STUDENTS' METACOGNITIVE STRATEGY

IN WRITING DESCRIPTIVE TEXT

AT SENIOR HIGH SCHOOL

*Vebiona Frendi

**Dr. Anni Holila Pulungan, M.Hum

ABSTRACT

This study aims to analyze Students' Metacognitive Strategy in Writing Descriptive Text at Senior High School. The objectives of the study were to investigate the aspects of metacognitive strategy that students of tenth grade Mas Plus Al-Ulum use in writing descriptive text. This study was conducted by using descriptive qualitative method. The data analyzed by O'malley and Chamot. This study found that were 3 aspects of metacognitive strategy namely, Planning ; Monitoring; and Evaluation. The findings showed that the planning become more dominant aspects that use by students. It can be seen from the observation and the questionaire that give by researcher. Total responses of planning classification were 23.2%. There were (5.8%) Advance Organizers, (3.6%) Directed Attention, (4.4%) Functional Planning, (2.7%) Selective attention, and (6.7%) Self Management. Therefore, total response of monitoring were 21.1%, and evaluation 11.1%.

Keywords: *Metacognitive Strategy, Writing Skill, Descriptive Text, Qualitative Research Methodology*

*Graduate Status

**Lecturer Status

I. INTRODUCTION

Writing is one skill that expresses ideas in written form. the form should be able to organize the data, construct the sentence, spelling well, and etc. Writing will be good if it follows the steps in writing. Harmer (2004: 4) defines the 4 stages of writing, they are planning, drafting, editing, and final version. These steps are necessary so that the final writing result is the best. The results obtained in writing is a text. This research is focus on descriptive text.

Some students struggle to write this text, they are confused to assemble a descriptive text due to a lack of understanding of this material. To solve this problems, students should use a strategy for making their learning easier. The strategy can support the success of a learning process. Oxford (1990) states that learning strategies are specific actions, behaviors, steps, or techniques that students use to improve their progress in developing skills in a second or foreign language. There are many kinds of learning strategies. Metacognitive strategy is one of strategy that can student use for make them more easier to understand about their learning. The metacognitive strategy helps the learners to design and maintain their learning process.

Furthermore, based on the observation at MAS Plus Al-Ulum in preliminary data, student who have a high interest in learning, she knows what she have to write and do. Different from student who have a low interest in learning, he write it but don't understand what he was write and what to do. When writing, student should focus on their writing and after writing the text, students must check their writing. But in fact, students do not check it.

Therefore, from the problem that happens, this study will analyze the aspects of metacognitive strategy used by students grade tenth MAS Plus Al-Ulum while writing descriptive text.

II. LITERATURE REVIEW

1. Nature of Writing

a. Defenition of Writing

Writing is one of the important skills to learn. Writing is a language skill used as a way to convey thoughts, feelings, or perceptions. Harmer (2004:31) pointed out that there is usually no time limit for writing in conversation. When writing, students usually have more time to think than oral activities. They can read what they know in their minds, and the event will help them by consulting dictionaries, grammar books or other reference materials.

Hyland (2002:42) defines writing as the mental work of investigating ideas, thinking about how to express them, and organizing them into statements and paragraphs that readers can clearly understand. From the definition above, writing is a way of conveying information, ideas, thoughts, impressions and feelings in written form. Writing should be organized effectively, including ideas, words, grammar, content, and coherence.It can be concluded that not only needs a good model and idea, but writing also needs to link them together from the letter, words, and sentences.

b. The Process of Writing

Harmer (2004:4) defines 4 stages of writing. They are Planning, drafting, editing, and final version.

1) Planning

In this step, the writer needs to consider three aspects. The first is the purpose of writing. The author's decision to write will affect the type (genre) of the text, the language they use, and the information they choose to include. The second is the audience who read the article. In this regard, writers need to consider the choice of language. The last is the content structure of the fragment to be written. Authors need to know how to best rank the facts, ideas, or arguments they must include.

2) Drafting

After the author plans the topics and collects ideas, the author puts them on a piece of paper and organizes them in the proper order. In this step, the author usually only pays attention to the organization of the text. They may make some mistakes in punctuation, spelling or grammar. Therefore, the draft needs to be edited and revised.

