

**THE INFLUENCE OF METACOGNITIVE STRATEGY ON THE EIGHT
GRADE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMP
NEGERI 3 LINTONGNIHUTA IN ACADEMIC YEAR 2021/2022**

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Abstract

Siregar, Putri Desiani Natalia.180502017. The Influence of Metacognitive Strategy on the Eight Grade Students' Ability in Writing Descriptive Text at SMP Negeri 3 Lintongnihuta in Academic Year 2021/2022.

This study presented a research report on The Influence of Metacognitive Strategy on Students' Ability in Writing Descriptive Text. The objective of the research was to find out whether the use of Metacognitive Strategy influence the students' ability in writing descriptive text. It was conducted by using experimental research design. The population was the eight grade students of SMP Negeri 3 Lintongnihuta. The sample of the research was 34 students were taken by using random sampling technique. The sample divided into two groups, experimental and control groups. The experimental group was taught by applying Metacognitive strategy. The data were obtained by asking the students to write a descriptive text. In analyzing the data, the result of the t-test calculation showed that t-observed was 9,17 while t-table was 2,04 at the level of significance 0,05 two tailed test with the degree of freedom was 32. The value of t-observed was higher than the value of t-table. Therefore, the alternative hypothesis (Ha) was accepted. It showed that the use of Metacognitive Strategy influence the students' ability in writing descriptive text.

Key words: *Influence, Metacognitive strategy, Writing Descriptive text*

INTRODUCTION

English is the most important subject to teach in school as it is an International language that used by many people around the world as a communication tool and interact each other in many areas of daily life and in many aspects of human life such as technology, education, social and economic. There are four basic skills that should be learned in English. They are Listening, Speaking, Reading, and Writing. The four basic skills are very important to understand, and its related each other.

Writing is one of basic skills, that need to understand in teaching and

learning process. Brown (2001) stated that writing is the process of thinking and because of that writing is not only the activity to produce symbols of language in written form but also a tool that used to deliver the ideas. When the writers start writing, they do not only write all of their ideas, but also need to convey and organize the ideas into a readable text and meaningful. The writers also must consider how to make the ideas that will deliver easy to understand by the readers.

According to Coffin (2003), there are some aspects of English grammar that become the students' difficulties. They are the choice of article, pronoun, verb, tense, and sentence agreement. Writing

English as a foreign language is not easy for students because it include some writing elements such as grammatical function, vocabulary, etc. For the reason that stated above, it is important to improve the appropriate method, technique or strategy to solved the students' difficulties in writing. In this case the researcher choose Metacognitive Strategy.

According to Ebadi and Oroji (2016) Metacognitive strategy is a process that showed the ways of using strategies to the students in order to enhance their language learning and language evaluation. Metacognitive Strategy is one of the effective and interesting ways that can evoke students' creativity and students are expected to be able to write what They think about or what's in their minds and express what they know through writing. In addition, the researcher choose descriptive text , because students may observe anything around them and describe or tell what it looks like. The Descriptive text enables the students to pour their ideas and what they think through directly observe into writing form.

REVIEW OF RELATED LITERATURE INFLUENCE AND ABILITY

According to Jorge Morales Pedraza (2016), Influence is the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others. In other words, is the power to change or affect someone or something, the power to cause changes without directly forcing them to happen. In this case, the influence must have a big impact to change or improve something to be more than before, and need an action to do it.

Ability is the skill or talent to do something. Ability is the competence in doing something, especially physical, mental, financial, or legal power to

accomplish something. Ability is the fact that somebody is able to do something (Oxford Advanced Learner's Dictionary).

WRITING

According to Besral (2015) writing is a process of thinking deeply and transfer the ideas into written text by considering the reader and also the components of writing itself. The expression of ideas thought in the form of written form to communication is the goal of writing. Writing is a productive skill that should be mastered in order to the deliver ideas, and feelings with others in written forms. Tozcu and Coady (2004) point out that vocabulary is an important aspect of language especially the foreign language writing should reinforce the vocabulary and structure items that had been taught as well as listening, speaking, and reading skills. Writing is a way to express ideas, feelings, and thought that arrange in words, sentences and paragraph using eyes, brain, and hand.

