



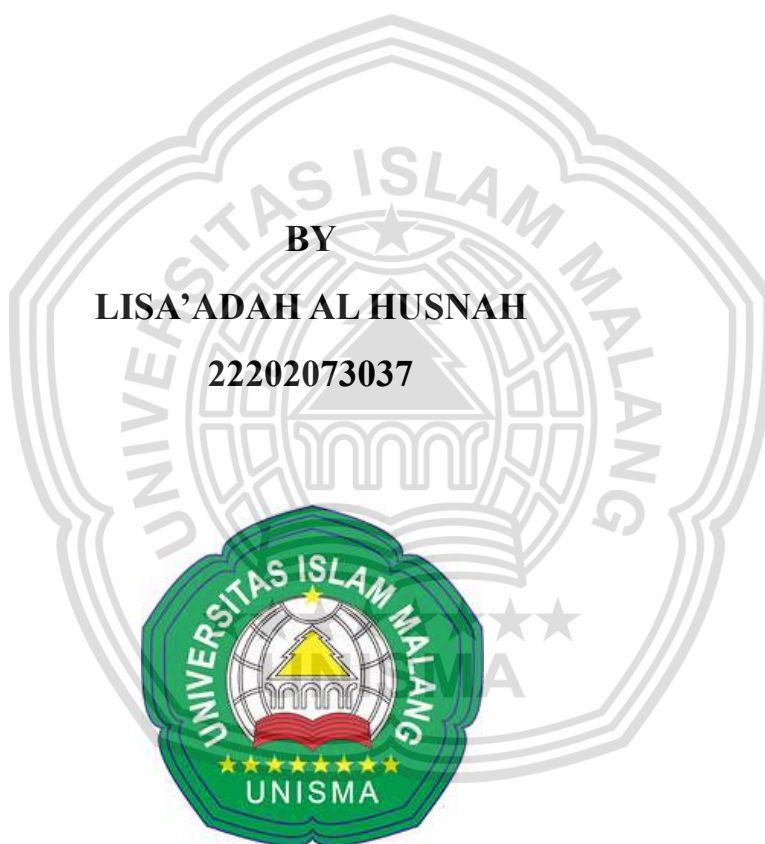
**AN EXPLORATION OF STUDENTS' VOICES USING
METACOGNITIVE STRATEGIES IN THE WRITING PROCESSES
OF VOCATIONAL HIGH SCHOOL STUDENTS ACROSS
PROFICIENCY LEVELS IN WRITING**

THESIS

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ABSTRACT

Al Husnah, Lisa'adah. 2024. *An Exploration of Students' Voices Using Metacognitive Strategies in the Writing Processes of Vocational High School Students across Proficiency Levels in Writing*. Thesis, English Language Education Study Program, Postgraduate, University of Islam Malang. Advisors : (I) Dr. Dzul Fikri, S.S., M.Pd, (II) Dr. Muhammad Yunus, M.Pd

Keywords : *Students' Voice, Metacognitive Strategies, Vocational High School Students, Proficiency levels in writing*

Writing in a foreign language is frequently seen as a difficult undertaking for EFL students. EFL students frequently find writing in English to be a difficult task. Students find writing to be a challenging skill because they write while thinking. It's a mental process that entails planning, preparing for, practicing, making mistakes, and coming up with alternate answers. Metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of cognitive enterprises. This condition makes a huge impact on students writing using metacognitive strategies and thinking processes of students for vocational high student who not only be adept in their chosen vocational field but also possess effective communication skill. This communication skill has relation between speaking and writing.

Therefore, the researcher is interested in knowing what vocational high students' voice about the benefits and the drawbacks of metacognitive strategy in writing process across proficiency level in writing. The researcher conducted a case study in this research to collect the data and obtain precise information about the phenomenon based on a real-world setting. The research participants were four vocational high students SMK Islam Al Faqih who consist of two high achievement students in writing and two low achievement students in writing. The researcher used classroom observation for supporting instrument and open ended interviews or main instrument to collect the data about the students' voices.

