

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher presents the finding and discussion of the research.

#### **A. Findings**

In this part, the researcher discusses about the result of the questionnaire of the EFL students' metacognitive awareness to practice writing of seventh graders at MTs Darul Huda Wonodadi, Blitar. The total of respondents is 90 students.

##### **1. Knowledge of Cognition**

In questionnaire, there are 14 (fourteen) statements aim to investigate about students' metacognitive awareness especially in knowledge of cognition. There three types of metacognitive awareness in knowledge of cognition.

###### **a. Declarative knowledge**

There are eight statements investigating about the declarative knowledge of student to practice writing. The result of each statement can be seen in the table below.

**Table 4.1 the students' declarative knowledge in practice writing**

<b>No.</b>	<b>Statements</b>	<b>(Index %)</b>
1.	Writing in English makes me feel bad about myself.	<b>82%</b>
2.	I think writing in English is more difficult than reading, speaking, or listening in English.	<b>80%</b>

3.	To improve my writing skill, I have to read a lot.	<b>79%</b>
4.	Word by word translation from first language to English negatively affects one's ability in writing.	<b>50%</b>
5.	I believe that the more I practice writing, the more I improve my writing skill.	<b>78%</b>
6.	I am aware of different types of genres in writing (e.g., expository, descriptive, narrative).	<b>26%</b>
7.	I know that the necessary components of an essay are introduction, body, and conclusion.	<b>22%</b>
8.	I am good at writing topic sentences.	<b>48%</b>

The table above indicates that 82% students “agree” if writing in English make them feel bad. 80% students also response “agree” that writing is very difficult than other skill in English. However, there is 79% state “agree” that to improve their writing skill, they have to read a lot. 50% of them also “agree” that word by word translation give negative impact to their writing skill. Yet, 78% students said “agree” if they believe that the more they practice writing, the more they improve their ability to write. Unfortunately, just 26% students say “agree” that they aware of different types of genre in writing. Also, just 22% students say “agree” that they know that the necessary components of an essay are introduction, body, and conclusion. However, there is 48% student state “agree” that they are good writing topic sentences.

b. Procedural knowledge

There are four statements investigate “the procedural knowledge” of student in practice writing. The result of each statement can be seen in the table below.

**Table 4.2 the procedural knowledge of student in practice writing**

<b>No.</b>	<b>Statements</b>	<b>(Index %)</b>
9.	I have a specific purpose for each strategy I use.	<b>61%</b>
10.	I know what to do at each stage of writing.	<b>41%</b>
11.	I find myself applying writing strategies with little difficulty.	<b>82%</b>
12.	I know how to develop an appropriate sentence in the paragraph.	<b>21%</b>

The result shows that there is 61% student response “agree” that they have a specific purpose for each strategy they use. Then, just 41% students “agree” that they know what they have to do at every stage of writing. 82% students “agree” that they apply writing strategies with little difficulty. Unfortunately, just 21% students say “agree” if they know how to develop an appropriate sentence in paragraph.

c. Conditional knowledge

There are five statements investigate “the students’ conditional knowledge” in practice writing. The result of each statement can be seen in the table below.

**Table 4.3 Students’ conditional knowledge in practice writing**

<b>No.</b>	<b>Statements</b>	<b>(Index %)</b>
13.	I know when to use a strategy.	<b>34%</b>
14.	I know which strategy best serves the purpose I have in my mind.	<b>24%</b>
15.	I know what to do when the strategies I employ are not effective.	<b>32%</b>
16.	I know which problem in writing needs much more attention than others.	<b>48%</b>
17.	I know when each strategy I use will be most effective.	<b>59%</b>

Table 4.3 shows that only 34% students state “agree” that they know how to use strategy. Then, only 24% students also said “agree” that they know which strategy best serves the purpose they have their mind. There are 32% students also “agree” if they know what to do when the strategies are not effective. Moreover, there are 48% students said “agree” that they know which problem in writing

needs much more attention than other. However, 59% students say “agree” that they know when each strategy they use will be most effective.

