THE METACOGNITIVE STRATEGY ON WRITING VIEWED FROM LEARNING STYLES FOR EIGHTH GRADERS OF SMP NEGERI 5 SIDOARJO

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Abstrak

Penelitian ini bertujuan mendeskripsikan strategi metakognisi dalam menulis ditinjau dari gaya belajar pada siswa kelas VIII SMP Negeri 5 Sidoarjo. Metakognisi adalah pengetahuan atau kesadaran siswa terhadap proses dan hasil berpikirnya sendiri. Strategi metakognisi dalam penelitian ini dilihat dari perencanaan, pelaksanaan, dan pengevaluasian menulis teks berita. Tema teks berita dalam penelitian ini adalah fenomena alam, serta gaya belajar yang digunakan adalah visual, auditori, dan kinestetik. Jenis penelitian ini adalah deskriptif dengan pendekatan kualititatif. Hasil penelitian yang telah dilakukan menunjukkan bahwa (1) siswa yang bergaya belajar visual, (2) auditori, dan (3) kinestetik menggunakan metakognisi dalam perencanaan yaitu memahami struktur teks berita, menentukan tujuan sebelum menulis, menetapkan strategi sebelum menulis, dan membuat ide-ide pokok untuk memudahkan penulisan; pelaksanaan pada gaya belajar visual yaitu mengontrol kesalahan penulisan dan tata bahasa, cermat mengekspresikan ide-ide sesuai dengan struktur teks sedangkan siswa dengan gaya belajar; pelaksanaan pada gaya belajar auditori yaitu mengekspresikan ide-ide namun terkadang tidak urut sesuai dengan struktur teks; sedangkan pelaksanaan pada gaya belajar auditori kinestetik yaitu mengekspresikan ide-ide namun tidak sesuai dengan struktur teks; dan evaluasi yaitu mengecek kembali, menulis, dan menyusun kembali hasil tulisan.

Kata Kunci : Metakognisi, Gaya Belajar, Teks Berita

1. INTRODUCTION

The 2013 curriculum was developed with a philosophical foundation that provides the basis for the development of all potential students to become qualified Indonesian people. Development of all students' potential requires organized and planned thinking patterns. It is expected that by developing their potential, students can monitor how much their abilities are in a matter, how far their thinking power to solve the problems they face. One of the things needed to fulfill this expectation is metacognitive knowledge, namely thoughts about how capable their minds are handling it. One of the lessons included in the 2013 curriculum to achieve the above rationalization is Indonesian lessons.

Text-based learning is carried out by applying the principle that language should be seen as text, not merely a collection of words or linguistic rules; the use of language is the process of selecting linguistic forms to express meaning; language is functional, that is, the use of language can never be released from context because the form of language used reflects the ideas, attitudes, values, and ideology of its users; and language is a means of forming human thinking abilities (Kemendikbud, 2013).

Based on the principles mentioned above, in each text there are separate structures that differ from each other. Meanwhile, in the structure of the text reflected the structure of thought. The structure of students' thinking in recognizing and writing texts involves the ability of metacognition. Thus, the more texts that are mastered by students the more thinking structures that involve metacognition that can be used by students in social and academic life in society.

Based on the 2013 curriculum which revised 2016, the texts taught in junior high school on Indonesian subjects are description texts, narratives (fantasy stories), procedures, reports on observations, folk poetry, fables, personal and official letters, literacy, news, advertisements, posters, and slogans, expositions, poetry, explanations, reviews, persuasion, drama, literacy, reports, speeches, short stories, responses, discussions, inspirational stories, and literacy. News text is a type of text that describes events or events that are hot, news, reports, notices, or announcements that are factual and the data presented must be accountable. News texts are written based on the 5W + 1H elements, which are *what, where, who, when, why,* and *how*.

Tracing student metacognitive is very important because it will help students learn not

just to use their knowledge but be aware of the knowledge used in learning or activities, which is, the knowledge is used to solve the problems they face. Metacognition will help students process their way of thinking to carry out all activities. Students can obtain optimal results in carrying out their learning activities when done with the steps of a well-organized arrangement. In other words metacognition is very important for academic success.

In school learning activities each student has a different way to obtain knowledge and information. This happens due to several factors, one of which is the difference in learning styles of each individual. Various studies have been conducted to prove that each student has a different learning style. There are some students who feel more effective and better if they learn by listening more, other students feel better learning by reading or seeing, and some even feel that their learning outcomes are more optimal if they learn directly to practice what is learned. The best and favorite way for someone to receive, process, and understand the information is called learning style.

