UNDERGRADUATE THESIS

THINKING WHILE WRITING: INVESTIGATING THE ROLE OF METACOGNITIVE STRATEGIES IN WRITING PERFORMANCE AT IBNU SINA JUNIOR HIGH SCHOOL

Submitted by:

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS KH. MUHTAR SYAFAAT (UIMSYA)

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BLOKAGUNG BANYUWANGI

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MOTTO AND DEDICATION

"You are the leader of your own life"

"You're born to be real, not to be perfect"

When you feel tired, remember—our parents are even more tired than us, yet they never complain. This thesis is dedicated to myself for not giving up, for enduring every challenge, and for continuing even when the journey felt too heavy to carry alone.

First and foremost, to Allah, for every strength in weakness, every ease after hardship, and for always making a way when there seemed to be none. To my beloved parents, who hide their exhaustion behind smiles, who turn their struggles into strength for my future, and whose prayers never fail to reach me wherever I am. I may never fully repay everything you have given, but this is one small proof of my gratitude and love.

To my mentors and teachers, thank you for your guidance, patience, and knowledge that have shaped my journey. And to everyone who is still striving, if you feel tired, do not stop—remember who you are doing this for, and keep going, because every effort will find its meaning in the end.

Declaration of Authenticity of Thesis

Bissmillahirrahmanirrahim here with I am:

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Declare that:

1. This Thesis has never been submitted to any other educational institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it includes, without due acknowledgement, the work of any other person.
3. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.



Banyuwangi, 9 June 2026

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ABSTRACT

Shofil, Mezhaluna. 2026. Thinking While Writing: Investigating the Role of Metacognitive Strategies in Writing Performance at Queen Ibnu Sina Junior High School.Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Dr. Zulfi Zumala Dwi Andriani, M.A.

Keywords: Metacognitive strategies, writing performance, English language teaching

This study investigates the role of metacognitive strategies in student writing performance. Employing a qualitative approach, this research was conducted at SMP Queen Ibnu Sina. The participants consisted of five senior students and one English teacher who provided in-depth insights into the writing process. Data were gathered through classroom observations and in-depth interviews, ensuring data trustworthiness via triangulation. The findings revealed that students utilized various metacognitive strategies, including planning, monitoring, and evaluating, to regulate their writing tasks. However, the extent of strategy implementation varied depending on individual writing challenges. The English teacher played a crucial role in scaffolding these strategies during instructions. This study implies that explicit instruction in metacognitive strategies is essential to enhance students' self-regulation and overall writing quality in secondary education.

ABSTRAK

Shofil, Mezhaluna. 2026. Berpikir Sambil Menulis: Menyelidiki Peran Strategi Metakognitif dalam Performa Menulis di SMP Queen Ibnu Sina. Thesis. English Education Department. Faculty of Tarbiya and Teachers Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Dr. Zulfi Zumala Dwi Andriani, M.A.

Kata Kunci: Strategi metakognitif, kinerja menulis, pengajaran bahasa Inggris

Penelitian ini menyelidiki peran strategi metakognitif dalam kinerja menulis siswa. Dengan menggunakan pendekatan kualitatif, penelitian ini dilakukan di SMP Queen Ibnu Sina. Partisipan terdiri dari lima siswa senior dan satu guru Bahasa Inggris yang memberikan wawasan mendalam tentang proses menulis. Data dikumpulkan melalui observasi kelas dan wawancara mendalam, memastikan keandalan data melalui triangulasi. Temuan menunjukkan bahwa siswa menggunakan berbagai strategi metakognitif, termasuk perencanaan, pemantauan, dan evaluasi, untuk mengatur tugas menulis mereka. Namun, tingkat penerapan strategi bervariasi tergantung pada tantangan menulis individu. Guru Bahasa Inggris memainkan peran penting dalam mendukung strategi-strategi ini selama pembelajaran. Penelitian ini menyiratkan bahwa pengajaran eksplisit tentang strategi metakognitif sangat penting untuk meningkatkan pengaturan diri siswa dan kualitas menulis secara keseluruhan di pendidikan menengah.

FOREWORD

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This thesis entitled ”Thinking While Writing: Investigating the Role of Metacognitive Strategies in Wiriting Performance at Queen Ibnu Sina Junior High School” is presented to the English Education Department, Faculty of Tarbiya and Teachers Training, Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi in partial fulfillment of the requirements for the degree of Strata-1 (S.Pd).

In completing this thesis, the writer faced many challenges, difficulties, and obstacles throughout the process. However, with the help, support, prayers, and encouragement from many people, this thesis was finally completed. Therefore, the writer would like to express sincere gratitude to all those who have contributed to this accomplishment.

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No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestions and criticisms. The author also apologizes for any errors that may be contained in the writing of this thesis, as a weak human being.

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CHAPTER I

INTRODUCTION

1.1 Research Background

Literacy is a fundamental foundation in the educational process because it is directly related to an individual's ability to understand, interpret, and communicate information. In a broader sense, literacy does not only refer to reading skills but also includes writing, speaking, and critical thinking skills. In the context of teaching English as a Foreign Language (EFL), writing skill plays a significant role as a means of communication and as an indicator of students' academic achievement. According to Jamoom (2021), writing is a complex productive skill in which students are not only required to construct grammatically correct sentences but also to process ideas and convey messages into coherent written texts. This ability serves as an essential foundation because writing enables students to articulate their thoughts, opinions, and knowledge in a structured manner without limitations of time and space (Sudirman et al., 2023). Furthermore, Taye & Mengesha (2024) emphasize that in the modern era, mastery of writing has become increasingly crucial for students to compete at a global level, even though it is often regarded as the most challenging language skill to acquire compared to other language skills.

Writing is not only a means of converting spoken language into written form, but also a cognitive process that requires the application of high-level critical thinking skills. In line with recent research findings, Teng & Yue (2023) state that academic writing is a skill that involves multidimensional thinking, where students are required to plan, control, and evaluate their arguments simultaneously. Through this process, students no longer play the role of passive recipients of information, but actively construct new understanding and knowledge. In addition, Murtadho (2021) in their research show that effective writing instruction contributes significantly to the development of students' critical thinking sub-skills, including the ability to analyze evidence and formulate logical conclusions. Thus, weaknesses in writing skills often reflect obstacles in students' thinking processes. Writing is not merely the act of converting spoken language into written form; it is a complex cognitive process that requires the application of high-level critical thinking skills. Academic writing is a skill involving multidimensional thinking, where students are required to plan,

manage, and simultaneously evaluate their arguments (Rosdiana et al., 2023).

Given the high cognitive demands faced by students during writing, current research tends to emphasize how students manage their own learning and thinking processes. In this context, metacognitive strategies play an important role. Metacognition, often referred to as "thinking about thinking," refers to an individual's awareness and ability to control their own cognitive processes (Rivas et al., 2022). Specifically in EFL writing, this strategy is divided into three main components: Planning (e.g., setting goals and creating an outline), Monitoring (e.g., checking comprehension and supervising the writing process), and Evaluation (e.g., reviewing drafts and assessing the effectiveness of the writing) (Chung et al., 2021). The effectiveness of metacognitive strategies in improving writing skills has been widely proven through recent empirical research. Research shows that when students consciously apply these strategies, they are not only able to produce better quality writing, but also become more independent and reflective writers. Ramadhanti & Yanda(2021) found a significant improvement in students' writing skills after being given explicit instructions on metacognitive strategies, particularly those related to organizing ideas and text coherence. Additionally, Harris (2023) stated that the application of self-regulation strategies, which are an important part of metacognition, can improve students' essay writing skills. These findings reinforce the idea that metacognitive abilities are a distinguishing factor between successful writers and those who experience difficulties; successful writers usually have a high awareness of their writing process and are able to adjust their strategies when encountering obstacles. Therefore, this strategy is considered a highly effective pedagogical approach to overcome the low quality of EFL students' writing at the junior high school level.

To overcome complex cognitive challenges in writing, an approach that emphasizes the use of Metacognitive Strategies is considered the most effective intervention. These strategies, which include planning, monitoring, and evaluating the thinking process, help students manage writing difficulties independently Bora (2023). The relationship between metacognition and writing is very close, because metacognition acts as a regulator of various writing sub-skills, such as idea development, structure arrangement, and error correction. Through metacognition, EFL students learn to apply writing steps systematically and consciously. Teng & Yue (2023). In addition,

research by Sumarsono & Mbato (2021) emphasizes that metacognitive strategies not only improve writing performance but also strengthen students' self-efficacy in facing challenging writing tasks. Therefore, research on the role of metacognitive strategies in Ibnu Sina junior high school students is very important and worthy of being conducted.

Recognizing the urgency of strategies that can bridge cognitive difficulties in writing, the same condition was also identified at Queen Ibnu Sina Junior High School. Based on data from observations and interviews with several students at Queen Ibnu Sina Junior High School , around 70% still face major challenges in managing writing tasks, especially those that require higher-order thinking skills. This difficulty is evident from the low scores in the aspects of idea organization and coherence in their writing. In line with Pelenkahu et al (2024) findings, which emphasize that writing skills are highly dependent on students' ability to monitor and manage their own thinking processes, the implementation of Metacognitive Strategies (such as planning, monitoring, and evaluating independently) by students at Queen Ibnu Sina Junior High School is still not optimal. Oderinde & Ahmad (2025) also affirms that metacognitive strategies are strong predictors of improved academic outcomes. Therefore, there is a significant gap between students' need to manage the writing process through metacognition and the availability of structured interventions in the school environment.

The importance of focusing on metacognitive strategies in the context of writing is further reinforced by research such as that conducted by Shokri & Mousavi (2024), who found that students who were explicitly taught to reflect on and regulate their learning strategies showed more significant improvements in writing quality and speed. In this case, metacognitive strategies are not merely tools to improve final writing outcomes, but also the key to instilling self-regulation in students, an important competency for secondary school students. However, despite strong theoretical evidence, there is still a gap in research that specifically tests the effectiveness of metacognitive interventions in the specific context of Indonesia, especially in the writing skills of junior high school students who are in a phase of cognitive development transition.

This gap forms the basis for the urgency of this research. Practically speaking, QUEEN IBNU SINA Junior High School requires evidence-based guidance to address the issues of writing anxiety and cognitive overload experienced by students. Shen & Tao (2025) shows

that structured metacognitive influence can reduce anxiety in writing because students feel they have greater control over their cognitive processes. Therefore, research that will empirically analyze the effect of applying Metacognitive Strategies on writing skills in this school will not only fill the existing scientific gap, but also provide much-needed practical solutions in the environment of SMP QUEEN IBNU SINA.

Given the complexity of the problems faced by students in writing skills, as well as the gap between theory and practice in learning at SMP QUEEN IBNU SINA, this research is considered necessary. This study aims to examine in depth and based on empirical data the effect of applying Metacognitive Strategies on improving students' writing skills at SMP QUEEN IBNU SINA. It is hoped that the results of this study can provide practical contributions in the form of developing a more effective and focused writing learning model.