DESCRIPTIVE TEXT

Descriptive text is a text that used to give detail information (description) about a particular object such as thing, animal, people, place and any object. Descriptive writing is the way to describe or illustrate an object, an animal, a place, a thing or a person so that the readers can see and know the particular object without looking directly. The function is to explain, describe clearly and detailly to make the readers can see, imagine and know/understand the object being described. Descriptive writing can also describe idea or point of view in order to have visual appearance of it. Descriptive paragraph actually does not only discuss something concrete such as thing, animal, people, place or any object but also discuss something abstract such as idea, concept, or something that cannot be seen visually. Dirgeyasa (2016).

STRATEGY

Strategy is a plan of action or policy meant to achieve a major or overall goal. A strategy is a plan designed for a particular purpose. Oxford Advance Learner's Dictionary stated that strategy is a plan designed for a particular person or the process of planning something or carrying out a plan in a skillful way. In language learning, strategy is how students can use instrument and develop their ability for second language or foreign language to understand and use it correctly. Learning strategy is a way how students can success in standard of the school. According to Iskandarwassid and Dadang Sunendar (2008) there are 4 basics strategies. Those are Analyzing what purpose is, Choosing the system of interaction between teacher and students, Choosing the method, procedure and technique and Making standard of learning success.

METACOGNITIVE STRATEGY

Metacognitive strategies are mental skills that present to control cognitive activities and ensure a cognitive goal is achieved Xing, Wang and Spenser (2008). Metacognitive strategy is the process of thinking about thinking. Metacognition can be define as knowledge and understanding of what we know and how we think, including the ability to regulate our thinking as we work on a task. It is useful in many aspects of school, education and life because it includes self reflection on one's current situation, future goals, possible actions and methods and also the outcomes. Metacognition deals with how students understand their own writing process and how they adapt their process to developing. Metacognitive strategy helping students to be an independent and creative learners that supposed the learners to think and able to express what in their minds and believe or own abilities.

Metacognitive writing strategies involves thinking about the writing process, planning, monitoring and evaluating what that has been written Diaz (2013). Metacognitive writing strategies are as follows:

1. Planning

Planning involve determining the aims, audience, ideas and technique to be used. It includes planning what the writers' want to write, how to sequence and how the technique so that the readers can get the point of the text easily.

2. Monitoring

Monitoring involves controlling the writing process while writing the text. It refers to the process of checking and verifying progress of global elements like content and organization, and also in terms of local aspect like grammar and mechanics, that done by the individual writer.

3. Evaluating

Evaluating is doing after writing and consist of reconsidering the written text and review the writing.

RESEARCH METHODOLOGY

This research was conducted by using Experimental Research design. Shadish, Cook, and Campbell (2002) define an experimental as a study in which an intervention is deliberately introduced to observe its effects.

Population and Sample

According to Best and Khan (2006) population is group of individuals or subject who has one or more characteristics in common that is determined by researchers to be studied and drawn the conclusions. The population of this research was all the eight grade students of SMP Negeri 3 Lintongnihuta in academic year 2021/2022. There were seven classes and one class consist of 32 students. The total number of the population is 224 students.

Sample is some or representative of population of the research. According

to Arikunto (2002). Sample must have the characteristics that represent all the population that observed in a research. According to Arikunto (2006) if the subject of the population consist of a large number, the sample can be taken 10% - 15% or 20% - 25% of the population or it depends on the researcher ability. From the statement above the researcher taken 15% students. 34 students choosen as a sample of this research and the sample devided into two groups, they are 17 students as the control group and 17 students as the experimental group. In random sampling, the researcher used lottery technique to select the sample. By writing each name of eight grade students in a paper then the researcher shaked and choose randomly the students who become the sample.

DATA ANALYSIS AND RESEARCH FINDING

The data of this research were obtained after the pre-test and post-test were applied to the experimental and control group. The cumulative score of student's writing from both experimental and control group is based on five indicators of writing scoring namely: content, organization, vocabulary, language use and mechanism. The scores of the students were show in the following table.

