ENHANCING EFL STUDENTS' RECOUNT TEXTS BY EMPLOYING METACOGNITIVE LEARNING STRATEGIES (MLS)

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Abstract: This research delves into the pivotal role of metacognitive learning strategies in augmenting recount text writing skills among English as Foreign Language (EFL) students in their second semester at a teaching institution in North Sumatera, Indonesia. A correlation study involving 25 Writing II students explored the connection between metacognitive learning strategies (independent variable) and writing skills (dependent variable). Employing Pearson's product-moment correlation, the study utilized a modified metacognitive learning strategies theory questionnaire to gauge students' metacognitive approaches. Furthermore, a written test focusing on recount texts was administered to assess EFL students' English writing proficiency. Interviews with students and English teachers provided valuable insights into applying metacognitive strategies. The results underscored a significant positive correlation ($r = 0.590 > r$ table $= 0.505$) between students' metacognitive learning strategies and their recount text writing skills. This emphasizes the importance of integrating metacognitive strategies in the educational process, particularly in the context of EFL instruction. The study advocates for the deliberate incorporation of metacognitive learning strategies as an instrumental approach to strengthening and improving recount text writing skills among EFL students.
Keywords: *EFL students; Metacognitive Learning Strategies; recount text.*

INTRODUCTION

Metacognition serves dual roles in both evaluation and control, described as the ability to think along with executive functions that enhance learners' cognitive capabilities (Rosdiana & Damaianti, 2023). It pertains to a learner's consciousness of, and authority over, their own learning process. This awareness enables students to transfer or modify learned information across different situations and tasks. It also involves being attentive to one's learning and thought processes. The implementation of metacognitive strategies in writing demonstrates how the brain processes and arranges various ideas and data.

Metacognition involves the intentional employment of various meta-abilities and skills to aid cognitive and psychophysiological functions (Drigas et al., 2022). It stands as a pivotal concept and technique for student introduction in educational settings. Research on metacognition indicates it is a learnable behavior that can significantly benefit students across all levels of performance. There are three main reasons for the keen interest in metacognition among language education theorists and researchers. Firstly, individuals with metacognitive knowledge tend to be more versatile learners and thinkers throughout their lives. Secondly, incorporating metacognitive knowledge into language learning fosters self-directed learning among students. Lastly, establishing a metacognitive knowledge base is crucial for successful language learning. Experiencing metacognition leads to metacognitive awareness, which in turn facilitates the acquisition of metacognitive knowledge (Teng & Yue, 2022). Metacognitive awareness allows for the early identification of learning obstacles and the modification of strategies to achieve goals (Sato, 2022).

Csikos (2022) explains metacognitive procedures as the controlling and regulatory actions within metacognitive strategies. Amien et al. (2023) highlight that metacognition improves academic outcomes by enabling students to oversee, control, and evaluate their learning processes (Anthonysamy, 2021; Csíkos, 2022; Dignath & Veenman, 2021). This involves understanding the appropriate times and methods for employing specific problem-solving and learning strategies. Moreover, it includes the use of prior knowledge to devise an approach for learning activities, addressing problems as they emerge, and providing necessary commentary and analysis on writing.

Metacognitive strategies offer students opportunities for preparation, monitoring, selection, adaptation, evaluation, among other crucial actions, according to Gilakjani and Ahmadi in Awinindia (2023). Anthonysamy (2021) suggests that students employing metacognitive strategies can better evaluate their understanding of the material and spend more time managing their learning. Previous research (Zhang et al., 2022; Coelho et al., 2019; Burin et al., 2020; Valencia-Vallejo et al., 2019) confirms that metacognitive strategies enhance students' academic performance, engagement, and success. These strategies provide students with the necessary tools for self-managing their learning through planning, strategy management, progress monitoring, and goal assessment.

