CHAPTER IV

FINDINGS

This chapter presents the results from the study of effects of self-monitoring writing strategies instruction on students' English writing ability and their use of self-monitoring writing strategies. The findings were presented in three parts based on the research questions as follows:

Part 1: The comparison and analysis of the effect of self-monitoring writing strategies instruction on students' English writing ability.

Part 2: The analysis of how self-monitoring writing strategies instruction affects students' use of self-monitoring writing strategies.

Part 1: The comparison and analysis of the effect of self-monitoring writing strategies instruction on students' English writing ability.

Research question 1: How does the self-monitoring writing strategies instruction help students improve their English writing ability?

1.1 The comparison of students' English writing ability before and after learning self-monitoring writing strategies

In order to reveal the comparison before and after learning self-monitoring writing strategies, pretest and posttest of paragraph writing used to assess pre-cadets' English writing ability were compared. This section presents the results in four main areas: 1) descriptive statistics of the pretest and posttest scores of paragraph writing displaying total scores, scores focusing on content, and scores focusing on form 2) the comparison of the pretest and posttest scores of paragraph writing considering the total scores 3) the comparison of the pretest and posttest scores of paragraph writing focusing only the scores of the content aspect (content + organization) 4) the comparison of the pretest and posttest scores of paragraph writing focusing only the scores of the form aspect (vocabulary + language use + mechanics).

1. Descriptive statistics of the pretest and posttest of paragraph writing displaying the total scores, scores focusing on the content and scores focusing on the form aspects

In order to understand the results clearly, descriptive statistics of the dependent variables from pretest and posttest computed were illustrated. The mean, standard deviation, minimum value, and maximum value are listed in Table 4.1.

Table 4.1

The mean, standard deviation, minimum value, and maximum value from the pretest and the posttest of paragraph writing

Descriptive Statistics	Total scores (100 points)		Scores for the content aspect (50 points)		Scores for the form aspect (50 points)	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Minimum	66	74	29	32	35	37
Maximum	96	100	48	50	50	50
Mean	80.68	91.26	39	45.71	41.68	45.58
S.D.	7.78	5.24	5.39	3.48	3.43	2.75

From Table 4.1, the mean of their posttest's scores were higher than that of the pretest's scores. The mean scores increased from 80.68 to 91.26 points.

Considering the content aspect, the mean scores of the posttest were 45.71 which were higher than the pretest scores. Additionally, it was shown that the minimum and maximum scores of the posttest were also increased. The standard deviation of the pretest and the posttest focusing on the content aspect were 5.39 and 3.48.

From the scores focusing on the form aspect, the mean scores of the pretest and the posttest focusing on form were 41.68 and 45.58. The standard deviation of the pretest and the posttest were 3.43 and 2.75 respectively.

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2. The comparison of the pretest and the posttest of paragraph writing considering the total scores

The mean scores from the pre English paragraph writing test and the post English paragraph writing test were compared using t-test which is illustrated on Table 4.2.

Table 4.2

Means, t-values, and the significance of the pretest and the posttest of writing paragraph considering the total scores

Mode of Assessment	$\overline{x}$	Mean Differences	t.	df.	Sig.
Pretest	80.68	-10.58	-7.2	30	.000*
Posttest	91.26				

*P < .05

The result of the t-test on Table 4.2 showed that the mean scores of the posttest writing was 91.26 which was higher than the pretest mean scores ($\overline{x}$ = 80.68). The mean difference was –10.58 and the t value was –7.205 with a degree of freedom of 30 (N = 31). The difference between the mean scores from the pre and post English writing test was significant at a level of 0.05.

The effect size measured the strength of the relationship between pretest and posttest (using Cohen's *d*, 1988) was 0.8 (calculated by using the t-test value for a between subjects t-test and the degrees of freedom). In this case, it confirmed that there was a significant gain from the posttest which implied that the standard was large effect.

3.   The comparison of the pretest and posttest of paragraph writing

focusing on the scores of content aspect (content + organization)

The mean scores from the pre English writing test and the post English

focusing on the scores of content aspect were compared using the t-test. The results

were shown on Table 4.3.