3) Editing

After a writer 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. Perhaps the way something is written is ambiguous of confusing.

4) Final Version

After the authors have edited their drafts and made the changes they to be necessary, they will generate the final version. This may seem to be very different from the original plan and the first draft because of changes in the editing.

c. Types of Text

The writing was divided into some types.There are narrative, recount, descriptive, procedure, and report.

a. Narrative

According to Rebbeca in Defrioka (2016) state that a narrative is a text that deliver about a story and, in doing so, entertains the audience. It has character, setting, and action where the components were introduced in the beginning. Howeverthere are many types of narrative, they can be imaginary, factual, or combination of both, it also can be a complicated event that leads to crises and finally finds the solution. Example of the narrative text includes fairytales, myths, legends, romance. The purpose of narrative text is to entertain the reader.

b. Recount

According to Anderson (2010) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order in which they happened. It retells something that happened in the past and a 11 series of past events or experiences. The purpose is either to inform or to entertain the audience. Recount text has a similar way with a narrative which telling something in the past.

d. Descriptive

Anderson and Anderson (2013) state that descriptive is a text which describes a particular person, place or thing. The purpose is to tell about the subject by describing its features without including personal opinion. Descriptive text is found in daily life. Descriptions are almost the same as report text. The descriptive text focuses on a specific thing and its specific features, whereas report text deals with things in general.

d. Procedure

According to Hyland (2002) states that procedure text is a meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps. Its purpose is to provide instruction for making something, doing something or getting somewhere. Examples of procedure texts include recipes, itineraries, instruction manuals, directions.

e. Report

Mustafa and Sundayana in Roza (2014) explains that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environmental phenomena.It is explained that report text must include important information that is considered to write 12 as a report form. Something that is considered to be important to report is in a text.

d. Good Writing Elements

Some elements in a good writing are content, form, grammar, style, and mechanic (Haris, 2001:306). A good writing must express good characteristics as follow:

a. Content : writing must convey the main idea or attentive reader should be able to grasp the writer purpose.

b. Form : writing should contain logical or associative connection and transition which early express the relationship of the idea described.

c. Grammar : writing should adhere to the rules of grammar related to the tenses with sequence of time

d. Style : writing should engage its reader through original insight and precise.

e. Mechanic : writing must use good spelling, punctuation, tidy, and clean writing.

2. Metacognitive Strategy

Metacognitive based on the notion of metacognition. Flavell (1976) states that, metacognition refers to one's knowledge of his or her own cognitive processes and products and anything that is related to them, such as learning-relevant properties of data or other useful information. It helps a person to understand and control his or her own cognitive performance. Flavell (1981) states that meta-cognition includes both meta-cognitive *knowledge* and *experiences*. Meta-cognitive knowledge is the knowledge learner has gained about cognitive processes, knowledge that can be used to regulate cognitive processes. Meta-cognitive knowledge can be divided into three categories, one of which is knowledge of strategy variables, including knowledge about both cognitive and meta-cognitive strategies, and

conditional knowledge about when and where it is proper to employ such strategies (Flavell, 1979, 1987).

Meta-cognitive experiences refer to the use of meta-cognitive strategies or meta-cognitive regulation (Brown, 1987). Meta-cognitive strategies are successive processes to manage or regulate cognitive activities, thus ensuring that a cognitive goal will be gained. These processes contribute to regulation and managing of learning, and include planning and monitoring cognitive activities, as well as evaluating the outcomes of those activities. Oxford (1990) defined that, metacognitive strategy can be said as higher level of cognitive strategy, because what metacognition done is "cognition about cognition". When new vocabulary, rules, and writing system confuse the learner, metacognitive strategies become vital for successful language learning. This strategy has more to do than just memorizing or pronounce practicing. Metacognitive strategy will help learners to design learning process as efficient as they could.

Metacognitive strategy in language learning can be divided into more specific aspects. O'malley and Chamot (1990), classified it into three specific aspects, planning; monitoring; and evaluation.