1.2 Research Problem

1. How is the Metacognitive Strategy implemented in teaching writing skills at Queen Ibnu Sina Junior High School?
2. What are the challenges and benefits experienced by students in relation to the use of Metacognitive Strategies in improving their writing skills at Queen Ibnu Sina Junior High School?

1.3 Research Objectives

First, to describe the implementation process of the Metacognitive Strategy carried out by teachers and students in the context of teaching writing skills at Quenn Ibnu Sina Junior High School.Second, to analyze the challenges and benefits experienced by students in relation to the use of Metacognitive Strategies as an effort to improve the quality of their writing skills at Queen Ibnu Sina Junior High School.

1.4 Research Significances

The findings from this research are anticipated to offer both theoretical insights and practical knowledge, detailed as follows:

1.4.1 Theoretical Benefits

The aim of this study is to enhance our understanding of how English learning has evolved and to improve critical thinking skills by using project-based learning methods.

1.4.2 Practical Benefits

This research aims to provide insights into the composition of analytical exposition texts, thereby enhancing the methodology for identifying students' strengths and weaknesses in this writing genre. Furthermore, it is anticipated that the findings will serve as a source of inspiration and motivation for future researchers pursuing studies in this area, offering them guidance to conduct more effective research.

1.5 Definition of Terms

1.5.1 Writing Performance

Writing performance is defined as the ability of students to produce written texts that are coherent, structured, and meaningful. It includes multiple aspects, such as the development of ideas, logical organization, proper use of language, grammatical accuracy, and the capacity to revise and refine the text after self-evaluation. Effective writing performance reflects both linguistic competence and the ability to communicate ideas clearly. In the context of this study, writing performance is assessed by analyzing students' written assignments and examining the influence of metacognitive strategies on the overall quality of their writing (Fitrianti & Susanti, 2021).

1.5.2 Metacognitive Strategies

Metacognitive strategies involve students' deliberate efforts to oversee and regulate their thinking processes during writing. These strategies help learners plan their writing, monitor their progress, and assess the quality of their work. By engaging in such strategies, students become more self-aware about their writing habits, can identify areas that need improvement, and make decisions to enhance their writing outcomes. In this research, the term specifically refers to how students at Queen Ibnu Sina Junior High School apply these strategies to organize their ideas, manage their writing process, and improve the clarity and effectiveness of their written texts (Erbasan & Dedeoğlu, 2023).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

This chapter presents of review of a related study, which contains some points, Writing performance, and Metacognitive Strategies.

2.1.1 Writing

a. Definition of writing

Writing is regarded as an important language skill, particularly for students learning English as a foreign language. As a productive skill, writing allows learners to communicate ideas, opinions, and information through written texts. Rather than simply arranging words into sentences, writing involves a complex process of developing ideas and presenting them in an organized and meaningful manner.

In addition, writing requires learners to apply appropriate vocabulary, accurate grammar, and logical text organization to ensure that their messages are clearly conveyed. Bezbaruah (2025) explain that effective writing depends on the integration of linguistic elements and coherent organization. This suggests that successful writing is achieved when students are able to combine content knowledge with proper language use.Moreover, the activity of writing engages both cognitive and metacognitive processes, including planning, drafting, revising, and editing. These processes enable students to reflect on their writing, monitor their progress, and make necessary improvements. Through such processes, learners can enhance the quality and clarity of their written texts.

From an educational perspective, writing also reflects students' performance in producing texts based on certain assessment criteria. Nenotek et al (2022) state that writing performance is demonstrated by students' ability to fulfill standards related to content, organization, language use, and mechanics. Therefore, writing can be viewed as a multifaceted activity that integrates language competence and strategic thinking, allowing students to express their ideas effectively in written form.

b. Writing Process

Writing performance refers to students' capability to produce written texts that fulfill specific standards in terms of content, structure, language use, and mechanics (Hellne-Halvorsen et al., 2021). It is more than simply writing correct sentences; it also measures how effectively learners convey their ideas. In English as a Foreign Language (EFL) contexts, evaluating writing performance is essential because it reflects both linguistic proficiency and the application of strategic writing skills (Teng & Wang, 2023).

Recent research highlights several dimensions of writing performance, including the relevance of content, logical organization, vocabulary accuracy, grammar, and overall coherence (Allami et al., 2025). *Content* pertains to how clear, meaningful, and task-appropriate the ideas are. *Organization* addresses the logical arrangement of ideas within and across paragraphs. *Vocabulary* and *grammar* ensure linguistic correctness, while *coherence* guarantees smooth transitions between ideas (Andleeb et al., 2025).

Writing performance is also strongly influenced by students' use of metacognitive strategies during the writing process. Effective writers engage in planning, monitoring, and evaluating their drafts, which enhances the overall quality of their writing (Wiboolyasarin et al., 2024). This demonstrates that writing performance reflects not only language knowledge but also learners' strategic and cognitive engagement (Esmaeil Nejad et al., 2022).

Among Junior High School students, writing performance may vary depending on language proficiency, familiarity with writing tasks, and the ability to self-regulate throughout the writing process (Abdelhalim, 2025). Teachers can facilitate improvement by providing clear instructions, constructive feedback, and opportunities to practice planning, drafting, revising, and editing, which aligns with process-based approaches to writing instruction (Abdelhalim, 2025).

In conclusion, writing performance is a multifaceted construct that combines language skills, cognitive strategies, and metacognitive awareness. Enhancing writing performance requires attention not only to linguistic accuracy but also to

fostering strategic thinking throughout the writing process (Han, 2024).

2.1.2 Metacognitive Strategies

a. Definition Of Metacognitive Strategies

Metacognitive strategies are deliberate techniques and processes that learners use to plan, monitor, and evaluate their own learning activities (Stanton et al., 2021). These strategies involve awareness and control over cognitive processes, which enable students to regulate their thinking, make informed decisions, and solve problems more effectively (Brown, 2026).

In the context of writing, metacognitive strategies allow learners to reflect on their thought processes while composing texts. By using these strategies, students can organize ideas systematically, monitor their progress during writing, and make improvements to enhance the clarity and quality of their work (Al-Jarf, 2026). This awareness helps learners become more independent and strategic in managing writing tasks, particularly in English as a Foreign Language (EFL) classrooms.

a. Types of Metacognitive Strategies

Based on recent theoretical perspectives, metacognitive strategies in writing can be classified into three main types:

a) Planning

Planning involves setting goals, generating ideas, and organizing content before beginning to write. Research shows that effective planning allows students to produce more coherent and logically structured texts (Marlina, 2024).

b) Monitoring

Monitoring refers to learners' ongoing awareness of their writing process while composing a text. This includes checking understanding, language use, and progress during writing. Monitoring enables students to detect inconsistencies, maintain coherence, and make adjustments as needed (Raheem et al., 2023).

c) Evaluating

Evaluating is the process of reviewing and revising written work after completing a draft. Evaluation helps learners identify strengths and weaknesses in their writing, which contributes to improvements in both content and language quality (Godwin-Jones, 2022). These three

strategies—planning, monitoring, and evaluating—are essential indicators of metacognitive awareness in writing activities and play a crucial role in supporting students' writing performance.

b. Relationship Between Writing Performance and Metacognitive Strategies

Several recent studies suggest a significant relationship between metacognitive strategies and writing performance. Research has shown that learners who frequently apply metacognitive strategies – including planning, monitoring, and evaluating – tend to achieve better outcomes in their writing tasks (Qin et al., 2022). Specifically, metacognitive strategy use has been linked to improvements in key aspects of writing such as organization, clarity, and grammatical accuracy (Al-Othman, 2024). In addition, studies investigating the interrelationship between metacognitive strategies and writing performance have found that higher levels of metacognitive awareness are associated with greater writing competence, with self-efficacy and metacognition acting together to enhance overall writing performance among EFL learners (Ramadhanti & Yanda, 2021). These findings support the view that active engagement in planning, monitoring, and evaluating during the writing process contributes positively to the quality of written texts.

Furthermore, Nusivera et al (2025) argue that metacognitive strategies enhance students' ability to control their writing process, leading to improved coherence, accuracy, and overall writing quality. This indicates that metacognitive strategies play a crucial role in shaping students' writing performance, particularly in EFL classrooms.

c. Purpose/Benefit of Metacognitive Strategies in Writing

Metacognitive strategies are widely acknowledged as valuable tools for enhancing learners' writing experiences, as they invite students to actively plan, monitor, and evaluate their own thinking throughout the writing process (Bean & Melzer, 2021). By engaging in these reflective practices, learners can become more aware of their cognitive patterns, recognize difficulties as they arise, and adjust their approach to produce more coherent and meaningful written

work (Aladini et al., 2025). In the context of EFL classrooms, these strategies are particularly beneficial, as they help students navigate linguistic and cognitive challenges while fostering independence and self-regulated learning. Ultimately, the purposeful integration of metacognitive strategies empowers students to develop a deeper understanding of their strengths and limitations, promoting more thoughtful and intentional writing practices (Silver et al., 2023).

d. Challenges of Metacognitive Strategies in Writing

Metacognitive strategies are widely recognized for their potential to enhance students' writing processes; however, implementing them in classroom settings presents various challenges, especially among EFL learners. Previous studies suggest that many students experience difficulties in intentionally engaging with metacognitive processes, such as planning, monitoring, and evaluating their own writing, often due to limited language proficiency and insufficient prior writing experience (Hall et al., 2023). In addition, affective factors, such as writing anxiety and low self-confidence in writing, may influence students' willingness and ability to regulate their thinking during the writing process (Afdalia et al., 2023). Moreover, research indicates that metacognitive strategies require deliberate guidance and continuous support from teachers, as students do not automatically internalize these processes (Türkmen & Yıldırım, 2025). These findings highlight that the effective application of metacognitive strategies is not only dependent on students' cognitive readiness but also shaped by the instructional context and the support provided, reflecting a dynamic interplay between learner, task, and teacher facilitation.

e. Conceptual Framework

Based on the theories discussed above, metacognitive strategies (planning, monitoring, and evaluating) are assumed to influence students' writing performance. Students who effectively apply these strategies are expected to achieve better writing outcomes.

2.2 Previous Studies

Recent research has consistently highlighted the important role of metacognitive strategies in improving students' writing

performance, particularly in English as a Foreign Language (EFL) contexts. Esmaeil Nejad et al (2022) conducted a correlational study with high school students to examine the relationship between the use of metacognitive strategies and writing outcomes. Their results indicated that students who actively employed planning, monitoring, and evaluating strategies tended to produce higher-quality texts. Although this study focused on senior high school learners, it emphasizes the general significance of metacognitive processes in writing.

First, In higher education contexts, Teng & Yue (2023) investigated how metacognitive awareness contributes to writing development among university students. Using a mixed-method approach, they found that learners with greater awareness of their cognitive processes demonstrated better-organized and more coherent writing. This study reinforces the importance of metacognition in writing, while differing in educational level compared to Wang et al (2025).

