

## THE IMPLEMENTATION OF METACOGNITIVE STRATEGY IN WRITING SENTENCES AT JUNIOR HIGH SCHOOL 22 JAKARTA

<sup>1</sup>Esthiyana Damayanti, <sup>2</sup>Roslaini

University of Muhammadiyah Prof. Dr. HAMKA, Indonesia

<sup>1</sup>*esthiyana.damayanti@gmail.com*; <sup>2</sup>*roslaini@uhamka.ac.id*

**Abstract:** This research aims to investigate the implementation of metacognitive strategy in students' sentence writing at the ninth-grade students of Junior High School 22 Jakarta in the academic year 2022 – 2023. It was pre-experimental research in which the students were given pre-test, treatment, and post-test. The sample of the study was 30 students from one class. To know the implementation of metacognitive strategy, t-test formula was used to prove the effectiveness of metacognitive strategy in students' sentence writing. To test research hypothesis, normality test and paired sample t-test were used. The calculation of the normality test in the pre-test was 0.68 and the normality in the post-test was 0.65. Based on the calculation, the data were normally distributed. Then, the calculation of t-test was 5.83 greater than t-table 2.045. It can be concluded that the null hypothesis is rejected while the alternative hypothesis is accepted. It means that the implementation of metacognitive strategy is effective in sentence writing performance for students of Junior High School 22 Jakarta in the academic year 2022/2023. It is suggested that metacognitive strategy is useful for improving students' competence in writing sentences.

**Keywords:** *Metacognitive Strategy, Sentence Writing*

### INTRODUCTION

The problems commonly found by several researchers are related to cohesion & coherence. Cohesion is the relationship between the sentence and the clause to show the quality of the grammatical structure and the lexical items in the semiotic discourse structure (Gutwinski, 2011). Coherence is the study of linguistics about the grammatical structure and the semantics (Onursal, 2003). Cohesion and coherence are important for the sentence because to maintain unity, an indicator of essay quality so that readers understand and interpret the message (Crossley & McNamara, 2011; Poudel & Dhankuta, 2018). The students find it difficult to put the sentence into coherence and cohesion, the sentence is not logical order, the meaning is ambiguous, and the handling of cohesion marks in the sentence (Hasan & Marzuki, 2017). Coherence and cohesion are important for the sentence because to maintain the unity, and to indicate the quality of the essay, so that the readers understand and interpret the message (Crossley & McNamara, 2011; Poudel & Dhankuta, 2018).

The next problem found by several researchers are related to the teachers' way of teaching, the teachers sometimes explain material, instruction, and assessment of tasks. The limited understanding of the material caused the instruction given by the teachers to be ambiguous, the low writing skill is not caused by the limitation of the students but by the approach used by the teachers. Traditional methods are still being used by the teachers to teach writing, which have little impact on the quality of their writing (Al-Jaro, 2016; Tompkins, 1990). The lack of strong association strategy influences the students do not receive explicit

instruction from teachers, unable to properly form and structure the text, as well as vocabulary for writing, analysis, emulating text model, revision, editing, interpreting the context, sentence-combining procedure and not accustomed to correcting comprehension (Shirvani & Porkar, 2022; Sumarno et al., 2022; Zhao & Liao, 2021). In addition, teachers need to consider the genre approach to writing to tackle the global errors and to decide which method is appropriate to solve the problem (Erenler & Cetin, 2019; Shirvani & Porkar, 2022).

Moreover, the problems identified by several researchers are related to linguistic competence. Linguistic competence is the structure of the grammar, the syntax, the vocabulary of the language and the pronunciation (Hashimovna Budikova, 2020; Wahyuni et al., 2014). The linguistic problem including students difficult to distinguish subject-verb agreement, pronoun, tense form, article, lack of varieties in sentence structure, writing styles, inappropriate vocabulary or phrase, and capitalization (Fareed et al., 2016; Pongsukvajchakul, 2021). In addition, students should understand the linguistic competence to produce accurate and good composition (Alisha et al., 2019; Hashimovna Budikova, 2020)

Next, the problem found by several researchers are related to lack of time. The regulation time for the learning of the English language around 30 minutes which the meeting only 1-2 times per week. The students spent less time on outlining, planning, revising, and not appropriate for an exam (Díaz Larenas et al., 2017; Pongsukvajchakul, 2021). In addition, the students need a long time to practice, to think about the topic, to be specific about the content and the reflective activities (Novariana & Samiati Tarjana, 2018).

The selection of ideas is also a problem identified by several researchers. The students have difficulty in organization, composition of ideas, not clear of content, unfamiliarity of topic and lack of knowledge (Alisha et al., 2019). In addition, the students should pay attention to the general structure and the sequence of the sentence (Alisha et al., 2019).

