

**OPTIMIZING PLANNING AS METACOGNITIVE STRATEGY  
TO IMPROVE LEARNERS' NARRATIVE WRITING AT SMK  
MUHAMMADIYAH 1 METRO**

**(A Thesis)**

**By  
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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
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2016**

## ABSTRACT

### OPTIMIZING PLANNING AS METACOGNITIVE STRATEGY TO IMPROVE LEARNERS' NARRATIVE WRITING AT SMK MUHAMMADIYAH 1 METRO

By  
**Amelia Agustiar**

The current research is concerned with metacognitive theory based on O'Malley and Chamot (1990). Metacognitive is divided into three parts called planning, monitoring, and evaluation. This research deals with planning as metacognitive strategy to improve learners' narrative writing. This involves five aspects, that is, advanced organizer, direct attention, selective attention, self management, and functional planning. It was intended to investigate the students' use of planning as metacognitive strategy in writing class; to find the aspects of planning students employed in narrative writing; and to see if there is an improvement of narrative writing achievement during the process of treatment.

The subject involves 27 students of SMK Muhammadiyah 1 Metro. To collect the data, questionnaire, writing test, and observation were used. From the calculation, the average scores of the pretest is 53, posttest, is 74. Based on the analysis, the hypothesis can be accepted because  $t_{ratio}$  is 16.412 which is bigger than  $t_{table}$ , at the significance level 0.05. It shows that the hypothesis of  $H_a$  is accepted. It means that there is a differences of students' writing achievement before and after the treatment.

This research reveals that among the five aspects of planning as metacognitive strategy, advanced organizer was dominant, followed by direct attention, self management, functional planning, and selective attention respectively. It is also found that planning is important in learning strategy especially in metacognitive strategy. It is suggested that the five of aspects of planning are very helpful to writing learners.

Key Words: *Planning as Metacognitive Strategy, Narrative Writing*

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**By:  
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A Thesis

Submitted in a partial fulfillment of  
The requirements for S-2 Degree



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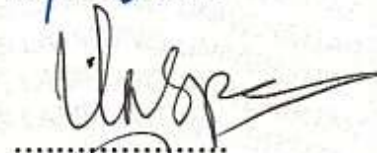
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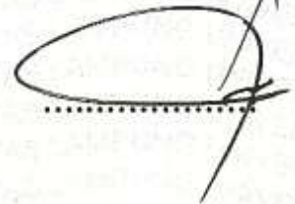
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## LEMBAR PERNYATAAN

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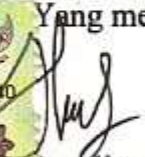
1. tesis dengan judul "*Optimizing Planning as Metacognitive Strategy to Improve Learners' Narrative Writing at SMK Muhammadiyah 1 Metro*" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara yang tidak sesuai dengan tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiatisme.
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## **CURRICULUM VITAE**

The writer's name is Amelia Agustiara. She was born on August 13<sup>th</sup>, 1991 in Metro. She is the fourth daughter of Za'id and Rokayah.

She initially attended her formal educational institution at TK Pertiwi Teladan Metro in 1996 and graduated in 1997. In elementary level, she continued her study at SD Pertiwi Teladan Metro, and graduated in 2003. In primary level, she continued her study at SMPN 3 Metro and graduated in 2006. In secondary level, she continued her study at SMAN 3 Metro and graduated in 2009. In tertiary level, she continued her bachelor's degree at Muhammadiyah University of Metro majoring English and Education Study Program. She finished her bachelor's degree and graduated in 2013. In 2014, she was registered as a student of the 1<sup>st</sup> batch of Master of English Education at Lampung University. She finally managed to finish her master's degree and graduated on August 13<sup>th</sup>, 2016 as the 2<sup>nd</sup> graduate of the 1<sup>st</sup> batch of Master of English Education.

## **DEDICATION**

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to

- my beloved parents, Za'id and Rokayah,
- my beloved sisters, Santi Eriza Wati, A.md., Ocktafetri, A.md., and Rety Hari Sundari, A.md.,
- my beloved family,
- my special inspiration,
- my fabulous friends of the 1<sup>st</sup> batch of Master of English Education,
- my Almamater, Lampung University.



## MOTTO

O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.

- Al –Mujadila (58:11) -

Knowledge without action is vanity, and action without knowledge is insanity.

- Imam Al Ghazali –

The two armies that can never be defeated are: the sincere heart and  
the righteous dua.

- Ibn Taymiyyah -

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Gratitude and honor are addressed to all persons who have helped and supported the writer until completing this thesis, since it is necessary to be known that it will never have come into its existence without any supports, encouragements, and assistances by several outstanding people and institutions. Therefore, the writer would like to acknowledge her respect and sincere gratitude to:

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, August 8<sup>th</sup>, 2016  
The writer,

Amelia Agustiara

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## **I. INTRODUCTION**

### **1.1 Problem Background**

English as an international language plays an increasingly crucial role in daily life in Indonesia. Writing is an essential learning tool because it helps students to understand ideas and concepts. In fact, the field of foreign language writing is an area affecting the lives of many people at institutions around the world where they must submit high quality written work in a language they did not learn as native speakers. There are several reasons that the ability to write a foreign language is a crucial important tool or a significant skill for people of all works of life in today's global community. In the country where English as a foreign Language, writing in English is not easy for students (Manik and Sinurat, 2015). Therefore, English has been taught in Indonesian school or universities for a long time. For Indonesians, English is learned mainly for the absorption and development or relation with other nations. The function of English is a medium that students can improve their abilities in science, technology, art and culture so that they will not feel neglected in their society.

Some researches suggests that training students to use language learning strategies can help them become better language learners. Language learning and teaching

have shifted from the methods of teaching to learner characteristics and their possible influence on the process of acquiring a second language (Wenden and Rubin, 1987). Some research suggested that language learning strategies facilitate and improve language learning and assist language learner in different ways (Zare, 2012). Language learning strategy could make the students learnt a language while they are conscious of the process (Setiyadi, 2012). Learning strategies were also illustrated (O'Malley and Chamot, 1990) as "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

The study of learning strategy by O'Malley and Chamot definition and classifications are more accurate and more widely accepted. Therefore, O'Malley and Chamot definitions and classifications are adopted as the basis of this study. The following are more detailed classifications of O'Malley and Chamot. There are three aspects of metacognitive that proposed by O'Malley and Chamot. They are planning, monitoring, and evaluation. In this research, it would discuss how the students used planning as metacognitive strategy. Because, planning played an important role in making students more attractive. O'Malley and Chamot held that "planning" is a procedure for conflict resolution among competing action statements that applies to the conditional clause in the production system.

In other words, planning involves in directing the course of language reception and production. Planning includes five strategies: (1) Advance organizers; (2) Directed attention; (3) Selective attention; (4) Self management; (5) Functional

planning (O'Malley and Chamot, 1990). Monitoring is a response to ambiguity in comprehending language where an individual selects a best guess of the message's meaning based on available meaning. Monitoring can also be described as being aware of what one is doing. Evaluation is mental process conscious inspection of learning outcomes, one's own progress in the new language. O'Malley and Chamot (1990) concluded that students without metacognitive strategies learners will not be able to monitor their progress, accomplishments, and future learning directions.