Based on the data findings and discussions, Metacognitive techniques benefit both high and low achieving students in vocational high schools when writing. High achievers refine their skills and deepen understanding, while low achievers use these techniques to bridge knowledge gaps, enhance self-awareness, and foster growth. Despite starting from different points, both groups show improvement, highlighting the effectiveness and adaptability of metacognitive

strategies. Their learning is characterized by a strong emphasis on skills acquisition and technical proficiency. This results in a learning environment that prioritizes experiential learning opportunities allowing students to gain valuable practical experience alongside theoretical knowledge. Practical experience and theoretical knowledge in sharing the idea can be combined both speaking and writing.

Conversely, both high and low achievement vocational high school students encounter drawbacks when employing metacognitive strategies in writing. These include overconfidence, formulaic reliance, and time constraints, which may stifle originality and hinder progress. High achievers may struggle with rushed decisions due to time limitations, while low achievers face challenges such as cognitive overload, limited metacognitive skills, and fear of errors, resulting in fragmented writing and difficulty in planning and assessing their work.

The finding from this research showed that vocational high students under this study enhance their communication while construct their thinking using metacognitive strategies. When speaking, these processes help in choosing the right words, structuring sentences logically, and adjusting the tone and pace to suit the audience. In writing, cognitive skills are employed to plan and outline the content, draft and revise text, and ensure clarity and coherence. By integrating cognitive processes, individuals can enhance their communication skills, making their interactions more impactful and comprehensible.

In conclusion, Vocational high school students, hopeful to improve their writing through metacognitive strategies that use a powerful technique for growth. Despite current achievement levels, they cultivate optimism by engaging in deliberate reflection, planning, and self-assessment. The other hand, they also can use their thinking construct using metacognitive strategies to enhance their communication. In addition, the teacher provides teaching writing using metacognitive strategy for vocational high students. In this case, the researcher suggests the teacher can adapt and apply metacognitive strategy in the class.

ABSTRAK

Al Husnah, Lisa'adah. 2024. *An Exploration of Students' Voices Using Metacognitive Strategies in the Writing Processes of Vocational High School Students across Proficiency Levels in Writing*. Thesis, English Language Education Study Program, Postgraduate, University of Islam Malang. Advisors : (I) Dr. Dzul Fikri, S.S., M.Pd, (II) Dr. Muhammad Yunus, M.Pd

Kata Kunci : Pendapat Siswa, Metakognitif Strategi, Siswa SMK, Tingkat Keterampilan Menulis

Menulis dalam bahasa asing sering dianggap sebagai hal yang sulit bagi siswa pembelajar bahasa Inggris sebagai bahasa asing. Siswa pembelajar bahasa Inggris sebagai bahasa asing sering menemukan kesulitan menulis dalam bahasa Inggris. Siswa menemukan menulis sebagai keterampilan yang menantang karena mereka menulis sambil berpikir. Ini adalah proses mental yang melibatkan perencanaan, persiapan, berlatih, membuat kesalahan, dan menemukan jawaban alternatif. Metakognitif yang utama terdiri dari pengetahuan atau keyakinan tentang faktor atau variabel apa yang berhubungan dengan cara apa yang mempengaruhi usaha dan hasil dari proses kognitif. Kondisi ini membuat dampak besar pada siswa ketika menulis menggunakan strategi metakognitif pada siswa kejuruan yang memiliki keterampilan komunikasi yang efektif. Keterampilan komunikasi ini memiliki hubungan antara berbicara dan menulis.

Oleh karena itu, peneliti tertarik untuk mengetahui apa pendapat siswa SMK tentang manfaat dan kerugian dari strategi metakognitif dalam proses menulis pada tingkat keterampilan menulis yang berbeda. Peneliti melakukan studi kasus dalam penelitian ini untuk mengumpulkan data dan mendapatkan informasi yang akurat tentang fenomena berdasarkan data nyata di lapangan. Partisipan penelitian terdiri dari empat siswa SMK Islam Al Faqih yang terdiri dari dua siswa yang mempunyai pencapaian tinggi dalam menulis dan dua siswa yang mempunyai pencapaian rendah dalam menulis. Peneliti menggunakan pengamatan kelas untuk mendukung instrumen dan wawancara sebagai instrumen utama untuk mengumpulkan data tentang pendapat siswa.

