WORKLOAD ASSESSMENT <<SEMINAR ON ISSUES IN ELT>>

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT

Seminar on Issues in ELT

Academic Year 2017/2018

Coordinator:

Arik Susanti, S.Pd, M.Pd

Team:

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

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A. Lesson Plan and Course Assessment

	UNIVERSITAS NEGERI SURABAYA FACULTY OF LANGUAGES AND ARTIS ENGLISH EDUCATION STUDY PROGRAM				Document Code
	RENCANA PEMBELAJARAN SEMESTER				
Course	**Course Code**	**Course Cluster**	**Credit (sks)**	**Semester**	**Compilation Date**
	8820302193		**T=2** | **P=1**		
AUTHORIZATION	**Lesson Plan Developer**	**Course Cluster Coordinator**		**Head of Study Programme**	
	Arik Susanti, S.Pd, M.Pd			**Ahmad Munir, Ph.D**	

Learning Outcomes (CP)	**Programme Learning Outcomes (PLO)-Study Programme imposed on courses**	
	PLO 1	Demonstrate speaking and writing competence at the level of B2 CEFR
	PLO 2	Demonstrate good understanding about the concepts of English learning in national and global perspectives.
	PLO 5	Conduct research about English learning.
	PLO 7	Apply critical thinking and analytic skills in solving problems in English instructions.
	PLO 8	Demonstrate the oral and written skills in communicating knowledge about English instructions.
	Course Learning Outcomes (CLO)	
	CLO 1	Being able to write research paper confidently and analyze and evaluate others' in order to give feedback for the improvement of the paper by utilizing available appropriate resources
	CLO 2	Being able to communicate the ideas presented in the research paper confidently and analyze and evaluate others' in order to give feedback for the improvement of the paper
	CLO 3	Having the ability to make necessary decision when writing a research paper and giving relevant and critical assessment on others
	CLO 4	Being responsible for the ideas written in the research paper and given to others for improvement
Brief description of	This course provides students with the skills to dissect research paper critically. In addition, student will also learn to present their

the course	research paper in an academic forum. The class will follow a seminar format primarily, with all students working on editing teams for their peers. The research paper must cover background of the study and state of the arts of the topic chosen.
Study Materials: Learning Materials	1. How to write research proposal consisting introduction, literature review and research methodology 2. How to present their research paper in an academic forum
References	**Main reference :** 1. Academic Language and Literacy Development (2012). *Writing proposal in education*. Clayton: Faculty of Education 2. Kimberley, N., & Crosling, G. (2012). *Student Q manual*. Caulfield East, Vic: the Faculty of Business and Economics Monash University. 3. Podorova, A. 2012. *Effective presentation: Strategies and ideas*. Winter School 2012. Faculty of education, Monash University. 4. Thomson Reuters. 2011. Endnote X4 Help. **Supplementary reading :** 1. Various research papers of the students choice. 2. Video containing a session in an academic forum
Lecturer (s)	Prof. Lies Amin Lestari, M.Pd Arik Susanti, S.Pd., M.Pd. Ririn Pusparini, S.Pd., M.Pd Esti Kurniasih, S.Pd., M.Pd. Nur Chakim, S.Pd., M.Pd.
Course requirements	None

Mee tings	Competence(s)	Indicators	Topic(s)	Approach/ Model/Meth ods/ Teaching Strategi	References /Media	Time allot- ment	Learning experience
1	Introduction to the course	To show understanding on what is academic forum, ethic in academic forum, and effective presentation	what is academic forum, ethic in academic forum, effective presentation	Discussion, lecture, question-answer	[1], [2], [3], [4]	100'	• Observing a video on an academic forum • Discussing the content of the video in terms of the topic presented, how the presenter presents the paper, the interaction between the presenter and the audience, • Discussing the appropriate manner that a presenter and audience should have
2-4	• To present a research paper written by other scholar confidently • To give relevant and critical assessment on others' research paper	To present research paper written by other To ask questions relevant to the paper discussed To give suggestion(s) for further research on the discussed paper	Current issues in ELT	Presentation, discussion, question-answer	[1], [2], [3], [4],	400'	• Presenting a research paper published in a journal written by others • Responding to the peer's presentation by asking questions or giving recommendation. • Giving appropriate explanation related to the peers' question • Appreciating others' suggestions when necessary or giving logical reasons when rejecting irrelevant suggestions

5-7	To write a research paper of about 1500 words on current issues in ELT for presentation	To choose current topic in ELT To select relevant references for the chosen topic To develop the topic into appropriate research paper	Current issues on ELT in Indonesia	Discussion, lecture, question-answer, assignment	[1], [2], [3], [4]	300'	● Observing the previous journal articles discussed in the previous sessions ● Discussing the current ELT practice in most schools in Indonesia ● Choosing alternative solutions to improve the current conditions ● Selecting relevant references for the chosen topic ● Developing the ideas into appropriate research paper for presentation in an academic forum
8	Mid Test						●
9-12	● To present their ideas logically using relevant arguments ● To utilize available sources to communicate their ideas presented in the research paper.	To present the research paper in an academic forum confidently To utilize available sources to communicate their ideas presented in the research paper	Current issues on ELT in Indonesia	Discussion, question-answer, assignment	[1], [2], [3],	500	● Presenting a research paper published in a journal written by others ● Responding to the peer's presentation by asking questions or giving recommendation. ● Giving appropriate explanation related to the peers' question

	● To give others relevant feedback to improve the research paper	To give others relevant feedback to improve the research paper					● Appreciating others' suggestions when necessary or giving logical reasons when rejecting irrelevant suggestions
13-15	● To revise the research paper based on the feedbacks given by the audience	To choose relevant feedback to revise the research paper To use feedback given by others to revise the research paper To revise the research paper appropriate for presentation in an academic forum	Research papers developed by the students	Discussion, lecture, question-answer, assignment	[1], [2], [3], [4],	200'	● Observing the papers they have presented in the previous sessions ● Discussing they feedbacks given by the peers during presentation ● Considering the possible action to take for improving the paper ● Revising the paper for final draft.
16	Final examination						●

Requirements for passing the course:

Class Participation　**:**　20%
Assignments　　　**:**　30%
Mid-term exam　　**:**　20%
End-of-term exam　**:**　30%

Notes:
- Attendance must be more than 75% of the total meetings. Students who are absent 4 (four) times or more will fail this course.
- The assignment should be submitted on time. Late submission will cause a 5-point deduction.

Assessment Rubric

Rubric for Assigments that is Presenting their proposal

Presentation Components: (The components are developed on the basis of the instructional objectives)	Scale of score	Description: (the criteria for qualified academic speaking)
1. Organization and clarity		● Used appropriate pattern ● Clearly stated main points . ● Provide logical conclusion ● Show coherence and cohesive devices
2. Introduction		● Gained attention and interest ● Introduces speech purpose ● Previewed main ideas ● Established credibility
3. Content/Body	4	● Presentation had valuable materials ● Subject knowledge is evident consisting of background, literature review, method, results and finding, and conclusion
4. Conclusion		● Signaled end speech ● Summarized main points ● Logical ending ● Powerful close ● Memorable
5. Fluency	3	● Use excellent smooth and fluid speech; ● Use few to no hesitations; no attempts to search for words
6. Grammar	3	● Use accuracy & variety of grammatical structures
7. Pronunciation	3	● Use excellent pronunciation and good effort at accent
8. Vocabulary	3	● use suitable words/technical terms/concepts/ appropriate registers (effective word choice)
9. Non verbal communication or physical delivery	3	● Appropriate use of gesture ● Proper eye contact

			• Use of movement • Posture • Appropriate dress
10. Vocal quality	3		• Use formal language • Natural delivery style • Appropriate rate, volume, tone
11. Media PPT	4		• Employ digital media or visual displays that are polished and informative and support audience engagement and understanding • Use written visual mode in appropriate vocabulary including wide range of specialized and general vocabulary.

Final Score: S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8+ S9+S10+S11   x 100 =
                                                  38

Rubric for Mid-Test and Final test

Components:	Scale of score	Description: (the criteria for qualified academic speaking)
1. Organization		• Used appropriate pattern • Clearly stated main points . • Provide logical conclusion • Show coherence and cohesive devices
2. Content		• The content is relevant to the assigned topic • Subject knowledge is evident
3. Grammar	3	• Use accuracy & variety of grammatical structures (for example; sentence structure)
4. Vocabulary		• use suitable words/technical terms/concepts/ appropriate registers (effective word

|		choice)
5. Mechanics	3	● The mechanics are accurately used
6. Plagiarism	3	● Plagiarism is kept to a minimum as shown by the similarity index in Turnitin.
Final Score: $\dfrac{\text{S1 + S2 + S3 + S4 + S5 + S6}}{20} \times 100 =$		

B. Course Evaluation and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
2	3.18	21000 minutes	2520 minutes	2520 minutes

2. Assessment of PLO

STUDENT PERFORMANCE
ENGLISH EDUCATION STUDY PROGRAM
COURSE   : Seminar on
CLASS   : 2016
CREDIT   : 2
ACADEMIC YEAR   : 2016

Percentage

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
Excellent	82%	82%			82%		82%	82%				
Good	16%	16%			16%		16%	16%				
Satisfy	1%	1%			1%		1%	1%				
Fail	1%	1%			1%		1%	1%				

Assessment

**CLO-PLO
CORRELATION**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	V							V				
CLO2		V										
CLO3					V							
CLO4							V					

Assessment Plan

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	O10	PLO11	PLO12
CLO 1	Assignment, Mid-semester test, Final semester test							Assignment, Mid-semester test, Final semester test				
CLO 2		Assignment, Mid-semester test, Final										

				semester test							
CLO 3				Assignment, Mid-semester test, Final semester test							
CLO 4					Assignment, Mid-semester test, Final semester test						
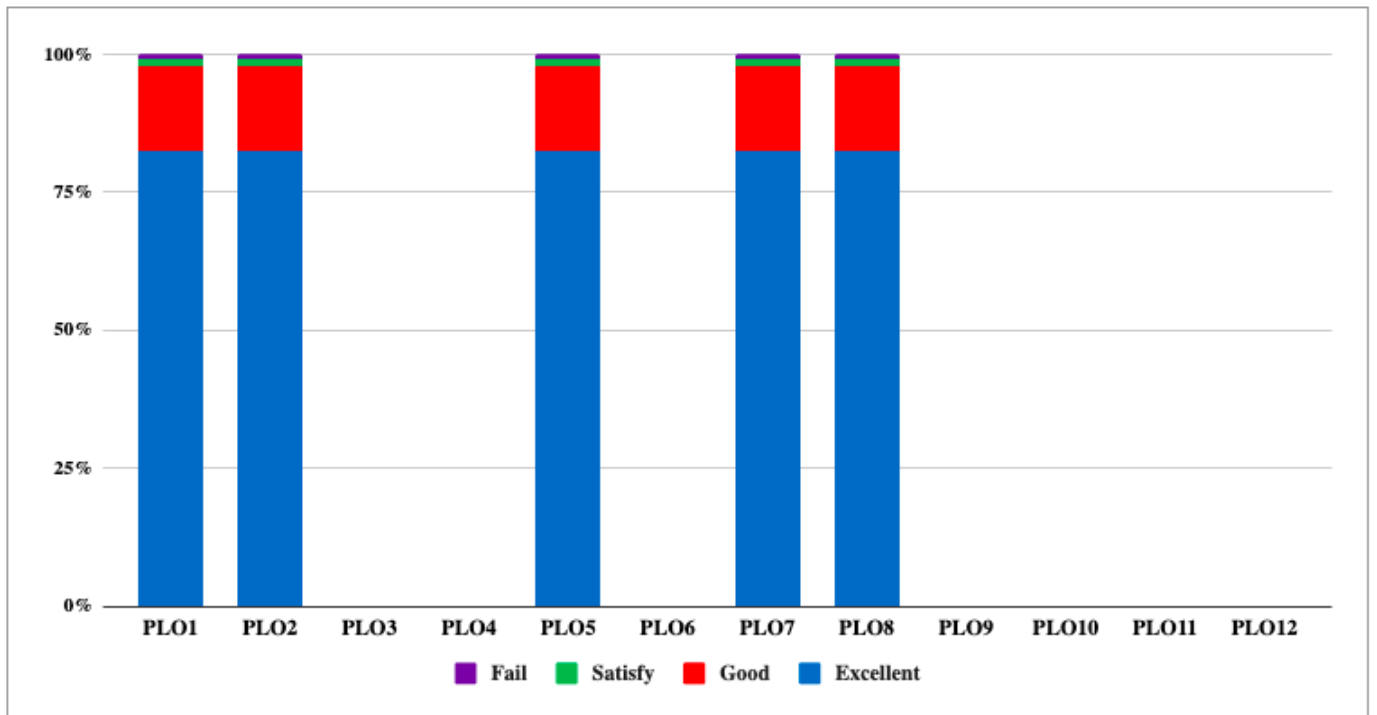
APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC
Course Assessment
    A. Assessment Rubric
        1) Attitudes/Affective Domain
            In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

Presentation Components: (The components are developed on the basis of the instructional objectives)	Scale of score	Description: (the criteria for qualified academic speaking)
1. Organization and clarity	4	● Used appropriate pattern ● Clearly stated main points . ● Provide logical conclusion ● Show coherence and cohesive devices
2. Introduction	4	● Gained attention and interest ● Introduces speech purpose ● Previewed main ideas ● Established credibility
3. Content/Body	4	● Presentation had valuable materials ● Subject knowledge is evident consisting of background, literature review, method, results and finding, and conclusion
4. Conclusion	4	● Signaled end speech ● Summarized main points ● Logical ending ● Powerful close ● Memorable
5. Fluency	3	● Use excellent smooth and fluid speech; ● Use few to no hesitations; no attempts to search for words
6. Grammar	3	● Use accuracy & variety of grammatical structures
7. Pronunciation	3	● Use excellent pronunciation and good effort at accent
12. Vocabulary	3	● use suitable words/technical terms/concepts/ appropriate registers (effective word choice)
13. Non verbal communication or physical delivery	3	● Appropriate use of gesture ● Proper eye contact ● Use of movement ● Posture ● Appropriate dress
14. Vocal quality	3	● Use formal language ● Natural delivery style ● Appropriate rate, volume, tone
15. Media PPT	4	● Employ digital media or visual displays that are polished and informative and support audience engagement and understanding ● Use written visual mode in appropriate vocabulary including wide range of specialized and general vocabulary.
al Score: S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8+ S9+S10+S11 x 100 = 38		

b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

Components:	Scale of score	Description: (the criteria for qualified academic speaking)
1. Organization	4	• Used appropriate pattern • Clearly stated main points . • Provide logical conclusion • Show coherence and cohesive devices
2. Content	4	• The content is relevant to the assigned topic • Subject knowledge is evident
3. Grammar	3	• Use accuracy & variety of grammatical structures (for example; sentence structure)
4. Vocabulary	3	• use suitable words/technical terms/concepts/ appropriate registers (effective word choice)
5. Mechanics	3	• The mechanics are accurately used
6. Plagiarism	3	• Plagiarism is kept to a minimum as shown by the similarity index in Turnitin.
Final Score:	$\frac{S1 + S2 + S3 + S4 + S5 + S6}{20} \times 100 =$	

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \le NA \le 100$	4.00	A
$80 \le NA < 85$	3.75	A-

75 ≤ NA < 80	3.50	B+
70 ≤ NA < 75	3.00	B
65 ≤ NA < 70	2.75	B-
60 ≤ NA < 65	2.50	C+
55 ≤ NA < 60	2.00	C
40 ≤ NA < 55	1.00	D
0 ≤ NA < 40	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI SURABAYA

UNESA
Universitas Negeri Surabaya

Jl. Lidah Wetan, Surabaya - 60213
Telepon   :+6231-99424932
Faksimile :+6231-99424932
e-mail   :bakpk@unesa.ac.id

PRESENSI KULIAH
Periode 2020/2021 Gasal

Mata Kuliah : Seminar on Research Proposal
Kelas   : 2017N
Prodi   : S1 Pendidikan Bahasa Inggris

Dosen   : Arik Susanti, S.Pd., M.Pd.