A person's success in understanding subject matter depends very much on how a person's individual is able to control his thinking ability. That is because all the activity processes in learning involve thought processes. Metacognition is knowledge that controls the thought process. Metacognition is knowledge related to what is known about him, his ability as an individual who learns, and how an individual controls and adjusts his behavior. Metacognition is a form of knowledge to look at yourself so that if students are aware of the advantages and disadvantages about something they have, what is done by students can be controlled optimally.

Efforts to improve student learning outcomes can be done by knowing metacognition. According to Santrock (2017: 328), good thinkers routinely use effective strategies and planning to solve problems. Good thinkers also know when and where to use strategy (knowledge metacognitive of strategy). Understanding when and where to use strategies is often the result of monitoring students from learning situations. Metacognitive plays a critical role that is very important for successful learning. Students can learn more actively, passionately, and confidently during the learning process because educators are able to develop metacognitive strategies and when students are given instructions on effective strategies, they often apply strategies before they have never used themselves.

Thus, the importance of the role of metacognition in learning success needs to get the attention of educators. In knowing and developing students' metacognition means building a foundation for active learning. By knowing the metacognition students are expected to be able to

manage themselves. Self-management habits can be done by identifying learning styles that are most suitable for yourself (visual, auditory, and kinesthetic); monitor and improve learning skills (reading, writing, listening, managing time, and solving problems); and utilizing a varied learning environment (lectures, discussions, assignments, laboratory practices, and group learning).

Besides depending on the ability of metacognitive, the success of students understanding the lesson also depends on the preferred learning style. The importance of noticing the differences in student learning styles is contained in the education curriculum that student differences are one of the learning principles in accordance with Graduates' Competency Standards and Content Standards. This is stated in Minister of Education and Culture Regulation Number 21 Year 2016 concerning Content and Basic Education Standards. In the Permendikbud stated recognition of individual differences and cultural backgrounds of students. Individual differences in question include differences in learning styles. Awareness of one's own metacognition knowledge and learning style that is suitable or liked is expected to be able to make students more optimal in the learning process so that the rationalization of the 2013 curriculum especially Indonesian subjects' news text material can be realized.

The general objective of this research is to produce a description of metacognitive strategies in writing news texts in terms of learning styles in eight graders of SMP Negeri 5 Sidoarjo. Whereas the specific purpose of this research is to produce a description of metacognition strategies in writing news texts in terms of visual, auditory, and kinesthetic learning styles in eight graders.

This research is focused on metacognitive strategies in writing news texts in terms of learning styles in eighth graders of SMP Negeri 5 Sidoarjo. The relationship between the metacognition process in writing and the learning style in this study is that metacognition is a high level of knowledge used by students to monitor by linking with known material; organize and organize knowledge processes such as reasoning and understanding in overcoming problems; and evaluating learning.

Each student has a different way of understanding and completing a task or problem. This is caused by each individual's different metacognitive strategies. In addition, each student must have a different learning style to get information. This is also because each individual has a different way of understanding information. Awareness of the difference between these two things according to researchers interesting to study. Based on the background above, this research gap uses an indirect strategy consisting of metacognitive strategies, affective strategies, and social strategies. The researcher draws the

conclusion that metacognition is interesting to study when viewed from various things. Researchers are interested in describing students' metacognitive strategies in terms of learning styles. Therefore, the researcher took the title "Metacognitive Strategies on Writing Viewed from Learning Styles for eighth graders of SMP Negeri 5 Sidoarjo".

2.   RESEARCH METHODS

This research was designed with a qualitative approach. Qualitative approach means that the data collected in the form of written or oral data and behavior that can be observed in the planning process, the process of implementation or monitoring, and the evaluation process in writing news texts. The data is in the form of information from students about the characteristics and phenomena about what is experienced by the research subject for example thoughts, perceptions, motivations, actions by means of descriptions in the form of words in a particular natural context.

This is descriptive study because it aimed to describe metacognitive strategies in writing news texts in terms of learning styles in eighth graders factually and naturally. Factual and natural means that metacognitive in terms of planning, implementing, and evaluating in writing news texts for junior high school students in the style of VAK learning is described as they are based on facts in the field. Learning style tests are given by giving instructions to students to choose answers in accordance with the actual state of students.

The subjects of this study were eighth grade students of SMP Negeri 5 Sidoarjo. Subjects were selected based on the results of the learning style determination test which was adapted from a list of visual, auditory and kinesthetic learning style questions (VAK) by Chislett consisting of 30 questions and 3 answer choices.

