METACOGNITIVE STRATEGIES AWARENESS AMONG EFL

LEARNERS IN PROPOSAL WRITING

**A Study in English Teacher Education Department at Sunan Ampel State
Islamic University Surabaya Academic Year 2016-2017**

THESIS

Submitted in partial fulfillment of the requirement for degree of Sarjana

Pendidikan (S.Pd) in Teaching English

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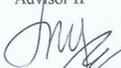
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ABSTRACT

Khikmah, Nina Amelia Nurul. 2018. *Metacognitive Strategies Awareness among EFL Learners in Proposal Writing. A Study in English Teacher Education Department of Sunan Ampel State Islamic University Academic Year 2016-2017*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. Surabaya. Advisors: Dra. Irma Soraya, M.Pd. and Sigit Pramono Jati, M.Pd.

Key Words: *Metacognitive strategies, attitude, proposal writing.*

Metacognitive strategies are thinking about the thinking process. It is the strategy that relates to the logical sequences of students in the learning process. There are planning, monitoring and evaluating in the metacognitive strategies.

The study is expected to contribute research on learning strategy process and educational psychology especially in the proposal writing process and the attitude towards the use during proposal writing process. It is estimated helps lecturers and students in defining the appropriate strategy during learning process, whether doing task or delivering new knowledge. The research took place in the English Education Department at Sunan Ampel State Islamic University of Surabaya whose subjects are the batch 2013 students who had passed the thesis proposal examination. The research examined 22 students in academic year 2016/2017. This research used the qualitative method to present the findings about the most commonly used of metacognitive strategies and attitudes toward the use of metacognitive strategies along with the discussion of the most commonly used of metacognitive strategies and attitudes. Planning, monitoring, evaluating and attitudes toward the use of it were examined in this study.

The finding of this research reveals that the most commonly used of metacognitive strategies are evaluating in the proposal writing process. Then, the students' attitudes towards the use of metacognitive strategies indicate that evaluation is the important feature in the metacognitive strategies. The result of this study may be assisted in the process of delivering knowledge during lectures and doing task.

ABSTRAK

Khikmah, Nina Amelia Nurul. 2018. *Metacognitive Strategies Awareness among EFL Learners in Proposal Writing. A Study in English Teacher Education Department of Sunan Ampel State Islamic University Academic Year 2016-2017*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. Surabaya. Advisors: Dra. Irma Soraya, M.Pd. and Sigit Pramono Jati, M.Pd.

Kata Kunci: *Strategi Metakognitif, sikap, penulisan proposal.*

Strategi metakognitif adalah berpikir tentang proses berpikir. Strategi ini berhubungan dengan langkah logika siswa dalam proses belajar. Diantara strategi metakognitif adalah merencanakan, mengawasi dan mengevaluasi.

Penelitian ini diharapkan bisa berkontribusi dalam penelitian di bidang proses strategi belajar dan psikologi pendidikan khususnya dalam proses penulisan proposal dan sikap terhadap penggunaan strategi selama prosesnya. Estimasi dari penelitian ini adalah membantu dosen dan mahasiswa dalam mendefinisikan strategi yang sesuai selama proses belajar, baik dalam mengerjakan tugas maupun menyampaikan pengetahuan baru. Penelitian diadakan di Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya dan yang menjadi subjek adalah mahasiswa angkatan 2013 yang sudah melalui ujian proposal. Penelitian ini melibatkan 22 mahasiswa tahun akademik 2016/2017. Metode kualitatif digunakan dalam penelitian ini untuk mempersembahkan hasil tentang strategi metakognitif yang sering digunakan dan sikap mahasiswa terhadap penggunaannya, sekaligus mendiskusikan tentang penggunaan strategi metakognitif yang sering digunakan dan sikap mahasiswa terhadap penggunaannya.

Hasil penelitian ini menunjukkan bahwa strategi metakognitif yang sering digunakan adalah evaluasi dalam proses penulisan proposal. Lalu, sikap mahasiswa terhadap penggunaan strategi metakognitif menunjukkan bahwa evaluasi adalah bagian penting dalam strategi metakognitif. Hasil dari studi ini semoga bisa membantu dalam proses penyampaian pengetahuan selama perkuliahan maupun mengerjakan tugas.

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CHAPTER I

INTRODUCTION

A. Research Background

   Writing plays an important role in an academic context due to the value of communication with others.[1] It seems that communication is not only conversation through speaking, but there is writing that takes place as the communication tool. Writing is important for university students. Since acquiring the writing skill is the needs for university students, principally dealing with the learning process when the lectures give the written task to them.[2] The reality shows that writing is the communication tool in doing task, checking comprehension of the lectures or summarizing the lectures for every student. All of students do writing in their academic process, whether for doing the task or only write the materials or lectures. Likewise, English Teacher Education should write in English. They should have the proficiency of writing in English. It is followed by the comprehension in writing, the organization of writing structure and the ability in developing the controlling ideas.[3] So they write the writing task in English for example proposal writing task.

   Furthermore, in university level particularly in English Education department, writing skill is included in the English Teacher Education Department Lectures at Sunan Ampel State Islamic University, Surabaya. Therefore, it is selected as the subject since the researcher has known the process of writing skill lectures in this university. It is written in curriculum structure (*struktur*

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[1] Nasrin Khaki and Gholamreza Hessamy, "Metacognitive Strategies Employed by EFL Writers in Integrated and Independent Writing Tasks," *World Applied Science Journal* 22, 11 (2013):1586, accessed March 1, 2017, doi: 10.5829/idosi.wasj.2013.22.11.804.

[2] Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purposes,* (Yogyakarta: Penerbit Andi, 2013), 61.

[3] https://writingcenter.calpoly.edu/content/gwr/wpe/wpe_prep accessed October 03, 2017.

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kurikulum) at English Teacher Education Department.[4] Writing skill lecture is the long time processes of learning. Because of it begins from second semester until eighth semester. After all, most of tasks in this university are written task such as summarizing journal, making an essay, etc. Dealing with the process of learning in the university level, writing is the important skill that should be mastered by all students. Largely for the importance of academic processes, students must pass the writing skill lectures in English Teacher Education Department of Sunan Ampel State Islamic University. Hence, the university level students master the writing skill for the purpose of academic processes.

Moreover, this research concerns to the proposal writing task for their academic process. There is requirement for university students that they must write proposal before conduct the research for thesis writing. Dealing with the writing processes, there are some processes in conducting writing. The sequences of process are prewriting, drafting, revising, editing and proofreading.[5] To conduct the process of writing in English, each student has their own strategy to learn writing in English and to do the task of the lectures. The learning strategy helps students in finishing the task during learning process. There are cognitive strategies, metacognitive strategies and socio-affective strategies.[6] Those strategies help students in their learning writing process. So, it helps students in doing proposal writing task.

Furthermore, there are also factors in affecting the choice of learning strategies by students. The most important factor is divided into five factors. Those are formal rule-related practice strategies, functional practice strategies, resourceful-independent strategies and general study strategies; the last is conversational input elicitation strategies. Besides, there are variables in affecting the choice of learning strategy. Those are motivation, proficiency

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[4] https://pbisa.wordpress.com/kurikulum/struktur-kurikulum/ accessed April 28, 2017
[5] Process of Writing, http://www.luc.edu/media/lucedu/firstandsecondyearadvising/pdfs/writing_process.pdf&ved=0ahUKEwj_tsaU-- Accessed April 26. 2017
[6] H. Douglas Brown, *Principles of Language Learning and Teaching.* (New York: Pearson Education, 2007), 134.

ratings, course status, sex, years of study, and majors.[7] Thus, students choose the learning strategies that based on the factors and variables affected in their self.

Additionally, some students meet problem during the process of proposal writing such as stagnant in the process of doing task for revising the proposal. Then, cognitive strategies help students to solve the problem in the process of the proposal writing task.[8] Since the function of cognitive strategies is for associating new information with existing information in long-term memory and for forming and revising internal mental models.[9] So, cognitive strategies take position to process the information related to the knowledge of proposal writing and solve problem in the proposal writing task process.

The use of learning strategies in English foreign language learners context consist of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.[10] Then, the focus of learning strategies in this research is metacognitive strategies that relates to the cognitive strategies. Based on the preliminary research to the students that conduct proposal writing, it can be concluded as follow. Cognitive strategies are the strategies that help students during the proposal writing process. It helps to finish the proposal writing and solve the problem during proposal writing process. Afterwards, metacognitive strategies help students to precede the cognitive strategies. It helps students to begin in using cognitive strategies. For instance, the metacognitive strategies prepare to plan in doing the proposal writing easily. Then cognitive strategies do

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[7] Rebecca Oxford and Martha Nyikos, "Variables Affecting Choice of Language Learning Strategies by University Students," *The Modern Language Journal,* Vol. 73, No. 3 (Autumn, 1989): 293, accessed March 08, 2017, http://www.jstor.org/stable/327003 .

[8] Esmaeil Panahandeh and Shahram Esfandiari Asl, "The Effect of Planning and Monitoring as Metacognitive Strategies on Iranian EFL Learners' Argumentative Writing Accuracy," *Procedia* 98 (2014): 1409, accessed March 1, 2017, www.sciencedirect.com , doi: 10.1016/j.sbspro.2014.03.559.

[9] Oxford and Nyikos. "Variables Affecting Choice," 291.

[10] Ag. Bambang Setiyadi, Muhammad Sukirlan and Mahpul. "How Successful Learners Employ Learning Strategies in an EFL Setting in the Indonesian Context." *English Language Teaching* Vol. 9, No. 8 (2016), 30.

the process of proposal writing. Indeed, the metacognitive strategies are the pre-technical aspect and the cognitive strategies are technical aspect in proposal writing process.

Subsequently, the function of metacognitive strategies direct and control cognitive processes in writing. Then, it works effectively when language learners make their background knowledge while they are reading.[11] Furthermore, metacognitive strategies help students to plan, monitor and evaluate themselves during their learning efforts by using cognitive strategies.[12] Because of the function of metacognitive strategies is for exercising "executive control" through planning, arranging, focusing and evaluating their own learning process.[13] Metacognitive strategies are the strategies that deal with self-thinking strategy to manage the process of cognitive strategies. In summary, cognitive strategies and metacognitive strategies associate in becoming strategies to help English foreign learner students for processing and getting progress their knowledge on English writing.

Michael Fitzgerald in the book "Teaching Students to Drive Their Brains" said that "doing school successfully is not just about the subject matter. It is also about the thinking skills you are learning and how you learn to use your mind metacognitively."[14] Because of that, the phenomena happen in our learning processes are the perception that mastering the lectures deal with the upgrading of the result in subject matters or lectures. And when someone is upgraded in their score of one's lecture, it means that they successfully in passing the subject of lecture. Yet based on Fitzgerald saying, the subject or lecture successfully is not only based on that. It is about the thinking skills and the way how to learn in the learning process of subject or lecture. Successfully learning process is not only about getting good score. It is also

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[11] Ag. Bambang Setiyadi, Muhammad Sukirlan and Mahpul. "How Successful Learners Employ Learning Strategies," 35.

[12] Anna Uhl Chamot, "Issues in Language Learning Strategy Research and Teaching," *Electronic Journal of Foreign Language Teaching* 1, No. 1 (2004): 18.

[13] Oxford and Nyikos. "Variables Affecting Choice," 291.

[14] Donna Wilson and Marcus Conyers. *Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities, and Lesson Ideas.* (Alexandria: ASCD, 2016), 18.

about good thinking skills of students. Then, the students thinking skills deal with their metacognitive strategies awareness. Therefore, conducting research on metacognitive strategies is to identify the metacognitive strategies used by students and to know the students thinking skills in the learning process.

Those strategies help learners in processing the information during learning processes. After the information processed well, students can do their task in the learning process properly. In this study, exactly those strategies will help students in conducting proposal writing processes. There are classifications in the metacognitive strategies. One of the strategies is self-evaluation. Based on Brown definition, self-evaluation is checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.[15] In the case of proposal writing, self-evaluation is checking the proposal writing outcomes of the learners or proposal writers along with the internal measure of completeness and accuracy on the proposal writing formats and contents. Indeed, the focus identification of this study is in the use of metacognitive strategies on the self-evaluation strategies by EFL learners of English Teacher Education Department in their proposal writing.

Additionally, the learners have their own opinion about the use of learning strategies in their learning process. Whether they are like or dislike. Furthermore, it seems as their attitude towards the use of the strategies in their learning process. The learners' attitude is the thoughts or viewpoints about the object of attitude.[16] Then, learners' attitudes towards metacognitive strategies in proposal writing are the learners' responses in the use of those strategies in learning process. This is the natural response of the strategies use such like or dislike with the use of certain strategies in the proposal writing process. Gardner stated that attitudes are

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[15] Brown, *Principles of Language Learning and Teaching*, 134.
[16] DR. Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi and Hanan Alzwari. "EFL Students' Attitude towards Learning English Language: the Case of Libyan Secondary School Students." *Asian Social Science 8,* 2(2012), 121, accessed October 03, 2017, doi:10.553/ass.v8n2p119

involved in second language acquisition.[17] Therefore, examining the learners' attitudes towards the use of metacognitive strategies is important to understand the learners' reaction in the use of those strategies.

Then the subject of this research is students in proposal writing. Furthermore, they are prepared by the lecturer to master the skill in planning their research on Thesis Writing. Since the first meeting in Proposal writing, they got the semester lesson plan. They also got such knowledge on criteria which consist of details form of proposal.[18] The student argued that when the lecturer gave them that lesson plan, it would be helpful for them in planning while doing task and manage their knowledge during doing task. Moreover when the lecturer gave the student feedback, it became their evaluation for doing the next task. Thus the student can decide how they begin in doing task, how they manage their knowledge and how they evaluate their progress during doing the writing task. Because of those explanation that is given by seventh semester of proposal writing. It will be effective when decide them as the subject of the research on metacognitive strategies. The subject of the research is students who have proposal writing seminar, not only students who pass proposal writing class.

Furthermore, Anna in "Issues in Language Learning Strategy Research and Teaching" stated that the most part unobservable issue in language learning is language learning strategies of students. Since in the common language learning context, the only way to identify the use of learning strategy in a language task is by asking the students.[19] It identifies the learning strategy used by students in language learning processes.

Subsequently, there is research by Sofiaturosalina on the analysis of language learning strategies used in university students. The research observed the learning strategy used by students of

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[17] R. C. Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation,* (London: Edward Arnold, 1985), 39.

[18] Interview session with seventh semester student that joined Proposal writing. (April, 2017, at 11 a.m.).

[19] Chamot, "Issues in Language Learning Strategy Research and Teaching," 15.

paragraph writing class. Then, the subject of the previous research was second semester of ETED at Sunan Ampel State Islamic University academic year 2013-2014. That research found that the most used strategy is metacognitive strategies.[20] Approximating the academic year, the previous research and this research have the same student as the subject. This research is significant impactful to the students and lecturer as the findings of previous research. Therefore, in this study the researcher conducts a research on metacognitive strategies issues. In order to categorize the most used metacognitive strategies by students for language learning process in English Teacher Education Department.

On the other hand, Baker stated that the most unobservable issue in language learning strategies specifically. Since Baker opinion said that there are limited observation on metacognitive strategies, teachers' limited knowledge about metacognition and how to foster it.[21] So, there is limited research on language learning strategies specifically the research on metacognitive strategies.

Consequently as that problem, the importance of research on metacognitive strategies emerge the use on metacognitive strategies and how students' perceptions toward the use of metacognitive strategies in the learning process of English Teacher Education Department students especially in writing. Then, knowing the metacognitive strategies used by students will accomplish the identification on the thinking skills students of English Teacher Education Department especially on learning writing.

Besides, the limited research on metacognitive strategies is conscious thought of the researcher that will find the difficulties such previous research in conducting learning strategies analysis research. But, this research is important to be conducted at English

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[20] Sofiaturosalina, "An Analysis of Learning Strategies for Second Semester Students of Paragraph Writing Class in English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014," (Graduate Thesis, Sunan Ampel State Islamic University, 2015), Abstract.
[21] Wilson and Conyers. *Teaching Students to Drive Their Brains, 14.*

Teacher Education Department. Because of this research continues the research on the analysis of learning strategies in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya. Then, it identifies the thinking skills in the learning process. So, the research is significantly useful for the learning process of students and will become the consideration of the lecturers in the teaching learning process.

Based on O'Malley and Chamot, metacognitive strategies are that "involve thinking about the learning process, planning for learning, and self-evaluation after learning activity has been completed."[22] In reality, based on the statement from students of English Teacher Education Department, most of them were doing the learning process such planning before doing task and evaluating their works after getting feedback from the lecturer. But, they did not aware about what kind of activities that they have done. They only did what they want to do as the progress of their learning process. Therefore, conducting this research as the subject is students of English Teacher Education Department. It will make them aware about they have done as one's learning strategy that is metacognitive strategies.