Among of three strategies in metacognitive strategy, it seems that planning tend to be disregard. In fact, planning is important to improve the studnets' skill. Some researches are more using self monitoring and evaluating. It focused how the students could monitor and evaluate their process. It means that some research did not use the planning in learning process. However, planning can be a good strategy to use by learners. The students can use brainstorming and concept map which is a part of planning as metacognitive strategy. Such as researches from (Nosritinia and Adibifar, 2014; Henter and Indreica, 2014; and Razi, 2011) their findings are about improving self monitoring. That is why this research propose planning as metacognitive, because planning is very important for learners to improve their metacognitive strategy.

To be a good writer, one needs not only task specific knowledge and skills, but also metacognitive awareness and knowledge. Writing is such a complex task, how a writer manages all of the processes is reflective of metacognitive strategies.

Several studies (Chand, 2014; Maftoon, 2012) have found correlations between the extent to which students employed metacognitive strategies and their writing performance. Learning to write is difficult especially for those writing in a foreign language, since they do not know enough about how to generate ideas for writing. As effective writing is considered to be a problem for EFL learners, it needed to find out some ways of teaching that can help learners improve their writing performance. Writing skills are complex and sometimes difficult to teach (Heaton, 1988). The reason for choosing this topic is triggered by some EFL students' opinion that writing is the most difficult skill in studying foreign language (Rahmatunisa, 2014). Language learning and teaching have evolved from a teacher-centred to a more student centred approach and as a result the interest to find out how the students themselves learn a language has become a crucial area of study. As students are responsible for their own learning, looking at the strategies they adopt in language learning could give insights into the importance of the different strategies used, the extent to which they are used, and the factors that influence strategy use. This interest in LLS is evident based on a good number of valuable research on LLS in the different English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts (e.g., Baghban, 2012; Pei, 2014; Abu Shmais, 2003; Mattarima and Hamdan, 2011).

Among four English skills, writing has been perceived as the most difficult to teach as well as to study. It can be said that teaching writing is not a simple task because a variety of writing competences, comprising grammatical structures, organization, vocabulary, ability to give feedback and appropriate assessment of

students' written works. Therefore, it can be clearly seen that even the teaching of writing is not that easy.

Narrative is type of text used to entertain with event or problems that led to a crisis that eventually find a solution. It is suitable for students and an interesting because they could share their idea, opinion, imagination, and own experience (Manik and Sinurat, 2015). According to Sutisna (2013) "Narrative text is a text about story that can be in the form of: folklore, animal story (fable), legend or short story, novels". Based on the above explanation narrative can be defined as a form in the main target of the doings into an event that occurred in a unit time, or it can also be formulated in another way: the narrative is a form of discourse that attempted to describe very clearly to the reader of an event that occurred. But, as it was already stated above, the story has always a difference, at least concerning the purpose or goal. There is a narrative that aims to provide information to the readers, to his knowledge expanded the narrative.

In SMK Muhammadiyah 1 Metro, the achievement is still low. They have to find some strategy to improve their achievement. The learning process is used a lot of questions, and the students should answer the questions. It lacks of explanation and information related to the topic.

Table 1. Pre-Survey Data of Writing Narrative Achievement at the Eleventh Grade of SMK Muhammadiyah 1 Metro

No	Degree	Quality	Students
1	Excellent	80-100	35
2	Good	70-79	21
3	Fair	55-69	55
4	Error	<50	60
Total			171

Based on this fact, the researcher wants to find out in aspect of planning in order to improve learners' narrative writing. Finally, the researcher interested to conduct a research under a title, based on the survey of the research above. The researcher would find out the optimizing of planning as metacognitive strategy to improve learners' narrative writing.

## **1.2 Problem Identification**

- 1.2.1 The students' knowledge of narrative writing is still low.
- 1.2.2 The students concentrate on literal meaning of single words, and do not learn the meaning of the words in context. Because of this, it is difficult for them to understand a writing text while they are aware of the meanings of the words in it.
- 1.2.3 Most of students still have many difficulties and low ability in writing.

## **1.3 Research Questions**

- 1.3.1 To what extent do the students use planning as metacognitive strategy to improve learners' narrative writing?
- 1.3.2 What aspect of planning as metacognitive strategy used by the learners to improve narrative writing?
- 1.3.3 To what extent do students' narrative writing achievement improve through planning strategy?

## **1.4 Objectives**

- 1.4.1 To find out whether the students use planning as metacognitive strategy to improve learners' narrative writing.
- 1.4.2 To find out what aspect of planning as metacognitive strategy to improve learners' narrative writing.
- 1.4.3 To find out how students' narrative writing achievement improve through planning strategy.

## **1.5 Uses**

The uses of this research are:

- 1.5.1 Theoretically, the result of this research can be used as a reference for the next researchers who will concentrate on enhancing the students' writing skill through metacognitive strategy. In addition, the conclusion of this research can be used as a reflection to improve learners' narrative writing through learning strategy.
- 1.5.2 Practically, to inform the readers, English teachers, language researchers, other practitioners of how planning as metacognitive strategy improved learners' narrative writing.

## **1.6 Scope**

This research was a quantitative and qualitative research which was conducted by administrating the pretest and posttest to analyze the improvement narrative writing by planning as metacognitive strategy.

The researcher took the language learning strategies based on O'Malley and Chamot (1990), which is divided into three main categories: metacognitive strategies, cognitive strategies, and socioaffective strategies. It is concentrated in metacognitive strategy.

This research took narrative writing, because it is fiction and non-fiction and even poetry tells others the stories of our personal experiences and it allowed to gain empathy and sympathy about the world around people.

This research conducted at SMK Muhammadiyah 1 Metro.

## **1.7 Definition of Terms**

Language learning and teaching have evolved from a teacher-centred to a more student centred approach and as a result the interest to find out how the students themselves learn a language has become a crucial area of study. As students are responsible for their own learning, looking at the strategies they adopt in language learning could give insights into the importance of the different strategies used, the extent to which they are used, and the factors that influence strategy use.



Writing is a medium of communication that represents language through the inscription of signs and symbols. In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. The result of writing is generally called text, and the recipient of text is called a reader.

## **II. THEORETICAL FRAMEWORKS**

### **2.1 Previous Research Overview**

The researcher took some researcher's overview, those are explained below.

The first is, Nosratinia (2014) in her study *The Effect Of Teaching Metacognitive Strategies On Field Dependent And Independent Learners' Writing*. The study focused on the metacognitive strategies instruction. After 17 sessions, the researcher came to the end of the treatment. Having collected the data, the researcher went through the process of their analysis and came up with the results. The statistical analysis of the data revealed that the improvement in the writing performance of FD and FI participants in the experimental group, in comparison to their previous stage, was due to the introduction of a specific variable which was the metacognitive strategy instruction. Moreover, based on the statistical analysis of the data which was done for the comparison between FD and FI learners' post-tests in experimental group, it was concluded that FI participants showed more improvement in their writing post-tests than FD ones, in other words FI learners outperformed FD learners in their writing post-test. The data from this empirical study proves that metacognitive strategy instruction is fruitful and it can help to improve the writing performance of both FD and FI students. Self monitoring is the most used by the students.