## **2. Metacognitive experience/regulation of cognition**

In questionnaire, there are 14 (fourteen) statements aim to investigate about students’ metacognitive awareness especially in regulation of cognition. There are five types of regulation of cognition mentioned in the questionnaire. Those are planning, information management strategies, compression monitoring, debugging strategies and evaluation.

### **a. Students’ plan to practice writing**

There are 4 (four) statements investigating about students’ plan to practice writing. The result of each statement can be seen in the table 4.4 below

**Table 4.4 Students’ plan to practice writing**

<b>No.</b>	<b>Statements</b>	<b>(Index %)</b>
18.	Before I start to write, I prepare an outline.	<b>57%</b>
19.	Before I start to write, I find myself visualizing what I am going to write.	<b>83%</b>
20.	I set goals and sub-goals before writing (e.g., to satisfy the teacher, to be able to write emails, to be a professional writer).	<b>20%</b>
21.	I make a draft before writing.	<b>67%</b>

The table above shows that there are 57% students said “agree” if before they start to write, they prepare an outline. 83% students also “agree” that before they start to write, they find themselves visualizing what they are going to write. However, only 20% students state “agree” if they set a goal before they are writing. Although like that, there are 67% students say “agree” if they make a draft before they are writing.

b. The students’ information management strategies in writing process

In the questionnaire, there are 3 (three) statements investigating about the students’ information strategies in writing process. The result of each statement investigated the student’ information management strategies in writing process can be seen in the table below.

**Table 4.5 Students’ information management strategies in writing process**

<b>No.</b>	<b>Statements</b>	<b>(Index %)</b>
22.	I pause while writing and ask myself if the message is clear.	<b>21%</b>
23.	I mainly focus on conveying the main message rather than the details.	<b>36%</b>
24.	While writing, I identify the mistakes I have made.	<b>40%</b>

The result shows that only 21% students said “agree” that they pause while writing and ask themselves if the message is clear. Again, 36% students state “agree” that they mainly focus on conveying the main message rather than the

details. Moreover, there is 40% student state “agree” if while writing, they identify the mistakes they have made.

c. The students’ comprehension monitoring in writing process

There are 5 (five) statements investigating about the students’ comprehension monitoring in writing process. The result of each statement can be seen in the table below.

**Table 4.6 Students’ comprehension monitoring in writing process**

<b>No.</b>	<b>Statements</b>	<b>(Index %)</b>
25.	When I use a strategy, I ask myself if it is appropriate.	<b>53%</b>
26.	When I get stuck, I can find ways to solve the problem.	<b>31%</b>
27.	I can effectively manage the time allocated to writing.	<b>51%</b>
28.	I choose the right place and the right time in order to write.	<b>74%</b>
29.	After I finish the essay, I check whether the content fits the original plan.	<b>40%</b>

Table 4.6 shows that 53% students response “agree” when they use a strategy, they always ask themselves if it is appropriate or not. Next, 31% students answer “agree” that when they get stuck, they can find ways to solve the problem. Beside it, there are 51% students response “agree” that they can effectively manage the time allocated to writing. Not only that, there are 74% students say “agree” if they choose the right place and right time in order to write. Moreover,

only 40% student response “agree” if after they finish the essay, they check whether the content fits the original plan or not.

d. The students’ debugging strategies in writing process

There are 3 (three) statements investigating about students’ debugging strategies in writing process. The result of each statement can be seen in the table below.

**Table 4.7 Students’ debugging strategies in writing process**

<b>No.</b>	<b>Statements</b>	<b>(Index %)</b>
30.	When I do not understand something, I get help from others (e.g., my classmates, the teacher)	<b>72%</b>
31.	While writing, I consult resources such as a dictionary to get help.	<b>29%</b>
32.	I translate word by word from Indonesian to English.	<b>64%</b>

Table 4.7 shows that 72% student responses “agree” if when they do not understand something, they get help from other. However, there are only 29% students response “agree” if while writing, they consult resources such us a dictionary to get help. Moreover, 64% state “agree” that they translate word by word from Indonesian to English.



