

## A STUDY ON RELATIONSHIP BETWEEN METACOGNITIVE ABILITY AND WRITING COMPETENCE ON IX STANDARD STUDENTS

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### Abstract

*Education leads individuals from illiterate to literate, darkness to light and narrow-minded to open-minded. Also brings about considerable changes in the individual relating to his/her physical, intellectual and spiritual conditions and changes in the three broad domains of the individual namely cognitive, affective and psychomotor. Education must be fundamentally democratic. It should be possible for the learners to have the freedom to choose courses in line with their interests and aptitude so that they can continue their studies without any difficulty and have the satisfaction of becoming high achievers. The aim of educational methods to empower automatized strategies of the learners. Learners should be helped to develop strategies based on independent and individual assessments of learning needs, thus gaining executive control. Therefore the current study aimed to investigate the relationship between Metacognitive Ability and Writing competence of IX standard students.*

**Keywords:** Metacognition, Metacognitive Ability, Metacognitive strategies, Writing competence.



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### Introduction

Metacognition is one of the latest buzzword in educational psychology. At first, J.H. Flavell (1976, p 232) used the word “Metacognition” and he says, “Metacognition refers to one’s knowledge concerning one’s own cognitive techniques or anything related to them, e.g., the learning relevant properties of information or data. Metacognition enables us to be successful learners and has been associated with intelligence (Borkowski et.al. 1987; Sternberg, 1984, 1986a, 1986b). Metacognition refers to higher order thinking skill that involves active control over the cognitive techniques employed in learning. Activities like planning how to access a given task, monitoring comprehension, and evaluating the task are

metacognitive in nature. Because metacognition paves the way to successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control.

### **Related Reviews**

**Cer, E. (2019)** study “The effect of Metacognitive Strategies on Writing Skills of Secondary school students” says, reviews from many studies reveals that metacognitive strategies and writing skills should help the learners to develop i. the ability to focus on planning, organising drafting, revising and evaluating the writing process, ii. the aptitude for more concentrating on writing, iii. Develop metacognitive awareness and positive attitudes on writing, and iv. The skill to get rid of deficiencies in writing.

**Hacermida, G.A.L., & Aboy, I.G. (2021)** study on Metacognitive Strategies and Writing Competence of 11<sup>th</sup> grade students in a Philippine public high school. The findings indicated that a positive relationship between Metacognitive strategies on Writing skills. On the other hand, when the students not use the Metacognitive strategy, their skills in writing is poor.

### **Metacognition and Writing Competence**

Metacognition refers to one’s knowledge concerning one’s own cognitive processes or anything related to them. Metacognition involves ‘knowledge and control of self’ and ‘knowledge and process of control’. When students acquire Metacognitive Ability, they gain confidence and become more independent as learners. Independence leads to ownership as students realize they can pursue their own intellectual needs and discover a world of information at their fingertips. Elements of Metacognition include Meta-memory, Meta-comprehension, Self-regulation and Schema training. Meta-memory refers to learners’ awareness of which strategies are used and should be used for certain tasks. Meta-comprehension involves knowing when one doesn’t understand and knowing how to take remedial action to ensure successful comprehension. Self-regulation refers to metacognitive adjustments students make concerning errors. Schema training is important to meaningful learning because it helps learners generate their own cognitive structures or frameworks for understanding information and experiences.

Metacognitive Ability allow students to play, control and evaluate their learning, have the most important role to play, rather than those merely maximize interaction and input. Thus the ability to choose and evaluate one’s strategies is of central importance rather than focus student’s attention solely on learning the languages the second language teachers can help the

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students learn to think about what happens during the language learning process, which will guide them to develop stronger learning skills. Writing is a very complex process in which numerous cognitive and metacognitive activities takes place for brainstorming, planning, outlining, organising, drafting, revising and so on. Metacognition provides the ability to describe how and what they have learned about their writing processes and it allows them to generalize and apply the process to their future writing situation. Metacognitive strategies include understanding concepts about the writing process, knowing how these concepts work in writing and knowing which writing situations are appropriate to use them. In the framework of metacognitive activities in the writing process, students may consciously acknowledge which aspects they have already understood well or discovered gaps in knowledge. As the next step, students explain themselves the cause of their knowledge gaps (self-diagnosis). This is a prerequisite of the strategy of self-regulation, which comprises the initiation of learning activities in order to solve the problem.

### **Objectives of the Study**

1. To find out the level of Metacognitive Strategies of IX standard students.
2. To find out the level of Writing Competence of IX standard students.
3. To find out whether there is any difference between mean scores of Metacognitive strategies of IX standard students with respect to Gender, Father's occupation, Mother's occupation, Father's Educational Qualification, Mother's Educational Qualification, Annual Income, Type of School, Type of Family, Locality and Medium of Instruction.
4. To find out whether there is any difference between mean scores of Writing Competence of IX standard students with respect to Gender, Father's occupation, Mother's occupation, Father's Educational Qualification, Mother's Educational Qualification, Annual Income, Type of School, Type of Family, Locality and Medium of Instruction.