Second, Susianti (2022) applied an experimental design to test the effects of self-regulation, including metacognitive strategies, on writing performance. Students who received explicit guidance in planning, monitoring, and evaluating their writing showed significant improvement compared to those who did not. Unlike correlational studies, this research provides evidence that targeted instruction in metacognitive strategies can actively enhance students' writing skills.

Third, Hasani & Pahamzah Hasani & Pahamzah (2022) focused on identifying which metacognitive strategies are most influential in high school EFL classrooms. Using regression analysis, the study found that monitoring was the strongest predictor of writing performance, suggesting that students' ability to oversee and adjust their writing process has a critical impact on the quality of their texts.

The fourth previous study Aziz et al. (2024) explored the relationship between metacognitive strategies and writing achievement among junior high school students in Indonesia. This study, conducted with a correlational design, revealed a positive and significant link between the use of metacognitive strategies and students' writing outcomes. Unlike previous studies conducted at higher educational levels, this research directly addresses lower secondary education, aligning closely with the current study's focus.

Overall, these studies collectively demonstrate that planning, monitoring, and evaluating strategies are crucial for enhancing writing performance. While they share a common conclusion that metacognitive strategy use improves writing, they vary in terms of educational levels, research methods, and which specific strategies were emphasized as most effective. These findings provide a strong foundation for examining the role of metacognitive strategies in the writing performance of junior high school students.

2.1 Research Thought Flow

Recent research has consistently highlighted the important role of metacognitive strategies in improving students' writing performance, particularly in English as a Foreign Language (EFL) contexts. Jin & Guo (2021) conducted a correlational study with high school students to examine the relationship between the use of metacognitive strategies and writing outcomes. Their results indicated that students who actively employed planning, monitoring, and evaluating strategies tended to produce higher-quality texts. Although this study focused on senior high school learners, it emphasizes the general significance of metacognitive processes in writing.

In higher education contexts, Jin & Guo (2021) investigated how metacognitive awareness contributes to writing development among university students. Using a mixed-method approach, they found that learners with greater awareness of their cognitive processes demonstrated better-organized and more coherent writing. This study reinforces the importance of metacognition in writing, while differing in educational level compared to (Oderinde & Ahmad, 2025).

Han (2024)applied an experimental design to test the effects of self-regulation, including metacognitive strategies, on writing performance. Students who received explicit guidance in planning, monitoring, and evaluating their writing showed significant improvement compared to those who did not. Unlike correlational studies, this research provides evidence that targeted instruction in metacognitive strategies can actively enhance students' writing skills.

Muche et al(2024) focused on identifying which metacognitive strategies are most influential in high school EFL classrooms. Using regression analysis, the study found that monitoring was the strongest predictor of writing performance, suggesting that students' ability to

oversee and adjust their writing process has a critical impact on the quality of their texts.

Finally, Ramadhanti & Yanda (2021) explored the relationship between metacognitive strategies and writing achievement among junior high school students in Indonesia. This study, conducted with a correlational design, revealed a positive and significant link between the use of metacognitive strategies and students' writing outcomes. Unlike previous studies conducted at higher educational levels, this research directly addresses lower secondary education, aligning closely with the current study's focus.

Overall, these studies collectively demonstrate that planning, monitoring, and evaluating strategies are crucial for enhancing writing performance. While they share a common conclusion that metacognitive strategy use improves writing, they vary in terms of educational levels, research methods, and which specific strategies were emphasized as most effective. These findings provide a strong foundation for examining the role of metacognitive strategies in the writing performance of junior high school students.

CHAPTER III

RESEARCH METHOD

The method used in this study is a qualitative descriptive method. In this research method, there are two words, namely method and research. The method comes from Greek which means methods which means a way or way to achieve a goal or target in a problem, then the word research which means a way used to achieve something with full accuracy, systematic, perfect, and using certain methods**.**

3.1 Research Design

This study employs a qualitative research approach within a post-positivist framework, where human beings are treated as the main subjects of investigation. The post-positivist perspective recognizes reality as complex and context-dependent, emphasizing the need to understand participants' personal experiences. This approach aligns with a humanistic paradigm, which prioritizes exploring participants' perspectives in natural settings rather than attempting to manipulate or control variables.

Qualitative research is particularly suitable for addressing questions related to how and why a phenomenon occurs. In this context, it allows the researcher to examine students' use of metacognitive strategies while writing, as well as how these strategies influence their writing performance. This approach enables a deeper understanding of the meanings students attach to their learning experiences (Rachmad, 2022).

The research is designed as a case study, which is appropriate for conducting an in-depth investigation of a specific group in its real-world context—here, the students at Queen Ibnu Sina Junior High School. Using a case study allows the researcher to describe events, explore factors affecting the phenomenon, and understand how participants interpret their writing experiences. This approach provides a comprehensive perspective on the relationship between metacognitive strategies and writing performance (Teng et al., 2022).

Data is collected using flexible, open-ended techniques, including interviews, participant observation, and document analysis. These methods help gather rich, detailed descriptions of how students apply metacognitive strategies in their writing process, capturing both

actions and perceptions in authentic learning contexts (Silver et al., 2023).

3.2 Location and Time of Research

This research will be conducted at Queen Ibnu Sina Junior High School, located in Genteng District, Banyuwangi Regency, East Java. This location was chosen based on the consideration that students at this school still lack awareness in writing, so it is very appropriate for us to explore and apply metacognitive strategies to them in order to improve their writing skills.

This study takes place at Junior High School (SMP) Queen Ibnu Sina Genteng which is location in the KH. Masykur Ali Street complex No. 11 RT/RW 2/1 Curahketangi, Setail Village, Genteng District, Banyuwangi Regency, East Java Province.

3.3 Research Subjects

The research subject serves as an informant, defined as an individual who supplies information regarding a specific situation, condition, or context of the research site. Various perspectives suggest that the research subject is fundamentally linked to the source of data collected during the study. This subject is inherently connected to the research problem being investigated and represents a critical locus for data acquisition within the research framework. Consequently, the research subject emerges as a primary focus in the process of data collection.

The research activities at Queen Ibnu Sina Junior High School, will be conducted during the 2025/2026 academic year.

3.4 Informan

The research subjects in this qualitative study were selected based on the relevance of the data to the research objectives. The subjects, referred to as informants, were individuals who possessed meaningful information necessary to address the research problems. Accordingly, the informants were determined using purposive sampling, in which participants were deliberately chosen according to specific criteria. The primary informants of this study were ninth-grade students at a school under the supervision of an Islamic boarding school (pesantren). This grade level was selected because the students were studying grammar, a core component that is closely connected to the development of writing skills, making them particularly relevant to the focus of this research.

At this educational level, ninth-grade students generally have sufficient experience in learning English, enabling them to articulate their understanding, perceptions, and challenges related to the learning process, especially in applying grammatical knowledge to writing activities. In addition to the primary informants, this study also involved a supporting informant, namely the English teacher, who was selected due to their direct involvement in planning, implementing, and evaluating the instructional process. The teacher's perspectives were used to enrich and validate the data obtained from the students, thereby strengthening the credibility and depth of the research findings.

3.5 Data and Source of Data

The researcher's methods are observation and document utilization. The study subjects were English teachers of 9th grade of Queen Ibnu Sina Junior High School

a. Primary Data Sources
   Primary data sources refer to the information that will be gathered, analyzed, and shown by the research directly from the source. In this study, the main source of data comes from the research findings of English teachers and students from 9th grade.
b. Secondary Data Sources
   Secondary data sources act as extra tools that help complete the missing pieces from primary data. Secondary data includes class absences, student grades, and documentation. These information sources consist of documents related to Queen Ibnu Sina Junior High School and other important references for the research.

3.6 Data Collection Procedure

The data collection procedures in this study were designed to obtain an in-depth understanding of students' thinking processes during writing and the role of metacognitive strategies in their writing performance. In line with a qualitative research approach, data collection techniques were selected based on their capacity to capture participants' experiences, meanings, and practices within the natural classroom context.

This study employed classroom observation and interview as the main data collection techniques. Each technique was used to obtain

different types of data that complement one another and contribute to a holistic understanding of the phenomenon under investigation.

a. Classroom Observation

Classroom observation was conducted to obtain contextual data concerning the enactment of metacognitive strategies during writing instruction. The observation took place in a ninth-grade classroom during writing activities, with particular attention given to students' behaviors, actions, and interactions that reflect planning, monitoring, and evaluating processes.

Data collected through observation consisted of detailed field notes describing the classroom atmosphere, students' responses to writing tasks, and observable patterns of metacognitive strategy use during the writing process. Observation was selected because it enables the researcher to examine the phenomenon in its natural setting and to corroborate data obtained from interviews, thereby strengthening the depth and credibility of the findings (Lim, 2025).

The combined use of interviews and observation was intended to produce comprehensive and credible data. By integrating participants' reflective accounts with direct classroom observations, this study provides a nuanced and contextually grounded understanding of students' *thinking while writing*.

b. Interview

Interviews were conducted as the primary technique to generate reflective and narrative data related to students' awareness and use of metacognitive strategies in the writing process. The interviews involved five (5) ninth-grade students at Queen Ibnu Sina Junior High School, who were selected purposively based on their active participation in writing activities.

Through the interviews, data were obtained regarding students' perceptions of writing, the strategies they employ when planning their texts, the ways they monitor their writing while composing, and how they evaluate their completed work. This technique was chosen because interviews allow the researcher to explore students' internal thinking processes, which are not always directly observable during classroom activities (Reinhold et al., 2024).

c. Documentation

Documentation is written material based on notes and documents used to complete data needed to complete data needed in research. These documents can be in the form of photos, documents owned by informants, and interview results that can be obtained from informants so that they can be more trusted if supported by documentation data. This is done to find out the real picture in the field and get primary sources about teaching and learning activities.

3.6Data Validity

To ensure the integrity and validity of the research findings, the researcher employs triangulation as the primary strategy for data trustworthiness. Triangulation is a method of cross-checking data by utilizing multiple sources, methods, or theories to provide a comprehensive and credible understanding of the phenomenon being studied (Oranga, 2025) . In this study, the researcher applies two types of triangulation to minimize bias and ensure the findings accurately reflect the participants' experiences:

3.6.1 Source Triangulation**:** The researcher compares and verifies information obtained from different participants, namely the English teachers and ninth-grade students at Queen Ibnu Sina Junior High School. This allows for a balance between the pedagogical perspective of the teacher and the actual learning challenges experienced by the students (Bhardwaj et al., 2025).

3.6.2 Method Triangulation**:** The researcher cross-references data collected through various techniques, including classroom observations, interviews, and documentation. By integrating these methods, the researcher can ensure consistency between students' observable actions during writing and their internal thinking processes shared during interviews.

By employing these triangulation strategies, the researcher can achieve a more nuanced, credible, and contextually grounded interpretation the role of metacognitive strategies in writing performance (Oderinde & Ahmad, 2025).

