

The Effects of Metacognitive Strategies on Recount text writing skill for Indonesian EFL Learners

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Abstract: This research aims to investigate the effect of using metacognitive strategies on the writing recount text in first grade of SMAN 1 Pandeglang. This study has three research questions, they are: 1) How is the students' ability in writing recount text? 2) How is the implementation using metacognitive strategies in improving students' writing skill? and 3) How does the effect of using metacognitive strategies in writing recount text? This study used quasi-experimental study by involving two classes as sample of study. Moreover, the research design of this study consists of pre-test, treatment, and post-test where X MIPA 4 class acts as experimental class and X MIPA 7 class acts as control class. To fulfil the purpose of this research, the researcher took 64 students in first grade as respondents. Then they divided into two groups, experimental and control. In the process of treatment, the experimental group received metacognitive strategies training, while the control group received the conventional teaching strategy. Based on the calculation by using t-test, this study showed that t-test is bigger than t count. It means that there is a significant effect of using metacognitive strategies in improving students' writing recount text.

INTRODUCTION

The Writing is one of the four language competencies which is important to learn. Wilson and Glazier (2007) say that "learning to write well is important, one of the most important things you will do in your education." Therefore, the students must learn writing for exercise their skill. In addition, writing skill will be useful for develop students thinking and their cognitive organizing.

Writing is not only about skill, but writing is a process that uses some rules and structures to produce good and proper writing. Nunan (2003) states that "writing is both a process and product". Moreover, students must understand about the process of writing. Among the skill, writing skill includes skills that are difficult for students especially foreign language students. Therefore, in teaching

writing the teacher must be able to apply methods that are suitable for students and according to what they need to make the process of writing easier and can produce good writing.

Meanwhile, there is some text that has to be mastered by students. There are descriptive text, procedure text, narrative text, and recount text. Recount text is one of the text that has to be taught in tenth grade students. In fact, many students of tenth grade still have problem in writing recount text.

Recount text is one of text that usually retells a past event. Mark and Kathy Anderson (1997:48) in a journal defined that a recount as a piece of text that retell past event, usually in the order in which they happened. Recount text is the text telling the readers about what happened. Hyland (2004:20), stated that

recount text has social function to reconstruct past experiences by retelling events in original sequence. The generic structure of recount text are orientation, events and resolution.

Based on researcher while conducting teaching practicum, students of SMAN 1 Pandeglang have different level of writing recount text. some students' problem in writing such as in grammar, vocabulary choice, logical thinking, develop ideas, organization of paragraph, spelling, style, and the other. Besides, based on the researcher's classroom observation, the students also that the students usually depend on the teacher on the planning stage and they are unable to monitor the process of their writing. these problems can make students confused and their motivation in writing are low. So, the teacher have to know how solve this problem to make students have critical thinking and optimize their cognitive abilities. Therefore their writing will develop and they can make good writing by themselves. This statement support by the previous study by Ramazan Gotchu'(2017) which state that the students who learn English as a foreign language usually find it difficult to write in English.

Moreover, effective English writing has long been a challenge in English language teaching. Refer to the previous research in Muh Arief Muhsin (2017) as any writing teacher has experienced, students are frequently worried about the prospect of writing in English (Gerlach,1994). This can explain that teachers has challenge in English language teaching, especially in writing.

In addition, with the development of cognitive psychology, metacognition has drawn researchers' attention and provides a new perspective for EFL writing. Metacognitive theory mainly includes metacognitive knowledge and metacognitive strategy. Among all the learning strategies, metacognitive strategy

is a higher-order executive skill which includes planning, monitoring and evaluating. Once learners have a good command of metacognitive strategy, they will become more independent and autonomous and will be more capable of planning, monitoring and evaluating their learning process and thus become efficient learners.

Based on the explanation above, the researcher focus on "how is the students' ability in writing recount text?", "how is the implementation using metacognitive strategies in improving students' writing skill?", and "how does the effect of using metacognitive strategies in writing recount text?".

THEORETICAL SUPPORT

Writing

Sharples (1999) states that "writing is a particular activity, both easy and difficult". Writing is about process that doing by someone which some time writing is easy thing, but sometimes writing is difficult thing. In the researcher experience, writing is a difficult thing for many students. Usually students will be confused when the student get writing task from the teacher. Students usually cannot organize their ideas.

According to Rise B. Axelrod and Charles R. Coopers'(1985), "Writing is a complex process and as such contains element of mystery and surprise. But the writer knows and believes that writing is a skill that anyone can learn to manage". So, writing is not simple skill, because writing is not only write word or paragraph, but writing also about how to manage our mind. The writer has to know about the structure and the purpose of the writing.

According to Brown (2004) there are five aspects of writing as follows: content, organization, vocabulary, syntax, and mechanics. Hughes mention five aspects in writing there are grammar,

vocabulary, mechanics, fluency, and form (organization). Based on the some experts above, the indicator of writing skills are content, organization of ideas, grammar, vocabulary, and mechanics.