The last problem found by several researchers are related to cognitive awareness. Cognitive is a characteristic mode of functioning to perceive, intellectual activity, organizing, thinking, and processing information based on experience (Witkin et al., 1977). The students do not run two parameters at the same time both cognition and regulation of cognition, the writing ability is not optimal because they do not complete awareness of cognitive, the ignore stage of writing, and feel confused to write casually (Sumarno et al., 2022). In addition, the awareness of cognition the students become productive to control, direct and monitor the metacognitive (Chen, 2022; Ramadhanti & Yanda, 2021).

The previous research, there are significant effect implementation of metacognitive strategy helps to improve intrinsic motivation in the literature to support educational programs that metacognitive strategies have three ways such as directing, prompting, and modelling (Okada, 2021). In the same way, metacognitive strategy helps to deal listening comprehension, discover and develop vocabulary effectively, the flexibility of metacognitive strategy of vocabulary learners to be independent (B R & V, 2020; Cao & Lin, 2020). Likewise, the previous research, metacognitive strategy helps to predict students' learning performance (Anthonysamy, 2021). Then, metacognitive strategy contributes to the control and prediction of mathematics problems (Özkubat & Özmen, 2020).

The previous finding of metacognitive strategy, Argument-driven inquiry or ADI is a learning model developed to provide students with opportunities to investigate, identify tasks, collect data, engage in scientific argumentation, and express logical and accurate opinions (Walker et al., 2012). ADI supports the presence of cognitive and metacognitive so that learners can determine effective methods of learning (Marhamah et al., 2017). ADI helps to recognize strengths and weaknesses, problem solving, reflective reasoning, evaluation of effective methods, improvement of declarative knowledge and metacognitive awareness (Erenler & Cetin, 2019).

Similarly, the strategy way of teaching includes interactive feedback, feedback exchange, interactive whiteboard, peer interaction and technology support-collaboration. The interactive feedback helps to modify the new strategy to collaborate with the partners in the writing process. Exchanging feedback helps to evaluate in pairs like content, punctuation, grammar, vocabulary etc. Interactive whiteboard helps to improve cognitive and metacognitive awareness, thinking, organizing ideas, communicating, drawing conclusions, predicting. Peer interaction helps to co-construct the context to think and control in the learning activity. Technology support collaborative helps to EFL learners to create planning, composing, brainstorming, which EFL learners can engage in systematic and rhetorical in the writing ability (Teng, 2021).

Finally, planning, monitoring, evaluating. Planning is the selection of a topic, the creation and the development of an outline. Monitoring is goal setting through motivation promotion, to encourage self-correction and monitor the progress of writing (Patel & Laud, 2009). Evaluating to identify different styles of writing such as language, content, organizational structure and to track students' development (Tuzcu-Eken, 2014). Planning helps to identify the main idea, compose, and illustrate before writing (Al-Jarrah et al., 2018). Monitoring helps to exchange the idea with a partner, to rearrange the text, to fluidity in writing, to evaluation, and to accuracy of the text (Agili & Prabhashini C, 2021; Al-Jarrah et al., 2018). Evaluating helps to understand the weaknesses and strengths of the writing, to check the content, and clarity of idea (Agili & Prabhashini C, 2021; Sarah Suci Hartina, 2018).

As mentioned above, several research gaps are identified in this study the implementation of metacognitive strategy in students' sentence writing. First, there is no investigation on students in the Junior High area. Second, there is no investigation of the implementation of metacognitive strategy in students' sentence writing at Junior High School 22 Jakarta and there is a pre-experiment. The above-mentioned students had difficulty in sentences, so the researcher tried to investigate the implementation of metacognitive strategy in students' sentence writing which the research problem focused on the effective implementation of metacognitive strategy. In order to cope the research problem, this study tries to answer the research question: Is there any significant effect on the implementation of metacognitive strategy in writing sentences?

## LITERATURE REVIEW

### *The understanding of writing*

Writing is an activity of communicating in written form to others such as ideas, feelings or information. Writing is an activity to express ideas through medium of language, use of symbols to describe a language so readers understand it (Komang Puteri Yadnya Diari, 2019) (Komang Puteri Yadnya Diari, 2019). Writing is communication indirectly to expression of ideas, feeling that the writing needs critical thinking and developing ideas through media as a medium to it (I Komang Alit Kusuma Pranata, 2013). In addition, writing is communication indirectly to expression of ideas, feeling through medium of language.

### *The purpose of writing*

There are many purposes of writing including:

1. Information: The writers inform the readers about issues that are happening in the global that influence readers to opinion, and critical thinking.
2. Aesthetics: The writers need to diction of words and to express beauty in the genre of novels, rhymes, poems and short stories.
3. Creative: The writers need to high level of imagine ideas to produce a unique of text (Helaluddin, 2020)

### *The function of writing*

There are many functions of writing including:

1. Personal function: expression of feelings, emotions, opinions and imagination through social media. The expression of feeling and emotion in the written form will reduce the stress and the percentage of the dead. The activity of writing helps to identify the problem and to find a solution to it.
2. Interactional function: the process of communication indirectly both the author and the reader, that the symbol – symbol used by them has the specific meaning.
3. Informational function: The authors give information based on the research or phenomena through electronic media. The readers will know the information is happening in the global, the participate and the critical thinking on the issues.