Second, Henter (2014) in his study *Reflective Journal Writing As A Metacognitive Tool*, metacognition is the ability to think about your own thinking process, becomes an essential ability for teaching in nowadays schools, where pupils no longer need just information (seen today as perishable goods), but need to be taught how to use the information they get. As students need a more personal approach, a specific feedback according to their own personality traits, both teachers and students are moving towards more formative assessment, new strategies of achieving this are required, one of these being the reflective journal. He chose the reflective journal as the metacognitive technique to be discussed in this article. In a reflective diary, students record their thoughts on their awareness involved in cognitive labour, comment on their learning decisions explore the ways of using learning strategies consciously and of adapting the learning process to the concrete situations. Such a learning journal can offer the stimulus for the student to start thinking about his cognitive processes. He analyzed students' learning diaries in order to identify the extent to which metacognitive training can improve learning and to gain insight on the process of learning new strategies for academic study. Self monitoring is the most used by students in this study.

Third, Panahandeh (2014) *The Effect of Planning and Monitoring as Metacognitive Strategies on Iranian EFL Learners' Argumentative Writing Accuracy*. With the development of cognitive psychology, metacognition has drawn more and more researchers' attention and provides a new perspective for EFL writing, especially argumentative writing model. Since this strategy is a high-ordered executive skill by its components (planning, monitoring, and

evaluating) this study investigated the effects of planning and monitoring skills as metacognitive strategies on Iranian intermediate EFL learners' argumentative writing accuracy. Sixty university students participated in the study. They were randomly assigned to control and experimental groups. They were at the intermediate level of English proficiency. Their language proficiency was determined by Michigan Test of English Language Proficiency (MTELP) (Corrigan, 1979). The experimental group (EG) received metacognitive strategies-based writing instruction whereas the control group (CG) received only the routine writing instruction (Product Approach). After eight weeks of instruction both groups were post tested. Data were submitted to the independent T-Test analysis and the results showed that there was a positive effect in the experimental group's writing performance. The findings have implications for pedagogy as well as for research.

Fourth, Lv (2010) A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students, However, the study of metacognitive strategies based writing instruction for vocational college students has been neglected for the past years. The author, therefore, carried out an empirical study to investigate the effect of metacognitive strategy training on students' writing performance in the hope of finding an optimal teaching approach for English teachers of vocational colleges. In the context of the deficiency of vocational college students' writing ability and the significance of metacognitive strategy, the author carried out a study of metacognitive strategies-based writing instruction for Vocational College Students in an authentic EFL classroom setting for one

semester based on CALLA mode with combinations of metacognitive strategies and cognitive strategies. The primary intention was to explore the relationship between metacognitive strategy and students' writing performance and tried to provide some suggestions on the application of metacognitive strategy in English writing for vocational colleges. Unlike the previous studies mainly focused on college students or high school students, this is an empirical study conducted in Laiwu Vocational College which is the first case study concerned with vocational college students. Therefore, to some extent, this study has its own characteristics and strong points. This teaching approach really embodies the teaching idea "student-centered" and is targeted to foster students' metacognitive strategy, monitoring and evaluating abilities in English writing.

Fifth, Razi (2011) *An Investigation into the Metacognitive Writing Strategies of Turkish Cypriot University Students*, this research presents findings from a study done in an English preparatory school of a University in North Cyprus. The study focused on the use and awareness of metacognitive learning strategies in relation to writing skills. Data collection was done through the means of quantitative, student-questionnaire, and qualitative, teacher-interview, measures. The findings show that less than half of the participants used and were aware of metacognitive learning strategies. Although teachers mentioned such strategies during the lessons, according to the questionnaire results, less than half of the 250 participants used strategies or had awareness of them. Therefore, be that mentioning strategies to encourage students to use strategies is not enough. A statistically significant correlation between the success rate and metacognitive

strategy use and awareness was proved in support of the findings in the literature. The implication of this finding for teachers is that, implementing strategy instruction in our classrooms could increase the success of students and, as the success rate of the students is increased, they will use more strategies with an increased awareness. Self monitoring is more used than planning.

Sixth, Kodituwakku (2004) *Metacognitive Strategies Used by Secondary School Children in the Writing Process of Sinhala Language*, to identify metacognitive strategies used by secondary school children in the three stages of writing process in the Sinhala language, 408 observation notes, written exercises from 278 Mother Tongue lessons, 289 interviews and responses to a questionnaire were collected from 678 Grade 6-10 students. Analyzed qualitative and quantitative data shows the dominance of writing stage in the writing Process of Grades 6 -10 students of both sexes and in rural / urban schools. Students do not show an awareness or regulation of metacognitive strategies on planning writing. Revising stage is dominated by mechanical and surface level changes. The Sculpture Style of Grade 6 students changed to an Engineering Style in Grade 10. There is a tendency towards a boy-girl dichotomy. The metacognitive strategies used in the Writing stage are 'self-regulation of writing', 'activating cognitive processes about writing', 'showing awareness on present cognitive and emotional status in the writing process' and 'self-monitoring of progress'. Least used metacognitive strategy is 'adjusting the beginning, middle and end aspects of writing activity while facing external influences'.

Seventh, Feng Wei (2012) *The Relationship between English Writing Ability Levels and EFL Learners' Metacognitive Behavior in the Writing Process*, the purpose of this study is to investigate the relationship between English writing ability levels and EFL learners' metacognitive behavior during the writing process; and further, to explore their attitudes and perceptions, concerning metacognitive operations, during the writing process. Both quantitative and qualitative research methods were used in this non-experimental study. Subjects in the present study were 152 students majoring in Applied English at a university in the south of Taiwan. The finding of this study reveals that high-level writers make better use of metacognitive behavior in the stages of planning as well as reviewing; however, there is no significant difference at the translating stage. The interview results show that highly-proficient writers: generate complete ideas, and concern themselves with the needs of their audience and the demands of specific genres, as well as additionally organizing an outline in English during the planning stage; whereas most intermediate- and low-proficient writers, only generate rough ideas and make an outline in Chinese.

Moreover, it is predicted that if students make a complete plan before writing, there is a higher possibility of their being able to enhance their writing ability. To specifically discriminate the different metacognitive writing behaviors, high-proficient writers frequently generate complete ideas, take audiences' needs and genres as considerations, and make an outline in English for the purpose of writing fluently at the translating stage; they evaluate their text both at local and global levels in the reviewing stage, and make use of any possible resources to

correct their mistakes. In contrast, low-proficient writers tend to generate rough ideas with a Chinese outline; they focus on evaluating their texts on a purely mechanical level, but seldom are they able to locate those mistakes due to their insufficient English ability.

