanding of the concepts from this study, the researcher will give of the key concepts.

1. Learning strategy

Oxford states that learning strategies are defined as specific actions or techniques used by students, usually intentionally, to enhance their progress in developing second language skills.[5] So Strategy is a procedure used in learning, thinking etc, which serves as a way to achieve a goal. In this research strategy means, some accurate planning to do or do something to achieve certain goals. In this study, the learning strategy that will be carried out in this study is about learning strategies for writing paragraphs, in other words, researchers will observe certain actions or techniques carried out by students in learning to write paragraphs.

2. Metacognitive strategies

According to O‟Malley stated that metacognitive strategy is a strategy to help the students in order to improve and develop their language skills. It is related to the improvement of writing skills.[6] Metacognitive refers to students‟ ability to be aware of and monitor their own process. In this study, the metacognitive strategy that will be discussed is how students' metacognitive strategies in planning,

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[5] Oxford, R. L. *Language learning strategies: What every teacher should know*. New York: Newbury House/Harper & Row. (1990).

[6] O'Malley, J. M. *The effects of training in the use of learning strategies on learning English as a second language*. Cambridge: Prentice-Hall.(1987)

monitoring, and evaluating the use of metacognitive strategies in learning paragraph writing.

3. Writing

Nunan states that writing is a mental work in terms of creating, expressing, and organizing ideas into paragraphs to facilitate reader understanding.[7] It also helps develop the idea that writers need realistic strategies for drafting and revising. In this study, the researcher wanted to know the strategy of learning paragraph writing with metacognitive strategy.

F. Significance of the research

This finding of this research, hopefully will give a significant contribution for:

1. For the researcher

By conducting this research, the researchers can learn and get more information to identify metacognitive strategies. In addition, the writer will get new experience and knowledge for the future. It is expected that student achievement will increase by using metacognitive strategies in learning paragraph writing

2. For the students'

This research is expected to be useful for students to find out how to explore their potential, which will help them to learn to write better.

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[7] Fahmi Aulia Batubara, *Thesis Improving Students' Ability in Writing Of Announcement Through Gallery Walk Technique Of Eighth Grade At MTs Jam'iyatul Aiwashliyah Tembung in Academic Year 2016 / 2017 Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan As* (2017)

Students can also apply learning strategies that suit their style and overcome the problems of learning to writing paragraphs.

3. For the teacher

This research hopefully to provide important input for teachers in understanding the paragraph writing learning strategies. The teachers are expected to bring students to situations where they can understand the importance of learning strategies, especially metacognitive strategies.

G. The Organization of Thesis

This thesis consist of five chapters and each chapter is subdivided into subquent divisions. The thesis is arranged as follows:

Chapter I Introduction, this chapter consist of background of the research, research questions, delimination of the research, the objective of the research, significant of the research, operational definitions, and the organization of thesis.

Chapter II Literature Review, is the review of the literatures and previous related findings related to the research.

Chapter III Research Methodology, this chapter provide the methodolgy of the research. Consists with the kind of the research, population and sample, technique of collecting data, instrument of the research, validity & reliablity, and technique for data analysis.

Chapter IV Finding and Discussion, This chapter presents the findings and discussions related to the predetermined topic.

Chapter V Conclusion and Suggestion, this chapter provide the conclusion and further suggestion regarding to the research.

CHAPTER II

LITERATURE REVIEW

A. Definition Of Writing

Writing is the hardest part of the four language skills in English. there are listening, speaking, reading, and writing. To make us able to speak, we have to listen and the same thing in writing, to make us able to write, we have to able read and think much. Nunan states that writing is a mental work in terms of creating, expressing, and organizing ideas into paragraphs to facilitate reader understanding. [8] In the theory, writing is defined as the process of thinking which are involved inventing interesting ideas, expressing the ideas in words, and organizing ideas in paragraphs to become a good order based on the writing skill project to be understandable by the reader.

Furthermore, Meyers states that writing is the process of discovering ideas, organizing existing ideas, and putting ideas on paper, reshaping, and revising them so that the writing can be read by people.[9] In the theory, writing is defined as a process of doing something dealing with problems and difficulty in discovering interesting ideas, organizing and putting them on paper that is appropriate with the writing project. Then, the writing skill product should be reshaped and revised to make it better and understandable by the reader. Moreover, according to Oshima and Ann

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[8] Fahmi Aulia Batubara, *Thesis Improving Students' Ability in Writing Of Announcement Through Gallery Walk Technique Of Eighth Grade At MTs Jam'iyatul Aiwashliyah Tembung in Academic Year 2016 / 2017 Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan As* (2017)

[9] Ibid

writing is defined as a step starting from looking for ideas, making ideas into words and paragraphs then reviewing the writing that has been made so that readers can capture what the writer wants to say.[10] In this definition, Oshima and Ann have the opinion that writing as a continuation action involved thinking and transferring ideas into words and reviewing them to make it satisfied to be read and express writer ideas exactly. Based on those definitions, the researcher concludes that writing is some steps of mental action of inventing, organizing, reviewing, editing, and revising ideas into words by writer own style with the specific purpose to be clear for the reader until the writer satisfied that his writing expresses exactly what he wants to say. There are some arrange to learn of writing :

a. Students learn the basic writing such as learn introduce the alphabet as a start before the student learn the next lesson**.**

b. Students learn how to write the word.

c. Students learn how to write a sentence.

d. Students learn how to write a paragraph.

e. Students learn how to write a simple writing.

B. Process of Writing

There are about four stages in the writing process. Create ideas in the first step, then organize them in the second. Write a rough draft as the third step. Last but not least, polish your rough draft by editing and revising it. Writing is never a one-step method. Writing as a productive skill necessitates a process. This approach allows the writer to write in stages.

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[10] Alice Oshima & Ann Hogue, *Introduction To Academic Writing* (Longman, 1997)

The processes that a writer goes through to create something (a written text) until it becomes a final draft are referred to as the writing process. There are four types of writing methods.[11]

  a. Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text which writers want to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience that will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or arguments in their writing.

Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant final goal; it will enable you to measure your progress. Planning will also help your reader. This stage is often called a pre-writing process which can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.

One way to generate a lot of ideas about a subject is by brainstorming.[12] Brainstorming is a useful technique in writing

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[11] Nia Rusmania, "No Title空間像再生型立体映像の 研究動向," *Nhk技研* 151 (2015): 10–17, https://doi.org/10.1145/31

because it permits you to approach a topic with an open mind. Because you do not judge your ideas as they emerge, you free yourself if come up with ideas that you might not even know you had. Brainstorming is one of several different ways to begin writing.[13] Brainstorming, also called listmaking, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned. So, brainstorming is the way to get the idea creation engine running.