Metacognitive strategies also play a crucial role in problem-solving within learning activities, as they relate to the ways learners address challenges. Idris et al. (2022) argue that these strategies help students cultivate a proactive attitude towards learning and self-regulation. These strategies enable learners to evaluate their comprehension of the subject matter. Metacognitive knowledge is essential for managing the writing process and correctly applying strategies (Yoo, 2019). Thus, metacognitive strategy supports students in becoming proficient thinkers, allowing them to organize and articulate their thoughts into coherent, conceptually rich writings (Alfaifi, 2022; Keith et al., 2020).

Writing is one of the most essential talents for scholars. Additionally, a variety of mediums are available to teach students how to write. A recount text consists of grammatical elements as well as a generic structure. The generic structure includes reorientation (an overview or conclusion of the history that transpired), series of events (a narrative of what happened in chronological order), and direction or orientation (background facts about when, people, and place something happened) (Muliadi et al., 2022). This idea might encourage teachers to use recount texts as a teaching tool for their students in more creative ways.

According to Point et al. (2021), students had difficulty in writing. Planning, transcribing, and correction are only a few of the steps and complicated cognitive processes that go into this talent (Khojasteh et al., 2021; Saqr et al., 2021). It takes brain processing, reasoning, and rethinking to generate sentences. A writing instruction strategy that places an emphasis on students' writing is called the process of writing. Drafting, ideation, reviewing, and editing are some of the phases it includes (Batubara et al., 2022; Rahardjo et al., 2021; Rizki et al., 2022; Salama et al., 2022). Teachers should use a range of strategies to help students write well. Students can also use a range of techniques, including metacognitive learning strategies, which help them plan, keep track of, and assess their development. Because they are required to write about past experiences or events, students can assess their own writing progress using metacognitive learning strategies.

Writing is part of the cognitive process of metacognition (Teng et al., 2022b, Teng & Zhang, 2021). By using these techniques as well as organizing, planning, coordinating, and assessing their writing, students can take charge of their own cognitive processes (Jaitrong et al., 2022). However, teachers do not yet recognize the significance of metacognitive regulation in writing (Qin & Zhang, 2019). Furthermore the implementation and monitoring of appropriate techniques may be difficult for learners to manage or they may be unaware of them. Giving writing lessons focused on the procedures and patterns of academic writing in postsecondary institutions is one option for teaching academic writing (Cutri et al., 2021; Wale & Bogale, 2021). The metacognitive approach affects students' academic writing skills and raises the caliber of their work. It consists of two guides: one for knowing one's own talents and the other for providing criticism (Rosdiana et al., 2023). Up to 65% of students' writing skills are also influenced by knowledge and regulations (Perry et al., 2019; Wale & Bogale, 2021).

Every writer and student should aim to produce well-written work that complies with writing conventions, as this is crucial to their

success in acquiring the language (Hidayat & Jaenudin, 2022). Development of ideas, actual writing and rewriting, editing, and publication are all steps in the process. The content needs to demonstrate topic knowledge, provide a sufficient and pertinent supporting detail, and develop the main idea substantively (Meisani, 2022). While some writers edit certain passages as they go, others finish their writing first and then rewrite it.

Subjects other than Language Arts programs can teach the writing process. One of results in increased comprehension of the writing process is that students become more active and thoughtful writers (Cirocki & Widodo, 2019). Any discipline's specific reading, thinking, researching, and writing processes may need to be explained to students in order to be taught how to write in that subject. Additionally, the instructor may need to give students opportunity to put these processes into practice by breaking them down into separate skills.

Writing is seen as a social act that the writer performs, influenced by their own experiences and social interactions. Additionally, it is essential to writers' social identities and personal experiences, and their capacity to control it is widely evaluated. According to Knospe (2018), students can achieve communicative goals in writing by employing a metacognitive strategy through self-regulation and self-assessment (the process of metacognitive monitoring and metacognitive management). For example, reading, rereading, reflecting, and reviewing are examples of monitoring procedures that are included in meta-cognitive monitoring. These techniques are employed to keep an eye on the writing process and the caliber of the output that is produced. Editing, drafting, idea formation, word production, translation, and revision are all included in the category of meta-cognitive control (Takarroucht, 2022). As a result, this will enable students to complete relevant writing tasks as part of their learning process.