A. Planning

Planning in metacognitive strategy deals with how learners can design upcoming learning activities in their mind properly. Plans make the learning process being controlled in hope that the learning will get the best result. By designing good plan of learning, learners will be easier to learn something.

Furthermore, students should make a goal of his learning. Planning may be influenced by goals or by input features that seem most useful for performing a task. In this planning activity, all aspects that will be carried out should be thinking by own, from the goal, what you want to do, information related to the problem you want to solve, and etc. The significance of goals is suggested in the distinction between top-down processing, which capitalizes on known information, and bottom-up processing, which starts with features of the input.

Planning have 5 classification, namely

a. Advance Organizers

Previewing the main ideas and concepts of the material to be learned comprehensively from the concept of organizing in anticipated learning activities. It should be preview the main ideas and concepts of the material to be learned, or think the text that will be made. As the initial basis for doing something or preparing a plan.

b. Directed Attention

Deciding in advance to attend in general to a learning task, Pay attention to the previous planning, focusing on the text to be made, dissect what is needed such as the use of language, sentences, etc. and also ignoring the distractors.

c. Functional Planning

Planning and rehearse appropriate linguistic components based on the text to be presented, apply and match the linguistic components based on

the needs of the text and previous learning they have. Example, students have known what language features that a descriptive text needed.

d. Selective Attention

Reviewing linguistic aspects or concepts that have been planned, both rom concepts, keywords to be made,language that according to itself is appropriate, and others. This stage is a selective stage where the plans that have been made are reviewed perfectly.

e. Self Management

Knowing the conditions and situations of the learning process that will help students learn, managing matters related to the learning process, realizing the use of appropriate learning strategies in learning based on the background of students

B. Monitoring

Monitoring can be defined as regulating and taking appropriate actions to guide to a satisfactory result. It checking someone's understanding through the results made, understanding and seeing the results made and following up on the previous results to the completion stage based on the previous planning. In conclusion, by doing monitoring, result will be more satisfactory and evaluation can be more effective. In metacognitive, monitoring involves management and measurement of self-act while taking places. Those actions will control the learners' learning process. In fact, the common phenomenon shows that learners are less aware in monitoring their learning process.

The learners usually find something more interesting than learning, or it can be called learning distractions. The distractions come from many factors which will then disturb the learning process. Beside the learning distractions, procrastination is also another disturbance in monitoring learning process. It is hard for learners to be in line of their plans. For that reason, learners have to make clear what their reasons to learn are. Those steps are to strengthen the monitoring process and also to overcome the disturbance in learning process.

C. Evaluation

Evaluation is also an important aspect in language learning. Conducting evaluation will help learners to know what are their strengths and weaknesses in learning process. Checking the outcomes of one's own language learning against a standard after it has been completed By knowing those strengths and weaknesses, learners can improve their learning, they can get better learning process. Learners who have done evaluation will make better performance in upcoming learning process and get better result after the learning process.

3. Descriptive Text

Descriptive Text is a text that is intended to convey meaning to the reader through sensory details and provides image to the reader**.** Descriptive text is a paragraph that is defined as a group of sentences that are closely related in though and which serve one comment purpose often used to describe what a person looks like. Pardiyono (2007:34) states that description text is a type of written text, in which has the specific function to describe about an object

(living or non- living things) and it has the aims that is giving description of the object to the reader clearly.

From the definition above, it can be concluded that descriptive text is a text that describes a person, place, or things in such way that the reader can visualized the topic and enter writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.

a. The Structure of Descriptive Text

a. The generic structures of a description are as follows :

    1)   Identification   : identifies the phenomenon to be described

    2)   Description of features: describes features in order of importance.

        a) Parts/things (physical appearance)

        b) Qualities (degree of beauty, excellence, or worth/value)

        c) Other characteristics (prominent aspects that are unique)

b. The generic features of description are:

    1)   Verb in the presents tense

    2)   Adjective to describe the features of the subject

    3)   Topic sentences to begin paragraphs and organize the various aspects of the description.

c. The factual description scaffold

    1)   A general opening statement in the first paragraph

        a. This statement introduces the subject of the description to the audience

        b. It can give the audience brief details about when, where, who, or what of the subject.