No	NIM	Nama Mahasiswa	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	%
			17 Sep 20	24 Sep 20	01 Oct 20	08 Oct 20	15 Oct 20	22 Oct 20	29 Oct 20	05 Nov 20	12 Nov 20	19 Nov 20	26 Nov 20	03 Dec 20	10 Dec 20	17 Dec 20	24 Dec 20	
1.	14020084096	ARNANTO ANGGARA POETRA	A	A	A	H	H	A	H	H	H	H	H	H	H	H	H	73.3 %
2.	17020084004	NUR ANIA FITRIANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
3.	17020084013	KHOLISATUN NIKMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
4.	17020084014	SONIA CINDY FARADILA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
5.	17020084015	RIZKA TIARA AZIZAH SBH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	17020084026	SHOBUROTIN ANNUR KHOIROH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	17020084038	FREDERICK JOVAN LEONARDO	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
8.	17020084042	AHMAD DHEA ANANDA	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	93.3 %
		Tanda Tangan Dosen / Asisten																

b. Sample of Course Log Book

Nama Matakuliah : Seminar on Research Proposal   Dosen :   ARIK SUSANTI (197802052005012001)

Kelas   : 2017N

Jadwal & Ruang   : T04.03.12 (14.40 - 16.20) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	17-09-2020	Pertemuan ke 1	1. Introduction	7	Terjadwal	Arik Susanti
2	24-09-2020	Pertemuan ke 2	Preparing for your presentation: what to include and to exclude	7	Terjadwal	Arik Susanti
3	01-10-2020	Pertemuan ke 3	Preparing for your seminar papers: Aligning your topic, Following paper format and conventions, Paper consultation	6	Terjadwal	Arik Susanti
4	08-10-2020	Pertemuan ke 4	Power-point presentation (media) consultations	8	Terjadwal	Arik Susanti
5	15-10-2020	Pertemuan ke 5	Oral presentation videotaping	8	Terjadwal	Arik Susanti
6	22-10-2020	Pertemuan ke 6	idem pertemuan 5	6	Terjadwal	Arik Susanti
7	29-10-2020	Pertemuan ke 7	Consultation of Review Literature	8	Terjadwal	Arik Susanti
8	05-11-2020	Pertemuan ke 8	Consultation of Review Literature	8	Terjadwal	Arik Susanti
9	12-11-2020	Pertemuan ke 9	Consultation of Review Literature	8	Terjadwal	Arik Susanti
10	19-11-2020	Pertemuan ke 10	Students-Lecturer conference for feedbacks	8	Terjadwal	Arik Susanti
11	26-11-2020	Pertemuan ke 11	Students-Lecturer conference for feedbacks	8	Terjadwal	Arik Susanti
12	03-12-2020	Pertemuan ke 12	Research Method	8	Terjadwal	Arik Susanti
13	10-12-2020	Pertemuan ke 13	Research Method	8	Terjadwal	Arik Susanti
14	17-12-2020	Pertemuan ke 14	LIVE oral presentation	8	Terjadwal	Arik Susanti
15	24-12-2020	Pertemuan ke 15	LIVE oral presentation	8	Terjadwal	Arik Susanti

a. Sample of Assignment:

Assignment Instructions:

1. **Prepare your proposal**
2. **Create PPT based on your proposal**
3. **Present your proposal in zoom meeting and record it**
4. **Submit your proposal, PPT and recording in g drive https://drive.google.com/folderview?id=10SBubqji2j-phe7arY4KM6ggiE9rtqtN**
5. **Your friends and teacher will give comment based on the provided rubric**
6. **Revised your proposal based on your friends and teacher' s comments**
7. **Submit the result of the revision a week later**

b. Sample of Mid-term Test

UJIAN TENGAH SEMESTER GENAP 2019/2020
JURUSAN BAHASA DAN SASTRA INGGRIS UNESA
PRODI PENDIDIKAN BAHASA INGGRIS

MATAKULIAH   : SEMINAR ON RESEARCH PROPOSAL
ANGKATAN/KELAS   : 2017 KELAS A
DOSEN   : ARIK SUSANTI, M.Pd
HARI/TANGGAL   : JUMAT, 27 MARET 2020
BENTUK   : INDIVIDUAL ASSIGNMENT

1. Develop a thesis proposal with the following requirements: full paper must be typed on A4 paper, double-spaced, Times New Roman, font 12 in Ms. Word (doc or docx) file.

2. Theme: The Implementation of Teaching techniques, Approaches or Methods
   The Use of Media in Language Teaching
   The Effectiveness of certain teaching technique, approach, method, or media
   Textbook Analysis
   Developing Learning Materials or Media
   Etc.

c. Sample of End-term Test

MATAKULIAH   : SEMINAR ON RESEARCH PROPOSAL
ANGKATAN/KELAS   : 2017
DOSEN   : ARIK SUSANTI, M.Pd
HARI/TANGGAL   : JUMAT, 15 MEI 2020
BENTUK   : TAKE-HOME FINAL TEST (INDIVIDUAL FULL PAPER)

Revise your thesis proposal with the following requirements:

1. Cover and full paper must be typed on A4 paper, doule-spaced, Times New Roman, font 12 in Ms. Word (doc or docx) file.

2. Theme: The Implementation of Teaching techniques, Approaches or Methods
   The Use of Media in Language Teaching
   The Effectiveness of certain teaching technique, approach, method, or media
   Textbook Analysis
   Developing Learning Materials or Media
   Etc.

d. **Sample of Student's Answer to Assignment, Mid-term, and End-term Test**
   Mid test

MID TEST

THE CORRELATION BETWEEN METACOGNITIVE STRATEGIES APPLIED IN

ONLINE-BASED WRITING LEARNING AND STUDENTS' WRITING QUALITY

Components:	score
1. Organization	3
2. Content	4
3. Grammar	2
4. Vocabulary	3
5. Mechanics	3
6. Plagiarism	2

17

score   85

NUR ANIA FITRIANTI

17020084004

ENGLISH EDUCATION PROGRAM

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF SURABAYA

2020

APPROVAL SHEET

This thesis proposal entitled **"The Correlation between Metacognitive Strategies Applied in Online-based Writing Learning and Students' Writing Quality"** written by **Nur Ania Fitrianti (17020084004)** has been approved to be presented in the Seminar on Research Proposal Final Examination Odd Semester 2020/2021.

Surabaya, 27 December 2020

Lecturer of Seminar on Research Proposal Examination

Arik Susanti, S. Pd., M. Pd.
NIP. 19780205 200501 2 001

CHAPTER 1

INTRODUCTION

This chapter provides an introduction of the study related to the correlation between metacognitive strategies used by students in online-based writing learning and the students' writing quality. It consists of six parts, including the background of the study, research questions, objectives of the study, scope and limitation of the study, significances of the study, and definition of key terms.

1.1 Background of the Study

Writing abilities are increasingly regarded as an important skill that must be possessed by students. In a process of learning English, they are required to become proficient in writing because one of the crucial skills in the twenty-first century is communication. Mastering writing abilities can help students to communicate with others through a written form. Thus, writing is often considered a survival skill (Kassem, 2017). This notion also plays important role in academic aspects. During the teaching and learning process, writing is usually used to assess students' performance at every level (Al-jarrah et al., 2018). They are often asked to write. It can be for accomplishing their assignments, exams, or various tests. This idea is supported by Kassem (2017) who conveyed that students need to master writing skills to do tasks or projects. In similar cases, mastering writing abilities is also important for students who want to go abroad (Chien, 2012). They need to write papers for the entrance examination, reports, and theses. Therefore, writing is an essential skill (Bai, 2018; Chien, 2012) and it is needed to be enhanced (Niño and Páez, 2018).

However, students often consider that writing is a difficult skill to be mastered. It is because they need to think critically when expressing their ideas through a written form (Yulianti, 2018). They not only need to arrange sentences in a good form but also need to develop their ideas and make them understandable for readers. Further, the other factors for students' difficulties in writing are limited vocabulary and the use of appropriate grammar. It leads students to be more concerned about learning grammar when they are asked to write. Consequently, students' writing performance is usually not optimal. They often get difficulties composing sentences and make them coherent to each other. Similar ideas conveyed by Fareed et al. (2016) indicate that obstacles in the writing process are in terms of vocabulary and grammar mastering, finding ideas, coherence, cohesion, and the use of appropriate formal transitional. Those problems lead students to have a high level of anxiety when they are asked to write. As the result, they can get difficulties showing their writing abilities and they are unable to perform well. Moreover, unlike other skills, writing is not a simple process and time-consuming activities (Cer, 2019; Sowton, 2012). According to Kirszner and Mandell (2015), four steps should be done by students in the writing process. The first step is a pre-writing activity. In this step, students can start to be familiar with the topic given by reading many books or other references. The second step is an arrangement. Students can try to organize their ideas in this step. They are allowed to brainstorm or make an outline. The third step is drafting and revising. In this step, students begin to write and continuously check their composition. Then, the last writing step is editing and proofreading. Students need to make sure whether their composition is written well in this step. They can edit some punctuation or grammatical errors and reread their composition. Those steps simply indicate that students need to spend a long time accomplishing all writing's steps and ensure that their composition is ready to be submitted.

These problems elaborated above can be caused by some factors. The first factor is that feedback given

for students' composition is usually in terms of grammatical errors (Al-jarrah et al., 2018). They rarely get an understanding of the ways to write a cohesive and coherent composition. As the result, they often feel hard to arrange their ideas into good writing. The second factor that causes dissatisfaction in students' writing ability is the reluctance to read many books or other references (Belkhir and Benyelles, 2017). In writing several writing forms, students usually need to provide evidence or reasons to support their ideas. It means that the more they read, the better the writing ability they will have. It is because they can get more information to develop their ideas by reading many references. Moreover, the third factor that causes the existence of writing problems is that writing consumes a long process. This idea increases the consideration that writing is a workload of other subjects (Fareed et al., 2016). Consequently, students are often assessed based on their writing product without considering their writing process. Thus, the majority of them are lack knowledge about appropriate writing steps. They also lack information about various strategies that can help them in their writing process. As the result, they are unable to utilize an appropriate strategy and often find difficulties to organize their writing learning.

In overcoming those problems, metacognitive strategies can be applied as a solution. These strategies consist of three kinds, including planning, monitoring, and evaluating strategies (Ma & Oxford, 2014). It shows that by applying metacognitive strategies in the writing process, students can be able to control their learning. During the pre-writing and arrangement stage, students can try to look for various information related to the topic and organize their ideas by applying planning strategies. Then, they can control the process of their drafting and revising stage by applying monitoring strategies. Further, they can also check and appraise their composition in the editing and proofreading stage by applying evaluating strategies. Those explanations imply that metacognition is intertwined with writing (Teng, 2019). Therefore, students can apply metacognitive strategies to help them overcome their writing problems.

Furthermore, utilizing metacognitive strategies frequently in students' writing process can help them to obtain meaningful learning. Students are capable to organize their learning by themselves and do not only depend on their lectures. As the result, they can be more autonomous and self-regulated (Rahimirad and Shams, 2014). This notion is related to the current learning system. In recent months, the teaching and learning process is highly affected by the pandemic of Covid-19. Almost all the activities in primary, secondary, and tertiary schools should be done from home by implementing online learning. Madathil et al. (2017) indicate that online learning is a learning process that involves the use of the internet to facilitate and provide additional sources for students. It commonly includes synchronous and asynchronous learning. Synchronous learning is defined as the teaching-learning process in which the students can participate in face-to-face classes by using video conferencing or other virtual media (Bower et al., 2015). Meanwhile, asynchronous learning involves both students-students and students-instructor communication through the use of chats or recorded lectures (Wu et

al., 2019). The implementation of both the online education system is usually done remotely. This condition makes lecturers unable to control their students' learning process all the time. Consequently, students are fostered to be more independent. They have to be able to regulate their learning process to achieve optimal learning quality. Thus, applying metacognitive strategies in an online learning system is suggested for students, including in the writing learning process.