Additionally, writing recount texts gives students a shared experience that links to a variety of linguistic tasks. When students have acquired sufficient knowledge through the application of metacognitive learning processes, they are able to develop their writing from past events or experiences. On previous studies (Farahian & Avarzamani, 2018; Teng, 2022). It was discovered that metacognitive awareness aided students in mastering self-control and sustaining their high caliber of performance while they wrote. Thus, from the preparation stage through the final review stage, students can sustain the quality of their writing process by developing metacognitive awareness.

Together, students and teachers could learn how to compose and construct effective writing while using metacognitive learning approaches. Having students practice writing is one of the most effective methods for enhancing their writing skills. Finally, students like reflecting on their experiences to help them with their writing. Metacognitive learning procedures are used to give students learning stimulus when writing junior high school recount texts. Therefore, metacognitive learning techniques may be enough to motivate students to express their creativity and originality when writing in a certain genre.

METHOD
This research aimed to investigate student reactions to writing recount texts using Metacognitive Learning Strategies (MLS) and to explore the relationship between metacognitive strategies and students' writing abilities. It was designed as a correlational study. A random selection of twenty-five Writing II students participated in the study to examine the research questions. To collect data, the study employed four tools: observations, a questionnaire on metacognitive learning strategies, a writing test, and interviews.

The questionnaire on metacognitive learning strategies was utilized to gather information on the students' use of such strategies. The questionnaire was developed by adapting and expanding the framework of the Oxford metacognitive strategies chart, as referenced in the book "Language Learning Strategies" (1990, p. 137). The metacognitive techniques described in Oxford's framework assist students in efficiently organizing and managing their language acquisition. Strategies such as focusing on learning, organization and planning, and evaluating learning processes were emphasized to aid student learning. The questionnaire included various indicators and sub-indicators related to metacognitive learning strategies. A table provided in the study detailed the structure of the questionnaire on metacognitive learning strategies.

Table 1. *The indicators and the sub indicators of Metacognitive Learning Strategies questionnaire*

No	Indicators	Sub Indicators
1.	Centering students' learning	1. Providing an overview and making connections with previously published content 2. Being mindful
2.	Organizing and planning students' learning	1. Discovering more about language learning 2. Planning 3. Establishing targets and goals 4. Determining the objective of a language assignment 5. Arranging a language assignment 6. Searching for opportunities for practice
3.	Evaluating students' learning	1. Self-monitoring 2. Self-evaluating

The following methods were used to gather data. Teachers first gave the students instructions on how to write recount texts on their personal experiences to assess their writing abilities. Second, a Likert scale with four responses—strongly agree, agree, disagree, and strongly disagree—was utilized to examine the students' metacognitive learning questionnaire. Third, a 7-minute interview was conducted with the respondents to ascertain their responses and reinforce the findings on using metacognitive learning strategies in writing activities. The responses would be a viewpoint, attitude, or emotion on the subject. Pearson's Product-Moment Simple Correlation formula determined the correlation between students' writing abilities and metacognitive learning techniques. The primary information source for this study was individuals. In order to abide by the rules of ethics, the researcher covered the identities of people, places, and the research location using made-up names to protect the rights of human research participants, even though there is no administrative body established in Indonesia to protect the rights or welfare of those who were recruited to participate in this study. Furthermore, everyone who took part in this research did so voluntarily.

RESULTS AND DISCUSSION

The study examines how students react to writing recount texts while utilizing metacognitive learning strategies and explores the link between their writing proficiency in recount texts and the application of these strategies. This investigation is divided into two parts: an evaluation of the metacognitive learning strategies used and the assessment of students' writing abilities.

To address the initial research question regarding students' reactions to writing recount texts with metacognitive learning strategies, interviews were conducted. The results highlighted insights from Ms. Christian, the writing teacher, who emphasized her role in guiding students through understanding the structure, intent, and characteristics of the text. She mentioned:

"When teaching students about writing, I usually start by introducing them to the text's format or structure. Following that, I clarify the text's objective and traits, often providing a previous example for clarity. The subsequent step involves the students reading the content, where I expect them to identify any unfamiliar terms and make concise notes about them. Ultimately, they are encouraged to deduce the meaning of the text to grasp its essence fully."