Similarly, as cited from Lv and Chen, O'Malley and Chamot had classified metacognitive strategies into three categories. Those are planning, monitoring and evaluating. It based on information-processing theory and procedural and declarative knowledge.[23] Then, the preliminary research in English Teacher Education Department showed that students have average awareness on information management strategies and debugging. Moreover, they were good in determining the specific process in language learning, in the application of the declarative and procedural knowledge.[24] In summary, some student was doing things named as metacognitive skills. But they did not aware what

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[22] Anna Uhl Chamot and J. M. O'Malley. *Learning Strategies in Second Language Acquisition.* (Cambridge: Cambridge University Press, 2001), 8.

[23] Fenghua Lv and Hongxin Chen, "A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students," *English Language Teaching Journal* Vol. 3, No. 3 (September, 2010): 136.

[24] Preliminary research conducted on April 18, 2017.

they have done, since they were curious about the decision in learning strategies. Then they were revealed on the knowledge of learning strategies, especially the information about metacognitive strategies. Therefore, they agreed that what they done in such planning and evaluating their task on writing was included in metacognitive strategies.

There are seven researches on the field of learning strategies. Explicitly, those researches deal with metacognitive strategies and students' attitudes towards metacognitive strategies. Research by Sofiaturosalina on learning strategies found that the most used strategies by students were metacognitive strategies.[25] Furthermore, there are four researches which deal with the writing skills. Three researches found writing which related to English foreign learners (EFL). They consist of argumentative writing accuracy by Panahandeh and Asl, Khaki and Hessamy accomplished integrated and independent writing task, and Farahian conducted research on assessment EFL learners' writing.[26] One research by Lv and Chen deals writing instruction.[27] Other research by Karpicke, Butler and Roediger examined the students' metacognitive strategies on self-study by doing testing.[28] The last is research by Abbasian, Darabad and Javid on learners' attitudes towards metacognitive strategies in the case of collocation recalling.[29]

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[25] Sofiaturosalina, "An Analysis of Learning Strategies," 75.

[26] Panahandeh, et.al, "The Effect of Planning and Monitoring," 1409. -- Majid Farahian, "Assessing EFL Learners' Writing Metacognitive Awareness," *Journal of Language and Linguistic Studies* 11, No. 2 (2015), 39. Accessed March 30th, 2017, http://www.consortiacademia.org/files/journals/1/articles/896/public/896-3317-1-PB.pdf -- Khaki, et.al., "Metacognitive Strategies Employed by EFL Writers," 1586.

[27] Lv, et.al., "A Study of Metacognitive-Strategies-Based," 139.

[28] Jeffrey D. Karpicke, Andrew C. Butler and Henry L. Roediger, "Metacognitive Strategies in Student Learning: Do Students Practice Retrieval When They Study on Their Own," *Memory* 17, No. 4 (2009), 471. Accessed March 27th, 2017, http://dx.doi.org/10.1080/09658210802647009 .

[29] Gholamreza Abbasian, Ali Mohammadi Darabad and Mehdi Javid, "Metacognitive Strategies and Learners' Attitudes: Evidence of Collocations," *International Journal of English Language Education* Vol. 4, No. 1 (2016), 182. Accessed on March 29th, 2017, http://dx.doi.org/10.5296/ijele.v4il.9280 .

However, this research definitely different from mentioned previous researches. While most of previous studies is conducted their research for secondary school students, this research conducts for university students as the subject of the analysis on metacognitive strategies. Then, this study uses qualitative research methodology while six previous researches above use mix methods and one previous research use quantitative research methodology. After that, while four previous researches analyze the effect of metacognitive strategies; this research takes new idea in classifying the metacognitive strategies used by the students. Farahian only assessed the use of metacognitive writing strategies used by the students. But this research also analyzes the students' attitude towards metacognitive strategies. Indeed, this study has different focus from the previous studies on the identification of the use metacognitive strategies and the students' attitudes towards it.

Knowing the limited research on the learning strategy, conducting the research on metacognitive strategies is important to enhance the research on learning strategies. The main purpose of this research is in order to know about not only how students do the task, but also how students' attitude about strategy in doing the task. Since this research examines the metacognitive strategies used by the students in conducting proposal writing. Then, knowing the students' attitude towards metacognitive strategies used is to know the students' viewpoints towards the use of metacognitive strategies in the learning process. The other advantage in conducting this research, the lecturer of Sunan Ampel State Islamic University considers to the learning strategies used by the students while give them some materials dealing with the knowledge improvement of the students in English Teacher Education Department.

B. Research Questions

Dealing with this study, the researcher indicates questions as follows:

1. What are the most commonly used metacognitive strategies among EFL learners of English Teacher Education Department in proposal writing?

2. What are the students' attitudes towards the use of metacognitive strategies?

C.   Objectives of the Study

The researcher conducted this study by objectives as follows:

1. To categorize the most commonly used of metacognitive strategies on writing among EFL learners in proposal writing of English Teacher Education Department at Sunan Ampel State Islamic University academic year 2016-2017.
2. To identify the attitudes of the EFL learners towards the use metacognitive strategies in proposal writing of English Education Department at Sunan Ampel State Islamic University academic year 2016-2017.

D.   Significance of the Study

This study is conducted significantly to assert as follows:

1. Researchers

The result of this study helps other researchers to enhance their knowledge on deciding the research topic. Since there are limited researches on learning strategies, especially research on metacognitive strategies. Researchers can consider the area of skill that relates to the metacognitive strategies that can be the research topic. Thus, it can enlarge the research on metacognitive strategies in the area of English education or the learning process.

2. Lecturers

This study helps lecturers to train students to be autonomous learners. Lecturers take considerations on the used strategies by students in the learning process. It becomes the considerations while teaching-learning process. Since it helps lecturers to support and facilitate students in achieving the ability on English writing that based on the students thinking skills.

E.   Scope and Limits of the Study

Foremost theme in this study is learning strategies. There are cognitive strategies, metacognitive strategies and socio-

affective strategies.[30] Then it is focused to the metacognitive strategies. Subsequently, the scope of this study is self-evaluation in metacognitive strategies by English Teacher Education Department students' academic year 2016-2017. Afterwards, this study is limited to the information about most commonly used metacognitive strategies. Followed by the students' attitude is limited to their viewpoints towards the most commonly used of metacognitive strategies. The viewpoints deal with the students' feeling in the use of metacognitive strategies.

F. Definition of Key Terms

The definition of key terms is listed below. It avoids the misinterpreting between readers and researcher dealing with the concept in this study.

1. Metacognitive strategies

Regarding to Brown in Principles of Language Learning and Teaching, metacognitive strategies is related to the "executive" function that consist of planning for learning, thinking about the learning process as it is taking process in information processing, and monitoring of one's production of comprehension, furthermore evaluating learning after an activity is completed.[31] In this research, simply to define those metacognitive strategies is to think about the way how students think about their learning strategies. Moreover it is limited in planning, monitoring and evaluating the learning process. So, metacognitive strategies on writing are thinking about conducting the thinking processes or transfer knowledge processes in proposal writing and the self-evaluating processes in writing proposal.

2. Learners' attitudes

Abbasian, Darabad and Javid stated that there are three components of attitude; behavioral, cognitive and affective. Respectively, the theoretical approaches of those

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[30] Pezhman Zare, "Language Learning Strategies among EFL/ESL Learners: A Review of Literature," *International Journal of Humanities and Social Science* Vol. 2, No. 5, (March, 2015), 164.
[31] Brown, *Principles of Language Learning and Teaching,* 134.

components are behaviorism, cognitivism and humanism.[32] In this research, learners' attitudes deal with the affective aspect of the students. Learners' attitudes mean the ETED students' viewpoints towards the use of metacognitive strategies. Hence, it is limited to the feelings and emotion of the students' towards the use of metacognitive strategies that they use in writing proposal.

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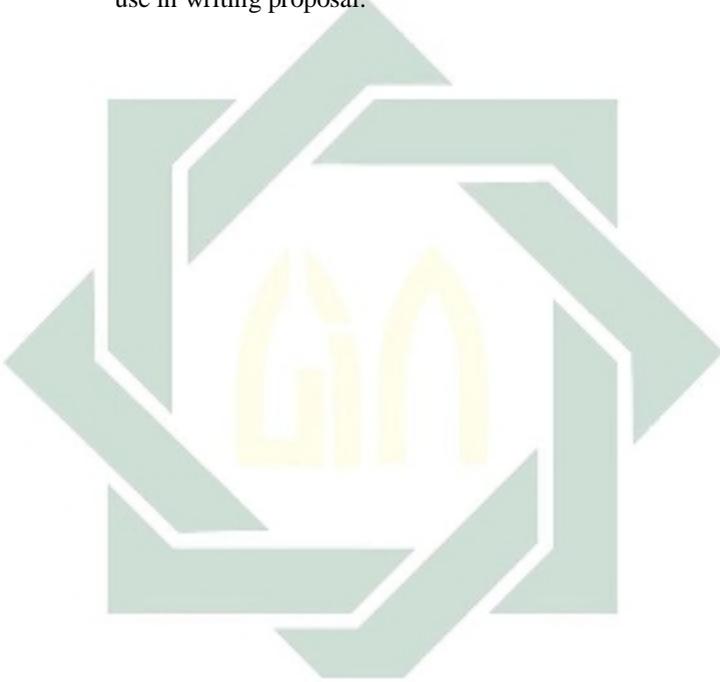
[32] Abbasian, et.al., "Metacognitive Strategies and Learners' Attitudes," 183.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers some of review of related literature of the research and some related previous studies as the references of conducting this research.

A. Review of Related Literature

1. Writing Academic
a. Writing Academic Process

The process of writing academic has some structure and steps. The structures are introductory, body and concluding paragraph.[1] Those are the most common structure in writing academically. Afterwards, there are five steps of writing academic. According to La Trobe University, the five steps in conducting writing academic are question analysis, topic study, essay planning, writing process and including references of sources used.[2] In the same way, the steps of conducting proposal writing are research area analysis, the topic of study, research planning, and proposal writing process and including references of sources used. Hence, those are the process of proposal writing.

b. Writing Academic English

Writing academic English is the writing process by using English. Furthermore, writing academic English writing requires the English proficiency of students. The process of writing is same with others academic writing. But the difference is the language use in the writing process. In this case of study, the language used is English. Since the students are in the English Teacher

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[1] Jonathan Sarwono and Yudhy Purwanto, 69-72.
[2] Jonathan Sarwono and Yudhy Purwanto, 61.

Education Department. So they must conduct the proposal writing by using English.

2. **Metacognitive Strategies**
   a. Metacognitive Strategies Definition

Learning strategies takes important place in the students' learning process. Metacognitive strategies are included in the learning strategies which take place in the learning process. Commonly, students use it when they conduct self-study. Since metacognitive strategies is "thinking about thinking."[3] Most of experts define metacognitive strategy as planning, monitoring and evaluating the learning process. Brown, in *Principles of Language Learning and Teaching* as cited from Purpura defined it as "metacognitive is a term used in information-processing theory to indicate an 'executive' function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed."[4] It indicates that there are many processes which students can take as their learning strategies. Since the overall process is included in metacognitive strategies are thinking or planning before learning, monitoring during learning process and evaluating after learning process. Thus students can decide when they use the process of metacognitive strategies in their learning process.

Similarly to Brown, Lv and Chen simplify the definition of metacognitive strategies. As written in their journal entitled with *A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students,* "metacognitive strategy is a term used in information-processing theory to indicate an 'executive' and it refers to the strategy that is used by learners as the mean to manage, monitor and evaluate their learning

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[3] Huseyin OZ, "Metacognition in Foreign/Second Language Learning and Teaching," *Hacettepe University Journal of Education* 29, (2015), 147.

[4] Brown, *"Principles of Language Learning and Teaching,"* 134.

activities."[5] Then the only difference between Brown and Lv-Chen is the involving strategies in metacognitive strategy. When Brown included planning before monitoring, Lv-Chen included manages before monitoring the learning process. Indeed, those definitions are still in the same area as information-processing theory. The difference is only some strategies included in metacognitive strategy.

On the other hand, as cited from Chamot, "Anderson proposes a five-stage interactive process that includes planning, selecting and using learning strategies, monitoring strategy use, orchestrating various strategies, and evaluating the strategies used."[6] Anderson defined the five strategies that included in metacognitive strategies. Thus there are detail addition on selecting and using strategies also orchestrating various strategies.

Anderson stated that the key of metacognitive strategies in second language learning is planning.[7] As the position in second language learning, foreign language learners can take planning as they key in metacognitive strategies for foreign language learning process. They have the same position as acquiring the new language instead of their first language.

Moreover, selecting and monitoring are the process of metacognitive strategies. Based on Anderson theory, selecting is the *attentional processes*. The *attentional processes are limited*. They have both scope and capacity on the individual language learners.[8] Then monitoring is the reaction of the difficulties in ambiguity of comprehending the new language. Controlling and modifying earlier comprehension errors are handled by

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[5] Lv, et.al., "A Study of Metacognitive-Strategies-Based," 136.

[6] Anna Uhl Chamot, "Language Learning Strategy Instruction: Current Issues and Research," *Annual Review of Applied Linguistics* 25, (2005), accessed on March 2nd, 2017, https://doi.org/10.1017/S0627190505000061 .

[7] J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition,* (Cambridge: Cambridge University Press, 1990), 47.

[8] O'Malley, et.al., *Learning Strategies*, 48.

monitoring process.[9] So, selecting and monitoring are the metacognitive processes that involved in managing the capacity and handling earlier errors by learners in language learning processes.

Markman identified that learners can detect their failure for comprehending verbal materials when they recognized structure absence and perception of inconsistencies. Those are part of internal monitoring signals.[10] Therefore, taking metacognitive strategies in the learning process help English foreign language learners to identify the comprehending ability in learning process.

Metacognitive strategies processes assist the development of problem-solving skills.[11] Evaluating the development of learning process is part of the process in solving the problem process. Students are required the ability to solve their problem in metacognitive strategies process. Then they learn how to be independent learners through solve their problem in learning process. Students can adjust their performance in learning tasks.[12] Therefore, managing and applying the process metacognitive strategies take students to be metacognitively aware about their learning process.

In summary, metacognitive strategies require learners to think about their thinking. Learners learn how to manage, applying and evaluating their learning process to solve their problem in doing task. Cognitive strategies are the direct strategies for learning process, while metacognitive strategies are indirect strategies that manage direct strategies.[13] Therefore, it develops the thinking skills of the learners in ETED of Sunan Ampel State Islamic University. Students are metacognitively

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[9] O'Malley, et.al., *Learning Strategies*, 48.

[10] O'Malley, et.al., *Learning Strategies*, 48.

[11] Shelly Wismath, Doug Orr and Bruce MacKay, "Threshold Concepts in the Development of Problem-solving Skills," *Teaching and Learning Inquiry: the ISSOTL Journal,* Vol. 3, No. 1 (2015): 64, accessed on March 3rd, 2017, http://www.jstor.org/stable/10.2979/teachlearninqu.3.1.63

[12] Wilson, et.al., *Teaching Students to Drive Their Brains*, 1.

[13] Ernesto Macaro, *Learning Strategies in Foreign and Second Language Classroom.* (London: CPD), 38. - Brown, *Principles of Language Learning and Teaching,* 134.

aware about their foreign language learning process, especially in their proposal writing process.

b. Classification of Metacognitive Strategies

The metacognitive strategies consist of planning, monitoring and evaluation. Furthermore, metacognitive writing strategies respectively, involve thinking about the writing process, planning, monitoring, and self-evaluating of what has been written.[14] Afterwards, classification is not to differentiate the types of metacognitive strategies. It only takes purpose to define each type of metacognitive strategies that acquired by students. The classification types of metacognitive strategies are mentioned as follows:

1) Advance organizers; students with this type of strategies takes a general comprehensive preview of the organizing concept in an anticipated learning activity.

2) Directed attention; students generally prior to decide in attending to a learning task and ignoring the distracters.

3) Selective attention; students prior to attend to specific aspects of language input or situational details that will cue the maintenance of language input.

4) Self-management; students understand the conditions that help one learn and arranging for the presence of those conditions.

5) Functional planning; students plan for and rehearse linguistic components necessary to carry out the presence of those conditions.

6) Self-monitoring; students are correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.

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[14] Ramazan Goctu', "Metacognitive Strategies in Academic Writing," *Journal of Education in Black Sea Region,* Vol. 2, No. 2 (2017): 85.

7) Self-evaluation; students check the outcomes of one's own language learning against an internal measure of completeness and accuracy.[15]

Those are the classification of metacognitive strategies. The classifications are extended by simple description. The function of the description is to help researcher in identifying the students' metacognitive strategies used in proposal writing process. Furthermore, one of the classifications is excluded. That is delayed production; students consciously decide to postpone speaking in order to learn initially through listening comprehension. Since it only can be applied in speaking skill. There are only seven classification is used in this research. Thus the classified most commonly metacognitive strategies used by students become the findings of the study.

3. **Learners' Attitudes**
   a. Attitudes

Attitudes are fundamental orientation to evaluate people, other living beings, things, events, and ideas along a good-bad dimension.[16] It preserves that attitudes are the orientation of learners to evaluate the most commonly used of metacognitive strategies. Afterwards, evaluating the use of most commonly used metacognitive strategies can be conducted through identifying the viewpoint of the learners' towards the most commonly used metacognitive strategies by themselves. In summary, attitude is an evaluative process of the learners in the viewpoint of certain situations such as other living beings, things, events, and ideas, whether the viewpoints are in good or bad aspects.