Just down all the possible terms that emerge from the general topic you are thinking about. This procedure works especially well if you work in a team. All team members can generate ideas, whit one member acting as scribe. Don't worry about editing or throughout what might not be a good idea. Simply write down a lot of possibilities. If you are searching for a topic, look at the items on your list that seem most promising and try to develop one or two further, either by additional list-making or by using one of the techniques below:[14]

1. Writers must begin with a broad topic

2. Writers must write down as many ideas about the topic as writer can do in five minutes.

3. Writers can add more items to their list by answering the question what, when, where, why, and how.

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[12] Batubara, *"thesis improving students ' ability in writing of announcement through gallery walk technique of eight grade at mts jam ' iyatul alwashliyah tembung in academic year 2016 / 2017 Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan As*." (2017)
[13] Ibid
[14] Utami Dewi*, How To Write*, (Medan- La-Tansa Press)

4. Writers group similar items on the list.

5. Writers can cross out items that do not belong.

b. Drafting

The drafting stage is where you begin writing. The most important thing here is to get words onto paper.[15] After you have finished planning, you can continue to the next step(drafting). In the first draft of your paragraph, the students have to use the ideas from planning as a guide as you write, remember to:

1. Begin with a topic sentence that states the main ideas, including several sentences that support the main idea.

2. Stick the topic does not include information that does not directly support the main idea.

3. Arrange the sentences so that the other ideas make sense

4. Use signal words to help the reader understand how the ideas in your paragraph are connected.

c. Editing (revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. Harmer stated that the first version of writing is drafting.[16] At this point, the students should be given a lot of time because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations, or spelling. The way to revise and improve the first draft is called editing.

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[15] Batubara, *Thesis Improving Students' Ability in Writing Of Announcement Through Galery Walk Technique Of Eighth Grade At MTS Jam' Iyatul Aiwashliyah Tembung* (2017)

[16] Khasanah, *Chapter Ii_Nailatul Khasanah_Biologi (2015)*

Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples, and the like in this case. The writer can consider some steps for editing, those are as follows:

1. Add new ideas to support the topic.

2. Cross out the sentence that does not support the topic.

3. Change the order of the sentences.

4. Using the following checklist to revise your paragraph ;

    1) Make sure you have a topic sentence

    2) Cross out sentences that do not relate to the main

    3) Check to see if the sentences are in the right order

    4) Add new ideas if they support the topic sentences

    5) Make sure you have included signal words to help guide the reader and check the punctuations, spelling, and grammar.

d. Final Version

In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece you are working on.

a) Bloggers need to upload, format, and post their pieces of completed work.

b) Students need to produce a final copy of their work, in the correct format.

c) It often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.

d) Journalists need to submit their piece (usually called "copy") to an editor.

e) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you have written a novel, look for an agent who represents your genre.[17]

C. Writing Paragraph

As one of four skills, in English learning, writing is a way of communication too. Mary stated that writing shoud be encouraged to express student ideas. Experience, thought, and felling. However, the students are rarely trained to express their idea in writing form. Many student do not have any idea to write, so they have some difficulties to start writing.[18] Somebody used writing process when they did not want to do communication orally.

Penny Ur opinion that, "The purpose of writing in principle is the expression of ideas, the conveying of message to do reader, so the idea them selves should arguably be seem as the most important aspect of the writing.[19]

In writing, there are there parts of paragraph, such as topic sentence, supporting sentence, and concluding sentence. Alice and ann Hangue said

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[17] Utami Dewi, *How To Write*

[18] Finnochiaro. Mary. *English as a second Foreigh Language.* New York,Ny. Regent Publisher Company 1998. Page 122

[19] Penny Ur,A. *Course in Language Teaching.*Cambridge University press, 1995. Page.163

that a paragraph has there major structural part: a topic sentence, supporting sentence, and concluding sentence.[20]

1. Topic

   The topic refers to the content of the selection. If you can figure out what the topic is, you can usually find the main idea. To determine the subject of a selection. In a nutshell, a subject sentence appears at the start of a paragraph. In a formal academic paragraph, it is usually the first sentence. While this isn't always the case, if you're practicing writing with this online lesson site, please follow this rule unless otherwise instructed.) A subject sentence is not only the first sentence of a paragraph, but it is also the most general sentence in the paragraph.

2. Supporting Details

   A paragraph includes facts, comments, and examples that help us understand the main concept completely. They are supporting information that clarify, illuminate, justify, define, extend, and demonstrate the main concept. Getting a handle on the supporting details.

   1) Decide which details help to further the story line.

   2) Decide which details help you to understand the main idea.

   3) Answer qustion raised by the main idea (who, what, when, where, why and, how).

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[20] Alice Oshima and Ann Hangue,*Writing Academic English.* Addition Wesley Pubishing Press Tokyo. Page 1.

From the above approach, there are several methods to determine supporting detail in a paragraph. It explains the story's plot. Ti defines the core idea's ideo. It improves comprehension by using the exlanation subject sentence as the paragraph's main concept. The key concept is then discussed in terms of who, where, where, when, when, and how.

3. Conclusion Paragraph

In formal paragraphs, you will sometimes see a sentence at the end of the paragraph that summarizes the details provided. This is the last sentence of the paragraph. The concluding sentence can be thought of as a reversal of the subject sentence. This indicates that the writer is capable of comprehending concluding sentences. So, a paragraph is a collection of sentences that define and explain something. Based on the sentence, the writer should deduce that a paragraph tells or describes us more about something for the reader to feel as if he or she is experiencing it. The descriptive paragraph in this case aims to explain something to the readers.[21]

D. Learning Strategy

Learning strategies is the design of plans and activities carried out by students in the learning process. Learning strategies are used by students to improve their own learning understanding and to determine the success of the learning process. O"Malley and Chamot define it as the specific thoughts or behaviors that individuals use to help them

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[21] Ibid

understand, learn, and direct new information. It can be concluded that learning strategies are mental and behavioral activities carried out by students to improve their performance and understanding in the learning process.[22]

Language learning strategies are ways that learners do to encourage the process of learning their language. Learners who apply language learning strategies will have control over their language learning process. Richard dan Schmidt argue that language learning strategies in general as the ways in which learners practice aspects of the language they are learning.[23] Learners with language learning strategies will have a better learning process, because they must be active and independent. Students can also improve their communicative competence, because they can access authentic learning resources. In conclusion, the application of strategies in language learning will support learners to learn better.

There are several classes of language learning strategies, Oxford divides classes into two main types, direct strategies and indirect strategies.[24] Direct strategies are used directly in dealing with a new language. Types of direct strategies are memory, cognitive, and compensatory strategies. Indirect strategies are used for general management of learning. The types that fall into this category are metacognitive, affective, and social strategies.

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[22]O"Malley, J. Michael; Chamot, Anna Uhl. *Learning Strategies in Second Language Acquisition.* Cambridge. Cambridge University Press.(1995).

[23] Richard, Jack C.; Schmidt, Richard. *Longman Dictionary of : Language Teaching and Applied Linguistics. (4th.ed.).* London: Pearson Education.2002.

[24] Oxford, R. L. *Language learning strategies: What every teacher should know.* NewYork: Heinle & Heinle.1990.

a. Direct Strategy

The direct strategy are beneficial to students as it helps to store and recover information. These strategies help learners to learn how to produce language even they lack knowledge. They also help to understand and use a new language. Types of direct strategies are memory, cognitive, and compensatory strategies.[25]

b. Indirect Strategy

Indirect strategies will help students organize their learning process. This strategy can be combined with the direct strategy. In contrast to the indirect strategy which does not participate directly, students are not limited by a few direct steps. The types of indirect strategies are metacognitive strategies, affective strategies and social strategies.[26]

1. Metacognitive Strategy

Metacognitive strategies are skills, approaches, and thinking and actions that learners use to control their cognition and learning process.Further explanation of this strategy will be explained in metacognition theory.