Studies related to metacognitive strategies and writing skills have been done by some researchers. Firstly, Al-jarrah et al. (2018) conducted a study to investigate students' attitudes on the use of metacognitive strategies in the writing process. They involve ten secondary students in Jordan. The data of this study were obtained from an in-depth interview. It includes nine questions related to the writing process and the students' views on the implementation of metacognitive strategies in their learning process. The results show that the students have positive attitudes toward metacognitive strategies. They know and use metacognitive strategies in their learning process. Furthermore, they believe that those strategies help them in organizing their composition.

Secondly, Qin and Zhang (2019) conducted a study about the relationship between metacognitive strategies and the writing performance of EFL writers. They involve 126 non-English major undergraduate students in China. They are around 21 years old. In collecting the data, the researchers administered a questionnaire and writing tests as the instrument of this study. During the test, all the participants are asked to write an essay on one of the writing platforms that is most commonly used in China, named *Pigaiwang*. The results show that there is a correlation between metacognitive knowledge and the participants' writing proficiency. Further, another result shows that students who have a high level of proficiency apply more metacognitive strategies and more aware to regulate their writing process than the low proficiency students.

Thirdly, a study conducted by Fiani (2020) investigated students' perceptions of the implementation of metacognitive instruction in a writing class. The participants of this study are thirty-three undergraduate students in Indonesia. They get metacognitive instructions in their writing class during a semester. Then, in collecting the data, the researcher used two techniques, including a questionnaire and journals. This study discovered that students have positive responses toward the use of metacognitive writing instructions. By applying metacognitive strategies in their writing class, students can learn writing materials and write their compositions easily. Further, they can also organize their learning by themselves and be more independent.

Some studies elaborated above focus on the students' attitude toward the use of metacognitive strategies, the correlation between those strategies and students' writing proficiency, and the students' perceptions on the implementation of metacognitive writing instruction. The first and the third studies were conducted in the conventional learning setting, while the second study was in a multimedia setting. The results show that metacognitive strategies give positive contributions to the writing learning process and those strategies are

related to the non-English major students' writing proficiency. Since the implementation of online learning is getting more concerned nowadays, the importance of metacognitive strategies that can help students to organize their online writing learning process is needed to be further explored. Nevertheless, despite the benefits of metacognitive strategies in traditional learning setting has been widely proven, studies that investigate the roles of metacognitive strategies in online-based writing learning setting are still rarely found as well as the relationship between those strategies and English major students' writing qualities, particularly in Indonesia context. Therefore, to fill the gap, the present study will attempt to investigate the correlation between metacognitive strategies applied in online-based writing learning and the students' essay writing qualities.

1.2 Research Questions

Regarding the background of the study, the three research questions below are addressed:

1. What are metacognitive strategies applied by students in online-based writing learning?

2. How are the students' writing qualities that apply metacognitive strategies in the writing process?

3. How is the correlation between metacognitive strategies applied in online-based writing learning and the students' writing quality?

1.3 Objectives of the Study

Based on the research questions above, the objectives of this study are to describe:

1. Metacognitive strategies applied by students in online-based writing learning.

2. The students' writing qualities that apply metacognitive strategies in the writing process.

3. The correlation between metacognitive strategies applied in online-based writing learning and the students' writing quality.

1.4 Scope and Limitation of the Study

This research tends to focus on the investigation of metacognitive strategies that are preferably applied by students in online-based writing learning and the students' essay writing qualities that apply those strategies in the writing process. Moreover, it will also find out the relationship between metacognitive strategies and the students' writing qualities, particularly the students' argumentative essay writing qualities. This research will

be conducted in the Argumentative Writing classes at one of the universities in Indonesia. These classes take place online by using zoom and WhatsApp in the learning process. Further, the third semester of English Education students will be involved in this study.

1.5 Significances of the Study

Metacognitive strategies are considered to play important roles in language learning, particularly in the writing process. Therefore, the researcher hopes that the results of this study will be beneficial for students, writing lecturers, and future researchers.

a. The Students

The finding of this study is expected to help students obtain effective learning. By understanding several types of metacognitive strategies and the correlation between those strategies and their writing qualities, they will be able to apply the most appropriate strategies when they are writing. Further, they can also apply strategies that are beneficial to regulate their online writing learning process. Therefore, it can increase their opportunities to get better achievement.

b. Writing Lecturers

The result of this research is also expected to give positive contributions to writing lecturers. By knowing the kind of metacognitive strategies applied by students in online-based writing learning and those correlations to writing qualities, they will be capable to promote appropriate strategies for their students. Thus, they can assist their students to improve their writing qualities and be more autonomous.

c. Future Researchers

Also, it is hoped that the results of this research can be useful for future researchers who are interested in the topic of learning strategies. It is expected to provide beneficial information about the roles of metacognitive strategies in the online writing class. Therefore, other studies related to metacognitive strategies used by undergraduate EFL learners can be further examined, particularly for online learning setting.

1.6 Definition of Key Terms

This study defines some key terms related to the topic that is going to be investigated. The five key terms

are:

1. Writing Skill

Writing is a productive skill used to improve critical thinking by communicating someone's feelings and ideas in a written form (Kassem, 2017; Yulianti, 2018).

2. Essay Writing

Essay writing is a group of paragraphs that consists of an introductory paragraph, some body paragraphs, and a concluding paragraph (Bailey, 2015).

3. Argumentative Essay

An argumentative essay is a kind of essay that is used to explain the author's arguments in discussing a debatable issue (Kirszner and Mandell, 2015).

4. Metacognitive Strategies

Metacognitive strategies are one of the learning strategies that help students to manage their learning by planning, monitoring, and evaluating their learning process (Ma & Oxford, 2014).

5. Online Learning

Online learning is considered an innovative educational system that focuses on interactivity, student-centered, and provides flexible learning environments (Madathil et al., 2017).

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher elaborates on some theories related to this study. It will discuss writing skills, the writing process, aspects of writing, argumentative essay, online learning, argumentative writing class, metacognitive strategies, and metacognitive strategies in writing learning.

2.1 Writing Skill

In learning English, students are required to master four main skills. One of them is writing. Writing is often considered one of the important skills in language production (Fareed et al., 2016). This idea implies that besides speaking, students can also communicate through writing. If they are able to write, they can express their feelings and thoughts that can be read later by readers who are not in the same place (Al Moqbali et al., 2020; Kassem, 2017). This idea is supported by Cer (2019) who explains that writing is a skill that is used to communicate emotions and ideas in a written form. It indicates that by mastering writing abilities, students will be able to defend themselves in the twenty-first century in which communication becomes one of the crucial skills that everyone should have.

Furthermore, mastering writing abilities is considered an important thing because it is also needed in almost all educational aspects. During the learning process, they are usually assessed by writing (Al-jarrah et al., 2018). It can be in the form of assignments or exams. Another importance of writing ability is that it can help students get better job opportunities (Raoofi et al., 2017) and apply for scholarships. It means that having a good quality of writing can help students to improve their achievement. The better writing abilities they have, the higher possibility for them to get a better score in various tests. Also, developing writing abilities can support them in their future career. Thus, writing is an essential skill in the teaching-learning process.

During writing learning, students are required to accomplish a complex process. Writing is not merely the process of transmitting knowledge and ideas into a paper but also how to make readers understand the information that the students want to deliver (Al Moqbali et al., 2020). Thus, students should pay much attention to organizing their ideas and choosing the appropriate language use. This idea is in line with Teng (2019) and Nnamani and Akabogu (2020) who convey that writing involves the simple step of gathering information to the complex step of organizing information into a good structure and acceptable target language. Those explanations imply that mastering writing ability is not a simple process. Fortunately, since writing is a skill, Langan (2008) indicates that it can be mastered if it is frequently practiced. It means that the more students practice writing, the

better the writing ability they have. Thus, students have to practice writing continuously and try to give their best effort in their writing process.

2.2 Writing Process

In the learning process, writing is often considered a complicated activity (Al Moqbali et al., 2020). Unlike the other skills, in the writing process, students are required to accomplish some steps to ensure that their composition is written well. They are not merely write down their ideas in a paper, but also need to convey their ideas clearly and understandable. Kirszner and Mandell (2015) conveyed that the writing process covers four steps.

The first step is an invention or also called a pre-writing activity. It is a crucial stage to start the writing process. Kirszner and Mandell (2015) add explanations that in this step, students try to understand what they will write. Then, they have to limit their subject and topic, find and organize their ideas, and also decide their thesis statement.

The second step is the arrangement. In this step, students try to recognize the structure of their writing. Then, they can organize their ideas by brainstorming or outlining. In organizing their ideas, they can involve their knowledge related to the structure and elements of a particular essay (Oh et al., 2016). If they can plan and arrange their ideas well in this step, they will easily concentrate to develop their composition. Thus, it is a very useful stage in assisting students to continue writing their essays.

The third step is drafting and revising. In this step, students can begin by writing their first draft. They can write everything related to the topic by following their outline. They do not need to worry about misspelling, grammar errors, and wrong punctuation because they can change them later. This step tends to focus on the quantity of the essay rather than quality (Maolida, 2018). Further, they can also revise their composition to optimally present their ideas. The revising process should not only be done when they finish writing but also in the process of writing. Based on Kirszner and Mandell (2015), this process can be done by using a checklist, reviewing the outline, doing peer-review, or following the instructors' comments.

The last step is editing and proofreading. In this step, students can check their spelling, grammatical, and punctuation errors in their composition (Maolida, 2018). In this step, students need to ensure that their essay is written clearly. Then, they can continue to proofread their essay by checking the surface errors, such as spelling and incorrect spacing.

The explanations of the writing stage above indicate that students need to take a long time in the writing

process. They need to accomplish each step optimally to obtain a good quality of writing. Thus, students often consider that writing is an intricate activity.

2.3 Assessing Writing

In an academic context, writing is often used to know students' abilities. They are usually given assignments or tests in the form of writing. Then, the students' composition is usually assessed by using a rubric which consists of some writing aspects. It simply shows that the quality of writing aspects plays an important role to know the students' writing abilities. Students are required to pay much attention to them if they want to have a good writing performance. Those aspects usually include organization, content, vocabulary, language use, and mechanics (Dabbagh, 2017).

2.3.1 Organization

The organization is often considered as the important thing in a composition. According to Plakans and Gebril (2017), it is a base of writing and the characteristic of writing performance. They add an explanation that the organization includes patterns, coherence, and cohesion. It means that a good quality of writing should be written based on a particular structure and arranged with a coherence and cohesion device. Further, in the writing process, the writers are not only required to convey messages but also organize their idea to be easily understood by readers (Pratiwi et al., 2017). Therefore, having a good organization is one of the important things for enhancing students' writing quality.

2.3.2 Content

The aim of writing is actually to convey the writers' thoughts or ideas. The ideas written in a particular writing form are usually called content (Bae et al., 2016). It means that developing the content of writing is a crucial thing. This aspect can involve other aspects of writing. For instance, in writing two different kinds of essays, the content of those essays is different as well as the organization, the vocabulary, and also the language use. Moreover, writing is the process of creating ideas (Hayot, 2014). Readers can get information based on the content that is written by the writers. Thus, the writing quality is also determined by the quality of content.

2.3.3 Language Use

Language use plays important role in the process of writing a composition. In conveying their ideas into their essay, students should pay attention to the use of academic language style (Zarrabi and Bozorgian, 2020).

It can lead them to consider that language use is quite complicated. One of the common problems faced by EFL/ESL students in the writing process is in the terms of L1 transfer (Fareed et al., 2016). Students usually tend to directly translate their L1 into English. Consequently, they often have errors in the use of appropriate grammar and sentence structure. Moreover, students often use convoluted language when writing. It can make readers confused to understand the content of their composition. Therefore, the use of effective language also affects the students' writing quality.

2.3.4 Vocabulary

One of the difficulties in the writing process is related to vocabulary mastering. It is usually in terms of the use of abbreviations, formal and informal vocabulary, and also appropriate academic vocabulary (Bailey, 2015). Having limited vocabulary knowledge often leads students to use improper diction in the writing process. As the result, it can cause the existence of misunderstanding. It indicates that the use of vocabulary in the writing process is needed to be considered. Thus, having a good vocabulary mastering can also lead students to have a good quality of writing.

2.3.5 Mechanics

Mechanics are writing aspects that are usually not given enough attention. However, the use of appropriate mechanics is actually important. According to Casey et al. (2016), it usually covers spelling and punctuation. Using mechanics properly in writing essays can assist readers to get a clear understanding of what the writer means (Bailey, 2015). Further, the use of commas and the correct quotation is also crucial. It can address something the writer wants to emphasize. Therefore, the good writing quality is also caused by the use of appropriate mechanics.

Since all those writing aspects are usually used as a benchmark for assessing students' composition, they can also be challenges in acquiring writing abilities. Getting good scores in all those components is often considered a difficult thing for students. In the process of writing learning, students usually tend to learn more about the appropriate grammar used in writing a particular writing form (Al-jarrah et al., 2018). Meanwhile, some aspects of writing are not given much attention. Consequently, students composition is usually less than optimal. Thus, students have to practice writing by considering all of the writing aspects and learn several kinds of writing forms continuously.

2.4 Argumentative Essay

During the learning process, undergraduate students usually have to learn some kinds of academic writing forms. One of them is essays. An essay is defined as a group of paragraphs that consists of an introductory paragraph, some body paragraphs, and a concluding paragraph (Bailey, 2015). In academic courses, undergraduate students usually need to learn several kinds of essays. According to Kirszner and Mandell (2015), there are four kinds of essay writing, including a descriptive essay, a narrative essay, an expository essay, and an argumentative essay.

Among those kinds of essays, an argumentative essay is often considered a challenging essay to be written. Students need to express their thoughts, provide evidence to support their beliefs, and also write in an academic style (Zarrabi and Bozorgian, 2020). It is in line with Noroozi et al. (2020) who indicate that having a good quality of an argumentative essay is difficult, including for undergraduate students. Thus, this kind of essay is often used as an assessment to know students' writing ability (Sophie and Jun, 2019).

Similar to the other kinds of essays, an argumentative essay also consists of an introduction, body paragraphs, and a conclusion. The introduction of this essay is used to introduce the topic and state the author's thesis statement. The body paragraph usually includes a topic sentence, the issues, and evidence that can be presented by giving examples, facts, or opinions (Kirszner and Mandell, 2015). Meanwhile, the conclusion is usually used to restatement the thesis and sum up all ideas. Further, Kirszner and Mandell (2015) add explanations that an argumentative essay can be developed inductively or deductively. An inductive argumentative essay is usually written from the specific ideas to the more general ideas. On the other hand, a deductive argumentative essay is developed from common ideas to particular ideas.

