

**METACOGNITIVE STRATEGIES FOR STUDENTS'  
VOCABULARY MASTERY IN CONVERSATION  
AT SMPN 1 MALANGKE  
(Pre-Experimental Research)**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2024**



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Day / Date	Chapter	Note	Sign
Monday 5-8-2024		- Revise the Findings and Discussion - Revise the Conclusion	
Wednesday 7-8-2024		- Revise the Findings Structure - Add some theories and relevant Research Findings in the Discussion	

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Day / Date	Chapter	Note	Sign
Tuesday 13-8-24		- Revise Chapter 2 - Revise the judge	
Thursday 15-8-24		- Double check and revise the whole part - Ace to Seminar	

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Consultant II : Maharida, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Sabtu 18/mei/2024	1-3	Double check the task and change slightly the content	
Rabu 22/mei/2024	2-3	Conceptual framework and hypothesis	
Jumat 24/mei/2024	3	Design of data analysis and instrument	

Makassar, Aug 20.. 24

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Day / Date	Chapter	Note	Sign
Rabu 10/ Juli	3	Tenggi of 2/3 adalah	
Senin 29/ Juli/2024	4-5	fungsi and American, double check the gram	
Jumat 2/ Agustus	4-5	Double check the gram	
Sabtu 3/ Agt	4-5	paper for final exam	

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## MOTTO

Jadi buat kamu yang hari ini ngerasa sedang diberikan ujian hidup yang berat, coba deh ingat-ingat lagi. **Dulu kamu pernah dapat ujian seberat apa? Dan kamu bisa melewatinya dengan baik?**

Pasti pernah dong.

Itulah salah satu alasan kenapa Allah ngasih ujian itu ke kita.

Biar suatu saat bisa jadi pengingat dan kita bisa menghadapi ujian-ujian yang lebih berat di depan sana,

Coba diingat-ingat lagi yaa. **Kalau dulu aja bisa, pasti sekarang juga bisa.**

## ABSTRACT

**Nurul Handayani, 2024.** *Metacognitive Strategies For Students' Vocabulary Mastery In Conversation AT SMPN 1 Malangke.* A thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Syamsiarna Nappu and Maharida. The purpose of this research is to the impact that metacognitive have on students' conversational vocabulary knowledge of noun and verb. This students assessing the degree to which these students' in comprehending and retaining new vocabulary . This study used a one group pre-test and post-test design with one class as the focus, making it a pre-experimental investigation. In the academic year 2023–2024, there are two classes in the population: 3 SMPN 1 Malangke. There were twenty students' in each of the two classes, for a total of forty people. Research used 20 students' in class B as my sample. Pre-test and post-tests were utilized as the research to gather data for this study in order to assess students' vocabulary knowledge. There were twenty-five nouns and twenty-five verbs in the multiple-choice pre-test and post-tests. The studys findings show that, on average, post-test scores are greater than pre-test scores. This indicates that students' at SMPN 1 Malangke variable (Y) mastery of conversational language is significantly influenced by the variable (X) metacognitive technique. To put it another way, there is a discernible difference between the pre-test and post-test results when it comes to training students metacognitive strategies for mastering verbs and nouns in particular. Based on these results, the study came to the conclusion that metacognitive techniques are useful for teaching vocabulary mastery to SMPN 1 Malangke students'when they are having a conversation.

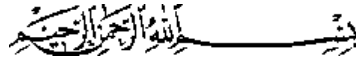
**Keywords :** *Strategies Metacognitive, Vocabulary Mastery, Conversation*

## ABSTRAK

**Nurul Handayani,2024.** *Strategi Metakognitif untuk Penguasaan Kosakata Siswa dalam Percakapan di SMPN 1 Malangke.* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Syamsiarna Nappu dan Maharida. Tujuan penelitian ini adalah untuk mengevaluasi strategi yang dimiliki metakognitif terhadap pengetahuan kosakata percakapan siswa tentang kata benda dan kata kerja. Hal ini melibatkan penilaian sejauh mana strategi ini membantu siswa dalam memahami dan mengingat kosakata baru. Penelitian ini menggunakan desain pra-tes dan pasca-tes satu kelompok dengan satu kelas sebagai fokus, menjadikannya penelitian pra-eksperimental. Pada tahun ajaran 2023–2024, terdapat dua kelas dalam populasi: 3 SMPN 1 Malangke. Terdapat dua puluh siswa di masing-masing dari dua kelas, dengan total empat puluh orang. menggunakan 20 siswa di kelas B sebagai sampel peneliti. Pra-tes dan pasca-tes digunakan sebagai alat penelitian untuk mengumpulkan data untuk penelitian ini guna menilai pengetahuan kosakata siswa. Terdapat dua puluh lima kata benda dan dua puluh lima kata kerja dalam tes pra dan tes pasca pilihan ganda. Temuan penelitian menunjukkan bahwa, rata-rata, skor tes pasca lebih besar daripada skor tes pra. Hal ini menunjukkan bahwa variabel (Y) penguasaan bahasa percakapan siswa SMPN 1 Malangke dipengaruhi secara signifikan oleh variabel (X) strategi metakognitif. Dengan kata lain, ada perbedaan yang jelas antara hasil tes pra dan tes pasca dalam hal melatih strategi metakognitif siswa untuk menguasai kata kerja dan kata benda pada khususnya. Berdasarkan hasil ini, penelitian sampai pada kesimpulan bahwa teknik metakognitif berguna untuk mengajarkan penguasaan kosakata kepada siswa SMPN 1 Malangke ketika mereka melakukan percakapan.

**Kata Kunci :** *Strategi Metakognitif, Penguasaan Kosakata, Percakapan*

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The researcher realize the valuable assistance and helpful suggestions provided by many individuals in completing this thesis. The researcher would never be able to completing this thesis without the support, assistance,encouragement, and help from many individuals. Therefore, the researcher would like to express her sincere gratitude to all of them:

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2. **Erwin Akib, S.Pd., M.Pd., Ph.D** the Dean of Teacher Training and Education Faculty.
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Finally, this thesis is expected to provide valuable knowledge and information for the readers. The researcher recognizes there is still room for improvement and progress towards perfection. Therefore, any constructive criticism and suggestion will be enthusiastically accepted.

*Billahi fii Sabilil haq, Fastabiqul khaerat.*

**Makassar, August 2024**

**The Researcher**



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# CHAPTER I

## INTRODUCTION

### A. Background

Indonesia's first foreign language is English, which is taught in many schools and courses. Speaking, reading, listening, and writing are the four skills that make up English, and improving your vocabulary will help you with all of them. The lack of vocabulary is one of the main obstacles students encounter when learning and mastering English. Vocabulary is the cornerstone for studying all aspects of English. To construct words out of letters, a number of user groups collaborate. On the other hand, vocabulary is defined by Julita (2011) as terms that are taught in a foreign language. The collection of letters that make words when taught in a foreign language can be summed up as vocabulary.

Arsjad et Mukti (1993) defined speaking ability as the ability to utter phrases in order to express, state, and convey thoughts, emotions, and sentiments. Speaking is one of the skills that must be learned as well as mastered because it takes the greatest work to master of all the skills found in the English language. We are able to develop the skill of speaking properly since one of the most significant vocabulary categories is speaking. Because speaking in English involves a lot of practice, a conversation partner, and vocabulary proficiency. One of the most important factors in effective communication, particularly while speaking a foreign language, is having a

strong vocabulary. The capacity of students to acquire and apply vocabulary correctly in conversation is crucial to their English language learning process. Students with a sufficient vocabulary are able to express their ideas and thoughts clearly in a variety of communication situations, in addition to being able to comprehend material well. This can be brought on by a number of things, including not knowing how to acquire vocabulary effectively, not being able to use the vocabulary that has been taught, or not using the right learning strategies

Speaking is the practice of verbal communication. The message and spoken language as a delivery method are closely related. Instead than hearing the message in its original form, the listener hears it in a different form, particularly the sound of language. After that, the listener attempts to reconstruct the message from the linguistic sounds into its original format. Arsjad et Mukti (1993) defined speaking ability as the ability to utter phrases in order to express, state, and convey thoughts, emotions, and sentiments. Speaking is one of the skills that must be learned as well as mastered because it takes the greatest work to master of all the skills found in the English language. We are able to develop the skill of speaking properly since one of the most significant vocabulary categories is speaking. Because speaking in English involves a lot of practice, a conversation partner, and vocabulary proficiency.

Flavell, (1979). Metacognition is therefore higher order thinking, which entails intentional management of the cognitive functions involved in learning. Metacognitive processes include deciding how to tackle a particular

learning assignment, keeping track of comprehension, and gauging how far along you are.

The use of these metacognitive strategies improves students' comprehension of how they learn new words and perceive the language used in class. This study looks at strategy training to better understand vocabulary retention for participants at level A of the Common European Framework (CEFR). Therefore, using metacognitive strategies can help pupils overcome their vocabulary issues. To put it another way, if students are aware of their own learning styles, they may develop resources to aid them in the future by enabling them to monitor their own linguistic and cognitive processes as they pick up new vocabulary.

Referring to the paragraph about, community researchers conducted research with the title "Metacognitive Strategies for Mastering Students' Vocabulary in Conversation". The hope is that it can overcome students' problems in terms of mastery, especially vocabulary. It is expected that the results of the research will offer important new information and make an important difference to the creation of student-focused, flexible learning strategies.

## **B. Problem Statement**

Based on the problem statement above, the problems that will be analyzed by researcher are stated as follows:

1. How metacognitive strategies can improve students' English vocabulary (noun) mastery in conversation?

2. How metacognitive strategies can improve students' English vocabulary (verb) mastery in conversation?

### **C. Objective of the Research**

Based on the formulation of the problem above: Related to the above, the purpose of this study is to find out how metacognitive strategies can influence the improvement of mastery of verb and noun vocabulary in terms of making a conversation.

### **D. Significance of the Research**

The significant of the research can be divided into two parts, that theoretically and practically.

Theoretically the purpose of this research is to gather knowledge that will help students in terms of understanding vocabulary mastery and teaching language learning in general.