2. Affective Strategy

Affective strategies are used to overcome emotional factors such as emotions, attitudes, and motivations. These emotional factors have a great influence on the learning process. Emotion can also be called

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[25] A D E Hidayat et al., "Students ' Metacognitive Strategies Students ' Metacognitive Strategies" (2014).
[26] Ibid.

how to behave. This is why learners must plan how they will behave during the learning process.

Excellent language learners will control their attitudes and emotions towards learning and understand that negative emotions will inhibit learning outcomes. Teachers can help generate positive emotions in the classroom by giving students more responsibility, increasing the amount of natural communication, and teaching emotional strategies.

3. Social Strategy

Language is used in social life. People use language to communicate. This is why social strategies are important to support the language learning process.

The types of social strategies are: asking questions, cooperating with others, and empathizing with others. These types of learning will help learners improve their listening and speaking skills. You can also improve their writing skills by writing letters or chatting online. Learners can apply strategies for cooperating with others by doing something together in the language they are learning. Daily conversations and chats with friends or sending letters in the target language is an example of practicing language skills. If learners have native speakers as their learning partners, they can also get a better learning experience.

E. **Metacognition Theory**

Metacognition is the understanding of mental processes. It also includes identifying which types of learning tasks cause difficulties, which methods are more effective than others for remembering information, and how to solve different types of problems.[27]

Awareness of psychology and learning process will help learners learn better. Belet and Guven stated that learners who are conscious of learning will become successful learners. In addition, they say that applying metacognition will enhance the learning process that learners complete.[28] In language learning, metacognition is one of the most commonly used learning strategies. Metacognition is more popular as a metacognitive strategy. It helps learners design and maintain their learning process.

Oxford state that metacognitive strategies can be said to be higher-level cognitive strategies, because what metacognition does is the cognition of cognition.[29] When new vocabulary, rules, and writing systems confuse learners, metacognitive strategies become critical to successful learning writing. Metacognitive strategies will help students design the learning process as efficiently as possible. Oxford divides metacognitive learning strategies into three similar stages of planning, monitoring and

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[27] Ibid.

[28] Belet, S. Dilek; and Guven, Meral,"*Meta-cognitive Strategy Usage and Epistemological Beliefs of Primary School Teacher Trainees*"

[29] Oxford, R. L. *Language learning strategies: What every teacher should know.* NewYork: Heinle & Heinle.(1990).

evaluating learning.[30] The purpose of concentrated learning is to allow learners to focus on certain language activities or skills. Arranging and planning learning helps learners organize the learning process, so they can get the most out of their energy and effort. Evaluation learning helps learners evaluate the problems they face in the learning process.

Metacognitive learning strategy is a strategies to improve the consciousness of thinking process in applied learning. Therefore, when you are aware of this understanding, you can defend your ideas by designing, monitoring, and evaluating what you have learned.

Richard and Schmidt divided it into three specific aspects, planning; monitoring; and evaluation.[31] Planning involves setting goals, ability and knowledge analysis, and activities/behaviors to be adopted. Monitoring includes self-management, that is, the learner's ability to manage their behavior and behavior, and self-measurement, that is, the learner's ability to measure the level of learning success. Evaluation involves the strengthening of student learning. The evaluation includes weak analysis, analysis of deficiencies in the learning process, self-reward to congratulate oneself, enhance learning motivation, plan amendments to modify the learning strategy that has been completed.

1. Planning

Planning in metacognitive strategies involves learners' ability to design upcoming learning activities in their minds. The plan keeps the

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[30] Oxford, R. L. *Language learning strategies: What every teacher should know.* NewYork: Heinle & Heinle.(1990).

[31] Richard, Jack C.; Schmidt, Richard. *Longman Dictionary of : Language Teaching and Applied Linguistics. (4th.ed.)*. London: Pearson Education.(2002).

learning process under control, hoping to get the best results from the learning. Hunnicut said that the plan is very important because it forces us to think about the details in advance to make our plan transparent, authoritative and consistent. In short, through a well-designed study plan, learners will learn something more easily.[32]

Planning is a good start to start the learning process. It will be a magnificent design of what the learner will do in learning. When learning English, the study plan will increase students' interest; attention; and motivation, which allows them to make a better learning process.

On other hand, pressure will make learners plan better. Friend and Hickling said that pressure such as turbulence, competition, urgency, complexity, conflict,and overload, make people plan critically. This pressure should allow people to make plans, make decisions, and make progress as much as possible. However, whether they can stick to their plan depends on their learning situation and conditions.[33]

2. Monitoring

Monitoring can be defined as adjusting and taking appropriate actions to lead to a satisfactory result. White and Poster define monitoring as the continuous, formative, and diagnostic evaluation of any activity or performance. They further stated that monitoring is the core of

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[32] Hunnicutt, David., PHD. (2007). *The Power of Planning.WELCOA's Absolute Advantage Magazine*, 6 (7), 5-11.

[33] Friend, John; and Hickling, Allen. *Planning Under Pressure, The Strategic Choice Approach (3rd. ed.).* London: Elsevier,2005

evaluation. In short, through monitoring, the results will be more satisfactory and the evaluation will be more effective.[34]

In metacognitive learning, monitoring involves the management and measurement of self-behavior. These actions will control the learner's learning process. But in fact, a common phenomenon shows that learners have low awareness in the monitoring of the learning process. Learners usually find something more interesting than learning, or it can be called a learning distraction. Interference comes from many factors, which can interfere with the learning process.

3. Evaluating

Evaluation is also an important aspect of language learning. Conducting an assessment will help learners understand their strengths and weaknesses in the learning process. By understanding these strengths and weaknesses, learners can improve their learning plans and thus obtain a better learning process. In addition, Wilson and Dobson stated that assessment will set learning goals. The learners who have done the evaluation will have better performance in the following learning process, and will get better results after the learning process is over.[35]

In the metacognitive learning strategy, evaluation will be the step of strengthening the strategy. Evaluation involves evaluation and planned recycling, usually analyzing what has been done and what must be done. Belet and Guven said that evaluation in metacognition is problem-

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[34] White, Pearl., and Poster, Cyril. *The Self-monitoring Primary School.* New York: Routledge, (eds). 2005

[35] Wilson, Susan B., and Dobson, Michael S. *GOAL SETTING, How to Create an Action Plan and Achieve Your Goals. (2nd. ed.). (*New York: Amacom,2008)

solving. In this case, evaluation will help learners overcome their problems and weaknesses in learning English. If learners maintain a good evaluation in the cycle of metacognitive learning strategies, their learning process will continue to develop, enabling them to learn better.[36]

F. Metacognitive Strategy in Learning Writing

According to Nunan, writing can be interpreted as a product or process that is considered a complex process because it goes through different stages to reach its final form.[37] It involves mental processes, thinking and rethinking to produce sentences. The writing process is a way of looking at writing instructions that emphasize student writing. According to Hammer, the writing process includes planning, drafting, editing, and making the final version. Teachers should use different strategies to encourage students to write good articles. There are many strategies that students can use, one of which is metacognitive learning strategies, which help students plan, monitor, and evaluate.[38] Because by applying metacognitive learning strategies students can review their progress in writing. According to Oxford, by using metacognitive learning strategies, all students will plan, monitor, and evaluate to produce appropriate vocabulary, idioms, and sentence structures through their

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[36] Belet, S. Dilek; and Guven, Meral,"*Meta-cognitive Strategy Usage and Epistemological Beliefs of Primary School Teacher Trainees*"

[37] Nunan, D. *Practical English language teaching*. New York: McGraw Hill. (2003).