3.8 Data Analysis

The data from this study were analyzed using qualitative techniques based on the interactive model by Miles, Huberman, and

Saldaña, which includes data reduction, data presentation, and conclusion drawing/verification (Sapika et al., 2026). This model is known for its methodical strategy in handling and understanding qualitative data in research. In addition, recent discussions in qualitative research highlight that data analysis is iterative and interpretive, requiring reflexivity, triangulation, and evidence-based interpretation (Salmona et al., 2026). Furthermore, qualitative data analysis is characterized by a dynamic and inductive process. This allows researchers to investigate the deeper meaning of participants' observations and responses.

In practice, the implementation of this interactive model begins with a process of data reduction or condensation immediately after the researcher finishes collecting data in the field. At this stage, the researcher collected all audio recordings from in-depth interviews with an English teacher and five students at Queen Ibnu Sina Junior High School, then converted them into written text (transcriptions). The researcher then filters the data by removing irrelevant parts of the conversation, such as word repetitions or filler words. Once the data was deemed clean, the researcher performed coding by marking the participants' statements and grouping them into specific metacognitive strategy themes, namely planning, monitoring, and evaluating in their writing performance.

Once the data has been categorized according to these codes, the next step is data presentation. The researcher organizes the data into a coherent and systematic narrative. Through this structured presentation, the researcher can gain a comprehensive and in-depth understanding of how students apply these strategies in their daily writing activities.

This analytical process then concluded with the drawing of conclusions and verification. The researcher began to interpret the patterns of relationships identified to address the research focus regarding the role of metacognitive strategies in the school. The preliminary conclusions drawn at the outset of the analysis were not immediately considered final but were continuously tested and verified. The researcher conducted a cross-check by re-matching the interview findings with the field notes obtained during classroom observations. Through this dynamic triangulation process, the final conclusions drawn were ensured to be truly objective, valid, and based on strong, concrete evidence from the field.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

The findings of this study are organized to address two main research questions (RQs), namely: (1) How do students at Queen Ibnu Sina Junior High School implement metacognitive strategies in their writing performance, and (2) What benefits and challenges do they experience during this implementation? The data presented in this section were obtained from in depth interviews with five participants (S1, S2, S3, S4, and S5) and supplemented by direct classroom observations.

4.1.1 Implementation of Metacognitive Strategies in Students Writing Performance (RQ 1)

Based on data analysis, the students studied at Queen Ibnu Sina Junior High School were actively engaged in three chronological stages of metacognitive strategies: planning (pre-writing), monitoring (while-writing), and evaluation (post-writing).

The first stage of metacognition involves how students prepare themselves before beginning to compose a text. Interview data showed that all five students (S1–S5) had positive emotional responses when given writing assignments; they stated that they felt happy ("seneng") because writing in English was fun, they liked writing, or they were happy to learn new vocabulary. Only S5 mentioned feeling confused alongside feeling happy because English was considered somewhat difficult.

When examining their preparation routines, the primary step taken by all students was to determine a topic. Student 1 mentioned that although the topic is usually assigned by the teacher, they would choose their own topic if the teacher did not provide one. Students 2, 3, and 5 strongly emphasized that determining a topic is essential so that they do not get confused or write irrelevant sentences. S2 explicitly stated:

> *"Yes, because if there's a theme, our writing stays on track—meaning we can focus on what we're discussing."*

Additionally, the planning process involves using an outline or brief notes. S1, S2, S3, and S5 prefer this method. S1 states that this makes their writing clear, while S2 uses it so that each paragraph has a main idea. S3 highlights that small notes serve as reminders of ideas:

> *"I like to make small notes so I don't forget what I want to write and so the writing is more organized and neat."*

S5 also uses an outline to make the writing process feel comfortable and clear. Interestingly, S4 was the only student to skip this planning sub-strategy and admitted to writing directly without a concept map: "I just write down whatever comes to mind."

Classroom Observation Evidence: The dynamics of this interview were clearly reflected in the classroom. During the pre-writing stage, immediately after the teacher announced the topic, the researcher observed that S1, S2, S3, and S5 spent the first 5 to 8 minutes jotting down key points, writing English keywords, or creating simple mind maps in the top margin of their paper before writing full sentences. In contrast, S4 was observed immediately putting pen to paper to write the opening sentence. However, the impact of skipping this outline stage caused S4 to subsequently pause longer between paragraphs, scratch their head, and appear less composed compared to the other four students.

Based on classroom observations, the researcher noted that the target students did not immediately begin writing their texts once the instructions were given. Instead, they exhibited observable preparatory behaviors. These field observations were further enriched by interview data. All five participants (S1–S5) explicitly stated that they consciously set aside time to determine a theme first in order to maintain focus in their writing.

Furthermore, the physical evidence of planning was highly visible during the observation, where S1, S2, S3, and S5 were seen drafting rough outlines and jotting down small notes on the margins of their papers before developing them into full paragraphs.

The second stage describes how students organize their thought processes while writing. Interview results show that all five students (S1–S5) frequently paused to reread what they had written. For S1, S2, and S4, the main trigger for stopping was suddenly forgetting a word in the middle of a sentence. S3 stated they stopped because they were very

afraid of getting the meaning wrong ("afraid of getting the meaning wrong"), while S5 reported a very high intensity of self-monitoring:

> *"Often, almost 50% of the time, because I'm afraid of making mistakes while writing."*

To overcome these cognitive and linguistic barriers, participants employed various compensatory strategies. S1 and S2 relied on social interaction by choosing to "ask a friend/teacher." On the other hand, S3 and S4 chose internal cognitive strategies, namely repeating vocabulary in their heads (lalaran vocab) to retrieve forgotten words from their memory. S5 combined both methods by opening a book or asking a teacher.

During the while-writing phase, metacognitive monitoring was manifested through the students' self-regulatory actions. The researcher observed a frequent and distinct pattern of pausing behavior among all target students (S1-S5). They routinely stopped writing after finishing one or two sentences, staring at their drafs for a few moments before continuing.The interview data confirmed that these pauses were not a sign of distraction, but rather an active cognitive monitoring process. The students admitted that they intensely reread their ongoing sentences due to linguistic anxieties, specifically the fear of misinterpretation or experiencing a sudden vocabulary block. As S5 clarified during the interview:

> *"When I'm writing, I often pause for a moment to reread the sentence I've just written. I'm worried that the meaning might be wrong, or sometimes I forget the vocabulary, so I have to check it again before moving on to the next sentence".*

Furthermore, when students feel that their sentences lack coherence or don't flow, they immediately take corrective action on the spot. Students S1 and S2 choose to ask a friend for help with proofreading (ask a friend to proofread), while Student S3 chooses to start the writing process over from the beginning. S4 and S5 prioritize intensive rereading; S4 noted that if they were truly "stuck," they would discard the draft and look for a new topic, while S5 emphasized a repetitive writing cycle:

> *"Read it again if somethings still missing, rewrite it."*

Classroom Observation Evidence: The researcher observed exactly the same behaviors during the observation phase. S5 was seen tracing their sentences with their index finger, rereading previous lines repeatedly before adding a new sentence. When S1 and S2 hit a wall, they immediately leaned over to whisper to their deskmate or raised their hand to get the teacher's attention. Meanwhile, S3 and S4 were seen closing their eyes or staring at the blackboard while silently moving their lips in an effort to recall vocabulary (muttering). S5 was also seen actively flipping back through the pages of their notebooks to confirm sentence structure rules.

The final stage involves assessing the written work before submission. Interview data reveal unanimous agreement; all students (S1–S5) systematically review their punctuation, spelling, and word choice before submitting their assignments. S3 and S4 explained that their evaluation method involved rereading the text thoroughly "the way to fix it is by reading it again".

However, the data revealed clear differences in their evaluation preferences. S1, S2, and S5 strongly preferred peer evaluation, stating that having a friend review their writing ("checked by a friend") was far more helpful. Conversely, S3 and S4 value independence more, stating that they feel more helped if they correct their own writing "corrected by myself".

Upon completing their drafts, the researcher observed that none of the target students immediately submitted their work. There was a conscious effort to engage in proofreading.This behavioral data aligns perfectly with the qualitative coding from the interviews, which revealed that all students (S1-S5) rigorously re-examined their final texts. Their evaluative focus was primarily directed toward surface-level mechanical features, such as punctuation marks and spelling correctness. According to S3 in Personal Interview:

> *"Before handing it in to the teacher, I always reread it from beginning to end first. I double-check to make sure the punctuation is correct, and then I check for any typos or spelling mistakes in the English words".*

Classroom Observation Evidence: This difference was very evident during the classroom observation. When the teacher announced that there were only five minutes left, the situation changed immediately. Students S1, S2, and S5 instantly exchanged their

notebooks with their deskmates. They were seen pointing out paragraphs to one another, highlighting minor spelling errors, and discussing corrections in hushed tones. In contrast, S3 and S4 kept their own notebooks, hunched over their desks, and read their drafts line by line carefully with a pen, making adjustments on their own before walking to the front to hand in their assignments at the teacher's desk.

4.1.2 The Benefits Using Metacognitive Strategies (RQ 2)

This section discusses how students directly experience the impact of using metacognitive strategies, particularly during the planning phase, when they write texts in English. From the collected data, an interesting dynamic emerges: on one hand, this planning process greatly helps students organize the structure of their ideas, but on the other hand, the execution process is still hindered by the limitations of their language proficiency:

Based on the interview results, all five students (S1–S5) unanimously agreed that planning at the outset greatly simplified their experience of writing in English. The keyword "simplified" here does not merely mean saving time, but rather providing a sense of mental calm. By planning their writing, students feel they have full control over what they will write before actually beginning to construct sentences.

Student S1 explained that a well-thought-out plan can eliminate confusion along the way. When ideas are solidified from the start, students no longer need to keep stopping just to think about the direction of their writing. This planning functions like a compass that keeps their focus on the right track.

Meanwhile, for S2 and S5, outlining is a lifesaver that prevents them from feeling overwhelmed. Writing in a foreign language is often stressful because students have to think about both the content and the grammar at the same time. With a clear structure broken down by paragraph, that mental burden is drastically reduced. Students can focus on completing their writing section by section. This is clearly expressed by S2:

> *"It makes it easier, because we just have to develop the main idea of each paragraph".*

This statement is also supported by S5, who feels that a clear structure greatly aids the writing process:

> *"It makes it easier, because the outline already makes it clear what each paragraph is supposed to cover".*

The students' accounts were corroborated by classroom observations. During the observations, the researcher noted a striking difference between students who created an outline and those who did not. Students who used an outline (S1, S2, S3, and S5) appeared to write much more fluently.

After a brief planning session, they immediately wrote paragraph by paragraph steadily without many pauses. Because they knew exactly which subtopics to cover next, their writing process flowed naturally without significant structural obstacles.

