METACOGNITIVE STRATEGIES USED BY UNIVERSITY STUDENTS IN WRITING

A THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TEACHER EDUCATION FACULTY

WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY

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Metacognitive Strategies Used by University Students in Writing

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Written by:

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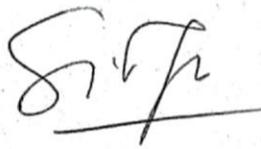
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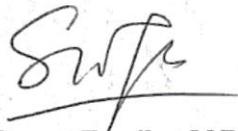
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1213020004

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ABSTRACT

At the university level of English Language Education Study Program (ELESP), writing is one of the language skills that the university students have to master. The complexity of writing leads most university students to experience some common problems in their writing process. To overcome their writing problems, they apply various learning strategies. One of the learning strategies in writing is called Metacognitive Strategies, which is believed by some researchers to be an effective way to solve university students' writing problems as it plays a significant role in writing. Therefore, this study was conducted with the aim to explore how the university students use metacognitive strategies in the process of writing. The subjects of this study were 15 students of English Language Education Study Program at a private university in Surabaya who were taking Expository & Argumentative Writing Essays course. The data were collected through questionnaire and interview which were analysed and presented using descriptive qualitative research design. The findings showed that the students used metacognitive strategies in various ways for each writing process. (1) In planning, the students paid attention to the genre of the essay to consider the purpose, target reader, and language use of their essays. They also recalled for model essays, made an outline, and generated new ideas in advance. (2) In drafting, they applied monitoring strategies by using the developed outline as a guideline to write the draft. They also generated ideas from the internet and written materials as their relevant resources. When they got stuck in drafting, they tried to find inspiration from relevant texts and online dictionary. (3) In revising and editing, they also applied the monitoring strategies by re-reading the draft to check the content, organization, and grammar of their drafts. They also used online grammar tools to help them check and correct the grammar and adjusted their writing plans. (4) In final version, the students applied the evaluating strategies by self-evaluating the grammar, content, organization, and vocabulary of their essays. They also evaluated whether their essay achieved its intended goal.

Keywords: metacognitive strategies, writing strategies, university students

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