

ABSTRACT

Pangaribuan, Marnala. 2009. The Correlation of Metacognitive Performance and Grammatical Achievement towards Writing Ability. Thesis, Applied Linguistics, Graduate Program STATE UNIVERSITY OF MEDAN (UNIMED).

This research deals with the correlation of metacognitive performance and grammatical achievement towards writing ability. The problem focused were as follows: (1) Is there any significant correlation of student's metacognitive performance to their writing ability? (2) Is there any significant correlation of student's grammatical achievement to their writing ability? (3) Is there any significant correlation of student's metacognitive performance and grammatical achievement to their writing ability?

The objective of this study is to examine the correlation of student's metacognitive performance, grammatical achievement to writing ability. English proficiency is a set of complex abilities constituting pronunciation, grammar, vocabulary, listening, speaking, reading and writing, are assumed as discrete or interdependent. As discrete ability some teachers teach them separately, while others teach altogether. In TEFL learners proficiency are not yet satisfactory, so this thesis endeavors to examine those skills focused on metacognitive performances. Metacognitive works in general in the domain learning and this research focus on composition writing, in learners' *developing* a plan of action, *maintaining/monitoring* the plan and in *evaluating* the plan. Metacognitive performances answers the problem as follows. (1) *Before* - When you are *developing* the plan of action, ask yourself: (a) What in my prior knowledge will help me with this particular task? (b) In what direction do I want my thinking to take me? (c) What should I do first? (d) Why am I reading this selection? (e) How much time do I have to complete the task?; (2) *During* - When you are *maintaining/monitoring* the plan of action, ask yourself: (a) How am I doing? (b) Am I on the right track? (c) How should I proceed? (d) What information is important to remember? (e) Should I move in a different direction? (f) Should I adjust the pace depending on the difficulty? (g) What do I need to do if I do not understand?; (3) *After* - When you are *evaluating* the plan of action ask yourself: (a) How well did I do? (b) Did my particular *course* of thinking produce more or less than I had expected? (c) What could I have done differently? (d) How might I apply this line of thinking to other problems? (e) Do I need to go back through the task to fill in any "blanks" in my understanding?

This research is a correlational study, based on a descriptive quantitative approach, and attempts to describe the relation between metacognitive performance, grammatical achievement and writing ability, the researcher was uses writing ability test, grammatical test and metacognitive questioner. The instruments are validated following split-half method for metacognitive performance and grammatical achievement, and inter-rater correlations for writing instruments. The population of this research is English department students of FKIP Nommensen 2005/2006. The sample is purposive and random, the students who are taking writing subjects. The finding using SPSS 13 states that (1) There is a significant correlation of the student's metacognitive performance to writing ability ($r_{xy} = 0,38$) (2) There is a significant correlation of student's grammatical achievement to writing ability. ($r_{xy} = 0,55$) and there is a significant correlation between student's metacognitive performance and grammatical achievement to writing ability ($r_{xyz} = 0,392$ $F=33,458$) (All in alpha 0,01).