Table 4.3

Means, t-values and the significance of the pretest and the posttest of writing

paragraph focusing on the aspect of content

Mode of Assessment	$\overline{x}$	Mean Differences	t.	df.	Sig.
Pretest	39	-6.71	-6.14	30	.000*
Posttest	45.71				

*P < .05

The result of the t-test on Table 4.3 showed that the 31 pre-cadets' mean

scores based on the content aspect of the posttest was 45.71 which was higher than the

pretest of content mean scores ($\overline{x}$ = 39). The mean difference was –6.71 and the t

value was –6.14 with a degree of freedom of 30 (N = 31). The difference of the mean

of the pretest and posttest of writing paragraph focusing on the content aspect was

significant at a level of .05.

The effect size was 0.75 (95% confidence intervals). In this case, it confirmed

that there was a significant gain from the posttest focusing on the content aspect

which implied that the standard was large effect.

4. The comparison of the pretest and posttest of paragraph writing focusing on the scores of form aspect (vocabulary + language use + mechanics)

The mean scores from the pre English writing test and the post English writing test focusing on the aspect of form were compared using the t-test illustrated on Table 4.4.

Table 4.4

Means, t-values, and the significance of the pretest and the posttest of writing paragraph focusing on the aspect of form

Mode of Assessment	$\overline{x}$	Mean Differences	t.	df.	Sig.
Pretest	41.68	-3.9	-6.23	30	.000*
Posttest	45.58				

*P < .05

The result of the t-test on Table 4.4 showed that the 31 pre-cadets' mean scores based on the form aspect of posttest was 45.58 which was higher than the pretest of form mean scores ($\overline{x}$ = 41.68). The mean difference was –3.9 and the t value was –6.23 with a degree of freedom of 30 (N = 31). The difference of the mean scores of the pre and post English writing test focusing on the aspect of form was at a significant level of .05.

The effect size was 0.75 (95% confidence intervals). In this case, it confirmed that there was a significant gain from the posttest focusing on the form aspect which implied that the standard was large effect.

The results of part 1.1 was concluded that the students' scores were increased in terms of both the content and the form aspects from the pretest to the posttest. Appendix J illustrates the writing samples of a student from the pretest, the paragraph

after learning content and organization, and the posttest. Therefore, through the self-monitoring writing strategies instruction, students gained significant improvement on their English writing ability.

1.2 The analysis of how self-monitoring writing strategies instruction help students improve their English writing ability

To answer how self-monitoring English writing strategies instruction helps students improve their English writing ability, apart from examining the scores of students' English writing ability before and after learning self-monitoring writing strategies (See details of part 1), the researcher also conducted further analysis with three students. With this in-depth study, the researcher could be able to provide more insight information for research question 1. These three students were selected based on the criteria that they gained the highest improved scores between pretest and posttest. These samples were used as key informant in this analysis. The finding illustrates based on the writing elements found by Jacob and other (1981) on Table 4.5.

Table 4.5

The scores of three students who gained the highest improved scores

Aspect	Student 1		Student 2		Student 3	
	Pre	Post	Pre	Post	Pre	Post
Content (30 points)	17	30	18	27	18	27

Table 4.5 (continued)

Aspect	Student 1		Student 2		Student 3	
	Pre	Post	Pre	Post	Pre	Post
Organization **(20 points)**	13	20	15	19	15	18
Vocabulary **(20 points)**	19	20	15	20	15	18
Language **use** **(25 points)**	17	25	18	23	20	23
Mechanics **(5 points)**	5	5	5	5	2	3
Overall **(100 points)**	71	100	71	94	70	89

As shown on Table 4.5, these three students' scores on the content aspect were between 17 and 18 on the pretest. This was described by Jacob and others (1981) (See detail on page 37) that their writing was labeled as "fair to poor". Their writing ability at this level can be described that students had limited knowledge of subject, little substance, and inadequate development of topic. After the self-monitoring writing strategies instruction, the students got the score range between 27 and 30 on the posttest, which was labeled as "average to quite good". At this level, students' performance for the content aspect was described that the students had some knowledge of subject, adequate range, limited development of thesis, and mostly relevant to the topic but lacks detail.