Practical for Students. The research believe that by sharing their findings, students will learn what new metacognitive strategies are. For Educators. Apart from helping English teachers choose the best techniques, researchers hope that this research can provide knowledge about metacognitive strategies in learning, especially English learning. For Additional research as a study on the employment of metacognitive methods in the process of learning English, the researcher expects that this research will be valuable for future studies as a reference or input for work on the same issue.

### **E. Scope of the Research**

This research is limited to the use of metacognitive strategies in terms of

(self-regulation) to improve students' english vocabulary mastery, especially in the use of noun and verb. So this research focuses on mastering nouns and verbs so that students are able to create conversations at SMPN 1 Malangke.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

There is some literature that has been conducted on a similar topic. They are as follows:

Fitriani (2022), titled her thesis "The use of a metacognitive strategy to improve students' reading comprehension". In this study, we investigated whether students' reading comprehension would be improved by using a metacognitive approach that focused on literal understanding, including the main idea and supporting elements. The researcher used a pre-experimental design with a single class for the pre- and post-tests and took the sample using the purposive sampling approach. It was clear from the increasing student mean scores for identifying the main idea (41.74%) and providing examples (47.07%), both of which demonstrated improvement. The researcher also found that the degree of freedom (df) 28 t-test value (4.1472.048) was higher than the t-table. This proved that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

Irawati (2017), in her thesis entitled "Word Wall Media for Reading Skills: Improving Students' Vocabulary (Pre-Experimental Research)". The author employed pre-experimental research as the quantitative way to determine the effectiveness of this methodology. Four meetings were for treatments, the last meeting was for the post-test, and the first meeting was for

the pre-test. The author used the t-test for analysis. The outcome demonstrated that using word wall media made a substantial difference for the kids.

Based on previous research, the researcher indicated that this research is similar to previous research in terms of increasing students' vocabulary. The difference between this study and previous research is that previous studies used different techniques, while this research will focus on the way students speak specifically on vocabulary (noun and verb) and will apply metacognitive methods to different samples.

## **B. Some Pertinent Ideas**

The definitions related to the researcher's discussion are:

### **1. The Concept of Vocabulary**

#### **a. Definition of Vocabulary**

The group and collection of words that are known and used by a particular person" is referred to as a person's vocabulary. Another meaning of it is a list or collection of terms that are often described or explained and arranged alphabetically. Vocabulary also goes by the terms wordstock, lexis, and lexicon.

According Horn ( 1998 : 1447), The definition of vocabulary is: 1) all the words one knows or employs. 2) Each and every word in a certain tongue. 3) the words people used to communicate. 4. a list of terms with definitions created especially for language students.

Similarly, Hornby (1986), believed that a person's vocabulary was a collection of words that might be used to describe one's thinking in a



professional context. It suggests that a person's vocabulary is the entire set of words they may employ in a particular language for communication. In contrast, the Oxford Learner's Pocket Dictionary defined vocabulary as "all the words one knows or uses." According to Kasim (2011), defined vocabulary as words that have significance when heard or seen by the individual himself to interact with others.

According Nappu et al. ( 2023), The Toontastics Application impacts student's mastery of English vocabulary. The fact that their pre-test score of 51.2 changed to 62.9 on their post-test serves as evidence. This finding is strengthened by the survey results, which show that the students' responses fell into the "strongly interested." Their intense interest may influence students' increased English vocabulary proficiency in the Toontastics Application. In other words, the Toontastics Application affects students' attitudes and ability to grasp English vocabulary.

In both oral and written language, vocabulary refers to the words we use to express Hanson et Jennifer (2011:5).

Cluston (2013:2) defines vocabulary as the words in a language, including single items and phrases or chunks of many words that transmit a specific meaning, similar to how individual words do.

Based to the description given above, a person's vocabulary is a set of words with meaning that are arranged alphabetically, recognized by that person, and comprehended when that person speaks, listens, reads,

or writes. The author may also claim that a language's vocabulary consists only of words with function and meaning.

## **b. Types of Vocabulary**

### **1. Vocabulary in reading**

According to Salam (2008), vocabulary is a crucial language component of reading comprehension. Not all of the messages in the text will be clear to the reader. through having a strong vocabulary.

### **2. Vocabulary in writing**

Salam (2008) asserts that expanding one's vocabulary requires strengthening one's writing skills. The subjects on which the kids can write will depend on their vocabulary proficiency. By increasing one's vocabulary, one can also get better at speaking and listening. As long as the listener is aware of the meaning of the words they hear, they can correctly understand what is being said.

### **3. Vocabulary in speaking**

In an English lesson, the teacher will frequently speak in an attempt to improve the students' vocabulary and speaking abilities.

In this situation, the pupil will be inspired to mimic their teacher.

## **c. Definition of Noun**

Hornby (2020), A noun is a term that designates a certain person, place, or thing. The word "thing" in this context refers to anything that can be perceived by human senses or to an idea that cannot

be seen but can be experienced. A noun is a word that is used to name and identify any member of a class of objects, people, communities, or concepts.

Based on the explanation above, we can infer that a noun encompasses all conceivable classes of objects and entities.

#### **d. Kinds of Nouns**

After studying the definitions of nouns, it is equally important to comprehend their types. The Fundamental English book includes a number of noun categories. The parts of speech can be mastered quickly and simply. Any physical object that can be perceived by humans using their five senses is referred to be a concrete noun. What makes up this

Concrete Noun:

- 1) A proper noun is a name for a particular person, country, city, day, month, school, place of business, or other entity. A proper noun's first letter is always capitalized, and there is no definite article (a, an, or the). As an illustration, consider Monday, Danone, Bangkala Barat, Indonesia, and Anti.
- 2) A collective noun is a noun that designates a group or a collection of certain objects that can either be seen as a single entity or have many meanings.
- 3) Collective nouns can be used to refer to people, animals, and inanimate objects. Examples include a pack of cards, a band of musicians, a flock of birds, and a posse of law enforcement officers.

4) An abstract noun is a noun that cannot be perceived through sight, touch, or sound. This kind of noun only ever has one meaning. For instance, love, understanding, friendship, joy, and honesty.

a. Based on the accounting:

1) Countable nouns are those whose counts are possible. Think of a book, a pen, a table, a car, a teacher, and student brotherhood.

2) A noun that designates entities whose counts cannot be stated numerically is called an uncountable noun. Some examples include coffee, iron, milk, money, oil, rice, and ink.

b. Based on the quantity:

1) A singular noun is a name that refers to a single object, not a collection of objects. As an illustration, consider a chair, a house, a teacher, and a car.

2) A plural noun is a noun that denotes the presence of more than one of them. S or ice can typically be added to the singular shape to create a plural noun. A book is equal to two books, and a city is equal to five cities.

c. Based on the gender:

1) A noun with a masculine gender signifies the name of a male item. Father, son, gentleman, uncle, and cock are a few examples.

2) A noun with the gender "feminine" signifies the name of a

female object. Examples include mother, sister, stepdaughter, niece, and widow.

3) A noun with the gender "common" refers to the name of something that can be either male or female. An illustration would be a buddy, a student, a teacher, a child, or a pet.

4) The term "neutral gender" refers to objects that lack a gender.

These words are included in this noun: collective, abstract, and material. Examples include the ocean, river, table, gold, joy, and integrity. There are four distinct categories of nouns, which can be distinguished based on form (concrete and abstract), accounting (countable and uncountable), quantity (single and plural), and character (masculine, feminine, common, and neutral gender). This understanding explanation makes it obvious that there are four categories of nouns.

**e. Definition of verb**

The majority of a predicate is usually made up of verbs, which, according to Agnes (2002), are any of a collection of words that represent action, nature, or an event, or that are utilized as an auxiliary or copula. Verbs can be used to explain what people or things do, as well as how they behave and change over time, since they comprise the main part of the predicate in a phrase.

Verbs can depict a variety of acts. In the following example, Martin Parrot presented numerous verbs that can indicate action.

Cry	Fix	Cut	Climb
Walk	Feel	Hear	Fly
Hop	Run	See	Hit
Talk	Slide	Work	Paint
Jump	Dig	Paste	Visit

According to Parrot (2000:46), verbs can also be used to convey other ideas, such as existence (e.g., be, become, exist), mental states and processes (e.g., believe, deduce, enjoy), and relationships (e.g., rely, decide). This is true even though many verbs actually reflect activities.

#### a. The Classification of Verbs

##### 1. Main Verbs

The primary verb, according to Martin Parrot, expresses the fundamental meaning of each group of verbs. For instance, the main word in the phrase concluded denotes the completion of her endeavor. The following additional forms are also available for important English verbs:

##### a). The infinitive

You could consider a verb's infinitive form to be its base or "pure" form. Because it is the form that follows to, such as in: We need to drink/finish/win, an infinitive is easy to recognize.

##### b). The Present

Depending on the subject, an English verb's present

tense can have one of two forms:

- 1) When a third-person singular subject (such as the girl, James, he, she, or it) is involved, the present tense commonly has an- s in flection: James plays tennis, she goes scuba diving, the girl goes to the market, he finishes his project, and it constantly pours down rain
- 2) With other subject types, however, such as in the phrases They grow trees, I scuba dive, and You play basketball, the present tense has the same structure as the infinitive form but lacks the to and an-s inflections

The exception to these trends is the primary verb form of be. Unlike other basic verbs, "to be" contains three different present forms, each of which is distinct from the infinitive form.

	Singular	Plural
1st person	I am	We are
2nd person	You are	You are
3rd person	She/He/It/is	They are

### c). Past Tense

Only completed occurring or events that are seen as complete entities, according to Leech (2004), are often subject to the use of the past tense. When a verb's ending is -ed, an event happened in the past. The present tense forms have only two predictable forms (uninflected or -ed), whereas the past tense forms vary considerably more.

d). Present Progressive

According to Downing et Locke (2002), English has a progressive that is characterized by a form of be and the ing form. It can be combined with the perfect, modals, the passive, the present tense, and the past tense.