Writing Process

According to Harmer's book (2004), the process of writing has four main steps:

a. Planning

In this step, the experienced writer plan what they are going to write before starting write or type, they try and decide what it is they are going to say.

b. Drafting

The writers can refer to the first version of a piece of writing as a draft. This first 'go' at the text is often done on the assumption that it will be amended later.

c. Editing (Reflecting and Revising)

Ones writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not perhaps the order of the information is not clear.

d. Final Version

Once writer have edited their draft, making the charger they consider to be necessary, they produce their final version.

Recount Text

Recount text is one of a type text in English. Recount text includes past events or chronological order that retell by the writer. Geoff Barton (2010) support that recounts are reports told in chronological order. In addition, Mark and Kathy Anderson in a journal also defined that a recount as a piece of text that retell past event, usually in the order in which they happened. Moreover, recount texts usually include about people experiences and also contain information about last event for the readers. Therefore, recount text can help the reader to get information and know something happened in the past.

Metacognitive Strategies

According to Hacker (2009), "Metacognition is one of the most widely studied constructs in contemporary psychological research in educational, instructional, and development psychology". Metacognition is how to control the cognitive in the learning process. Literally, the terms of metacognition means thinking about thinking. Referring to Hacker (2009), metacognitive strategy is the process to manage thinking and learning. Basically, taking charge requires the student to be aware of their learning, to implement those strategies, and to evaluate their learning. Another statement concerning that metacognitive strategy is steps in which the reader think about the learning process, plan their learning, monitor the task, and evaluate the state of the achievement.

O'Malley and Chamot pointed out that metacognitive strategies are "higher order executive skills". O'Malley and Chamot's also define that "metacognitive strategies involve thinking about the learning process, planning for learning, and self-evaluation after the learning activity has been completed". Based on information -processing theory and procedural and declarative knowledge, O'Malley and Chamot classified metacognitive strategies into three categories: (1) planning, (2) monitoring, (3) evaluating.

O'Malley and Chamot held that "planning" is a procedure for conflict resolution among competing action statements that applies to the conditional clause in the production system. In other words, "planning" involves in directing the course of language reception and production. "Planning" includes five strategies: (1) Advance organizers; (2) Directed attention; (3) Selective attention; (4) Self-management; (5) Functional planning. O'Malley and Chamot (2001)

concluded that metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning tasks, and evaluating how one has learned. (Fenghua Lv and Hongxin Chen, 2010).

Based on Manchon, De Larois, and Murphy (2007), the application of metacognitive strategies in writing should be viewed as part of writing process. Thus are metacognitive strategies in writing as follows :

Planning

Planning involves finding focus concerning purposes, audience, ideas, and strategies to be used, among others. It usually takes places before the process of writing, but some writers also plan their composition even while writing their composition. Planning writing is more efficiently done via whole-class or small group brainstorming. If done in a group, each student is recommended to have his/her function. ; idea generator, writer, or criticizer. However, planning also can be done by individually.

Monitoring

Monitoring involves controlling the writing process while writing the text. It refers to checking and verifying progress in terms of global features, such as content and organization, and also in terms of local aspects such as grammar and mechanics. It can be more effectively done by individual writers.

Evaluating

Evaluating takes place after writing, and consists of reconsidering the written text in terms of both global and local writing features, and also concerning the strategies used to complete the writing tasks. Evaluating is more effectively done in pairs (peer assessment) : two writers exchange their paper and having viewed them, discuss the improvements to be made. However, students need to be

thought to do self-editing and correction, too.

METHOD

This research was conducted quantitatively through quasi experimental method. According to Hatch and Farhady (1982), stated that quasi experimental method is practical compromises between true experimentation and the nature of human language behavior which we wish to investigate. Since this research study was a quasi-experimental, there were two groups taken as the investigated groups in this research study. The samples of this research were 33 students as experimental group and 33 students as control group. So the total number of sample was 66 students.

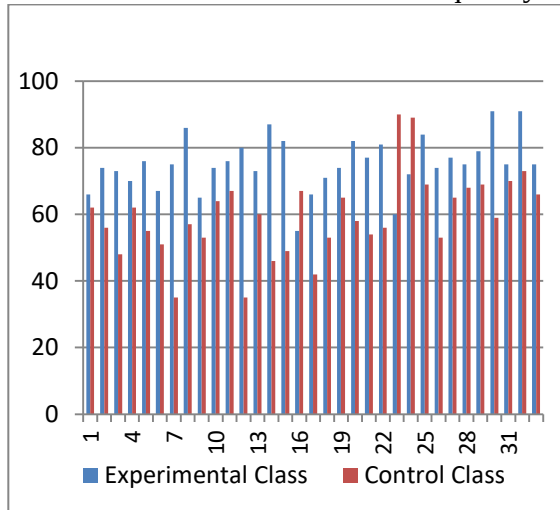
The researcher use pre-test and post-test to measure comparison between treatment class and control class. Pre-test and post-test also used to know about the effect of using metacognitive strategy in treatment class.