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[15] Brown, *Principles of Language Learning and Teaching,* 134.
[16] Mahzarin R. Banaji and Larisa Heiphetz, "Attitudes," In unpublished *Handbook Chapter on Attitudes by William McGuire.*,(Harvard: National Science Foundation, 2009), 377. Accessed on June 13, 2017, http://www.fas.harvard.edu/~mrbworks/articles/2010_attitudes.pdf

Gardner reported that research related to the two types of attitudes to second language achievement obtained detail clarification to the nature of exact relations. The two types of attitudes are attitudes toward learning the language and attitudes toward the other-language community. Then, this study is focus on the first type that is attitudes toward learning language through proposal writing in English. Gardner also argued that the first type of attitudes is constantly related to the achievement in language learning process.[17] Thus, it is equally with the significances of the study.

b. Learners' Attitudes in Learning Process

There are some definitions about attitude by some experts. A consistent manner towards an object is the definition by Triandis.[18] Triandis considers to the manner about the definition of attitude. Then Brown stated about the concept of attitude which deals with the emotional factors like feeling, self, and community relationship.[19] While Brown concerned to the emotional factors in the definition of attitude. Furthermore, Gardner claimed attitude as the object on individuals' beliefs or opinions which is an evaluative reaction to some referent.[20] Yet Gardner argued that attitude is an evaluative reaction on individuals' beliefs or opinions to some referent.

Briefly, the definition of attitude is the manner in emotional factors that should be evaluated as the object of individuals' beliefs or opinions to some referent. It indicates that attitude is beliefs or opinion of someone. Then OZ stated about learners' beliefs. Learners' beliefs assumed to greater responsibility on their own learning.[21] So learners' attitude in learning process is own responsibility of learners' beliefs on their learning process that should be evaluated. They have significant effect on

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[17] Gardner, *Social Psychology and Second Language Learning*, 39.

[18] H. C. Triandis, *Attitudes and Attitudes Change* (New York: Wiley, 1971)

[19] H. D. Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy* (San Francisco: San Francisco Public University, 2001)

[20] Gardner, *Social Psychology and Second Language Learning*, 40.

[21] OZ, "Metacognition in Foreign/Second Language Learning and Teaching," 152.

learners' behaviors and the performance in learning process.[22] It obviously can be seen that learners' performance is affected by their attitude towards learning process which drive them to be metacognitively aware about it.

Finally, Gardner definition about attitudes become mostly completed definition in the need of the analysis on learners' attitudes towards metacognitive strategies.

c. Learners' Attitudes towards Metacognitive Strategies

This study examines the learners' attitude towards metacognitive strategies. It is about how are students' viewpoints in the use of metacognitive strategies. The students' beliefs become the complement knowledge in this study. An article review by Huseyin OZ from Hacettepe University stated that learners' beliefs towards learning process are the important step in increasing metacognitive skills effectively.[23] Then it can be concluded that learners' attitudes towards metacognitive strategies come from learners' beliefs towards learning process. Furthermore in their article, Abbasian, Darabad and Javid talked about the component of attitude. They confirmed that attitude has three components. Those are behavioral, cognitive and affective aspect. Those components come from three theoretical approaches of behaviorism, cognitivism and humanism.[24] Respectively, behavioral consider to the way of learners behave and response in situations. Cognitive reflects on the understanding in the process of language learning and the knowledge which they receive in the language learning process. The affective aspect is regarded to the emotional aspect of attitude. Feng and Chen are considered learning

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[22] A. Kara, "The Effect of a 'learning theories' unit on students' attitudes towards learning." *Australian Journal of Teacher Education,* 34, 3 (2009): 112. Accessed May 30, 2017, http://dx.doi.org/10.14221/ajte.2009v34n3.5

[23] OZ, "Metacognition in Foreign/Second Language Learning and Teaching," 153.

[24] Abbasian, et.al., "Metacognitive Strategies and Learners' Attitudes," 183.

process as an emotional process.[25] Indeed, identifying learners' attitudes towards metacognitive strategies can be considered on three components of attitudes as mentioned above.

Consequently, the learners' attitudes towards metacognitive strategies are the learners' beliefs of the object in the learning process that can be evaluated. It deals with the learners' emotional factors during English learning process. Then the learners' viewpoints towards metacognitive strategies are evaluated in this study, since this study want to examine kinds of metacognitive strategies that used by learners in proposal writing and the learners' attitudes towards the use of metacognitive strategies.

Additionally, as cited in journal by Dr. Mohamad Jafre Zainol Abidin and his colleagues about EFL students' attitude towards learning language, Gardner's argument led Wenden mentioned the explanation in the components of attitude. Furthermore, viewpoints or beliefs to the object of the attitude are involved in the cognitive aspect. Then, the feelings or emotions that express whether like or dislike are included in the affective aspect of attitude. Finally, the tendency in adopting particular learning behaviors is engaged by behavioral component of attitude.[26] Therefore this research examines the viewpoints and feelings of students in the use of metacognitive strategies for their proposal writing process.

In summary, examining the learners' attitudes towards metacognitive strategies is to increase the students' awareness towards it. Then analysis of attitudes is considered on Gardner definition on attitudes and three components of attitudes by Abbasian and his colleagues.

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[25] R. Feng and Chen H., "An Analysis on the Importance of Motivation and Strategy in Postgraduates English Acquisition," *English Language Teaching* 2, 2 (2009): 93-97. Accessed on May 30, 2017, http://dx.doi.org/10.5539/elt.v2n3p93

[26] Dr. Mohamad Jafre Zainol Abidin, et.al., "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students," *Asian Social Science* 08, 02 (2012), 121, accessed October 03, 2017.

This study wants to explore the metacognitive strategies use by learners' and the responses towards the use of it. Beside the definition theory on the metacognitive strategies helps the researcher in classifying the use of metacognitive strategies of learners in proposal writing. Furthermore, the definition theories on attitudes become the consideration in analyzing the attitudes of learners towards the use of metacognitive strategies. Then the knowledge on the three components of attitudes becomes the consideration complements knowledge in analyzing the attitudes of learners towards the metacognitive strategies.

B. Review of Previous Studies

There are some researches of metacognitive strategies on writing. Seven researches are selected in this study. Furthermore, most of previous researches deal with writing skill. There are researches about writing instruction, argumentative writing accuracy, and assessment EFL learners' writing and integrated-independent writing task. Then, there are two researches that specifically talked about metacognitive strategies. One research is about the most used of learning strategies and the finding is metacognitive strategies. Other researches discuss about students' metacognitive strategies on self-study by doing testing. The last previous research is about learners' attitudes towards metacognitive strategies in the case of collocation recalling.

Lv and Chen conducted a research with the title "A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students." This research is about metacognitive strategies in writing instruction. Furthermore, the research conducted to the 86 first-year non-English majors from two natural classes in Laiwu Vocational College. There were experimental and control group. The researcher gave writing tests to the students. Writing tests consisted of pre-test, mid-training test and post-writing test. The purpose of the tests was to determine the students' improvements in writing performances over a semester.[27] Then data analyzed by T-test of pre-test and post-test writing performance between control group and experimental group. Finally, the research found that students' language ability played

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[27] Lv and Chen, "A Study of Metacognitive-Strategies-Based," 137.

important role in students writing performances. Also the writing training to the students made positive effects on students' writing performances.[28]

The research on the effect of planning and monitoring as metacognitive strategies on Iranian EFL learners' argumentative writing accuracy was conducted by Esmaeil Panahandeh and Shahram Esfandiari Asl. The effectiveness of metacognitive strategies in enhancing students' Argumentative writing accuracy examined in this study. The study also examined whether metacognitive strategies or product approach give the greater effect on students' actual writing performance. Then the participants of this research were the third year 60 university EFL learners in Ardabil Islamic Azad University in Iran. The learners divided into experimental group and control group. The learners were given various tests such as Michigan Test of Language Proficiency (MTELP), writing tests, pre-test and post-test. Additionally, the results of data collections were analyzed through T-test in order to differentiate between control group and experimental group easily.[29] Lastly, the result showed that the instruction of metacognitive learning strategies affected to the intermediate language learners' writing skill.[30]

Journal of Language and Linguistic Studies had research article by Majid Farahian on assessing EFL learners' writing metacognitive awareness. Farahian observed the factors of metacognitive writing knowledge and metacognitive writing regulation are identified in Iranian EFL learners' responses to the metacognitive writing questionnaire. The research designed in mixed method by using triangulation method. The age ranged 17 to 27 of five hundred thirty eight Iranian EFL university students involved in this research. All the involved participants were Iranian EFL of three different university in Kermanshah who majoring Teaching English, Translation, and Literature. Some steps conducted in this study as the objective was to develop the metacognitive awareness writing questionnaire. The processes were such as proficiency test, writing assignment and interviews.[31]

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[28] Lv and Chen, "A Study of Metacognitive-Strategies-Based," 141.

[29] Panahandeh, et.al, "The Effect of Planning and Monitoring," 1412-1413.

[30] Panahandeh, et.al, "The Effect of Planning and Monitoring," 1415.

[31] Farahian, "Assessing EFL Learners' Writing Metacognitive Awareness," 41-42.

Indeed, the model of metacognitive awareness writing questionnaire give insight in assessing the metacognitive awareness of EFL writers.[32]

A previous research by Nasrin Khaki and Gholamreza Hessamy talked about metacognitive strategies employed by EFL writers in integrated and independent writing tasks. 202 university students were involved in the research. They were university students who participated in a TOEFL examination and their TOEFL scores were in the range of 370-583. They consisted of male and female students. Valid metacognitive strategy inventory was given after the session of TOEFL test, writing only and the integrated tasks. The students filled out the questionnaire. Then the data from the questionnaire were provided in SPSS software for statistical analysis.[33] In summary, the finding was that the presence of the text does not affect the application of metacognitive strategies by EFL learners' while writing.[34]

Another previous research conducted by Sofiaturosalina. This research is about learning strategies. The title of the research is "An Analysis of Learning Strategies for Second Semester Students of Paragraph Writing Class in English Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014."[35] Then, the research observed the learning strategies of paragraph writing class's students. The researcher used *Strategy Inventory in Language Learning* (SILL) questionnaire to obtain the data in this study.[36] The data analyzed by quantitative method. Indeed, the finding of the research was metacognitive strategies that frequently used by students of paragraph writing academic year 2013-2014.[37]

Jeffrey D. Karpicke, Andrew C. Butler and Henry L. Roediger lll accomplished the research on metacognitive strategies in student learning. This research examined students' metacognitive strategies on self-study by doing testing. 177 undergraduate students at Washington University in St. Louis

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[32] Farahian, "Assessing EFL Learners' Writing Metacognitive Awareness," 47.
[33] Khaki, et.al., "Metacognitive Strategies Employed by EFL Writers," 1587-1588.
[34] Khaki, et.al., "Metacognitive Strategies Employed by EFL Writers," 1591.
[35] Sofiaturosalina, "An Analysis of Learning Strategies," Abstract.
[36] Sofiaturosalina, "An Analysis of Learning Strategies," 65.
[37] Sofiaturosalina, "An Analysis of Learning Strategies," 118.

became the participants in the survey. The survey was about the strategies that they use to study for exams. The method of the research was quantitative which consisted of various techniques such memory experiments and survey. [38] Indeed, Karpicke and his colleagues found that students reported their study strategies as self-testing. The others result was students would self-test to generate feedback and guide their future studying. Small amount of students would test themselves to help them do well for future exam.[39] It indicates that they had low metacognitive strategies awareness.

The only selected previous research regarding to the attitude is "Metacognitive Strategies and Learners' Attitudes: Evidence of Collocations." This research is about the learners' attitudes towards metacognitive strategies in the case of collocation recalling. The participants of this research were 90 Azeri EFL learners (20-25 years old) of English at upper-intermediate level from 20 different language institutes in Ardabil city. This research was conducted through pre-test and post-test through the version of the TOEFL (PBT) to the experimental and control group.[40] This research was descriptive statistics. In the end, the research showed that the explicit teaching of metacognitive strategies gave significant effect to the students.[41]

Conversely, this research is different from those previous researches. The use of metacognitive strategies exists in students' proposal writing process. Then this study only examines the kind of metacognitive strategies used by learners and also the learners' attitudes towards it. Therefore, this research is conducted only to examine the two points above.

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[38] Karpicke, et.al., "Metacognitive Strategies in Student Learning," 473.

[39] Karpicke, et.al., "Metacognitive Strategies in Student Learning," 476.

[40] Abbasian, et.al., "Metacognitive Strategies and Learners' Attitudes," 186.

[41] Abbasian, et.al., "Metacognitive Strategies and Learners' Attitudes," 190.

CHAPTER III

RESEARCH METHOD

This chapter deals with the research methodology as procedures in the research process. It consists of approach and research design, research presence, research location, data and source of data, research instruments, data analysis technique, checking validity of findings and research stages. All the explanation is covered as followings.

A. Approach and Research Design

This research is designed as case studies. One of qualitative research procedure directs the description or construction of a case, exactly the proposal writing process.[1] The case study examines the activity involving the students who have conducted the proposal writing. An in-depth exploration of a process is a case study.[2] However, this research is the process of in-depth exploration about the most commonly used of metacognitive strategies on writing among EFL learners during their proposal writing process and their attitudes towards metacognitive strategies.

B. Research Presence

The researcher is not involved in the research directly. The presence of researcher is become the observer as the data collector from the subjects of research. The researcher uses instrument to collect the data from the subjects. Therefore, the researcher becomes indirect observer through the result of data collection processes.

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[1] Uwe Flick, Ersnt von Kardorff and Ines Steinke, trans., *A Companion to Qualitative Research* (London: Sage Publication Ltd. 2004), 147.

[2] John W. Creswell, *Educational Research: planning, conducting, and evaluating quantitative and qualitative research, 4th ed.,* (Boston: Pearson Education, Inc.), 465.

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C. **Research Location**

This research is conducted at English Teacher Education Department (ETED), Faculty of Education and Teacher Training in Sunan Ampel State Islamic University. The university is located on A. Yani Street No.117, Surabaya-East Java. The sample or research is decided through purposive sampling technique, a technique in deciding the sample of research based on certain characteristics that represent the objective of the research.[3] The relevant research subject find by its sampling technique.

The proposal writing students of English Teacher Education Department academic year 2016-2017 are chosen in this research. Furthermore, the chosen subjects are proposal writing students who have conducted their research proposal examination during academic year 2016-2017. Snowballing technique helps researcher to choose the subject of this research. They are chosen as the subject because they have been as participants in previous research with the finding relates to the use of metacognitive strategies.[4] They have special characteristic as shown from previous study in the form of using metacognitive as their learning strategy in paragraph writing class as the reason of helping by snowballing technique.[5] Nevertheless, the researcher takes other consideration by only choose them who have their research proposal examination. They are only 30 students. It is to find the subject research relevantly, as they have done with one process of writing. Thus, only 30 students fill in the e-questionnaire which is delivered by researcher.

D. **Data and Source of Data**
    1. **Data**

        The data is the result of questionnaire on the metacognitive awareness writing questionnaire and the students' attitudes towards the commonly used metacognitive strategies. Then the data are analyzed and classified based on

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[3] Donald Ary, Lucy Cheser Jacobs and Christine K. Sorensen, *Introduction to Research in Education, 8th ed., (*Wadsworth: Cengage Learning, 2010), 156.
[4] Sofiaturosalina, "An Analysis of Learning Strategies," 75.
[5] Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif,* (Yogyakarta: Graha Ilmu, 20016), 207.

the Brown's classification of metacognitive strategies and Gardner definition on the attitudes towards learning language.

2. Source of Data

The sources of data are revealed from the ETED students of Sunan Ampel State Islamic University. The data are accomplished by ETED students' result in answering metacognitive awareness writing and students' attitudes towards metacognitive strategies questionnaires. The ETED students are from proposal writing class who has conducted proposal writing examination.

E. Data Collection Technique

The data are collected trough giving e-questionnaire to the subject of research. Filling e-questionnaire by ETED students is the technique of collecting data in this research. Then, the researcher organizes the data of e-questionnaire result. In summary, the data collection technique process can be identified in the table 3.1 as followings,

Table 3.1
The techniques for collecting data base on Research Questions

Research Questions	Aspect	Source of data	Research Instruments	Data Collection
The most commonly used of metacognitive strategies	The use of learning strategy in proposal writing	Students	Questionnaire on Metacognitive Writing Awareness	Checklist of e-questionnaire

Students' attitudes towards the use of metacognitive stratetegies	Individual's attitude towards the use of learning strategies	Students	Questionnaire on Attitudes towards metacognitive strategies	Checklist of e-questionnaire

Answering the two research questions are by using the same data collection technique. The researcher needs the students' or answer on the e-questionnaire. Then researcher analyzes the result of e-questionnaire by considering on the classification of metacognitive strategies and students' attitudes on it. Afterwards, researcher interprets the result with the theory which is based on the literature review. Finally, the data collection technique is done with the result of study that answers those two research questions.

F. Research Instruments
1. Main Instrument

The researcher is the main instrument, as the researcher analyzes the result of the e-questionnaire that is filled by ETED students who conduct proposal writing.