### *The pre-writing*

There are several stages in the pre-writing process including choosing a topic, the purpose, the attention to the target and the organization of ideas.

1. Choose a topic: Topic is the subject of discussion in the whole writing and something that becomes a basis on which a writer can get his point across. The writer must have an idea to discuss when choosing a topic. The topic must be limited. If it is not limited, the writer will be confused about the topic, will not drift into an inexhaustible problem and will be able to write with a specific purpose.
2. Determination of the purpose: There are many purposes in writing, such as entertainment, information, and the effect of both perception and attitude. The purpose

of writing as a guide for the writers, what is the benefit of the text? If writers have a purpose in writing, the process of writing will be easier and the format of the text will be adapted to the purpose.

3. Pay attention to the target audience: We need to understand their education, social status, and needs. In other words, our writing should be adapted to the social level, experience, knowledge and needs of the readers. Successful writing is influenced by the accuracy of the authors' understanding of the readers. This understanding will help the writer to choose information and presentation methods that are appropriate for the reader.
4. Outline: a road map for authors because of what should develop in writing, and the relevant source used by them. The writers list the ideas related to the topic of the essay, classify ideas, eliminate the ideas not related to the topic, pay attention to the grammatical element, and diction.

### ***The Process of writing***

There are three stages of process writing including the introduction, content and conclusion. In the introduction part, the introduction of the topic, the thesis, hook and the main point to influence the readers to read the next part. Then, the authors develop paragraphs based on the main point, add illustrations, citations, and data to support the accuracy of the data to assure it. In conclusion, the authors give moral value, suggestion and recommendation so the readers are able to learn it.

### ***The Post of writing***

At this stage, editing and revising are carried out. Editing refers to the activity of re-reading, checking and assessing the accuracy of the content, the presentation and the language of a draft of an essay. Then, revising refers to add, remove, reduce, mark the certain part of the draft, pay attention to the grammatical element and content (Silaswati, 2018; Yunus, 2014).

### ***The understanding of metacognitive***

Metacognitive is the understanding and realization of the cognitive stage or the understanding of thinking (Matlin, 1994). Metacognitive divided into three categories include metacognitive knowledge, metacognitive experience and metacognitive strategy (Flavell, 1979). Metacognitive knowledge is a person's cognitive processor to understand an individual's strengths and weaknesses, such as age, gender, and motivation. Metacognitive experience is experience on cognitive or affective experience and correlates intellectual performance (Flavell, 1979). Metacognitive strategy is an important factor that self-regulates how to approach a given learning task, monitor understanding of the task and evaluate progress towards completing a text (Zhang & Zhang, 2018).

## **The function of Metacognitive Strategy**

There is a function of the metacognitive strategy including memory-related strategy, compensatory strategy, effective strategy, and social strategy.

1. The memory-related strategy is a concept to combine a second or foreign language without attention to comprehension to increase vocabulary including songs (e.g. lyrics), images (e.g. images of transport, animals and letters), mechanics (e.g. quizzes), and replicas.
2. The compensatory strategy is a guidance to improve vocabulary including definitions, synonyms, and antonyms.
3. The effective strategy is a concept to identify the level of anxiety, the teacher gives rewards to students who have good performance in order to increase their ability in foreign language, and sharing sessions to increase motivation in foreign language learning. Affective strategy is an understanding of students' weaknesses and strong abilities. These factors of weakness include they do not understand the material explained by the teacher, demotivation and lack of confidence.
4. The social strategy: learn the tradition, belief, society of foreign country to adapt, to interact with the local people, to avoid cultural shock and to appreciate each other (Pongsukvajchakul, 2021).

## **METHOD**

This research is quantitative namely pre and post-test, in this pre-test to measure writing sentence before treatment of metacognitive and post-test to measure writing sentence after treatment of metacognitive. For one semester, each session lasted about 90 minutes. In the second session, the grammatical elements, the punctuation and the metacognitive treatment were taught. In the first and last sessions, a pre-test and a post-test were administered. The students were asked to write a positive, negative, and interrogative sentence simple future tense. Next, the students are taught about grammatical elements, punctuation and treatment of metacognitive. Last, the students were asked to write a positive, negative, and an interrogative sentence simple future tense.

The sample of ninth grade students of Junior High School 22 Jakarta, which consists of 30 students from one class in the academic year 2022/2023. The test was used to collect data. A pre-test and a post-test were given to the students. The test that was given to the students was a writing test in which the test consists of 5 numbers. The purpose of the pre-test is to measure writing sentence before treatment metacognitive and the post-test to measure writing sentence after treatment metacognitive. The rubric score of writing was used for the evaluation of pre-test and post-test.