The last, Yanyan (2010) *Investigating the Role of Metacognitive Knowledge in English Writing*, this research aims to investigate the role of metacognitive knowledge in the English writing of Chinese EFL learners. The present study involves 120 non-English major freshmen in China as participants to complete an English writing task and a self-designed questionnaire on metacognitive knowledge. It is found that the learners' metacognitive knowledge base is not strong, metacognitive knowledge and its three components, i.e., person knowledge, task knowledge and strategic knowledge, are all positively correlated with English writing performance, and successful employment of metacognitive knowledge helps facilitate EFL learners' writing proficiency. The results demonstrate that a good command of metacognitive knowledge can empower EFL learners in their English writing and cultivate their learning autonomy in English learning. Self monitoring is the most frequent used by the students.

## **2.2 Theoretical Review**

This research focus on the study concern in planning as metacognitive strategy with narrative writing. It will explain about the metacognitive in general, planning as metacognitive, metacognitive and writing process, and narrative writing.



### 2.2.1 Metacognitive Strategy

All writers enter the writing process with some metacognitive knowledge in place. Studies by Surat et al. (2014) have shown that using the metacognitive strategy in writing will enhance students writing skills. All writers (L1 and L2) could be characterized as having a metacognitive knowledge base which contributes to their cognitive model of the writing process” and which subsequently has implications on the performance of the writers on the written tasks. Such a study (Khaki and Hessamy, 2013) have found correlations between the extent to which students employed metacognitive strategies and their writing performance.

Table 2. Metacognitive Strategies Based on O'Mally and Chamot.

<b>Metacognitive Strategies</b>
Planning
Monitoring
Evaluation

Learning strategies can be defined as the mental activities that people use when they study to help themselves acquire, organize, or remember incoming knowledge more efficiently. Among learning strategies, metacognitive strategies are considered as the most essential ones in developing learners' skills and it was emphasized by O'Malley and Chamot (1990) that without metacognitive strategies learners will not be able to monitor their progress, accomplishments, and future learning directions.

### **2.2.2 Metacognitive and the Writing Process**

Metacognitive skills and strategies can be used in any subject area of school curriculum and in the thought processes of children such as attention, motivation, learning, memory, and understanding. It will guide the learners become attractive in the learning process. The learners should aware of what they know about their knowledge. To be a good writer, one needs not only task specific knowledge and skills, but also metacognitive awareness and knowledge. Metacognitive described the knowledge and awareness that learners bring to a task. Since writing is such a complex task, how a writer managed all of the processes is reflective of metacognitive strategies. Effective writers use metacognitive awareness and knowledge during each stage of the writing process.

According to the definitions and classifications of metacognitive strategies listed from many reseacrhers, O'Malley and Chamot definition and classifications are more accurate and more widely accepted. Therefore, their definitions and classifications are adopted as the basis of this study. The following are more detailed classifications of O'Malley and Chamot theory.

O'Malley and Chamot held that planning is a procedure for conflict resolution among competing action statements that applies to the conditional clause in the production system. In other words, planning involves in directing the course of language reception and production. Planning includes five aspects.

Table 3. Five Aspects of Planning

<b>Metacognitive Strategies</b>	<b>Description</b>
Advance Organizers	Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.
Direct Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-management	Understanding the conditions that help one learn and arrange for the presence of those conditions.
Functional Planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.

O'Malley and Chamot (1990) concluded that metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning tasks, and evaluating how one has learned. Monitoring is a response to ambiguity in comprehending language where an individual selects a best guess of the message's meaning based on available meaning. Monitoring can also be described as being aware of what one is doing. Self-monitoring involves checking, verifying or correcting one's comprehension or performance in the course of the language task. It involves more specific metacognitive strategies as follows:

comprehension monitoring; production monitoring means checking, verifying or correcting one's language production, it is primarily applied in writing and speaking; auditory monitoring; visual monitoring; styling monitoring; strategy monitoring; plan monitoring and double-checking monitoring. The last type, self-evaluation subsumes five metacognitive strategies. They are: production

evaluation; performance evaluation; ability evaluation; strategy evaluation and language evaluation.

### **2.2.3 Planning as Metacognitive Strategy**

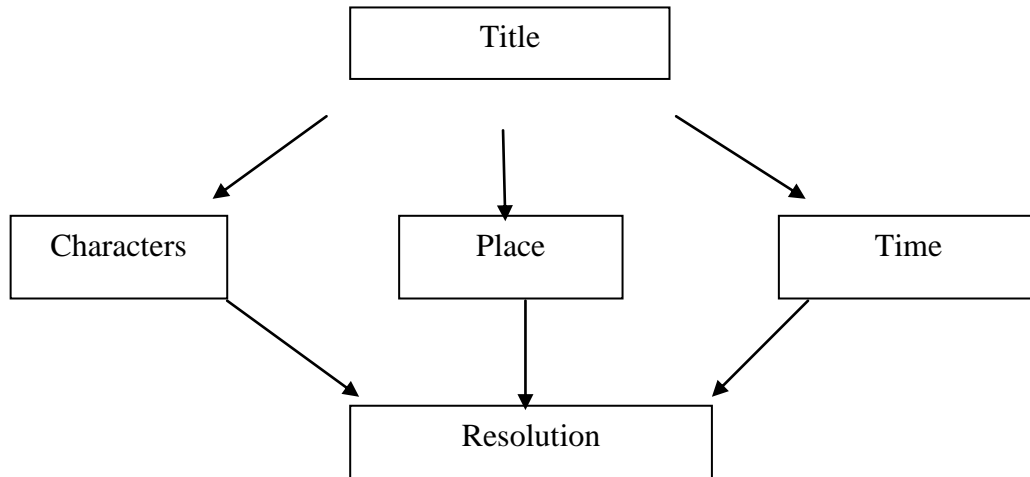
O'Malley and Chamot held that planning is a procedure for conflict resolution among competing action statements that applies to the conditional clause in the production system. In other words, planning involves in directing the course of language reception and production. Planning includes five aspects.

#### **1). Advance Organizer**

The components of a simple story – or episode or a larger story (narrative structure) – can be graphically represented by a sequence of boxes and connecting lines. The chart might have a box at the top for title, under which would be placed three boxes next to each other for characters, place, and time – that is, the basic setting of the story and its main characters. These boxes would then be connected by a line to a large box immediately below representing the event that gets the action started, the initiating event. That box leads to the next box below, representing the main characters' (they were frightened or concerned and therefore had to do something, which becomes the action of the episode). Below that would be a box for the characters' plan – what they chose to do to deal with the issue or problem; then the unfolding action; and finally the resolution or end of the story. With this simple and organized “map” as a guide, students with

organizational difficulty can write well elaborated and well organized stories, which would be impossible without the map.

Figure 1. Concept Map of Advanced Organizer



## 2). Direct Attention

Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What, specifically, should the student be able to do, understand, care about as a result of the teaching. The teacher needs to know what standards of performance are to be expected and when pupils will be held accountable for what is expected.

In this strategy, it will be delivered input, modeling, and checking for understanding. In this direct attention strategy, the students must be able to engage in self-reflection and self-evaluation of learning goals and progress in a unit of study. They should regularly consult with the teacher and their friends.

- Direct Attention involved asking:
  - How do I know have learned?

- Am I flexible in adapting and applying knowledge?
- Do I have confidence in explaining material?
- When do I know I have learned enough?
- When is it time for self-reflection and when is it time for discussing with the teacher and friend?

