

ABSTRACT

Fahreza, Hanssah (2025), An Explanatory Sequential Investigation of The Correlation Between Metacognitive Awareness and Academic Writing Skills among EFL University Students

This study investigates the relationship between metacognitive awareness and academic writing skills among university students learning English as a Foreign Language (EFL). It aims to determine whether students' metacognitive abilities in writing correlate with their academic writing performance and to explore how students perceive and apply metacognitive strategies in practice.

Adopting an explanatory sequential mixed-methods design, the research involved 68 sixth-semester students from the English Education Department at UIN Sunan Gunung Djati Bandung. Quantitative data were gathered using the Metacognitive Awareness Writing Questionnaire (MAWQ) and students' academic writing scores, while qualitative data were collected through semi-structured interviews. The MAWQ demonstrated high reliability (Cronbach's Alpha = 0.887).

Quantitative analysis revealed that most students displayed a moderate level of metacognitive awareness and generally good writing performance, but the correlation test indicated no significant relationship between the two variables ($r = 0.074$, $p > 0.05$). In contrast, interview findings showed that students were able to articulate their awareness of writing strategies such as planning, monitoring, and revising, though this awareness was not always consistently applied in practice. This contradiction suggests a gap between students' self-reported awareness and the effective implementation of metacognitive strategies in actual writing tasks.

The study concludes that while EFL students recognize the importance of metacognition in writing, its inconsistent application limits the potential benefits for improving writing quality. These findings highlight the need for explicit instruction and practice in metacognitive strategy use to bridge the gap between awareness and performance.

Keywords: Metacognitive Awareness, Academic Writing Skills, EFL Students, Correlational Study, Quantitative, Qualitative