[38] Harmer, J. (2007). *The practice of English language teaching (4th edition)*.Cambridge: Longman.

writing.[39] After students gain sufficient knowledge by using metacognitive learning strategies, they can write better.

G. Previous Related Finding

The first comes from the Journal of education: metacognitive strategies in academic writing. Successful research introduces metacognitive learning with the aim of improving students' academic writing skills and self-awareness in learning and training students to become independent learners. This study investigates students' awareness of the use of metacognitive strategies, the relationship between achievement and use and awareness of metacognitive strategies, and students' views on how much they do in relation to academic writing.[40]

The second one taken from the journal Fenghua Lv in his research found that with the students' lack of ability in writing and the importance of metacognitive strategies, the authors conducted a study of writing instruction based on metacognitive strategies for Students. The main objective is to explore the relationship between metacognitive strategies and students' writing performance and try to give some suggestions. on the application of metacognitive strategies in writing English for vocational colleges.[41]

The latter was obtained by Agata Nina Puspita in the research "Correlation Study of Metacognitive Learning Strategies to Develop

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[39] Oxford, R. L. *Language learning strategies: what every teacher should know.* Boston: Heinle & Heinle Publishers. (1990).

[40] Ramazan Goctu, "*Metacognitive Strategies in Academic Writing*". *Journal of Education in Black Sea Region*, p.94.2007

[41] FenguahLv , *A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students.* Education Department, Laiwu Vocational College.2010.

Writing Skills for Class 8A Students of SMP BOPKRI 1 Yogyakarta". The purpose of this study was to see how the responses of 8A students at SMP BOPKRI 1 Yogyakarta to writing when they used the metacognitive learning methodology. In addition, the researcher wanted to see whether there was a relationship between metacognitive learning strategies and students' writing skills in compiling repetition texts in class.[42]

Based on the above findings, the researchers can conclude that the research from Ramazan Goctu and other studies there are differences and similarities in the research they studied. In the Ramazan Goctu study, this study aims to introduce metacognitive learning in order to improve academic writing skills and students' self-awareness in learning and to train students to become independent learners. In the research of the Fenghua Lv Journal, the author conducted a study on metacognitive strategy-based writing instruction for Vocational Students. in the research of the Agata Nina Puspita Sari, the purpose of this study was to determine how students respond to writing when using metacognitive learning strategies in grade 8A students at SMP BOPKRI 1 Yogyakarta. In addition, the researcher tries to find out whether there is a relationship between metacognitive learning strategies and students' writing skills in the class in writing repetitive text.

Based on the research above we know that their research and this research have similarities and differences. The similarity between the above research and this study is the same as investigating metacognitive

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[42] Agata Nina Puspita, "A Correlational Study on Metacognitive Learning Strategies To Develop Students' Writing Skills in Class 8A of SMP Bopkri 1 Yogyakarta" (2016).

learning strategies in the writing class. then also has a difference, The first research states that metacognitive learning improves students' academic writing skills and their self-awareness in learning and trains students to become independent learners. The second study states that students have a positive response in writing retelling texts because it can help students focus on learning, organize and plan lessons, and evaluate learning using metacognitive strategies. The last research, there is a significant relationship between students' metacognitive learning strategies and students' writing skills.

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter describes the method use to conduct the research. It consist, kind of the research, subject of the research, technique of collecting data, instrument of the research, and technique analysis data.

A. Kind of the Research

This research is a descriptive research, organized in a descriptive and quantitative manner. According to Cresswell, quantitative research is a study that explains phenomena by collecting numerical data that is analyzed using mathematical methods.[43] It could be understood in brief that quantitative research is explaining phenomena by analyzing the collected data using mathematical method. This study used a quantitative design because the researcher used close ended questionnaire for the instrument and after that the researcher analyzed the data from the questionnaire in statistical way.

Furthermore, according to Cresswell descriptive study is the study focused in describing any situation or condition in population systematically, factually and accurately.[44] This means that quantitative descriptive study, this study was designed to describe students' metacognitive strategies in learning writing paragraphs. Metacognitive strategy data were obtained from third semester students of English Tadris

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[43] John W. Cresswel, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition, (Pearson Education: USA, 2012) p.376
[44] ibid

Study Program. The students were given a questionnaire consisting of questions on metacognitive aspects. The data from questionnaires then would give descriptions about the students" metacognitive strategy in learning writing paragraph.

B. **Population and Sampel**

a. Population

According to Franker, a population is a group the research of the study indeed to apply. The population in this research is the students of the third and sixth semesters in IAIN Curup academic year 2019/2020. The total numbers of the population for this research is 119 students. because the third and sixth semester students have participated in paragraph writing lessons in the English Tadris Study Program, so they have experienced the application of Metacognitive Strategies used by lecturers.

Tabel 3. 1

The Population of the Study

No	Class	Number
1	III	67
2	VI	52
Total		119

Source: English Study Program Students' Database

b. Sampel

The sample is a subset of the population that will be studied, and it can represent the entire population.[45] In selecting the sample, the researcher used a purposive sampling technique, namely the technique of determining the sample with certain considerations. There are 58 students selected based on purposive sampling. The considerations for choosing them are students who get "A" in their paragraph writing class. The reason for choosing the student with the highest score is because the student already has experience using metacognitive strategies in paragraph writing class.

In addition, by applying this research in the highest score students, it is hoped that the result could be read or distributed to low score students as description of how good learners conduct learning strategies, especially metacognitive strategy.

C. Technique of Data Collection

In this research, the researcher used questionnaire to obtain the data needed.

1. Questionnaire

Questionnaire is one of the techniques for collecting the data. A questionnaire is a group of written question on paper or the others and given to the respondents to answered without any intervantion from the researcher.[46] In constucting questionnaire, the questions designed based on the theory of component theory of metacognitive strategy

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[45] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Afabeta, 2011)
[46] Danim Sudarman, *Metode Penelitian Kualitatif*, (Bandung: Pustaka Setia, 2002)

which includes planning strategy, monitoring strategy and evaluating strategy.

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 in this research consist of 31 questions. The content of the questionnaire has been validated by validator. After the questionnaire was validated, the researcher distributed the questionnaire to the students. Since it was difficult to distribute the questionnaire in person during the pandemic situation, the questionnaire was given to the students in the form of online questionnaire, which is google form. The questionnaire then distributed to the students through Student's WhatsApp. After the student accessed the link to the questionnaire, the students need to give their answer by choosing the option indicate their choice.