Table 4.1 The Scores of Pre-test and Post-test of Experimental Group

No	Students' Name	Pre-Test	Post-Test
1	Adelina Jeliana Lumbantoruan	65	70
2	Angelika S.W Munte	62	70
3	Chelsi Christin Enjelin Sitorus	66	80
4	Daniel Rafael Siregar	63	80
5	Dian Morina Siburian	58	73
6	Gefi Agata	55	75

No	Students' Name	Pre-Test	Post-Test
	Siregar		
7	Helen Jospani Silaban	77	80
8	Ira Riswana Nababan	70	82
9	Joan Arta Taruli Sianturi	72	80
10	Kesya Sihombing	60	82
11	Nisha Elisa Nababan	60	70
12	Putri Handayani Lumbantoruan	55	75
13	Rohani Rouli Nababan	63	70
14	Roweina Amanda Hutagalung	65	86
15	Saskia Lumbantoruan	75	85
16	Septian Rumiris Nababan	64	80
17	Temmi Radit Nababan	58	70
TOTAL		1.088	1.308
MEAN		64,00	76,94

Table 4.2 The Scores of Pre-test and Post-test of Control Group

No	Students' Name	Pre-Test	Post-Test
1	Cristin Natalin Manullang	77	77
2	David Siregar	65	65
3	Debora Hotmaida Nababan	76	76
4	Deo Frido Hosea Hutasoit	70	70
5	Ermida Suryani Pardede	68	68
6	Fhatar Naek Sihombing	58	58
7	Glorya Sentosa Sihombing	68	68
8	Indra Pratama Nababan	60	60
9	Ira Adisti Aulia Hutasoit	70	70

10	Jhon Kevin Adiputra Nababan	62	62
11	Reldhino Tua Nababan	60	60
12	Remon Hatorangan Nababan	55	55
13	Rikardo Nababan	58	58
14	Ruben Kurniawan Sihombing	60	60
15	Sejara Putra L Lumbantoruan	55	55
16	Zipora PS Nababan	60	60
17	Zulfahrind Nababan	65	65
TOTAL		1.087	1.087
MEAN		63,94	63,94

Data Analysis

Testing the Validity

The calculation of the validity of the test using the formula:

$$r_{xy} = \frac{\sum xy - \frac{\sum x \cdot \sum y}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{n_x} \right] \left[\sum y^2 - \frac{(\sum y)^2}{n_y} \right]}}$$

- N = 34
- nx = 17
- ny = 17
- ∑x = 1.088
- ∑y = 1.087
- ∑x² = 70.300
- ∑y² = 70.225
- ∑xy = 69.705

$$r_{xy} = \frac{69.705 - \frac{(1088)(1087)}{34}}{\sqrt{\left[70.300 - \frac{(1.088)^2}{17} \right] \left[70.225 - \frac{(1087)^2}{17} \right]}}$$

$$r_{xy} = \frac{69.705 - 34.784}{\sqrt{(70.300 - 4.096)(70.225 - 4.088,32)}}$$

$$r_{xy} = \frac{34.921}{\sqrt{(66.204)(66.136,68)}}$$

$$r_{xy} = \frac{34.921}{\sqrt{4.378512.762,72}}$$

$$r_{xy} = \frac{34.921}{66.170,33}$$

$$r_{xy} = 0,53$$

According to Arikunto (1993) correlation formula is recommended that the value of validity is as follows:

0,00	-	had no correlation	the test invalid
0,20	-	low correlation	the test is low validity
0,40	-	fair correlation	the test is fair to validity
0,60	-	high correlation	the test is high to validity
0,80	-	complete correlation	the test is complete to validity

Based on the calculation and Arikunto's correlation of validity, the result of validity of the test was 0,53 it means that the test is fair to validity.

The Reliability of the Test

$$r_{tt} = \frac{2(r_{xy})}{1 + r_{xy}}$$

$$r_{tt} = \frac{2(0,53)}{1 + 0,53}$$

$$r_{tt} = \frac{1,06}{1,53}$$

$$r_{tt} = 0,69$$

Aruan (2007) categorize the reliability of the test as follows:

0,00 ≤ r ≤ 0,20	very low reliability
0,21 ≤ r ≤ 0,40	low reliability
0,41 ≤ r ≤ 0,60	fair reliability
0,61 ≤ r ≤ 0,80	high reliability
0,81 ≤ r ≤ 1,00	very high reliability

Based on the Aruan's reliability categorization and from the calculation. It showed that the coefficient reliability of the test was 0.69. It means that the test is reliable and the reliability is high.