#### **e. The students' evaluation toward their writing process**

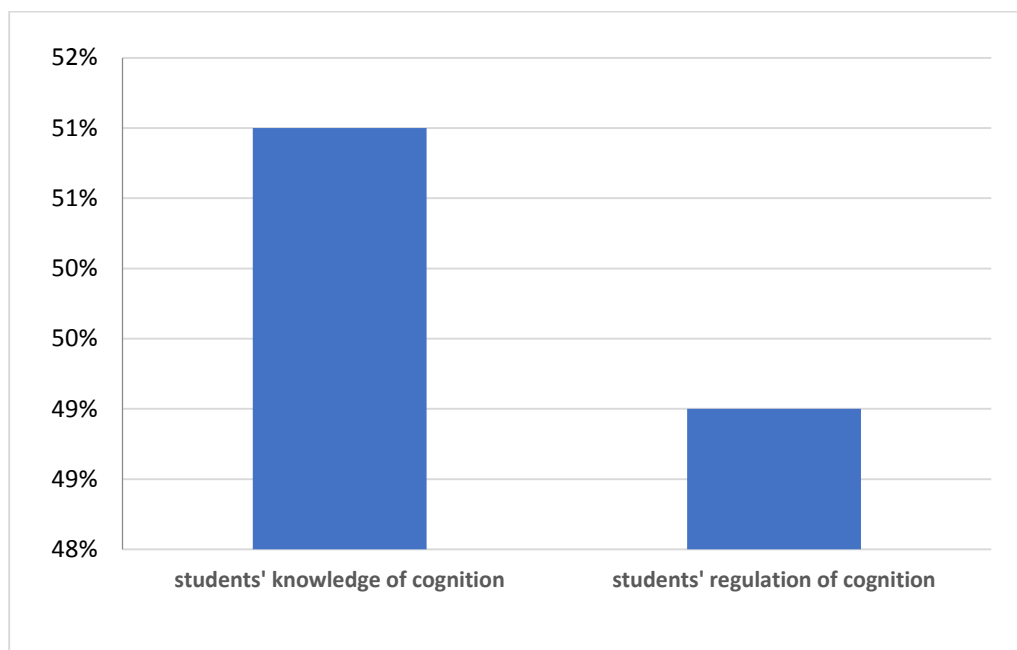
There are 2 (two) statements investigating about the students evaluation toward their writing process. The result of each statement can be seen in the table below.

**Table 4.8 Students' evaluation their result of Writing Process**

<b>No.</b>	<b>Statements</b>	<b>(Index %)</b>
33.	If I do revision, I do it at the textual features of the text (e.g., vocabulary, grammar, and spelling).	<b>34%</b>
34.	After I finish the essay, I know how well I have done.	<b>49%</b>

In the last of types of regulation of cognition, the table 4.8 shows that only 34% students response “agree” that if they do revision, they do it at the textual features of the text. An the last statement of evaluation aspect, there are 49% students say “agree” if after they finish the essay, they know how well they have done.

Furthermore, from the calculation of students' response to the metacognitive awareness questionnaire the researcher finds that 51% for students' knowledge of cognition and 49% students' regulation of cognition. It shows that seventh graders students at MTs Darul Huda Wonodadi, Blitar have a good knowledge of cognition than regulation of cognition. We can see the outcome of counting students response to the metacognitive awareness questionnaire in the chart below.