D. Instrument of research

To get more data about this research, the research also use some instruments, such as:

1. Questioner

In this research, to obtain the data on students' metacognitive strategies in planning, monitoring, and evaluating the use of metacognitive strategies in learning to writing paragraphs , the researcher took close-ended type of questionnaire as the instrument

because this is quantitative study and the close ended questionnaire is used for the quantitative design.

how are students' metacognitive strategies in planning, monitoring, and evaluating the use of metacognitive strategies in learning to writing paragraphs. Close ended questionnaires are used in quantitative research to generate statistics. As these questionnaires follow a set format and as most can be scanned straight into a computer for ease of analysis, greater numbers can be produced.[47] The questionnaire is designed to find out students' metacognitive strategies in planning, monitoring, and evaluating the use of metacognitive strategies in learning to writing paragraphsat third and sixth semesters of the English Study Program in IAIN Curup academic year 2019/2020. The questionnaire designed by researcher used likert scale. The option of likert scale are:

a) 5 = always

b) 4 = often

c) 3 = sometimes

d) 2 = almost never

e) 1 = never[48]

When creating a questionnaire, the researcher did some steps, there are:

1. The researcher chose theory for the questionnaire and questions for the questionnaire were based on Richard and Schmidt's theory of

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[47] Ibid

[48] Sugiyono, *Metode Penelitian Kuantitatif, Kualitiatif, dan R&D,* (Bandung: Alfabeta, 2013)

metacognitive strategies. Researchers took this theory for the questionnaire because based on the metacognitive strategy there are three specific aspects of planning, monitoring and evaluating. Planning involves setting goals, ability analysis and activity plans. Monitoring includes self-management and self-measurement. evaluating includes appraisal and Recycling plan.[49]

2. After finding the right theory to be used as an instrument, then one by one the indicators are made into several questions.

3. The questions made in close ended questionnaire by using likert scale because this is a quantitative study.

4. After the questions have been made, before the questionnaire is distributed to respondents, the researcher first analyzes the validity and reliability of the questions.

5. After that, the researcher distributed the questionnaire to the respondents of third and sixth semesters in academic year 2019/2020 by using google form.

6. Then, after students filled the questionnaire the researcher counted the score and percentage in Ms. Excel to find out the students' metacognitive strategies in planning, monitoring, and evaluating the use of metacognitive strategies in learning to writing paragraphs.

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[49] Richard, Jack C.; Schmidt, Richard. 2002. *Longman Dictionary of : Language Teaching and Applied Linguistics. (4th.ed.)*. London: Pearson Education

Tabel 3. 2

The Blueprint of Questionnaire

No	Strategy	Aspects	Question Aspect	Example of Items
1	Planning	Setting Goals Ability Analysis Activity/Behavior plans	1,2,3,4, 5,6,7,8,9	I plan every sentence that I will write.
2	Monitoring	Self-Management Collabrate Monitoring Self-Measurement	10,11,12,13, 14,15,16,17 18,19,20,21, 22	I check to see if my writing meets the requirements of the writing task.
3	Evaluating	Appraisal Self- Reward Plan Recycling	23,24,25,26, 27, 28,29,30,31	I recheck my writing and replace it if it is not suitable for the purpose of writing

Tabel 3. 3

Questionnaire Metacognitive Strategies of Writing Paragraph

No	Theory	A	O	S	R	N
	Planning					
	Setting Goals					
1.	I set writing goals based on the task.					
2.	I plan every sentence that I will write.					
3.	I made a list of writing ideas that I would like to write.					
4.	I plan carefully writing.					
	Ability Analysis					
5.	I arrange the writing in					

	order of structure text.					
6.	I look for a vocabulary to be used to make it easier for me to write.					
	Activity Plan					
7.	I use the planning that I made as my guide in writing.					
8.	I develop the main idea of writing by including appropriate examples.					
9.	I arrange my learning time so that I can complete my writing assignments					
	Monitoring					
	Self- Mangement					
10.	I check to see if I understand each task given					
11.	I check to see if I work or finish the task too fast					
12.	I check to see if my writing meets the requirements of the writing task.					
13.	I check if I consider the reader in my writing.					
14.	I check to see if the content of my writing is relevant to the topic.					
15.	I check to see if the organization of my writing is logical.					
16.	I check to see if the language of my writing is clear.					
17.	I check to see if my word usage is accurate.					

18.	I check to see if my grammar is correct.					
	Self- Measurement					
19.	I adjust my writing plan.					
20.	I make justifications when I make errors in writing					
21.	I try to identify my problems during the process of writing.					
22.	I try to decide what steps to take if I encounter problems during the process of writing.					
	Evaluating					
	Appraisal					
23.	I evaluate the strengths of my writing					
24.	I evaluate the weaknesses of their writing					
25.	I reread my writing to adjust to the planning that I have made.					
26.	I match the writing that I write with planning made before writing.					
	Plan Recycling					
27.	I recheck my writing and replace it if it is not suitable for the purpose of writing					
28.	I make sure my writing is done to achieve writing goals.					

29.	I provide deep, clear information my every writing.					
30	I use the right strategy with making plans in writing.					
31.	I Estimate other possible ways that can be used to solve the problem					

E. Validity and Reliability of Instrument

a. Validity

Validity is required in order to obtain valid research results. The term "valid instrument" refers to an instrument that can be used to measure what needs to be measured.[50] There are 2 Steps in validity, such as:

1. To examine construct validity, the researcher used judgement experts to examine construct validity in order to obtain comments and feedback. The validator provided two points of feedback. The first is content, which includes the consistency of the statements and indicators stated in theory. Second, the accuracy of grammatical aspects used in the instrument.

2. After construct validty, the next step is try out. Try out is purposing to get the valid questionnaire. The researcher try out the questionnaire to 15 students of fourth semester of b class form English Study Program as respondents for try out. The researcher

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[50] Sugiyono, *Metode Penelitian Kuantitatif, Kualitiatif, dan R&D,* (Bandung: Alfabeta, 2013)

used Ms Excel to analysis the data to measure that is valid or not and as a result the questionnaire was valid.

b. Reliabity

One factor that must have been considered in this study is reliability. The reliability of this study was determined using chronbach alpha. In the psychometric test, most descend in the range of 0.75 to 0.83 with at least one asserting a Cronbach's alpha up to 0.90.

After analyzing the validity of the questionnaire, the researcher then analyzed the reliability of the questionnaire. The researcher uses Ms. Excel to see the level of consistency of the questionnaire questions. After being calculated in Ms. Excel the result is the level of consistency of the questionnaire is 0.97 which means excellent. So it can be concluded that the research questionnaire is reliable.