RESULT AND DISCUSSION

The data of this research were collected the score of pre-test and post-test of both, experimental and control class. After pre-test, the researcher evaluates students writing as the result of the test. The score of pre-test is low especially, in the grammar, organization, vocabulary and mechanic on writing. In the Experimental class, the researcher use metacognitive strategies on writing recount text as the treatment. The treatment was carried out in two meetings. After the treatment was considered sufficient, the researcher conducted a post-test on both classes, experimental and control class. After the researcher gave treatment to the experimental class using metacognitive strategies the score students have significant improved, while the post-test

score of control class is no significant improved.

Graphic
The Score of Distribution Frequency



According to the graphic above the experimental class: 2483 that higher than score of control class : 1966. This score show that experimental class and control class had different value. The experimental class was higher than the control class.

After get the data from pre-test and post-test, the researcher analysed it by using statistic calculation of T-test formula with the degree of significant 5% and 1% , the formula as follows:

1. Determine mean variable X1 and X2

Variable X1

Variable X2

$$M_1 = \frac{\sum X_1}{N_1}$$

$$M_2 = \frac{\sum X_2}{N_2}$$

$$M_1 = \frac{2483}{33}$$

$$M_2 = \frac{1966}{33}$$

$$= 75.24$$

$$= 59.57$$

2. Determine T-test

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2} \right)}}$$

$$t_o = \frac{75.24 - 59.57}{\sqrt{\left(\frac{2054.06 + 4808.06}{33 + 33 - 2} \right) \left(\frac{33 + 33}{33 \cdot 33} \right)}}$$

$$t_o = \frac{75.24 - 59.57}{15.67}$$

$$t_o = \frac{15.67}{\sqrt{\left(\frac{6862.12}{64} \right) \left(\frac{66}{1089} \right)}}$$

$$t_o = \frac{15.67}{\sqrt{(107.22)(0.06)}}$$

$$t_o = \frac{15.67}{\sqrt{6.43}}$$

$$t_o = \frac{15.67}{2.54}$$

$$t_o = 6.17$$

According to the result of statistic calculation, it is obtained that the score of $t_o = 6.17 > t_t = 1.67$ in degree of significance 5%. The score of $t_o = 6.17 > t_t = 2.39$ in degree of significance 1%.

Based on the result above, the value of $t_{\text{observation}}$ is bigger than t_{table} . $t_{\text{observation}} = 6.17 > t_{\text{table}} = 1.67$. $t_{\text{observation}} = 6.17 > t_{\text{table}} = 2.39$, so H_o is rejected and H_a is accepted.

Regarding to the result above, it means there is a significant effectiveness of metacognitive strategies on writing recount text. It can be seen that the student got better achievement by metacognitive strategies.

According to the data obtained from control and experimental class among the average scores, and t observation, the researcher summarizes that teaching recount text through metacognitive strategies has significant effectiveness toward students' writing because the purpose of this strategy was to create the class be active and the students' more have critical thinking. Beside that the students please be understand between contents and what students write.

The result of the research show that the experimental class (the students who are taught using metacognitive strategies in writing) has the mean value (75.24), meanwhile the control class (the students who are not using metacognitive strategies in writing) has the mean value (59.57). It can be conclude that the

achievement score of experimental class is higher than the control class. The following was the table of ore-test and post-test students' average score.

Table
The Pre-Test and Post-Test Students'
Average of Experimental Class and
Control Class.

Class	The Average of Pre-Test	The Average of Post-Test
Experimental	53.36	75.24
Control	54.48	59.57

According to the result of pre-test and post-test above, it could be concluded: Metacognitive strategy was effective to use in writing recount text in the first grade of SMAN 1 Pandeglang. It could be seen from the result of analysis by using T-test formula.

The case in both groups is the same that there is an improvement in each group's cognitive achievement. However, the improvement on control class is not as much as on the experimental class. It is convinced by the statistical result of the hypothesis test. The test by mean of T-test formula shown that $t_o = 6.17 > t_{table} = 1.67$. $t_{observation} = 6.17 > t_{table} = 2.39$, with $df = 33+33-2 = 64$. From the result of calculation $T\text{-test} = 6.17$. If compared between t_o and t_{table} , $t_o > t_{table}$. It means H_o is rejected and H_a is accepted. There is a significance difference of average score from pre-test and post-test of experimental class. From the calculation of interaction experimental class and control class, there was a different between students who taught by using metacognitive strategies and students who taught by not using metacognitive strategies.

So, it could be concluded that metacognitive strategies is effective to facilitate students' ability and understanding on recount text in

experimental group. It could be seen at mean value of both groups. There is significant difference in the students' writing achievement between experimental and control group.

CONCLUSION

As a conclusion, this study focuses on the effect of using metacognitive strategies on writing recount text. It was found that after the researcher did the treatment in the experimental class, the students' achievement in writing is improve, because they use metacognitive strategies by the planning, monitoring, and evaluating step. They can develop their writing with their own cognition and their own experience to write recount text. This result can be show that metacognitive strategy has significant effect for students writing on recount text. So, metacognitive strategies can help to improve the writing performance for students and has good effect for writing achievement.

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