4.1.3 Challenges: Limited Vocabulary as a Stumbling Block (Challenges in Execution)

Although the students were skilled at planning ideas, this study found a significant gap between "being able to plan ideas" and "being able to write them in English." Interview results showed that vocabulary limitations (vocabulary deficiency) were the primary challenge, often disrupting concentration and forcing them to suddenly stop writing.

This vocabulary barrier proved to be quite significant for some students, leading to cognitive fatigue. When they hit a wall and couldn't find the English words for the ideas they had, frustration set in. Ultimately, some students chose a shortcut: discarding the good ideas they had planned from the start, then replacing them with simpler themes as long as they knew the vocabulary. This obstacle was described by S2:

> *"I often feel stuck, because I forget the vocabulary I want to use".*

Interestingly, S2 views this challenge from a more positive perspective. For S2, this moment of hitting a wall actually becomes an opportunity to learn and expand their vocabulary with new words they had never encountered before:

"we gain experience from discovering new words we didn't know before".

This confusion is clearly evident from observations in the classroom. During writing assignments, the students' frustration due to their limited vocabulary is immediately apparent from their body language.

The researcher observed several students showing signs of stress, such as roughly erasing the same word repeatedly until the paper became thin and nearly tore. Additionally, some students tapped their pencils on the desk impatiently and repeatedly exhaled long sighs while staring blankly at their papers, which were only half-filled.

This physical behavior serves as clear evidence in the field that although their minds know what they want to convey (thanks to careful planning), their limited English vocabulary makes it difficult for them to express it, thereby triggering emotional barriers while learning in class.

In summary, these findings indicate that while metacognitive planning helps students organize their thoughts, a lack of vocabulary acts as a major roadblock during the actual writing. This barrier not only causes cognitive fatigue and emotional frustration, but it also disrupts the continuous flow of the students metacognitive process. When students are forced to abandon their good ideas simply due to lexical limitations, they lose full control over their own writing process. Consequently, this demonstrates that the success of using metacognitive strategies does not rely solely on good planning, but is heavily dependent on the students' basic vocabulary resources.

4.2 Discussion

The findings of this study reveal an interesting dynamic regarding how students at Queen Ibnu Sina Junior High School utilize metacognitive strategies in writing. Specifically, field data reveal a significant gap between students' cognitive ability to plan ideas (metacognitive planning) and their linguistic ability to explore vocabulary (vocabulary execution). Students proved highly capable at the outset but immediately encountered major obstacles once the actual writing process began.

In the early stages, students' ability to draft ideas and map out a story plot demonstrated well-developed metacognitive awareness. The finding that students were able to organize their ideas before writing aligns with recent research by Zhang (2022), which confirms that metacognitive planning is a key factor in helping middle school students construct a conceptual "roadmap" to ensure their writing is focused. This activity demonstrates that, mentally, students actually know exactly what they want to convey in the writing assignment.

This phenomenon is strongly supported by recent studies on cognitive load management in foreign language writing. According to Teng and Zhang (2021), explicit planning reduces the cognitive burden on EFL learners by allowing them to separate content generation from linguistic encoding. When students plan, they clear their working memory to focus later on grammar and vocabulary. Furthermore, Ames et al. (2023) state that in qualitative contexts, structured planning acts as an emotional stabilizer that substantially reduces "writing anxiety" among young ESL/EFL learners.

At SMP Queen Ibnu Sina, the teacher's guidance during the planning phase confirms that scaffolded pre-writing is not merely an optional step but a foundational requirement for coherent discourse formulation. The data clearly illustrates that when a student has a visual blueprint (like a mind-map), their subsequent execution becomes significantly more structured.

However, serious challenges arise when students begin to put these plans into practice in English texts. Vocabulary deficiency becomes a problem that triggers cognitive fatigue and frustration. This is supported by a study by Teng (2023), which states that metacognitive strategies do not work magically in a vacuum; their success depends heavily on the students' lexical knowledge (vocabulary). When their vocabulary is limited, students' metacognitive thinking process stalls because their brain energy is exhausted just trying to find the right words, rather than on improving the quality of their writing.

During the drafting phase, observation and interview data showed that students engaged in continuous self-talk and text-revisiting, asking themselves internal questions regarding past tense structures and contextual meaning. This represents the practical application of metacognitive monitoring.

Recent literature highlights monitoring as a defining trait of autonomous writers. Bai et al. (2022) argue that metacognitive monitoring acts as an internal feedback loop where learners constantly compare their current output with their internal linguistic standards. In a qualitative investigation of secondary school writers, De Silva (2024) found that effective monitoring is highly recursive; students do not just write continuously, but rather oscillate between drafting and internal editing.

The struggle observed among the five students at SMP Queen Ibnu Sina underscores this complexity. Writing in a second language demands dual-task processing: handling semantic ideas while maintaining syntactic accuracy. The qualitative evidence from this study demonstrates that monitoring strategies allow students to navigate this cognitive bottleneck, transitioning from passive rule-followers to active, self-regulated language users who can identify and fix errors in real-time.

As a result of this bottleneck, some students took a shortcut by abandoning their well-thought-out initial plans and replacing them with much simpler themes, provided they knew the vocabulary. This phenomenon aligns with the findings of Bai et al. (2024), who explain that mid-process linguistic failures often force students to engage in negative emotional regulation, such as lowering their standards for ideas to avoid writing anxiety. Student behaviors such as sighing deeply and erasing their paper until it is worn thin—as observed in the data—serve as tangible evidence in the field of how limited vocabulary can undermine the entire metacognitive plan that had been carefully laid out from the start.

In the current context of English Language Education, the findings of this study highlight the real challenges faced in teaching writing as a foreign language. Metacognitive strategies have indeed proven effective in enhancing students' learning autonomy, yet their effectiveness in the classroom is often hindered by the reality that writing is a complex process. According to Lawrence et al. (2022), in modern language education, the teaching of metacognitive strategies must not be separated from the context of reinforcing foundational linguistic skills. English teachers cannot simply assume that if students can plan their ideas well, their writing will automatically be good. The

language teaching curriculum must intentionally integrate metacognitive strategies alongside vocabulary acquisition strategies so that students do not lose motivation along the way.

The post-writing phase at SMP Queen Ibnu Sina showed that while students initially viewed the completion of a text as the ultimate goal, explicit teacher prompts and peer-review checklists successfully shifted their focus toward evaluation.

In recent educational frameworks, evaluation is no longer viewed merely as an editing tool for surface-level errors, but as a deeply reflective process. Zhang and Mutar (2022) emphasize that post-writing evaluation is where deep metacognitive knowledge is consolidated. When students evaluate *how* they overcame a writing obstacle, they update their strategic knowledge for future tasks. Additionally, Casal and Lee (2025) note that qualitative reflections during peer or self-evaluation foster a growth mindset, turning mistakes into conscious learning experiences.

The findings from this study corroborate these insights. When the teacher at SMP Queen Ibnu Sina implemented self-correction checklists, it encouraged the five students to reflect critically on their own strategic choices. Consequently, evaluating does not just fix the current essay; it builds a sustainable, transferable metacognitive awareness that promotes lifelong writing autonomy.

Therefore, this study offers important pedagogical implications for English language educators, particularly at the secondary school level. To bridge the gap between writing planning and execution, teachers need to implement balanced instructional interventions. A recent study by Reynolds and Zhang (2024) suggests the use of embedded metacognitive instruction, in which, before asking students to plan their writing, teachers first facilitate vocabulary-building activities relevant to the topic. In this way, the English language education community can create a supportive learning environment where students are not only strategically adept at managing their thoughts but also possess sufficient vocabulary to express them without feeling frustrated or compromising the quality of their ideas.

Synthesizing these elements, this qualitative study offers a nuanced perspective that quantitative data often misses. Modern

research by An and Teng (2023) asserts that the success of metacognitive intervention heavily depends on the classroom environment and the teacher's explicit modeling.

The interactions observed at SMP Queen Ibnu Sina perfectly mirror this assertion. Metacognitive strategies do not simplify the intrinsic difficulties of English writing; rather, they provide the internal scaffolding necessary for students to manage the process independently. By embedding planning, monitoring, and evaluating into their routine, the students transition from experiencing writing as a source of frustration to approaching it as a manageable, structured problem-solving task.

CHAPTER V

CLOSING

5.1 Conclusion

Based on the results of the data analysis and findings presented in Chapter IV, this study yields several key conclusions regarding the role of metacognitive strategies in students' writing performance at Queen Ibnu Sina Junior High School. A deeper interpretation of the field findings indicates that metacognitive strategies do not merely function as technical steps but rather as a crucial self-regulation tool in shaping how students plan, monitor, and revise their writing.

During the initial or planning stage, students who consciously use metacognitive strategies demonstrate a much more structured approach to writing. Rather than writing haphazardly right away, they take the time to consider main ideas, create a simple outline, and identify relevant vocabulary. This initial thinking process has proven highly effective in helping students overcome writer's block and providing clear direction for developing their paragraphs. Furthermore, the role of these metacognitive strategies continues as an internal monitor during the monitoring stage. As the drafting process unfolds, students demonstrate sensitivity to the language choices and sentence structures they employ. When they notice grammatical errors or inconsistencies in meaning during the writing process, students are able to self-correct. It is this active monitoring that ensures their writing remains coherent and consistent with the ideas they intended to convey from the start.

The last, during the evaluation stage, metacognitive awareness encourages students to view their work from a critical perspective. Students do not consider the assignment complete once the final word is typed or written; rather, they reread their drafts, check for spelling errors, and remain open to feedback from both teachers and peers. Through this reflective practice, students become more aware of their own strengths and weaknesses in writing. The students' success in applying these stages is undoubtedly linked to the facilitative role of the English teachers at Queen Ibnu Sina Junior High School. Through explicit instruction on the writing process, the provision of reflection sheets, and the delivery of constructive feedback, the teacher successfully fosters students' metacognitive awareness, enabling them

to transform from passive writers into independent learners capable of managing their own learning process.

5.2 Research Implications

Based on the findings and discussion presented in the previous chapter, this study offers several significant implications that contribute to both academic discourse and classroom application. To provide a clear and structured understanding, these implications are developed using an inverted pyramid approach, moving from broad academic concepts to the most specific practical applications in the local research context.

5.2.1 Theoretical Implications

The theoretical implications of this study enrich the existing literature on EFL writing pedagogy by moving from general educational theories to specific cognitive applications in secondary education. Globally, the broadest implication of this research lies in its contribution to the overarching discourse of second language acquisition (SLA). It provides empirical evidence supporting the idea that linguistic competence alone is insufficient for mastering foreign language writing; instead, academic success is heavily dependent on how learners manage their cognitive and self-regulatory mechanisms during the creative process.

Narrowing down from general SLA concepts, this study strengthens the theoretical paradigm shift from a traditional product-oriented writing approach to a process-oriented one. By exploring the qualitative nuances of how writing unfolds, this research adds depth to the literature by proving that writing performance is a dynamic, multi-layered cognitive journey. The findings illustrate that the quality of text produced by EFL learners is deeply rooted in internal cognitive monitoring, tracking how ideas are selected, structured, and refined over time.