As a means of better understanding the processes involved in this mode of study, outlines key components of four key stages to independent learning – being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning.

**Modeling:** Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.)

**Checking for Understanding:** Determination of whether students have "got it" before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.

### **3). Selective Attention**

**Purpose:** Concentrating on specific aspects of language or content makes it easier for students to find the information that is important to complete their task. They

may concentrate on information they already know in order to understand or communicate better, or they may concentrate on key information such as times or dates.

In selective attention as a way for keeping students' attention focused on learning:

- Build curiosity for learning with "teasers" that get students interested in a lesson.
- Look for ways to make lessons relevant to students' lives.
- Asked questions to engage students in learning and inquiry.

In this step, the students could identify the material by “teasers” it means that they could write the clue of the materials. Some researchers suggested that in this point, it would be better if explored more about the adjective. Mentioned it in adjective aspect. It could increase their vocabularies and difference between adjective and verb.

Context: Use Selective Attention proves particularly useful when the task requires students to sift through large quantities of information. It can also help when students need to give or acquire precise details to complete a task in narrative writing. It is a classic technique for students to underline words they do not know in a text so they can look them up or ask the teacher about them later. They could ask the adjectives of verbs they did not know. For this technique, students can underline sentences in challenging documents that they are sure they understand.

#### **4). Self Management**

Self management could encompass a variety of situations and contexts where students were interpreting knowledge and skills, including situations of group learning where activity may be collaborative.

The researcher prepared the students by:

- Talked to the students about their previous learning and teaching experiences.
- Discussing their expectations of the material and how were they expecting to be taught, assessed and how did they expect to facilitate their own learning.

The researcher could help the students become self-managing learners. The researcher give an overview of the subject matter so that learners have a framework within which to build their knowledge.

#### **5). Functional Planning**

In this stage of metacognitive, functional planning is one of the familiar strategy for the students. Learners work in pairs or groups as much as possible, to share ideas and knowledge, and because this provides a good opportunity for practising writing skill.

Stages of a writing lesson

- Generating ideas
- Focusing ideas



- Focus on a model text
- Writing
- Reviewing

#### **2.2.4 Writing**

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn. Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area.

It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually. Writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter. Therefore the write conclude that Writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. A writer has to be able in using written language to give an idea or message.

### 2.2.5 Narrative Writing

Narrative writing tells a story. Creative writing has a plot, a setting (where and when the story happens), and characters who have motives (reasons) for what they do. Good narrative writing is more than a list of random events. It has tension a problem to be solved or a challenge to be overcome. There is a point to the story.

Narrative text is a kind of text that tells a story. It is developed in some steps: orientation, complication, resolution, evaluation, and reorientation. In the step of orientation, the researcher tells the characters in the story, their names and the place they live, their ages, condition, and willingness. In the complication step, the researcher presents the unexpected event that happens to the character. In the resolution step, the researcher tells how the complication is solved. In the evaluation step, the researcher invites the reader to think what is meaning or values that are taken from the story. In the reorientation step, the researcher concludes the story by giving comments.

The basic purpose of narrative is to entertain, gain and hold a reader's interest.

The generic structure of narrative text is focused on a series of actions:

1. Orientation: an introduction in which the characters, setting and time of the story are established, usually answers who? When? Where?, e.g. Mr. Wolf went out hunting in the forest one dark gloomy night.
2. Complication or problem: the complication usually involves the main character.

3. Resolution: there needs to be resolution of the complication. The complication may be resolved for better or worse, happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader. Furthermore, when there is a plan for writing narrative text, the focus should be on the following characteristics:

1. Plot: what is going happen.
2. Setting: where and when the story take place?
3. Characterization: who are the main characters? What do they look like?
4. Structure: how will the story begin? What will be the problem? How is the problem going to be resolved?
5. Theme: what is the theme/message of the researcher is attempting to communicate?

Based on the information above, it is assumed that narrative text is a kind of text which tells about series of events and also provides the resolution for the problem that happen in the past.

### **2.3. Theoretical Assumption**

Since writing can be considered as the last step in learning a language; therefore, writing is an important aspect of learning and it should be introduced as early as possible to develop the students' writing skill, especially narrative writing; for

example, by giving the students, as the beginners, lots of writing practice before asking them to write is more beneficial than getting them to write from the very first stage. The language learners practice writing more through the target language text, then explore it. In metacognitive, the students can investigate, and solve their own problem naturally by asking questions to the teacher. It gives satisfy to the students about their curiosity. In the learning process, it will promote their language learning strategies based on metacognitive strategies.

#### **2.4 Hypothesis**

1. There is differences of writing achievement by using planning of metacognitive strategy to improve learners' narrative writing.

### **III. RESEARCH DESIGN**

This chapter describes the design of the research, how to collect the data from the subject of the research and how to analyze the data. This chapter also describes research procedure, schedule of the research, validity and reliability of the test instrument, data treatment, and hypothesis testing.

#### **3.1 Research Design**

This is quantitative-qualitative research. For the quantitative, it used quasi experimental design that has one group (experimental group). Furthermore, the quasi experimental design attempts to fulfill standards of the true experimental design as closely as possible (Hatch & Farhady, 1982). This design conducted research that will allow to show the relationship between variables has selected. This study uses this design because it is dealing with the most complicated of human behaviors, language learning, and language behavior. According to Hatch and Farhady (1982), a quasi-experimental design is practical agreement between true experimental and the nature of human language behavior. The class is as experimental group one that is given treatments using planning as metacognitive strategy. The research design is as follows:

K1 = T1 X1 T2

Notes:

K1 : The experimental class

X1 : Treatment (planning as metacognitive strategy)

T1 : Pre-Test

T2 : Post-Test

(Hatch and Farhady, 1982).

Then, this study employ qualitative method. A qualitative method is the research that results descriptive data in written or oral form of humans' interaction that can be observed, thus the purpose of the research is a certain individual understanding with the whole background. It means that, a qualitative research emphasizes on the interaction occurred among people, and the data collected from the interaction will be describe based on the researcher's understanding. This method is aimed to reveal the way students realize their learning strategies.

A variable is termed as an attribute of an object which varies from object to object. In research, variables can be classified as dependent and independent variables. The independent variable is the variable which is selected, manipulated, and measured by the researcher, while the dependent variable is the variable which a researcher observes to determine the effect of the independent variable (Hatch & Farhady, 1982). The independent variables of the research is planning as metacognitive strategy and dependent variable is narrative writing.

### 3.2 Population and Sample

Population is any group of people that have one or more characteristics in common that become the researcher's interest, while samples are a small part of a population selected for observation and analysis. The population involved in the research was the eleventh grade students from SMK Muhammadiyah 1 Metro. In class eleventh there are 171 students which consist of 6 classes. They are described as follow:

Table 4. Population of the Research

<i>XI Administrasi Perkantoran</i>	27
<i>XI Akuntansi I</i>	27
<i>XI Akuntansi II</i>	30
<i>XI Teknik Komputer dan Jaringan</i>	30
<i>XI Perbankan Syariah</i>	29
<i>XI Penjualan</i>	28

The researcher took one class as the sample, they were XI Akuntansi I, and consisted of 27 students. The sample was chosen purposively. Since, the students in class *XI Akuntansi I* were high school students, so the problems encountered in the class were considered as problems of teaching English as a foreign language. The students in that class had quite good proficiency in English subject.