Moreover, the study identifies three primary ways in which metacognitive learning strategies contribute to enhancing students' writing skills during the activity:

Focusing on students' learning
The interviews highlighted that a majority of students consciously reflected and focused before initiating their writing, especially when prompted by their English teacher during a writing task. This preparatory phase steered the students through a structured writing process. Additionally, it was discovered that students engaged in various preparatory activities before beginning their writing, as detailed below:

Centering students' learning
The interviews revealed that most students acknowledged that they thought and concentrated before starting to write when their English teacher asked them to do so during a writing assignment. Before they started drafting the piece, it guided the students through a writing exercise. Additionally, the interview revealed that the students did a variety of tasks before starting to write, as follows:

Table 2. *Students' responses*

Students	Actions	Responses
3	Thinking first	For the first time, I tried thinking.
8	Writing while thinking	I directly wrote while thinking.
13	Thinking the organisation of the sentences	I considered how to arrange the sentences to make them appropriate.
24	Asking first, then writing	When I acquired the knowledge, I would write as soon as I got feedback from the teacher or the peers what I wanted to write.
28	Writing directly	I directly wrote.

Table 2 demonstrated that some students engaged in pre-writing thinking processes. Writing also requires understanding specific learning and problem-solving techniques' when, where, and why. As a result, employing metacognitive learning strategies helps students design a plan for a learning activity and takes the required actions to reproduce on and assess their learning method as appropriate.

Organizing and planning students' learning
It also concerns how a learner approaches overcoming challenges throughout a learning activity. As metacognitive learning strategies help students acquire advanced thinking abilities, Based on the findings of the interviews, most students acknowledged that they create a plan before writing the material. The plan guides them as they write. The interview findings for the students' writing assignment were shown in Table 3 below:

Table 3. *Students' responses in planning their writing*

Students	Actions	Responses
4	Making a plan to determine the topic and theme	Absolutely, I plan ahead to choose the best theme and writing style. My goal is to reduce the number of errors.
9	Making a plan to be easier to write	Certainly, I plan what I want to write and how I want to write it. I prepare ahead of time to make writing easier.
16	Not making a plan	Unfortunately, I don't plan things out. Usually, I consider the sentence to see if it fits the title.
20	Making a plan to make easier to write that fit the story	In fact, I do think out the plot and the vocabulary I'll use in the written work. I prepare ahead of time to make writing more straightforward for me.
25	Making a plan and paying attention to the main idea to overcome difficulties	Definitely, I do have a plan for writing well. To get over my writing obstacles, I also focus on the main idea and the essay's intended purpose.

According to Table 3 above, most of them create a writing strategy to support them with writing. It assisted students finish the assignment they were given. Additionally, pushing students to address issues in their writing helped them improve their writing abilities. It relates to strengthening one's writing skills.

Evaluating students' learning
People can use self-evaluation to track their professional development, and this strategy additionally assists them assess their objectives or progress. The results of the interviews show that most students use their methods to assess their writing once they have finished their assignments. Through the interview, the students affirmed:

Table 4. *Students' responses in evaluating their writing*

Students	Actions	Responses
6	Rechecking the writing to make it better	I went over my writing again, adjusted things in order to improve it.
12	Rechecking the writing to make it neat and better	My goal was to improve and organize my writing, so I double-checked and adjusted what I wanted to write.
10	Rechecking to make it easier to be read	I made some adjustments by rereading and evaluating my writing to make it simpler to read.
17	Rechecking and making changes to fit the content	I think the writing might be appropriate and fit the essay's essence by rereading and rewriting it.
23	Re-reading the project to make good result	I aimed to have a positive result by rereading, rewriting, and reviewing my writing.

All students reevaluated their writing after finishing their writing assignment to see if it was still appropriate based on the above answers. Students can analyze their progress toward completing a task with the help of metacognitive learning tools. It will help students improve their language proficiency, particularly their writing skills. Therefore, it might be helpful for them to employ in their writing work. The interview's findings revealed that most students employ their learning strategies, particularly for the writing activity, rather than a particular strategy.