**Table 1. Writing Score Rubric**

No	Aspect	Score	Performance
1	Sentence elements	4	The sentence elements are complete, meaningful and grammatical

		3	The sentence elements are complete but not grammatical
		2	The sentence elements are complete but not meaningful
		1	The sentence elements are not clear and not meaningful
2.	Grammar	4	Sentences are grammatical and accurate
		3	Sentence are grammatical but not accurate
		2	The use of tenses is not appropriate
		1	The use of tenses and agreement are not appropriate
3.	Vocabulary	4	The choice of vocabulary is appropriate and acceptable
		3	The choice of vocabulary is appropriate but a little mistake in spelling
		2	The choice of vocabulary is appropriate but the spelling is wrong
		1	The choice of vocabulary is not appropriate and not acceptable
4	Punctuation Capitalization	4	The use of capitalization and punctuation are correct
		3	The use of capitalization and punctuation are sometimes not appropriate
		2	The use of capitalization and punctuation mostly wrong
		1	The use of capitalization and punctuation are totally wrong

Before the metacognitive treatment, I conducted a pre-test to measure writing sentence before treatment of metacognitive that the learners were asked to write positive, negative and interrogative sentences in simple future tense. In the second session, I taught them grammatical elements, punctuation and metacognitive treatment of metacognitive. There are three procedures including outlining, monitoring and evaluating in the treatment of metacognitive. In the outline, I taught them how to make an outline and how to compose. Then, in monitoring and evaluation, I taught them how to check for errors in grammatical elements, content and punctuation. In the last session, the learners did a post-test after the treatment of metacognitive. The post-test procedures include: choose a topic, learners were asked to choose a topic based on their interest. Then, learners were asked to make an outline and explore ideas to develop an outline. Then, before submitting it to the teacher, learners were asked to check it independently for grammatical elements, content and punctuation. After monitoring, learners move to the evaluation stage where they were asked to check the grammatical elements, content and punctuation errors in peer assessment.

The data was analysis using a t-test, which is a type of statistical test which focuses on the differences between samples or data to smaller calculated T-values (Giselle B. Limentani, 2005; McMillan & Schumacher, 2010). There are a number of ways to analysis data, including normality, the t-test, determining the degrees of freedom, the significance level, and comparing t-test with t table. Normality is a statistical tool that is used to determine whether or not a data is distributed in a normal manner. The t-test is one of the statistical analyses used to test whether there are significant differences and to test the truth or falsity of the hypothesis of a sample. The degree of freedom is a measure of the amount of information from a sample that is used to estimate other information. The significance level is the truth value of a hypothesis that needs to be accepted or rejected, so the significance level needs to be balanced with the

probability of the sampled data's accuracy. The t-table is a type of distribution table that is used in a t-test to determine a hypothesis and a t-test as a comparison (Mundir, 2012). The hypothesis and the formula can be seen as follows:

Ho: There is no effectiveness the implementation of metacognitive strategy in students' writing sentence

H1: There is effectiveness the implementation of metacognitive strategy in students' writing sentence

$$t = \frac{\sum d}{\sqrt{\frac{n(\sum d^2) - (\sum d)^2}{n-1}}}$$

where d: difference per paired value

n: number of samples

## FINDINGS AND DISCUSSION

There are several ways including normality, the t-test, determining the degrees of freedom, the significance level, and comparing t-table with t-test.

### Normality pre-test

There are several steps to the normality test, including the sum, the mean, the D-score and the T3 that the calculation of T3 to find out the normally distributed or not.

**Table 2. Pre-Test**

No	Pre-test	(X- $\bar{X}$ )	(X- $\bar{X}$ ) <sup>2</sup>
1	20	-31.33	981.78
2	20	-31.33	981.78
3	20	-31.33	981.78
4	20	-31.33	981.78
5	20	-31.33	981.78
6	20	-31.33	981.78
7	20	-31.33	981.78
8	40	-11.33	128.44
9	40	-11.33	128.44
10	40	-11.33	128.44
11	50	-1.33	1.78
12	55	3.7	13.47
13	55	3.7	13.47
14	60	8.7	75.11
15	60	8.67	75.11
16	60	8.67	75.11
17	60	8.67	75.11
18	60	8.7	75.11
19	65	13.67	186.78

20	65	13.67	186.78
21	65	13.67	186.78
22	65	13.67	186.78
23	65	13.67	186.78
24	65	13.67	186.78
25	70	18.67	348.44
26	70	18.67	348.44
27	70	18.67	348.44
28	70	18.7	348.44
29	75	23.67	560.11
30	75	23.67	560.11

Normality is an analysis to see data distributed normally or not, the aim of normality to measure ordinal scale data, intervals, and ratios (Ramli, 2020). In order to find the D-score, we need to calculation of the total score, mean score and  $\bar{X}$ . In this calculation, the sum score was 1540, the mean score was 51.33 and the D-score was 11296.72 that the calculation of D score was used to find out T3.