Organization scores revealed that these three students were in the highest level (18-20) on the posttest. There were significantly higher scores of students from the pretest. With the highest range, it can be interpreted that students' organization was very good to excellent. With this table, the students' paragraphs contained fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, and cohesive.

To consider the scores of vocabulary, three students did very well on it because they were in the highest range (18-20) on the posttest based on Jacob and others (1981). Their writing was labeled as "very good to excellent." Under this label, students could use sophisticated range, effective word/idiom choice, word form mastery, and appropriate register. However, two students' pretest scores were 15 points which were in the level of 14-17 (average to good). It indicated that their ability of vocabulary use was at the adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured. In short, students had no problem on vocabulary. They tended to improve it after the treatment.

In terms of the language use score data, three students got the range scores level of 18-21 scores on pretest. These ranges were categorized based on Jacob and others (1981) that their languages use were "average to good". At this level their writing ability was described that students could write effective but used simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions but meaning seldom obscured. On the other hand, the posttest showed that the students improved their writing to the highest range (22-25). The description of their performance for language use in this range was "very good to excellent". Students could write

effective complex paragraphs with few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.

The results of mechanics' score showed that two students were in the highest level of score (5 scores) on the pretest and the posttest. Their paragraphs then obviously revealed that they were consistence to their scores of mechanics. They demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing. Unlike these two students, another student showed his improvement from the pretest to posttest even though he did not receive 5 points. His posttest showed that his paragraph contained frequent errors of spelling, punctuation, capitalization, poor handwriting paragraphing meaning confused or obscured.

In conclusion, three students who gained the highest improved scores from the pretest to the posttest made progress on all aspects consisting of content, organization, vocabulary, language use, and punctuation. The Appendix K illustrates the writing samples of a student who improved his scores the most from the pretest to the posttest.

Part 2: The analysis of how self-monitoring writing strategies instruction affects students' use of self-monitoring writing strategies

Research question 2: How does the self-monitoring writing strategies instruction affect students' use of self-monitoring writing strategies?

This research question was examined through the analysis of the checklist (how it was used), the writing journals, and the learner interview.

1. Results of students' use of self-monitoring writing strategies from the checklist

The checklist for identifying the content and organization was calculated by the percentage as a part of evaluating students' development of content and organization through the use of self-monitoring writing strategies. The checklist data obtained from five out of six assignments were examined. In the sixth assignment which is the last one, the students were not allowed to use the checklist because the researcher wanted students to practice without any help so it was excluded from this analysis.

Table 4.6 illustrates the percentages from 31 pre-cadets who answered "yes" on each question in the checklist.

Table 4.6

The percentage of answering "yes" in the checklist

Items	Questions	YES				
		Assign1 (%)	Assign2 (%)	Assign3 (%)	Assign4 (%)	Assign5 (%)
Topic	1	82.35	100.00	100.00	100.00	85.71
Sentence	2	70.59	66.67	91.00	50.00	71.43
	3	58.82	53.33	72.73	60.00	71.43
Supporting	4	64.71	66.67	81.82	80.00	85.71
Details	5	70.59	53.33	81.82	70.00	85.71
	6	58.82	40.00	72.73	80.00	85.71
Concluding	7	76.48	66.67	81.82	70.00	71.43
Sentence	8	58.82	40.00	72.73	60.00	57.14
	9	76.48	20.00	81.82	70.00	57.14
Organization	10	82.35	60.00	81.82	90.00	85.71

(N=31)

With 31 pre-cadets, the result from question 1 revealed that most students dealt with the topic sentence because the percentage of recognizing was high (>82%).

From the questions 2-3, asking about the controlling idea, according to the data, many students managed to identify the controlling idea although the percentage was not as high as their identification of topic sentence in question 1. The range was varied from one assignment to the others, 50%-72.73%. It was implied that students did not clearly understand the controlling idea. However, the question 2 in assignment 3 showed the high percentage (91%) which was higher than other percents of other assignments in the same question.

Questions 4-6, dealing with supporting details, the range was varied from one assignment to the others, 40%-85.71%. It can be implied that students developed supporting details competently. Overall, students showed greater understanding of their knowledge about supporting details when they had a chance to write more assignments. Nevertheless, this was not true with the assignment 2 which the range was between 40% and 66.67%.