Data collection techniques used in data collection and data collection. Techniques to cite data in this study are learning style test questionnaires, written assignments in writing news texts, and interviews. The questionnaire learning style test instrument is a list of visual, auditory, and kinesthetic learning style questions (VAK) by Chislett consisting of 30 items and 3 answer choices. Determination of learning style criteria is if the student answers more choices A out of 30 questions, then the dominance of the learning style is visual; If the student answers more choices B out of 30 questions, the dominance of the learning style is auditory; If students answer C in more than 30 questions, the dominance of the learning style is kinesthetic. Written assignment instruments about news texts with natural phenomena with the theme "Flood". The theme used in this study was determined based on student reality. Interviews consisting of general open-ended questions that are

designed to reveal the subject's metacognitive in writing news texts.

Data analysis consisted of data analysis techniques including learning style tests, written assignments, and interviews; data analysis instruments in the form of interviews and analyzed using data analysis instrument sheets; and data analysis procedures, namely data obtained from the results of student writing assignments and interview interviews, and then analyzed using data reduction, data presentation, and conclusion procedures.

3.   RESULTS AND DISCUSSIONS

The metacognitive strategy in writing is viewed from the learning styles of the eighth grade students of SMP Negeri 5 Sidoarjo who have a visual learning style at the planning, implementation, and evaluation stages. Planning is related to the characteristics of metacognition, that is, knowing that cold goals are achieved through a thought process in earnest and choosing certain strategies to achieve those goals. The metacognition strategy in planning is described based on setting writing goals, setting strategies, and planning ideas to help writing. The goal setting in the planning process is done when students will start the writing process. The determination of objectives is shown in the following data.

Flooding is an event of sinking land due to increased water volume. Floods are natural events that are difficult to predict when they occur. Flooding can occur anywhere and anytime. Most likely the area that can be flooded is the area around the river or river. Because in the rainy season river water can overflow into residential areas around rivers or streams.
There are several causes of flooding, including littering or waste disposal, heavy rain, clogged water flow, and deforested forests. Bare forest is also a cause of flooding, because if the forest is bare, then there will be no more roots of trees that can absorb rain water.

The data above shows that in writing news texts with the theme of flooding by outlining the definition of flooding in the first paragraph that shows the structure of the text. Next tell about some of the causes of flooding.

Determination of the strategy is done when students will begin writing in the planning stage, which will help achieve the goal. This strategy can be in the form of reading repeatedly to better understand the problem or completion of the task, determine the source or reference to obtain information. Determination of strategy by students in the planning stages of writing news texts is shown in the following data.
P: What do you think before working on this task?

S: I remember the flood, sir. But I was told to write a "Tsunami" text with Mrs. Nurul, in class VII. I also thought about that. After that I look for my old book. Stone for the framework.

The data revealed initial thoughts after reading the questions. In their thinking activities, before working on the questions students remember the flooding event and the news material "Tsunami" that was previously given by the Indonesian subject teacher in class VII by Mrs. Nurul. Next students think about looking for textbooks and notebooks that have news text material about Tsunami, in order to see the parts or structure of the news text. In this case, students make use of their metachogical knowledge in the form of cognitive tasks to recall the information contained in their memory and realize the interrelationship between news texts about floods. The data shows that students set strategies in the planning stages of writing. Planning ideas to make writing easier is a stage in the planning process. Planning ideas to facilitate writing is done by students in the form of writing an outline, main ideas, text charts, notes, and so on. Visual style student data that shows planning ideas to facilitate writing is as follows.

P: For the second question about this social phenomenon, do you understand?
S: Yes
P: How many times have you read?
S: Twice
P: Did you just make a framework?
S: Yes
P: What are you making in this frame?
S: The main idea
P: Do you think this framework makes it easy for you to write?
S: Yes
P: Look for my old book. Stone for the framework.

Plan ideas to make writing easier. After being given problems, students read and understand the procedure of the questions and then make a framework. This outline contains the main ideas. The purpose of making a framework that contains the main idea is to facilitate the process of implementing writing.

Metacognitive strategies in planning in the form of planning to make ideas in the form of making important points or main ideas according to the news structure in the form of a framework which is then developed in the writing implementation stage.

After the planning process, the next stage of writing is the implementation of writing. At this stage will be described how the visual learning style metacognition of students carry out the things that have been planned before at the planning stage. At the implementation stage the metacognition process will be described based on aspects of (a) controlling writing errors and grammar and (b) controlling the accuracy of expressing ideas.

The implementation of this control is carried out by students when writing who feel they have made a mistake in writing that is replacing words, sentences, or adding words, writing errors in words, or punctuation. Control over errors appears in the following data.

Flooding is an event of sinking land due to increased water volume. Floods are natural events that are difficult to predict when they occur. Flooding can occur anywhere and anytime. Most likely affected by flooding areas that can be affected by floods are areas around rivers or streams.

