

ABSTRACT

Windi Santika, 2017. The Correlation between the Students' Metacognitive Knowledge and Their Writing Achievement. (A Correlational research at 6th Semester Students of English Education Department State Islamic University of Sunan Gunung Djati Bandung)

Writing plays an important role in an academic context. However, some students are incompetent in writing. EFL writers are often frustrated and overwhelmed by such problems as lacking appropriate English lexical expressions and struggling with mechanics, grammar, and sentence structure. Therefore, it can be inferred that the researcher finds out strategies to be able to cope with these problems. Metacognition can help students in writing, using the metacognitive strategy in writing will enhance students writing skill.

This paper focuses on students' metacognitive knowledge and their writing achievement. The purposes of the research are to find out the students' metacognitive knowledge, to find out the students' writing achievement, to examine the correlation between students' metacognitive knowledge and their writing achievement.

The method of this research is statistic correlation based on quantitative data, by using questionnaire and document analysis. It is used to know the correlation of the variable X (students' metacognitive knowledge) and variable Y (students' writing achievement).

The result of this research is analyzed by correlational statistical analysis. Related to this, the students' metacognitive knowledge at sixth-semester English Education Department State Islamic University of Sunan Gunung Djati Bandung is identified as average qualification. It is based on the result that the mean of variable X is 67. The students' writing achievement at sixth-semester English Education Department State Islamic University of Sunan Gunung Djati Bandung is average also. From the result of the previous data is known that the mean of variable Y is 72. There is a correlation between students' metacognitive knowledge and their writing achievement on sixth-semester English Education Department. It can be seen that both of them have a correlation on the level significance 5% its coefficient of correlation alternative hypothesis (H_a) will be accepted, if t_{count} is greater than t_{table} . Based on the calculation, it proves that $t_{count} = 2.72$ while $t_{table} = 2.04$. It means that t_{count} is greater than t_{table} . It can be interpreted that alternative hypothesis (H_a) is accepted, it means that there is a significant correlation between students' metacognitive knowledge and their writing achievement. The correlation between variable X and variable Y is an average correlation. It is shown from $r_{xy} = 0,541$ in the interval 0.41-0.60.