Table 3.3

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

F. Technique of Data Analysis

The data collection technique used in this study is a questionnaire. The purpose of using a questionnaire in this study is to collect specific data about students' metacognitive strategies in planning, monitoring, and

evaluating the use of metacognitive strategies in learning to writing paragraphs. The researcher would analyze the data after collecting it. The following are some steps for data analysis:

a. First, the researcher analyzed the questionnaire data by using 5 values on the Likert Scale, which is used to calculate the mean score of students' metacognitive strategies in planning, monitoring, and evaluating the use of metacognitive strategies in learning to writing paragraphs.

a. After measuring the internal consistency, the next step was analyzing the data. Robson mentioned that there are some steps to analyze the data as follow: First, the researcher analyzed the data from questionnaire by using 5 values an Likert Scale that is used to measuring the mean score of the use of metacognitive strategies. To calculate the mean score, each statement was given a value (Always = 5, Often = 4, Sometimes = 3, Almost Never = 2, Never = 1), and the formula is as follows:

$$X = (f \: A \times 5) + (f \: O \times 4) + (f \: S \times 3) + (f \: AN \times 2) + (f \: N \times 1)$$

Where:

f	: Frequency	S	: Sometimes
A	: Never	AN	: Almost Never
O	: Often	N	: Never

b. The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. It follows the formula:

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

Where:

P   : Percentage

$\sum$ score   : Total score

Max score   : Maximum score[51]

c. After determining the percentage of total items and indicators, the researcher used it to determine students' metacognitive strategies in planning, monitoring, and evaluating the use of metacognitive strategies in learning to writing paragraphs. based on the following criteria:

Tabel 3. 4

Level of Metacognitive Ability

Category	Skala
Very low	$0 \leq SM < 45$
low	$45 \leq SM < 65$
medium	$65 \leq SM < 80$
high	$80 \leq SM < 90$
Very high	$90 \leq SM < 100$

Explanation: SM = Metacognitive Ability Score

Based on each level of indicators, the researcher decided the right order based on indicator from very high level into very low level of students' metacognitive strategies in planning, monitoring, and evaluating the use of metacognitive strategies in learning to writing paragraphs.

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[51] Herzberg Paul, *Principle of Statistics* (New York: University Press, 1983)

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

This chapter presents research findings and discussion on students' metacognitive strategies in learning writing paragraph. The result of the survey used the questionnaire. It was conducted by distributed the questionnaire to all the respondents of (third semesters) of English Tadris Study Program at IAIN Curup. The questionnaire consists of 31 items to find out how students' metacognitive strategies are in planning, monitoring, and evaluating the use of metacognitive strategies in learning writing paragraphs by third semester students of the English Tadris Study Program.

1. **The Students' metacognitive strategy in term of planning in writing paragraph**

    In writing paragraphs, most students use strategies in planning lessons. There are three strategies including planning strategy. Each strategy is used by students. In writing paragraphs, students must plan what they will write. To plan, students always use planning strategies, the first is that students will set goals. Students should set their goals so they know what they are going to write about. In addition, students often direct their attention, predict and manage themselves in writing. On the other hand, some students try to activate their background knowledge to plan writing. The percentage can be seen in the table below:

Tabel 4. 1

The frequency of planning strategies used

NO	FREQUENCY					SCORE	%
	A(5)	O(4)	S(3)	AN(2)	N(1)		
1	27	29	1	0	1	255	87.93%
2	28	25	5	0	0	255	87.93%
3	21	26	11	0	0	242	83.44%
4	21	29	6	2	0	243	83.79%
5	14	29	14	1	0	230	79.31%
6	20	27	8	2	1	237	81.72%
7	13	29	12	3	1	224	77.24%
8	12	34	10	2	2	230	79.31%
9	16	25	15	2	0	229	78.96%
TOTAL						2145	82.18%

From the data above, **Statement 1** (*I set writing goals based on the task.*), showed that there were 1 students who choose never, 1 students who choose sometimes, 29 students who choose often, and 27 students who choose always. The total score is 255 and has percentage 87.93%. **Statement 2**(*I plan every sentence that I will write*), showed that there were 5 students who choose sometimes, 25 students who choose often, and 28 students who choose always. The total score is 255 and has percentage 87,93%. **Statement 3**(*I made a list of writing ideas that I would like to write*), showed that there were 11 students who choose sometimes, 26 students who choose often, and 21 students who choose always. The total score is 242 and has percentage 83.44%. **Statement 4**(*I plan carefully writing*), showed that there were 2 student who choose alomost never 6 student who choose sometimes, 29 students who choose often, and 21 students who choose always. The total score is 243 and has percentage 83,79%. **Statement 5** (*I arrange the writing in order of structure text*), showed that there were 1 student who choose alomost never, 14 students

who choose sometimes, 29 students who choose often, and, 14 students who choose always. The total score is 230 and has percentage 79,31**%.** **Statement 6** (*I look for a vocabulary to be used to make it easier for me to write*), showed that there were 1 students who choose never, 2 students who choose almost never, 8 students who choose sometimes, 27 students who choose often, and 20 students who choose always. The total score is 237 and has percentage 81,72**%.** **Statement 7** (*I use the planning that I made as my guide in writing*). showed that there were 1 students who choose never, 3 students who choose almost never, 12 students who choose sometimes, 29 students who choose often, and 13 students who choose always. The total score is 224 and has percentage 77,24%. **Statement 8 (***I develop the main idea of writing by including appropriate examples***),** showed that there were 2 students who choose never, 2 student who choose almost never, 10 students who choose sometimes, 34 students who choose often, and 12 students who choose always. The total score is 230 and has percentage 79,31%. **Statement 9** (*I plan the time to complete writing task*), showed that there were 2 students who choose almost never, 15 students who choose sometimes, 25 students who choose often, and 16 students who choose always. The total score is 229 and has percentage 78,96%.

Based on the explanation above, it can be concluded that most students use metacognitive planning strategies in learning writing paragraph with the entire percentage of 82.18%.

The planning strategy consists of 9 items. The results can be seen in the attachment. From the table shows students' responses to planning

strategies which from the analysis resulted in 2 items including "always", 6 items considered as "often"; and 1 item is considered "sometimes". The highest average score of this strategy is the score of items number 1 and 2 which is 87,93% and is classified as "always". The lowest mean score of this strategy is the score of items number 7 and 9 which has 77% and 78% and is classified as "Sometimes".

Based on the table, the two most preferred aspects of planning strategy come from the aspect of setting goals. This finding shows that students are aware of what preparations they have to prepare in learning writing paragraph. In addition, the two The least preferred aspect used by students came from the aspect of activity planning. This finding shows that students are less aware of planning activities and behaviors and managing their learning which seems to be similar to the learning process of students in general.

Overall, the mean score per aspect of students' metacognitive strategies in planning learning activities is 87,93% goal setting, and 77,24% activity planning.

2. **The Students' metacognitive strategy in term of monitoring in writing paragraph**

Tabel 4. 2

The frequency of monitoring strategies used

NO	FREQUENCY					SCORE	%
	A(5)	O(4)	S(3)	R(2)	N(1)		
10	13	24	15	6	0	218	75.17%
11	21	16	16	4	1	226	77.93%
12	20	22	13	2	1	232	80%
13	11	18	26	3	0	211	72.75%
14	10	19	25	4	0	209	72.06%
15	14	27	14	3	0	226	77.03%
16	1	18	24	12	3	176	60.69%
17	10	15	25	4	4	197	67.93%
18	9	14	24	9	2	193	66.55%
19	12	23	18	3	2	214	73.79%
20	16	21	14	5	2	218	75.17%
21	11	21	21	5	0	212	73.10%
22	11	24	19	4	0	216	74.48%
TOTAL						2748	72.82%