He is writing Present + Progressive

He was writng Past + Progressive

He has been writing Perfect + Progressive

e). Past participle

The auxiliary has usually denotes the past participle of a verb. For *a few verbs, bring, take, and walk*. There are numerous different past participle forms, as will be demonstrated. This variant reflects the contrast between regular and irregular verbs. Ordinary verbs have a past participle form that is identical to their past tense form.

Yesterday I walked to the office. (past tense).

I have walked to go home every day this week. (past participle).

**f. Active and passive vocabulary**

Harmer (2003) asserts that there are two types of vocabulary. They are listed below. The first group, referred to as "active vocabulary," consists of terms that students have learned or have been exposed to in other ways and are expected to be able to use. The



second type of vocabulary is passive vocabulary, which is characterized as terminology that students are able to identify and comprehend in both oral and written situations but does not typically occur in their vocabulary lists.

John asserted in Lubis (2017:8) that there are two types of vocabulary: active vocabulary and passive vocabulary, in contradiction to Harmer. Active vocabulary, sometimes referred to as productive vocabulary, is what immediately comes to mind when one has to form a spoken or written statement. It is used both orally and in writing. On the other hand, a person knows passive vocabulary (receptive) but does not use it. People can understand it when they read or hear it.

Hatch (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a) Receptive Vocabulary

The kids can recognize and understand them when they are used in context, but they are unable to produce them. Students recognize this language when they read or come across it, but they don't use it when they speak or write.

b) Productive Vocabulary

Words that kids can understand, pronounce, and use correctly in their writing and speech. Requirements for receptive vocabulary as well as the ability to speak or write at the appropriate moment are included. It is possible to approach the development of

productive vocabulary as an active process because learners may come up with the words to express their ideas to others.

Furthermore, Good in Amri (2016:11) presents a different assertion. His four categories for vocabulary are as follows. The first is oral vocabulary, which is made up of words that are frequently used in speech. Oral vocabulary's relevance comes from the speaker's use of active words in everyday contexts. The second is a vocabulary for writing that is composed of terms that are regularly used in writing because there are no time restrictions. The vocabulary is considerably less extensive than the unrehearsed. The third is listening vocabulary, which is a set of words one can use to respond to other people's writing in a clear and meaningful way. Reading vocabulary, or one's collection of words to which one can respond, is the last phase writing with comprehension and purpose. According to the definition of active vocabulary, it is language that you use regularly and are familiar with. Passive vocabulary, on the other hand, is words you know the definitions of but don't frequently use.

## 2. The Concept of Metacognitive Strategy

### a. Definition of Metacognition Strategy

Gourgey Kilinc (2013), defined metacognition as awareness of one's learning style, awareness of when one is understanding and not understanding, knowledge of how to use information available to

achieve goals, ability to assess cognitive demands on various exercises, awareness of strategies used to achieve goals, and measurement of one's progress both during and after activities.

According to Hamzah B. Uno (2012), metacognitive ability is the capacity of a pupil to manage and control their thought processes.

Then again According to Chamot, Kupper, and Zhang (2010), a metacognitive approach is one that allows students to organize their learning during the learning process. As a result, the learner develops his or her own learning style.

According to Khamkhien (2010), Students that use metacognitive strategies can take charge of their own educational efforts.

According to Waode Hamsia (2017), Students can establish plans, manage plans, and even review plans early on with the help of metacognitive methods, which are self-regulating techniques.

Anderson (2012), Metacognitive readers are not only equipped with the knowledge of strategies, but also the ability to apply the knowledge with different text types and orchestrate strategies to actively engage in the thinking process.

Noprianto and Punawarman in (2019), Two tactics that fall within the category of metacognitive strategies were mentioned. Self-testing is the first tactic. Students can use this technique by searching for online vocabulary exams and taking them and The second strategy is by

listening to songs or watching news.

According to Dunlosky et al. (2013), students tend to view tests more as a summary of their entire learning than as a way to improve their knowledge. It is, however, feasible to use the test as a practice tool. As a matter of fact, "practice testing enhances learning and retention".

The subjects in Byon's (2019), Goal-setting is a learning method that is characterized as a metacognitive strategy in studies. Learners establish learning objectives, such as how many new words they must master each day. This might go with a record from a checklist.

Students without metacognitive approaches are basically learners without direction or opportunity to review their progress, accomplishment, and future directions," is a quote that highlights the significance of metacognitive strategies. Once more, fostering metacognitive awareness in learners may also result in the improvement of cognitive abilities and much more in-depth processing. It prompts thoughtful, though critical, reflection and assessment of one's ideas.

#### **b. Types of Metacognitive Strategies**

There are two main categories of metacognitive methods, according to Oxford (2010.54) and Wiji Lestari (2017.67).

1. Metacognitive knowledge is our knowledge of how we think as well as how other people think. Each of the three subcategories of metacognitive knowledge is critical for learning and problem-solving.

a) Declarative knowledge refers to the "knowing what" Declarative knowledge is the process through which students come to comprehend how using a certain method in class might assist them with their academic challenges. For instance, students are aware that metacognition is the most effective technique for learning. Procedural knowledge is "knowing how".

b) Procedural knowledge is the understanding of how someone performs as they carry out a process's steps. For example, students are aware of the difficulties associated with learning English but also how to make it easier by using methods.

c) Conditional knowledge: When a method is appropriate to use and when it should be avoided, students' understanding of "knowing when" is referred to as conditional knowledge. For example, learning English is straightforward, thus students or other people don't need to use strategy.

## 2. Self-control

On the other side, self-regulation describes a group of practices that assist students in managing their learning.

Jacobs et Paris (2013), Three elements, namely planning, monitoring, and assessing, are said to aid students in the learning process.

a) Planning requires the students to select the best reading material to advance their comprehension.

b) Watching. Students are required to examine readings depending on their comprehension as part of monitoring.

c) Assessing. In order to understand how to improve students' comprehension, evaluation systems test students' comprehension on purpose. Consider Chang et Liu (2013). According to the claim, pupils who participate in more evaluations after learning produce higher results.

#### **c. The advantages of the Metacognitive Strategy**

Tsang (2012). Define Benefits of the metacognitive technique include:

1. The use of metacognitive strategies can improve students' comprehension and learning experiences.
2. Students can become more independent learners by using metacognitive strategies.
3. Metacognitive strategies, such as planning, monitoring, and assessing, let pupils learn independently.
4. Metacognition is the process of developing one's capacity for problem-solving while learning.

#### **d. The stages of metacognitive strategy**

The stages of metacognitive strategy can be defined as follows:

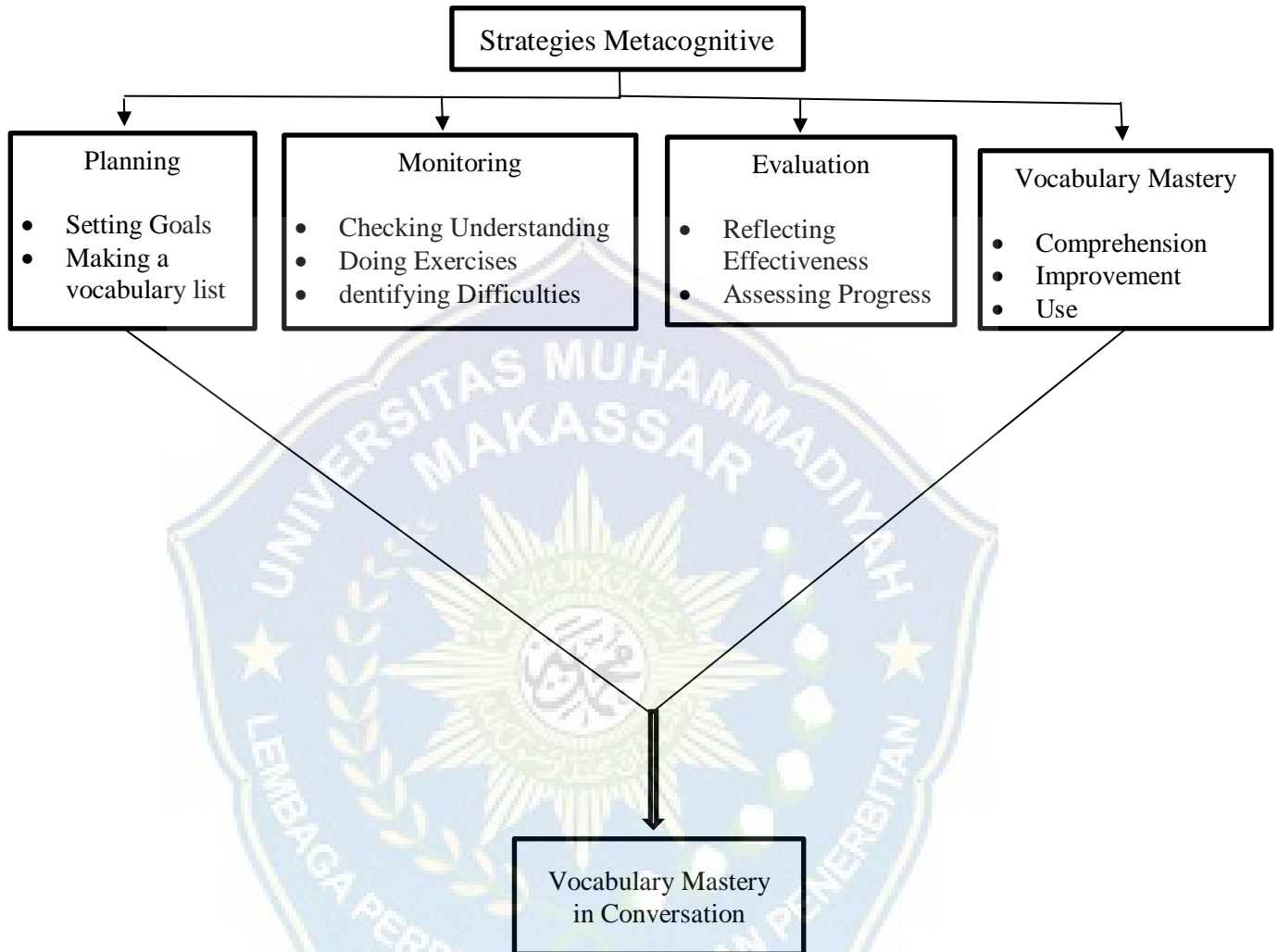
1. Cognitive Monitoring: Being aware of the cognitive processes involved in learning is the first step. This entails being aware of the methods employed to comprehend the

content as well as knowing what has been and has not been understood.