2. Instrument Tool

In this research, the instrument tool is divided into two kinds. Researcher use metacognitive awareness writing questionnaire checklist as the first questionnaire. It is adapted from Majid Farahian from English Language Teaching Department of Islamic Azad University, Iran.[6] Then, the second questionnaire is students' attitudes towards metacognitive awareness questionnaire. The questionnaire is adapted from Amal Rhema and Iwona Miliszewska from Victoria University Australia. The journal is about the analysis of student attitudes towards e-learning: the case of engineering students in Libya.[7]

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[6] Majid Farahian, "Developing and Validating a Metacognitive Writing Questionnaire," (Ph. D. Thesis, Islamic Azad University), 140.

[7] Amal Rhema and Iwona Miliszewska, "Analysis of Student Attitudes towards E-Learning: The Case of Engineering Students Libya," *Issues in Informing Science and Information Technology,* 11 (2014), 188. Accessed on June 12, 2017.

Briefly, those two kinds of questionnaire are put in one form of e-questionnaire.

G. Data Analysis Technique

The data in this study are analyzed by qualitative methods. The documentation of the data is taken from the checklist in the questionnaires.

The step of analysis is divided into two sections. The first section analyzes the checklist of metacognitive awareness writing questionnaire. The data are analyzed through H. D. Brown theory and classification of the metacognitive strategies. The second section analyzes the result of learners' checklist of the attitudes towards the most commonly used metacognitive strategies questionnaire. The analysis is based on the Gardner theory in learning attitudes. Then, it is interpreted and takes the conclusion on the result of interpretation.

H. Checking Validity of Findings

The data are validated through attempting the theory with the result of data collection. Additionally, Creswell states that validating findings relays on the determination of researcher to use strategies to check the validity of the research findings, such as triangulation or member checking.[8] In this study, researcher determines to use member checking as the strategies to validate the findings. Member checking is the process of validating findings trough asking one or more subject of the research in this study to check the accuracy of the account. Giving back the findings to the subject research and asking them about the accuracy of the report, whether using writing or interview is the process of member checking. Furthermore, in member checking process researcher can ask subject research more aspect than findings of research, such as the theme accuracy, the complete and the realistic of description and the fair and representative of interpretation in the result of study.[9]

Consequently, researcher prefers member checking to validate the findings. The process of member checking is the

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[8] Creswell, *Educational Research: planning*, 259.
[9] Creswell, *Educational Research: planning*, 259.

appropriate ways to validate the findings in this research. Thus, researcher decides three subject of research to be asked through interview to validate the findings of the research.

I. Research Stages

The following stages are conducted as process in doing the research; the stages are mentioned as follows:

1. Taking preliminary research

The preliminary research conducted through interview to ETED students who do proposal writing. It is done to analyze the used strategies of students in doing proposal writing. The former research on the same field is another consideration yet.

2. Deciding the research design

Research design is decided after the title. Within the title, researcher defines the theme and the aspect to be researched. Afterwards, concluding the phenomena in the preliminary research process. Then from the phenomena in the background of research, the research design can be decided.

3. Conducting the research

The steps in conducting the data are mentioned as follows:

a. Collecting the data

The data are collected through checklist e-questionnaires of the learners as the data is taken from the students' responses or answers of the points in the e-questionnaires. The link of e-questionnaires directly sends to personal contact of the subjects' research. Then, it is recorded in the *Google docs* of researcher.

b. Analyzing the data

The data collection is analyzed through two theoretical frameworks. First, the data are analyzed by H.D. Brown theory and classifications of metacognitive strategies. Second, the data are analyzed by the Gardner theory on the students' learning attitudes.

c. Concluding the data

The researcher concludes the analyzed data to get the result of the study.

CHAPTER IV

RESEARCH FINDING

This chapter presents and analyzes the finding of the research. Findings are taken from the ETED students' batch 2013 that overtake their proposal examination. Furthermore, it establishes the result of metacognitive awareness writing questionnaire (MAWQ) and attitudes from ETED students. The data processes through some steps, such as organizing, ordering, categorizing, interrelating data and interpreting the data. Therefore, this research is completed by the written summary of questionnaire result.

A. Findings

The data of this research reveals the use of metacognitive strategies by the students. Since the objective of this research examines the most commonly used of metacognitive strategies of students and their attitudes toward the use of the strategies. However, researcher presents the result of first research question along with the second research question. The researcher presents the finding in order to give the raw data before interpreting the result of the research. The raw data are ordered by the table summary for each questionnaire response. Indeed, the raw data maintain the finding of the research process. The tables below are the unprocessed data of questionnaire responses on MAWQ and attitudes toward the use of metacognitive strategies, respectively. The tables are divided on the each operational detail which included in the questionnaire as followings. It begins from the first research question that deals with the most commonly used of metacognitive strategies by the students. The second research question is about the attitude toward the use of metacognitive strategies.

The following table represents the result of research on the metacognitive strategies awareness by ETED students during the proposal writing process.

33

1. **Planning**

     Planning is the process of metacognitive strategies before conducting some task. In this case, it is to begin the process of proposal writing by the students. The table below is the result of the research on the use of it.

Table 4.1
The Responses of Students on
Metacognitive Strategies Awareness Questionnaire

No.	Operational Details	∑True	∑False
1.	A skilful writer is familiar with writing strategies (e.g., planning or revising the text)	22	-
2.	To improve my writing skill, I have to read a lot.	22	-
3.	At every stage of writing, a skillful writer avoids making error.	17	5
4.	I know which strategy best serves the purpose I have in my mind.	20	2
5.	Before I start to write, I prepare an outline.	19	3
6.	Before I start to write, I find myself visualizing what I am going to write.	19	3
7.	My initial planning is restricted to the language resources (e.g., vocabulary, grammar, expressions) I need to use in my writing.	19	3
8.	I set goals and sub-goals before writing (e.g., to satisfy teacher, to be able to write emails, to be a professional writer).	17	5
9.	I make a draft before writing.	17	5
10.	I have specific audience in my mind.	14	8
11.	I choose the right place and the right time in order to write.	13	9

12.	I use avoidance strategies (e.g., when I do not know a certain vocabulary item or structure I avoid it).	12	10
13.	If my mind goes blank when I begin to write, I use other similar texts or resources to take hint (find the clue).	21	1

Based on the table above, there are some findings deals with the operational details that relate to the planning strategies. The descriptions of each detail as followings,

a) A skilful writer is familiar with writing strategies (e.g., planning or revising the text).

This operational detail deals with the background knowledge of students before conducting the proposal writing process. The background knowledge is about the familiarity to the writing strategies. In this operational detail, students as subject research give the opinion relates to the familiarity of writing strategies, all subject of research stated that is true. All of them agree that a skilful writer is familiar with writing strategies.

b) To improve my writing skill, I have to read a lot.

All the respondents keep in their mind the improving skill can be done through read a lot. So they agree that in order to improving skill, the students need to read a lot.

c) At every stage of writing, a skillful writer avoids making error.

Dealing with the case of avoiding in making errors, almost students agree that skillful writers avoid in making errors at every stage of writing. But there are five students do not think so. Although the skillful writers, they can make error in the stage of writing.

d) I know which strategy best serves the purpose I have in my mind.

This operational detail tells about fitting the strategy in learning process. Most of students as this subject of

research keep in their mind about the strategy that the purpose fit with their needs. Yet, not all of students think about it. There are two students do not know which strategy serves the best purpose as give the advantage in their learning process, especially proposal writing process.

e) Before I start to write, I prepare an outline.

Though almost students know the advantage of preparing outline before they start to write, there are some students do not prepare an outline before starting to write. However, there are three students in this study who do not prepare an outline before they start to conduct proposal writing.

f) Before I start to write, I find myself visualizing what I am going to write.

The following table explores the visualization of planning before the writing process.

Most of the students in this study visualize their planning before start to write proposal. But there are three students do not visualize their planning before starting their proposal writing.

g) My initial planning is restricted to the language resources (e.g., vocabulary, grammar, expressions) I need to use in my writing.

The most students initial planning is restricted to the language resources to begin the proposal writing. Yet, there are three students still consult to the language resources to begin the proposal writing process.

h) I set goals and sub-goals before writing (e.g., to satisfy teacher, to be able to write emails, to be a professional writer).

This operational detail reveals the goal setting of students before they conduct the proposal writing. Then, it lets them to have sub-goals of their proposal writing. In this case, most of students have their own goals and sub-goals for their proposal writing process. However, there are still four students do not really set their goals and sub-goals dealing with their proposal writing process. Thus, not all of students be well

prepared to the goal setting of the proposal writing process.

i) I make a draft before writing.

Although most of students think that making draft before writing is important. There are still five students that do not make draft before they write their real proposal writing.

j) I have specific audience in my mind.

Some of students have their specific audience in their mind. They keep in their mind for whoever they conduct their writing process. Then, some of students do not specify their writing audience. They do not decide who will be read their proposal writing specifically. There are eight students do not specify their audience of proposal writing.

k) I choose the right place and the right time in order to write.

Some of students always decide the right place and the right time in order to write. So they choose about it before begin to write. But, some of students do not decide about that. They wherever and whenever they need to write without choosing the right place and the right time.

l) I use avoidance strategies (e.g., when I do not know a certain vocabulary item or structure I avoid it).

In this study, only around half of the subject research uses the avoidance strategies. They avoid the use of grammar, words or something that they do not really know in their proposal writing process. There are ten students do not use this avoidance strategies. So, they use something relates with their proposal writing process though they do not really know about it.

m) If my mind goes blank when I begin to write, I use other similar texts or resources to take hint (find the clue).

This operational detail is about the use of hint when students get blank idea of their proposal writing process. They use similar sentences or text to take hint. Therefore they do not go blank with the idea

during proposal writing process. Almost all of students use similar text or find other clue to take hint while they get blank idea during proposal writing process. Only one student does not use other similar texts or resources to take hint.

2. **Monitoring**

Monitoring is the process of metacognitive strategies that conducted by the students during proposal writing process. The following table shows the result of research after examines the use of it by the students during proposal writing process.

Table 4.2
The Responses of Students on
Metacognitive Strategies Awareness Questionnaire

No.	Operational Details	∑True	∑False
1.	I am aware of different types of genres in writing.	20	2
2.	While writing, I identify the mistakes I have made.	17	5
3.	I am familiar with cohesive ties (e.g., therefore, as a result, firstly).	21	1
4.	I know what to do at each stage of writing.	17	5
5.	I find myself applying writing strategies with little difficulty.	19	3
6.	I pause while writing and ask myself if the message is clear.	18	4
7.	I know what coherent piece of writing.	16	6
8.	I know what to do when strategies I employ are not effective.	15	7
9.	I know when to use a strategy.	17	5
10.	When I use a strategy, I ask myself if it is appropriate.	20	2
11.	I can develop ideas creatively through using novel (new and	12	10

	different) sentences.		
12.	At every stage of writing, I use my background knowledge to create the content.	19	3
13.	I mainly focus on conveying the main message rather than the details.	15	7
14.	I automatically concentrate on both the content and the language of the text.	20	2
15.	I can effectively manage the time allocated to writing.	5	17
16.	I have control over my attention and do not easily let myself sidetracked.	10	12
17.	While writing, I consult resources such as a dictionary or the Web to get help.	22	-
18.	I stop while writing and ask myself how well I am doing.	19	3

Based on the table above, there are some findings for the result of study on the use monitoring strategies. The descriptions of each detail as followings,

a) I am aware of different types of genres in writing.
This operational detail presents the awareness of students in the different genres of writing. During the proposal writing process, most of students are aware of the different genres in the writing. There are only two students do not aware with different genres of writing during their process of writing.

b) While writing, I identify the mistakes I have made.
Most of students are able to identify mistakes they have made during writing. Otherwise, there are five students do not identify the mistakes they have made during the proposal writing process.

c) I am familiar with cohesive ties (e.g., therefore, as a result, firstly).

Almost all students as this research subject familiar with the cohesive ties during writing, such as therefore or firstly. Yet, there is one student who does not familiar with the cohesive ties that they need during the proposal writing process.

d) I know what to do at each stage of writing.

In this operational detail, the researcher presents that most of students know what they need to do at each of writing stage. They know what they need to do during their writing process, as they go blank idea or another problem during proposal writing process. However, there are some students do not know what they need to do at each stage of their proposal writing process. Since there are five students in this study state that they do not know what they need to do at each stage of writing, such after meet the supervisor they feel confuse what they need to do to revise their proposal writing.

e) I find myself applying writing strategies with little difficulty.

Almost all the students agree that they find little difficulty in applying the writing strategies for their proposal writing process. But in this study the researcher finds three students do not agree about that as they feel really difficult in applying the writing strategies for their proposal writing process.

f) I pause while writing and ask myself if the message is clear.

Almost all students monitor their writing by pausing their writing then checking the clarity of message in their writing. Therefore, they know that the purpose of their proposal writing is delivered to the readers. Only four students do not do that process in this study.

g) I know what coherent piece of writing.

This operational detail relates to the coherent pieces of writing. Most of students know about the coherent

piece of writing during their proposal writing process. Otherwise, there are six students still do not know about the coherent piece of writing during their proposal writing process.

h) I know what to do when strategies I employ are not effective.

The operational table is regarding to the problem that students face during proposal writing process. Most of students in this study know what they need to do when the writing strategies they have conducted are not effective. They know what they need to do to solve that problem during proposal writing process. But there are some students do not know what they need to do when they face that problem.

i) I know when to use a strategy.

This operational detail reveals the knowledge in the use of a strategy while proposal writing process. Most of students know the timing in using a strategy. Yet, there are five students do not know when to use a strategy during proposal writing process.

j) When I use a strategy, I ask myself if it is appropriate.

The following table explains the monitoring process in the appropriateness of the use of strategy by the students during proposal writing process. The students monitor their appropriateness of the strategy used during the proposal writing process. Most of them ask themselves whether the use of a strategy is appropriate or not for their proposal writing process. But, there is two students in this study do not monitor themselves in the appropriateness of the use a strategy during proposal writing process.

k) I can develop ideas creatively through using novel (new and different) sentences.

The process of developing ideas during proposal writing process is presented in this study. Some of the students can develop ideas creatively by using novel sentences. Otherwise, there are also some students cannot develop ideas creatively through novel sentences. As seen in this study, there are ten students

state that they cannot develop ideas creatively by using novel sentences.

l) At every stage of writing, I use my background knowledge to create the content.

This operational detail explores the use of background knowledge of students during their proposal writing process. Almost all the students in this study use their background knowledge to create the content at each stage of writing. They create the content of their proposal writing by using their background knowledge. Yet, there are three students do not take advantage as they do not use their background knowledge to create the content of proposal writing.

m) I mainly focus on conveying the main message rather than the details.

In this study, most of students mainly focus on conveying the main message rather than the details. They prioritize to focus on the main message of their proposal writing. Otherwise, the seven students in this study do not think so. They do not only focus in conveying the main message of the proposal writing.

n) I automatically concentrate on both the content and the language of the text.

The concentration of the students during proposal writing process is reviewed in the monitoring process during proposal writing. Almost the students in this research automatically concentrate on both the content and the language of the text in the proposal writing process. Otherwise, there are two students do not automatically concentrate on both the content and the language of the text in their proposal writing process.

o) I can effectively manage the time allocated to writing. This operational detail presents the research on the time management of students during proposal writing process. Almost all students cannot manage their time allocation for proposal writing process effectively. They seem feeling difficult in managing the time

allocated for proposal writing process. Otherwise, there are five students can manage the time allocated for proposal writing process effectively.

p) I have control over my attention and do not easily let myself sidetracked.

In this operational detail, the researcher examines the attention control of students to themselves during proposal writing process. Some of students can control over their attention and do not let their self easily to be sidetracked. But there are twelve students do not think so. They cannot really control over their attention and easily let their selves to be sidetracked.

q) While writing, I consult resources such as a dictionary or the Web to get help.

This operational detail tells about the use of resources for getting help during the proposal writing process. While proposal writing process, almost all the students in this study consult the resources such as dictionary or website to get help in solving the problem during the proposal writing process.

r) I stop while writing and ask myself how well I am doing.

This operational detail shows the monitoring process of the progress during proposal writing process. While writing process, almost all students in this research stop their proposal writing process for a moment then asking their self deals with the progress of their writing. They ask how well they have done during the proposal writing process. Though there are only two students do not do that.

3. Evaluating

Evaluating is the process of metacognitive strategies that conducted by the students while finishing proposal writing process. The following table shows the result of research after examines the use of it by the students in proposal writing process.