From the data above, **Statement 10** (*I check to see if I understand each task given*), showed that there were 6 students who choose almost never, 15 students who choose sometimes, 24 students who choose often, and 13 students who choose always. The total score is 218 and has percentage 75,17%. **Statement 11** (*I check to see if I work or finish the task too fast*), showed that there were 1 student who choose never, 4 student who choose almost never, 16 students who choose sometimes, 16 students who choose often, and 21 students who choose always. The total score is 226 and has percentage 77,93%. **Statement 12** (*I check to see if my writing meets the requirements of the writing tas*), showed that there were 1 student who choose never, 2 student who choose almost never, 13 students who choose

sometimes, 22 students who choose often, and 20 students who choose always. The total score is 232 and has percentage 80% **Statement 13** (*I check if I consider the reader in my writing*), showed that there were 3 student who choose almost never,26 student who choose sometimes, 18 students who choose often, and 11 students who choose always. The total score is 211 and has percentage 72,75%. **Statement 14** (*I check to see if the content of my writing is relevant to the topic*), showed that there were 4 student who choose alomost never, 25 students who choose sometimes, 19 students who choose often, and, 10 students who choose always. The total score is 209 and has percentage 72,06%. **Statement 15** (*I check to see if the organization of my writing is logical*), showed that there were 3 students who choose almost never, 14 students who choose sometimes, 27 students who choose often, and 14 students who choose always. The total score is 226 and has percentage 77,03**%. Statement 16** (*I check to see if the language of my writing is clear*). showed that there were 3 students who choose never, 12 students who choose almost never, 24 students who choose sometimes, 18 students who choose often, and 1 students who choose always. The total score is 176 and has percentage 60,69%. **Statement 17 (***I check to see if my word usage is accurate***),** showed that there were 4 students who choose never, 4 student who choose almost never, 25 student who choose sometimes, 15 students who choose often, and 10 students who choose always. The total score is 197 and has percentage 67,93%. **Statement 18** (*I check to see if my grammar is correct*), showed that there were 2 students who choose never, 9 students who choose almost never, 24 students who choose sometimes, 14 students

who choose often, and 9 students who choose always. The total score is 193 and has percentage 66,55%. **Statement 19** (*I adjust my writing plan*), showed that there were 2 students who choose never, 3 students who choose almost never, 18 students who choose sometimes, 23 students who choose often, and 12 students who choose always. The total score is 214 and has percentage 73,79%. **Statement 20** (*I make justifications when I make errors in writing*), showed that there were 2 students who choose never, 5 students who choose almost never, 14 students who choose sometimes, 21students who choose often, and 16 students who choose always. The total score is 218 and has percentage 75,17%. **Statement 21** (*I try to identify my problems during the process of writing*), showed that there were 5 students who choose almost never, 21 students who choose sometimes, 21 students who choose often, and 11 students who choose always. The total score is 212 and has percentage 73,10%. **Statement 22** (*I try to decide what steps to take if I encounter problems during the process of writing*), showed that there were 4 students who choose almost never, 19 students who choose sometimes, 24 students who choose often, and 11 students who choose always. The total score is 216 and has percentage 74,48%. Based on the explanation above, it can be concluded that most students use metacognitive monitoring strategies in learning writing paragraph with the entire percentage of 72,82%.

The monitoring strategy consists of 13 items. The results can be seen from the table shows students' responses to monitoring strategies which from the analysis resulted in 2 items including "always", 5 items considered as "often"; and 6 item is considered "sometimes". The highest average score

of this strategy is the score of statement number 11 and 12 which is 77,91%

dan 80% and is classified as "always". The lowest mean score of this

strategy is the score of statement number 16 and 17 which has 62,09% and

68,06% and is classified as "Sometimes". Based on the table above, the

highest monitoring strategy used by students is item 11 from the

collaborative monitoring aspect, and item 12 from the self-measurement

aspect. The lowest strategy used also comes from the same aspect as the

highest strategy used, namely collaborative monitoring item 16 and self-

measurement item 17. These results indicate that students' lack of interest in

learning success makes them less alert in monitoring the learning process.

3. **The Students' metacognitive strategy in term of evaluating in writing paragraph.**

Tabel 4. 3

The frequency of evaluating strategies used

NO	FREQUENCY					SCORE	%
	A(5)	O(4)	S(3)	R(2)	N(1)		
23	6	19	24	7	2	194	66.89%
24	12	16	17	12	1	200	68.96%
25	4	17	25	12	0	187	64.48%
26	19	26	13	0	0	238	82.06%
27	19	23	14	2	0	233	80%
28	21	25	8	4	0	237	81.72%
29	12	25	19	2	0	221	76.20%
30	13	29	12	4	0	225	77.58%
31	14	32	12	0	0	234	80.68%
TOTAL						1969	75.43%

From the data above, **Statement 23** (*I evaluate the strengths of my*

writing), showed that there were 2 students who choose never,7 students who

choose almost never, 24 students who choose sometimes, 19 students who

choose often, and 6 students who choose always. The total score is 194 and has percentage 66,89%. **Statement 24** (*I evaluate the weaknesses of their writing*), showed that there were 1 student who choose never, 12 student who choose almost never, 17 students who choose sometimes, 16 students who choose often, and 12 students who choose always. The total score is 200 and has percentage 68,96%. **Statement 25** (*I reread my writing to adjust to the planning that I have made*), showed that there were 12 student who choose almost never, 25 students who choose sometimes, 17 students who choose often, and 4 students who choose always. The total score is 187 and has percentage 64,48%. **Statement 26** (*I match the writing that I write with planning made before writing*), showed that there were 13 student who choose sometimes, 26 students who choose often, and 19 students who choose always. The total score is 238 and has percentage 82,06%. **Statement 27** (*I recheck my writing and replace it if it is not suitable for the purpose of writing*), showed that there were 2 student who choose alomost never, 14 students who choose sometimes, 23 students who choose often, and, 19 students who choose always. The total score is 233 and has percentage 80%. **Statement 28** (*I make sure my writing is done to achieve writing goals*), showed that there were 4 student who choose alomost never, 8 students who choose sometimes, 25 students who choose often, and, 21 students who choose always. The total score is 237 and has percentage 81,72%. **Statement 29** (*I provide deep, clear information my every writing*), showed that there were 2 student who choose alomost never, 19 students who choose sometimes, 25 students who choose often, and, 12 students who choose always. The total

score is 221 and has percentage 76,20%. %. **Statement 30** (*I use the right strategy with making plans in writing.*), showed that there were 4 student who choose alomost never, 12 students who choose sometimes, 29 students who choose often, and, 13 students who choose always. The total score is 225 and has percentage 77,58%. **Statement 31** (I estimate other possible ways that can be used to solve the probelm), showed that there were 12 student who choose sometimes, 32 students who choose often, and 14 students who choose always. The total score is 234 and has percentage 80,68%.

Based on the explanation above, it can be concluded that most students use metacognitive evaluating strategies in learning writing paragraph with the entire percentage of 75,43%. The evaluating strategy consists of 9 items. The results can be seen from the table shows students' responses to evaluating strategies which from the analysis resulted in 6 items including "often"and 3 item is considered "sometimes". The highest average score of this strategy is the score of statement number 26 and 28 which is 82,06% and is classified as "often". The lowest mean score of this strategy is the score of statement number 23 and 25 which has 66,89% and 64,48% and is classified as "Sometimes".