2. Cognitive Settings: Establishing the processing techniques for additional information comes after monitoring. This could entail employing strategies like making diagrams, asking questions, and taking notes.
3. Cognitive Evaluation: It's critical to assess the effectiveness of a method once it's been employed. This entails evaluating one's comprehension of the subject matter, pointing out weaknesses in the tactics employed, and considering how to perform better in the future.
4. Reset: The learning strategy is the last thing to do if the evaluation indicates that anything has to change. This could entail experimenting with a new tactic, refining an already-effective plan, or getting more guidance to increase comprehension.

A learner can enhance their metacognitive abilities and become more proficient at processing and comprehending information by going through these stages regularly. This is especially true when it comes to the cognitive learning outcomes for class IX students at SMPN 1 MALANGKE and vocabulary mastering.

### C. Conceptual Framework



**Figure 2.1 Conceptual Framework**

Metacognitive strategies to improve students' vocabulary mastery in conversational contexts. By understanding and applying these metacognitive strategies, students can be more effective in developing their vocabulary mastery.

From the description above, it can be seen that researchers used



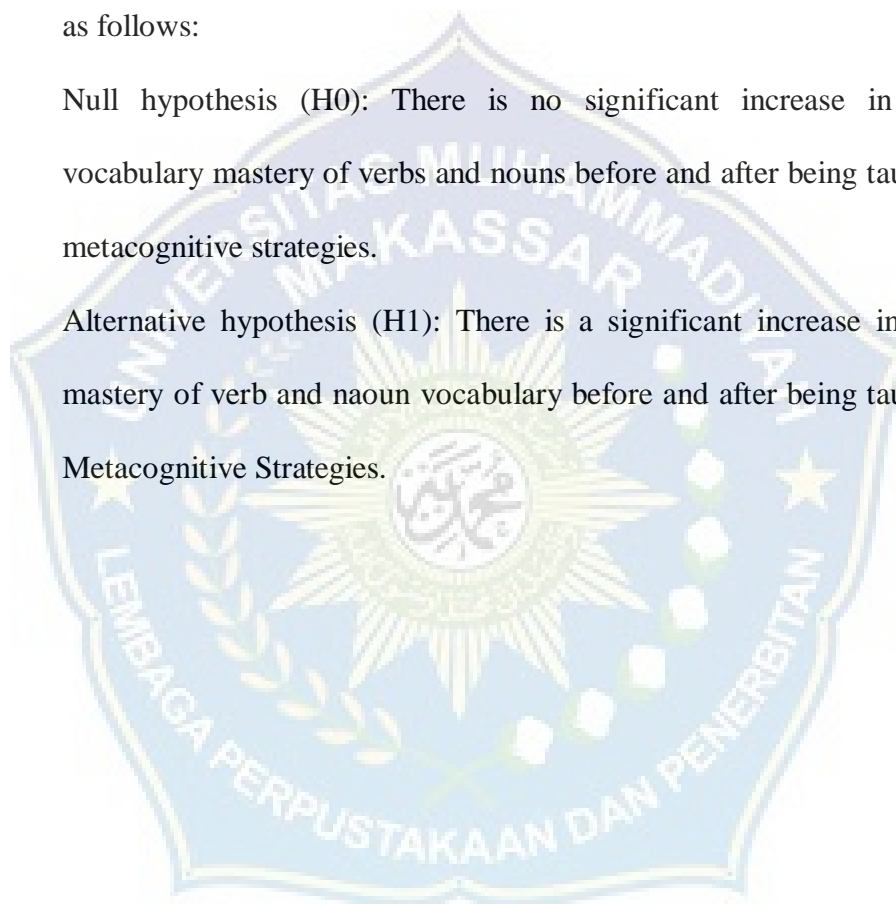
metacognitive strategies to determine students' vocabulary mastery, especially verb and noun vocabulary. As a result, students can improve their vocabulary mastery in conversation.

#### **D. Research Hypothesis**

In this research, the researcher formulated the research hypothesis as follows:

Null hypothesis (H0): There is no significant increase in students' vocabulary mastery of verbs and nouns before and after being taught using metacognitive strategies.

Alternative hypothesis (H1): There is a significant increase in students' mastery of verb and naoun vocabulary before and after being taught using Metacognitive Strategies.



### CHAPTER III

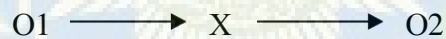
## RESEARCH METHOD

In this chapter, several parts were present. They include research design, research variables and indicators, population and sample, research instruments, procedures for collecting data, and data analysis.

#### A. Research Design

This research was a pre-experimental research with a one group pre-test and post-test design featuring one class. The pre-test and post-test plan for one group was carried out twice: once before the experiment (pre-test) and once again after (post-test). Research took one class as a sample to compare learning outcomes before and after the test. Arikunto in Handayani et al. (2021).

This design was presented as follows:



Notes:

O1= Pre-test

X = Treatment

O2= post-test

(Gay & Esse Hartina 2015: 225)

#### B. Variables and Indicators

There were two variables in this research, namely the independent variable and the dependent variable. The independent variable was the use of metacognitive strategies. When this strategy was used, students learned or

work collaboratively, developing their mastery of vocabulary in creating a conversation. The dependent variable was the vocabulary of verbs and nouns which increases students' vocabulary in making conversations.

The indicators of this study are the use of metacognitive strategies in teaching for students' vocabulary mastery in terms of conversations on verbs and noun.

### **C. Population and Sample**

#### **1. Population**

The population of this research was class IX students of SMPN 1 Malangke for the 2023/2024 academic year which consists of two classes, namely A and B. And each class consists of 20 students. So the total population was 40 students.

#### **2. Sample**

Researcher chose class B as the sample for this research. Research took 20 students' from a total of 40 students using purposive sampling techniques. The reason for taking samples in this research was to make it more efficient and for research to more easily obtain the desired results. This sample was used as a representative of all students'.The teacher also suggested to choose that class.

### **D. Research Instrument**

English vocabulary mastery test of students was conducted by collecting information. Before being given treatment, a pre-test was given, and after being given treatment, a post-test was given. The test given was a

multiple-choice test of 50 questions, 25 items for verb vocabulary and 25 items for noun vocabulary, both pre-test and post-test.

### **E. Data Collection Technique**

The following approaches were employed by the research when gathering data:

#### 1. Pre-test:

Research gave test samples before applying the metacognitive strategy method to determine students' initial abilities to measure students' previous vocabulary mastery.

#### 2. Treatment:

(Metacognitive strategy) After being given a pre-test, students were given treatment using the metacognitive strategy method. Held six times; Each meeting lasts for 2 x 40 minutes, similar to regular teaching hours in a school meeting. The treatment procedure is as follows:

- a. The teacher explained the metacognitive strategy method in learning to students and why this strategy was effective for improving mastery of verb and noun vocabulary.
- b. The teacher explained the steps taken in this metacognitive strategy, including reading regularly (starting from story books, news, reading conversations to lesson material).
- c. The teacher prepared vocabulary material texts (nouns and verbs) for students that were relevant and interesting to students.
- d. The teacher divided students into small groups consisted of 3-4 groups

then ask students to create a conversation using noun or verb vocabulary for approximately 10-20 minutes and read the results in front of the class.

- e. Students were given access to dictionaries containing vocabulary either physically or digitally. And the teacher asked students to memorize the contents of the vocabulary in the dictionary.
- f. The teacher asks students to used the results of the conversation that has been carried out and the results of the determination, namely looking for nouns and verbs as a guide in improving their vocabulary mastery.
- g. The teacher provided feedback on student writing.

### 3. Post-test

At this stage, research have tested students' to find out whether there was an influence on mastery of verb and noun vocabulary after being given treatment using metacognitive strategies. The test was almost the same as the pre-test, namely a multiple choice test consisting of 25 questions for each verb and noun. Students' were asked to work on it for 60 minutes. So the test used in the pre-test was the same as the tests used in the post-test. The reason was the same because the used of tests made it easier for students' to answer questions from researcher. So if different tested were used, it was difficult for researchers to determine the increase in students' vocabulary, especially verbs and nouns.

## F. Technique of Data Analysis

In terms of managing and analyzing the data to be collected, the researcher used quantitative data analysis using SPSS. This analysis is used to determine the increase in students' vocabulary mastery by using metacognitive strategies in teaching.

### 3.1 Scoring the students' answer

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{The Total of Number}} \times 100$$

To classify the students' score, there were seven classifications which uses as follows:

Table: 2.1 Classification of Score

SCORE	CLASSIFICATION
91-100	Excellent
76-85	Good
61-75	Fairly Good
51-60	Fair
36-55	Poor
0-35	Very Poor

(Depdikbud in Dahnianti 2018)

- a. To find out the improvement of the score by using gain the formula:

P =

$$P = \frac{X2 - X1}{X1} \times 100$$

Where:

P = Percentage of the score

X1 = Pre-Test

X2 = Post-Test

(Gay, 2006).