Furthermore, one of the other factors that should be considered in writing an argumentative essay is content. Kirszner and Mandell (2015) convey that the thesis statement of an argumentative essay must be debatable. It means that students are required to support their ideas by presenting relevant and credible evidence. This idea is similar to Paek and Kang (2017) who indicate that the thoughts and ideas that are written in an argumentative essay should be controlled and developed logically to convince readers. This means the content of an argumentative essay usually includes the students' arguments that are supported by facts, examples, or experts' opinions to make their ideas acceptable.

The other aspects of an argumentative essay are language use and vocabulary choice. Those aspects are usually related to each other. While writing an argumentative essay, students are required to arrange their sentences as effectively as possible to convey their ideas. This plays an important role in determining whether the information they convey is clear or convoluted. Further, since this kind of essay tends to discuss controversial

issues, vocabulary that show agreement or refutation of ideas is needed to be considered. Also, the use of transitions and conjunctions are important in this essay (Kirszner and Mandell, 2015).

Moreover, the last aspect that should also be considered in writing an argumentative essay is mechanics. It usually covers spelling and punctuating (Casey et al., 2016). In writing an argumentative essay, students may bold or give quotation marks to indicate that the words or phrases are important. Further, spelling mistakes can also lead to misunderstanding. Therefore, the use of appropriate mechanics in writing an essay is crucial.

Learning to write an argumentative essay is not an easy process, including for undergraduate students. They have to create a thesis statement, develop some body paragraphs, and also sum up all of the ideas in the concluding paragraph. Further, they also have to convince the readers by presenting some facts or examples to support their ideas. However, writing an essay is beneficial for students. Since they are required to read many sources and think critically when they are asked to write essays, it can make students become a stronger thinker (Nejmaoui, 2019). Thus, universities usually provide some essay writing courses that can be taken by the students.

2.5 Online Learning

The term online learning is familiar along with the development of technology. It has been expanded across the globe, governments, and educational aspects (Sansone et al., 2012). This condition is further affected by the existence of the pandemic of Covid-19. Since almost all of the learning activities should be done from home, the use of online learning becomes very popular over the last few months. Madathil et al. (2017) indicate that online learning is an innovative educational system that focuses on interactivity, student-centered, and provides flexible learning environments. It commonly includes synchronous and asynchronous learning.

2.5.1   Synchronous Learning

Synchronous learning is one of the online educational systems that are able to facilitate a distance teaching-learning process. In a synchronous learning process, students can participate in face-to-face classes by

using video conferencing or other virtual media (Bower et al., 2015). This idea is similar to Ramazan and Keser (2016) who indicate that a synchronous learning activities can be done by utilizing video or web conferencing. Lecturers can set up the schedule, make a room conference, and send the link to their students. It means that this kind of online learning is able for real-time interaction during the teaching and learning process. Lecturers can easily explain the materials clearly and discuss them with their students. Thus, it is effective to clarify misunderstandings (Zheng et al., 2017).

2.5.2 Asynchronous Learning

Meanwhile, asynchronous learning involves both students-students and students-instructor communication through the use of chats or recorded lectures (Wu et al., 2019). Unlike synchronous learning, asynchronous learning activities involve less face-to-face communication. Ramazan and Keser (2016) add similar ideas and convey that emails, blogs, wiki, forums, and podcasts can also be used as a tool in asynchronous learning activities. Therefore, this kind of online learning is usually used to give feedback (Lowenthal et al., 2017) and manage students' assignments. Lecturers can set the assignments and upload them in a particular asynchronous tool and ask their students to do those assignments within a period. Thus, it is often considered that asynchronous learning is more flexible.

In their application, both synchronous and asynchronous learning can facilitate teaching-learning process. The use of internet in online learning systems helps students to interact which each other without time or place limitations (Alsubaie and Madini, 2018). This advantage can foster students to be more autonomous. They have a bigger chance to control their learning and try to find additional materials by themselves to get a better understanding. Thus, during online learning activities, students are required to apply various strategies that can help them organize their learning process.

2.6 Argumentative Writing Class

Learning to write essays may be one of the ways to improve students' writing ability. By considering this reason, essay writing classes are necessary for undergraduate students. They are required to learn how to write several essays, including a descriptive essay, a narrative essay, an expository essay, and also an argumentative essay.

In the English Education program of one of the state university in Surabaya, all of those essays are taught. The undergraduate students are started to be introduced to essay writing in the second semester. Then, they get a continuation writing course in the third semester, namely Argumentative Writing Class. This class is designed to enhance students' argumentative writing abilities which emphasize the process of writing (Unesa, 2020). However, due to the Covid-19 pandemic, this class is being held online. The lecturer uses some online learning platforms to carry out the teaching-learning activities, such as zoom, Whatsapp, and google classroom. The zoom is used to deliver explanations and have discussions with students, while Whatsapp and google classroom used to compile the students' assignments.

In this course, the students first learn about avoiding plagiarism. It includes how to paraphrase, make a citation, and write references. Then, the students learn to understand and evaluate arguments in essays. After understanding arguments, they begin to find an appropriate topic and make an outline for their argumentative essay. Further, they are asked to write an argumentative essay. After a mid-term week, the students learn how to select and present evidence. It may be by giving examples, discussing the cause and effect of something that happens, contrasting, or comparing something. Then, they are asked to write an argumentative essay again by implementing one of those ways to present evidence.

Since the students are required to think critically when writing an argumentative essay, they may consider that writing this essay is a difficult process. Also, their works will be checked in Turnitin to avoid plagiarism. It may be one of the factors that make this course more complicated. Furthermore, online learning that is applied now also affects their learning process. The explanations they get may not be as clear as in the classroom. Also, the consultation process may not be as effective as if they have a consultation directly in the classroom. Thus, they need to be more autonomous and apply some strategies to help them regulate their learning.

2.7 Metacognitive Strategies

Among several kinds of strategies, some researchers (Ali and Paramasivam, 2016; Yulianti, 2018) found that metacognitive strategies are preferably applied by language learners. Metacognitive strategies are defined as techniques to organize and monitor the students' learning process (Ma & Oxford, 2014). The same idea is also conveyed by Goctu (2017) who indicates that metacognitive strategies can be utilized to manage students' learning. Those explanations imply that the use of metacognitive strategies is beneficial for students. They can plan, continuously control, and evaluate their learning process by themselves. As the result, they are able to

regulate their learning, become more directed, and complete their tasks easily. Therefore, students are required to know several kinds of metacognitive strategies that can be employed in their learning, particularly in the writing process.

According to Ma and Oxford (2014), metacognitive strategies cover planning, monitoring, and evaluating strategies.

2.7.1 Planning Strategies

Planning strategies are usually used to plan some elements of language learning that can help students during the learning process. In the writing process, those strategies can be utilized before and while writing a composition (Goctu, 2017). Al-jarrah et al. (2018) indicate that the use of planning strategies is crucial in the learning process. It fosters students to be more responsible for their learning.

The first planning strategies that can be used by students is understanding the language task. It includes understanding the instruction of tasks (Alamri, 2019) and the purpose of a language task (Goctu, 2017). By applying these strategies, students can have a clear comprehension of the task given. For instance, if they are given a task to write a process essay, they have to realize that the purpose of the essay is to tell the readers about how something works. Consequently, they will be able to optimize their performance.

Moreover, Teng (2019) conveyed that the other planning strategies that can be utilized by students are finding sources. This strategy can be beneficial to be applied in the writing learning process. In developing their ideas, students are required to read many books or other references. Thus, applying these strategies can help them to enhance the content quality of their composition.

Another planning strategy is organizing. It includes organizing ideas, time, and schedule (Al Moqbali et al., 2020; Bailey, 2019). Students are allowed to make a brainstorming or outline to arrange their ideas. It is one of the strategies commonly used by students in the writing process. By making a brainstorming or outline, they can list their ideas and write easily. Furthermore, arranging time and schedule may also assist students to obtain meaningful and effective learning. For example, when they are given an essay writing task, they may find a comfortable place and arrange their schedule to write. Thus, they can finish their tasks well and on time.

2.7.2 Monitoring Strategies

Monitoring strategies can be used by students to observe and control their learning process. Those strategies are related to the students' conscious awareness of their performance (Ahmadi et al., 2013). It means

that applying monitoring strategies is crucial to obtain effective learning. The same ideas also conveyed by Ahmadi et al. (2013) indicate that monitoring strategies aim to enhance the efficacy and effectiveness of learning.

In the writing learning process, students may apply some monitoring strategies. The first strategy that can be applied by students is observing the task and writing target (Teng, 2019). During the learning process, students may get some assignments both from the writing class or other courses. Since the writing process needs a long time to be accomplished, students are required to monitor their tasks and set a target for their writing. For instance, they can set a target to finish writing their essays in a week or the next few days. Thus, they can accomplish it on time and do the other assignments.

Other monitoring strategies that can be done by students are monitoring their ideas (Al Moqbali et al., 2020) and controlling their writing process (Al-jarrah et al., 2018). During writing a composition, they need to keep themselves on the right track. Thus, they may add and change their sentences according to what they want to convey.

Moreover, another monitoring strategy that can be beneficial for students is revising their composition (Alamri, 2019). The revising process should not only be done at the end of the writing process. Students can reread and recheck their works continuously to get a good result.

2.7.3   Evaluating Strategies

Evaluating learning strategies are applied to recheck and evaluate students' learning activities that have been accomplished (Ahmadi et al., 2013). This strategy is beneficial to know students' progress in the learning process. In the writing process, those strategies are usually used to check the students' composition. For example, when students have finished writing an essay, they reread their composition and realize that there are grammar errors, misspelling, or some mistakes in using punctuation. Then, they try to correct them. Moreover, students can also polish their composition to make it interesting and easy to read. They can eliminate some phrases or sentences that are not coherent with others. Further, Goctu (2017) indicates that evaluating strategies can be effectively done in pairs. For instance, after finishing writing an essay, they compare their work with their peers in terms of sentence length, the complexity of thought, power of arguments, organization, and accuracy.

By considering the explanations above, all of the kinds of metacognitive strategies are useful to be

applied in a learning process, particularly in the writing learning process. It is also proven by some researchers (Ahmadi et al., 2013; Ghapanchi and Taheryan, 2012; Rahimirad and Shams, 2014) that those strategies can help students to manage and regulate their learning, especially in learning writing. Mansor et al. (2018) add explanations that students with a high level of proficiency tend to be more aware to use metacognitive strategies during all steps of the writing process. They consider that these strategies can make them become an effective writer because they manage their learning well. Furthermore, Hartina et al. (2018) and Setiyadi et al. (2016) found that metacognitive strategies have a positive relationship with writing skills. Thus, the more students use metacognitive strategies frequently, the better writing ability they have.

2.8 Metacognitive Strategies in Writing Learning

In the English learning process, writing is often considered the most difficult skill to be mastered by EFL students (Nasihah and Cahyono, 2017). They need to spend a long time to develop their ideas and ensure that there are no errors and mistakes in their works. Related to this issue, some researchers (Al-jarrah et al., 2018; Alamri, 2019; Mansor et al., 2018) have found that metacognitive strategies are beneficial to be applied in the writing learning process. Therefore, students are required to recognize the efficacy of metacognitive strategies and utilize those strategies frequently in their writing process.

Some studies under the topic of metacognitive strategies in writing skills have been conducted. Those usually elaborate on the kinds of metacognitive strategies applied in the students' writing process. It is because the classification of metacognitive strategies, which includes planning, monitoring, and evaluating, is appropriate with the writing stages.

Planning as the first kind of metacognitive strategy is often believed to give positive contributions to the students' composition. It can enhance the students' writing quality in terms of content, grammar, mechanics, and vocabulary (Bailey, 2019). Some planning strategies that can be applied in the writing process are understanding the language task, finding sources, organizing ideas by outlining or brainstorming, and managing the schedule (Al-jarrah et al., 2018; Alamri, 2019; Bailey, 2019; Teng, 2019). Therefore, those strategies are appropriate to be utilized in the pre-writing and arrangement stages in the writing process. Teng (2016) indicates that if students are capable to apply planning strategies optimally in these stages, they can shorten their writing time. It means that the use of planning strategies is beneficial to obtain effective learning.

The second kind of metacognitive strategy is monitoring strategies. These strategies can also be useful to be applied in the writing process, particularly in the drafting and revising stage. In this step, students begin to

write their compositions. They should pay attention and check their progress during the writing process, especially in the terms of organization and content development (Goctu, 2017). Thus, they can apply some monitoring strategies such as observing the writing tasks and the writing target, controlling their ideas, and regulating their writing process, (Goctu, 2017; Teng, 2019). Moreover, students may also revise their compositions during the writing process (Alamri, 2019). They can eliminate some sentences or add some information to convey their ideas clearly.

Furthermore, another metacognitive strategy that can be utilized by students in writing is evaluating strategies. The last step of the writing process is editing and proofreading (Kirszner and Mandell, 2015). In this step, students can check their composition in the terms of appropriate grammar, spelling, and punctuation (Maolida, 2018). It means that evaluating strategies may be useful to be applied in this stage. Students can reread their compositions and try to correct their mistakes. Al-jarrah et al. (2018) indicate that these strategies can be more effective to be applied by pairing the students. They may be asked to exchange their essay and try to correct their peer's mistakes. It can help students to know their writing ability because they can compare their composition with their peers. Further, students should also do a self-evaluation and edit their composition by themselves (Goctu, 2017). They can polish their essay to make it getting more interesting and effectively convey the information written (Alamri, 2019).

Based on those explanations, metacognitive strategies are beneficial to be applied in the writing learning process. Students can utilize those strategies to help them regulate their writing learning process and develop their writing abilities. This idea is in line with Goctu (2017) who also indicates that metacognitive strategies can help students to manage and guide them in their writing process. Therefore, they are suggested to use metacognitive strategies in their writing learning process.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes a method that will be used in this study. It presents seven parts, including the research design, participants, the setting of the study, the data and sources of the data, research instruments, data collection techniques, and the data analysis.