2) A series of paragraph about the subject

    a. Each paragraph usually begins with a topic sentence.

    b. The topic sentence previews the details that will be contained in the remainder of the paragraph.

    c. Each paragraph should describe one feature of the subject.

    d. These paragraph build the description of the subject.

3) A concluding paragraph (optional)

    The concluding paragraph signals the end of the text.

III. RESEARCH METHODOLOGY

This research employ descriptive qualitative research. Parse (2001: 57) states that the purpose of the descriptive method is to study a phenomenon to discover the patterns and themes about life events. The data in this research is the student's writing descriptive text by using aspects of metacognitive strategy in senior high school. The source of data in this research are the tenth grade students at MAS Plus Al-Ulum Medan. The participants that included in this research are the students of science grade tenth that consist of 15 students.

The data were collected by using observation and questionaire. The observation specifically conducted in classroom through video recording, and field notes based on what the researcher see. The 26 minutes video of the whole

proceeding is made to aquire more complete data about the condition of the students when they were writing the descriptive text, and see the resutlt of their writing. The questionnaire are used to find out further opinions about aspects of metacognitive strategy that can affect in the student's learning process. The technique of analyzing data use Miles, Huberman, and Saldana (2014) the flow of analysis follow an interactive analysis ,odel. The analysis consist of three steps, namely condensation, data display and conclusion.

IV. FINDINGS AND DISCUSSION

A. Findings

Aspects of Metacognitive Strategy that students use in writing descriptive text

To investigate the aspects of metacognitive strategy in writing descriptive text, researcher do the observation, and giving questionaire (open-ended) based on the theory of O'Malley and Chamot (1990) to the students. They said that there are 3 aspects of metacognitive strategy, namely Planning, Monitoring, and Evalution.

a. Planning

In planning, students should be able to think what will they write before, based on the theme that have been given from the researcher. Based on the observation researcher found that there are several activities that students do when the planning process is in progress, namely students focus on the topic that have been given by researcher, students try to find the other information related with the topic by doing

discussion with her friend about the topic, and make as a plan and find the goals of the topic and write it in scribbles.

The results of the scribbles made by students state that students make a plan in the form of an outline. Judging from 5 classification of planning aspect, it can be analyze that from *Advance Organizers* (students make planning based on the topic, and the student do this classification), *Directed Attention* (the student put some of the goals descriptive text (the structure nguage fof the text and language features), namely **Medan** = as the identification of the structure of the text descriptive, **Big** = as the Adjective Clause that uses in descriptive Text, using **Has =** as the tenses (Simple Present Perfect Tense) that use in descriptive text.), *Functional Planning* (it can be seen from her planning that chooses **has** as the grammatical that is used and also **Big** as the adjective clause that uses, and also researcher ask it and got the result that student uses functional planning.), *Selective Attention* and *Self Management* (this classifications can get from her response to open-ended Questionaire).

Moreover, the researcher found some students don't do it, they discuss it with their friends. It can be seen from the observation result in the video recorded and their responses to the open-ended questionnaire. They are still not sure how to make a descriptive text. From the results of the analysis, students who sit side by side will work together with their friends. Some students who sit alone have discussions with their friends behind or across them, and some do it alone. Looks like, there

is one student who sit lonely and she sits on the front, she discuss with her behind friend.

b. Monitoring

In monitoring aspects, students should focus on what they wrote. This aspect occurs when the learning process takes place.

On this section, sometimes distraction was happen. Sometimes students are not sure about their writing. Researcher give an topic to the students. Then, researcher found that the student changed it into a new sentence. The previous word that is seen at a glance, namely "*mosque*" into another word with a new sentence. After doing the observation, researcher giving questionaire open ended that related with the aspects. The response of students shows that, she is not sure with the sentence that she made, so she change it.

The other data, student who followed the flow of implementing this strategy by applying this aspect will got only a few errors in their writing. The metacognitive strategy used by students in writing has not been fully implemented by some students who still have low motivation in learning English.