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this study, researchers conducted pretests and posttests to test students' vocabulary mastery in conversation for grade IX students of SMPN 1 Malangke for the 2023/2024 school year using metacognitive strategies. Researcher get the following results:

#### 1. Metacognitive strategies can improve students' English vocabulary (noun) mastery in conversation

Mastery of student vocabulary (Noun) in conversation, students' in grade IX SMPN 1 Malangke for the 2023/2024 school year used metacognitive strategy can be explained in the following table:

**Table 4.1.** Classification score of students' Pre-test and Post-test Noun

No	Classification	Score Range	Pre-Test Noun	Post-Test Noun
1	Excellent	91-100	-	-
2	Good	76-85	-	-
3	Fairly good	61-75	-	11
4	Fair	51-60	6	8
5	Poor	36-50	11	1
6	Very poor	0-35	3	-
Average			46,2	63,2

Table 4.1 table the different classifications on Pre-Test and Post-Test (Noun). In Pretest (noun) there were 3 students' in the *Very Poor* category, while in posttest (noun) there were no students in the *Very Poor* category; in pretest (noun) there were 11 students' in the *Poor* category,

while in posttest (noun) there were 1 students' in the *Poor* category; in pretest (noun) there were 6 students' in the *Fair* category, while in posttest (noun) there were 8 students' in the *Fair* category; in pretest (noun) there were no students in the *Fairly Good* category, while in posttest (noun) there were 11 students' in the *Fairly Good* category; in pretest (Noun) there were no students in the *Good* category, while in posttest (noun) there were no students in the *Good* category; And finally, in the pretest (noun) there were no students in the *Excellent* category, while in the posttest (noun) there were no students in the *Excellent* category.

**Table 4.2.** Descriptive Statistics Pre test dan Post test Noun

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Pretest Noun	20	46.20	9.311
Posttest Noun	20	63.20	6.640

Based on the in table 4.2, there is a difference between the pretest and posttest scores. Initially, before the activity was conducted, the pretest score was 46.20. After the intervention and reevaluation used the posttest, the score increased to 63.20, resulting in an improvement of 17.00 from pretest to posttest. It can be concluded that the average score after used metacognitive strategies is greater than the average score when not used the strategy. So the application of metacognitive strategies can increase students' vocabulary mastery in conversation by a percentage of 27%.



## 2. Metacognitive strategies can improve students' English vocabulary (verb) mastery in conversation

Mastery of student vocabulary (Verb) in conversation, students' in grade IX SMPN 1 Malangke for the 2023/2024 school year used metacognitive strategy can be explained in the following table:

**Table 4.3.** Classification score of students' Pre-test and Post-test Verb

No	Classification	Score Range	Pre-Test Verb	Post-Test Verb
1	Excellent	91-100	-	-
2	Good	76-85	-	1
3	Fairly good	61-75	-	13
4	Fair	51-60	-	6
5	Poor	36-50	5	-
6	Very poor	0-35	15	-
Average			31,6	65,4

Table 4.3 shows the different classifications on Pre-Test and Post-Test (Noun). In pretest (verb) there was 15 i students' n the *Very Poor* category, while in posttest (verb) there were no students in the *Very Poor* category; In pretest (verb) there were 5 students' in the *Poor* category, while in posttest (verb) there were no students in the *Poor* category; in Pretest (verb) there were no students in the *Fair* category, while in posttest (verb) there were 6 students' in the *fair* category; in Pretest (verb) there were no students in the *Fairly Good* category, while in posttest (verb) there were 13 i students' n the *Fairly Good* category; in pretest (verb) there were no students in the *Good* category, while in posttest (verb) there was 1 students' in the *Good* category; in pretest (verb) there were no students in the

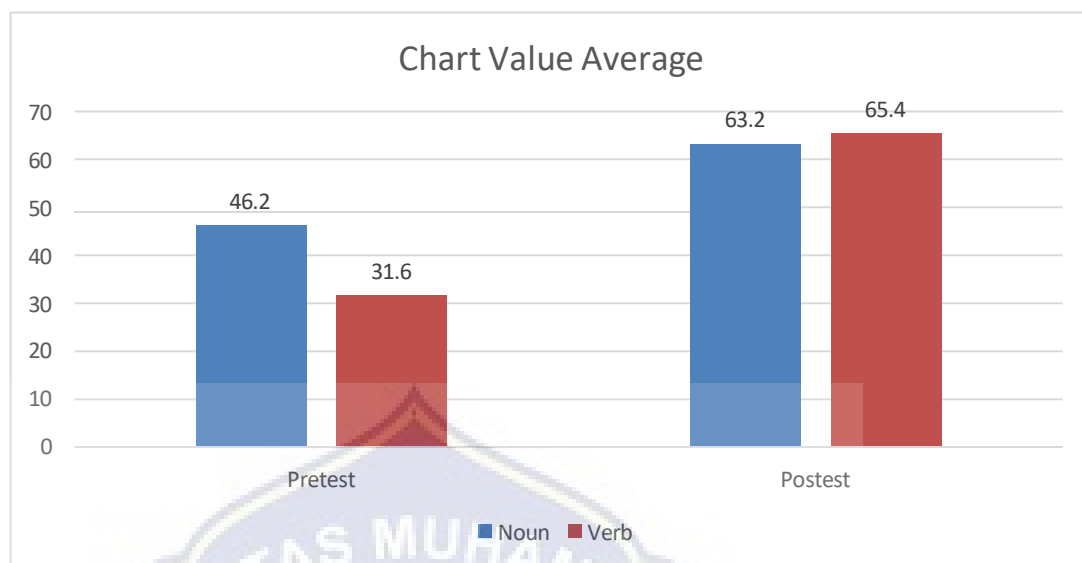
*Excellent* category, while in posttest (verb) there were no students in the *Excellent* category.

**Table 4.4.** Descriptive Statistics Verb

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Pretest Verb	20	31.60	5.933
Posttest Verb	20	65,40	5.698

Based on the in table 4.4, there is a difference between the pretest and posttest scores. Initially, before the activity was conducted, the pretest score was 31.60. After the intervention and reevaluation used the posttest, the score increased to 65.40, resulting in an improvement of 33.80 from pretest to posttest. It can be concluded that the average score after used metacognitive strategies is greater than the average score when not used the strategy. So the application of metacognitive strategies can increase students' vocabulary mastery in conversation by a percentage of 52%.

The chart 4.1 a comparison of the average scores for the Noun and Verb categories at two stages of the test: Pretest and Posttest. In the Pretest stage, the average score of Noun is around 46,2. while Verb is around 31,6. When entering the Posttest stage, there was a significant increase in both categories. The average value of Noun increased to around 63.2, while Verb experienced a more drastic increase to reach around 65.4.



**Chart 4.1.** Chart of the Average Value of Pretest Posttest Nouns and Verb

The chart, it can be concluded that there was a positive increase in the average score for both categories from Pretest to Posttest, with a more significant increase in the Verb category. Interestingly, in the Posttest stage, the average value of Verb slightly exceeded Noun, in contrast to the condition in the Pretest where the initial average score of Noun was higher. This diagram indicates a positive development in the mastery of both categories, with an emphasis on more rapid development in verb mastery than noun.

## B. Discussion

Based on the findings the discussion are Metacognitive strategies can improve students' English vocabulary noun mastery in conversation. The data provided are the results of the pretest and posttest classification of students in mastery of noun vocabulary, it is clear that before treatment in the pretest there were 3 students who were classified as very poor, 11 students were

classified as poor and 6 students were classified as sufficient. After teaching using metacognitive strategies, students' vocabulary in nouns increased as seen below. While in the posttest there was 1 student classified as poor, 8 students were classified as sufficient and 11 students were classified as quite good. This is evidenced by the average pretest score of 46.2 with the poor category while the posttest was 63.2 with the fairly good category.

Metacognitive strategies can improve students' English vocabulary verb mastery in conversation. While in the classification of students' pretest and posttest scores in mastery of verb vocabulary, it is clear that before treatment in the pretest there were 15 students classified as very poor, and 5 students were classified as poor. After teaching using metacognitive strategies, students' vocabulary in verbs increased as seen below. While in the post test there were 6 students in the fair category, 13 students in the fairly good category and 1 student in the good category. This is evidenced by the average pretest score of 31.6 with the very poor category while in the post test it was 65.4 with the fairly good category.

Based on the results of the analysis described above, it can be used that variable (X) metacognitive strategy has a significant influence on variable (Y) vocabulary mastery in SMPN 1 Malangke students' conversations. This can be used from the results of the analysis test used the T Test method which aims to determine sig. (2-tailde) = 0.000 < 0.05, meaning that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. Then the difference in the average pretest and posttest scores of both verb and noun mastery as

evidenced by an increase in students' learning outcomes after learning using cognitive strategies. This is shown by the overall pre-test and post-test average of  $38.9 > 64.3$  so that there is an increase in the average ranking after learning used these strategies with a percentage of 40%. And according to the theory in chapter two which supports the increase in the results of this research, Fitriani (2022), entitled her thesis "Using Metacognitive Strategies to Improve Students' Reading Comprehension". In this study, we investigated whether students' reading comprehension would be improved by using a metacognitive approach that focuses on literal comprehension, including main ideas and supporting elements. This can be seen from the increase in students' average scores in identifying main ideas (41.74%) and providing examples (47.07%), both of which show an increase. Researchers also found that the t-count value for degrees of freedom (df) was 28 (4,1472,048) higher than the t-table. This proves that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

In some cases, research may emphasize the importance of flexibility in strategy implementation. Teachers must be able to adapt strategies to changing needs and classroom dynamics. Therefore, the importance of choosing a learning strategy can provide practical guidance for teachers and teachers. Institution and decision makers in improving the quality of learning. So in conclusion, the cognitive strategy is enough to influence vocabulary mastery in the conversations of grade IX students of SMPN 1 Malangke.

Student response in English vocabulary learning, the application of metacognitive strategies has significantly enhanced students' enthusiasm and effectiveness. Students have reported that these strategies make them more engaged and active in the learning process. They experience benefits from being consciously aware of and controlling how they process and retain new words. By employing techniques such as self-assessment, setting clear learning goals, and finding various ways to remember vocabulary, students can identify weaknesses in their understanding and address them more rapidly. This not only accelerates the learning process but also boosts students' confidence in used English actively. As a result, students become more motivated and feel more capable of mastering new vocabulary, making their learning experience both enjoyable and productive.

The findings of this study have demonstrated that proficient vocabulary learners typically use a set of techniques that complement each other well and are customized to the demands of the language job. Assessing the efficacy of a strategy's implementation necessitates critically analyzing and assessing each step of the planning, observing, and assessing process. Metacognitive method that has been included into the classroom, according to the researcher. Both teachers and students can benefit from using this method. Teachers can use this opportunity to "test" their students' knowledge by asking pointed questions about the content they have learned to check if the students have grasped it, or they can just give them the satisfaction of knowing that they have.