At the sharpest point of the theoretical pyramid, this study contextualizes the specific framework of metacognitive strategies—comprising planning, monitoring, and evaluating—within the under-researched demographic of lower-secondary education. While the majority of previous literature heavily focuses on higher education or advanced adult EFL learners,

this research successfully addresses a critical gap. It conceptualizes how junior high school students, specifically within the Indonesian EFL landscape, can engage in sophisticated metacognitive regulation despite their developmental age, limited vocabulary, and grammatical constraints. This proves that metacognitive awareness is not an advanced skill reserved only for higher-level students, but a foundational tool that can be theoretically mapped onto early stages of foreign language development.

5.2.2 Practical Implications

In terms of practical application, the implications follow a similar inverted pyramid structure, narrowing down from macro-level institutional recommendations to micro-level impacts on individual classroom participants. At the broadest practical level, the findings suggest a critical need for school administrators and curriculum developers to re-evaluate the structure of the English syllabus. Instead of designing curricula that focus purely on rote textbook exercises and vocabulary memorization, there is a clear implication for integrating explicit learning strategy instruction into the formal educational framework. Schools must consider providing continuous professional development and training workshops to equip educators with the pedagogical tools necessary to teach students *how* to think, rather than just *what* to write.

Moving closer to the actual classroom environment, the implication directly impacts pedagogical practices for English teachers. The qualitative evidence implies that strategy instruction cannot be taken for granted or assumed to happen automatically. Teachers must transition from being mere evaluators of finalized student papers to active facilitators of the writing process. Practically, this requires teachers to explicitly model metacognitive strategies in daily lessons. For instance, teachers can integrate "think-aloud" protocols to show students how to map out ideas before writing, establish explicit monitoring routines during drafting, and introduce structured self-assessment checklists to make the evaluation phase more meaningful.

Finally, at the most specific and narrow tip of the pyramid, the practical implications focus on the individual

students and the immediate research site at SMP Queen Ibnu Sina. The study implies that cultivating metacognitive awareness directly fosters learner autonomy among junior high school students. When students are trained to become conscious of their own cognitive strengths and weaknesses, their mindset shifts from being passive recipients of teacher feedback to active, self-reflective evaluators of their own work. For the specific five students and the English teacher involved in this study, these findings provide a highly localized blueprint for overcoming writing anxiety and linguistic barriers, showing that structured self-regulation can directly enhance individual student writing habits in their day-to-day academic tasks.

5.3 Limited research

The researcher acknowledges that this study was conducted while identifying several obstacles and limitations that may affect the scope and generalizability of the findings. The primary limitation of this study lies in the very small sample size, which involved only five students and one English teacher at Queen Ibnu Sina Junior High School. Although this sample size was sufficient to yield rich, in-depth, and meaningful qualitative data, the small sample size means the research findings cannot necessarily be generalized to describe the level of metacognitive awareness or writing performance of all students at that school or at other educational institutions.

In addition to the issue of sample size, this study also has significant contextual limitations because it is confined to the specific environment of Queen Ibnu Sina Junior High School. Internal factors such as the school's unique curriculum, the availability of supporting facilities, and the unique dynamics within the classroom exert a very specific influence on how students apply their metacognitive strategies. Another obstacle faced by the researcher relates to the data collection process, which relied on observation and semi-structured interviews. Since the primary data was derived from interview results, the findings of this study are potentially influenced by the subjective biases of the informants. Additionally, the researcher also faced challenges related to students' communication skills, as some students felt awkward or had difficulty articulating their internal thought processes and the cognitive strategies they used verbally during the interviews. These

limitations must be taken into account when interpreting the results of this study comprehensively.

5. Sugesstion

Based on the findings and limitations of this study, English teachers are encouraged to integrate metacognitive strategies more explicitly into writing instruction by guiding students through the stages of planning, monitoring, and evaluating their writing process. Students are also encouraged to develop greater awareness of their own writing strategies and to regularly practice self-reflection in order to improve their writing performance. Furthermore, future researchers are recommended to conduct similar studies with a larger number of participants and in different educational settings to obtain more comprehensive findings. Future studies may also employ additional data collection methods or mixed-method approaches to reduce subjectivity and provide a deeper understanding of students' metacognitive processes during writing activities.

Future researchers are recommended to conduct similar studies involving a larger number of participants and a wider range of educational settings to obtain more comprehensive and representative findings. Since this study was limited to one school and a small number of participants, further research in different schools or educational contexts may provide broader insights into the implementation of metacognitive strategies in writing. In addition, future researchers are encouraged to employ various data collection methods, such as think-aloud protocols, writing journals, or mixed-method approaches, to complement interview data and reduce potential subjectivity. These approaches may also help students express their cognitive and metacognitive processes more clearly, leading to a deeper understanding of how metacognitive strategies influence writing performance.

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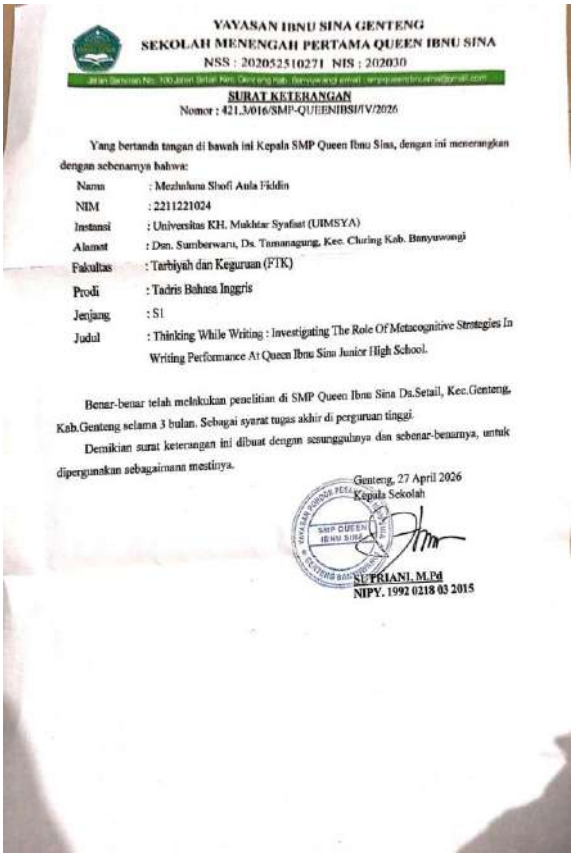
APPENDICES

APPENDIX 1 : Certificate of Having Conducted Research



YAYASAN IBNU SINA GENTENG
SEKOLAH MENENGAH PERTAMA QUEEN IBNU SINA
NSS : 202052510271 NIS : 202030
Jalan Sensian No. 100 Jalan Setiai Km. Genteng Kab. Banyuwangi email : smpqueenibnusina@gmail.com

SURAT KETERANGAN
Nomor : 421.3/016/SMP-QUEENIBSI/IV/2026

Yang bertanda tangan di bawah ini Kepala SMP Queen Ibnu Sina, dengan ini menerangkan dengan sebenarnya bahwa:

Nama	: Mezhuhna Shofi Aula Fiddin
NIM	: 2211221024
Instansi	: Universitas KH. Mukhtar Syafaat (UIMSYA)
Alamat	: Dsn. Sumberwaru, Ds. Tamanagung, Kec. Cluring Kab. Banyuwangi
Fakultas	: Tarbiyah dan Keguruan (FTK)
Prodi	: Tadris Bahasa Inggris
Jenjang	: S1
Judul	: Thinking While Writing : Investigating The Role Of Metacognitive Strategies In Writing Performance At Queen Ibnu Sina Junior High School.

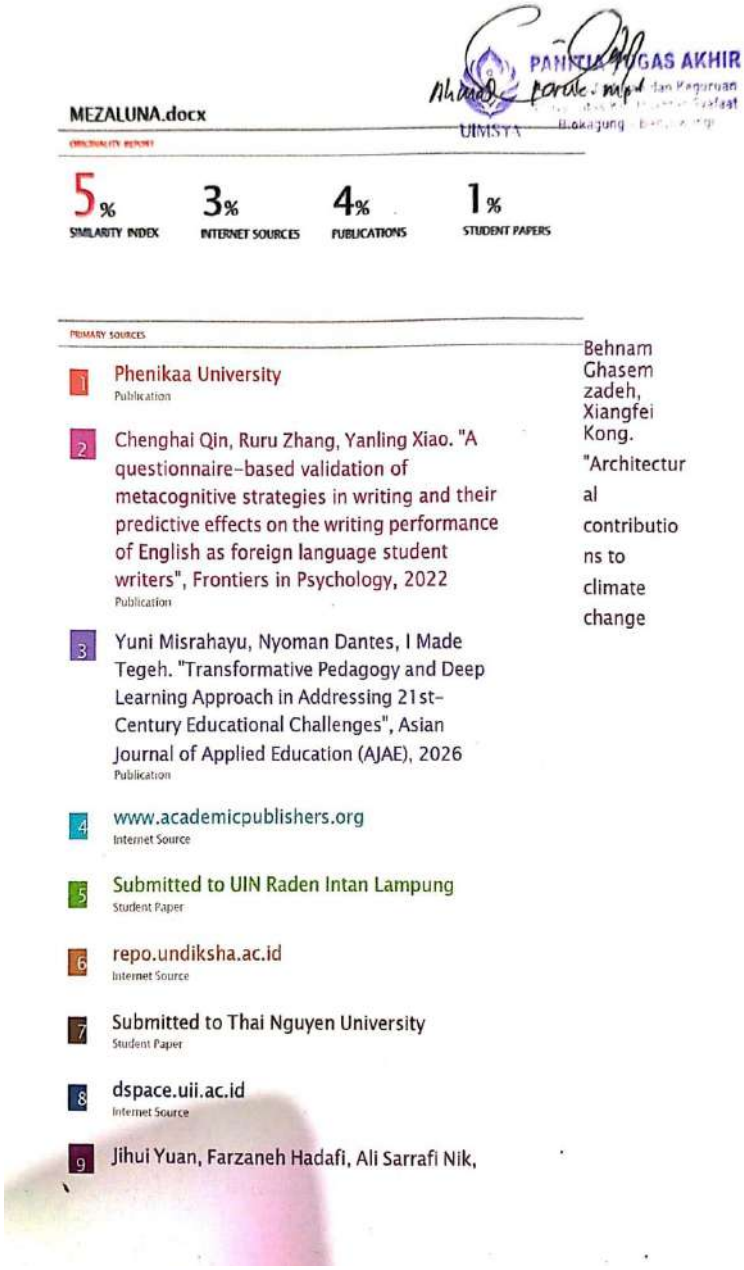
Benar-benar telah melakukan penelitian di SMP Queen Ibnu Sina Ds.Setail, Kec.Genteng, Kab.Genteng selama 3 bulan. Sebagai syarat tugas akhir di perguruan tinggi.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya, untuk dipergunakan sebagaimana mestinya.