Table 4.3
The Responses of Students on
Metacognitive Strategies Awareness Questionnaire

No.	Operational Details	∑True	∑False
1.	Topic familiarity has a significant effect on one's writing output.	22	-
2.	Word by word translation from first language to English negatively affects one's ability in writing.	21	1
3.	I believe that the more I practice writing, the more I improve my writing skill.	21	1
4.	I know which problem in writing need much more attention than others.	18	4
5.	I ask myself if the content matches the outline I have already developed.	18	4
6.	I find myself resorting to fixed set of sentences I have in mind instead of creating novel sentences.	17	5
7.	When I get stuck, I can find ways to solve the problem.	17	5
8.	After I finish the writing, I check whether the content fits the original plan.	21	1
9.	When I cannot write complicated sentences, I develop other simple ones.	19	3
10.	If I do revision, I do it at both textual and the content level.	18	4
11.	When I do not understand something, I get help from others (e.g., my classmates, the teacher).	21	1
12.	After I finish writing, I know how well I have done.	19	3

13.	After I finish writing, I edit the content of my paper.	16	6
14.	If I do revision, I do it at the textual features of the text (e.g., vocabulary, grammar, and spelling).	19	3
15.	I know how to develop an appropriate introduction, body, and conclusion for my writing.	21	1

Based on the table above, there are some findings for the result of study on the use evaluating strategies. The descriptions of each detail as followings,

a) Topic familiarity has a significant effect on one's writing output.

This operational detail deals with the evaluative process in the proposal writing process. Almost all the students in this study tell that topic familiarity is affected to the writing output. It deals with the final result of proposal writing. When students write the proposal that the topic is familiar to the students. They easily can develop the ideas during the proposal writing process.

b) Word by word translation from first language to English negatively affects one's ability in writing.

Almost all students give their opinion that word by word translation negatively affected to the student's writing ability. Then, it distracts the proposal writing process. Yet, there is one student does not think that it is negatively affected to the writing ability of students.

c) I believe that the more I practice writing, the more I improve my writing skill.

This operational detail is about the students' believes in the repetition of writing practice. Almost all if students in this study believe that the more they practice the writing, the more they can improve their skill in writing. So they can write proposal better that before. Yet, there is one student do not think so.

d) I know which problem in writing need much more attention than others.

Most of students know and can decide which problem in their writing process that needs more attention. They usually evaluate their problem in the writing process by their selves. They focus on the problem that really needs their attention. It means they can decide the problem which becomes their priority to be solved. Otherwise, there are four students that do not really decide the priority due to the problem they meet in the process of proposal writing.

e) I ask myself if the content matches the outline I have already developed.

This study reveals that students evaluate their selves dealing with the developing outline of writing with the content of writing. Most of students evaluate themselves about the conformity of the proposal writing content with the outline they are already developed before. But, there are four students do not do like most of them do.

f) I find myself resorting to fixed set of sentences I have in mind instead of creating novel sentences.

This is about the evaluative activity which deals with the use of sentences as the content of proposal writing. Most of students find themselves in resorting to the fixed sentences in their mind rather than creating the novel sentences in the developing the content of proposal writing by the students. But there are five students do not do the process of resorting to the fixed sentences in their proposal writing process.

g) When I get stuck, I can find ways to solve the problem.

In this study, most of students can find ways to solve problem when they get stuck during proposal writing process. Otherwise, there are five students cannot really find ways to solve problem when they get stuck during the process of proposal writing.

h) After I finish the writing, I check whether the content fits the original plan.

After finish writing, almost all students in this study check their writing whether the content fits with the original plan of proposal writing. Yet, there are only one student do not do it.

i) When I cannot write complicated sentences, I develop other simple ones.

This operational details deals with the solution after meet complicated sentences during proposal writing process. Most of students decide to develop simple sentences when they cannot write the complicated sentences. They solve the solution when confusing of complicated sentences during proposal writing process. But, there are still three students do not take advantage on the activity in developing the simple sentences.

j) If I do revision, I do it at both textual and the content level.

This study presents about the use of revision process of students in proposal writing process. Most of students conduct the revision at the level both textual and content of proposal writing. Otherwise, there are four students do not do the same activity in the revision process of proposal writing.

k) When I do not understand something, I get help from others (e.g., my classmates, the teacher).

It is about getting help from others when students find problem in proposal writing process. In this study, almost all of students get help from others like classmates or teacher when they do not understand something or find the problem in the proposal writing process. Yet, there is one student do not have chance as well as the others.

l) After I finish writing, I know how well I have done.

After finish writing, almost all students know how well they have done with their proposal writing process. Yet, there are two students do not know how well they have done with their proposal writing.

m) After I finish writing, I edit the content of my paper.

This operational detail tells the activity of students after finishing the proposal writing process. Most of students in this study edit the content of their proposal writing after finishing their writing. But, there are six students do not do that.

n) If I do revision, I do it at the textual features of the text (e.g., vocabulary, grammar, and spelling).

Almost all students do revision at the textual features of the text, such as grammar, spelling and vocabulary. Yet, there are only three students do not really do revision at the textual features of the proposal writing.

o) I know how to develop an appropriate introduction, body, and conclusion for my writing.

This operational detail presents about the developing of the writing content by the students. In this study, almost all the students know how to develop the introduction, body and conclusion of their proposal writing. Yet, there is one student do not think so.

4. Attitude

Attitude is the viewpoints of students to the use metacognitive strategies that conducted by the students during proposal writing process. The following table shows the result of research after observes the response to the use of it by the students during proposal writing process.

Table 4.4
The Responses of Students on
Attitude toward the Use of Metacognitive Strategies
Questionnaire

No.	Operational Details	∑Strongly Agree	∑Agree	∑Neutral	∑Disagree
1.	I feel confident in using metacognitive strategies.	1	15	5	1

No.	Statement				
2.	I believe that metacognitive strategies give me opportunity to acquire new knowledge.	**2**	**20**	**-**	**-**
3.	I believe that metacognitive strategies enhances my learning experience.	**4**	**13**	**5**	**-**
4.	I believe that evaluation is an important feature of metacognitive strategies.	**5**	**15**	**2**	**-**
5.	Metacognitive strategies increases the quality of proposal writing because it integrates all focus of proposal writing process.	**3**	**16**	**3**	**-**
6.	Using metacognitive strategies allow for increased learners skill on proposal writing.	**2**	**16**	**4**	**-**

7.	I would be interested in studying lectures that use metacognitive strategies.	**2**	**7**	**12**	**1**

Based on the table above, there are some findings for the result of study on the attitude of students to the use of metacognitive strategies. The descriptions of each detail as followings,

a) I feel confident in using metacognitive strategies.

Most of them are agree that they feel confident in using metacognitive strategies during proposal writing process. One of them is really agree about that. Otherwise, there are also some of them do not really think about that. One of them does not feel confident in using metacognitive strategies during the proposal writing process.

b) I believe that metacognitive strategies give me opportunity to acquire new knowledge.

Almost all the students agree that metacognitive strategies give them opportunity in acquiring new knowledge during proposal writing process. Furthermore, there are two students really agree that the use of metacognitive strategies give them opportunity in acquiring new knowledge during proposal writing process.

c) I believe that metacognitive strategies enhances my learning experience.

Most of students in this study believe that the use of metacognitive strategies give them opportunity to enhance the learning experience during proposal writing process. Then, some of the really believe on that. But, there are some students do not really believe about that.

d) I believe that evaluation is an important feature of metacognitive strategies.

Some of students think that evaluation is the important feature of metacognitive strategies during proposal writing process. Surprisingly, some of them really believe about that. Yet, there are also some students do not think about that.

e) Metacognitive strategies increases the quality of proposal writing because it integrates all focus of proposal writing process.

Mostly, the students believe that the use of metacognitive strategies increase the quality of proposal writing by the students. Furthermore, there are also some students who really believe about that. Otherwise, there are some students do not think about that.

f) Using metacognitive strategies allow for increased learners skill on proposal writing.

Almost all of students agree that the use of metacognitive strategies allow for increased learners skill on proposal writing process. Then, there are some students really agree about that. Yet, there are some students do not think so.

g) I would be interested in studying lectures that use metacognitive strategies.

Most of them do not really think that they interest in studying lecture that use metacognitive strategies. Furthermore, there is one students do not interest on that. Otherwise, there are also some students are interest in studying lectures that use metacognitive strategies. Afterward, there are also some students are really interest on that.

Based on table above can be described the summary of questionnaire responses for each item as presented in the following table. The summary is taken through categorizing the questionnaire response selection of each metacognitive strategy and attitudes of the subject research. Thus, the summary can be seen as the number of total subject research in choosing the available responses in the questionnaire.

Then, the following table provides the data of most commonly used metacognitive strategies to answer the first research question. Table below offers the summary of result base on the metacognitive strategies.

Table 4.5
The Summary Result of MAWQ

No.	Metacognitive Strategies	Result
1.	Planning	8 students
2.	Monitoring	2 students
3.	Evaluating	12 students

The data in the table present the description of the most commonly used of each metacognitive strategy by ETED students respectively. The table explains evaluating as the most commonly used metacognitive strategies from those three strategies. Then, they like to do planning for their proposal writing process. They plan of their proposal writing process as the consideration in begin their work on proposal writing. There are only few students choose monitoring as their strategy in doing proposal writing. Monitoring does not really chosen by students for their proposal writing process. Hence, the students prefer evaluate their work during proposal writing process rather than do planning and monitoring.

Additionally, the following data are about the attitudes toward the use metacognitive strategies to answer the second research question. The table below gives the summary of students' attitudes towards the use of metacognitive strategies. The subject research gives the responses though the available response in the questionnaire. They choose the responses by their own preference of attitudes in the type of using metacognitive strategies. So, following table is the summary of major attitudes towards the use of metacognitive strategies.

Table 4.6
The Summary Result of Attitudes

Number of the Operational Detail	Major Result
1	15 students agree
2	20 students agree
3	13 students agree
4	15 students agree
5	16 students agree
6	16 students agree
7	12 students neutral

Further to the findings, actually the collected data are 23 questionnaire responses. But there is one subject research fills in the questionnaire two times and the two responses are same. Indeed, the researcher only picks one response to be presented in the findings. It makes the explanation of presented data consist of 22 students.

Additionally, there are some students who have been taken the proposal writing examination cannot participate as the respondent in this research. Since they get some obstacles while the process of filling in the questionnaire, for instance lack of tools and lack of internet access. However, there are some students who have been taken their proposal writing examination do not participate in this research. The reason of this situation is since they do not response the researcher when the researcher gives them the link of questionnaire, though the researcher gives the questionnaire to the subjects of research more than two times.

B. Discussion

Noticing the differentiation in the interpretation between readers and researcher, discussion towards the findings above is important. This part discusses those findings by reflecting on some theories related for each detail. Indeed, it is to build the same interpretation between readers and researcher.

Before discussing the final result of this study, the researcher needs to discuss the result for each subject research of this study. This is as maintaining data the discussion of final result. Afterwards, the researcher discusses the final result of this study. The discussion for each part as presented in the following paragraph.

1. The Discussion of Each Subject Research

The discussion of each student responses to the questionnaire is presented in the following paragraph. The term of explaining the result is the description of the metacognitive strategies use. Then it is followed by the description of the attitudes towards it. Subsequently, the summary of their result is revealed in the end of the description. The time stamp of filling the questionnaire is consecutively as the consideration in explaining the result of this research.

The result for each student explains distinctively in the following paragraph.

a) Student 1

Student 1 desires to use planning in the proposal writing process. Furthermore, this subject research prefers to use avoidance strategies such avoid to use vocabulary item or structure which do not really know about. It seems that this subject research is an advance organizer. So, this subject research usually takes comprehensive preview in the anticipated learning activity during the proposal writing process.[1] Afterwards, the subject attitudes toward the use of metacognitive strategies believe that it gives the opportunity to acquire new knowledge. Furthermore, the subject believes that evaluation is the important feature in the metacognitive

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[1] Brown, *Principles of Language Learning and Teaching,* 134.

strategies. Finally, the subject believes metacognitive strategies increase the quality of proposal writing and the learners' skill.

b) Student 2

This subject research frequently do revision on both textual and content level of proposal writing then check whether the contents fit with the original plan. Those activities show that student 2 is correcting the accuracy as the appropriateness of proposal writing content or the textual of proposal writing. And student 2 checks the outcome of the proposal writing.[2] It shows that student 2 prefers to use monitoring and then evaluating of metacognitive strategies in the proposal writing process. Meaning that student 2 is not only use monitoring as the strategies in proposal writing process. But student 2 also prefers to use evaluating as the strategies in the proposal writing process. Furthermore, the subject really believes that the use of metacognitive strategies enhances the learning experiences during proposal writing process.

c) Student 3

Student 3 chooses evaluating of metacognitive strategies as the strategy in the proposal writing process. It can be seen from what frequently activities are done by this subject research. After finishing writing, this subject research frequently checks the content of proposal writing whether fit with the original plan. It shows that this subject research do self-evaluation.[3] Later, the subject interests to the use of metacognitive strategies in the studying lectures' process.

d) Student 4

Student 4 selects evaluating of metacognitive strategies when conduct the proposal writing process. Since this subject research usually do the evaluating process. It is such when student 4 cannot write the complicated sentences, this subject research develop other simple ones which easier to be developed. After that, the subject really believes regarding to

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[2] Brown, *Principles of Language Learning and Teaching,* 134.
[3] Brown, *Principles of Language Learning and Teaching,* 134.

the opportunity in acquiring new knowledge and enhances the learning experiences by the use of metacognitive strategies in proposal writing process. Then, the subject believes the importance of evaluating strategy in the proposal writing process.

e) Student 5

Student 5 generally evaluates the proposal writing. After finish writing, this subject research knows how well it is being done. It seems that student 5 prefers to use evaluating of metacognitive strategies during proposal writing process and believes to the importance of evaluation in the metacognitive strategies.

f) Student 6

This subject research is familiar with cohesive ties. It seems that student 6 is selective attention. Since student takes attention to specific aspects of language input that helps the process of proposal writing.[4] Then, this subject research regularly edits the content of proposal writing, after finish writing. Seems that student 6 likes to use planning and evaluating during the proposal writing process. Then, the subject believes that studying lectures by using metacognitive strategies is really interesting.

g) Student 7

Student 7 wishes to use evaluating of metacognitive strategies during proposal writing process. Since this subject research usually can decide the priority focus of problem in proposal writing process. Then, it shows that this subject research does self-management because understand the conditions that help one learn and arranging for the presence of those conditions.[5] Furthermore, the subject believes that evaluation is important aspect in the metacognitive strategies. Then, it gives the opportunity to acquire new knowledge. Finally, the subject believes that metacognitive strategies increase the quality of proposal writing and the learners' skill on proposal writing.

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[4] Brown, *Principles of Language Learning and Teaching,* 134.
[5] Brown, *Principles of Language Learning and Teaching,* 134.

h) Student 8

Subject 8 desires about the use of evaluation in the proposal writing process. As this subject research frequently does some conditions that relate to the evaluating activity, such checking whether the content fit with original plan. Definitely, the subject really believes that evaluation is the important feature in the metacognitive strategies and the use of metacognitive strategies gives opportunity to acquire new knowledge through learning process.

i) Student 9

Student 9 tends to choose evaluating in metacognitive strategies as strategy during proposal writing process. The subject believes to the importance of evaluation in the metacognitive strategies. Then, the subject believes that metacognitive strategies give opportunity to acquire new knowledge and interest in studying lectures by using metacognitive strategies. Lastly, it enhances the learning experience as well as increases the quality of proposal writing and learners' skill in proposal writing

j) Student 10

Student 10 prefers to use planning of metacognitive strategies during proposal writing process, because this subject research is usually visualizing what this subject is going to write. Look like this subject research takes functional planning as this subject research plans for and rehearse linguistic components necessary to carry out the presence of the conditions before going to write proposal.[6] Afterwards, the subject uses metacognitive strategies confidently and interest in the use of metacognitive strategies during studying lectures. Furthermore, the subject believes the importance of evaluation and the increasing proposal writing quality and skill through the use of metacognitive strategies in proposal writing process. Finally, the subject believes that the use of metacognitive strategies enhances the learning experiences and gives the opportunity to acquire new knowledge during learning process.

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[6] Brown, *Principles of Language Learning and Teaching,* 134.

k) Student 11

Student 11 decides on the use of planning along with evaluating of metacognitive strategies in the proposal writing process. Since this subject research usually prepares an outline before conduct proposal writing, and then checks the appropriateness of content with the outline that already developed. Besides, the subject feels confident in using metacognitive strategies. The subject believes that metacognitive strategies enhances the learning experiences and increases the skill in proposal writing.

l) Student 12

Student 12 selects evaluating as the commonly used of metacognitive strategies. As this subject research frequently evaluates the progress how well the proposal writing is done. Additionally, the subject feels confident by using metacognitive strategies and believes that metacognitive strategies give the opportunity to acquire new knowledge. Then, the subject believes that metacognitive strategies enhances the learning experience, increases the quality of proposal writing and the skill on proposal writing. Finally, the subject believes to the important of evaluation in metacognitive strategies and would be interest in studying lectures by using metacognitive strategies.

m) Student 13

Student 13 likes to use monitoring along with evaluating of metacognitive strategies during the proposal writing process. Since this subject research feels true that word by word translation from first language to English negatively affects one's ability in writing. It seems that this subject research conducts self-monitoring as correcting the accuracy of vocabulary then the appropriateness of condition in proposal writing process.[7] Besides, the subject feels confident in using metacognitive strategies and believes that it gives the opportunity in acquiring new knowledge.

n) Student 14

Student 14 is likely to use evaluating of metacognitive strategies during proposal writing process. And the subject

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[7] Brown, *Principles of Language Learning and Teaching,* 134.

also really believes that evaluation is the important feature of metacognitive strategies. Thus, the subject attitude to the use of metacognitive strategies in the form of evaluation matches with the only one selected use of metacognitive strategies.

o) Student 15

Student 15 likes to use planning of metacognitive strategis during the proposal writing process. Additionally, the subject feels confident in using metacognitive strategies, interests in studying lectures by using metacognitive strategies and believes that it gives the opportunity to acquire new knowledge. Then, the subject believes that the use of metacognitive strategies enhances the learning experiences along with the increasing of proposal writing quality and the skill in proposal writing. Besides, the subject believes on the importance of evaluation in the use of metacognitive strategies.

p) Student 16

Student 16 prefers to use planning along with evaluating of metacognitive strategies in the proposal writing process. Furthermore, the subject really believes that metacognitive strategies gives the opportunity to acquire new knowledge and enhances the learning experiences. Thus, the use of metacognitive strategies significantly increases the quality of proposal writing.

q) Student 17

Student 17 decides to use evaluating of metacognitive strategies during the proposal writing process. The subject also really believes that evaluation is the important aspect in the use of metacognitive strategies. Indeed, the selected use of metacognitive strategies relates as well with the attitudes towards the use of metacognitive strategies in the aspect of evaluation.

r) Student 18

Student 18 is likely to use planning of metacognitive strategies during the proposal writing process. However, the subject really believes that the use of metacognitive strategies enhances the learning experience along with the increasing quality of proposal writing and the skill in proposal writing.

