

Metacognitive Strategy and Student's Essay Writing

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Abstract

This study attempted to find the effectiveness of metacognitive strategies on essay writing skills at Sabilirasyad English Course Telagawaru Praya. In this research, the writer used the pre-experiment method by using a one-group pretest and post-test design. Where the writer did an experiment in a single group only, the sample of this research was 20 and used one group. The technique of collecting data was done by administering a pre-test and post-test to determine the mean score, and a paired sample t-test was used to analyze whether the alternative hypothesis was accepted or not. The result of this research was 52,20, whereas the post-test was 68,90. The present research found that the significance value of the result of this strategy was lower than 0.05, so the null hypothesis was rejected and the alternative hypothesis was accepted. This suggests that metacognitive instruction was highly effective in teaching writing skills.

Keywords: *Writing Skills, Essay, Metacognitive Strategy.*

INTRODUCTION

Writing skills are one of the basic skills in the learning process that should be influenced by students. Writing skills are an essential problem that is always found in some education and needs focus to be more effective. To be good at this skill, we have to be able to play the roles and come up with the best plan. Sometimes, we find the students more interested in speaking than writing

because they do not know how to write and are afraid to try it. And never exploit cognition. Another problem is that teachers rarely pay attention to their students' writing. The result of this problem is that they think writing is complicated. Furthermore, the student never exploits their ability to self-regulate.

(GOCTU 2017) Metacognitive is an essential strategy for improving skills in the

learning process to help students be more effective and to create an independent student to focus on the learning process and improve his or her learning more. There are three main goals in metacognitive strategy: planning, monitoring, and evaluating.

Today we know that all students have not come to school because of the pandemic COVID-19. It presents challenges for the teachers in how to develop their students' awareness of their studies, how to make them self-study, and how to find an interest in their regulation as a term of their strategy to be focused. So this research deals with this problem as to how to improve awareness and be effective besides self-study. We don't know how to develop and master it unless we write every day and are guided by a teacher. Although we can study by ourselves, because you can search for what you want on the internet, it is so easy. But the problem is, what is the best strategy to make students aware of their studies? Thus, we should find the best strategy and pump out the learner's ability as the standard of awareness. This research tries to focus on the ability of the learner to write an essay and how to set rules when starting writing.

LITERATURE REVIEW

Learning Language Strategies

(Oxford 1990) defined "learning strategies" as steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for driving competence and self-directed involvement, which are essential for developing communicative competence. "It is a way of increasing awareness in the learning process because, without strategies, learning will not be effective. Based on the strategies, the learners can develop their competence in learning, especially in learning the language. Learning a language needs the confidence to show up the ability that will be influenced by self-proficiency. By using strategies, the goal is to teach learners how to do cognitive work and guide them to act in ways that help them learn new things.

Anon. (n.d.) says that learning strategies are "specifics, behaviors, steps, or techniques that students use to improve their own learning, such as finding conversation partners or giving themselves encouragement to do a hard language task." In addition, learning strategies influence social interactions, guide skill development, and dominate the learning language. Learning strategies are becoming widely recognized throughout education in general (Rebecca L.

Oxford). Under various names, such as learning skills, learning to learn skills, and problem-solving skills.

Strategies refer to how the learners learn and how the teachers teach so that they can improve the students' ability to learn. They need to be creative problem solvers, analytical thinkers, and effective communicators and collaborators. Guiding learners to achieve their goals that have been set up before, the ability to think about their learning, to be aware of factors that affect their intellectual performance, and to monitor their performance on learning tasks GOCTU 82, Oxford, 2017. Learning strategies are categorized into cognitive, metacognitive, memory-related, compensatory, affective, and social.