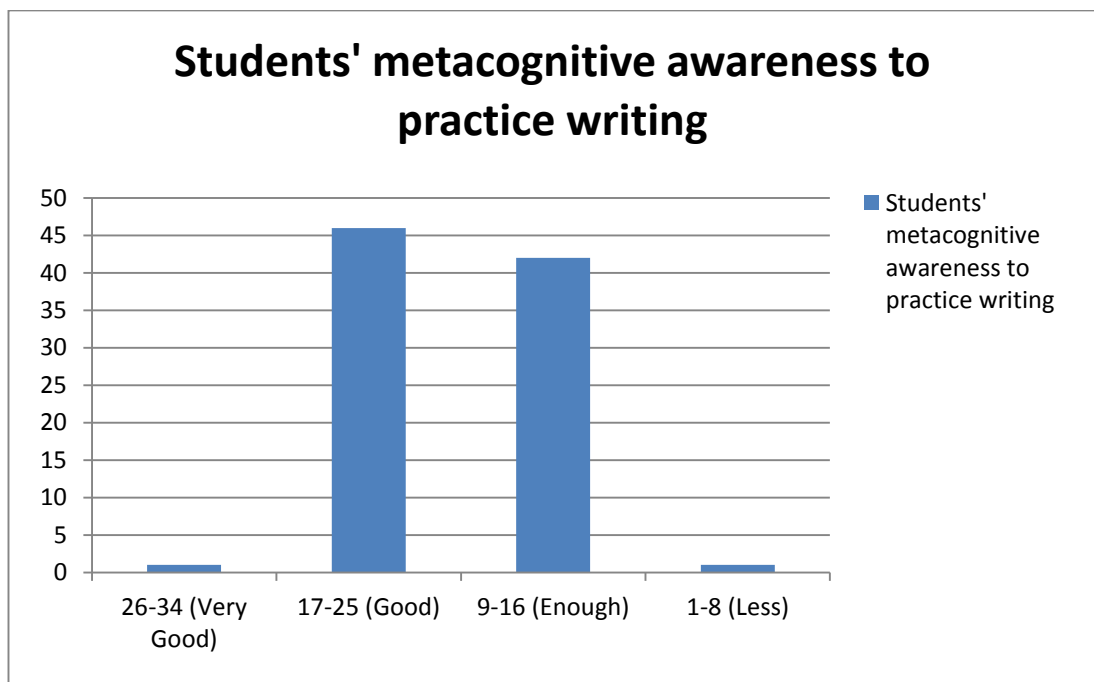


**Chart 4.1**

**Chart of Students' knowledge of cognition and regulation of cognition at seventh graders of MTs Darul Huda Wonodadi, Blitar**

From the result above, the researcher categorizes the EFL students Metacognitive awareness to practice writing at the seventh graders of MTs Darul Huda Wonodadi Blitar into four groups. First group indicates that the result of the students' metacognitive awareness to practice writing is very good. It seem from the chart that there is 1 student gets high score from questionnaire. The second group reveals that students' metacognitive awareness to practice writing is good. It seem from the number of students which are 46 students get a good score from questionnaire. The next group explains that students' metacognitive awareness to practice writing is quite enough. It showed from the 42 students gets quite enough score from questionnaire. The last group indicates that students' metacognitive

awareness to practice writing is less. It seem from the number of student which is just a student gets low score from questionnaire. The categories of students' metacognitive awareness to practice writing can be seen at the chart below.



#### 4.2 Chart of Students' Metacognitive Awareness to Practice Writing

From the chart above, it can be summarized that EFL students' metacognitive awareness to practice writing is generally good. It seem from the result of questionnaires' score that just one student gets high and low score, and the other gets good and enough score. It means that EFL students at the seventh graders of MTs Darul Huda have good metacognitive awareness to practice writing. By having a good metacognitive awareness, students can write more effectively. It happens because metacognitive awareness happens when students consciously adapt and organize when they try to solve the writing problem and thinking about goal of writing. As Santrock (2010: 340) stated that metacognitive

activities occurred when students consciously adapting and managing their mind to solve the problem and thinking the goal. As the result, metacognitive awareness is significant component that have to possess by students in order to make success of learning process especially in writing.

In summary, students at the seventh graders of MTs Darul Huda Wonodadi Blitar still have enough of metacognitive awareness. It shows from the process when they are going to write. The researcher finds that students at the seventh graders of MTs Darul Huda Wonodadi Blitar use word by word translation from Indonesian to English. Before they start to write, some of them prepare an outline and make a draft. In writing process, they get problems or do not understand, they ask their friends to help it. This result can be seen at questionnaire recapitulation sheet in appendix 8.

## **B. Discussion**

In this part, the researcher presents the discussion of the findings. Then, it related to the theory.