Yet, the subject does not feel confident in using metacognitive strategies.

s) **Student 19**

Student 19 likes to use planning of metacognitive strategies in proposal writing process. Besides, the subject really believes that the use of metacognitive strategies increases the quality of proposal writing during proposal writing process. Conversely, the subject does not interest in studying lectures that use metacognitive strategies in the learning process.

t) **Student 20**

Student 20 almost prefers to use planning, monitoring and evaluating of metacognitive strategies during proposal writing process. Since this subject research usually do what others done in the planning, monitoring and evaluating process, such prepare an outline before writing, while writing consult resource like dictionary to get help and evaluate the content whether fit with the original plan. Additionally, the subject feels confident in using metacognitive strategies along with the compliance that metacognitive strategies give the opportunity to acquire new knowledge and enhances the learning experiences. Furthermore, the subject believes that metacognitive strategies increase the quality of proposal writing and the skill in proposal writing process. Finally, the subject believes to the importance of evaluation in metacognitive strategies and interest in the use of metacognitive strategies during studying lectures.

u) **Student 21**

Similarly to the previous subject, student 21 prefers to use planning, monitoring and evaluating. Moreover, the subject feels confident in using metacognitive strategies and believes that metacognitive strategies give the opportunity to acquire new knowledge. On the other hand, the subject does not really believe that metacognitive strategies enhance the learning experiences. Besides, the subject believes to the importance of evaluation in metacognitive strategies and interests to use metacognitive during studying lectures. Lastly, the subject believes that the use of metacognitive strategies increases the quality of proposal writing and the skill in proposal writing.

v) Student 22

This subject research frequently after finish writing checks the content of proposal writing, whether fit with the original plan. It seems the process of self-evaluation as student checks the outcomes of proposal writing.[8] Moreover, student 22 is likely to use evaluating of metacognitive strategies during proposal writing process. Furthermore, the subject feels confident in using metacognitive strategies and believes that metacognitive strategies give the opportunity to acquire new knowledge. Then, the subject believes to the importance of evaluation in the metacognitive strategies along with the agreement that metacognitive strategies enhance the learning experiences. Indeed, the subject believes that the use of metacognitive strategies increase the quality of proposal writing and the skill in proposal writing.

2. The Discussion of Final Result in the Study

The discussion final result in the study reveals the summary of result in this study. It presents the discussion whether the result appropriate with the objective of the research or not.

a) The Most Commonly used of Metacognitive Strategies on Writing among EFL Learners at English Teacher Education Department of Sunan Ampel State Islamic University in Proposal Writing Academic Year 2016-2017

Engaging mental planning, monitoring and reviewing are the role of metacognitive strategies.[9] The fact declares that the role of metacognitive strategies helps students in planning, monitoring and evaluating the proposal writing. Therefore, examining the use of metacognitive strategies by students is significantly affected to the proposal writing process.

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[8] Brown, *Principles of Language Learning and Teaching,* 134.
[9] Khalid Alharthi, "The Impact of Writing Strategies on the Written Product of EFL Saudi Male Students at King Abdul-Aziz University" (PhD Thesis, Newcastle University, 2011), 158-159.

Regarding to the findings, there are eight students that commonly used planning, two students that commonly used monitoring and twelve students that commonly used evaluating for their proposal writing process. Hence, evaluating is the most commonly used of metacognitive strategies on writing among EFL learners at English Teacher Education Department of Sunan Ampel State Islamic University in proposal writing academic year 2016-2017. Respectively each finding discusses in the following paragraphs.

(1) Planning

8 EFL learners at English Teacher Education Department of Sunan Ampel State Islamic University academic year 2016-2017 are commonly used planning as their metacognitive strategies in proposal writing process.

Based on Anderson, the key of metacognitive strategies in second language learning process is planning.[10] In this case of research is foreign language learning process. Since the subject of research are English Foreign Language learners. Specifically, the language learning process is writing for the proposal writing.

Therefore, planning takes the second position of the most commonly used metacognitive strategies by students for this research properly in compliance with those statements above.

(2) Monitoring

2 EFL learners at English Teacher Education Department of Sunan Ampel State Islamic University academic year 2016-2017 are commonly used monitoring as their metacognitive strategies in the proposal writing process.

Monitoring takes the third or last position as the most commonly used of metacognitive strategies by the student batch 2013 as they are the proposal writing students of English Teacher Education

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[10] O'Malley, et.al., *Learning Strategies*, 47.

Department of Sunan Ampel State Islamic University academic year 2016-2017. Only few students use monitoring as their strategies in processing the proposal writing.

However, internal monitoring signals behind the identification by Markman about the ability of learners in detecting the failure. They recognized structure absence and perception of inconsistencies on behalf of comprehending verbal materials.[11] In this case of research, the monitoring process is that students are identifying the mistake during writing.

Indeed, the students can comprehend their ability in detecting the stage of writing, the needs in writing, the kinds of writing and management process in their proposal writing process.

(3) Evaluating

12 EFL learners at English Teacher Education Department of Sunan Ampel State Islamic University academic year 2016-2017 are commonly used the evaluating strategy as their metacognitive strategies in the proposal writing process.

Most of students in this research decide to use evaluating as their metacognitive strategies for their proposal writing process. Aforementioned chapter of this study mentions the focus identification of this study is the use of metacognitive strategies on the self-evaluation strategies by EFL learners of English Teacher Education Department academic year 2016-2017 in their proposal writing process. Similarly to the focus of identification, the findings of this research process is evaluating strategies as the almost commonly used of metacognitive strategies for their proposal writing process. Thus, this research is worth as it is comply with the request to the focus of identification.

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[11] O'Malley, et.al., *Learning Strategies*, 48.

Furthermore, Shelly Wishmat and colleagues states that metacognitive strategies processes support the development of problem-solving skills.[12] Evaluating can be included in the process of problem-solving. Since in the process of evaluating there are some processes such as know how to develop an appropriate introduction, body and conclusion in the writing, the condition when students cannot write complicated sentences then they develop other simple ones, and believing that the more students practice writing the more the students improve the writing skills. Hence, these are can be comprised as the process of problem-solving as the processes are after finding the problem, students do the solution what they decide to.

b) **The Learners' Attitude towards the Use of Metacognitive Strategies on Writing among EFL Learners at English Teacher Education Department of Sunan Ampel State Islamic University in Proposal Writing Academic Year 2016-2017**

The students' behaviors, inner mood and therefore learning are influenced by the existence of attitude in the learning process.[13] This study examines the role of attitudes in the learning process by using metacognitive strategies. The influence of the metacognitive strategies used are examines in this research process. So, this study not only explore the use of metacognitive strategies used by the student, but also explore how the students willingness to the use of metacognitive strategies in their learning process.

Additionally, Banaji and colleague state that attitudes are the fundamental orientation to evaluate people, other

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[12] Shelly Wismath, et.al, "Threshold Concepts in the Development of Problem-solving Skills," 64.

[13] Sevim Inal –Ilike Evin –A. Seda Saracaloglu, "The Relationship Between Students' Attitudes Toward Foreign Language Achievement" (Paper Presented at First International Conference Dokus Eylul University Buca Faculty of Education, Izmir, October 1-3, 2004).

living beings, things, events, and ideas along a good-bad dimension.[14] Then, the orientation to evaluate the use of metacognitive strategies is in the role of attitudes towards the use of metacognitive strategies. Therefore, the attitudes toward the use of metacognitive strategies are the orientation of researcher to evaluate the use of metacognitive strategies by ETED students in their proposal writing process.

Aforementioned chapter mentions the Gardner's definition about attitude. Then, attitude is an evaluative reaction on individuals' beliefs or opinions to some referent.[15] As a result, this chapter mentions the individual's belief or opinion to the use of metacognitive strategies on the proposal writing process, as the evaluative reaction of it. The learners' attitudes towards the use of metacognitive strategies on proposal writing process are mentioned in this following.

The learners as the subject of this study are mostly feeling confident in using metacognitive strategies for their proposal writing process. Then, one of them feels really confident by using metacognitive strategies. But, there is also one student that does not really agree about previous statement as she does not feel confident in using metacognitive strategies.

After that, almost all students believe that metacognitive strategies give the opportunity to acquire new knowledge during proposal writing process. And there are two students really believe that it really give them opportunity to acquire new knowledge. But there is no one students do not believe about that.

Subsequently, most of students believe that metacognitive strategies enhance the learning experience. Then there are three students really believing on the enhancing of learning experience through metacognitive strategies. However, there are some students do not think about that.

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[14] Mahzarin R. Banaji and Larisa Heiphetz, "Attitudes," 377.
[15] Gardner, *Social Psychology and Second Language Learning*, 40.

Afterward, most of students believe that metacognitive strategies increase the quality of proposal writing since it integrates all focus of proposal writing process. Not only there are three students really believe to the increasing of proposal writing quality by the use of metacognitive strategies. But there are also students do not really believe about it.

Moreover about the students' opinion in the use of metacognitive strategies during proposal writing process, there is students' opinion that the use of metacognitive strategies increases the learners' skill on proposal writing. There are some students believe that using metacognitive strategies let the increasing of learners' skill. And there are also students really believe about that. Though there are some students do not believe about the increasing learners' skill by using metacognitive strategies.

The small figure of students believes about the interest in studying lectures that use metacognitive strategies. There are few students really interest in studying lectures that use metacognitive strategies. Then, there are only some students are interest in studying lectures that use metacognitive strategies. However there is also student really do not interest in studying with that strategies.

Consequently, the majority of students really believe that evaluation is an important feature of metacognitive strategies. After that, some of students believe about that. In that case, there is the process of validity the findings in this study through member checking as it is mentioned in the previous chapter. The process finds the opinion from the subject as member of research that evaluating strategies give some effect in the writing process, such as knowing the grammar error or typo. Then, the students avoid doing the same errors as they know what their wrong from the evaluative process of their proposal writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion from the researcher as it is presented in the following:

A. Conclusion

Finally, this chapter summarizes that the most commonly used of metacognitive strategies in the proposal writing is evaluating strategy. Then, the learners' attitudes to the use of metacognitive strategies also believe that evaluating strategies is an important feature in the metacognitive strategies for proposal writing process.

B. Suggestion

Revealing of the result in this study, there are significant suggestion from the researcher as stated below:

1. Lecturers

   Based on the result of study, there are some students do not aware about the use of metacognitive strategies in the language learning process especially in the proposal writing process. Furthermore, there are some students do not know about metacognitive strategies. Then, there are students do not interest in studying lectures that use metacognitive strategies. As the lecturers' considerations, it will be better in including the metacognitive strategies process in the language learning process as there are some students believe that metacognitive strategies enhance the learning experiences. Additionally, lecturers can introduce the term of metacognitive strategies process to gain the students' awareness and knowledge on it.

2. Students as teacher to be

   There are some students believe that metacognitive strategies give the opportunity in acquiring new knowledge during language learning process. The students

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can consider in the use of metacognitive strategies during learning process and teaching practice. Therefore, the ETED students of Sunan Ampel State Islamic University as teacher to be can be well prepared in transferring knowledge to their future students.

3. For Further Researchers

As the fact in the research process, there are limited amount of research in the topic of metacognitive strategies. It is the great chance for others researchers to conduct the research in the topic area of metacognitive strategies or others learning strategies. Especially in ETED Sunan Ampel State Islamic University, the research on the topic of metacognitive strategies is very limited. In the setting of ETED Sunan Ampel State Islamic University, the previous study conduct the research on the use of learning strategy and the finding is metacognitive strategies. This study has done with the research on metacognitive strategies connected with writing skill. The further researchers can be conducted with the speaking skill, listening skill, reading skill or writing skill but with different focus of study. Therefore, broaden area of metacognitive strategies can be examined by further researcher. The research on the topic of metacognitive strategies can be indefinite research.
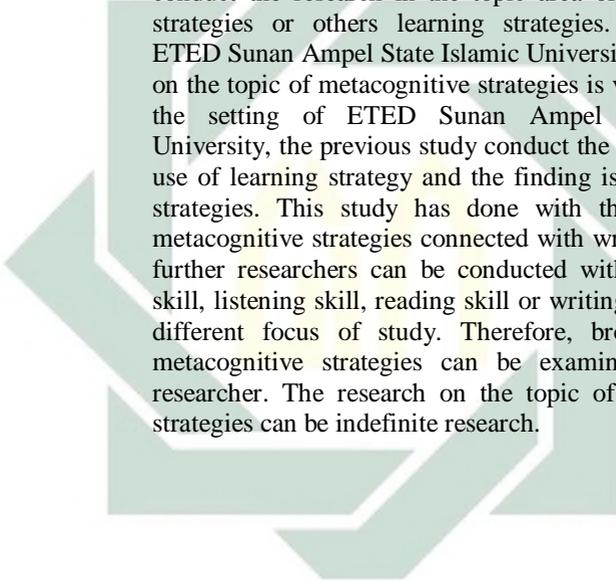
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Metacognitive Awareness Writing Questionnaire

No.	Metacognitive Strategies	Items	True	False
1.		A skilful writer is familiar with writing strategies (e.g., planning or revising the text)		
2.		To improve my writing skill, I have to read a lot.		
3.		At every stage of writing, a skilful writer avoids making error.		
4.		I know which strategy best serves the purpose I have in my mind.		
5.		Before I start to write, I prepare an outline.		
6.	**Planning**	Before I start to write, I find myself visualizing what I am going to write.		
7.		My initial planning is restricted to the language resources (e.g., vocabulary, grammar, expressions) I need to use in my writing.		
8.		I set goals and sub-goals before writing (e.g., to satisfy teacher, to be able to write emails, to be a professional writer).		
9.		I make a draft before writing.		
10.		I have specific audience in my mind.		
11.		I choose the right place and		

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No.		Items	True	False
		the right time in order to write.		
12.		I use avoidance strategies (e.g., when I do not know a certain vocabulary item or structure I avoid it).		
13.		If my mind goes blank when I begin to write, I use other similar texts or resources to take hint (find the clue).		

Adopted from Farahian (2015)

No.	Metacognitive Strategies	Items	True	False
14.		I am aware of different types of genres in writing.		
15.		While writing, I identify the mistakes I have made.		
16.		I am familiar with cohesive ties (e.g., therefore, as a result, firstly).		
17.		I know what to do at each stage of writing.		
18.		I find myself applying writing strategies with little difficulty.		
19.	Monitoring	I pause while writing and ask myself if the message is clear.		
20.		I know what coherent piece of writing.		
21.		I know what to do when strategies I employ are not effective.		
22.		I make necessary modifications in my plan while writing.		
23.		I know when to use a strategy.		
24.		When I use a strategy, I ask myself if it is appropriate.		

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No.		Items		
25.		I can develop ideas creatively through using novel (new and different) sentences.		
26.		At every stage of writing, I use my background knowledge to create the content.		
27.		I mainly focus on conveying the main message rather than the details.		
28.		I automatically concentrate on both the content and the language of the text.		
29.		I can effectively manage the time allocated to writing.		
30.		I have control over my attention and do not easily let myself sidetracked.		
31.		While writing, I consult resources such as a dictionary or the Web to get help.		
32.		I stop while writing and ask myself how well I am doing.		

Adopted from Farahian (2015)

No.	Metacognitive Strategies	Items	True	False
33.		Topic familiarity has a significant effect on one's writing output.		
34.	**Evaluating**	Word by word translation from first language to English negatively affects one's ability in writing.		
35.		I believe that the more I practice writing, the more I improve my writing skill.		
36.		I know which problem in		

		writing need much more attention than others.		
37.		I ask myself if the content matches the outline I have already developed.		
38.		I find myself resorting to fixed set of sentences I have in mind instead of creating novel sentences.		
39.		When I get stuck, I can find ways to solve the problem.		
40.		After I finish the writing, I check whether the content fits the original plan.		
41.		When I cannot write complicated sentences, I develop other simple ones.		
42.		If I do revision, I do it at both textual and the content level.		
43.		When I do not understand something, I get help from others (e.g., my classmates, the teacher).		
44.		After I finish writing, I know how well I have done.		
45.		After I finish writing, I edit the content of my paper.		
46.		If I do revision, I do it at the textual features of the text (e.g., vocabulary, grammar, and spelling).		
47.		I know how to develop an appropriate introduction, body, and conclusion for my writing.		