As for the concluding sentences stated in questions 7-9, from assignments 1-5, students showed that their understanding of concluding sentences were varied from one assignment to the other ranging from 20%-81.82%. The percentage of recognizing and identifying of concluding sentences was least in assignment 2 which were in between 20% and 66.67%. The researcher thus implied that students did not significantly recognize the importance of concluding sentence and how to use it to improve their paragraph writing.

The last question asking about organization, the range was varied from one assignment to the other, 60%-90%. It can be assumed that students recognized to organize their paragraph competently.

Overall, students recognized the concept of topic sentence, supporting details, and concluding sentence based on their identification in the checklist in each assignment even though the percentage of controlling idea and concluding sentence were less than other aspects. Students did very well during their practice. As the lessons progressed, the students seemed to be more confident in recognizing the elements of paragraph structure.

According to the data on Table 4.6, students did not recognize the elements of paragraph structure in assignment 2 as much as the other assignments. This appeared in all questions except questions 1 and 4. The assumption was that the topic assigned

for assignment 2 which was that "My Style of Fashion" confused the pre-cadets. The pre-cadets did not have much information to write because they always wore their uniform which was not fashionable.

2. Result of students' use of self-monitoring writing strategies on the writing journals

To answer how the self-monitoring writing strategies instruction affect students' use of self-monitoring writing strategies, the researcher not only examined the checklist for checking content and organization, the researcher also analyzed students' use of self-monitoring writing strategies through three writing journals. Three students who were the same samples with those that analyzed English writing ability on page 73 were studied. The first journal asked students in order to find their background of using strategies in learning, the second and third writing journals investigated students' use of self-monitoring writing strategies.

Table 4.7 illustrates the overall result obtained from three writing journals

Table 4.7

The results obtained from the writing journals

Journal	Question	Results reflecting students' opinion
1	When you had writing problems or get stuck, what did you do?	- ask teacher for suggestion - used textbook, dictionary, and other writing sample as the instruments

Table 4.7 (continued)

Journal	Question	Results reflecting students' opinion
2-3	What and how much have you learned in this lesson?	- recognized the elements of paragraph - learned how to use tense and vocabulary - learned how to organize and the relationship of the sentences
	What helps you to learn successfully in this lesson?	- studied hard - asked teacher for suggestions - remembered many vocabularies and tried to use them correctly

According to the first journal, it revealed that three students asked for suggestions from the teacher or friends when they got stuck with writing. Nevertheless, one of them stated that he used this strategy although he might get nothing from the strategy (See Excerpt 1). Not only would he incorporated the suggestions from the teacher and friends, he would guess the vocabulary when he had a problem with generating the idea. However, another tried to make the new ideas.

In order to make the result understand clearly, the researcher made the code for the excerpt as follows:

Student1   means the student who gained the highest improve scores from the pretest to the posttest

Student 2   means the student who gained the second highest improve scores from the pretest to the posttest

Student 3   means the student who gained the third highest improve scores from the pretest to the posttest

Excerpt 1

Question: When you had writing problems or get stuck, what did you do?

Student 3: When I had a problem, I would consult my friends and I often did not get
any answers. Also, I sometimes asked the teacher but I often did not meet
her.

From the second and third writing journals which the students wrote on weeks
6 and 9 respectively, there were consistent of journal writing's result between these
two journals. The students wrote that they learned many things in this class; for
example, the elements of paragraph, grammar points, and vocabulary. To learn these
things successfully, the first student who improved the highest scores stated on the
third writing journal that his mistakes helped him write better (See Excerpt 2). Also
all of them agreed that they had to be patient to practice and study hard that meant
they had to memorize more vocabularies and practice writing more paragraphs.
However, one student mentioned interesting idea on the second journal that he
believed that learning only in the classroom was not enough, he had to practice
writing by himself (See Excerpt 3).

Excerpt 2

Question: What helps you to learn successfully in this lesson?

Student 1: My mistakes from writing make me try very hard to practice by myself.

Excerpt 3

Question: What helps you to learn successfully in this lesson?

Student 2: I believe that we need more practices to be successful in learning. Without

self-studying, we can never make it to our goal.