Benefit teachers and students in the future benefits for Students', the implementation of metacognitive strategies in vocabulary learning offers significant long-term benefits for students'. By developing the ability to consciously monitor and regulate their learning processes, students' become more independent and effective in mastering new vocabulary. This skill not only aids in learning English but is also applicable across various subjects and academic contexts. By enhancing self-awareness and problem-solving abilities, students are better prepared to face future learning challenges and adapt to the rapidly changing demands of education and professional environments.

Benefits for teachers, integrating metacognitive strategies into instruction provides valuable insights into how students' process and understand material. By observing the application of these strategies, teachers gain deeper understanding of students' strengths and weaknesses, enabling them to tailor their teaching methods more effectively. This approach also fosters a more interactive and reflective learning environment, where students' are actively engaged in their learning process. Consequently, teachers can better address diverse learning styles and needs, improving educational outcomes and facilitating the development of critical thinking skills essential for students' future academic and professional success.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter was divided into 2 parts, namely conclusions and suggestions. The conclusion contains the findings of this research based on data analysis and discussion as described in the previous chapter.

#### A. Conclusion

Based on the findings the conclusions are:

1. Metacognitive strategies can improve students' English vocabulary noun mastery in conversation classification is not poor. This is proven by the average score obtained in the pre-test of 46.2. while in the post test it was proven that the average mathematics task completion score was 63.2. The classification is quite good.
2. Metacognitive strategies can improve students' English vocabulary verb mastery in conversation is very poor. This is proven by the average score obtained by students of 31.6. Meanwhile, in the post test, it was proven that the average score obtained by students was 65.4, the classification was fairly good.

It can be inferred from the results that used the metacognitive method helps pupils master vocabulary. This may be seen by examining the percentage of students' results from the prior pre-test that were classified as poor, quite good, and good. The percentage subsequently improved to good and sufficient in the post-test, with over half of the students being classified as quite good. that pupils' vocabulary growth is greatly aided by the used of metacognitive



techniques. Students' vocabulary abilities significantly improve when teachers encourage them to assess their comprehension, set goals, reflect on their learning process, and apply appropriate tools. This was demonstrated by examining the proportion of students' scores that fall into the low, fair, and good categories in the student pre-test table. Additionally, there was a rise in the fairly good category on the post-test; some kids were in the good category and had good scores; the terrible score area was no longer populated by students'.

### **B. Suggestions**

The author thinks that this study could motivate other educators to adopt this method or come up with another approach to teaching English, particularly in vocabulary classes where the focus is on getting students engaged and having fun. The author thinks that this research will inspire future researchers to carry out more thorough investigations on this subject.

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## APPENDIX A

### PRE-TEST AND POST TEST

#### 1. Pre-test

Choose the correct verb/to be according to the circumstances in the sentence.

1. My mother has been \_\_\_\_\_ Rendang since this morning because of my girlfriend will \_\_\_\_\_ to my home.
  - a. Cook, came
  - b. Cooks, come
  - c. Cooked, come
  - d. Cooking, came
2. Juliet has been \_\_\_Romeo since she was seventeen years old. And she \_\_\_\_\_love others men, just Romeo in her heart.
  - a. Loved, Do not
  - b. Loves, Do not
  - c. Loving, Does not
  - d. Love, Does not\
3. Victoria Beckham \_\_\_\_\_her last design project for this month perfectly. But, she to submit it.
  - a. Have finished, forget
  - b. Has finished, forgets
  - c. Has finishing, forget
  - d. Have finish, forgotten
4. My friends and I have \_\_\_\_\_our homework. So, my teacher is angry with us.
  - a. Forgot, to bring
  - b. Forgotten, to brought
  - c. Forget, to bring
  - d. Forgots, to brought
5. My brother will be \_\_\_\_\_to Jakarta tomorrow. But, he \_\_\_go to Monas.
  - a. Go, Does not
  - b. Goes, Does not
  - c. Going, Does not
  - d. Gone, Do not
6. Ariel Noah will be \_\_\_\_\_in the orphanage the day after tomorrow.
  - a. Sing
  - c. Sang



16. Does she \_this meal? In my opinion, this meal \_\_\_\_\_so delicious.
- a. Cook, is    c. Cooking, are  
b. Cooks, is    d. Cooked, are
17. He and she \_\_\_\_\_through this path yesterday.
- a. Walking    c. Walked  
b. Walk        d. Walks
18. My cat \_\_\_a male.
- a. Are         c. Like  
b. Is          d. Loves
19. Two days ago, my boyfriend \_\_\_\_\_a red rose to me.
- a. Buying     c. Buy  
b. Buys       d. Bought
20. \_\_\_\_\_She angry with you yesterday?
- a. Was        c. Are  
b. Were      d. Is
21. Justin Bieber went to Indonesia yesterday and he will \_\_\_\_\_around Asia tomorrow.
- a. Traveled    c. Travels  
b. Travel      d. Traveling
22. Anissa is \_her teeth.
- a. Brushes    c. Brushing  
b. Brush      d. Brushed
23. My grandmother like to \_\_\_\_\_Muse’s song such as Starlight and Madness.
- a. Listens     c. Listened  
b. Listen     d. Listening
24. Sule is always humorous, lovable, and \_\_\_\_\_.
- a. Kind        c. Kind full  
b. Kind less   d. Kindly

25. This black cat can \_\_\_\_\_ too that place \_\_\_\_.

- |                    |                   |
|--------------------|-------------------|
| a. Jumped, quickly | c. Jump, quickly  |
| b. Jump, quick     | d. Jumps, quickly |

Khanza Pedia Sabtu, 17 Juli 2021

**Choose the correct noun/to be according to the circumstances in the sentence.**

- |   |   |           |
|---|---|-----------|
| 1. What is the definition of a noun?                        | a. Books  | c. Read   |
|   | b. Book   | d. Read   |
| a. Words that describe actions                              | 5. Which of the following is not a noun?  |           |
| c. Words that describe places                               | a. River  | c. Table  |
| b. Words that describe traits                               | b. Cook   | d. Tree   |
| d. Words that describe time                                 | 6. What is the opposite of "solitude"?  |           |
| 2. Choose the noun in this sentence: "The dog ran quickly." | a. Cool   | c. Lonely |
| a. Dog  | b. Crowded  | d. Simple |
| c. Fast   | 7. What noun would suitably complete this sentence: "He bought a new piece of _____." |           |
| b. Run  | a. Clothes  | c. Bread  |
| d. That   | b. Shoe   | d. Song   |
| 3. Does "happiness" fall into the noun category or not?     | 8. What is the singular of the word "children"?                                       |           |
| a. Yes  |   |           |
| b. No   |   |           |
| 4. Choose the plural noun of the word "books."              |   |           |



- a. Children  
b. Child  
c. Saplings  
d. My child
9. Choose a noun that doesn't agree with the others.
- a. Table  
b. Chair
- c. Building  
d. Run
10. What is the name of an object for storing books?
- a. Rack  
b. Chair
- c. Table  
d. Light
11. Does "love" fall into the noun category or not?
- a. Yes  
b. No
12. Choose the appropriate noun to complete this sentence: "He has two \_\_\_\_\_."
- a. Cat  
b. Run
- c. Beautiful  
d. Eat
13. What is the plural form of the word "princess"?
- a. Sons and daughters  
c. Daughter  
b. Son  
d. Sons and daughter
14. Does "garden" fall into the noun category or not?
- a. Yes  
b. No
15. Choose nouns that are not abstract.
- a. Happiness  
b. Book
- c. Sadness  
d. Education
16. Does "cheese" fall into the noun category or not?
- a. Yes  
b. No
17. Choose the appropriate noun to complete this sentence: "On the bookshelf, there are some \_\_\_\_\_."
- a. Reading  
b. Read
- c. Book  
d. Read
18. Which of the following is

not a noun?

- a. Draw                      c. Art  
b. Canvas                    d. Fast

19. What is the singular of the word "hands"?

- a. Hand                      c. My hand  
b. Hands                    d. Your

hand

20. Choose the appropriate noun to complete this sentence:

"Every morning, he drinks a glass of \_\_\_\_\_."

- a. Coffee                    c. Nice  
b. Drink                    d. Get up

21. Does "vehicle" fall into the noun category or not?

- a. Yes                      b. No

22. Choose the plural noun

from the word "home."

- a. House                    c. Houses  
b. Home                    d. Home

23. Which of the following is not a noun?

- a. Melody                    c. Sing  
b. Song                      d. Chair

24. What is the name of an object for storing food in the kitchen?

- a. Refrigerator              c. Plate  
b. Stove                      d. Spoon

25. Choose the appropriate noun to complete this sentence: "He likes taking pictures with his \_\_\_\_\_ camera."

- a. New                      c. beautiful

b. Fast                      d. Photography

## 2. Post-test

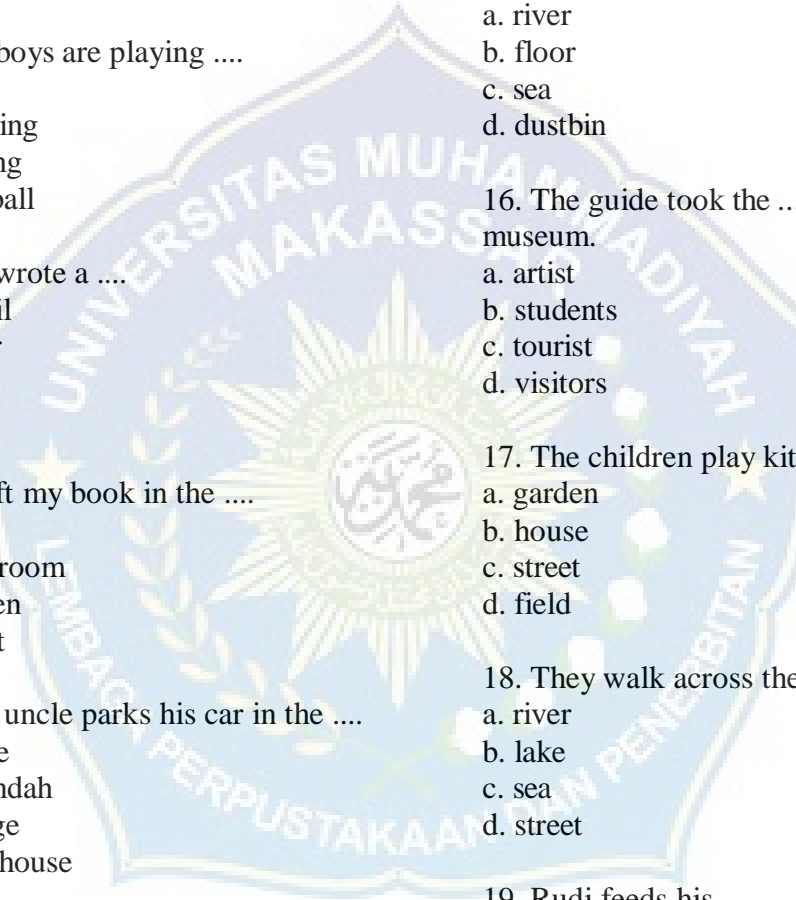
Choose the correct Verb/to be according to the circumstances in the sentence.