Cognitive Strategies

Cognitive strategies connect to how the learners think about their learning (e.g., I write to do my task in Indonesian or I try to find the concepts of essays). This strategy aims to activate the learners' capabilities in reasoning, analysis, note-taking, summarizing, outlining, and reorganizing information to increase their strong structure. It is very useful when the learner tries to develop their skills, especially in the four basic skills of learning a language. This strategy shows that learners

need to be more aware when they are learning and get the difficulty in a way.

Metacognitive Strategies

Metacognitive strategies concern awareness and learning effectiveness. When faced with learning, how does the learner use their ability to maximize their potential? When students in Indonesia were asked by their teachers to use this strategy, their reaction was that they could better understand the material. But implementation of this strategy is very low in Indonesia, especially in writing skills. Because of this, the researcher wants to try to use this strategy in his own writing. Metacognitive strategies connect to how the learner is aware of their learning, what to do, and how to find the best methods or strategies for their developing skills, such as planning, monitoring, and evaluating. According to John H. Flavell, metacognitive strategies are defined as "one's stored knowledge or beliefs about oneself and others as cognitive agents, about tasks, about actions or strategies, and about how all these interact to affect the outcomes of any sort of intellectual enterprise." Metacognition is the process when students plan, monitor, evaluate, and make changes to their own learning behaviors.

Many researchers define metacognitive ability as the ability to learn and to be aware of what they know and do not know, especially in a learning context. The learner knows how to learn and knows their ability to learn and finds an effective method or strategies that they use to be more effective in learning. According to Donna Wilson and Marcus Conyers (2016), "metacognitive knowledge includes knowledge about oneself as a learner and the factors that might impact performance; knowledge about strategies; and knowledge about when and why to use strategies. Metacognitive regulation is the process of keeping track of how you think. It involves planning activities, being aware of how well you understand and do a task, and judging how well your monitoring processes and strategies work.

1. Memory-related strategies

This strategy is connected to the learners in how the learners try to remember their memorization or what they use to connect their memory systems. (e.g., I use cards for increasing my vocabulary or I replay my speech often).

2. Affective strategies

It connects to the learners' feelings, motivations, and emotions (e.g., I try

to relax whenever I feel afraid of using English).

3. Compensatory measures

Compensatory strategies help the learners to make up for limited knowledge or help them understand unfamiliar words (e.g., when I read and don't know the meaning, I guess it).

4. Social strategies

This strategy requires interactions with others (my teacher corrects my English when I speak English).

Metacognitive Strategies in Writing Skills

They will not get what they want unless they exercise extensively. Writing is a cognitive activity and certainly takes time to develop (Güneş, 2007). That means all activities in writing should be learned and sharpened every day. Because metacognitive thinking reveals how cognition should be controlled and monitored, it can easily bring students to faster and more comprehensive improvement in their skills in writing activities (Pintrich, 1999).

Writing is an important aspect of language (Rao and Durga 2018). All students at university demand to master it because, through mastering this skill, their educational and employable requirements will be accomplished. It needs both awareness and

self-monitoring to achieve this skill. Writing requires comprehension before it can be poured into paper, and it is also how the writer gathers ideas quickly. Rewriting is very important to develop and reach an intended writing level (Kellogg, 2008). Thus, when the learner tries to develop these skills, they should investigate when and how the learning strategies come into play in this problem. Metacognitive plays a role in every single part of this condition. When the learner tries to use these skills, their learning will be effective and show the quality of writing during its process. Rao and Durga (2018) cite Andrade.

(Donna Wilson and Marcus Conyers, 2016) Metacognitive strategies are skills, approaches, thinking, and actions that learners use to control their cognition and learning process. This method is meant to improve the effectiveness and chance of academic writing skills through things like planning, monitoring, and evaluating, which are all part of the metacognitive strategy.

Characteristics of Metacognitive

(2019, Jia, Li, and Cao) There are several steps to developing writing skills, but the researcher will conclude that they are three parts of the characteristics of metacognitive that will instruct the learner to attain the next level in metacognitive. All of

the strategy in metacognitive is gathered in these steps, and I will make it simple to understand. These abilities will allow him or her to temporarily control self-regulation, manage, direct, and guide his or her writing (GOCTU 2017).