3.1 Research Design

The purpose of this study is to investigate the frequencies of metacognitive strategies applied by students. Further, it will also find out the relationship between metacognitive strategies applied in online-based writing learning and the students' essay writing quality. By considering those aims of the study, a correlational research design would be applied by the researcher. Based on Ary et al. (2010), correlational research is a kind of research design that is applied to investigate a prediction, consistency, and the relationship between variables involved in a study. Thus, it is suitable with this present study because the correlation between the two variables would be investigated and the result is expected to find out the strength of the relationship.

3.2 Participants

Thirty-six male and female English Education students at one of the universities in Surabaya are involved in this study. They are in the third semester and taking an Argumentative Writing course. A convenience sampling is used to select the participants because they have already grouped in the two writing classes. Each class includes 18 students. The researcher chooses them because their essay writing process is getting more attention in this course. Therefore, students are expected to apply various metacognitive strategies when they are writing. Furthermore, since an argumentative essay is often used to assess students, the results are also considered to be more effective to identify the students' essay writing quality as well as their correlation to

metacognitive strategies that are applied by students in online-based writing learning.

3.3 Research Setting

This study will be carried out in two Argumentative Writing Classes. These classes are in the English Department of a state university that is located in Surabaya. The lecturer conducts this class using an online system by utilizing zoom and Whatsapp. The zoom platform is used to explain and discuss writing materials, while Whatsapp is used to compile the students' assignments. The researcher chooses this class because it is designed to focus on both the students' writing process and product. Thus, the results are expected to provide clear explanations about the use of metacognitive strategies in each writing step. Moreover, in this class, the students' argumentative essays are assessed by using a writing rubric that includes organization, content, language use, grammar, and mechanics. Thus, the researcher also expects that the results will find out the correlation between the use of metacognitive strategies in online-based writing learning and the students' writing qualities.

3.4 Data and Sources of Data

The three research questions that have been mentioned in the first chapter will be answered in this study. Those research questions aim to find out the English major students' use of metacognitive strategies in online-based writing learning, the students' writing qualities that apply metacognitive strategies and the correlation between those strategies and the students' writing qualities.

The first research question is related to the kinds of metacognitive strategies applied by students in online-based writing learning. The data for answering this research question is the students' preferences in using metacognitive strategies. These data are obtained from the students' responses to the questionnaire that has been distributed to all of the participants of this study.

The second research question is about the students' writing qualities that apply metacognitive strategies in their writing process. The data to answer this research question is the students' writing scores. Those are obtained from the students' argumentative essays that are analyzed by using a writing rubric. It aims to find out the students' essay qualities in the terms of organization, content development, language use, vocabulary choice, and mechanics. Then, it will be used to investigate the correlation between metacognitive strategies and students' writing qualities.

Meanwhile, the third research question is related to the correlation between metacognitive strategies applied by students in online-based writing learning and the students' essay writing qualities. In answering this research question, the data are the students' choice of metacognitive strategies and their writing scores. Those data are gained from the result of the questionnaire and the accumulation scores from the writing rubric.

3.5 Research Instruments

In this present study, two instruments are used to collect the data. Those are a questionnaire and a writing rubric.

3.5.1 Questionnaire

The researcher uses a questionnaire as an instrument to answer the first and third research questions. It is a close-ended questionnaire that consists of four parts.

The first part is to know the students' identities. It contains the name, the register number, the class, and also the gender of the students. The second to the fourth part is the close-ended questionnaire which consists of a list of some activities that the students probably do in their writing learning process. Those activities have been grouped based on the types of metacognitive strategies which include planning in the second part, monitoring in the third part, and evaluating strategies in the fourth part. There are 21-items that are adapted from the existed questionnaire of some researchers (Bailey, 2019; Oxford, 1990; Qin and Zhang, 2019). The second part consists of 9 items of planning strategies, the third part consist of 7 items of monitoring strategies, and the fourth part consist of 5 items of evaluating strategies. Those parts comprise 5 point Likert-scale ranging from never to always (see Appendix 1). The results of the questionnaire are expected to find out the frequency of metacognitive strategies applied by students in online-based writing learning.

3.5.2 Writing Rubric

Also, the researcher uses a writing rubric to answer the second and third research questions. The writing rubric will be used by the researcher to assess the students' argumentative essay results. The researcher adjusts the modification rubric of Connor-Linton and Polio (2014) and Winke and Lim (2015). It includes five writing aspects, including the organization, content, language use, vocabulary, and mechanics (see Appendix 2). Further, this rubric is also aimed to find out the students' argumentative essay qualities that apply metacognitive strategies in the writing process using an online learning system.

3.6 Data Collection Techniques

In collecting the data, two techniques will be used in this study. Those are a close-ended questionnaire and a writing rubric.

The questionnaire is administered in English to all participants in this study. It would be distributed through google forms after the participants have finished a final test. The final test is in the form of writing an argumentative essay. It is chosen as the appropriate time because the students would give their best effort to obtain a better score for their final test. Therefore, it is expected that the metacognitive strategies used by the students will be more varied. All the participants will be given time to accomplish the questionnaire in about 3 days. They are allowed to ask if they do not understand the items.

Furthermore, the researcher will analyze the students' argumentative essays as a result of their final test. The essays will be assessed by using a writing rubric that includes the quality of the organization, content, language use, vocabulary, and mechanics. would be used to obtain the students' argumentative essay writing scores. Those scores are used to know the students' essay qualities.

3.7 Data Analysis

After all of the data have been collected, they should be soon analyzed by the researcher. The data of the students' preferences in applying metacognitive strategies during online-based writing learning are obtained from the close-ended questionnaire that is adapted from some researchers (Bailey, 2019; Oxford, 1990; Qin and Zhang, 2019). Meanwhile, the students' argumentative essay writing results are scored by using a writing rubric that is adapted from Connor-Linton and Polio (2014) and Winke and Lim (2015). Those data will be analyzed by using SPSS.

Firstly, the data of the students' choice in the use of metacognitive strategies will be analyzed by using descriptive statistics. It aims to answer the first research question and find out the frequencies of metacognitive strategies applied by students in online-based writing learning. The 5 point Likert-scale ranging from never to always will be categorized into low, moderate, and high frequency. The scale of 1 to 2 indicates low frequency, scale 3 indicates moderate frequency, and the scale of 4 to 5 indicates the high frequency in the use of metacognitive strategies in online-based writing learning.

Secondly, the students' argumentative essay scores will also be analyzed by using descriptive statistics. The scores are obtained from the accumulation results of the writing rubric which include the organization, content, language use, vocabulary, and mechanics. Then, the students' argumentative essay will be categorized into low, moderate, and high quality based on their scores. The low quality is ranged from 0 to 40, the moderate

quality is from 41 to 80, and the high quality is from 81 to 100. It aims to answer the second research question and know the students' essay writing qualities.

Thirdly, a normality test will be conducted to measure whether those data are normally distributed. Since the participants of this study are less than fifty students, a Shapiro-Wilk normality test will be used in this study. Then, the data will be analyzed by using a Pearson-Product Moment. It aims to answer the third research question and investigate the correlation between metacognitive strategies applied in online-based writing learning and the students' essay writing qualities.

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Final Exam

THE CORRELATION BETWEEN METACOGNITIVE STRATEGIES APPLIED IN ONLINE-BASED LEARNING AND STUDENTS' WRITING QUALITY

Components:	score
1. Organization	4
2. Content	4
3. Grammar	2
4. Vocabulary	3
5. Mechanics	3
6. Plagiarism	2

18

score   90

s

NUR ANIA FITRIANTI

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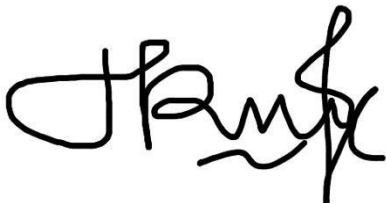
ENGLISH EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

STATE UNIVERSITY OF SURABAYA

2020

APPROVAL SHEET

This thesis proposal entitled **"The Correlation between Metacognitive Strategies Applied in Online-based Learning and Students' Writing Quality"** written by **Nur Ania Fitrianti (17020084004)** has been approved to be presented in the Seminar on Research Proposal Final Examination Odd Semester 2020/2021.

Surabaya, 31 December 2020

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CHAPTER 1

INTRODUCTION

This chapter introduces the study of the correlation between metacognitive strategies used by students in online-based learning and the students' writing quality. It consists of seven parts, including the background of the study, research questions, objectives of the study, hypotheses, scope and limitation of the study, significances of the study, and definition of key terms.

1.7 Background of the Study

Writing abilities are increasingly regarded as an important skill that must be possessed by students. In a process of learning English, they are required to become proficient in writing because one of the crucial skills in the twenty-first century is communication. Mastering writing abilities can help students to communicate with others through a written form. Thus, writing is often considered a survival skill (Kassem, 2017). This notion also plays important role in academic aspects. At every level, students' abilities are usually assessed through writing (Al-jarrah et al., 2018). They are often asked to write. It can be for accomplishing their assignments, exams, or various tests. This idea is supported by Kassem (2017) who conveyed that students need to master writing skills to do tasks or projects. In similar cases, mastering writing abilities is also important for students who want to go abroad (Chien, 2012). They need to write papers for the entrance examination, reports, and theses. Therefore, writing is an essential skill (Bai, 2018; Chien, 2012) and it is needed to be enhanced (Niño and Páez, 2018).

However, students often consider that mastering writing abilities are not an easy process. It is because they need to think critically when expressing their ideas through a written form (Yulianti, 2018). They not only need to arrange sentences in a good form but also need to develop their ideas and make them understandable for readers. Further, the other factors for students' difficulties in writing are limited vocabulary and the use of appropriate grammar. It leads students to be more concerned about learning grammar when they are asked to write. Consequently, students' writing performance is usually not optimal. They often get difficulties composing sentences and make them coherent to each other. Similar ideas conveyed by Fareed et al. (2016) indicate that obstacles in the writing process are in terms of vocabulary and grammar mastering, finding ideas, coherence, cohesion, and the use of appropriate formal transitional. Those problems lead students to have a high level of anxiety when they are asked to write. As the result, they can get difficulties showing their writing abilities and

they are unable to perform well. Moreover, unlike other skills, writing is not a simple process and time-consuming activities (Cer, 2019; Sowton, 2012). According to Kirszner and Mandell (2015), four steps should be done by students in the writing process. The first step is a pre-writing activity. In this step, students can start to be familiar with the topic given by reading many books or other references. The second step is an arrangement. Students can try to organize their ideas in this step. They are allowed to brainstorm or make an outline. The third step is drafting and revising. In this step, students begin to write and continuously check their composition. Then, the last writing step is editing and proofreading. Students need to make sure whether their composition is written well in this step. They can edit some punctuation or grammatical errors and reread their composition. Those steps simply indicate that students need to spend a long time accomplishing all writing's steps and ensure that their composition is ready to be submitted.

These problems elaborated above can be caused by some factors. The first factor is that feedback given for students' composition is usually in terms of grammatical errors (Al-jarrah et al., 2018). They rarely get an understanding of the ways to write a cohesive and coherent composition. As the result, they often feel hard to arrange their ideas into good writing. The second factor that causes dissatisfaction in students' writing ability is the reluctance to read many books or other references (Belkhir and Benyelles, 2017). In writing several writing forms, students usually need to provide evidence or reasons to support their ideas. It means that the more they read, the better the writing ability they will have. It is because they can get more information to develop their ideas by reading many references. Moreover, the third factor that causes the existence of writing problems is that writing consumes a long process. This idea increases the consideration that writing is a workload of other subjects (Fareed et al., 2016). Consequently, students are often assessed based on their writing product without considering their writing process. Thus, the majority of them are lack knowledge about appropriate writing steps. They also lack information about various strategies that can help them in their writing process. As the result, they are unable to utilize an appropriate strategy and often find difficulties to organize their writing learning.

In overcoming those problems, metacognitive strategies can be applied as a solution. These strategies consist of three kinds, including planning, monitoring, and evaluating strategies (Ma & Oxford, 2014). It implies that by applying metacognitive strategies in the writing process, students can be able to control their learning. During the pre-writing and arrangement stage, students can try to look for various information related to the topic and organize their ideas by applying planning strategies. Then, they can control the process of their drafting and revising stage by applying monitoring strategies. Further, they can also check and appraise their composition in the editing and proofreading stage by applying evaluating strategies. Those explanations imply that metacognition is intertwined with writing (Teng, 2019). Therefore, students can apply metacognitive strategies to help them overcome their writing problems.

Furthermore, utilizing metacognitive strategies frequently in students' writing process can help them to obtain meaningful learning. Students are capable to organize their learning by themselves and do not only depend on their lectures. As the result, they can be more autonomous and self-regulated (Rahimirad and Shams, 2014). This notion is related to the current learning system. In recent months, educational aspects are highly affected by the pandemic of Covid-19. Almost all the activities in primary, secondary, and tertiary schools should be done from home by implementing online learning. Madathil et al. (2017) indicate that online learning usually involves internet uses to facilitate and provide additional sources for students. It commonly includes synchronous and asynchronous learning. Synchronous learning allows students to involve in a face-to-face meeting by utilizing virtual media (Bower et al., 2015). Meanwhile, asynchronous learning involves both students-students and students-instructor communication through the use of chats or recorded lectures (Wu et al., 2019). The implementation of both the online education system is usually done remotely. This condition makes lecturers unable to control their students' learning process all the time. Consequently, students are fostered to be more independent. They have to be able to regulate their learning process to achieve optimal learning quality. Thus, applying metacognitive strategies in an online learning system is suggested for students, including in the writing learning process.

Studies related to metacognitive strategies and writing skills have been done by some researchers. Firstly, Al-jarrah et al. (2018) investigated students' attitudes on metacognitive strategies applied in the writing process. They involve ten secondary students in Jordan. The data of this study were obtained from an in-depth interview. It includes nine questions related to the writing process and the students' views on the implementation of metacognitive strategies. This study found that the students have positive attitudes toward metacognitive strategies. They know and use metacognitive strategies in their learning process. Furthermore, they believe that those strategies help them in organizing their composition.