### 3.3 Research Instruments

Arikunto (2010) said that research instrument is the equipment or tool that used to get the final goal of the research. Instrument is also as the tool of research which

is used in each method. In this research, the researcher used writing test, and questionnaire as its instrument.

### **3.3.1 Test**

Test is kind of tool that can use to get the data. Here, There were two kinds of test in this research, they were pretest and posttest. The researcher used pretest before treatment and posttest after the treatment. In this test, the researcher provided some pictures which the students had to choose one of them to be a narrative text.

To complete the text the students could see some clues.

1. Fable : moral stories, usually about animals, making them seem like human beings.
2. Legend : stories from the past which may not be based on fact.
3. Folk tale : traditional stories passed down from one generation to the next.
4. Fairy tale : children's stories about fairies, princesses, giants, etc.

### **3.3.2 Questionnaire**

The questionnaire was given before and after the treatment. The researcher used Likert-type scale for the questionnaire. It was adapted from Hong's (2005) unpublished MEd dissertation and some of the questions were rewritten. There were 32 questions involving 11 planning, 14 evaluation, 2 monitoring strategies and 5 self-awareness, in relation to writing skills. Because this research concerned in planning, so the researcher would take 11 questions related to the planning as metacognitive strategy.



### **3.3.2.1 Pre questionnaire**

Pre-questionnaire was administered before the treatment applied. The objective of this test is to find out how the students' knowledge before the treatments. The researcher will give questionnaire in this section and the questionnaire consists of 11 questions.

### **3.3.2.2 Post questionnaire**

Post-questionnaire was administered after treatment. It is applied to find out the students' knowledge after being taught using planning as metacognitive strategy. The result of pre-questionnaire and post-questionnaire are compared in order to find out whether teaching writing through planning as metacognitive strategy can improve students' narrative writing.

### **3.3.3 Observation**

The observation was employed during the implementation of planning in the classroom. It is aimed to know the way teacher implements planning in the classroom. In addition, it also aimed to know what problems students face in learning process. In this research, the data are the result of observation between the teacher and the students. The data are in the form of words, phrases, and sentences. Recorded activities between the teacher and the students are transcribed. To collect the data, the researcher used handphone to record what happened in the class and did observation during the class interaction for five times. In addition the researcher also used writing equipments to write unrecorded

utterances from the students due to the limitation of the recorder device. In doing the analysis, the researcher first one identified the strategy from the transcript to classify the planning as metacognitive strategy. Second one, the researcher classified the types of planning that used by the teacher and the students.

### **3.4 Data Collecting Techniques**

Data collecting techniques are tools used in the research for obtaining relevant data to research's project and there are many alternatives from which to choose. The data collected to answer research questions of the research. The data collections were analyzed to determine whether or not planning as metacognitive strategy can improve students' narrative writing achievement.

#### **3.4.1 Test**

There are two kinds of test in this research, they are pretest and posttest. The pretest was conducted in the class before giving the treatment in order to measure students' writing achievement. The researcher used pretest before treatment and posttest after the treatment. In this test, the researcher provides an essay question to the students.

#### **3.4.2 Observation**

The students' worksheet observation is employed during the implementation of planning as metacognitive in the classroom. It is aimed to know the way teacher implements planning as metacognitive strategy in the classroom. In addition, it

also aims to know the way students realize their metacognitive learning strategies in improving students' narrative writing skill.

#### **3.4.2.1 Scoring criteria**

The students can succeed in writing if their writing includes five aspects of writing. Therefore, aspects of writing in the students' writing were corrected. To avoid the subjectivity of the scoring, the students' writing was scored by three raters. The first rater was the researcher herself, the second and the third rater were the English teacher of SMK Muhammadiyah 1 Metro. Before scoring the students' writing, it is important to make sure that both raters used the same percentage of scoring.

The percentage of scoring from the writing components was derived as follows:

- 1) Content : 30 %
- 2) Organization : 20%
- 3) Language use : 25 %
- 4) Vocabulary : 20%
- 5) Mechanic : 5%

The ESL composition was used because it provides a well defined standard and interpretive framework for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students' writing.

Scoring criteria were modified from Heaton (1989) that can be described as follows.

## 1) Content

Points 30-27: shows that the students are in the excellent to very good level: the content is knowledgeable, the thesis is developed properly and relevant to assigned topic in their writing.

Points 26-22: indicates that the students are in the good to average level: the content has some knowledge of subject, the thesis has limited development, mostly relevant to topic, but lacks detail.

Points 21-17: reveals that the students are in the fair to poor level: the content has limited knowledge of subject, and the thesis is developed inadequately.

Points 16-13: denotes that the students are in the very poor level: the content does not show knowledge of the topic, the thesis is developed impertinently, and too little sentence to evaluate.

## 2) Organization

Points 20-18: shows that the students are in the excellent to very good level: the organization is expressed fluently, ideas are clearly stated/supported, well-organized, has logical sequencing and cohesiveness.

Points 17-14: indicates that the students are in the good to average level: the organization is sometimes developed stagnantly, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

Points 13-10: reveals that the students are in the fair to poor level: the organization is developed non-fluently, ideas are confused or disconnect each other, lacks of logical sequencing and development.

Points 9-7: denotes that the learners are in the very poor level there is no communication, no organization, or not enough to evaluate.

### 3) Language Use

Points 25-22: shows that the students are in the excellent to very good level: the sentence structure used is effective, complete construction with few errors of agreement, tense, number, articles, pronoun, and preposition.

Points 21-18: indicates that the students are in the good to average level: the sentence structure used is effective but simple construction with minor problems in complex construction, several errors of agreement, tense, number, articles, pronoun, preposition, but meaning seldom obscured.

Points 17-11: reveals that the students are in the fair to poor level: major problems are in single/complex construction, communicate, or not enough to evaluate.

Points 10-5: denotes that the students are in the very poor level: virtually no mastery of sentence construction rules, dominated by errors, does not excellent to very good level: demonstrate

mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.

#### 4) Vocabulary

Points 20-18: shows that the students are in the excellent to very good level: the vocabulary used are effective word/idiom, word form mastery, and in appropriate register

Points 17-14: indicates that the students are in the good to average level:

the vocabulary used have occasional errors of word/idiom form, choice, and usage but meaning is still intelligible.

Points 13-10: reveal that the students are in the fair to poor level: the vocabulary used have frequent errors of word/idiom form, choice, usage, meaning confused or obscured.

Points 9-7: denote that the students are in the very poor level: the vocabulary used are essentially translation of the first language, little knowledge of English vocabulary, idioms, word form and not enough to evaluated.

#### 5) Mechanics

Points 5: shows that the learners are in the frequent errors in negation, agreement, tense, number, articles, pronoun, preposition and meaning confused or obscured.

Points 4: indicates that the learners are in the good to average level: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

Points 3: reveals that the students are in the fair to poor level: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or not obscured.