### **Hypotheses of the Study**

1. There is no significant difference in Metacognitive Ability among IX standard students with respect to Gender.
2. There is no significant difference in Metacognitive Ability among IX standard students with respect to Type of school.
3. There is no significant difference in Writing Competence among IX standard students with respect to Locality.

## **Need and Significance of the Study**

Metacognitive strategies focus on teaching students how to learn instead of teaching facts. Teaching writing skills along with Metacognitive strategies make students be more mature and adopt the learning style. The most important task of education is to improve the writing competence of students. Because it helps them throughout their life. If proper language components are taught in the earlier stage, it will help students to facilitate their writing competence in metacognitive strategies, the learner becomes conscious of his learning, checks himself and his degree of understanding explains the material to him and reworks the concepts to ensure his mastery. The application of Metacognitive strategies pave way for the development of writing competence.

## **Methodology**

In the present study, the investigator employed survey method. Survey is a method for collecting and analysing data, obtained from large number of respondents through highly structured and detailed questionnaire.

## **Sample**

The sample consists of 300 students from IX std students from different schools namely Government, Government Aided and Private schools in Chennai.

## **Tools for Data collection**

Metacognitive Awareness Inventory (MAI) by Mr. Schraw. G and Mr. Dennison R.S. (1994) and Writing Competence test was conducted by the investigator. The reliability and validity of MAI is 0.78 and 0.8 respectively.

## **Scoring procedure**

MAI tool consists of 54 items with two dimensions of knowledge of cognition and regulation of cognition, which scored as True-1 and False-0.

Writing Competence test consists of 26 items with four dimensions are as punctuation, grammar, usage of vocabulary, spelling, which scored as correct punctuation-1/2 mark and wrong-0; in grammar correct sentence-1, wrong sentence-0; usage of vocabulary correct form-1, wrong form-0; in spelling correct answer-1, wrong answer-0.

## **Testing of Hypotheses**

**Hypothesis 1:** There is no significant difference in Metacognitive Ability among IX std students with respect to Gender.

**Table 1: Metacognitive Ability of IX standard students with respect to Gender**

Variable	Gender	N	Mean	S.D	t-value	LOS
Metacognitive Ability	Male	163	45.94	2.9	2.056	0.05 S
	Female	137	45.2	3.35		

**Inference**

The calculated t-value is greater than the table value at 0.05 level of significance, the null hypothesis is rejected. Hence there is a significant difference in Metacognitive Ability among IX std students with respect to Gender. So the null hypothesis is rejected.

**Hypothesis 2:** There is no significant difference in Metacognitive Ability among IX std students with respect to Type of school.

**Table 2: Metacognitive Ability scores of IX std students with respect to Type of school.**

Source	DF	Sum of Square	Mean Square	F Ratio	LOS
Between Groups	2	82.46	14.23	2.45	NS
With in Groups	297	4997.54	16.83		
Total	299	5080.00			

**Inference**

Since the calculated ‘f’ ratio is lesser than the table value at 0.05 and 0.01 level of significant. So the null hypothesis is accepted. Thus, there is no significant difference in Metacognitive Ability among IX standard students with respect to Type of school.

**Hypothesis 3:** There is no significant difference in Writing Competence among IX standard students with respect to Locality.

**Table 3: Writing Competence scores of IX standard students with respect to Locality.**

Variable	Locality	N	Mean	S.D	t-value	LOS
Writing Competence	Rural	102	85.39	12.19	2.05	0.05 S
	Urban	198	88.82	14.25		

### **Inference**

The mean score of Writing Competence in Urban students is greater than the Rural students and the calculated 't' value is greater than the table value at 0.05 level of significance. So the null hypothesis is rejected. Thus, there is a significant difference in Writing Competence among IX standard students with respect to Locality.

### **Findings of the study**

- There is a significant difference in Metacognitive Ability among IX standard students with respect to Gender.
- There is no significant difference in Metacognitive Ability among IX standard students with respect to Type of school.
- There is a significant difference in Writing Competence among IX standard students with respect to Locality.

### **Educational Implications**

The result of the study presented a practical model for improving writing comprehension due to the intervention of Metacognitive Strategies over a short duration. Writing competence is an essential factor in language learning. It should be developed within students as it is a process which comes throughout the life time of a person. As writing comprehension is found to be low among students, while Metacognitive strategies help students to make as proficient writers, then students gain confidence and become more independent. Independence leads to ownership as students realize they can pursue their own intellectual needs and discover a world of information at their fingertips. Metacognitive strategies continuously practiced in the schools it will enhance both learning and self-esteem among students that is the essence of education.

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