In summary, the findings from writing journals showed that after the students learned self-monitoring writing strategies, they recognized to monitor practicing writing by themselves while they had asked other people for helping before the instruction

3. Results of students' use of self-monitoring writing strategies on the learner interviews

At the end of self-monitoring writing strategies instruction to find students' use of self-monitoring writing strategies, three students who were the same samples with those that analyzed English writing ability on page 73 were interviewed. The findings are presented into four aspects as shown in Table 4.8.

Table 4.8

Results of interviews from three learners focusing on students' use of self-monitoring writing strategies aspects

Aspect	Students' use of self-monitoring writing strategies
Content (Checklist)	- recognized the importance of answering the checklist - realized the benefits of the checklist - remembered to write the topic sentence, supporting details, and concluding sentence - understood the questions in the checklist clearly and tried to adapt them to the paragraphs
Form (Guidelines)	- had some background of grammars - did not realize to the benefits of the guidelines - rarely followed the guidelines

Table 4.7 (continued)

Aspect	Students' use of self-monitoring writing strategies
Instruction	- used the example of paragraph given in the class as the model
Editing	- learned from the mistakes of the later paragraphs and the example paragraphs - be aware of editing the paragraph - had a good attitude toward English writing

From the interview, the content aspect from Table 4.8 revealed that the students used the checklist all the time. It was found that the students always answered "yes" or at least "not sure" while using the checklist. Three students stated that they had more confidence when they answered "yes" in the checklist (See example of one student on Excerpt 4). This was assumed that the students recognized to complete the elements of paragraph. They believed that if they answered the checklist, they succeeded in composing the better content and organization. However, one of them mentioned that when he answered "no" in the checklist, he tried to find the answer. If he couldn't find any ways, he would change to the new ideas (See Excerpt 5). The same codes of the students' excerpts on page 81 are also applied in this section.

Excerpt 4

Interviewer: How often do you use the checklist? What do you mostly answer: yes, no, or not sure?

Student 2:   Usually I use the checklist even though sometimes I am not sure if it

is correct. So, I just answer "not sure" first. I never check "no" because I am quite certain that what I write might have some correct answers.

Excerpt 5

Interviewer: How often do you use the checklist? What do you mostly answer: yes, no, or not sure?

Student 1:   In the checklist, I usually answer "yes" or "not sure" ....When I answer "not sure" I try to find the answer first. If I can't find the appropriate answer, I would make the new ideas.

In addition to the recognition of the importance of answering the checklist, the students also realized the benefits of the checklist. They said that they did not understand clearly at first how to use the checklist; however, they were used to it when they practiced it many times. They thought the checklist helped them reviewed the content of paragraph. The excerpt 6 showed the example of the interview toward the checklist.

Excerpt 6

Interviewer: What do you think about the checklist? Is it benefit for you?

Student 1:   At first, I do not know how to use the checklist but when I practice on it many times, I can use it..... The checklist is checking the paragraph whether it is appropriate to the topic and it is reviewing my own paragraph.

From the interview, the in depth data based on the checklist revealed that the students remembered to write the topic sentence, supporting details, and concluding sentence.

In the topic sentence, the students got used to checking the topic sentence so that every time they wrote the paragraphs they realized they should begin the paragraph with the topic sentence. The checklist was used to remind the students that they had to have the topic sentence. Additionally, they knew that the good controlling idea had to follow the topic sentence based on the question 2 and 3 in the checklist. In short, the students learned how to write the good topic sentence and controlling idea based on the checklist.

According to the supporting details' aspect in the checklist, the students found the benefits of the questions on this aspect. They mentioned that they felt more comfortable to write the details while they were practicing writing on many assignments. One student said that when he used the checklist with his pretest, he found that his details did not relate to the topic sentence. However, he could write the better details in the following paragraphs because he was familiar with the checklist (See Excerpt 7). Nevertheless, another student showed the interesting data on the assignment 2. He commented that the topic "My Style of Fashion" was difficult to write the supporting details which related to the topic sentence. He was not sure if his details were good enough and could answer questions in the checklist. He also stated that the topic affected the details (See Excerpt 8). In brief, practicing on the checklist helped students to write the better supporting details. The students followed the explanation on the checklist according to the supporting detail's aspect so that they developed it.