Genteng, 27 April 2026
Kepala Sekolah

SUTRIANI, M.Pd
NIPY. 1992 0218 03 2015

APPENDIX 2 : Certificate of Plagiarsm



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Publication

3 Yuni Misrahayu, Nyoman Dantes, I Made Tegeh. "Transformative Pedagogy and Deep Learning Approach in Addressing 21st-Century Educational Challenges", Asian Journal of Applied Education (AJAE), 2026
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4 www.academicpublishers.org
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9 Jihui Yuan, Farzaneh Hadafi, Ali Sarrafi Nik,

Behnam Ghasem zadeh, Xiangfei Kong. "Architectur al contributio ns to climate change

APPENDIX 3 : Research Documentation



Picture 1. Interview with students of Queen Ibnu Sina Junior High School



Picture 2. Classroom Observation in Metacognitive Strategy

APPENDIX 4 : Guidance Card

7/9/26, 11:20 AM SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG ::

NIM	2211221024
NAMA	MEZHALUNA SHOFIL AULA FI
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20252
JUDUL	THINKING WHILE WRITING: INVESTIGATING THE ROLE OF METACOGNITIVE STRATEGIES IN IMPROVING STUDENTS WRITING PERFORMANCE



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20252	16 Juni 2026	19 Juni 2026	revisi setelah ujian	revisi setelah ujian
2	20251	04 Juni 2026	06 Juni 2026	pengecekan akhir draft	pengecekan akhir draft
3	20251	30 Mei 2026	30 Mei 2026	acc kesuluruhan bab	acc keseluruhan bab
4	20252	23 Mei 2026	26 Mei 2026	conclusion	suggestion disesuaikan dengan limitation of the research
5	20251	14 Mei 2026	16 Mei 2026	finding	finding harus dijabarkan sesuai Research question dari data yang ditemukan, baik data interview maupun data observation. kl discussion murni hasil finding dikaitkan dengan teori lain, cukup 5-6 paragraph.
6	20252	04 Mei 2026	07 Mei 2026	finding	pemaparan finding disesuaikan dengan RQ dan data collection dan data analysis
7	20252	23 April 2026	26 April 2026	fnding	finding disesuaikan dengan RQ
8	20252	18 April 2026	19 April 2026	persiapan pengambilan data	data analisis dan data collection fix
9	20251	05 Januari 2026	09 Januari 2026	acc proposal	acc proposal
10	20252	30 Desember 2025	31 Desember 2025	draft proposal	disesuaikan dengan buku panduan
11	20252	25 Desember 2025	06 Juni 2026	draft introduction	disesuaikan dengan panduan
12	20251	14 Desember 2025	20 Desember 2025	pengajuan proposal	pengajuan proposal
13	20251	06 Desember 2025	10 Januari 2026	acc introduction	acc introduction
14	20251	22 November 2025	29 November 2025	pengajuan draft introduction	pengajuan draf introduction
15	20251	08 November 2025	15 November 2025	pengajuan judul yang kedua	pengajuan judul yang kedua
16	20251	01 November 2025	07 November 2025	pengajuan judul tugas akhir	pengajuan judul tugas akhir

APPENDIX 5 : Interview Guidelines

Research Title: Thinking While Writing : Investigating the Role of Metacognitive Strategies in Writing Performance at Queen Ibnu Sina Junior High School

Purpose of Interview: To obtain in depth information regarding student engagement, perception, benefit, and challenges in implementing metacognitive strategies in English learning

Interview Type: Semi-Structured Interview

Participants: English Teacher and Selected 9th Grade Students

Place : SMP QUEEN IBNU SINA

Interviewer : Mezhaluna Shofil Aula Fiddin

A. Interview Guidelines for Student

1. What usually comes to your mind first when your teacher gives you an English writing assignment?

2. Before you start writing, do you usually decide on a theme and purpose for what you want to write?

3. Do you like to make short notes or outline ideas before starting to write complete sentences?

4. When you're writing, how often do you pause to reread what you've written?

5. What do you do if you suddenly forget a word or grammatical error while you're writing?

6. If you feel like your writing isn't coherent, what steps do you take to correct it immediately?

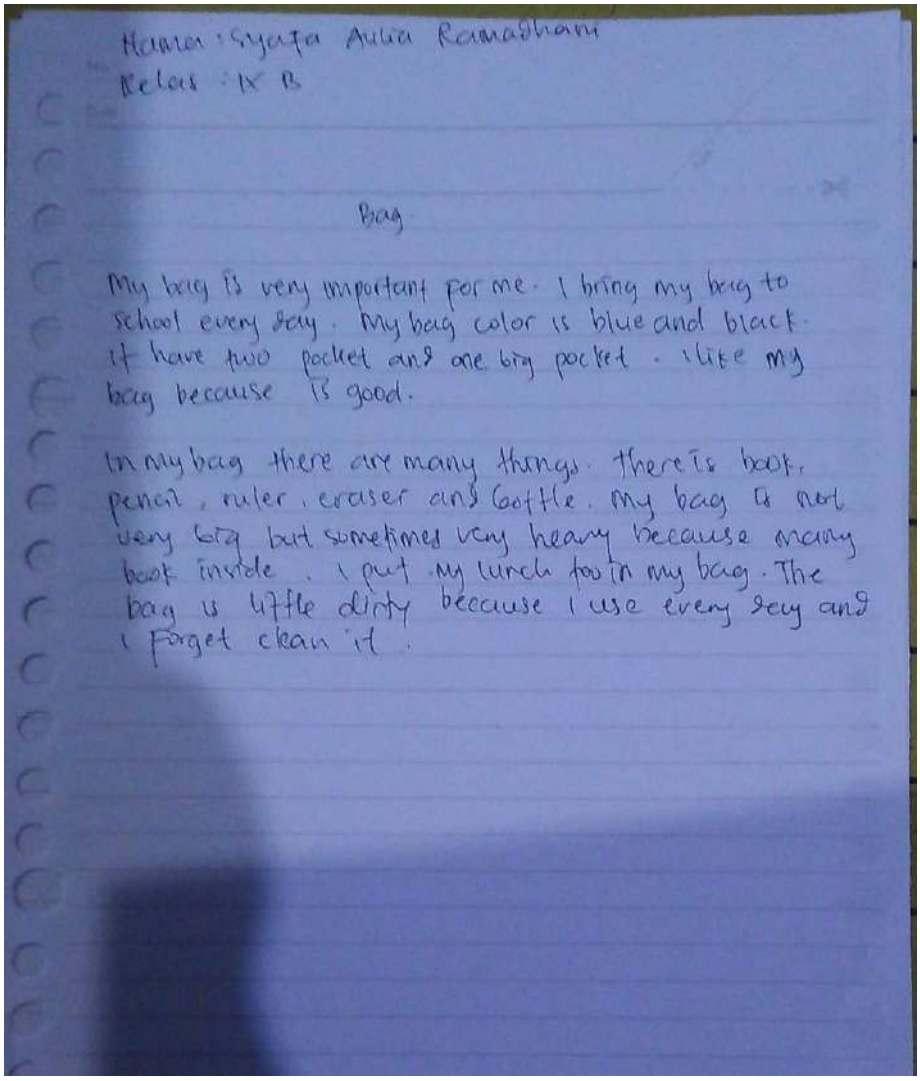
7. After you finish writing, do you always double-check your punctuation, spelling, or word choice before handing it in?

8. Which is more helpful for you: checking your own writing, having a friend check it, or waiting for feedback from your teacher?

9. When you receive your teacher's corrected assignment back, which part do you usually pay the most attention to review?

10. Do you think planning what you want to write makes it easier for you, or does it make the writing process take longer?

APPENDIX 6: Student Writing Results

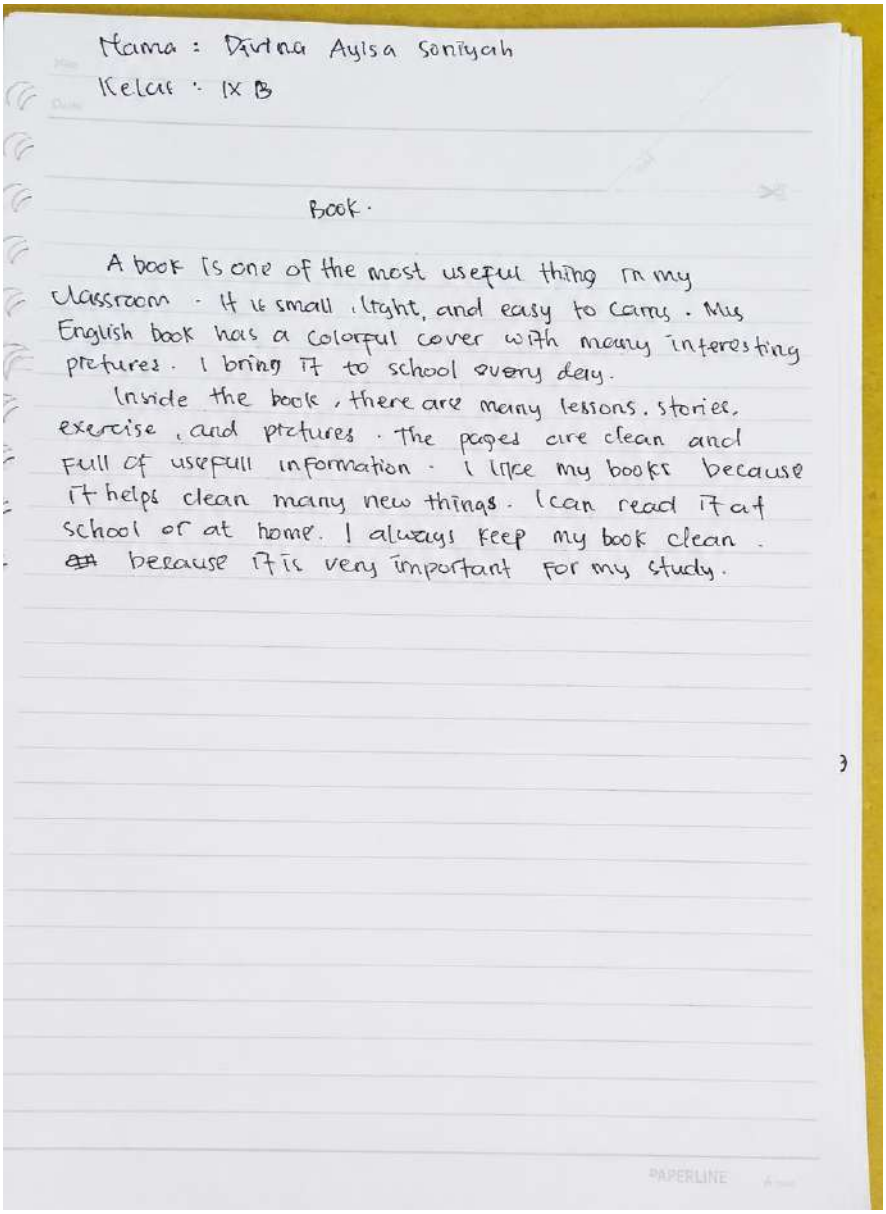


Name : Syafa Aulia Ramadhani
Kelas : IX B

Bag

My bag is very important for me. I bring my bag to school every day. My bag color is blue and black. It have two pocket and one big pocket. I like my bag because is good.