Points 2: denote that the learners are in the very poor level: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

The possible score gained by students based on the criteria above ranked from 0 - 100. To help the raters in scoring the students' score, the arrangement of the score can be seen on table 5 below:

Table 5. Scoring System

<b>No</b>	<b>Students' Name</b>	<b>C (13-30)</b>	<b>O (7-20)</b>	<b>V (7-20)</b>	<b>LU (5-25)</b>	<b>M (2-5)</b>	<b>Total (0-100)</b>
<b>1</b>							

C : Content  
 O : Organization  
 V : Vocabulary  
 LU : Language Use  
 M : Mechanic

### 3.4.3 Questionnaire

Questionnaire was taken before and after of teaching narrative writing through planning as metacognitive strategy in classroom. It was adapted from Hong's in Razi (2005) unpublished MEd dissertation and some of the questions were rewritten. There were 32 questions involving 11 planning, 14 evaluation, 2 monitoring strategies and 5 self-awareness, in relation to writing skills. Because this research concerned in planning as metacognitive strategy, it only takes 11 questions related to the planning as metacognitive strategy. It translated into Bahasa Indonesia in order to avoid misinterpretation by the students. It was done to support the result of observation. The specification of students' perception questionnaire can be seen as follow.

Table 6. Specification of Students' Perception Questionnaire

No.	Objective	Aspect	Indicators	Number of Item
1.	This specification is used to assess the students' perception about planning as metacognitive in writing.	Students' perception	Advanced Organizer Direct Attention Selective Attention Self Management Functional Planning	4, 7, 8 3, 10 2, 9 6, 11 1, 5

### 3.5 Research Procedures

In conducting this research, the procedures used these following steps, they are conducting the pretest, conducting planning as metacognitive strategy, observation, and conducting the posstest.



### **3.5.1. Conducting the Pretest**

The pretest was conducted in one session before the treatment of planning as metacognitive strategy. The test was in writing test. The pretest was conducted to find whether the students used certain aspects of planning as metacognitive strategy. Then, the writing test compared with the result of writing test in posttest.

### **3.5.2. Conducting Planning as Metacognitive Strategy**

After having the pretest, the treatment of planning as metacognitive strategy was implemented in the class. O'Malley and Chamot (1990) held that planning is a procedure for conflict resolution among competing action statements that applies to the conditional clause in the production system. Planning includes five strategies: (1) advance organizers, (2) direct attention, (3) selective attention, (4) self-management, and (5) functional planning.

In other words, planning involves in directing the course of language reception and production. In conducting the treatment, the researcher designed the procedure of the aspects of planning as metacognitive strategy as follows;

1. The first aspect was advanced organizer. The students could identify the characteristics of a text, then they could use charts, diagrams, or concept maps. The students could organize their written by using charts, diagrams, or concept map.
2. The second was direct attention. This aspect could bring the students to be being ready to learn, reach the learning goals, engage the learning

process, and evaluate their self. It was related to the how the students know their favorite story, and what made it different with another story.

3. The third was selective attention. In this aspect the researcher introduced the subject of attention by asking the students to share examples of being so focused on an activity that they have blocked out distractions around them. Also, in this aspect, the students build curiosity with “teasers” that get students interested in a lesson, and to engage students in learning and inquiry.
4. The fourth was self management. This aspect was to maintain ongoing learning process. They could manage their goal setting, time management, and working to deadlines.
5. The last was functional planning. In this aspect, the students asked to work in pairs so they could share ideas and knowledge. By discussing together, they could develop what were generating ideas, focusing ideas, organising ideas, writing, and reviewing.

### **3.5.3. Observation**

Observation was conducted during the whole sessions of planning as metacognitive strategy to see the process and the interaction on how the students dealt with their writing. During the observation the researcher tried to see what particular strategies certain students applied.

#### **3.5.4. Conducting the Posttest**

The posttest was conducted after the treatment using the same test given in the pretest. The result were the data to be compared and analyzed to find whether there were awareness and how planning as metacognitive strategy can improve the learners' narrative writing.

#### **3.6 Schedule of the Research**

The research was conducted from November 2015 to January 2016.

1. The first meeting, the pre questionnaire and pretest were conducted on 19<sup>th</sup> November 2015.
2. The second meeting, the treatment of planning as metacognitive strategy began. The first aspect was advanced organizer. The researcher introduced this step using concept map.
3. The third meeting was direct attention. It focused on how the students being ready to learn and be able to engage in learning process.
4. The fourth meeting was selective attention. The students could make some paragraph by using keywords or the researcher gave clue or teasers.
5. The fifth meeting was self management. The researcher needed to consider introducing the students to a range tools that could assist them to manage their learning and to improve the effectiveness as learners.
6. The sixth meeting was functional planning. In this step, the students were introduced to study in pairs and practicing writing skill with the stages of a writing lesson.

7. The seventh meeting was given the students the post questionnaire and posttest in order to compare with the pre questionnaire and pretest.

### **3.7 Validity and Reliability**

Validity and reliability show whether an instrument has fulfilled the criteria and is considered usable or not. The questionnaire, writing test, and observation are the decisive instrument of the research. Therefore, it is important to measure their validity and reliability in order to get valid and reliable data.

#### **3.7.1 Validity**

Validity refers to the results of the test not to the test itself (Hatch and Farhady, 1982).in this research, there are two basic types of validity, such as content validity and construct validity. Therefore, to measure whether the test has a good validity, this research used content and construct validity.

##### **a. Planning as Metacognitive Strategy Questionnaire**

The Likert Scale Questionnaires on planning as metacognitive strategy was adopted from Hong's in Razi (2005) unpublished MEd dissertation and some of the questions were rewritten. There are 32 questions involving 11 planning, 14 evaluation, 2 monitoring strategies and 5 self-awareness, related to writing. In this research, the researcher would take 11 questions related to the planning as metacognitive strategy.

Seeing the items of questionnaire, it was found that all of the items were in line with theories and it can be concluded that this questionnaire can be used to gather the data in this research. Since the Likert Scale Questionnaires were developed based on the points of Hongs's metacognitive strategy, it was assumed that construct validity had been fulfilled.

The reliability of the questionnaire were tested by using Cronbach Alpha. The expected of Cronbach Alpha was 70.

#### b. Narrattive Writing

Content validity is concerned whether the test is sufficiently representative and comprehensive for the test. It is the extent to which a test measures a representative sample of the subject meter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982).

Therefore, since the test instrument was conducted to get the data of the students' narrative writing achievement. The content validity of the test items are conducted based on objective and learning contract of narrative writing subject.

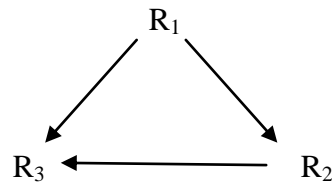
The materials were also adapted from the learning contract of narrative writing subject. The topics were related to fable, legend, folk tale, and fairy tale, were supposed to be comprehended by eleventh grade students of SMK Muhammadiyah 1 Metro. The instrument was considered valid in content validity since the instruments constituted a representatives sample of the language skill and structure.