**Table 3. Normality Pre-Test Result**

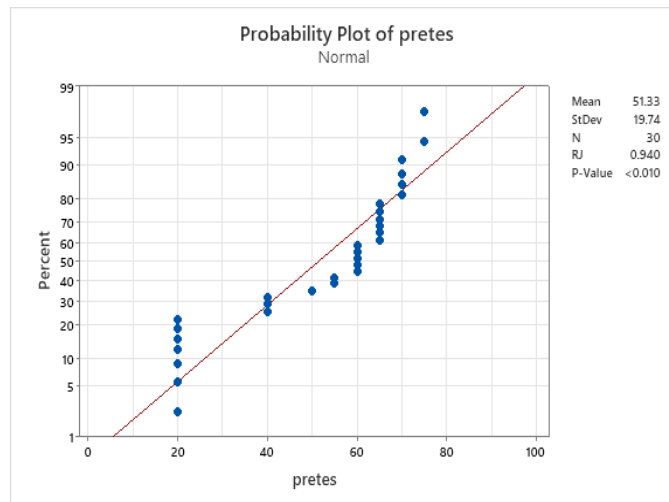
I	Ai	Xn-i+1	Xi	(Xn-i+1)-Xi	ai*(xn-i+1)-xi
1	0.4254	65	20	45	19.14
2	0.2944	65	20	45	13.25
3	0.2487	65	20	45	11.19
4	0.2148	65	20	45	9.67
5	0.187	65	20	45	8.42
6	0.163	65	20	45	7.34
7	0.1415	60	20	40	5.66
8	0.1219	60	40	20	2.44
9	0.1036	60	40	20	2.07
10	0.0862	60	40	20	1.72
11	0.697	60	50	10	6.97
12	0.0537	55	55	0	0.00
Total					87.86

$$T_3 = \frac{1}{D} \left[ \sum_{i=1}^n a_i (x_{n-i+1} - x_i)^2 \right]$$

$$T_3 = (1: 11296) * 87.86^2$$

$$T_3 = 0.68$$

From these calculations, the result of  $a_i^*(x_{n-i+1})-x_i$  was 87.86 and the T3 score was 0.68. It can be concluded that the T3 score was 0.68 greater than significance level 0.005 that the pre-test data was normally distributed. Normality test can be seen as follow:



**Normality post-test**

**Table 4. Post-Test**

No	Post-test	$(X - \bar{X})$	$(X - \bar{X})^2$
1	20	-43.5	1892.25
2	35	-28.5	812.25
3	40	-23.5	552.25
4	45	-18.5	342.25
5	45	-18.5	342.25
6	50	-13.5	182.25
7	55	-8.5	72.25
8	60	-3.5	12.25
9	60	-3.5	12.25
10	60	-3.5	12.25
11	65	1.5	2.25
12	65	1.5	2.25
13	65	1.5	2.25
14	65	1.5	2.25
15	70	6.5	42.25
16	70	6.5	42.25
17	70	6.5	42.25
18	70	6.5	42.25
19	70	6.5	42.25
20	70	6.5	42.25
21	70	6.5	42.25
22	75	11.5	132.25

23	75	11.5	132.25
24	75	11.5	132.25
25	75	11.5	132.25
26	75	11.5	132.25
27	75	11.5	132.25
28	75	11.5	132.25
29	80	16.5	272.25
30	80	16.5	272.25

Then, we should calculate the normality in post-test that the calculation of D-score, we need to calculate of the sum score, the mean score and the  $\bar{X}$ . In this calculation the sum score was 1905, the mean score was 63.5 and the D-score was 6007.5 that the calculation of D score was used to find out T3.

**Table 5. Normality Pre-Test Result**

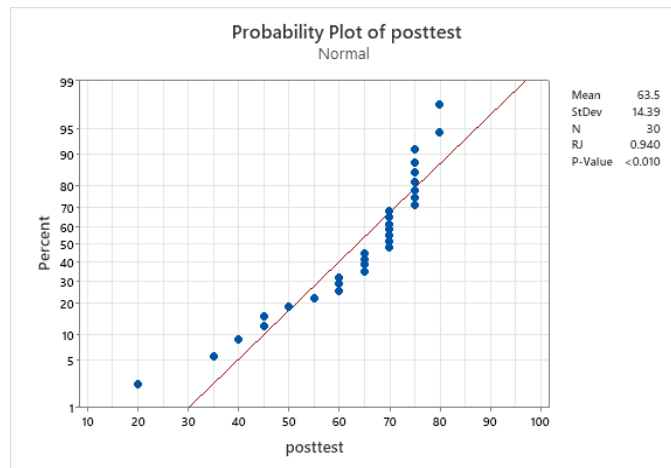
I	ai	Xn-i+1	Xi	(Xn-i+1)-Xi	ai*(xn-i+1)-xi
1	0.4254	75	20	55	23.40
2	0.2944	75	35	40	11.78
3	0.2487	75	40	35	8.70
4	0.2148	70	45	25	5.37
5	0.187	70	45	25	4.68
6	0.163	70	50	20	3.26
7	0.1415	70	55	15	2.12
8	0.1219	70	60	10	1.22
9	0.1036	70	60	10	1.04
10	0.0862	70	60	10	0.86
11	0.697	65	65	0	0.00
12	0.0537	65	65	0	0.00
Jumlah					62.42