Based on the table above, the highest evaluating strategies used by students were items 26 and 28 of the aspect appraisal. The lowest strategy used by students was items 23 and 24 from the aspect plan recycling. With this data, we can conclude that the favorite aspect in evaluating strategy is the aspect appraisal.

The results of this research indicate that students' metacognitive strategies are at a moderate level. Three categories of metacognitive strategies, planning, monitoring, and evaluation with scores close to each other. seen from the highest score, the dominant results used in metacognitive strategies are activity planning strategies and learning behavior. The general results of this research are shown in the table below.

Tabel 4. 4

General result of the research

No	Metacognitive strategy	Percentage %
1	Planning Strategy	82.18%
2	Monitoring Strategy	72.82%
3	Evaluating Strategy	75.43%

seen in the table, the dominant metacognitive strategy used is planning with 82.18% mean score. Monitoring and evaluation are not dominant, but both have scores that are not too far from planning where monitoring has an mean score of 72.82% and evaluation has an mean score of 75.43%. Although dominant or not dominant, the average value indicates that strategic planning is in the high category, while monitoring and evaluating are in the medium category.

B. Discussion

In this section, the researcher discusses students' metacognitive strategies in learning paragraph writing. To find out how students' metacognitive strategies in planning, monitoring, and evaluating use metacognitive strategies in learning writing paragraph of the English

Tadris Study Program. Researchers used a questionnaire consisting of 31 items with 3 indicators given to 67 respondsents from the third semester.

Based on the results of the questionnaire, the first finding is that the planning strategy is the most dominant metacognitive strategy used by students. This finding shows that in writing paragraphs, students plan what they will write. To plan, students always use planning strategy. That is setting goals. Students set their goals so they know what they are going to write. According to Hunnicut, Planning can help people perform better in action, because the focus of planning is first of all to consider detail, empowering, and creates alignment.[52] Other than a less dominant monitoring and evaluation strategy similar to the statement White and Poster. White and Poster said that many people plan what they need to do, but they do not know much about monitoring their plans, and they do not fully evaluate the plans once they are done. in conclusion, planning seems to be a common activity that students often engage in, which makes it the most dominant metacognitive strategy.[53]

In addition Planning, monitoring, and evaluating are all important in metacognitive strategy. According to Flavell metacognition consists of metacognitive comprehension and metacognitive involvement or regulation.[54] Metacognitive comprehsensions make reference to comprehension and information. comprehension and information are in

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[52] Hunnicutt, David., PHD. (2007). *The Power of Planning.WELCOA's Absolute Advantage Magazine*, 6 (7), 5-11.

[53] White, Pearl., and Poster, Cyril. *The Self-monitoring Primary School.* New York: Routledge, (eds). 2005

[54] Jufrizal and Nelmira Dewita, "Metacognitive Strategies Used by Students of Andalas University in Writing Paragraph" 463 (2020): 237–240.

reality used in writing. Then, metacognitive involvement or regulation interested metacognitive strategies. They are progressive processes that one make use of to control cognitive activities, and to ensure that a cognitive goal has been met. These processes help to manage and oversee the learning.

The next finding is about students' the most preferred aspects for each metacognitive strategy. First, the aspects of planning strategies that students like the most are aspects of set goals and self-management. These findings indicate that students are aware of their learning goals and self-management in planning lessons. In addition, students who are aware of their learning goals will consider what they might do in learning. Furthermore, the findings support the theory Hunnicut argue that the plan is very important because it forces us to think about the details in advance to make our plan transparent, authoritative and consistent. In short, through a well-designed study plan, learners will learn something more easily.[55] Students are more aware of setting goals but not with aspects of planning activities and behavior.

Secondly, students prefer the self-measurement aspect rather than the self-management aspect and the collaborative monitoring aspect. The results also showed that students were unable to maintain their planned learning activities, so they only measured their own level during the learning process. If we consider the advantages of monitoring and self-management activities in the learning process, this finding is not

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[55] Hunnicutt, David., PHD. (2007). *The Power of Planning.WELCOA's Absolute Advantage Magazine*, 6 (7), 5-11.

satisfactory enough. White and Poster say that measurement is a guide to the monitoring process. For example, it is best to let students take self-measurement as a guide, conduct self-management to control the learning process, and conduct collaborative monitoring to strengthen the learning process.[56]

Thirdly, based on the results of students' preferences for evaluating strategies, it was found that students preferred self-appraisal to aspects of plan recycling. We can conclude from the findings of this self-appraisal that students are aware of their learning outcomes. However, students were not very aware of the new lesson plans related to their self-evaluation. As for other arguments saying that it is better to do both. As Wilson and Dobson say, evaluation involves planned evaluation and recycling, which will enhance future learning activities because they are designed with Self-appraisal in mind.[57]

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[56] White, Pearl., and Poster, Cyril. *The Self-monitoring Primary School.* New York: Routledge, (eds). 2005

[57] Wilson, Susan B., and Dobson, Michael S. *GOAL SETTING, How to Create an Action Plan and Achieve Your Goals. (2nd. ed.). (*New York: Amacom,2008)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the finding and discussion in the chapter IV, the researchers found that students in the third semester of the English Tadris Study Program used all the components in the metacognitive strategy. Which includes planning strategy, monitoring strategy and evaluation strategy. From the results of the questionnaire, the researchers found three findings, the first finding was that the planning strategy was the most dominant metacognitive strategy used by students. This finding shows that in learning writing paragraph students plan what they will write. To plan, students always use planning strategies, namely by setting goals for writing and self-management. consider what they might do in learning.

Furthermore, for the second finding related to monitoring strategies, the researcher found that students prefer the self-measurement aspect rather than the self-management aspect and the collaborative monitoring aspect. The results also showed that students were unable to maintain their planned learning activities, so they only measured their own level during the learning process. If we consider the advantages of monitoring and self-management activities in the learning process, this finding is not satisfactory enough.

Last, for the third finding, related to evaluating strategies, the researcher found that students' preferences for evaluating strategies, it was

found that students preferred self-appraisal to aspects of plan recycling. We can conclude from the findings of this self-appraisal that students are aware of their learning outcomes. However, students were not very aware of the new lesson plans related to their self-evaluation. As for other arguments saying that it is better to do both

B. Suggestion

After conducting this research, the researcher would like to give

some suggestions which may be useful for:

1. The institution

   The researchers hopes that in the future metacognitive strategies can be a reference in choosing strategies in learning paragraph writing.

2. The Student

   For students, it is recommended to apply all aspects of metacognitive strategies in their learning. Planning to design activities and behaviors that they must do in the learning process. Monitoring to control and manage their activities in the learning process. Evaluate to find out what their strengths and weaknesses are in learning writing paragraphs and then design a new learning plan. If students can maintain this learning cycle, it is hoped that they can perform better in the learning process and get the best results at the end of the lesson.

3. The Teacher

   For teachers, it is advisable to be aware of the advantages of metacognitive strategies. Considering that several researchers found that metacognitive strategies were the most widely used learning

strategies, teachers should provide some kind of stimulus to students to carry out metacognitive strategies in learning paragraph writing. Teachers can also provide some improvements to students to overcome disorders such as distractions and low motivation in applying metacognitive learning strategies.

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