3. Evaluation

In evaluation aspect, the activity carried out is the students check the results of writing that have been made. This aspect happens when student

have done their writing. It aims to build their self-evaluation of what they produce, and to know how far they understand what they wrote.

From the observation , researcher got result that, there were some students who checked their writing again, and there were some students who only checked but not their writing but the identity of their writing, and some students collected without checking their writing again.

Researcher took data from an open-ended questionaire for make it be stronger data. The question that related in questionaire are related with the aspect of metacognitive strategy and it was used in writing descriptive text. The following is the percentages of the open-ended questionnaire given by students,

Table 4.1 The Classification of Metacognitive Strategy (O'Malley and Chamot,1990)

No	Classification of Metacognitive Strategy	Frequencies		Percentages (%)	
	PLANNING	Yes	No	Yes	No
1.	Advance Organizers	13	2	5,8	0,9
2.	Directed Attention	8	7	3,6	3,1
3.	Functional Planning	10	5	4,4	2,2
4.	Selective Attention	6	9	2,7	4
5.	Self Management	15	0	6,7	0
	Monitoring	**Yes**	**No**	**Yes**	**No**
6.	Self Monitoring	10	5	11,1	5.6
7.		9	**6**	10	**6,7**
	Evaluation	**Yes**	**No**	**Yes**	**No**
V 8.	Self Evaluating	9	6	10	6,7
9.		15	0	16,7	0
	Total			71	29

.

Table 4.1 Here are the result of students responses in their writing process using metacognitive strategy. *planning* have 5 classification (Advance

Organizers (5.8%), Directed Attention(3.6%), Functional Planning (4.4%), Selective Attention (2.7%), and Self Management (6.7%)). From the percentages, the data explained that students do advance organizer with make a planning based on the theme that have been given before. Then, almost all of students know how to arrange a descriptive text, they know to arrange a descriptive text is using simple present tense, and all of students have their own strategy in writing, some of students explained that they do discuss with her friend is the best strategy in learning.

In *monitoring* aspects, researcher gave 2 questions. First question, the data explain that 11.1% students responses answer yes to implement the plans they have made. Theen, from the second question where the question try to convince them if they are thinking of changing their writing, and get the result that 10% answer no. They are not want to write a new text again.

Last, *evaluation* aspects get (26.7%) from 2 questions. First questions explained about checking back on their writing, and get 10% answer yes. Then, form second question, researcher give question that related with their self-confidence on their writing, and get 16.7% answer no. They are not sure with their writing at the time.

B. Discussion

The use of metacognitive strategy in learning English, especially in writing, can develop their knowledge and can develop the extent of their understanding of a text. The use of this strategy has a considerable impact on students who have problems in their understanding, because this strategy

requires students to write in a structured manner based on the 3 aspects mentioned by O'malley and Chamot (1990).

In the study, researcher found that the use of metacogniitve strategy in writing descriptive text gave an impact on their writing. Some of the students who apply metacognitive strategies that related to O'malley and Chamot (1990) planning, monitoring, and evaluation are as good as possible when writing, so they get good writing results. Based on the process of writing, students have good enough use metacognitive strategy. From planning aspects, students think what sentences gonna make based on the theme that have given. This fact researcher get from their statement on questionnaire data. Then, from monitoring aspects, researcher got some of tudents who have low self-confidence have a thought to change what has been planned. Then, from evaluating, researcher got some of students recheck again their writing before they collected it.

V. CONCLUSION AND SUGGESTION

Based on the analysis of students metacognitive strategy in writing descriptive text at senior high school and give open-ended questionnaire to the students in the previous chapter, it can be concluded as following

The metacognitive strategy that students use in writing descriptive text is not really realized for some students who have low motivation in learning, but for students who have high motivation in learning will get good result on his writing. The results obtained in the observation can be seen clearly how the learning process takes place, along with the use of this strategy. From the

planning, monitoring, and evaluating aspects are used when learning process was happen . It can coclude that the use of this strategy is good enough for students who have the willingness to learn. The researcher gave questionaire and get student response are 71% totaly yes from their responses after doing the task. Metacognitive strategy have 3 aspects namely, *planning* have 5 classification (Advance Organizers (5.8%), Directed Attention(3.6%), Functional Planning (4.4%), Selective Attention (2.7%), and Self Management (6.7%)), monitoring ((11.1%) for yes, and evaluation (11.1%). From the students response, planning become dominant aspect on their learning. it can be seen from their responses and also when they are learning.