The correlation between metacognitive learning strategies and students' writing skills for writing recount texts

Metacognitive Learning Strategies scores
Questionnaires were used to evaluate the metacognitive learning strategies of the participants. The questionnaire contained twenty items, each with four response options: strongly agree, agree, disagree, and strongly disagree, assigned values from 1 to 4. This resulted in a scoring range from 40 as the minimum to 78 as the maximum. The scores obtained from the survey varied between 40 and 78, with the lowest score recorded being 40. The calculation for the final scores involved assigning a value of one for the lowest and four for the highest possible scores. The data analysis revealed a standard deviation of 7.1 and an average score of 64.8. Following data collection, the researcher categorized the scores of the students' metacognitive learning strategies into a frequency distribution with five equal intervals, starting from the lowest score of 40, to analyze the metacognitive learning processes in more detail. For this purpose, the software SPSS.v.21 was utilized.

Table 5. *Students' frequency distributions for Metacognitive Learning Strategies*

Interval	Frequency	Percentage
40-46	1	4%
47-53	0	0%
54-60	4	16%
61-67	12	48%
68-74	7	28%
75-81	1	4%
Total	25	100%

The following figure shows the data from the frequency distributions of the students' metacognitive learning strategies from the table:
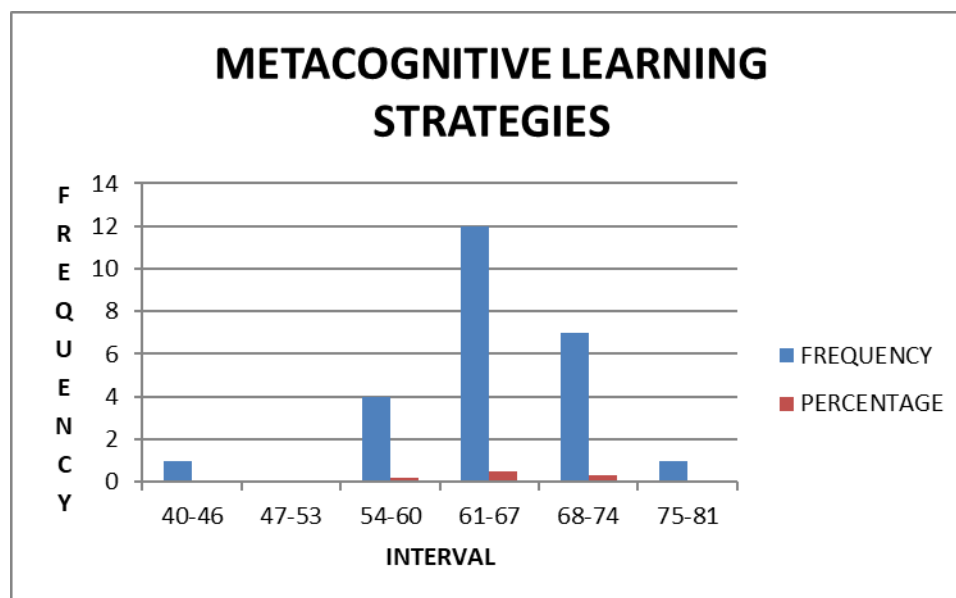

Figure 1. *Students' frequency distributions for metacognitive learning strategies*

The score of students' writing skills
An English writing test was used to collect the data to evaluate the students' writing skills. Students had to write about their memorable vacations because the writing test's topic was remarkable. Also, they had to compose assignments utilizing metacognitive learning strategies. The teacher was requested to grade the students' writing assignments according to the assessment scale by the researcher. A minimum of 5 points (20) and a maximum of 20 points (100) are available on the writing test. To determine the maximum possible overall score for the writing test, the score was multiplied by 4. The study

found that the lowest and highest scores on the English writing test were 10 and 19, respectively. The average (mean) score was 16.2, and the standard deviation was 2.2.