1. I like to \_\_\_\_\_ in the park.  
a. Eat                      c. Play  
b. Sleep                    d. Read
2. Let's \_\_\_\_\_ hide-and-peek.  
a. eat                      c. Play  
b. sleep                    d. Read
3. She likes to \_\_\_\_\_ fairy tales.  
a. dance                    c. read  
b. sing                      d. run
4. They \_\_\_\_\_ in the parade last week.  
a. danced                    c. Ran  
b. sang                      d. Jumped
5. He \_\_\_\_\_ a picture of his family.  
a. drew                      c. Played  
b. swam                      d. Slept
6. We \_\_\_\_\_ in the pool on hot days.  
a. danced                    c. Read  
b. swam                      d. Ran
7. She can \_\_\_\_\_ very high.  
a. dance                    c. Jump  
b. sing                      d. Run
8. He likes to \_\_\_\_\_ his toys.  
a. eat                        c. Play  
b. sleep                      d. Read
9. Let's \_\_\_\_\_ a song together.  
a. dance                    c. Read  
b. sing                      d. Run
10. They like to \_\_\_\_\_ at the beach.  
a. draw                      c. Play  
b. swim                      d. Jump
11. She \_\_\_\_\_ to school every day.  
a. runs                      c. Writes  
b. jumps                    d. Sings
12. We like to \_\_\_\_\_ board games on family night.  
a. run                        c. Play  
b. jump                      d. Swim
13. He can \_\_\_\_\_ a whole pizza by himself.  
a. eat                        c. Play  
b. sleep                      d. Read
14. She \_\_\_\_\_ her favorite song in the shower.  
a. dances                    c. Runs  
b. sings                      d. Jumps
15. They \_\_\_\_\_ a book about space exploration.  
a. write                      c. Play  
b. swim                      d. Read
16. He likes to \_\_\_\_\_ mystery novels.  
a. read                        c. Jump  
b. draw                      d. Swim
17. She can \_\_\_\_\_ across the monkey bars at the park.  
a. run                        c. Jump  
b. swim                      d. Dance
18. He \_\_\_\_\_ for eight hours every night.  
a. reads                      c. Plays

- b. sleeps                      d. Eats
19. They like to \_\_\_\_\_ soccer after school.  
a. run                              c. Jump  
b. swim                            d. Play
20. She \_\_\_\_\_ a sandwich for lunch every day.  
a. runs                              c. Eats  
b. jumps                            d. Sings
21. My brother \_\_\_\_\_ to play soccer every weekend.  
a. likes                              c. Liked  
b. is liking                        d. Has liked
22. She \_\_\_\_\_ a lot of books last year.  
a. reads                              c. Read  
b. is reading                        d. Has read
23. The students \_\_\_\_\_ their homework when the teacher entered the room.  
a. were doing                      c. Did  
b. are doing                        d. Have done
24. I \_\_\_\_\_ the movie because I had already seen it before.  
a. don't watch                      c.  
Haven't watched  
b. didn't watch                      d.  
Wouldn't watch
25. The flowers \_\_\_\_\_ in the garden all summer.  
a. bloomed                              c. Bloom  
b. are blooming                      d. Have  
bloomed

**Choose the correct Noun/to be according to the circumstances in the sentence.**

1. The..... rises in the east and sets in the west.  
a. moon  
b. star  
c. sky  
d. sun
2. The thief was chased by the ....  
a. teacher  
b. policeman  
c. farmer  
d. doctor
3. They crossed the.....on a boat.  
a. ocean  
b. river  
c. beach
- d. desert
4. Mother has put some..... into the soup.  
a. oil  
b. salt  
c. flour  
d. butter
5. The children usually like ....  
a. carrots  
b. cabbages  
c. sauces  
d. candies
6. She drinks..... every morning

- 
- a. milk  
b. soft drink  
c. hot drink  
d. soup
7. My mother buys fruit in the ....  
a. shop  
b. drugstore  
c. greengocer  
d. market
8. The boys are playing ....  
a. dolls  
b. cooking  
c. hikung  
d. football
9. She wrote a ....  
a. pencil  
b. letter  
c. box  
d. pen
10. I left my book in the ....  
a. shop  
b. classroom  
c. garden  
d. street
11. My uncle parks his car in the ....  
a. house  
b. verandah  
c. garage  
d. warehouse
12. She eats a ....  
a. cake  
b. rice  
c. sugar  
d. butter
13. Anton eats some cookies and drink some ....  
a. soup  
b. tea  
c. pasta  
d. pies
14. Mice are afraid of ....  
a. cats  
b. dogs  
c. lions  
d. tigers
15. We must throw the rubbish into the ....  
a. river  
b. floor  
c. sea  
d. dustbin
16. The guide took the .....round the museum.  
a. artist  
b. students  
c. tourist  
d. visitors
17. The children play kites in the ....  
a. garden  
b. house  
c. street  
d. field
18. They walk across the ....  
a. river  
b. lake  
c. sea  
d. street
19. Rudi feeds his ....  
a. cat  
b. toy  
c. car  
d. bike
20. Rita is sweeping ....  
a. the table  
b. the cair  
c. the cupboard  
d. the floor

21. How much does a gaming ... cost on Tokopedia?                      b.Village

a.Carrot

c.City

b.Glass

d.Town

c.Spoon

d.Chair

22. He will start a ... with a girl from Sulawesi.

a.Family

b.Table

c.Chair

d.Cow

23. How many ... are in this class?

a.Cow

b.Carrot

c.Glass

d.Students

24. Mad ... disease causes massive brain degeneration.

a.Cat

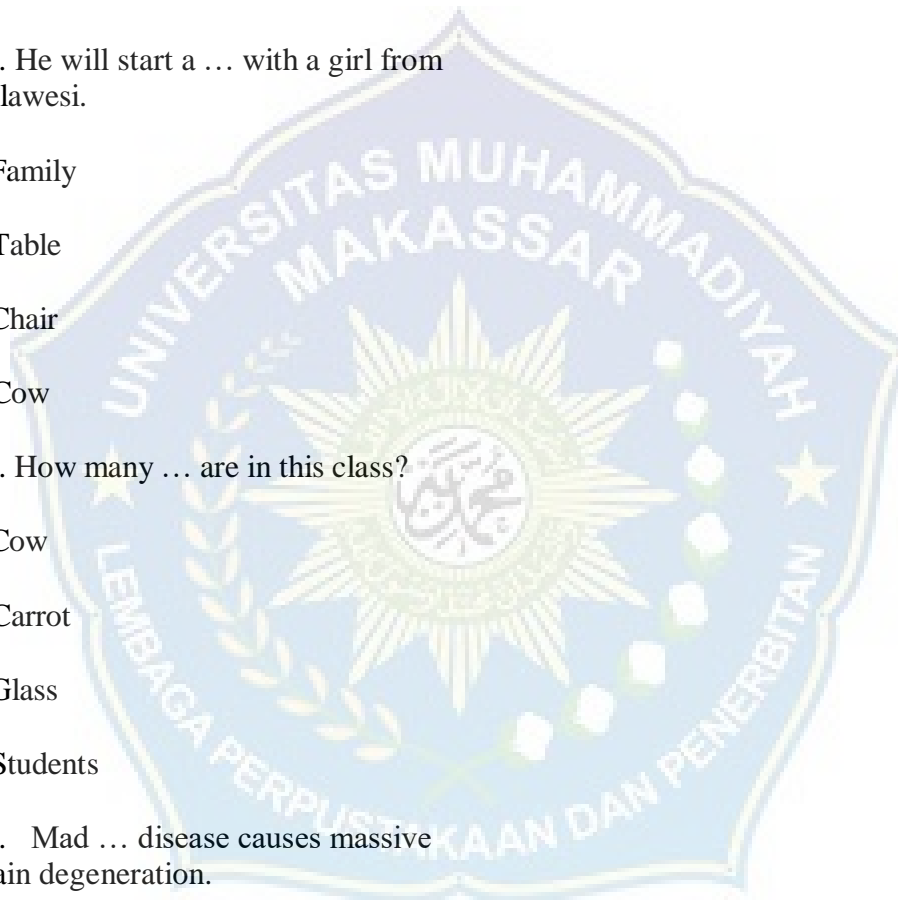
b.Bird

c.Cow

d.Carrot

25. Indonesia is my ....

a.Country



**APPENDIX B****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

**Satuan Pendidikan** : SMPN 1 MALANGKE  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : IX (Sembilan) / I (satu)  
**Materi Pokok** : Vocabulary  
**Alokasi Waktu** : 20 x 40' (3 kali pertemuan )