Adopted from Farahian (2015)

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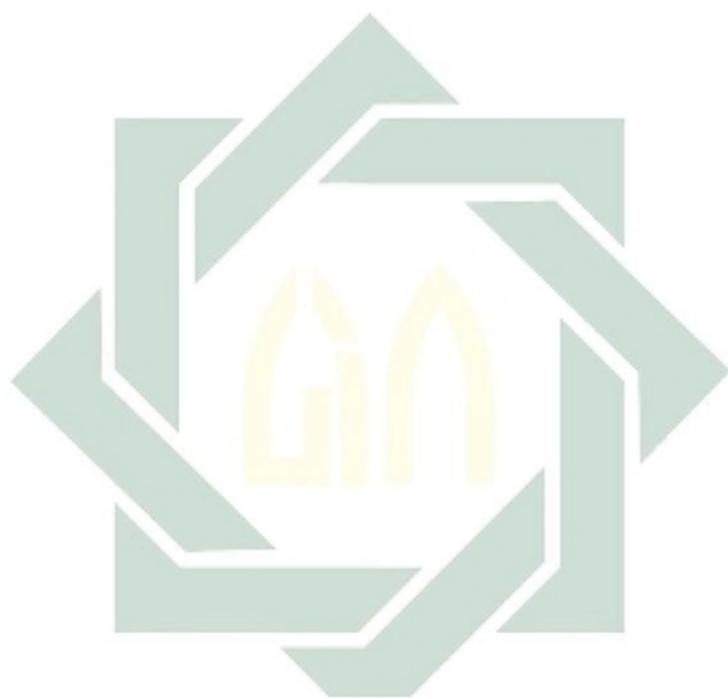
Appendix 3

Attitudes towards Metacognitive Strategies

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I feel confident in using metacognitive strategies					
I believe that metacognitive strategies give me opportunity to acquire new knowledge					
I believe that metacognitive strategies enhances my learning experience					
I believe that evaluation is an important feature of metacognitive strategies					
I believe that metacognitive strategies increases the quality of proposal writing because it					

integrates all focus of proposal writing process					
I believe that using metacognitive strategies allow for increased learners skill on proposal writing					
I would be interested in studying lectures that use metacognitive strategies					

Adapted from Rhema A., & Miliszewska I. (2014)

xxiii

Appendix 4

Result of Students' Responses to the Questionnaire on Metacognitive Strategies Awareness and the Attitude toward the Use of It

PLANNING

A skilful writer is familiar with writing strategies (e.g., planning or revising the text)

23 tanggapan

True	23 (100%)
	True Jumlah: **23**
False	0 (0%)

0   5   10   15   20   25

To improve my writing skill, I have to read a lot.

23 tanggapan

True	23 (100%)
False	0 (0%)

0   5   10   15   20   25
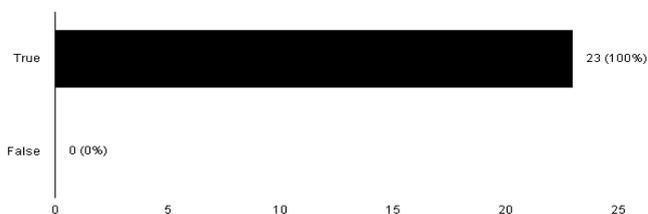
At every stage of writing, a skillful writer avoids making error.

23 tanggapan

True — 18 (78,3%)

False — 5 (21,7%)

I know which strategy best serves the purpose I have in my mind.

23 tanggapan

True — 21 (91,3%)

True
Jumlah: **21**

False — 2 (8,7%)

XXV
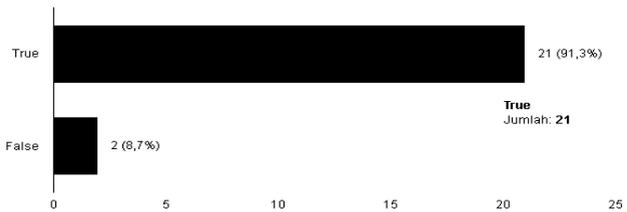
Before I start to write, I prepare an outline.

23 tanggapan

True — 20 (87%)

True
Jumlah: **20**

False — 3 (13%)

Before I start to write, I find myself visualizing what I am going to write.

23 tanggapan

True — 20 (87%)

False — 3 (13%)

xxvi

My initial planning is restricted to the language resources (e.g., vocabulary, grammar, expressions) I need to use in my writing.

23 tanggapan
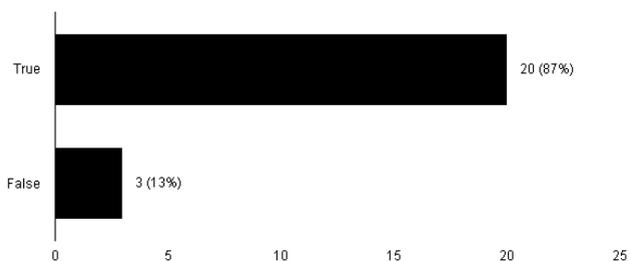
I set goals and sub-goals before writing (e.g., to satisfy teacher, to be able to write emails, to be a professional writer).

23 tanggapan
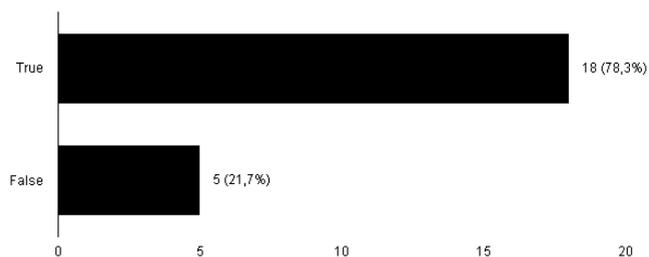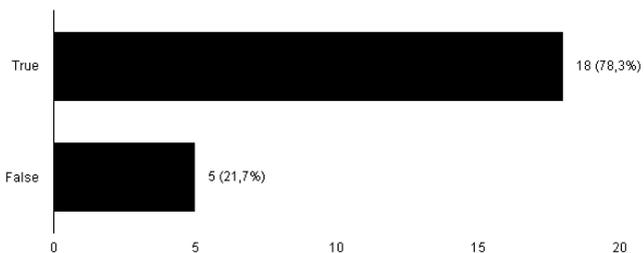
xxvii

I make a draft before writing.

True	18 (78,3%)
False	5 (21,7%)

0 — 5 — 10 — 15 — 20

I have specific audience in my mind.

True	15 (65,2%)
False	8 (34,8%)

0,0 — 2,5 — 5,0 — 7,5 — 10,0 — 12,5 — 15,0
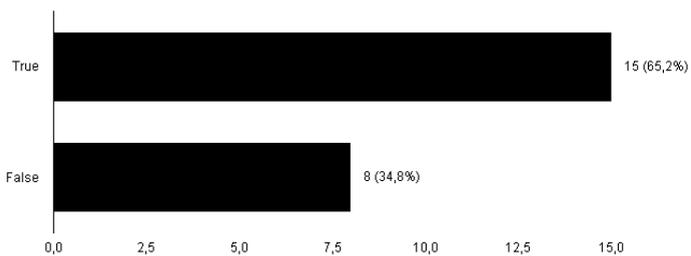
I choose the right place and the right time in order to write.

23 tanggapan
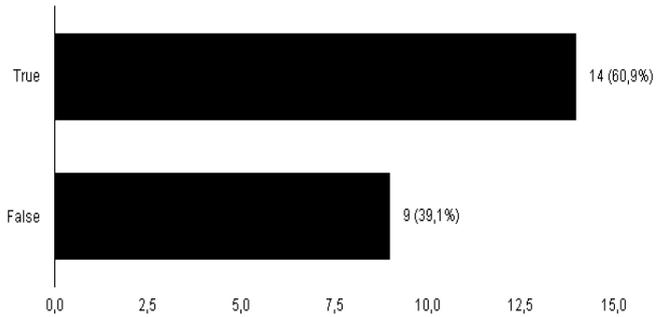
True	14 (60,9%)
False	9 (39,1%)

0,0   2,5   5,0   7,5   10,0   12,5   15,0

I use avoidance strategies (e.g., when I do not know a certain vocabulary item or structure I avoid it).

23 tanggapan
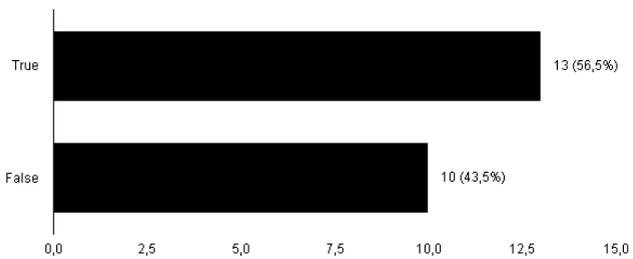
True	13 (56,5%)
False	10 (43,5%)

0,0   2,5   5,0   7,5   10,0   12,5   15,0

If my mind goes blank when I begin to write, I use other similar texts or resources to take hint (find the clue).

23 tanggapan
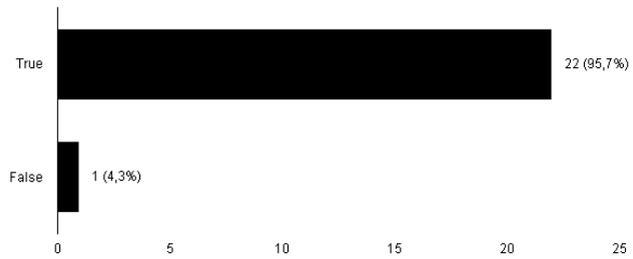
MONITORING

I am aware of different types of genres in writing.

23 tanggapan

True — 21 (91,3%)

False — 2 (8,7%)

While writing, I identify the mistakes I have made.

23 tanggapan

True — 18 (78,3%)

False — 5 (21,7%)

xxxi
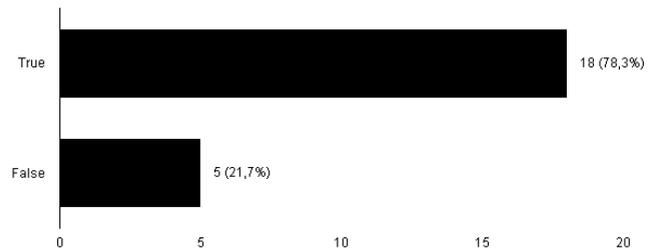
I am familiar with cohesive ties (e.g., therefore, as a result, firstly).

23 tanggapan
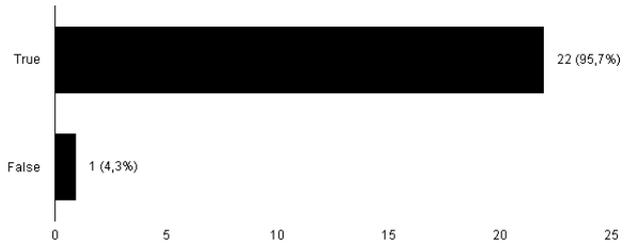
True	22 (95,7%)
False	1 (4,3%)

I know what to do at each stage of writing.

23 tanggapan

True	18 (78,3%)
False	5 (21,7%)

xxxii
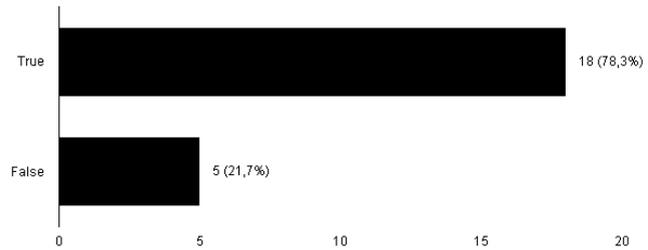
I find myself applying writing strategies with little difficulty.

23 tanggapan

True	20 (87%)
False	3 (13%)

0   5   10   15   20   25
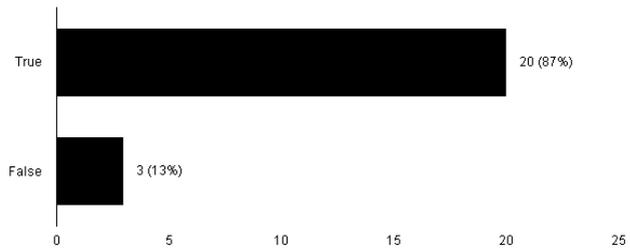
I pause while writing and ask myself if the message is clear.

23 tanggapan

True	19 (82,6%)
False	4 (17,4%)

0   5   10   15   20

xxxiii
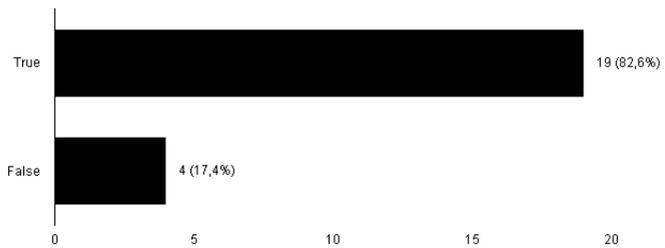
I know what coherent piece of writing.

23 tanggapan

I know what to do when strategies I employ are not effective.

23 tanggapan

xxxiv
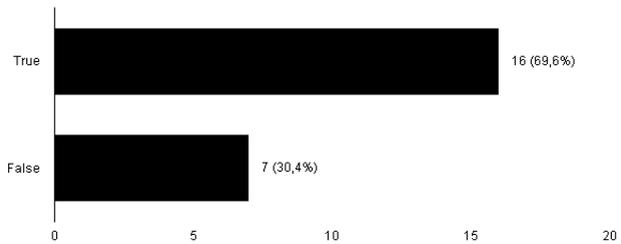
I know when to use a strategy.

23 tanggapan

True	18 (78,3%)
False	5 (21,7%)
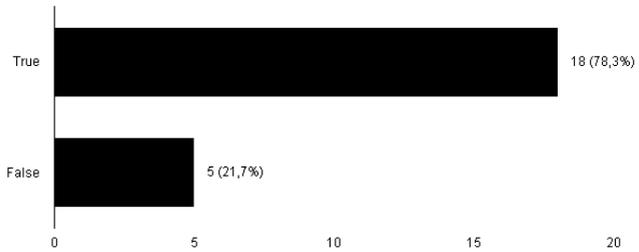
When I use a strategy, I ask myself if it is appropriate.

23 tanggapan

True	21 (91,3%)
False	2 (8,7%)

xxxv

I can develop ideas creatively through using novel (new and different) sentences.

23 tanggapan
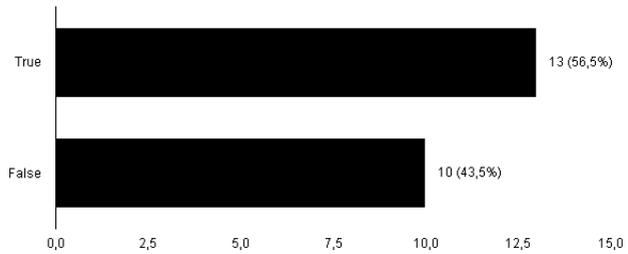
At every stage of writing, I use my background knowledge to create the content.

23 tanggapan

xxxvi
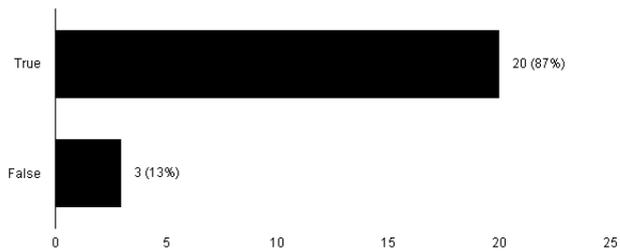
I mainly focus on conveying the main message rather than the details.

23 tanggapan

True — 16 (69,6%)
False — 7 (30,4%)
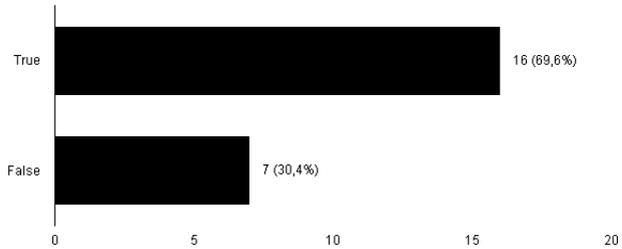
I automatically concentrate on both the content and the language of the text.

23 tanggapan

True — 21 (91,3%)
False — 2 (8,7%)
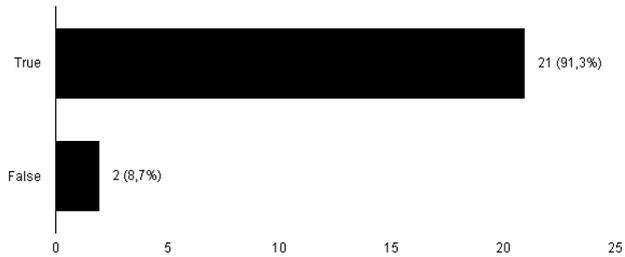
I can effectively manage the time allocated to writing.