The results of the students' writing tests were categorized into a frequency group by the researcher after data analysis. The lowest scale (10) was used to produce five equal-group intervals. Additionally, SPSS.v.21 was used by the researcher to analyze the writing evaluations completed by the students. Below is the whole set of data for a grouped frequency distribution:

Table 6. *Frequency distributions of students' writing proficiencies*

Interval	Frequency	Percentage
10-12	1	4%
13-15	10	40%
16-18	10	40%
19-21	4	16%
21-23	0	0%
Total	25	100%

The frequency distributions of the students' writing abilities in the table are shown in the figures below.
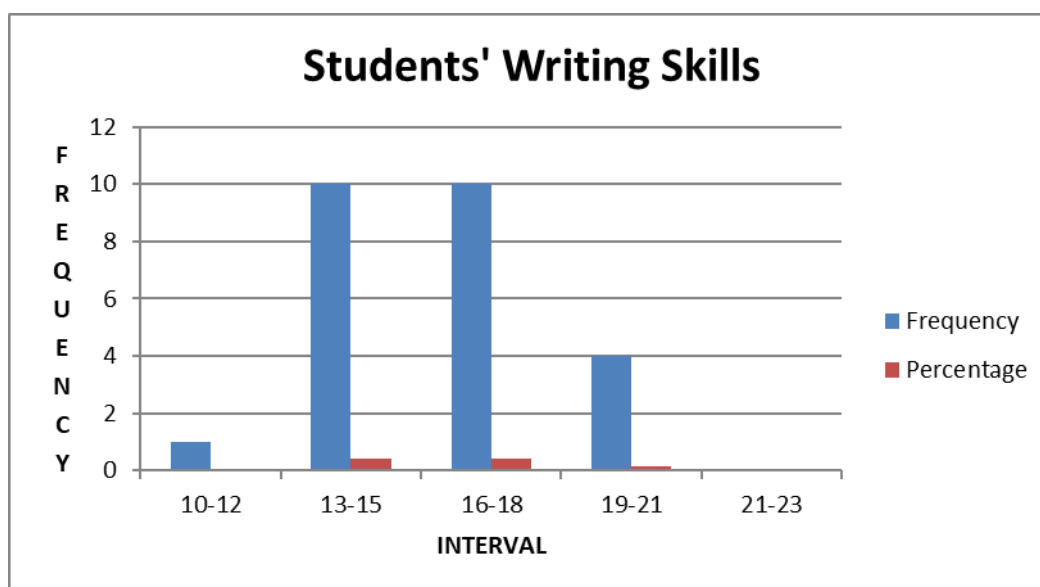

Figure 2. *Frequency distributions of students' writing proficiencies*

The testing of statistical assumptions

The researcher describes how to test statistical hypotheses in this part using the data gathered and statistical analysis performed for this study. First, to dissect the testing of statistical hypotheses, the validity, reliability, normality, and hypothesis tests were employed. Next, the researcher used SPSS.V.21 to confirm the statistical assumption. Below is a discussion of the statistical investigation's data.

Validity test

The validity of this study was evaluated using Pearson's product-moment simple correlation (r). The test is performed to determine whether the data supports the study's claimed measurements. At a significance level of 0.05, the two-tailed test result was compared to the likelihood of degree of freedom (DF = N-2) in the r table. If the validity value of the variable test is less than the value of DF (r < r table), then the validity test is considered valid. The X variable included only variables that were smaller than 0.413, resulting

from the probability being revealed by the validity test to be 0.413.

Additionally, the probability was 0.413; as a result, every variable in the Y variable was less than 0.413. The students' writing skills (Y) and metacognitive learning strategies (X) variables' validity test computations revealed that the validity level was 100%. It was, therefore, valid. It demonstrates that both variables were valid completely.

Reliability test

The validity of the students' writing skills (Y) and metacognitive learning techniques (X) factors assessed using Cronbrach's Coefficient Alpha. The test is meant to evaluate both variables' dependability. The test is valid if the p-value is higher than the r table (r > r table). According to the reliability result, the reliability value for the metacognitive strategies learning was 0.877, with a probability of 0.396. On the other hand, the reliability value for the students' recount texts was 0.808. Because the probability value in this study was higher than the value in the r table, it

can be concluded that the variables relating to students' writing abilities (Y) and metacognitive learning strategies (X) were reliable.