Berdasarkan temuan data dan diskusi, strategi metacognitive memberi manfaat baik pada siswa yang mempunyai pencapaian yang tinggi dan rendah di sekolah menengah kejuruan saat menulis. Siswa dengan pencapaian tinggi memperbaiki keterampilan mereka dan memperdalam pemahaman tulisan. Sementara siswa dengan pencapaian rendah menggunakan teknik ini untuk menjembatani kesenjangan pengetahuan, meningkatkan kesadaran diri, dan mendorong pertumbuhan. Meskipun dimulai dari titik yang berbeda, kedua

kelompok menunjukkan perbaikan, menekankan efektivitas dan adaptabilitas strategi metakognitif. Pembelajaran mereka ditandai dengan penekanan yang kuat pada keterampilan teknis. Hal ini menghasilkan lingkungan belajar yang memprioritaskan kesempatan belajar yang memungkinkan siswa untuk memperoleh pengalaman praktis yang berharga di samping pengetahuan teoritis.

Sebaliknya, siswa sekolah menengah kejuruan yang mempunyai pencapaian tinggi dan rendah menghadapi kelemahan ketika menggunakan strategi metakognitif dalam menulis. Ini termasuk kepercayaan yang berlebihan, ketergantungan formula text dalam menulis, dan pembatasan waktu, yang dapat menekan keaslian dan menghambat kemajuan. Siswa dengan pencapaian tinggi mungkin berjuang dengan keputusan tergesa – gesa karena batasan waktu, sementara siswa dengan pencapaian rendah menghadapi tantangan seperti kelebihan pemahaman kognitif, keterampilan metakognitif yang terbatas, dan rasa takut melakukan kesalahan, yang mengakibatkan kesulitan dalam merencanakan dan mengevaluasi tugas mereka.

Temuan dari penelitian ini menunjukkan bahwa siswa SMK pada penelitian ini meningkatkan komunikasi mereka sambil membangun pemikiran mereka menggunakan strategi metakognitif. Ketika berbicara, proses ini membantu dalam memilih kata-kata yang tepat, mengstrukturkan kalimat secara logis, dan menyesuaikan nada dan kecepatan agar sesuai. Dalam penulisan, keterampilan kognitif digunakan untuk merencanakan dan meringkas konten, merumuskan dan meninjau teks, dan memastikan kejelasan dan koherensi teks. Dengan mengintegrasikan proses kognitif, individu dapat meningkatkan keterampilan komunikasi mereka, membuat interaksi mereka lebih berpengaruh dan dapat dimengerti.

Sebagai kesimpulan, siswa sekolah menengah kejuruan diharapkan dapat meningkatkan kemampuan menulis mereka melalui strategi metakognitif. Terlepas dari tingkat pencapaian saat ini, mereka memupuk optimisme dengan terlibat dalam refleksi, perencanaan, dan penilaian diri. Di sisi lain, mereka juga dapat menggunakan konstruksi pemikiran mereka menggunakan strategi metakognitif untuk meningkatkan komunikasi mereka. Selain itu, guru dapat menggunakan strategi metakognitif dalam kegiatan pembelajaran untuk siswa sekolah menengah kejuruan. Dalam hal ini, peneliti menyarankan guru dapat menyesuaikan dan menerapkan strategi metakognitif di kelas masing - masing.

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the general background of study, research questions, research objectives, significances of study, scope and limitation and Definition of keyterm.

1.1 Background of study

Writing is an active skill for EFL students in learning English as a foreign language. Azizah and Soraya (2023) stated that the involution of writing in a foreign language is often perceived as a daunting task for EFL students. For EFL students, the process of writing in English often proves to be a challenging endeavor. Writing is a complex skill for students because they think as they write. It is a mental process that involves thinking, reflecting, preparing, rehearsing, making mistakes, and finding alternative solutions (Larenas et al., 2017). It implies that writing is a difficult activity for students because they need a way to share their idea in writing process. Amawa (2022) stated that many writing students seem to struggle in regulating the cognitive skills needed to process these writing details. The writer's prior knowledge, experience, and thoughts would be expressed in language elements, including vocabulary, grammar, and structure (Azizah and Soraya, 2023). For EFL students, writing is difficult, yet it can be developed and sculpted. A teacher's biggest task is helping students write effectively (Yamson and Borong, 2022). This condition can be seen in the process of learning English in the class, whether in the English vocational students' class. Vocational High school is a form of formal education unit that organizes vocational education level and

prepare students specially to work in certain fields (Yunus et al., 2023)

In the reality of education, understanding of the writing process is fundamental, particularly for vocational students who are preparing to enter professional fields where effective communication is paramount. Writing skill is also important for develop the students' writing competence. In the special scope, vocational students will study writing based on their focus of study. The higher students have more level of thinking than other level. In order to be members of the learning society, students must have a higher order metacognitive thinking skill about learning and themselves as learners, be motivated to learn (Jaewoo and Woonsun, 2014). This fact has implies that vocational students can use their metacognitive thinking in their process of learning whether in the class or in their society.