23 tanggapan

True	6 (26,1%)
False	17 (73,9%)
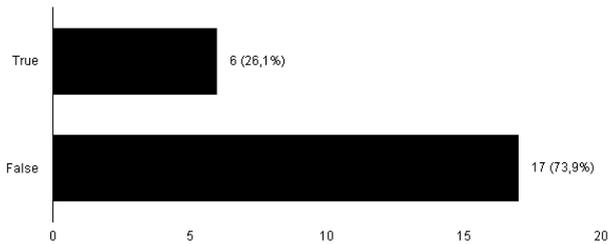
I have control over my attention and do not easily let myself sidetracked.

23 tanggapan

True	11 (47,8%)
False	12 (52,2%)

xxxviii
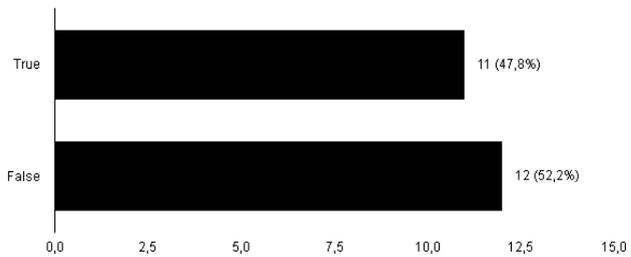
While writing, I consult resources such as a dictionary or the Web to get help.

23 tanggapan

I stop while writing and ask myself how well I am doing.

23 tanggapan

xxxix

Topic familiarity has a significant effect on one's writing output.

23 tanggapan
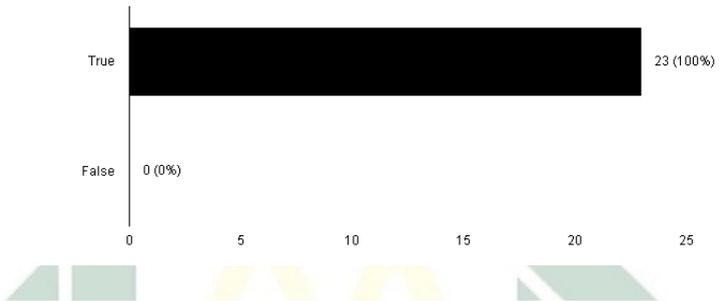
True — 23 (100%)

False — 0 (0%)

0   5   10   15   20   25

Word by word translation from first language to English negatively affects one's ability in writing.

23 tanggapan

True — 22 (95,7%)

False — 1 (4,3%)

0   5   10   15   20   25

xl
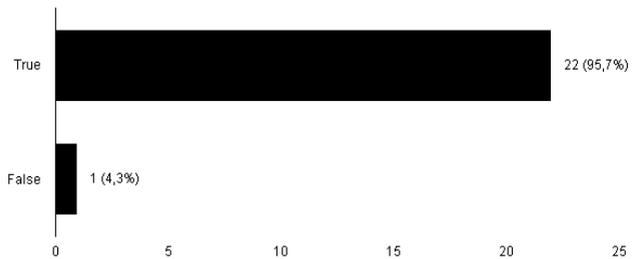
I believe that the more I practice writing, the more I improve my writing skill.

23 tanggapan

True — 22 (95,7%)

False — 1 (4,3%)

0   5   10   15   20   25
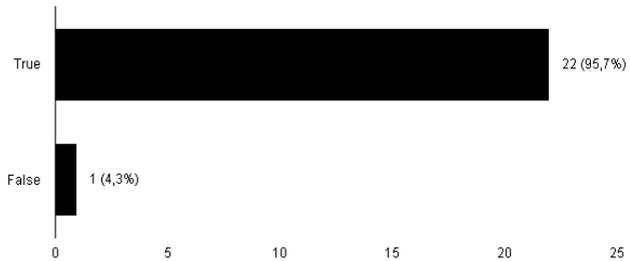
I know which problem in writing need much more attention than others.

23 tanggapan

True — 19 (82,6%)

False — 4 (17,4%)

0   5   10   15   20

xli
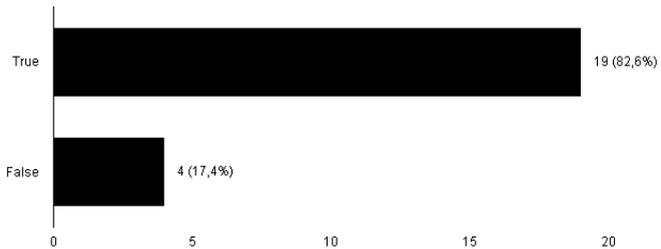
I ask myself if the content matches the outline I have already developed.

23 tanggapan
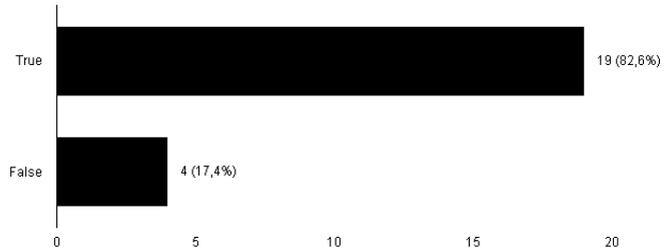
I find myself resorting to fixed set of sentences I have in mind instead of creating novel sentences.

23 tanggapan

xlii
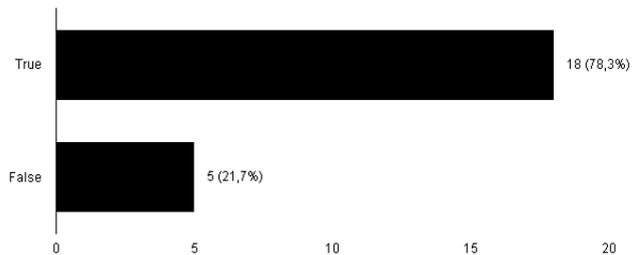
When I get stuck, I can find ways to solve the problem.

23 tanggapan
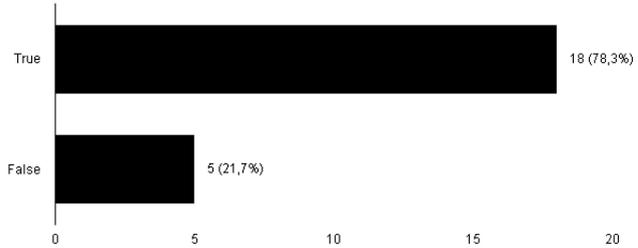
After I finish the writing, I check whether the content fits the original plan.

23 tanggapan

xliii
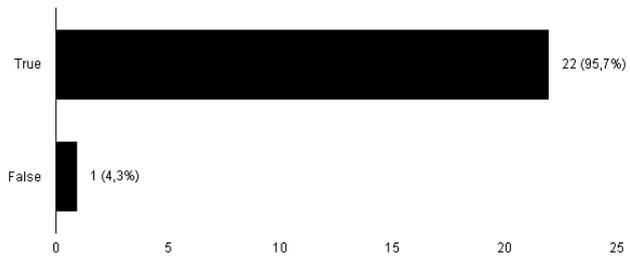
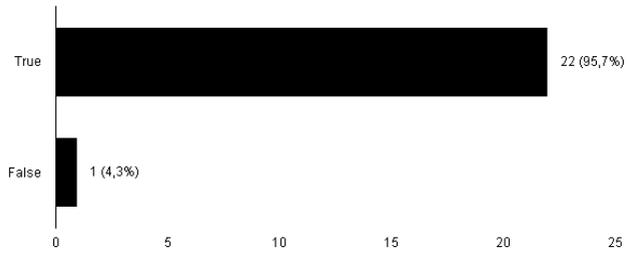## When I cannot write complicated sentences, I develop other simple ones.

23 tanggapan

True	20 (87%)
False	3 (13%)

0   5   10   15   20   25
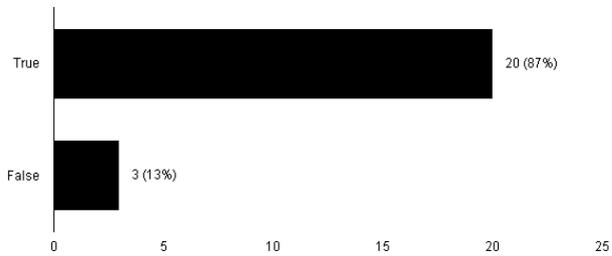
If I do revision, I do it at both textual and the content level.

23 tanggapan

True	19 (82,6%)
False	4 (17,4%)

0   5   10   15   20

xliv
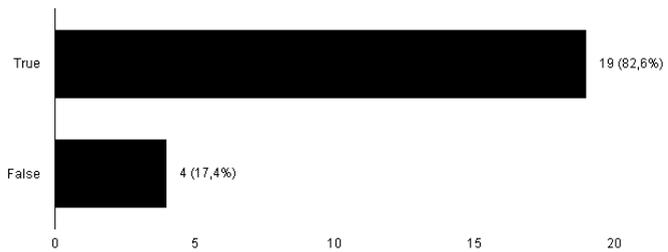
When I do not understand something, I get help from others (e.g., my classmates, the teacher).

23 tanggapan

After I finish writing, I know how well I have done.
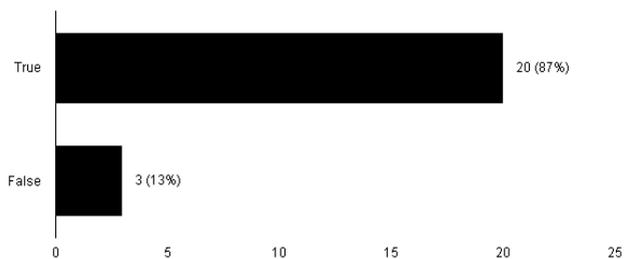
23 tanggapan
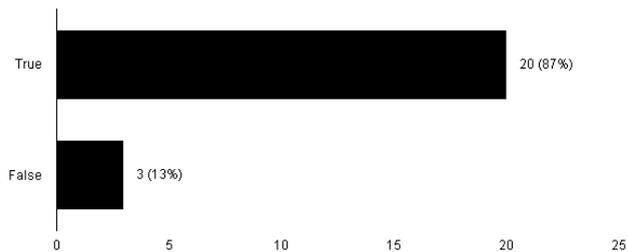
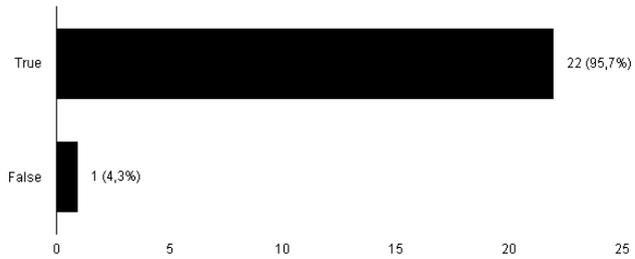## After I finish writing, I edit the content of my paper.

23 tanggapan
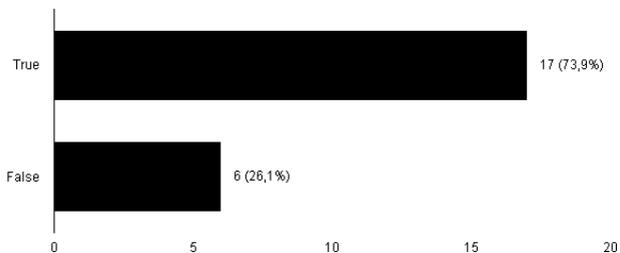
True	17 (73,9%)
False	6 (26,1%)

If I do revision, I do it at the textual features of the text (e.g., vocabulary, grammar, and spelling).

23 tanggapan

True	20 (87%)
False	3 (13%)

xlvi

I know how to develop an appropriate introduction, body, and conclusion for my writing.
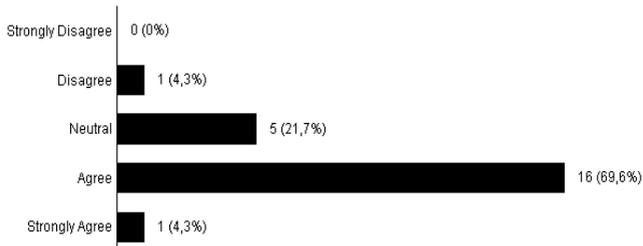
23 tanggapan

Learners' Attitude towards the Use of Metacognitive Strategies in Proposal Writing
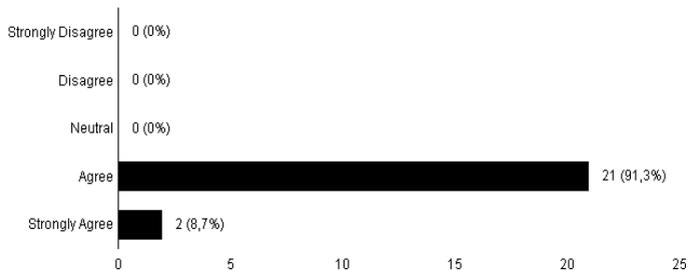
## I feel confident in using metacognitive strategies

23 tanggapan

Strongly Disagree	0 (0%)
Disagree	1 (4,3%)
Neutral	5 (21,7%)
Agree	16 (69,6%)
Strongly Agree	1 (4,3%)

I believe that metacognitive strategies give me opportunity to acquire new knowledge.

23 tanggapan

Strongly Disagree	0 (0%)
Disagree	0 (0%)
Neutral	0 (0%)
Agree	21 (91,3%)
Strongly Agree	2 (8,7%)

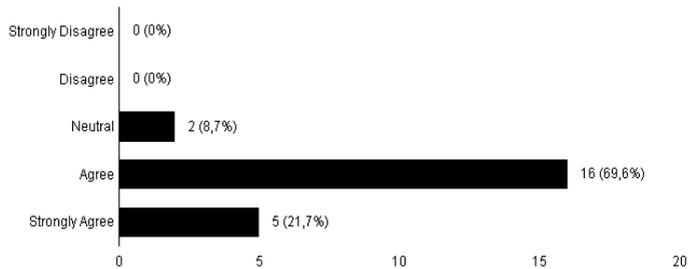0   5   10   15   20   25

xlviii

I believe that metacognitive strategies enhances my learning experience.
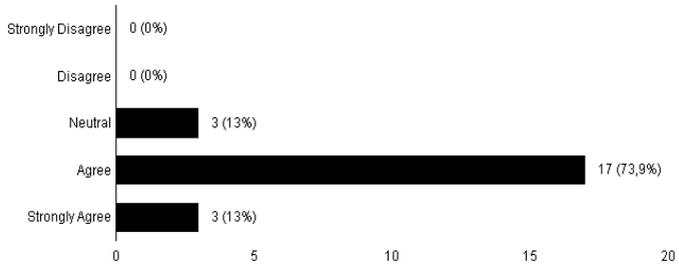
23 tanggapan
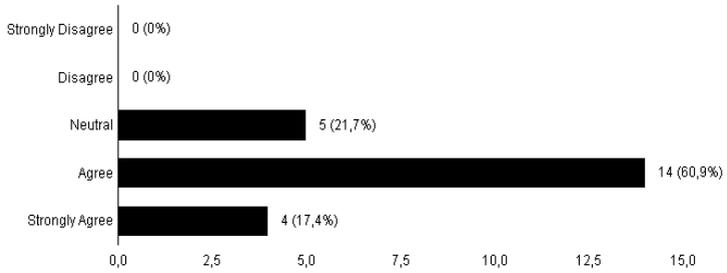
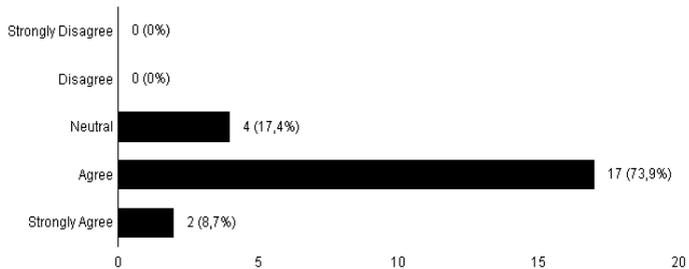I believe that evaluation is an important feature of metacognitive strategies.

23 tanggapan

xlix

Metacognitive strategies increases the quality of proposal writing because it integrates all focus of proposal writing process.

23 tanggapan

Strongly Disagree	0 (0%)
Disagree	0 (0%)
Neutral	3 (13%)
Agree	17 (73,9%)
Strongly Agree	3 (13%)

Using metacognitive strategies allow for increased learners skill on proposal writing.

23 tanggapan

Strongly Disagree	0 (0%)
Disagree	0 (0%)
Neutral	4 (17,4%)
Agree	17 (73,9%)
Strongly Agree	2 (8,7%)

1

I would be interested in studying lectures that use metacognitive strategies.

23 tanggapan

Strongly Disagree	0 (0%)
Disagree	1 (4,3%)
Neutral	12 (52,2%)
Agree	8 (34,8%)
Strongly Agree	2 (8,7%)

li