$$T_3 = \frac{1}{D} \left[ \sum_{i=1}^n a_i (x_{n-i+1} - x_i)^2 \right]$$

$$T_3 = (1 : 6007.5) * 62.42^2$$

$$T_3 = 0.65$$

From these calculations, the result of ai\*(xn-i+1)-xi was 62.42 and the T3 score was 0.65. It can be concluded that the T3 score of 0.65 was greater than 0.005 that the post-test data was normally distributed. Normality test can be seen as follow:



### Paired sample T-test

There are several steps to analysis including the calculation of t-test, degree of freedom, significance level, and comparing t-table with t-test.

**Table 6. T-Test**

No	Pre-test	Post-test	D (X1-X2)	D <sup>2</sup>
1	70	75	5	25
2	60	60	0	0
3	75	80	5	25
4	65	70	5	25
5	70	75	5	25
6	65	75	10	100
7	50	75	25	625
8	65	75	10	100
9	70	75	5	25
10	20	50	30	900
11	55	70	15	225
12	60	65	5	25
13	70	75	5	25
14	65	70	5	25
15	60	65	5	25
16	65	70	5	25
17	60	65	5	25
18	40	40	0	0
19	20	20	0	0
20	60	70	10	100
21	75	80	5	25
22	40	65	25	625
23	20	60	40	1600

---

24	20	45	25	625
25	65	70	5	25
26	40	70	30	900
27	20	35	15	225
28	55	60	5	25
29	20	55	35	1225
30	20	45	25	625
				365

From this calculation, the degree of freedom was 29, the t-test significance was 5%, the t-test was 5.83 and t-table was 2.045. The calculation of t-test was 5.83 greater than t-table 2.045 it can be concluded that the null hypothesis is rejected while alternative hypothesis is accepted that the implementation of metacognitive strategy effective in students' writing sentence at Junior High School 22 Jakarta in the academic year 2022/2023.

### **Discussion**

There are several procedures including outlining, monitoring and evaluating. In the outlining process, the teacher asked them to choose a topic, make an outline and compose. Students were able to choose a topic on the basis of their interests. Then, to make an outline process, students were able to list a number of ideas that are appropriate to the theme. Furthermore, in the compost process, students were able to explore ideas on the basis of knowledge or references in order to develop an outline by paying attention to coherence and cohesion. In addition, outlining helps to identify, organize idea and bridge between first and second language through writing convention (Li & Liu, 2019).

Furthermore, during the monitoring process, the teacher asked them to check the content, the grammatical elements and the punctuation independently. Students were able to check the mistakes of content not related to the topic, spelling of vocabulary, tenses, small letters, capital letters, commas and dots. In addition, monitoring helps to rearrange the text, fluidity and accuracy of the text (Al-Jarrah et al., 2018).

Last, during the evaluation process, the teacher asked them to check the content, grammatical elements and punctuation in peer assessment. Students were able to check the mistake of content not related to the topic which is not related to topic influence ambiguity sentence and misunderstanding. Then, the students were able to check the spelling of vocabulary, tenses, subject or pronoun, small letter, capital letter, comma and dots. In addition, evaluate helps to exchange idea in peer assessment, strength and weakness in writing (Agili & Prabhashini C, 2021).

### **Problem of finding**

Problems arose concerning linguistic competence, selecting ideas, and demotivation. The linguistic problem that students had difficult to distinguish subject-verb agreement, pronoun, tense form, article, lack of varieties in sentence structure, writing styles,

inappropriate vocabulary or phrase, and capitalization (Fareed et al., 2016; Pongsukvajchakul, 2021). Then, selection ideas that students had difficult in organization, composition of idea, not clear of content, unfamiliarity of topic and lack of knowledge (Alisha et al., 2019). Then, demotivation that students had minimum contact with the language, heavy study load, no immediate pressure to learn the language, teacher's explaining the subjects in a boring manner, teacher's ignorance of students' psychological condition, puts much pressure on students and there is no interact in the classroom (Azar & Tanggaraju, 2020; Ekiz & Kulmetov, 2016).

### **Metacognitive is not effective**

The implementation of metacognitive strategy not effective to learning activity influence the students are not able to convey their emotion in writing, lack of ideas, desire to stop writing, not setting goal before starting to write, mental engagement, to conscious awareness to follow different stages in writing, not used to correct comprehension, performance errors, read the instruction without accurate interpretation, less interest in revising their text, feel confused to get feedback from teacher, and not having a clear message (Cer, 2019; Farahian & Avarzamani, 2018).