1. Planning

Planning concerns what is the purpose of the writing and also in this skill, the writer tries to find what is needed in particular ideas that will be the composition of the writing and make drafting for it. With this skill, we can do it as a group or individually, depending on what we plan to do. It should be remembered that in this area, all of the necessary writing must be done before starting the next skill.

2. Monitoring

Monitoring is concerned with controlling the approach of the writing process; you may need to reorganize or recorrect the writing's mistakes, such as its content and organization. It refers to control of the writing process, and it can be done by an individual because you need effectiveness.

3. Evaluating

Evaluating concerns all the writing is done, and you need to reorganize and

evaluate what should be improved. Checking general and specific terms is needed. And remember what you can correct and edit for your writing in this area.

Steps for Writing an Essay

(Vijayavalsalan, 2016) An essay is a composition that you make and is concerned with a topic. Every good essay has a strong opening. In an essay, there are three common structures: the introduction, body, and conclusion.

1. Introduction

In the introduction, you will make a generalization about the topic in the first sentence and show concern about the topic or focus on what will be discussed in the last sentence; before that, write the details that will be presented in the body. There are three or four sentences in the introduction.

2. Body

Create an outline that is relevant to the topic and should be followed. Avoid extremely short or extremely long paragraphs.

3. Conclusion

The conclusion should sufficiently restate the introduction and the body

of the essay, or else you will make it very strong.

According to Steela (2008), the process approach involves eight stages: brainstorming, planning, structuring, mind mapping, writing the first draft, peer feedback, editing, final draft, evaluation, and teachers' feedback.

Stage 1: Discussion and brainstorming generate ideas.

Stage 2: Learners express their ideas in a note and judge the quality of their ideas.

Stage 3: Learners will connect their ideas and organize their thoughts into mind maps.

Stage 4: In this stage, prepare the first draft individually or in groups.

Stage 5: Then drafts are exchanged for students to read and respond to each other's works. In this way, students develop an awareness of the facts.

Stage 6: Considering the feedback of other students, drafts are improved with necessary changes.

Stage 7: Finally, students prepare the final draft with the necessary changes.

Stage 8: the final draft is evaluated by the teachers, who provide feedback on it.

Every learning process requires the use of a method or strategy in order to achieve the primary goal of learning. In this study, the

researcher used previous research on metacognitive strategies as a literature review to support this research and as a reference for the researcher while conducting this study.

(GOCTU 2017) On Metacognitive Strategies in Academic Writing, Journal of Education in the Black Sea Region concludes that metacognitive strategies work for managing the learning process overall, such as learning style and needs, planning, gathering, and organizing materials, monitoring the activity while researching, and evaluating the result of learning. Metacognitive employs all of the rules of learning activity, which means that we cannot avoid everything that learners do in every learning process.

Generally, research on the application of metacognitive strategies has dealt with reading and listening skills and has also been used for teaching writing. As Malaysian students, they had no idea how the writing process should be organized when they were asked to do metacognitive reflection on writing essays. Like others, when interviewed, the results were the same.

RESEARCH METHOD

This research used quantitative research in a quasi-experimental design to prove the effectiveness of this method. It can establish unambiguous cause-effect

relationships. There is a pre-test and post-test to prove the effectiveness of this method and find the significant issues or results when the researcher tries to use it. The writer will collect the data for this research at Sabilirrysyad English Course Telagawaru Praya Lombok Tengah. The researcher will conduct it from the beginning of September 2021 to the end of the month. Quasi-experimental means quantitative data collection tools that researchers use to prove the results of metacognitive effects in the writing component of essays. This research has one group of pretest-posttest designs (the equivalent material group). It will be designed as a pretest first before applying metacognitive strategies and a posttest after applying that method and will count the results of gaining. The researcher's reason for using a quasi-experimental group is the limitation of the number of participants. So it is impossible for researchers to use two groups or classes for sampling.