English language learners (ELL) in particular struggle with writing since they are expected to be able to confirm their writing to writing patterns. There are many strategies and approach in the writing process. In recent years, there has been a variety of research on the cognitive and metacognitive effects. It attempts have been made to educate teachers about the importance and impact of each of the information strategies, so that learning is more appropriately possible (Taghieh et al., 2019). In the meantime, the key to explaining and predicting success and success is not just the use of cognitive strategies. Scholars have reached a consensus that cognition is a thinking process, and metacognitive knowledge, specifically, refers to how a person realizes this thinking process (Hammiddin and Saukah, 2020). Many students use a cognitive strategy to learn a lot of lessons, while other students, with a

greater emphasis on metacognitive strategies. Jaewoo and Woonsun (2014) stated that metacognition often referred to as thinking about thinking. Although metacognition is often referred to as thinking about thinking that is just a quick definition, metacognition is a regulatory system that helps a person understand and control his or her own cognitive performance. Flavell (1979) stated that metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of cognitive enterprises. Cognitive issues associated with language learning will inevitably arise for students who write in a foreign language (Islama et al., 2022). In overcoming that problem, most appropriate method that also encourages autonomous reading for students with various proficiency levels is metacognitive strategy (Zhang and Seepho, 2013). Metacognitive strategy covers phases that have important roles in enhancing student's writing processes such as planning, monitoring, and evaluating.

Furthermore, metacognitive strategies help the students to have a writing process easily. Zhang and Seepho (2013) stated that metacognitive strategies are regarded as higher order executive skills that make use of knowledge of cognitive processes and constitute an attempt to regulate one's own learning by means of planning, monitoring, and evaluating. Learning shared similar view with regard to definition and function of metacognitive strategies across the students' proficiency level of writing. They all emphasized that the essential nature and general function of metacognitive strategies is planning, organizing, and evaluating one's own learning (Putri et al., 2023). Planning is in the first place, then organizing and evaluating, and they are

metacognitive writing strategies used by the participants. These steps is set in higher thinking that implies the writer needto think about what they think more.

There were some previous researches that concern in metacognitive strategies in writing. Lv and Chen (2010), Rosdiana et al. (2023), Cer (2019) stated that one type of higher-order executive skill is metacognitive strategies that act as high-level constructs. Their results of studies revealed that it is necessary to effectively use the metacognitive strategy in learning and teaching to improve writing skills. The other study Masyithoh and Suhartoyo (2021) showed that the students who use their metacognition can know which effective writing strategies on doing their writing and developing metacognition in English writing strategies - planning, monitoring, evaluating for high school students would present a fruitful impact since they can select their effective strategies.

However, there are several research gaps from the previous studies. Some previous studies involved students at university level and senior high level. Another previous study have using quantitative design which focused on significance of metacognitive strategy in students' writing ability and the other studies also focused on significance of lower and higher achiever in writing using metacognitive strategy. The uniqueness of this study brought the researcher to conduct a case study to find the students' voices in using metacognitive strategies in writing process not only looking for the benefits of metacognitive but also the drawbacks metacognitive strategy across proficiency level in writing. Then the researcher focuses in vocational high students that have some differences with the other level of students. Vocational high schools

typically emphasize practical skills and hands-on training relevant to specific industries. In line with Islam et al. (2022) that stated Vocational High School prepares their students to have jobs after graduating rather than to continue to higher education. It means that vocational high students must not only be adept in their chosen vocational field but also possess effective communication skills, including writing. Effective communication, encompassing both writing and speaking, is crucial for vocational high school students as it directly impacts their future career success. As Brown (2007) stated successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings the significance of developing speaking skill, indicating competent language learners. It indicated that the students who are good in speaking may can deliver their idea in writing well.

To sum up, this research is intended to conduct research on exploration of students' voices using metacognitive strategies in the writing processes of vocational high student across proficiency level in writing in the term of students' benefits and drawbacks.