Secondly, Qin and Zhang (2019) conducted a study of metacognitive strategies and their relation to the students' writing performance. They involve 126 non-English major undergraduate students in China. They are around 21 years old. In collecting the data, the researchers administered a questionnaire and writing tests as the instrument of this study. During the test, all the participants are asked to write an essay on one of the writing platforms that is most commonly used in China, named *Pigaiwang*. The results show that metacognitive knowledge is related to the participants' writing performance. Further, another result shows that students who have a high level of proficiency apply more metacognitive strategies and more aware to regulate their writing process than the low proficiency students.

Thirdly, a study conducted by Fiani (2020) investigated students' views on the implementation of metacognitive instruction in a writing class. This study involves thirty-three undergraduate students in

Indonesia. They get metacognitive instructions in their writing class during a semester. Then, a questionnaire and journals are used as the instruments to obtain the data. This study discovered that students have positive responses toward the use of metacognitive writing instructions. By applying metacognitive strategies in their writing class, students can learn writing materials and write their compositions easily. Further, they can also organize their learning by themselves and be more independent.

Some studies elaborated above focus on the students' attitude toward the application of metacognitive strategies, the correlation between those strategies and students' writing abilities, and the students' view on the implementation of metacognitive writing instruction. The first and the third studies were conducted in the conventional learning setting, while the second study was in a multimedia setting. The results show that metacognitive strategies give positive contributions to the writing learning process and those strategies are related to the non-English major students' writing proficiency. Since the implementation of online learning is getting more concerned nowadays, the importance of metacognitive strategies to help students organize their online writing learning process is needed to be further explored. Nevertheless, despite the benefits of metacognitive strategies in traditional learning setting has been widely proven, studies that investigate the roles of metacognitive strategies in online-based writing learning setting are still rarely found as well as the relationship between those strategies and English major students' writing qualities, particularly in Indonesia context. Therefore, to fill the gap, the present study will attempt to investigate the correlation between metacognitive strategies applied in online-based writing learning and the students' essay writing qualities.

1.8 Research Questions

Regarding the background of the study, three research questions below address:

4. What are metacognitive strategies applied by students in online-based writing learning?

5. How are the students' writing qualities in online-based learning?

6. How is the correlation between metacognitive strategies applied in online-based learning and the students' writing quality?

1.9 Objectives of the Study

Based on the research questions above, the objectives of this study are:

4. To investigate metacognitive strategies applied by students in online-based writing learning.

5. To investigate the students' writing qualities in online-based learning.

6. To know the correlation between metacognitive strategies applied in online-based learning and the students' writing quality.

1.10   Hypotheses

The two hypotheses of this study are:

:   ere is no correlation between metacognitive strategies applied in online-based learning and students' writing quality.

:   ere is a correlation between metacognitive strategies applied in online-based learning and students' writing quality.

1.11   Scope and Limitation of the Study

This study tends to focus on the investigation of metacognitive strategies that are preferably applied by students and their essay writing qualities in online-based writing learning. Moreover, it will also find out the correlation between metacognitive strategies and the students' writing qualities, particularly the students' argumentative essay writing qualities. This research will be conducted in the Argumentative Writing classes at one of the universities in East Java. These classes take place online by using zoom and WhatsApp in the learning process. Further, the third semester of English Education students will be involved in this study.

1.12   Significances of the Study

Metacognitive strategies are considered to play important roles in the writing process. Therefore, the researcher hopes that the results of this study will be beneficial for students, writing lecturers, and future researchers.

d. The Students

The finding of this study is expected to help students obtain effective learning. By understanding several types of metacognitive strategies and the correlation between those strategies and their writing qualities, they will be able to apply the most appropriate strategies when they are writing. Further, they can also apply strategies that are beneficial to regulate their online writing learning process. Therefore, it can increase their opportunities to get better achievement.

e. Writing Lecturers

The results are also hoped to give positive contributions to writing lecturers. By knowing the kind of metacognitive strategies applied by students in online-based writing learning and those correlations to writing qualities, they will be capable to promote appropriate strategies for their students. Thus, they can assist their students to improve their writing qualities and be more autonomous.

f. Future Researchers

Also, it is hoped that the results of this study are useful for future researchers who are interested in the topic of learning strategies. It is expected to provide beneficial information about the roles of metacognitive strategies in the online writing class. Therefore, other studies related to metacognitive strategies used by EFL learners can be further examined, particularly for online learning setting.

1.13 Definition of Key Terms

This part defines some key terms related to the topic that is going to be investigated. The five key terms are:

6. Writing Skill

Writing is a productive skill used to improve critical thinking by communicating someone's feelings and ideas in a written form (Kassem, 2017; Yulianti, 2018).

7. Essay Writing

Essay writing is a group of paragraphs that consists of an introduction, some body paragraphs, and a conclusion (Bailey, 2015).

8. Argumentative Essay

An argumentative essay is a kind of essay that is used to explain the author's arguments in discussing a debatable issue (Kirszner and Mandell, 2015).

9. Metacognitive Strategies

Metacognitive strategies are one of the learning strategies that help students manage their learning by planning, monitoring, and evaluating their learning process (Ma and Oxford, 2014).

10. Online Learning

Online learning is considered an innovative educational system that focuses on interactivity, student-centered, and provides flexible learning environments (Madathil et al., 2017).

CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter elaborates on some theories related to this study. It will discuss writing skills, the writing process, assessing writing, argumentative essay, online learning, argumentative writing class, metacognitive strategies, and metacognitive strategies in online-based writing learning.

2.2 Writing Skill

In learning English, students are required to master four main skills. One of them is writing. Writing is often considered one of the important skills in language production (Fareed et al., 2016). This idea implies that besides speaking, students can also communicate through writing. If they can write, they can express their feelings and thoughts that can be read later by readers who are not in the same place (Al Moqbali et al., 2020; Kassem, 2017). This idea is supported by Cer (2019) who explains that writing is a skill that is used to communicate emotions and ideas in a written form. It indicates that by mastering writing abilities, students will be able to defend themselves in the twenty-first century in which communication becomes one of the crucial skills that everyone should have.

Furthermore, mastering writing abilities is considered an important thing because it is also needed in

almost all educational aspects. During the learning process, they are usually assessed by writing (Al-jarrah et al., 2018). It can be in the form of assignments or exams. Another importance of writing ability is that it can help students get better job opportunities (Raoofi et al., 2017) and apply for scholarships. It means that having a good quality of writing can help students to improve their achievement. The better writing abilities they have, the higher possibility for them to get a better score in various tests. Also, developing writing abilities can support them in their future career. Thus, writing is an essential skill in the teaching-learning process.

During writing learning, students are required to accomplish a complex process. Writing is not merely the process of transmitting knowledge and ideas into a paper but also how to make readers understand the information that the students want to deliver (Al Moqbali et al., 2020). Thus, students should pay much attention to organizing their ideas and choosing the appropriate language use. This idea is in line with Teng (2019) and Nnamani and Akabogu (2020) who convey that writing involves the simple step of gathering information to the complex step of organizing information into a good structure and acceptable target language. Those explanations imply that mastering writing ability is not a simple process. Fortunately, since writing is a skill, Langan (2008) indicates that it can be mastered if it is frequently practiced. Thus, students have to practice writing continuously and try to give their best effort in their writing process.

2.4 Writing Process

In the learning process, writing is often considered a complicated activity (Al Moqbali et al., 2020). Unlike the other skills, in the writing process, students are required to accomplish some steps to ensure that their composition is written well. They are not merely write down their ideas in a paper, but also need to convey their ideas clearly and understandable. Kirszner and Mandell (2015) conveyed that the writing process covers four steps.

The first step is an invention or also called a pre-writing activity. It is a crucial stage to start the writing process. Kirszner and Mandell (2015) add explanations that in this step, students try to understand what they will write. Then, they have to limit their subject and topic, find and organize their ideas, and also decide their thesis statement.

The second step is the arrangement. In this step, students try to recognize the structure of their writing. Then, they can organize their ideas by brainstorming or outlining. In organizing their ideas, they can involve their knowledge related to the structure and elements of a particular essay (Oh et al., 2016). If they can plan and arrange their ideas well in this step, they will easily concentrate to develop their composition. Thus, it is a very useful stage in assisting students to continue writing their essays.

The third step is drafting and revising. In this step, students can begin by writing their first draft. They can write everything related to the topic by following their outline. They do not need to worry about misspelling, grammar errors, and wrong punctuation because they can change them later. This step tends to focus on the quantity of the essay rather than quality (Maolida, 2018). Further, they can also revise their composition to optimally present their ideas. The revising process should not only be done when they finish writing but also in the process of writing. Based on Kirszner and Mandell (2015), this process can be done by using a checklist, reviewing the outline, doing peer-review, or following the instructors' comments.

The last step is editing and proofreading. In this step, students can check their spelling, grammatical, and punctuation errors in their composition (Maolida, 2018). In this step, students need to ensure that their essay is written clearly. Then, they can continue to proofread their essay by checking the surface errors, such as spelling and incorrect spacing.

The explanations of the writing stage above indicate that students need to take a long time in the writing process. They need to accomplish each step optimally to obtain a good quality of writing. Thus, students often consider that writing is an intricate activity.

2.5 Assessing Writing

In an academic context, writing is often used to know students' abilities. They are usually given assignments or tests in the form of writing. Then, the students' composition is usually assessed by using a rubric that consists of some writing aspects. It simply shows that the quality of writing aspects plays an important role to know the students' writing abilities. Students are required to pay much attention to them if they want to have a good writing performance. Those aspects usually include organization, content, vocabulary, language use, and mechanics (Dabbagh, 2017).

2.3.1   Organization

The organization is often considered as the important thing in a composition. According to Plakans and Gebril (2017), it is a base of writing and the characteristic of writing performance. They add an explanation that the organization includes patterns, coherence, and cohesion. It means that a good quality of writing should be written based on a particular structure and arranged with a coherence and cohesion device. Further, in the writing process, the writers are not only required to convey messages but also organize their idea to be easily understood by readers (Pratiwi et al., 2017). Therefore, having a good organization is one of the important things for enhancing students' writing quality.

2.3.2 Content

The aim of writing is actually to convey the writers' thoughts or ideas. The ideas written in a particular writing form are usually called content (Bae et al., 2016). It means that developing the content of writing is a crucial thing. This aspect can involve other aspects of writing. For instance, in writing two different kinds of essays, the content of those essays is different as well as the organization, the vocabulary, and also the language use. Moreover, writing is the process of creating ideas (Hayot, 2014). Readers can get information based on the content that is written by the writers. Thus, the writing quality is also determined by the quality of content.

2.3.3 Language Use

Language use plays important role in the process of writing a composition. In conveying their ideas into their essay, students need to concern about the use of academic language style (Zarrabi and Bozorgian, 2020). It can lead them to consider that language use is quite complicated. In the writing process, one of the common problems found by EFL/ESL students is in the terms of L1 transfer (Fareed et al., 2016). Students usually tend to directly translate their L1 into English. Consequently, they often have errors in the use of appropriate grammar and sentence structure. Moreover, students often use convoluted language when writing. It can make readers confused to understand the content of their composition. Therefore, the use of effective language also affects the students' writing quality.

2.3.4 Vocabulary

One of the difficulties in the writing process is related to vocabulary mastering. It is usually in terms of the use of abbreviations, formal and informal vocabulary, and also appropriate academic vocabulary (Bailey, 2015). Having limited vocabulary knowledge often leads students to use improper diction in the writing process. As the result, it can cause the existence of misunderstanding. This means that vocabulary choice is important in writing a composition. Thus, having a good vocabulary mastering can also lead students to have a good quality of writing.

2.3.5 Mechanics

Mechanics are writing aspects that are usually not given enough attention. However, the use of appropriate mechanics is actually important. According to Casey et al. (2016), it usually covers spelling and punctuation. Using mechanics properly in writing essays can assist readers to get a clear understanding of what the writer means (Bailey, 2015). Further, the use of commas and the correct quotation is also crucial. It can

address something the writer wants to emphasize. Therefore, the good writing quality is also caused by the use of appropriate mechanics.

Since all those writing aspects are usually used as a benchmark for assessing students' composition, they can also be challenges in acquiring writing abilities. Getting good scores in all those components is often considered a difficult thing for students. It is because they usually tend to learn more about the appropriate grammar used in writing a particular writing form (Al-jarrah et al., 2018). Meanwhile, some aspects of writing are not given much attention. Consequently, students composition is usually less than optimal. Thus, students have to practice writing by considering all of the writing aspects and learn several kinds of writing forms continuously.

2.9 Argumentative Essay

During the learning process, undergraduate students usually have to learn some kinds of academic writing forms. One of them is essays. An essay usually includes an introduction, body paragraphs, and a conclusion (Bailey, 2015). In academic courses, undergraduate students usually need to learn several kinds of essays. According to Kirszner and Mandell (2015), there are four kinds of essay writing, including a descriptive essay, a narrative essay, an expository essay, and an argumentative essay.

Among those kinds of essays, an argumentative essay is often considered a challenging essay to be written. Students need to express their thoughts, provide evidence, and write using academic styles (Zarrabi and Bozorgian, 2020). It is in line with Noroozi et al. (2020) who indicate that having a good quality of an argumentative essay is difficult, including for undergraduate students. Thus, this kind of essay is often used as an assessment to know students' writing ability (Sophie and Jun, 2019).

Similar to the other kinds of essays, an argumentative essay also consists of an introduction, body paragraphs, and a conclusion. The introduction of this essay is used to introduce the topic and state the author's thesis statement. The body paragraph usually includes a topic sentence, the issues, and evidence that can be presented by giving examples, facts, or opinions (Kirszner and Mandell, 2015). Meanwhile, the conclusion is usually used to restatement the thesis and sum up all ideas. Further, Kirszner and Mandell (2015) add explanations that an argumentative essay can be developed inductively or deductively. An inductive argumentative essay is usually written from the specific ideas to the more general ideas. On the other hand, a deductive argumentative essay is developed from common ideas to particular ideas.