Normality test

The Kolmogorov-Smirnov test was used to determine if the variables in this study had a normal distribution. The observed and expected frequency distributions are compared in the test. In accordance with the analysis of the normality test for the students' metacognitive learning methods (X) variable, the Z value for the Kolmogorov-Smirnov test was 0.989, with 0.333 for the probability. The variable distribution is considered normal if the probability is more significant than = 0.05. The probability value in this study was higher than α, indicating a normal distribution for the students' metacognitive learning strategies (X) variable.

Table 7. *The normality test result*

Variable	Kolmogorov-Smirnov Z	Probability	Conclusion
Students' Metacognitive Learning Strategies & Students' Recount Texts	0.989	0.333	Normal

Linearity test

Regression analysis was used by the researcher to evaluate the linear association between the students' writing skills (Y) and their metacognitive learning strategies (X). The two variables' data analysis yielded a F value of 0.808 and a probability of 0.648. The variable distribution is considered to be linear if the probability is greater than α= 0.05. It was evident that the connection between the two variables was linear since the result was more significant than α. The following displays the linearity test result:

Table 8. *The results of the linearity test*

	F value	p	Conclusion
The correlation between students' writing abilities (Y) and metacognitive learning strategies (X)	0.808	0.648	Linear

The computing results showed a linear connection and a normally distributed distribution of the data from the two variables.

Hypothesis test

A dependent variable (English writing skills) and an independent variable (metacognitive learning strategies) were examined to address the problems of the research. In this study, the correlation between the two variables was examined to determine the null hypothesis (H0) and alternative hypothesis (H1):

The null hypothesis (H0) suggests: "The ability of learners to write recount texts and metacognitive learning procedures do not significantly correlate."

The alternative hypothesis (H1) indicates: "The ability of learners to write recount texts and metacognitive learning processes significantly correlate."

To test the hypothesis (r), the researcher used Pearson's Product-Moment Simple Correlation. The study data was examined by the researcher using SPSS.v.21. The following computational investigation demonstrates the relationship between students' writing abilities for recount texts and metacognitive learning strategies. Here is a summary of the Pearson's Product-Moment Simple Correlation (r) study:

Table 9. *The findings of the Pearson's product-moment simple correlation (r) analysis to assess the hypothesis*

Independent Variable	Dependent Variable	r	P
Metacognitive Learning Strategies	Writing Recount Skills	0.590	0.002

Based on the findings, the probability correlation coefficient (r) is 0.590 and has a value of 0.002. With a significance level of 0.01, the sample size (N) for the number 25 in the r table was 0.505. The correlation coefficient (r) value was, therefore, higher than the r table (0.590 > 0.505), implying that it was high. As a result, the alternative hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected because of the p 0.002 and r > r tables. As a result, it shows that the writing abilities of second-semester students at Nommensen University Pematangsiantar and metacognitive learning strategies had a somewhat reasonable and significant association.

The second problem formulation was solved since there is a correlation between students' writing abilities for recount texts and metacognitive learning strategies. Students'

writing ability and metacognitive learning strategies are correlated. Thus, students can enhance their writing abilities by using metacognitive learning strategies.

This research looks at how students' writing skills for recount texts are affected by metacognitive learning techniques. The discussion reveals a multifaceted relationship between metacognition and writing skills, providing insights into how students employ metacognitive processes and the statistical evidence supporting their correlation.

Impact of metacognitive learning strategies on writing abilities
Metacognitive learning strategies contribute significantly to students' writing abilities, as evidenced by their pre-writing thinking processes, organizational planning, and self-evaluative practices. The flexibility observed in students' approaches to writing tasks underscores the adaptability of metacognitive strategies. This adaptability allows students to personalize their learning methods, aligning with the diverse nature of writing preferences.

