

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of the conclusion of the study and the suggestions for future studies.

#### **5.1 Conclusion**

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 to be an effective way to solve university students' writing problems as it plays a significant role in writing. As it has been proven to be effective in writing, the researcher would like to delve deeper about how the university students use metacognitive strategies in their writing process. To answer the research question of how the university students used metacognitive strategies in their writing process, the researcher conducted this qualitative and quantitative study and it was found that the students used metacognitive strategies in various ways for each writing process (planning, drafting, revising and editing, and final version)

In the planning process, the researcher found that the students used the planning strategies in various ways. Some of them considered the genre of the essay to determine the purpose, target reader, and language use of their essays. It was also found that some of them also recalled for model essays before they made an outline to seek inspiration and guidance in developing the outline of their essay. When they made an outline, the process started from developing the introduction, making thesis statement, developing the body, and making the conclusion. While developing the outline, some of them also generated ideas to support the details of the content. As a result, the researcher concluded that the students employed the metacognitive strategies in different ways as mentioned in this paragraph during the planning process.

In the drafting process, the researcher found that the students used the monitoring strategies in various ways by using the developed outline as a guideline to write the draft. They also generated ideas during the drafting process to enrich the content of the draft. When generating ideas, some students tried to see what ideas they could come up in their minds before they started to use relevant written or internet resources. Moreover, when the students got stuck in writing the draft, some students tried to find inspiration from relevant texts and online dictionary. As a result, the researcher concluded that the students employed the metacognitive strategies in different ways as mentioned in this paragraph during the drafting process.

In the revising & editing process, the researcher found that the students applied the monitoring strategies in various ways by re-reading the essay once they finished writing the rough draft to identify the areas of improvement. They re-read the draft to check the content, organization, and grammar of their drafts. Some students also stated that they used online grammar tools to help them check and correct the grammar. Once they finished checking the essay, they edited the draft according to the areas of improvement that they noticed. As they made changes according to the areas of improvement, the students also adjusted their writing plans. As a result, the researcher concluded that the students employed metacognitive strategies in different ways as mentioned in this paragraph during the revising & editing process.

In the final version process, the researcher found that the students applied the evaluating strategies in various ways by doing final check to evaluate the essay before they submitted it. While doing the final check, they mainly evaluated the grammar, content, and organization of their essays. Some of the students also evaluated whether the vocabulary of their essay was appropriate and varied enough to convey the ideas and enhance the overall clarity of the writing. As a result, the researcher concluded that the students employed metacognitive strategies in different ways as mentioned in this paragraph during the final version process.

Based on the research that has been conducted regarding how the university students used metacognitive strategies in their writing process, the researcher

concluded that the students used metacognitive strategies in various ways for each writing process. ‘Various ways’ suggests that there were range of ways in which the students applied when using the metacognitive strategies for each writing process.

## **5.2 Suggestion**

After conducting this study, the researcher has some suggestions for writing teachers and future researchers:

1. Writing teachers are suggested to encourage the students to use metacognitive strategies properly in their writing process to overcome their problems in writing.
2. For future researchers with similar topics, it is recommended to conduct a similar study with larger participants from different writing classes to collect more varied metacognitive strategies employed by students.

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