Construct validity is concerned with whether the test is actually in line with the theory of writing which will be measured. The construct validity of test is test which is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning (Heaton, 1982). To achieve the construct validity, the test was adopted from the students' hand book on *English for Senior High School Students XI*. Then, the test is made based on the classification of the theme. There were four topics which the students should chose one of them. Based on the theory above, in the test, the researcher asked students to answer the written test to measure students' achievement in narrative writing. So, this fulfill the construct of writing test and therefore valid in term of construct validity.

In order to measure the content and construct validity, interrater analysis was used to make the writing test instrument more valid. Thus, the researcher and two English teachers of SMK Muhammadiyah 1 Metro were as the raters, they took part in measuring the instrument. In writing test, the researcher used rubric score based on Heaton (1989) that consists of five aspects; content, organization, vocabulary, language use, and mechanics.

### **3.7.2 Reliability**

Reliability defined as the extent to which a test procedures consistent results when administered under similar condition (Hatch and Farhady, 1982). In this research, the researcher will use three interraters to get the reliability of the research. In other words, the results of data are consistent in its score and give us an indication of how accurate the test score are.



$R_1 \longrightarrow R_2$   
 $R_1 \longrightarrow R_3$   
 $R_2 \longrightarrow R_3$

Notes:

$R_1$  : Score that given the rater I

$R_2$  : Score that given the rater II

$R_3$  : Score that given the rater III

Then, the researcher used person product moment correlation formula to measure the reliability of the test.

Figure 2. Interrater Reliability Formula

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Consulting the result with the criteria of reliability as follows:

Reliability Coefficient between 0.800-1.000 is very high

Reliability Coefficient between 0.600-0.800 is high

Reliability Coefficient between 0.400-0.600 is fair

Reliability Coefficient between 0.200-0.400 is low

Reliability Coefficient between 0.000-0.200 is very low

Thus, the researcher and two English teachers of SMK Muhammadiyah 1 Metro were as the raters, they took part in measuring the instrument. The two raters from SMK Muhammadiyah 1 Metro are Khoirul Anam, S.Pd. and Dono Amsaroh, S.Pd. They are the English teacher at SMK Muhammadiyah 1 Metro.

### **3.8 Data Analysis**

In order to analyze the improvement of the students' narrative writing improvement, the data were analyzed by using Paired Sample T-Test with the following procedures:

- 1) Scoring the pre-test and post-test.
- 2) Tabulating the result of the test and calculating the mean of the pre-test and post-test.
- 3) Calculate the normality test.
- 4) Calculate the homogeneity test.

The qualitative data were supported by using the qualitative data from the result of the questionnaire and the observation.

### **3.9. Hypothesis Testing**

To prove the Hypothesis, SPSS was used to know the significance improvement of strategy training effect. The hypothesis is analyzed at significance level of 0.05 in which the hypothesis is approved if  $\text{Sig} < \alpha$ . It means that probability of error in hypothesis is only about 5%. The hypotheses are stated as follows.



- 1).  $H_0$  : There is no differences of writing achievement by using planning of metacognitive strategy to improve learners' narrative writing.
- 2).  $H_1$  : There is differences of writing achievement by using planning of metacognitive strategy to improve learners' narrative writing.

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter describes the conclusion of the discussions and also the suggestions to the other researchers and English teachers who want to utilize Planning as Metacognitive Strategy and for those who want to conduct the similar research.

### **5.1. Conclusions**

The research concerns on exploring the learners' narrative writing by using metacognitive strategy. To conclude, several points can be elaborated.

Metacognitive strategies refers to methods used to help students understand the way they learn in other words, it means processes designed for students to 'think' about their 'thinking'. Teachers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine.

Planning as metacognitive strategy involved five aspects those are advanced organizer, direct attention, selective attention, self management, and functional planning.

From the previous calculation, the mean of the pretest is 53. After giving the treatments the mean of the posttest is 74. And for the calculation of the hypothesis can be accepted because  $t_{\text{ratio}}$  is 16.412 at the significance level 0.05. It shows that the hypothesis of  $H_a$  is accepted and  $H_o$  is rejected. It means that there is differences between pretest and posttest.

For the first meeting is advanced organizer, the students are easy to follow the learning process. This aspect also the most used by the students. This condition is caused because the advanced organizer can bring the students got more spirit in learning and they are not so tense in learning English. They felt easy to learn by using map and diagram. The second meeting is direct attention. In this stage the students also very helpful. The researcher tried to In this direct attention strategy, the students must be able to engage in self-reflection and self-evaluation of learning goals and progress in a unit of study. They should regularly consult with the teacher and their friends. The third meeting is selective attention, in this step the students was asked by exploring adjective and verb in order to make a narrative writting. They could mention the characters by exploring adjective and verb and then develop it to a paragraph, also here the students have to pay attention to a lesson instead of being distracted by noise in the hallway or something happening in the schoolyard outside the window. Switching from learning one subject to the next or from one class to another.

The fourth meeting is self management, here the researcher give an overview of the subject matter so that learners have a framework within which to build their knowledge. The researcher also needed to consider introducing the students to a

range tools that could assist them to manage their learning and to improve their effectiveness as learners study skills sessions (goal setting, time management, working to deadlines). ongoing support, both in the classroom and the library, to help students use strategic approaches to finding the information they need by defining the scope of their searches. The last is functional planning, in this stage of metacognitive, functional planning is one of the familiar strategy for the students. Learners work in pairs or groups as much as possible, to share ideas and knowledge, and because this provides a good opportunity for practising writing skill. They had to consider generating ideas, focusing ideas, focus on a model text, organising ideas, writing, and reviewing.

This finding of this research is the aspect of planning of metacognitive strategy is advanced organizer then followed by direct attention, self management, functional planning, and selective attention.

## **5.2. Suggestions**

In reference to the conclusions, some suggestions are given for both English teachers and further research.

### **5.2.1. Suggestions for English Teachers**

Based on the results of the research, there are several suggestions suggested for English teachers. Firstly, there are several positive effects of planning as metacognitive strategy. Therefore, it is suggested that the English teachers apply it in teaching writing.

Secondly, it was found that the highest percentage of the students' aspect of narrative writing is advanced organizer. The students mostly tended to focus on writing by using map and diagram. Hence, it is suggested that the English teachers guide the students first to understand the material before performing the strategy.

On the other hand, it was also found that the lowest percentage of the students' narrative writing was selective attention. Henceforth, it is suggested that the English teachers guide the students in guiding their mind to stay focus on what they are learning.

### **5.2.2. Suggestions for Further Research**

Besides the suggestions for English teachers, there are also several points necessary for further study to concern. Firstly, it was found that planning as metacognitive strategy seem beneficial to students activities. Teaching metacognitive learning strategies could enhance the second language learners. Since implementing metacognitive tasks means transferring some responsibilities to learners, which in turn might increase their pressure, particularly on the less proficient ones, it is therefore suggested that explicit and direct instruction and modeling, and guided practice be consistently provided. Also, when teaching EFL writing metacognitively, the instructor should be supportive and encouraging to learners, to monitor, evaluate and regulate the teaching strategies employed. And need more research in this aspect. Promoting students' metacognitive awareness in an EFL writing class implies that the process.