1.2 Research question

The research problem was addressed: "What are the voices of the vocational high students about metacognitive strategy in the process of writing in terms of their benefits and their drawbacks across proficiency level in writing?"

1.3 Research Objective

This research aims to describe vocational high students' voice about

the benefits and the drawbacks of metacognitive strategy in writing process across proficiency level in writing.

1.4 Significance of study

The researcher arranged the significances of this research for further researcher, the students, and the teachers. The significances are divided into two kinds: theoretical and practical.

a. Theoretical

The purpose is that these research findings could be a fruitful resource in the education research context, particularly in investigating future research on metacognitive strategies in for vocational high school in Indonesia.

b. Practical

1) for students

Students would consider more on what writing strategies are effective strategies in enhancing their writing achievements.

2) for teachers

It can be the other insight on teaching methods in writing processes using metacognitive strategies.

1.5 Scope and limitation

1.5.1 Scope

1. Student's voices

This research focused on vocational high students and their perception of using metacognitive strategies in writing across

proficiency level in writing.

2. Metacognitive strategies

This study aim to examine both benefits aspects and drawbacks in using metacognitive strategies in the writing.

3. Writing process using metacognitive strategies.

The research will contribute to knowing better of using metacognitive strategies influences in the process of students writing text.

1.5.2 Limitation

The research is limited to vocational high students, and the findings may not be generalized to students at other higher level. The other findings may not cover all potential benefits and drawbacks in students writing process using metacognitive strategies.

1.6 Definition of key term

To achieve better understanding of terms used in this study, below is the brief definition outlined:

1) Students' Voice

In this study, students' voice means the diverse viewpoints, understandings, and experiences that vocational high school students under this study have while writing at different levels of skill.

2) Vocational high students

This term means students in vocational high schools under this study that typically follow a curriculum that combines academic coursework with practical, real-world training related to a particular trade or profession.

3) Metacognitive strategies

The term 'metacognitive' refers to the vocational high students under this study perform in constructing their idea and the process of the thinking.

4) Writing process

It refers to process that are utilized by vocational high students under this study in constructing writing activities. It covers the strategies in making more effective stages in constructing writing: prewriting, drafting, revising, and editing.

5) Proficiency level in writing

The proficiency level in writing refers to the degree of skill and competency vocational high student under this study possesses in expressing ideas, thoughts, and information through written language. It encompasses various aspects such as grammar, vocabulary, structure, coherence, organization, and clarity.



CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions, and suggestions of what have been discussed on the previous chapter.

6.1 Conclusion

The conclusion was taken based on the data which had been analyzed on the previous chapter. From the data students' voice of using metacognitive strategies in the writing process of vocational high students could be concluded in these sentences.

First, metacognition plays a important role in supporting vocational high school students in their academic endeavors by facilitating effective communication both speaking and writing. Through metacognitive strategies, students can develop a deeper understanding of their learning objectives and how to achieve them. By planning ahead, they can set clear goals, establish study schedules, and organize their resources efficiently. During the learning process, metacognition allows students to monitor their progress, identify any obstacles or challenges, and make necessary adjustments to their approach. From this metacognitive process, it can be seen that learning is a continuous process. As a human being, long life education is play important role for the learning process. By continuing to learn, humans will become better in each their process of life.

Second, metacognition serves as a catalyst for deeper comprehension of the writing process among students. By engaging in metacognitive reflection,

students their thought about thought, knowledge about knowledge and consideration about action. Moreover, metacognitive strategies encourage students to critically evaluate their writing, enabling them to analyze and improve upon their ideas, arguments, and structure. This process not only enhances their critical thinking skills but also refines their ability to express themselves coherently and persuasively in writing.

Third, both high achievement and low achievement vocational high school students experience advantages when employing metacognitive strategies during the writing process. While high achievement students utilize metacognition to refine their already advanced writing abilities, those with low achievement levels find metacognitive methods valuable for filling gaps in their understanding and enhancing their writing skills. For high achievement students, metacognitive strategies serve to deepen their comprehension, foster critical thinking, and elevate their writing. Conversely, low achievement students utilize metacognition as a supportive framework, guiding them through the writing process, increasing their self-awareness, and offering pathways for improvement.