The data above is a headline that contains an opening paragraph that contains a statement according to the structure of the news. Based on these data it can be analyzed that students make writing errors on the words affected by the flood written in the results of his essay.

Controlling the accuracy of expressing ideas is carried out in the writing process stage. This is done if the students feel that what is written isn't quite right in accordance with the ideas that they want to describe. Control is also done when students feel the ideas written are incomplete or not in accordance with the main ideas that have been planned (not integrated). Controlling the accuracy of ideas is done by students by changing or adding sentences in writing. The following data that shows control of the process of writing.

Flooding can occur
There are several causes of flooding, including littering or waste disposal, heavy rain, clogged water flow, and deforested forests. Bare forest is also a cause of flooding, because if the forest is bare, then there will be no more roots of trees that can absorb rain water.

The data above is the news structure of the news body section that describes the cause of the flood in the second paragraph. To more accurately express the ideas that will be described in the news text the students clarify with the phrase "There are several causes of flooding ..." followed by the next explanation.

The evaluation process in the writing stage is carried out by students after the writing process is finished. Some aspects that indicate that students are re-evaluating the results of writing are (a) rechecking the results of writing and (b) rearranging the results of writing. This activity is carried out when students are aware of the process and the results of their thinking when they see the results of the writing described.

Re-checking the results of this paper is usually done by rereading the writing to find out the compatibility between the facts and the purpose or accuracy. Accuracy of ideas or content. The

following data shows the evaluation of students in writing news texts.

P: After you write this your essay, do you reread?

S: Yes, I read it once

P: Do you think this article is correct?

S: yes sir as much as I can (smiling)

P: Do you check your mistakes?

S: I fixed the wrong one

P: Are you sure all the structures in the text that you created are in conformity?

S: already sir

The evaluation process in the data above shows the checking activities by students of the writing by rereading the text that has been written. This is done with the aim to ensure or convince himself that the writing is correct or not (there are still errors) in accordance with his understanding. At this evaluation stage students realize that he is still making mistakes and correcting those mistakes. In addition, the analysis of the process of metacognition at this stage students assess that the writing made is correct in accordance with the structure of the news text that is understood.

The process of metacognitive in the evaluation phase can also be described at the writing and rearranging writing stages. This is done when students are aware of the accuracy of the writing that has been made. The following excerpt indicates the process of metacognitive in the evaluation phase of news text writers in writing and rearranging the results of the writing.

(a)   Before

Flood: the event of a sinking land due to increased water volume. Floods are natural events that are difficult to predict when they occur.

There are several causes of flooding, including high rainfall, illegal logging, and clogged gutters. Flooding can be prevented by not littering, cleaning sewers regularly, not cutting down trees in the forest ... "

Flooding can harm humans. Therefore, we must always protect and protect our nature so that this event does not happen ... "

(b)   After

Floods: land sinking events due to increased water volume, floods are natural events that are difficult to predict when they occur. The possibility of areas that can be affected by flooding is the area around the river.

There are several causes and prevention of flooding including high rainfall, clogged gutters where water flows, and others. Ways to prevent flooding include not littering, cleaning sewers regularly, not cutting down trees in the forest illegally, not building houses, and buildings on riverside rivers, and so on.

Floods can harm one's property and lives, but not all floods can cause losses. Therefore, we must always maintain and protect our nature so that flooding does not occur.

In the data above shows the writing before and after that can be observed that has a good understanding of the structure and language rules of the news text.

4.   CONCLUSION

Based on the results of research on metacognitive strategies in writing in terms of visual learning styles in eighth grade students of SMP Negeri 5 Sidoarjo at the planning stage, students understand the structure, set goals before writing, set strategies, and make the main ideas to facilitate writing. The implementation stage is controlling writing errors, linguistic rules, and being careful in expressing ideas. The evaluation stage is checking and reordering the results of the writing.

5. SUGGESTION

Suggestion based on this research is that there are still shortcomings of which are only done in one class and one school with a limited number of research subjects. Future research can be reviewed in terms of gender and different grade levels or be developed with metacognitive research on different language skills such as reading, speaking, or comparing students between different schools such as school A with school B, between regular schools and SPP-SKS schools, 6 semester program class or 4 semester program.

Teaching and learning process activities are recommended to train students to better utilize their metacology in order to be able to learn independently and provide opportunities for students to develop metacognitive knowledge to the fullest, namely to provide opportunities to express thought through written form with the aim of training students' writing skills.

In the process of writing texts, teachers are advised to pay attention to student learning styles so that they are more aware of things that are appropriate to be applied to students so that they are more happy and interested in learning writing skills.

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