This study indicates that apparently, metacognitive awareness is very useful for students to improve their writing skill. Based on the result above, the average of students' metacognitive awareness is quite well enough. It shows from the percentage of students' knowledge of cognition which over 50%. It means that students' writing ability is influenced by their metacognitive awareness. As Thamraksa (2005) state that metacognition knowledge awareness in language

learning contributes to their progress in different language skills, specifically writing.

Here, there are two types of metacognitive awareness of students. Those are known as knowledge of cognition and regulation of cognition. Both of them give positive impact to the development of product of writing. Therefore, it is important for teachers to know how far of their students' metacognitive knowledge. In other words, there is correlation between metacognitive knowledge and learning process, especially in writing.

In knowledge of cognition, students expected to know about cognitive process and knowledge that can be used to control cognitive processes. It means that students need to know how the cognitive process of their writing and what types of knowledge can be used to control the cognitive process in writing. In this research, researcher divided knowledge of cognition into three types. The first, declarative knowledge which refers to knowledge about oneself as learner and factors that can influence one's performance. So as writer, students have to know about their strength, weakness, strategy, factors that can influence their performance in writing process and also intellectual resources to support writing process. The second one is procedural knowledge refers to knowledge about how to do something. It reveals that students need to know about how they are writing and how they implement writing strategies. The last is conditional knowledge which refers to knowledge about when and why to use declarative and procedural knowledge. It means that students need to know knowledge about why

they are writing, what is the goal, what is strategy suitable to use and also when they are writing effectively.

From the calculation of students' knowledge of cognition to practice writing, the researcher finds the percentage that 51% for students' knowledge of cognition. It means that, EFL students of VII grade at MTs Darul Huda have quite high enough of knowledge about cognitive process and knowledge that can be used to control cognitive process. It shows that students of VII grade of MTs Darul Huda Wonodadi Blitar have quite well enough knowledge of cognition to practice writing.

The second one of metacognitive awareness is regulation of cognition. Regulation of cognition relates with strategies to uses control cognitive activities and to ensure that a cognitive goal has been met. In this case, students need to have ability to use strategies which can control cognitive activities in writing. Students also expected to be able to reach the cognitive goal in their writing process. There are five types of regulation of cognition. Those are planning, information management strategies, comprehension monitoring, debugging strategies and evaluation.

In planning, students need to have ability to make a plan before they are starting to write. Students also need to set the goal and also prepare resources prior before they are writing. This activity is needed by students in order to make they have already when they are starting to write. It is also make students write effectively.

Next is information management strategies. In information management strategies, students expected to have ability and strategy to process information more efficiently. They need to focus on meaning and message when they are writing. They have to make information meaningful in order to make the content of the written is conveyed.

Furthermore, in comprehension monitoring, students need to have skill in monitoring and assessing their writing process and also strategy use. Students have to observe how well they are writing and using strategy. In monitoring activity, students need to ask themselves in order to make they know how to solve the writing problem.

Students need to have skill in correcting performance errors in debugging strategies activity. When they are writing, they need to check their performance by asking to themselves. But, they can get correction from other people too. As the result, students can change strategies when they fail to understand or they can stop and rewrite again when they get confused.

The last from regulation of cognition is evaluation. In evaluation, students need to have ability to analyse the performance and strategy of writing after they finish to write. They can ask by themselves about outcome of writing process. Students also can evaluate how well they finish a written and how well they accomplish their goals once they are finished.

From the calculation of the students' regulation of cognition to practice writing, the researcher finds that 49% for students' regulation of cognition. . It

means that, EFL students of VII grade at MTs Darul Huda Wonodadi Blitar have quite good enough in apply strategies to uses control cognitive activities and to ensure that a cognitive goal has been met. It shows that students of VII grade of MTs Darul Huda Wonodadi Blitar have quite well enough regulation of cognition to practice writing.

From the explanation above, it is clearly show that students of VII grade of MTs Darul Huda Wonodadi Blitar have higher knowledge of cognition to practice writing than regulation of cognition to practice writing. It means that students just know about knowledge about cognitive process. In other side, they lack of knowledge strategies to use control cognitive activities and ensure that the goal has been met.