The population in this study is learners at Sabilirrysyad English Course Telagawaru Praya Lombok Tengah. Samples are parts of the population taken in certain ways that also have certain characteristics, such as being clear and complete, which are considered normal to represent the population. The

sample in this study is a number of individuals who will be studied and are part of a representative population. The students in class SEC in the Sabilirasyad English Course were chosen to be the sample class.

This research measures metacognitive strategies, especially their planning, monitoring, and evaluating when they are starting to write the composition of an essay. There are steps to assess their writing. Firstly, planning involves the purpose, brainstorming, and collecting the data that is needed for completing their computation. Secondly, monitoring involves controlling, such as checking and verifying the progress, content, organization, or structure. The last aspect is evaluation, which involves reconsidering the written text, editing, and correction. It will take place after writing.

After the researcher got the data from the pre-test and post-test scores, they analyzed the data. The researcher used a quasi-experimental design. This technique is used to determine the significant difference in students' scores before and after learning metacognitive strategies for writing essays. The researcher used the application IBM SPSS Statistics v.21 for Windows to analyze the Paired-Sample T-test.

FINDINGS AND DISCUSSION

The study found that most of the students using metacognitive strategies while writing the composition of an essay understood how to use metacognitive strategies when they were trying to make a composition, but they should use the strategy extensively while doing their tasks because implementing the strategy showed progress after teaching, not only in writing but also in their awareness and self-regulation. The researcher will show the result of its analysis below.

Finding

Here is the description of the proficiency of students before being taught by using metacognitive strategies on writing essay skills.

No.	Name	Score
1	A	40
2	B	40
3	C	45
4	D	60
5	E	47
6	F	65
7	G	58
8	H	58
9	I	60
10	J	40

11	K	60
12	L	55
13	M	50
14	N	50
15	O	50
16	P	49
17	Q	52
18	R	54
19	S	56
20	T	55

From the table of the pretest above, it is shown that 6 out of 20 students got a score of under 50 (the passing score) and that 6 students did not pass the test.

Here is the description of students' proficiency in writing essay skills after being taught using metacognitive strategies.

No	Name	Score
1	A	54
2	B	54
3	C	62
4	D	60
5	E	60
6	F	65
7	G	64
8	H	60
9	I	56
10	J	48
11	K	70

12	L	50
13	M	62
14	N	46
15	O	58
16	P	62
17	Q	46
18	R	58
19	S	56
20	T	52

Based on the table, 19 students passed the posttest because their scores were higher than the standard performance. The standard performance is 50 if a score is higher than 50, so students passed the posttest.

Test of Homogeneity

In order to check the similarity of the sample, we continued to do a homogeneity test. We used the Levene Statistic Test to calculate the test of homogeneity with a significance level of 0.05. The result of this test is presented below:

Test of Homogeneity of Variances

Writing Essay Skills

Levene Statistic	df1	df2	Sig.
,325	1	38	,572

It can be seen from the table above that the significance is more than the significance level of 0.05 ($0.572 > 0.05$). This means that data has significance.

ANOVA

PRETEST - POSTTEST

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2788,900	1	2788,900	49,087	,000
Within Groups	2159,000	38	56,816		
Total	4947,900	39			

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Sttstc	Df	Sig.	Sttstc	Df	Sig.
PRETEST	,104	20	,200*	,949	20	,358
POSTTEST	,132	20	,200*	,949	20	,350

*This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, we got a significance score of 0.350, which indicates that the data is normally distributed because the significance score is higher than 0.05. So, it can be concluded that the data of the pre-test is normally distributed because the score is a significance of 0.05, the result of the normality of the pre-test.