In my bag there are many things. There is book, pencil, ruler, eraser and bottle. My bag is not very big but sometimes very heavy because many book inside. I put my lunch too in my bag. The bag is little dirty because I use every day and I forget clean it.

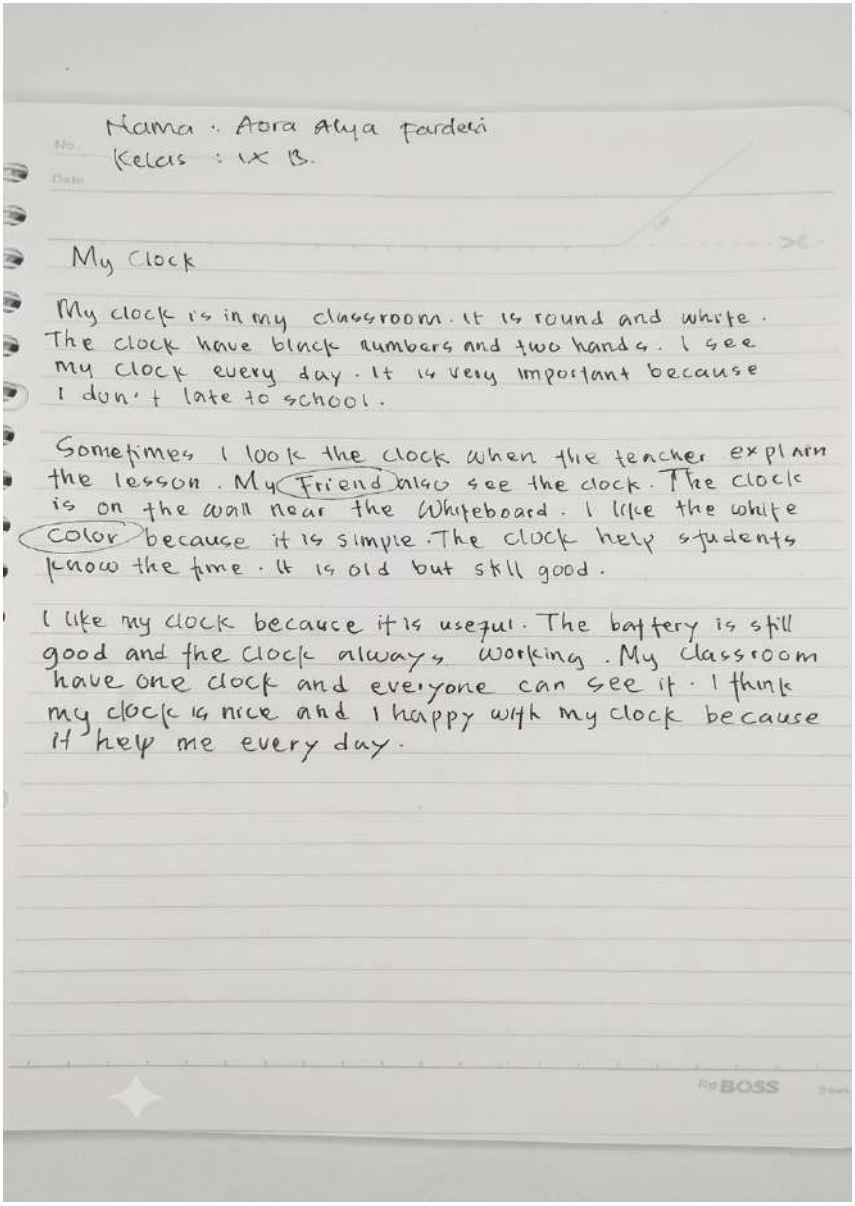


Nama : Divina Aylsa Soniyah
Kelas : IX B

Book.

A book is one of the most useful thing in my classroom. It is small, light, and easy to carry. My English book has a colorful cover with many interesting pictures. I bring it to school every day.

Inside the book, there are many lessons, stories, exercise, and pictures. The pages are clean and full of usefull information. I like my books because it helps clean many new things. I can read it at school or at home. I always keep my book clean. ~~It~~ because it is very important for my study.



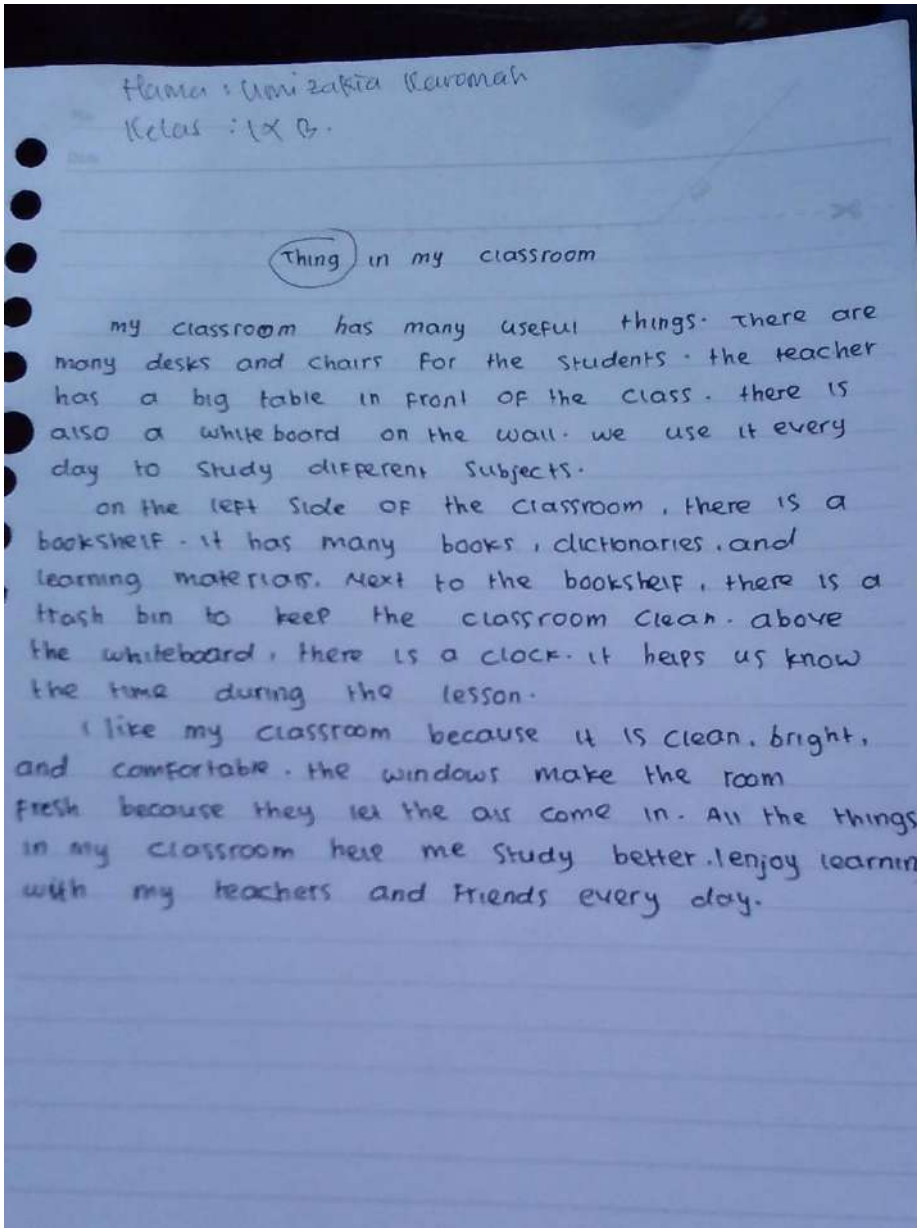
Nama : Aora Alya Fardeli
Kelas : IX B.

My Clock

My clock is in my classroom. It is round and white. The clock have black numbers and two hands. I see my clock every day. It is very important because I don't late to school.

Sometimes I look the clock when the teacher explain the lesson. My Friend also see the clock. The clock is on the wall near the Whiteboard. I like the white color because it is simple. The clock help students know the time. It is old but still good.

I like my clock because it is useful. The battery is still good and the clock always working. My classroom have one clock and everyone can see it. I think my clock is nice and I happy with my clock because it help me every day.



Nama : Umi zakia Karomah
Kelas : IX B.

Thing in my classroom

my classroom has many useful things. there are many desks and chairs for the students. the teacher has a big table in front of the class. there is also a white board on the wall. we use it every day to study different subjects.

on the left side of the classroom, there is a bookshelf. it has many books, dictionaries, and learning materials. Next to the bookshelf, there is a trash bin to keep the classroom clean. above the whiteboard, there is a clock. it helps us know the time during the lesson.

I like my classroom because it is clean, bright, and comfortable. the windows make the room fresh because they let the air come in. All the things in my classroom here me study better. I enjoy learnin with my teachers and friends every day.

APPENDIX 7: research cover letter

UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi
Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/131.138/ UIMSYA/FTK/B.7/II/2026
Lamp. : -
Hal : **Pengantar Penelitian**

Kepada Yang Terhormat:
Kepala MAN 1 Banyuwangi
Sobo, Banyuwangi
Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	: Fadilah Intan Afkarina
TTL	: Banyuwangi, 16 September 2002
NIM	: 2211221018
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Sumberarum, Songgon, Banyuwangi
Dosen Pembimbing	: Adib Ahmada, S.Pd., M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program **tugas akhir skripsi**.
Adapun judul penelitiannya adalah: ***"Project-Based Learning As An English Teaching Style At MAN 1 Banyuwangi: A Comparative Study Between The Language And Religion Departements In The Eleventh Grade"***.
Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 11 Februari 2026
Dekan

Dr. Zulfi Zumala Dwi Andriani, S.S., M.A.
NUPTK. 6554762663230193

Dipindai dengan CamScanner

HISTORY LIST LIFE



Nama : Mezhaluna Shofil Aula Fiddin

NIM : 2211221024

TTL : Banyuwangi, 09 Juli 2003

Jenis Kelamin : Perempuan

Agama : Islam

Prodi : Tadris Bahasa Inggris (TBIG)

Alamat : Dusun Sumberwwaru, Desa Tamanagung, RT/RW 01/02, Kec. Cluring, Kab. Banyuwangi

Riwayat Pendidikan:

1. TK Khodijah 161 (2007-2009)
2. SDN 2 Tamanagung (2009-2014)
3. SMPN 2 Cluring (2015-2017)
4. MA Al Amiriyyah (2018-2020)

2026

UIMSYA
UNIVERSITAS KH. MUKHTAR SYAFAAT



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