Fourth, the drawbacks associated with using metacognitive strategies in the writing processes of both high achievement and low achievement vocational high school students experience primarily involve issues such as excessive confidence, reliance on formulas, and time constraints. Moreover, depending too much on formulaic approaches can suppress originality and impede writing development. Additionally, time limitations may prevent the through application of metacognitive methods, resulting in rushed decisions and incomplete exploration of ideas. In contrast, low achievement students face challenges like

cognitive overload, limited metacognitive abilities, and fear of errors when employing metacognitive strategies in writing. Cognitive overload can overwhelm these students, causing fragmented and disjointed writing. Furthermore, their insufficient metacognitive skills make it difficult for them to effectively plan, monitor, and assess their writing, leading to poorly structured compositions.

Fifth, metacognition extends beyond the realm of writing and can be applied across various aspects of learning due to its ability to foster higher-order thinking skills among students. While its impact on the writing process is significant, metacognitive strategies also empower students to engage in critical reflection, problem solving, and decision making across diverse subject and task. By encouraging students to monitor their own cognitive processes, set goals, and evaluate their learning outcomes, metacognition cultivates skills essential for success in academic pursuit. The application of metacognitive techniques enables students to approach challenges with greater depth and clarity, ultimately enhancing their overall learning experience and promoting lifelong learning skills.

6.2 Suggestions

Although, this research was held in small number of participants and in a short period of time, the researcher tried to provide useful information about students' voice of using metacognitive strategies in the writing process of vocational high students. In this case, here some suggestions of this research :

1. For the students

This research provides information for the students about the students' voice using metacognitive strategies in the writing process in the term of benefit and drawbacks. From the result of this research, the researcher suggests the

students in sharing the information to other students while the process of writing. So that, many students know the process of writing using metacognitive strategy that can help to improve their writing product .

2. For the teacher

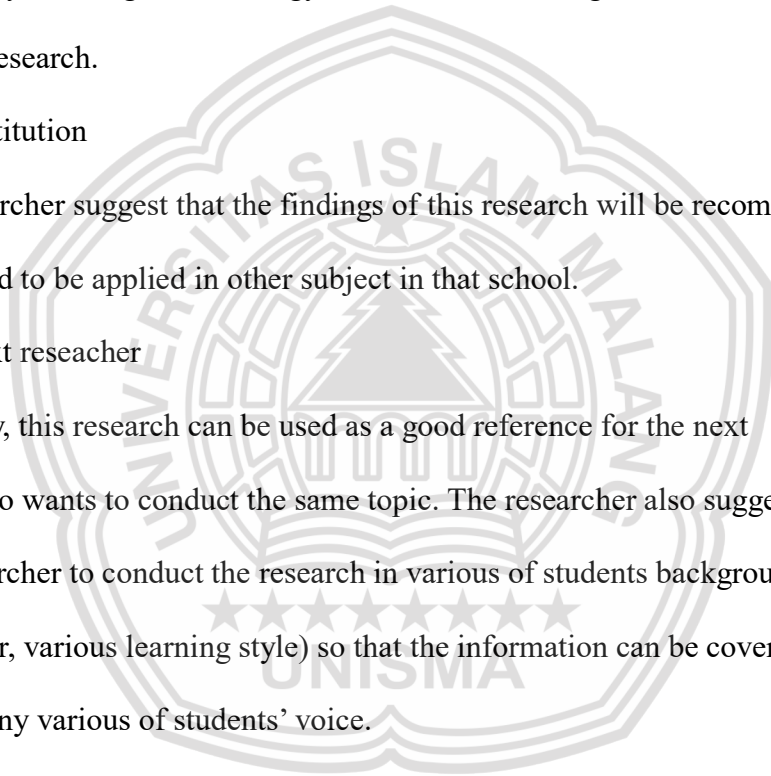
This research provides teaching writing using metacognitive strategy for vocational high students. In this case, the researcher suggests the teacher can adapt and apply metacognitive strategy in the class according to the students' voice in this research.

3. For the institution

The researcher suggest that the findings of this research will be recommended and considered to be applied in other subject in that school.

4. For the next reseacher

Hopefully, this research can be used as a good reference for the next researcher who wants to conduct the same topic. The researcher also suggests for the next researcher to conduct the research in various of students background (ex. various gender, various learning style) so that the information can be covered deeply for many various of students' voice.



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