Excerpt 7

Interviewer: What is your opinion on the questions based on the supporting

details? Are they beneficial for you?

Student 1:   They are benefits, especially the forth question asking about the

details which explains the topic sentence. When I use the checklist

with the pretest and the assignment 2, I find that my details do not

relate to topic.   However, when I practice writing many times

following with the checklist, I am confidence to write better and

obvious details.

Excerpt 8

Interviewer: Do you have any problems while checking the supporting details in

the checklist?

Student 1:   In the assignment 2 which I have to write on the topic "My Style of

Fashion", I am not sure if the details relate to the topic. I cannot

write it well and I do not get the good points on this assignment. I

think the topic is important and affects the writing. It is difficult to

write the supporting details if the topic is too broad or narrow.

According to the concluding sentence aspect in the checklist, the students gave

opinion that they were aware of write the concluding sentence. When they used the

checklist many times, they remembered the question asking the concluding sentence

which refer back to the topic sentence. This helped them write the better concluding

sentence. Additionally, one student said that he remembered the pattern of writing a

paragraph. He knew that he had to finish with the concluding sentence which referred

to the topic sentence. To sum up, practicing on the checklist helped them aware of writing the concluding sentence.

From the organization aspect in the checklist, the students mentioned that the question in this aspect helped them aware of organizing the paragraphs. Nevertheless, one student disagreed with others. Although he realized the importance of organization, he did not pay attention on the question based on the organization. He thought if he could write the details related and developed the topic sentence and the relationship between details were clear, his paragraph was well-organized. As a result, he did not concentrated on the last question on the checklist which asked about the organization. The excerpt 9 illustrates the interview's data on the organization aspect.

Excerpt 9

Interviewer: Is the question 10 asking the organization help you writing?

Student 2:   It is not benefit. I think if I can write the good details which

relate together, my paragraph is well-organized. I always realize the

relationship of the sentences.

From the interview' data on the content aspect also revealed that the students understood the questions in the checklist clearly and tried to adapt them to the paragraphs. They stated that they used the checklist many times, they got used to all questions. As a result, they wrote the paragraphs following the questions in the checklist.

The interview was also conducted based on the information from the guidelines. It was revealed that the students did not realize to the benefits of the guidelines because they said that they rarely followed the guidelines (See Excerpt 10).

Excerpt 10

Interviewer: When you revise your sentence in terms of grammar, what strategies do you use?

Student 3: When I write the paragraph, I use the grammar that I am familiar with. Finally, I review what the mistakes are and revise them. If I am not sure, I will change to the new words or sentences that I think it will be correct in terms of grammar and usage.

Additionally, one student commented that the style of guidelines was similar to the checklist which the questions were raised and he had to answer "yes" or "no". However, his interesting idea showed that the suggestions in the guidelines did not help him much. The suggestion, for example, was the students had to look at the dictionary, ask their teacher or friends for help. He believed that although he did not use the guidelines he already used these strategies (See Excerpt 11).

Excerpt 11

Interviewer: Do you use the guidelines to help you correct the grammar points?

Student 3: I only look at the guidelines at the first class. Its style of questions in the guidelines is familiar with the checklist.....The guidelines are aware of editing grammars. However, in order to revise the grammar points I have to find other ways such as looking at the dictionary or

grammar book. I think the guidelines help only some people who are careless to the grammars.

In addition, the students also stated that the guidelines were difficult and they did not have any example paragraphs which followed the guidelines. However, these three students said that they used their own background to help them revise the grammar points (See Excerpt 12). One student said that he did not use the guidelines because they did not help him revise the grammars. He knew where his mistakes were by using his background. Additionally, two of them indicated that the grammar should be taught more hours with many examples of paragraph.

Excerpt 12

Interviewer: When you reread your paragraph and you think it is incorrect, do you
                look at the guideline again?

Student 1:   Before I learn this course, I read the grammar books. So when I
                write the paragraph, I know what seems wrong or what I may miss.
                As a result, I do not often follow the guidelines.