### **Hypothesis**

The calculation of t-test was 5.83 greater than t-table 2.045 it can be concluded that the null hypothesis is rejected while alternative hypothesis is accepted that the implementation of metacognitive strategy effective in students' writing sentence at Junior High School 22 Jakarta in the academic year 2022/2023.

## **CONCLUSION AND SUGGESTION**

On the basis of the result and the discussion, it was concluded that the metacognitive strategy is effective in writing sentences. Not only help to improve students' performance, but also the strategy of teaching in the classroom. Metacognitive strategy also works on students how to approach a given learning task, monitor understanding of the text and evaluate progress towards completing a text. Therefore, it is recommended that the teacher should use the metacognitive strategy as a strategic way of teaching in the writing classroom. Hopefully, students are able to explore ideas, solve problems, make decisions and critical thinking.

## **REFERENCES**

- Agili, E., & Prabhashini C, B. (2021). A study on classroom discourse in enhancing metacognition to develop writing skill in saudi efl students. *Arab World English Journal*, 12(3), 450–463.
- Alisha, F., Safitri, N., Santoso, I., & Siliwangi, I. (2019). Students' difficulties in writing efl. *Journal of English Education*, 2(1), 20-25.

- Al-Jaro, M. S. (2016). The Effect of Prewriting Techniques on Yemeni EFL Tertiary Learners' Writing Skills. *Academic Journal*, 111–126.
- Al-Jarrah, T. M., Mansor, N., Rashid, R. A., Bashir, I., & Al-Jarrah, J. M. (2018). EFL students' attitude toward using metacognitive strategies in writing. *English Language Teaching*, 11(10), 162–171.
- Anthonyamy, L. (2021). The use of metacognitive strategies for undisrupted online learning: Preparing university students in the age of pandemic. *Education and Information Technologies*, 26(6), 6881–6899.
- Azar, A. S., & Tanggaraju, D. (2020). Motivation in second language acquisition among learners in malaysia. *Studies in English Language and Education*, 7(2), 323–333.
- B R, A., & V, R. (2020). A descriptive study on esl learners' vocabulary knowledge through cognitive and metacognitive strategies. *English Language Teaching Educational Journal*, 3(2), 142-150.
- Cao, Z., & Lin, Y. (2020). A study on metacognitive strategy use in listening comprehension by vocational college students. *English Language Teaching*, 13(4), 127-139
- Cer, E. (2019). The Instruction of writing strategies: the effect of the metacognitive strategy on the writing skills of pupils in secondary education. *SAGE Open*, 9(2).
- Chen, A. (2022). The effects of writing strategy instruction on efl learners' writing development. *English Language Teaching*, 15(3), 29-37.
- Crossley, S., & McNamara, D. (2011). Text coherence and judgments of essay quality: Models of quality and coherence. *Proceedings of the Annual Meeting of the Cognitive Science Society*, 33(33).
- Díaz Larenas, C., Ramos Leiva, L., & Ortiz Navarrete, M. (2017). Rhetorical, metacognitive, and cognitive strategies in teacher candidates' essay writing. *Profile Issues in TeachersProfessional Development*, 19(2), 87–100.
- Dr. Diana Silaswati, M. Pd. (2018). Pentingnya penentuan topik dalam penulisan karya ilmiah pada bidang ilmu akuntansi. *Jurnal Ilmiah Akuntansi*, 9(1), 81–88.
- Mundir. (2012). *Statistik Pendidikan*. Jember: STAIN Jember Press.
- Ekiz, S., & Kulmetov, Z. (2016). The factors affecting learners' motivation in english language education. *Journal of Foreign Language Education and Technology*, 1(1), 18-38.
- Erenler, S., & Cetin, S. (2019). Utilizing argument-driven-inquiry to develop pre-service teachers' metacognitive awareness and writing skills. *International Journal of Research in Education and Science (IJRES)*, 5(2), 628–638.
- Farahian, M., & Avarzamani, F. (2018). The impact of portfolio on EFL learners' metacognition and writing performance. *Cogent Education*, 5(1).
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: problems, factors and suggestions. *Journal of Education and Social Sciences*, 4(2).
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist*, 34(10), 906–911.
- Giselle B. Limentani, m. c. r. f. y. m. l. b. e. o. m. cs. (2005). *Statistical Equivalence Testing. ANalytical chemistry*.
- Gutwinski, W. (2011). *Cohesion in literary texts: A study of some grammatical and lexical features of English discourse*, 204.
- Hasan, J., & Marzuki, M. (2017). An analysis of student's ability in writing at Riau University Pekanbaru-Indonesia. *Theory and Practice in Language Studies*, 7(5), 380-388.
- Hashimovna Budikova, M. (2020). Defining linguistic competence in efl teaching. *International Journal of Research and Development*, 5(6).