Furthermore, one of the important aspects of an argumentative essay is content. Kirszner and Mandell

(2015) convey that the thesis statement of an argumentative essay must be debatable. It means that students are required to support their ideas by presenting relevant and credible evidence. This idea is similar to Paek and Kang (2017) who indicate that the thoughts and ideas that are written in an argumentative essay should be controlled and developed logically to convince readers. This means the content of an argumentative essay usually includes the students' arguments that are supported by facts, examples, or experts' opinions to make their ideas acceptable.

The other aspects of an argumentative essay are language use and vocabulary choice. Those aspects are usually related to each other. While writing an argumentative essay, students are required to arrange their sentences as effectively as possible to convey their ideas. This plays an important role in determining whether the information they convey is clear or convoluted. Further, since this kind of essay tends to discuss controversial issues, vocabulary that show agreement or refutation of ideas is needed to be considered. Also, the use of transitions and conjunctions are important in this essay (Kirszner and Mandell, 2015).

Moreover, the last aspect that should also be considered in writing an argumentative essay is mechanics. It usually covers spelling and punctuating (Casey et al., 2016). In writing an argumentative essay, students may bold or give quotation marks to indicate that the words or phrases are important. Further, spelling mistakes can also lead to misunderstanding. Therefore, the use of appropriate mechanics in writing an essay is crucial.

Learning to write an argumentative essay is not an easy process, including for undergraduate students. They have to create a thesis statement, develop some body paragraphs, and also sum up all of the ideas in the concluding paragraph. Further, they also have to convince the readers by presenting some facts or examples to support their ideas. However, writing an essay is beneficial for students. Since they are required to read many sources and think critically when they are asked to write essays, it can make students become a stronger thinker (Nejmaoui, 2019). Thus, universities usually provide some essay writing courses that can be taken by the students.

2.10   Online Learning

The term online learning is familiar along with the development of technology. It has been expanded across the globe, governments, and educational aspects (Sansone et al., 2012). This condition is further affected

by the existence of the pandemic of Covid-19. Since almost all of the learning activities should be done from home, the use of online learning becomes very popular over the last few months. Madathil et al. (2017) indicate that online learning is an innovative educational system that focuses on interactivity, student-centered, and provides flexible learning environments. It commonly includes synchronous and asynchronous learning.

2.10.1 Synchronous Learning

Synchronous learning is one of the online educational systems that can facilitate a distance teaching-learning process. In a synchronous learning process, students can participate in face-to-face classes by using virtual media (Bower et al., 2015). This idea is similar to Ramazan and Keser (2016) who indicate that a synchronous learning activities can be done by utilizing video or web conferencing. Lecturers can set up the schedule, make a room conference, and send the link to their students. It means that this kind of online learning is able for real-time interaction during the teaching and learning process. Lecturers can easily explain the materials clearly and discuss them with their students. Thus, it is effective to clarify misunderstandings (Zheng et al., 2017).

2.10.2 Asynchronous Learning

Meanwhile, asynchronous learning involves both students-students and students-instructor communication through the use of chats or recorded lectures (Wu et al., 2019). Unlike synchronous learning, asynchronous learning activities involve less face-to-face communication. Ramazan and Keser (2016) add similar ideas and convey that emails, blogs, wiki, forums, and podcasts can also be used as a tool in asynchronous learning activities. Therefore, this kind of online learning is usually used to give feedback (Lowenthal et al., 2017) and manage students' assignments. Lecturers can set the assignments and upload them in a particular asynchronous tool and ask their students to do those assignments within a period. Thus, it is often considered that asynchronous learning is more flexible.

In their application, both synchronous and asynchronous learning can facilitate the teaching-learning process. The use of the internet in online learning systems helps students to interact which each other without time or place limitations (Alsubaie and Madini, 2018). This advantage can foster students to be more autonomous. They have a bigger chance to control their learning and try to find additional materials by themselves to get a better understanding. Thus, during online learning activities, students are required to apply

various strategies that can help them organize their learning process.

2.11 Argumentative Writing Class

Learning to write essays can be a beneficial way to increase students' writing skills. By considering this reason, essay writing classes are necessary for undergraduate students. They are required to learn how to write several essays, including a descriptive essay, a narrative essay, an expository essay, and also an argumentative essay.

In the English Education program of one of the state university in Surabaya, all of those essays are taught. The undergraduate students are started to be introduced to essay writing in the second semester. Then, they get a continuation writing course in the third semester, namely Argumentative Writing Class. This class is designed to enhance students' argumentative writing abilities which emphasize the process of writing (Unesa, 2020). However, due to the Covid-19 pandemic, this class is being held online. The lecturer uses some online learning platforms to carry out the teaching-learning activities, such as zoom, Whatsapp, and google classroom. The zoom is used to deliver explanations and have discussions with students, while Whatsapp or google classroom is used to compile the students' assignments.

In this course, the students first learn about avoiding plagiarism. It includes how to paraphrase, make a citation, and write references. Then, the students learn to understand and evaluate arguments in essays. After understanding arguments, they begin to find an appropriate topic and make an outline for their argumentative essay. Further, they are asked to write an argumentative essay. After a mid-term week, the students learn how to select and present evidence. It may be by giving examples, discussing the cause and effect of something that happens, contrasting, or comparing something. Then, they are asked to write an argumentative essay again by implementing one of those ways to present evidence.

Since the students are required to think critically when writing an argumentative essay, they may consider that writing this essay is a difficult process. Also, their works will be checked in Turnitin to avoid plagiarism. It may be one of the factors that make this course more complicated. Furthermore, online learning that is applied now also affects their learning process. The explanations they get may not be as clear as in the classroom. Also, the consultation process may not be as effective as if they have a consultation directly in the classroom. Thus, they need to be more autonomous and apply some strategies to help them regulate their learning.

2.12 Metacognitive Strategies

Among several kinds of strategies, some researchers (Ali and Paramasivam, 2016; Yulianti, 2018) found that metacognitive strategies are preferably applied by language learners. Metacognitive strategies are defined as techniques to organize and monitor the students' learning process (Ma & Oxford, 2014). The same idea is also conveyed by Goctu (2017) who indicates that metacognitive strategies can be utilized to manage students' learning. Those explanations imply that the use of metacognitive strategies is beneficial for students. They are assisted to prepare their learning, continuously keep on track, and try to assess their performance by themselves. As the result, they can regulate their learning, become more directed, and complete their tasks easily. Therefore, students are required to know several kinds of metacognitive strategies that can be employed in their learning, particularly in the writing process.

According to Ma and Oxford (2014), metacognitive strategies cover planning, monitoring, and evaluating strategies.

2.12.1 Planning Strategies

Planning strategies are usually used to plan some elements of language learning that can help students during the learning process. In the writing process, those strategies can be utilized before and while writing a composition (Goctu, 2017). Al-jarrah et al. (2018) indicate that planning strategies are crucial to be applied in the learning process. It fosters students to be more responsible for their learning.

The first planning strategies that can be used by students is understanding the language task. It includes understanding the instruction of tasks (Alamri, 2019) and the purpose of a language task (Goctu, 2017). By applying these strategies, students can have a clear comprehension of the task given. For instance, if they are given a task to write a process essay, they have to realize that the aim is to inform about how something works. Consequently, they will be able to optimize their performance.

Moreover, Teng (2019) conveyed that the other planning strategies that can be utilized by students are finding sources. This strategy can assist students in the writing process. In developing their ideas, students are required to read many books or other references. Thus, applying these strategies is beneficial to improve the content quality of their composition.

Another planning strategy is organizing. It includes organizing ideas, time, and schedule (Al Moqbali et al., 2020; Bailey, 2019). Students are allowed to make a brainstorming or outline to arrange their ideas. This strategy is commonly applied by students to help them in writing their essays. By making a brainstorming or

outline, they can list their ideas and write easily. Furthermore, arranging time and schedule may also assist students to obtain meaningful and effective learning. For example, when they are given an essay writing task, they may find a comfortable place and arrange their schedule to write. Thus, they can finish their tasks well and on time.

2.12.2 Monitoring Strategies

Monitoring strategies can be used by students to observe and control their learning process. Those strategies are related to the students' conscious awareness of their performance (Ahmadi et al., 2013). It means that applying monitoring strategies is crucial to obtain effective learning. The same ideas also conveyed by Ahmadi et al. (2013) indicate that monitoring strategies aim to enhance the efficacy and effectiveness of learning.

In the writing learning process, students can apply some monitoring strategies. The first strategy that can be applied by students is observing the task and writing target (Teng, 2019). During the learning process, students may get some assignments both from the writing class or other courses. Since the writing process needs a long time to be accomplished, students are required to monitor their tasks and set a target for their writing. For instance, they can set a target to finish writing their essays in a week or the next few days. Thus, they can accomplish it on time and do the other assignments.

Other monitoring strategies that can be done by students are monitoring their ideas (Al Moqbali et al., 2020) and controlling their writing process (Al-jarrah et al., 2018). During writing a composition, they need to keep themselves on the right track. Thus, they may add and change their sentences according to what they want to convey.

Moreover, another monitoring strategy that can be beneficial for students is revising their composition (Alamri, 2019). The revising process should not only be done after students accomplish their composition. They can reread and recheck their works continuously to get a good result.

2.12.3 Evaluating Strategies

Evaluating learning strategies are applied to recheck and evaluate students' learning activities that have been accomplished (Ahmadi et al., 2013). This strategy is beneficial to know students' progress in the learning process. In the writing process, those strategies are usually used to check the students' composition. For

example, when students have finished writing an essay, they reread their composition and realize that there are grammar errors, misspelling, or some mistakes in using punctuation. Then, they try to correct them. Moreover, students can also polish their composition to make it interesting and easy to read. They can eliminate some phrases or sentences that are not coherent with others. Further, Goctu (2017) indicates that evaluating strategies can be effectively done in pairs. For instance, after finishing writing an essay, they compare their work with their peers in terms of sentence length, the complexity of thought, power of arguments, organization, and accuracy.

By considering the explanations above, all of the kinds of metacognitive strategies are useful to be applied in a learning process, particularly in the writing learning process. It is also proven by some researchers (Ahmadi et al., 2013; Ghapanchi and Taheryan, 2012; Rahimirad and Shams, 2014) that those strategies assist students to regulate their learning, especially in learning writing. Mansor et al. (2018) add explanations that proficient students tend to use metacognitive strategies more during all steps of the writing process. They consider that these strategies can make them become an effective writer because they manage their learning well. Furthermore, Hartina et al. (2018) and Setiyadi et al. (2016) discovered that writing skills are positively related to metacognitive strategies. Thus, the more students use metacognitive strategies frequently, the better writing ability they have.

2.13   Metacognitive Strategies in Online-based Writing Learning

In the English learning process, EFL students often convey that mastering writing skill is a difficult process (Al Moqbali et al., 2020). They need to spend a long time to develop their ideas and ensure that there are no errors and mistakes in their works. Related to this issue, some researchers (Al-jarrah et al., 2018; Alamri, 2019; Mansor et al., 2018) have found that metacognitive strategies are beneficial to be applied in the writing learning process. Those strategies are often applied to manage students' learning process. Since students are required to be more self-regulated and independent in online learning (Lin et al., 2017), metacognitive strategies are also believed to give positive contributions to the online learning process. This idea is in line with Rahimirad and Shams (2014) who found that students who apply metacognitive strategies are more independent and able to manage effective learning. During their writing process, students can apply three sets of metacognitive strategies, including planning, monitoring, and evaluating strategies.

Planning as the first kind of metacognitive strategy is often believed to give positive contributions to the students' composition. Before starting to write their essay, students can read writing materials or find other

information related to their topic. Further, they are also allowed to discuss with their lecturer or peers through an online forum. These strategies can help them to get a better understanding of the composition that they have to write (Yeh, 2014). Then, students can also apply other planning strategies, such as outlining their ideas, brainstorming, or managing their schedule (Al-jarrah et al., 2018; Alamri, 2019; Bailey, 2019; Teng, 2019). Those explanations simply imply that planning strategies are appropriate to be applied in the pre-writing and arrangement steps. Teng (2016) indicates that if students are capable to apply planning strategies optimally in these stages, they can shorten their writing time. It means that the use of planning strategies is beneficial to help students prepare for their writing process and obtain effective learning.

The second kind of metacognitive strategy is monitoring strategies. These strategies can also be useful to be applied in the writing process, particularly in the drafting and revising step. In this step, students begin to write their compositions and should pay attention to their progress. Thus, they can apply some monitoring strategies such as observing the writing tasks and the writing target, controlling their ideas, and regulating their writing process, (Goctu, 2017; Teng, 2019). Moreover, students can also revise their compositions during the writing process (Alamri, 2019). They can eliminate some sentences or add some information to convey their ideas clearly. This can be done individually or with peers. They can share their problems and discuss them with their peers through online discussion (Yeh, 2014). Therefore, it can help them to enhance their essay qualities.

Furthermore, another metacognitive strategy that can be utilized by students in writing is evaluating strategies. These strategies can be beneficial to be applied in the editing and proofreading step. In this step, students can check their composition in the terms of appropriate grammar, spelling, and punctuation (Maolida, 2018). Students can reread their compositions and try to correct their mistakes by applying evaluating strategies. Al-jarrah et al. (2018) indicate that these strategies can be more effective to be applied by pairing the students. They can be asked to exchange their essay and try to correct their peer's mistakes. It can help students to know their writing ability because they can compare their composition with their peers. Further, students should also do a self-evaluation and edit their composition by themselves (Goctu, 2017). They can polish their essay to make it getting more interesting and effectively convey the information written (Alamri, 2019).

Based on those explanations, metacognitive strategies are beneficial to be applied in the writing learning process. Students can utilize those strategies to develop their writing abilities. This idea is in line with Goctu (2017) who also indicates that metacognitive strategies can help students to manage and guide them in their writing process. Therefore, students are suggested to apply metacognitive strategies in online learning activities, particularly in the writing process.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is used to describe the methodology of this study. It presents seven parts, including the research design, population and sample, the setting of the study, the data and sources of the data, research instruments, data collection techniques, and the data analysis.