Based on the data findings and what this research intended to, it was suggested that the students should improve their vocabulary, grammar mastery that can be easily used in their writing activity, and should have more time to practice writing and they should not feel confuse to write in English. Then, the students should practice their knowledge and skills, so the learning system can be implemented easily and also all learning strategies can be realized easily, especially this metacognitive strategy.

REFERENCES

Anderson, M. & Anderson, K. (2013). *Text Types in English (2nd Ed).* South Yarra : Macmillan.

Arikunto, Suharsimi. 2006*. Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

Bogdan, et al. (1998). *Qualitative Research in Education, an Introduction to Theory and Methods*: USA

Cer, Ercan. (2019). *The Instruction of Writing Strategies: The Effect of The Metacognitive Strategy on The Writing Skills of Pupils in Secondary Education*. Turkey : Amasya University.

Cohen, L. Et al. (2007). *Research Method in Education, 6ᵗʰ edition.* New York: Routledge

Flavell, J. H. (1987). Speculation about the nature and development of meta-cognition. En Weinert, F.E. y Kluwe. R.H. (Eds.): *Meta-cognition, motivation and understanding.* Hillsdale: Erlbaum, 21-30.

Frankael, J.R. and N. E. Wallen. 2009. *How to Design and Evaluate Research in Education,* Seventh Edition. New York: Mc-Graw-Hill   Higher Education.

Harmer, Jeremy. 2004. *How to Teach Writing.* England :Longman

Hartina, Sarah Suci. Et al. (2018). *Correlation Between Students' Metacognitive Strategy Used in Writing Process and Essay Writing Performance*. Palembang :   *The Journal of English Literacy Education*, Vol(5), no (2).

Hyland, K. (2002). *Teaching and Researching writing.* London:Longman

Lestari,Nurliana Oktaviani. 2015. " *Language Learning Strategies of English Education Department of FITK*". Skripsi FITK. Pendidikan Bahasa Inggris. Universitas Islam Negeri Syarif Hidayatullah , Jakarta.

O'Malley, J .M. & Chamot, A.U. (1990). *Learning Strategies in Second Language Acquisition.* Australia : Cambridge University Press.

Miles,M.B, Huberman,A.M, dan Saldana,J. 2014. *Qualitative Data Analysis, A Method Sourcebook*, *Edition* 3. USA : *Sage Publications.* Terjemahan Tjetjep Rohindi Rohidi, UI-Press

Mursyid.M.PW. (2011). *Learning Descriptive Text.* [Online]. In: http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf [November 10, 2015].

Muyassaroh.2019. *The Effect of Metacognitive Strategy Instructional on Field- Independent and Field-Dependent EFL Learners' Writing   Skill.* Malang: *jurnal penelitian Ilmiah . Intaj*.

Oxford, Rebecca L.1990. *Language Learning Strategies-What Every Teacher Should Know* . Boston:Heinle & Heine Publisher.

Khikmah, Nina A.M. 2018. *Metacognitive Strategies Awareness Among Efl Learners in Proposal Writing*. Skripsi FIP. Pendidikan Bahasa Inggris. UIN Sunan Ampel Surabaya, Surabaya.

Puspita, Agata Nina.2016. " *A Correlational Study on Metacognitive Learning Strategies to Develop Students' Writing Skill in Class 8A of SMP BOPKRI 1 Yogyakarta*". Skripsi. FIP. Pendidikan Bahasa Inggris. Universitas Sanata Dharma Yogyakarta.

Roza, R.E (2014). *Teaching Writing Report Text by Combining Point, Illustration, and explanation (pie) and author's chair strategies for senior high school students. STKIP PGRI Sumatera Barat.*

Sugiono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung:Alfabeta.