Students who engaged in thoughtful pre-writing demonstrated an improved understanding of text structure and purpose. The influence of metacognitive strategies in guiding students through a writing exercise was acknowledged by Ms. Christian, the writing instructor, who emphasized the importance of comprehending text features. This alignment with educational theories emphasizes the role of metacognition in enhancing writing skills by encouraging students to organize ideas effectively.

Organizational planning, another facet of metacognitive learning strategies, emerged as a crucial factor in writing proficiency. Students who created plans before writing clearly understood their writing goals and exhibited improved organization in their compositions. Metacognitive processes help learners to become self-regulating learners and also to develop a strong sense of urgency in their learning (Idris et al., 2022).

The evaluation phase showcased students' commitment to self-improvement. Reevaluating their writing after completion allowed them to track progress, make adjustments, and enhance language proficiency. This aligns with Gilakjani and Ahmadi statement in Awinindia (2023) that metacognitive strategies give pupils the chance to prepare, check, observe, choose, modify, assess, and do other essential steps. According to Anthonysamy (2021), students who use

metacognitive methods are better able to assess their grasp of the course material and are able to devote more time to controlling their learning process.

Statistical analysis of correlation
In addition to bolstering the qualitative results, the statistical analysis offers a solid basis for comprehending the relationship between writing skills and metacognitive learning processes.

Students' scores on metacognitive learning techniques show a preponderance of these strategies' use in the frequency distribution.

, with a significant portion falling within the 61-67 range. It indicates a widespread adoption of metacognitive approaches among the students.

The distribution of students' writing proficiency scores shows a diverse range of abilities, reinforcing that metacognitive strategies accommodate various writing styles and skill levels. Validity and reliability tests establish the trustworthiness of the data, while normality and linearity tests confirm the normal distribution of data and a linear relationship between variables.

The hypothesis test, employing Pearson's Product-Moment Simple Correlation, produces a significant correlation coefficient ($r = 0.590$) with a low p-value (0.002). This supports the alternative hypothesis statistically, emphasizing a substantial and positive association between students' writing abilities and metacognitive learning strategies.

In conclusion, the study comprehensively explains the associated relationship between metacognitive learning strategies and students' writing abilities for recount texts. The integration of metacognitive processes positively influences pre-writing thinking, organizational planning, and self-evaluation. The statistical evidence substantiates this correlation, underlining the potential for educators to leverage metacognitive approaches in writing instruction. These findings contribute valuable insights to educational practices, emphasizing the role of metacognition in enhancing language proficiency and fostering practical writing skills.

CONCLUSION
This research explored how second-semester students at a North Sumatran educational institution in Indonesia reacted to the incorporation of metacognitive learning strategies in their production of recount texts. The goal was to understand the students' perceptions of this method and its relationship to their ability to

produce recount texts using metacognitive strategies.

The study led to two primary insights. First, the adoption of metacognitive learning strategies in recount text writing sessions was met with enthusiasm by the students, enabling them to better focus, plan, organize, and assess their learning processes. Second, a significant link was found between the students' use of metacognitive strategies and their recount text writing proficiency, indicated by a correlation coefficient of 0.590, which surpasses the critical value of 0.505.

These results highlight the effectiveness of metacognitive learning strategies in improving the recount text writing capabilities of EFL (English as a Foreign Language) students. The research suggests that both educators and learners could greatly benefit from integrating metacognitive strategies and recount texts as educational tools to foster more dynamic and effective learning environments. Educators are encouraged to consider these strategies as innovative methods for enhancing both learning and teaching experiences.

However, the study acknowledges its limitations, such as the small sample size and its focus on a specific demographic of second-semester students in North Sumatera. It recommends future studies to broaden the sample size and include a more diverse range of participants regarding age, gender, and learning preferences. Further research should also examine the application of metacognitive learning strategies across different writing genres to gain a fuller understanding of their benefits.

This research offers valuable contributions to EFL teaching methodologies, demonstrating the positive impact of metacognitive learning strategies on students' abilities to write recount texts. The findings and positive feedback from students suggest that these strategies have the potential for wider application in various educational settings.

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