Analyzing the Data Using t-test Formula

$$t = \frac{MA - MB}{\sqrt{\left(\frac{XA^2 + XB^2}{nA + nB - 2}\right) \left(\frac{1}{nA} + \frac{1}{nB}\right)}}$$

$$MA = 12,94$$

$$MB = 0,00$$

$$XA^2 = 542,94$$

$$XB^2 = 0,00$$

$$nA = 17$$

$$nB = 17$$

$$t = \frac{12,94 - 0,00}{\sqrt{\left(\frac{542,94 + 0,00}{17 + 17 - 2}\right) \left(\frac{1}{17} + \frac{1}{17}\right)}}$$

$$t = \frac{12,94}{\sqrt{\left(\frac{542,94}{32}\right) \left(\frac{2}{17}\right)}}$$

$$t = \frac{12,94}{\sqrt{(16,96) \left(\frac{2}{17}\right)}}$$

$$t = \frac{\sqrt{2,00}}{12,94}$$

$$t = \frac{1,41}{12,94}$$

$$t = 9,17$$

Testing Hypothesis

After analyzing the data, testing hypothesis should be done in order to know whether there is significance influence of Metacognitive strategy on students' ability in writing descriptive text. The testing of hypothesis was using t-test formula. The result of t-test was called t observed (t-obs) and t critical was called t table (t-table). It was used to know whether the H_a (alternative hypothesis) is accepted or rejected.

Based on the t-test calculation, it was found that t-obs was 9,17 and t-table at two tailed test level of significance of

0,05 with the degree of freedom (df) was 32. It obtained from: $df = N1 + N2 - 2 = 17 + 17 - 2 = 32$

Where : $N1$ = the number of students in experimental group

$N2$ = the number of students in control group

So, the calculation of scores using t-test for $df=32$ at two-tailed level of significance 0,05 with critical value was 2,04. It means that t-obs was higher than t-table (t-obs = 9,17 > t-table = 2,04). From the fact above it can conclude that null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Research Finding

It was found that the mean score in post test of experimental group (76,94) was higher than the mean score in post test of control group (63,94). The result of the calculation showed that t-obs value (9,17) was higher than t-test value (2,04) or $t\text{-obs} > t\text{-table} = 9,17 > 2,04$. So, the applying of Metacognitive strategy had a significance influence on the students' ability in writing descriptive text. Moreover, by applying Metacognitive strategy in writing process, students able to write more ideas and pour what they thought rather than the students who were taught using conventional writing process.

CONCLUSION AND SUGGESTION

Conclusion

1. The average score in Pre-test of experimental group was 64,00 and the control group was 63,94. The average score in post test of experimental group was 76,94 and the control group was 63,94.
2. The result of the t-test calculation showed that t-observed was 9,17 while t-table was 2,04 at the level of significance 0,05 with the degree of freedom was 32. The value of t-observed was higher than the value of

t-table. Therefore, the alternative hypothesis (Ha) was accepted.

3. The students who were taught by applying Metacognitive strategy had better writing ability
4. Metacognitive Strategy, influenced the students' ability in writing Descriptive Text. It can be seen from the mean of Experimental group which is higher than the mean of control group.

Suggestion

1. Students are needed to understand the steps of applying Metacognitive Strategy so that they able to think creative and deeper about the subject or topic that will be discussed.
2. Other Researchers learn this research to know deeper about Metacognitive Strategy and develop the related study to give positive effect in teaching and learning.
3. English teachers are recommended to apply Metacognitive Strategy in teaching writing descriptive text It is suggested to the English teacher to guide the students to open their minds or their own thinking and able to convey their thoughts or ideas to improve the students' knowledge in writing, enrich vocabularies in order to comprehend writing by applying Metacognitive Strategy.

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