CHAPTER I

INTRODUCTION

This chapter provides information about the introduction of the study, which includes background of the problem, statement of the problem, objective of the study, theoretical framework, significance of the study, and definition of key terms.

1.1 Background of the Problem

English, a global language nowadays, has become the most commonly used language for communication in most parts of the world. Most EFL learners try to learn and master English since it serves as the global language and most parts of the world use English as their most-used language. In mastering the English language, there are four basic skills that should be developed; they are speaking, reading, writing, and listening. However, writing is considered one of the most essential and difficult skills to be mastered (Listyani, 2020). Ranti (2020) claims that writing is the process of delivering ideas, feelings, opinions, and thoughts in a written form. It is believed to be a language skill that utilizes indirect communication when face-to-face communication is not possible (Jayanti, 2019).

According to Jayanti (2019), the purposes of writing are to explore and gain new insight of a subject through an experience in writing, to understand the conventions of a written text, and to convey their ideas to the reader without the pressure of in-person communication. In line with Jayanti, Byrne (1988) adds that writers are writing for readers, meaning that writing has a purpose of delivering ideas using written language to the readers. Therefore, writing is important in academic contexts and second language programs around the world as the role of writing is vital in conveying knowledge and information (Nugrahani, 2021). Moreover, the role of writing is vital in the learning process as the writer can explore his knowledge and develop his thinking knowledge through writing (Jayanti, 2019).

Despite the importance of writing, most students find it difficult to communicate their ideas in writing. The reason is because a writer should be able to communicate

the ideas through writing in an effective way by considering several aspects of writing, such as content, organization, vocabulary, language use, and mechanics (Sa'adah, 2020). This is due to the fact that writing generally demands higher standards than other skills do, which can be seen in the several aspects mentioned above. Therefore, writing can be considered as a complex language skill that demands a variety of skills to be mastered.

The complexity of writing leads most students to experience some common problems in writing. As stated by Byrne (1988) in his book, writing problems are classified into three categories: (1) psychological, (2) linguistic, and (3) cognitive. Psychological refers to the condition of a person's mental and emotional state when writing, which includes lack of motivation and confidence due to the limited English language proficiency. This problem can also lead students to have poor linguistic skills, which can create misinterpretation and confusion among the readers as the writer has a problem delivering the accurate intended meaning of the ideas or information. The last category of writing problem is the cognitive problems which include students' problems in the aspects of contents and organizations of the writing (Alfaki, 2015).

At the university levels, especially the English language study program, writing cannot be avoided. In the curriculum of English Language Education Study Program (ELESP), writing is put as one of the language skills that university students should master. As a result, university students apply various learning strategies that help them in overcoming their writing problems in the writing process. O'Malley & Chamot (1990) presents three learning strategies, which are cognitive strategies, metacognitive strategies, and social/affective strategies. However, Yulianti (2018), Nugrahani (2021), and Setiyadi (2016) states that the use of metacognitive strategies is more emphasized in writing because the frequency of the students writing skills is correlated with the metacognitive strategies. Metacognitive strategies are a type of strategy used by the learners to plan, monitor, and evaluate their learning process (Lv, Fenghua & Chen, 2010). Therefore, the use of metacognitive strategies is believed to be an effective way

to solve university students' writing problems in the writing process as some studies have proven that metacognitive strategies play a significant role in writing.

As the previous studies have shown that the use of metacognitive strategies in writing is effective and beneficial for the students, the researcher would like to delve deeper about how the university students employed metacognitive strategies in their process of writing. This study entitled **"Metacognitive Strategies Used by University Students in Writing"** is conducted to explore how the university students use metacognitive strategies in their writing process.

1.2 Statement of the Problem

In line with the background above, the research question was formulated as follows: How do university students use metacognitive strategies in their writing process?

1.3 Objective of the Study

This research study is intended to find out how the university students use metacognitive strategies in their writing process (planning, drafting, editing, revising, and final version).

1.4 Theoretical Framework

This study is based on the concepts of writing and metacognitive strategies. According to Ranti (2020), writing is defined as a type of creativity that is communicated in a written form by conveying ideas, feelings, opinions, and thoughts. Writing is seen as a process instead of a product as it require a long process to produce a final written text (Goctu, 2017). Sa`adah (2020) stated that the process of writing can be divided into four steps, which are (1) planning, (2) drafting, (3) revising, (4) editing, and (5) final version. However, many university students encounter various writing problems in the process of writing that are classified by Byrne (1988) into three categories: (1) psychological, (2) linguistic, and (3) cognitive.

Those writing problems lead students to apply various learning strategies that help them in overcoming their writing problems. O'Malley and Chamot (1990) proposed three types of strategies in learning: (1) metacognitive strategies, (2) cognitive strategies, and (3) social/affective strategies. However, Yulianti (2018), Nugrahani (2021), and Setiyadi (2016) state that the use of metacognitive strategies are more emphasized in writing because the frequency of metacognitive strategies is correlated with students' writing skills. O'Malley and Chamot (1990) defines metacognitive strategies as "higher order executive skills" that involve learners to think of planning, monitoring, and evaluating their learning process. They also believe that the use of metacognitive strategies is relevant to various learning task or activities, including writing. Metacognitive strategies in writing are described as a type of strategy that involves the writer taking control of managing and directing the writing process through the skills of planning, monitoring, and evaluating (Goctu, 2017). Therefore, the theory of metacognitive strategies in writing proposed by O'Malley & Chamot as well as Goctu and the theory of writing process proposed by Sa'adah ((1) planning, (2) drafting, (3) revising, (4) editing, and (5) final version) are adopted to be the underlying theory of the research in this study.

1.5 Limitation and Scope

This study concerned with the use of metacognitive strategies in writing. It focused on exploring metacognitive strategies used by university students in the process of writing. It focused only on the students' experiences throughout their writing process in which they apply the metacognitive strategies.

1.6 Significance of the Study
  a. From this study, writing teachers are expected to know about their students' metacognitive strategies and encourage them to use suitable metacognitive strategies in writing.

b. The result of this study can be used as a reference for other future studies with similar topics.

1.7 Definition of Key Terms
  a. Metacognitive strategies

Metacognitive strategies are a type of strategy, skill, or action that is used by the learners to plan, monitor, and evaluate their learning process (Lv, Fenghua & Chen, 2010). In this study, the implementation of metacognitive strategies is applied in the writing process. Metacognitive strategies in writing are described as a type of strategy that involves the writer taking control of managing and directing the writing process through the skills of planning, monitoring, and evaluating (Goctu, 2017).

  b. Writing

Writing is a type of creativity that is communicated in a written form by conveying ideas, feelings, opinions, and thoughts (Ranti, 2020). In this study, writing is seen as a process instead of a product as it require a long process to produce a final written text (Goctu, 2017). The process of writing can be divided into four steps, which are (1) planning, (2) drafting, (3) revising, (4) editing, and (5) final version (Sa'adah 2020).