- Helaluddin, M. Pd. & A. M. Pd. (2020). *Keterampilan Menulis Akademik Panduan bagi Mahasiswa di Perguruan Tinggi, 1*.
- I Komang Alit Kusuma Pranata. (2013). Penggunaan teknik 3-p untuk meningkatkan kemampuan menulis berita berbasis 5w + 1h siswa kelas viii a smp negeri 7 singlaraja. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*.
- Komang Puteri Yadnya Diari, M. S. P. (2019). Menumbuhkan literasi bahasa melalui budaya mesatua pada siswa sekolah dasar. *prosiding seminar nasional pendidikan dasar (senada iv): Membangun Budaya Literasi Di Sekolah Dasar*.
- Li, F., & Liu, Y. (2019). Toward an intercultural rhetoric: Improving chinese efl students' essay writing through outline writing. *Journal of Language Teaching and Research, 10*(1), 83–91.
- Marhamah, O. S., Nurlaelah, I., & Setiawati, I. (2017). Penerapan model argument-driven inquiry (adi) dalam meningkatkan kemampuan berargumentasi siswa pada konsep pencemaran lingkungan di kelas x sma negeri 1 ciawigebang. *Jurnal Pendidikan Dan Biologi, 9*(02), 39-45.
- Matlin, M. W. (1994). Kognitif. *State University of New York, Geneseo*.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry*. Pearson.
- Ramli, M. (2020). *Uji normalitas dan homogenitas data*.
- Novariana, H., & Samiati Tarjana, S. (2018). Senior high school students' problems in writing a Preliminary Study of Implementing Writing E-Journal as Self -Assessment to Promote Students' Writing Skill, 2.
- Okada, R. (2021). Developmental changes in metacognitive strategy in japanese elementary school children. *International Education Studies, 14*(11), 1-9.
- Onursal, I. (2003). Coherence and consistency in Turkish texts. *AE Kiran, E. Korkut*.
- Özkubat, U., & Özmen, E. R. (2020). Investigation of effects of cognitive strategies and metacognitive functions on mathematical problem-solving performance of students with or without learning disabilities. *International Electronic Journal of Elementary Education, 13*(4), 443–456.
- Patel, P., & Laud, L. E. (2009). Using goal-setting in " P (paw) LANS" to improve writing. *TEACHING Exceptional Children/TEACHING Exceptional Children Plus, 5*(4), 3.
- Pongsukvajchakul, P. (2021). Language Learning Strategies Used in English Writing by Thai Undergraduate Students. *Shanlax International Journal of Education, 9*(2), 54–59.
- Poudel, A. P., & Dhankuta, N. (2018). Academic writing: Coherence and cohesion in paragraph, 8, 2019.
- Ramadhanti, D., & Yanda, D. P. (2021). Students' metacognitive awareness and its impact on writing skill. *International Journal of Language Education, 5*(3), 193–206.
- Sarah Suci Hartina, M. V. R. I. (2018). Correlation between students' metacognitive strategy used in writing process and essay writing performance. *The Journal of English Literacy Education, 5*(2).
- Shirvani, M., & Porkar, R. (2022). Online-Based L2 writing courses and practicing metacognitive strategies: teacher-regulated or individualized? *Theory and Practice in Language Studies, 12*(7), 1419–1427.
- Sumarno, W. K., Kusumaningrum, W. R., & Nurhayati, E. (2022). The effects of knowledge and regulation of cognition on the students' writing skills in a metacognitive process-oriented writing instruction. *Journal of Language and Linguistic Studies, 18*(1), 523–536.
- Teng, M. F. (2021). Interactive-whiteboard-technology-supported collaborative writing: Writing achievement, metacognitive activities, and co-regulation patterns, 97.
- Tompkins, G. E. (1990). *Teaching Writing: Balancing Process and Product. 431*

- 
- Tuzcu-Eken, D. (2014). Peer evaluation in writing: how to implement efficiently. In *Journal of Education and Teaching (IOJET)*.
- Wahyuni, D., Ihsan, D., & Hayati, R. (2014). Linguistic competence and speaking performance of english education study program students of sriwijaya university. *The Journal of English Literacy Education, 1*(2).
- Walker, J. P., Sampson, V., Grooms, J., Anderson, B., & Zimmerman, C. O. (2012). Argument-driven inquiry in undergraduate chemistry labs: The impact on students' conceptual understanding, argument skills, and attitudes toward science. *Journal of College Science Teaching, 41*(4), 74–81.
- Witkin, H. A., Moore, C. A., Goodenough, D. R., & Cox, P. W. (1977). Field-dependent and field-independent cognitive styles and their educational implications. *Review of Educational Research, 47*(1), 1–64.
- Yunus, M. (2014). *Hakikat Menulis* (Vol. 2). Pustaka Universitas Terbuka.
- Zhang, L. J., & Zhang, D. (2018). Metacognition in TESOL: Theory and practice. *The TESOL Encyclopedia of English Language Teaching, 1–8*.