Descriptive Statistics

	N	Range	Min.	Max.	Sum	Mean	Std. Deviation	Var.
PRETEST	20	25	40	65	1044	52,20	7,245	52,484
POSTTEST	20	25	55	80	1378	68,90	7,820	61,147
Valid (listwise)	N=20							

From the output of the SPSS table above, we know that from 20 students, the value of the minimum pre-test is 40, the value of the maximum pre-test is 65, and the value of the minimum post-test is 55. The maximum post-test is 80. The range is the

quarrel of minimum and maximum is the same as 25. The total value of 20 pre-tests is 1044, and the total value of 20 post-tests is 1378, with an average value of 52,20 and a standard deviation of 7,245 for pre-test and 7,820 for post-test.

Test of T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
PRETEST	52,20	20	7,245	1,620
Pair 1				
POSTTEST	68,90	20	7,820	1,749

From the table above, we know the average of 52,20 from 20 students; the standard deviation is 7,245 with standard error of 1,620; the average of posttest 68,90 from 20 students; the standard deviation is 7,820 with standard error of 1,749. These results indicate the post-test on data is higher than the pre-test, the range of the post-test data distribution is wider, and with a higher standard error.

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	20	,824	,000

Paired sample correlations show the correlation value, which shows the relationship between the two variables is paired sample.

Paired Samples Test

		Paired Differences				t	df	Sig.
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			
					Lower Bound	Upper Bound		
Pair 1	PRETEST - POSTTEST	-16,700	4,497	1,006	-18,805	-14,595	-16,608	,000

The Paired sample test table is the main table of output that shows the results of the tests carried out. It can be seen from the significance value (2-tailed) in the table. The significance value (2-tailed) of this case sample was 0,000 ($p < 0,05$). So the results of the pre-test and post-test have significant changes. That means, based on descriptive statistics, the post-test is higher. It can be concluded that the metacognition strategy can improve students' essay writing skills at Sabilirasyad English Course Telagawaru Praya Lombok Tengah.

Discussions

This research focused on the effect of metacognitive strategies on writing essay skills at SEC Telagawaru Praya Lombok Tengah. The implementation of the treatment has positive results. The current researcher's activities demonstrated that these activities could increase students' interest in studying English, particularly by improving students' writing skills or essays. The result of the student's scores was successful in achieving

the criterion minimum standard of learning objectives in this course. Indeed, the average score after the implementation of the metacognitive strategy was higher than before giving treatment. With a good lesson plan, the teaching and learning process ran well. Therefore, the student's involvement increased when they studied by using this strategy. It was seen how the student enjoyed and was active during the learning process.

When the current researcher implemented the strategy in the classroom, some benefits emerged, such as students not struggling to relate the lesson to their knowledge of writing skills and trying to apply a new method or strategy when faced with a task. In order to focus, the teacher may present an interesting topic that is relevant to the student's lives and is based on their knowledge. The researcher hopes it will be better than before and that this strategy will not only focus on writing skills but also on other skills too.

CONCLUSION AND SUGGESTIONS

Based on the result of the analysis of the research, it shows that the research hypothesis (H1) is accepted and the null hypothesis (H0) is rejected, or it can be said the result has answered the research question about the effect of metacognitive strategies on

writing essay skills at Sabilirasyad English Course Telagawaru Praya. The students' mean score increased from 52,20 in the pre-test to 68,90 in the post-test, demonstrating this. Furthermore, the student's perception of the use or effect of metacognitive strategies is good. They have a favorable impression of this strategy.

Referring to the result of the research, the researcher makes some suggestions: 1. This research has been applied by one group pretest and posttest and in any discussion. We have found that to know if the strategy is upgrading or improving performance, we should use two methods and make them different; 2. For students, applying this strategy is very good when we try to focus and make regulations and affect awareness when facing study or doing tasks; and 3. In this case, it was less research than other research. Furthermore, if other researchers are interested in it, it was very good for guiding students' attention and focus when facing the tasks.

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