**A. Kompetensi Inti**

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI-2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
1.1 Menghargai dan menghayati ajaran agama yang dianutnya	1.1.1 Menampilkan sikap Bersyukur kepada Tuhan Yang Maha Esa. 1.1.2 Membiasakan sikap bersyukur kepada Tuhan Yang Maha Esa
2.1 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan	2.1.1 Membangun sikap yang jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional. 2.1.2 Membiasakan sikap jujur, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan

lingkungan alam sekitar, bangsa, negara, dan kawasan regional.	lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3.2 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk percakapan,cerita dengan meminta dan memberi informasi terkait sesuai dengan konteks penggunaannya	3.2.1 Melafalkan beberapa kosa kata yang berhubungan tentang teks khusus dalam bentuk membuat percakapan,cerita sesuai dengan konteks penggunaannya 3.2.2 Mengidentifikasi tentang informasi dalam cerita,percakapan tetang fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya

### C. Tujuan Pembelajaran

#### Pertemuan 1:

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Melafalkan beberapa kosa kata yang berhubungan tentang teks khusus dalam bentuk berita,cerita dan percakapan dengan konteks penggunaannya
2. Mengidentifikasi informasi yang ada dalam label obat tetang fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya
3. Menggunakan unsur kebahasaan yang tepat untuk melaksanakan fungsi sosial dari teks khusus dalam bentuk label obat sesuai dengan konteks penggunaannya.
4. Menulis pendapat secara tertulis tentang label obat /makanan /minuman yang sudah diamati sesuai dengan konteks penggunaannya.
5. Menceritakan isi label obat /makanan /minuman secara berkelompok sesuai dengan konteks penggunaannya.



### A. Metode Pembelajaran

- Pendekatan : Sainstifik  
 Strategi : Metacognitive  
 Metode : Ceramah, tanya jawab, diskusi dan Penugasan  
 Model: : Metode Kooperatif Learning (STAD)

### B. Media dan Bahan

#### 1. Media

- Presentasi power point
- Video pembelajaran / video singkat tentang “ Strategi metacognitive, Vocabulary conversation and congratulation and hope expressions”
- Laptop
- LCD Projector
- Whiteboard
- Speaker / Sound

#### 2. Bahan

- Bolpoin / spidol
- Kertas HVS
- Flash disc
- Bahan – bahan lainnya

### C. Sumber Belajar

Buku pegangan guru Buku paket Bahasa Inggris “Think Globally Act Locally” untuk SMP/MTs Kelas IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2015, buku pegangan peserta didik, lingkungan, kelas/sekolah/kantin sekolah, dan internet.

### D. Langkah-langkah Pembelajaran

#### Pertemuan Ke-1 (2 JP)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
<b>Pendahuluan</b>	1) Peserta Didik melakukan do'a sebelum belajar (meminta seorang peserta didik untuk memimpin do'a) 2) Guru mengecek kehadiran peserta didik sebagai <b>sikap disiplin</b> dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan. 3) Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. 4) Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<p>menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>5) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.</p> <p>6) Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan, dan penilaian ketrampilan</p>	
<b>Inti</b>	<p><b>Langkah 1. Mengamati (Observing)</b></p> <ul style="list-style-type: none"> <li>• Guru membagi peserta didik menjadi berpasangan</li> <li>• Guru meminta peserta didik untuk menyimak video tentang pengajaran metacognitive</li> <li>• Guru meminta peserta didik untuk mengamati beberapa contoh belajar yang efektif untuk pembelajaran kosakata</li> </ul> <p><b>Langkah 2. Menanya (Questioning)</b></p> <ul style="list-style-type: none"> <li>• Guru meminta peserta didik secara berpasangan untuk menanyakan antara lain tentang informasi yang terdapat dalam video tersebut</li> </ul>	60 menit
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1) Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan tentang pelajaran yang mereka pelajari.</li> <li>2) Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.</li> <li>3) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>4) Guru melakukan penilaian dengan tes lisan dan pemberian penugasan baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.</li> <li>5) Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya serta kegiatan pembelajarannya.</li> </ol>	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	6) Guru bersama – sama para siswa menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.	

#### E. PENILAIAN HASIL PEMBELAJARAN

- Sikap Spiritual
- Sikap sosial : Penilaian diri, penilaian antar teman
- Praktek
- Exam
- Menghafal
- Pronunciation

#### APPENDIX C

The result of Students' Score on Pre-Test and Post-Test

Students Name	Pre-test Score		Post-test Score	
	Verb	Noun	Verb	Noun
SE	40	52	76	56
AI	28	40	68	72
GE	28	60	64	60
NU	40	48	68	60
RA	32	48	68	72
SU	36	44	60	64
IL	28	48	64	72
AN	32	28	64	64
RE	32	48	72	68
UM	24	56	60	52
NA	24	60	72	64
HA	40	56	68	68
MA	32	36	68	60
DI	28	40	68	68
RI	32	46	60	68
IR	24	32	60	48
NF	32	48	72	60
AZ	24	32	64	60
SU	44	44	52	72
SY	32	56	60	56
<b>Average</b>	31,6	46,2	65,4	63,2

**APPENDIX D****Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Noun	.177	20	.102	.945	20	.296
Posttest Noun	.155	20	.200 <sup>*</sup>	.931	20	.161

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**APPENDIX E****Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Verb	.223	20	.010	.906	20	.053
Posttest Verb	.176	20	.106	.943	20	.279

a. Lilliefors Significance Correction

**APPENDIX F****Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	2.089	3	76	.109
	Based on Median	1.415	3	76	.245
	Based on Median and with adjusted df	1.415	3	58.584	.248
	Based on trimmed mean	1.946	3	76	.129

**APPENDIX G****Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest Noun - Posttest Noun	-17.000	11.599	2.594	-22.428	-11.572	-6.555	19	.000

## APPENDIX H

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Verb - Posttest Verb	-33.800	8.358	1.869	-37.712	-29.888	-18.086	19	.000

## APPENDIX I



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
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### SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurul Handayani

Nim : 105351103019

Program Studi : Pendidikan Bahasa Inggris

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Makassar, 16 Agustus 2024

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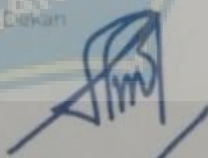
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Program Studi	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	Makassar, 14.10.2000
Alamat	Jln Talasatabang no.5

Adalah yang berandaikan akan melakukan penelitian dan menyelesaikan skripsi dengan judul: *Metacognitive Strategy Use of English Students' vocabulary Mastery in Conversation AT SMPN 1 MALANG*

Demikian pengantar ini saya buat atas kesediaan saya lihatirkan *Jazirahumilahu K' D' dan Katsirah*

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No. Stambuk : **10535 1103019**  
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**  
Jurusan : **Pendidikan Bahasa Inggris**  
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"METACOGNITIVE STRATEGIES FOR STUDENTS VOCABULARY MASTERY IN CONVERSATION AT SMPN 1 MALANGKE"**

Yang akan dilaksanakan dari tanggal 29 Nopember 2023 s/d 29 Januari 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

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Nama Mahasiswa : Nurul Handayani  
NIM : 105351103019  
Judul Penelitian : Metacognitive Strategies For Students' Vocabulary Mastery In  
Conversion At SMPN 1 Malangke  
Tanggal Ujian Proposal : 11 November 2023  
Tempat/Lokasi Penelitian : SMPN 1 Malangke

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu 29 November 2023	Pre - Test	Aguslia, S.Pd	
2	Kamis 30 November 2023	Treatment	Aguslia, S.Pd	
3	Jumat 1 Desember 2023	Treatment	Aguslia, S.Pd	
4	Sabtu 2 Desember 2023	Treatment	Aguslia, S.Pd	
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Malangke, 4 Desember 2023

Ketua Program Studi,  
FKIP Unismuh Makassar

Dr. Ummi Khaerati Svam, S.Pd., M.Pd  
NBM. 977 807



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Alamat : Jl. Poros Malangke Desa Pattimang Kec. Malangke Kab. Luwu Utara  
Email : smpn1malangke@gmail.com

SURAT KETRANGAN

NOMOR : 421.3/007/UPT SMPN.1/MLK-LU/II/2024

Yang bertanda Tangan di bawah ini :

Nama : SAINAL MARSUNI, SE.,MM  
NIP : 197411032007011011  
Pangkat/Gol : Pembina Tk. I / IV.B  
Jabatan : Kepala Sekolah

Menerangkan dengan sebenar-benarnya bahwa :

Nama : NURUL HANDAYANI  
N I M : 105351103019  
Universitas : Universitas Muhammadiyah Makassar  
Jurusan/Prodi : Pendidikan Bahasa Inggris

Mahasiswa tersebut telah melaksanakan kegiatan penelitian di UPT SMP Negeri 1 Malangke dalam penyelesaian studi Mahasiswa Program Studi Strata Satu (S1) pada Tanggal 29 November 2023 - 29 Januari 2024 dengan Judul *Metacognitive Strategies For Students Vocabulary Mastery in Conversation at SMPN 1 Malangke (Pre-Experimental Research)*.

Demikian surat keterangan dibuat untuk digunakan sebagaimana mestinya.

Pattimang, 30 Januari 2024  
Kepala Sekolah,  
Sainal Marsuni, SE.,MM  
NIP. 197411032007011011

## Documentation







## CURRICULUM VITAE



Nurul Handayani was born in Makassar, on October 14, 2000. She is the first daughter of Sainal Marsuni and Andi Hariani's marriage. She started school at TAMAN KINAK-KANAK Kindergarten in 2005 and continued to SDN 129 Pattimang in 2006 and graduated in 2012. She entered as a student at SMP Pesantren Datok Sulaiman Palopo in 2012 and graduated in 2015. Then she continued her education at SMA Pesantren Modern Datok Sulaiman Palopo in 2015 and graduated in 2018. She then continued her English studies at Muhammadiyah University Makassar in 2019. By the grace and kindness of Allah SWT, as well as the prayers and support of her beloved parents, family and friends. The researcher was able to complete her studies at Muhammadiyah University Makassar with the title: **"Metacognitive Strategy of Students' Vocabulary Mastery in Conversation at SMPN 1 Malangke"**.