3.8 Research Design

This research aims to investigate metacognitive strategies applied by students in online-based writing learning. Further, it will also find out the relationship between metacognitive strategies applied in online-based learning and the students' essay writing qualities. By considering those aims of the study, a correlational research design will be applied by the researcher. Based on Ary et al. (2010), correlational research is a kind of research design that is applied to investigate a prediction, consistency, and the relationship between variables involved in a study.

In this present study, the researcher attempts to know whether students' metacognitive strategies correlate with their writing qualities, particularly in an online-based learning setting. The data which are related to those two variables will be collected first. Then, the null hypothesis of this study will be tested to know whether it is accepted or rejected. Further, the direction and the strength of the relationship between those two variables will also be investigated to know whether the more students apply metacognitive strategies in online-based learning, the better writing qualities they have. Thus, a correlational research design is appropriate to be used in this study.

3.9 Population and Sample

3.2.1 Population

Eighty-nine male and female English Education students at one of the universities in Surabaya are involved as the population of this study. They are in the third semester and taking an Argumentative Writing course. The researcher chooses them because their essay writing process is getting more attention in this course. Therefore, students are expected to apply various metacognitive strategies when they are writing. Furthermore, since an argumentative essay is often used to assess students, the results are also considered to be more effective to identify the students' essay writing quality as well as their correlation to metacognitive strategies that are applied by students in online-based writing learning.

3.2.2 Sample

The sample of this study is then selected randomly. Based on Ary et al. (2010) and Cohen et al. (2007), in a random sampling, students in the population have the same chance to be selected as the sample of this study. All of the students are divided into five classes and all the lecturers who teach in those classes apply online learning in this course. Further, the students in each class are not grouped based on specific criteria. Therefore, the researcher selects two classes among those five classes as the sample of this study. Each class includes 18 students. A total of 36 students who are selected to participate consist of 8 (22.2%) male and 28 (77.8) female.

3.10   Research Setting

This study will be carried out in two Argumentative Writing Classes. These classes are in the English Department of a state university that is located in Surabaya. The lecturer conducts this class using an online system by utilizing zoom and Whatsapp. The zoom platform is used to explain and discuss writing materials, while Whatsapp is used to compile the students' assignments. The researcher chooses this class because it is designed to focus on both the students' writing process and product. Thus, the results are expected to provide clear explanations about the use of metacognitive strategies in each writing step. Moreover, in this class, the students' argumentative essays are assessed by using a writing rubric that includes organization, content, language use, grammar, and mechanics. Therefore, students' writing quality is expected to be revealed clearly.

3.11   Data and Sources of Data

The three research questions that have been mentioned in the first chapter will be answered in this study. Those research questions aim to explore the English major students' use of metacognitive strategies in online-based writing learning, the students' writing qualities, and the correlation between metacognitive strategies applied in online-based learning and the students' writing qualities.

The first research question is related to metacognitive strategies applied by students in online-based writing learning. The data for answering this research question is the students' preferences in using metacognitive strategies. These data are obtained from the students' responses to the questionnaire that will be distributed to all of the sample of this study.

The second research question is to investigate the students' writing qualities in an online-based learning setting. The data to answer this research question is the students' writing scores. The scores are obtained from the average of students' argumentative essays that are analyzed by using a writing rubric and the scores from the lecturer. It aims to find out the students' essay qualities in the terms of organization, content development, language use, vocabulary choice, and mechanics.

Meanwhile, the third research question is related to the correlation between metacognitive strategies used by English major students in online-based learning and their essay writing qualities. In answering this research question, the data are the students' choice in using metacognitive strategies and their writing scores. The first data will be gained from the result of the questionnaire. Meanwhile, the second data is obtained from the average scores of the writing rubric and the scores from the lecturer.

3.12   Research Instruments

In this present study, two instruments are used in collecting the data. Those are a questionnaire and document.

3.5.3 Questionnaire

The researcher uses a questionnaire as an instrument to answer the first and third research questions. It consists of four parts.

The first part is to know the students' identities. It contains the name, the register number, the class, and also the gender of the students. The second to the fourth part is the close-ended questionnaire which consists of a list of some activities that the students probably do in their writing learning process. Those activities have been grouped based on the types of metacognitive strategies which include planning, monitoring, and evaluating strategies. There are 21-items that are adapted from the existed questionnaire of some researchers (Bailey, 2019; Oxford, 1990; Qin and Zhang, 2019). The second part consists of 9 items of planning strategies, the third part consist of 7 items of monitoring strategies, and the fourth part consist of 5 items of evaluating strategies. Those parts comprise 5 point scale ranging from never to always (see Appendix 1). The results of the questionnaire are expected to know metacognitive strategies applied by students in an online-based writing learning process.

Since the questionnaire is adapted from some researchers, there are some changes made from the original questionnaires. Therefore, the validity and reliability of the questionnaire are necessary to be tested. It aims to make the items more understandable for the participants and the result in line with what is expected. Based on Ary et al. (2010) and Cohen et al. (2007), a validity test is used to find out to what extent an instrument can measure what will be measured. The questionnaire of this study will be checked by an expert to ensure validity. Moreover, the reliability test is used to know the consistency of the questionnaire items (Cohen et al., 2007). It will be confirmed by conducting a pilot study. The questionnaire will be administered to 10 English major students who are not the sample of this present study. Then, the results will be checked by using Cronbach's α.

3.5.4 Document

Furthermore, the researcher also analyses and scores a document in the form of students' argumentative essays by using a writing rubric. It aims to answer the second and third research questions. The researcher adjusts the modification rubric of Connor-Linton and Polio (2014) and Winke and Lim (2015). It includes five writing aspects, including the organization, content, language use, vocabulary, and mechanics (see Appendix 2). Further, the students' argumentative essay scores will also be gained from the lecturer to ensure the validity of the scores. Then, both the scores from the researcher and the lecturer will be calculated to obtain the average scores. It aims to find out the students' argumentative essay qualities in an online-based writing learning system.

3.13 Data Collection Techniques

In collecting the data, the researcher will administer a questionnaire and calculate the students' argumentative essay scores.

Before delivering the questionnaire, the researcher asks permission from the writing lecturer who teaches in the two classes which are selected as the setting of this study. Then, the questionnaire is administered in English to all participants. It would be distributed through google forms after the participants have finished a final test. The final test is in the form of writing an argumentative essay. It is chosen as the appropriate time because the students will give their best effort to obtain a better score for their final test. Therefore, it is expected that the metacognitive strategies used by the students will be more varied. All the participants will be given time to accomplish the questionnaire in about 3 days. They are allowed to ask if they do not understand the items.

Furthermore, the researcher will ask the students' argumentative essays from the lecturer as the result of their final test. The essays will be assessed by using a writing rubric that includes the quality of the organization, content, language use, vocabulary, and mechanics. Also, the researcher will ask the students' essay scores from the lecturer to ensure that the scores of the writing rubric results truly represent the students' writing qualities. The scores' criteria of the lecturer also includes the quality of organization, content, language use, vocabulary, and mechanics. Then, both the scores from the rubric accumulation and the lecturer will be sought for the average. The results will be used to obtain the students' argumentative essay writing scores. Those scores are used to know the students' essay qualities.

3.14 Data Analysis

After the data needed for this study are obtained, they should be soon analyzed by the researcher. The data of the students' preferences in applying metacognitive strategies during online-based writing learning are obtained from the questionnaire that is adapted from some researchers (Bailey, 2019; Oxford, 1990; Qin and Zhang, 2019). Meanwhile, the students' argumentative essay scores will be gained from the results of the writing rubric that is adapted from Connor-Linton and Polio (2014) and Winke and Lim (2015) and the scores from the lecturer. Those data will be analyzed by using SPSS.

Firstly, the data from the questionnaire will be analyzed by using descriptive statistics. It aims to calculate the mean and standard deviations of the students' choices in using each type of metacognitive strategy and answer the first research question. The 5 point scale ranging from never to always will be categorized into low, moderate, and high frequency. As adapted from Anam and Stracke (2016), the scale of 1 to 2 indicates low frequency, scale 3 indicates moderate frequency, and the scale of 4 to 5 indicates the high frequency in the use

of metacognitive strategies in online-based writing learning.

Secondly, the students' argumentative essay scores will also be analyzed by using descriptive statistics. The scores are obtained from the accumulation results of the writing rubric and the lecturer's scores. Both two scores will be calculated to get the mean. Then, the students' argumentative essay will be categorized into low, moderate, and high quality based on their scores. The low quality is ranged from 41 to 60, the moderate quality is from 61 to 80, and the high quality is from 81 to 100. It aims to reveal the students' essay writing qualities and answer the second research question.

Thirdly, a normality test will be conducted to measure whether the data of the students' preferences in using metacognitive strategies and the students' argumentative essay scores are normally distributed. Since the sample of this study is less than fifty students, a Shapiro-Wilk normality test will be used to check the data. If the result of the normality test is more than 0.05, the data are normally distributed. Thus, a Pearson Product-Moment will be used to analyze the data. On the other hand, if the data are not normally distributed or less than 0.05, a Spearman Rho will be used in the analysis process. It aims to investigate the correlation between metacognitive strategies applied in online-based learning and the students' writing qualities. The correlation will be indicated by the p-value. Then, the coefficient of correlation will also be seen. According to Ary et al. (2010), both the coefficient correlation of Pearson Product-Moment and Spearman Rho is used to show the strength and the direction of the relationship between two variables. If the coefficient correlation approaches +1.00, it indicates that the two variables are highly positively correlated. If it is near -1.00, it shows that the two variables are highly negatively correlated. Meanwhile, if the coefficient correlation approaches 0, it indicates a weak correlation. The degree of coefficient correlation based on Creswell (2012) is presented in the table below.

Correlation Range	Degree of Correlation
0.20 - 0.35	Weak correlation
0.35 - 0.65	Moderate correlation
0.66 - 0.85	High correlation
> 0.86	Very high correlation

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Appendix 1-Questionnaire Form

This questionnaire consists of three metacognitive strategies, including planning, monitoring, and evaluating strategies. The results of this questionnaire are used as the data for a study of the correlation between metacognitive strategies applied in online-based learning and the students' writing qualities. Please answer the questionnaire based on your own experience because your identities will not be published and your answer will not be used for grading.

1. **Please fulfill your identities.**

Name   : _____
NIM   : _____
Class   : _____
Gender   : F / M*
*Circle the answer

Please read the following list of metacognitive strategies. In the process of writing an argumentative essay, what strategies have you applied?

2. Planning Strategies

No.	Planning Strategies	Never	Seldom	Sometimes	Often	Always
1.	I read writing materials to get a better understanding					
2.	I collect and read relevant materials based on my essay topic					
3.	I find essay examples to help me writing my essay					
4.	I usually do a written brainstorming before writing					
5.	I make an outline before writing					
6.	I arrange my schedule so I can finish my essay on time					
7.	I plan my goal in my writing process (e.g. I want to get a high score for my essay)					
8.	I decide to completely concentrate on writing and avoid distractions until I finish writing					
9.	I decide to pay special attention to specific writing aspects (such as structure, content, or language use)					

3. Monitoring Strategies

No.	Monitoring Strategies	Never	Seldom	Somet	Often	Alway

			m	i m e s		s
1.	I think whether my arguments relevant to my essay topic					
2.	I try to mark some parts of my essay that are needed to revise with different colors or symbols on the computer screen					
3.	I pay attention to my time management in finishing my essay					
4.	I try to think about how to connect each paragraph of my essay					
5.	I try to correct my mistakes in the use of punctuation and letter case by following the prompts on the computer screen					
6.	When I get difficulties delivering my own opinions, I open an online dictionary					
7.	I try to monitor my writing, eliminating irrelevant information and adding relevant information					

4. Evaluating Strategies

No.	Evaluating Strategies	Never	Seldom	Sometimes	Often	Always
1.	I reread my essay and make sure that I use a clear language					
2.	I reread my essay and make sure that the organization is easy to follow					
3.	I reread my essay and make sure that I had covered all of the content needed in my essay					

4.	I think about my progress in writing					
5.	I assess my progress by comparing my essay with my peers (in terms of sentence length, the complexity of ideas, power of arguments, organization, or accuracy)					

Appendix 2-Writing Rubric

ASPECTS	SCORE	CATEGORY	CRITERIA
CONTENT	30-27	Very Good	The main idea and supporting ideas are clear, precise, relevant The thorough and logical development of a thesis Addresses the topic
	26-22	Average	Main ideas are generally clear, supporting ideas are mostly relevant The good and logical development of a thesis Addresses the topic
	21-17	Fair	Main ideas and/or supporting ideas somewhat obscured The development of the thesis is not in detail Related to the topic, but slightly off-topic
	16-13	Poor	Main ideas and/or supporting ideas are generally confused Minimal development of a thesis May be off-topic
ORGANIZATION	30-27	Very Good	Excellent overall organization Clear thesis statement Every paragraph is coherent and cohesive
	26-22	Average	Generally clear organizational structure The thesis statement stands out Limited cohesion and awkward use of a cohesive device
	21-17	Fair	Some general coherent organization Ideas seem to disconnect Some paragraphs may lack unity
	16-13	Poor	Organizational structure is confusing No thesis statement
VOCABULARY	20-17	Very Good	Using higher-level vocabulary Precise word choice Meaning is clear
	16-13	Average	Good range of higher-level vocabulary Generally effective words choice and usage Meaning is generally clear
	12-10	Fair	Limited vocabulary Repetitive choice of words

			Meaning confused
	9-7	Poor	Very limited vocabulary No variety in word choice The meaning unintelligible
LANGUAGE USE	15-13	Very Good	Mastery of simple and complex construction Few minor grammatical errors Excellent sentence variety and clear meaning
	12-11	Average	Inconsistent control of complex construction Some grammatical errors Good sentence variety and the meaning is generally not obscured
	10-8	Fair	Generally ineffective complex constructions Frequent grammatical errors Little sentence variety and meaning is often obscured
	7-6	Poor	No control over basic sentence construction Dominated by grammatical errors No sentence variety and meaning is often unintelligible
MECHANICS	5	Very Good	Using appropriate layout, spelling, and punctuation
	4	Average	Using appropriate layout with few errors of spelling and punctuation
	3	Fair	Using appropriate layout with some errors in spelling and punctuation
	2	Poor	Inappropriate layout with many errors in spelling and punctuation