To consider the instruction aspect, the students' interview indicated that the example of paragraphs given in the class was used as the model for students. The instruction on each week focusing on different aspect both content and form which the students practiced helped them revise their paragraph. To practice on the exercises many times, the students had more confidence to use and revise the content and grammar. Besides, one student said that he could generate more ideas by using the example paragraph as the model (See Excerpt 13).

Excerpt 13

Interviewer: After the instruction, do you think you write more sentences and have

more ideas to write?

Student 1: I write more sentences. I think the ideas are taken by looking the

way writers write their paragraph....I often read the exercises and then

compare to my paragraph.

However, another student indicated interesting idea that he could not adapt what the grammar points he learned in the class to his writing. He suggested that teaching of grammar needed to be extended in the English class. With more knowledge of grammar, the students could use it to clarity points he would like to make (See Excerpt 14).

Excerpt 14

Interviewer: What do you think about learning grammar in the class?

Student 3: The grammar should be taught more sample paragraphs. I think

grammar should be studied accumulatively and it should become part

of our background knowledge.

Their edited version also reflected the way they used their own additional self-monitoring writing strategies apart from what shown on the checklist and the guidelines. It was performed that when the students were asked to edit the paragraph, they realized to the mistakes of their later paragraphs or the example paragraphs; they took comment from the researcher so that they had confidence and aware of editing

their paragraph (See Excerpt 15). What's more, this strategy led them to have good attitude toward English writing (See Excerpt 16 and 17).

Excerpt 15

Interviewer: What strategies do you use to revise your paragraph, for example, looking at the sample paragraphs given by the teacher or looking at the dictionary?

Student 1:   When I revise my paragraph, I look at my previous paragraphs writing assignments. For example, I make some mistakes on the articles paragraphs I write, I will look carefully at the article aspect in the paragraph which I will have to write....I take the comments from the teacher and try to develop my writing. I get more comments than other friends.

Excerpt 16

Interviewer: What is your opinion toward this subject?

Student 2:   I write a better paragraph during the time I am taking the course. This makes me aware of how to revise the paragraph...I wish there will be more classes because it helps me develop better paragraph writing.

Excerpt 17

Interviewer: After the class has finished, when you have to write the new paragraph, do you think you can write the better paragraph?

Student 3:   I think if I have a chance to write the paragraph in the future, I may not make better paragraph. However, it will not get worse. I mean

at least I can remember how to compose the paragraph.

From learner interviews, it was concluded that the self-monitoring writing strategies were used in order to help the students write better on content (by using the checklist for identifying the content and organization) than on form (by following the guidelines for verifying the form). Also, the students recognized to the importance of editing their paragraph. They used their own mistakes and the scaffolding from the exercise to help them revise the paragraph.

According to the qualitative data from writing journals and learner interviews, the students, therefore, earned writing knowledge by monitor themselves to compose and edit the paragraph. Especially in the interview data, it revealed the students' use of self-monitoring writing strategies obviously. From this qualitative data, it strongly confirmed the quantitative data of students' English writing ability. That was students' use of self-monitoring writing strategies and self-monitoring writing strategies instruction improved students' English writing ability.

Therefore, the research question two, how the self-monitoring writing strategies instruction affect students' use of self-monitoring writing strategies, is found that the students used the checklist for checking content and organization, enabled self-directed learning by seeking resources out of classroom, and took the teacher feedback to help them solve the writing problem. Additionally, the self-monitoring writing strategies instruction reflects the autonomous learners who take charge of their writing by monitor themselves what and how to write and revise their paragraph.

Summary

This chapter reported the findings in order to investigate two research questions. The results were statistically analyzed and tested the hypotheses. The hypotheses testing regarding to the effect of self-monitoring writing strategies instruction on English writing ability, the pre-cadets earned higher scores on the posttest than the pretest's scores. As a result, the hypothesis which stated that self-monitoring writing strategies instruction improved students' English writing ability was accepted. Additionally, the findings regarding to the second research question, how the self-monitoring writing strategies instruction affect students' use of self-monitoring writing strategies, was examined through writing journals and students' interview. It was shown that the students who gained the highest improved scores between their pretest and posttest used the self-monitoring strategies in order to achieve the English writing ability.