

THE EFFECT OF THE PERCEPTION ON THE LANGUAGE LEARNING STRATEGY AND SELF LEARNING TOWARD THE SKILL OF WRITING ENGLISH NARRATIVE TEXT

Dedi Damhudi ¹⁾

Universitas Indraprasta PGRI

Sumaryoto ²⁾

Universitas Indraprasta PGRI

Gustaman Saragih ³⁾

Universitas Indraprasta PGRI

dedidamhudi87974@gmail.com

Abstract

The purpose of the study is to find out: 1). The effect of the perception on the language learning strategy and self-learning collaboratively toward the skill of writing narrative text; 2). the effect of the perception on the language learning strategy towards the skill of writing narrative text, and 3). the effect of self-learning towards the skill of writing narrative text. The method of the research is a descriptive survey applying double regression linearity. This method used some samples from a number of population and used questionnaires for the data collection. The samples are taken from two (2) classes from two (2) State Senior High schools namely SMA N 95 and SMA N 84 West Jakarta. The result of the research shows that; 1). There is a collaborative significant effect of the perception on the language learning strategy and self-learning collaboratively toward the skill of writing narrative text of the Public Senior High Schools' students in West Jakarta. The significant effect was proved by the score of Sig. = 0,000 < 0,05 and F0= 70,383, 2). There is significant effect of the perception on the language learning strategy towards the skill of writing narrative text of the State Senior High Schools' students in West Jakarta. The significant effect was proved by the score of Sig. = 0,000 < 0,05 and t0 = 4,091. 3). There is a significant effect of self-learning collaboratively towards the skill of writing narrative text of the State Senior High Schools' students in West Jakarta. The significant effect was shown by the score of Sig. = 0,000 < 0,05 and t0= 7,752.

Keywords: *perception on the language learning strategy; self-learning; and skill of writing narrative text*

Abstrak

Abstrak yang ditampilkan menggunakan bahasa Inggris dan juga bahasa Indonesia sejumlah 150-250 kata dan diberikan kata kunci minimal 3 dan maksimal 5. Abstrak memuat hal-hal penting yang berhubungan dengan artikel, meliputi latar belakang, metode penelitian, hasil dan pembahasan, serta simpulan.

Kata kunci: *Perspsi stas Strategi Pembelajaran Bahasa; Kemandirian Belajar; Keterampilan Menulis Teks Naratif*

INTRODUCTION

An education has a very important function which linking the gap in mastering the science and technology so that it can play a positive role in national development.



The process of gaining the quality, skills and professional Human Resources requires adjustments, conditions and certain time spans. This determines the need for mastery of science and technology in educational institutions in schools to then be connected to the process of establishing independence in society.

The development of science and technology causes foreign languages, especially English becomes very important to be mastered. Finocchiaro quoted by Paskayanthi, C (2020:47) said that "Language is universal. All normal human beings in community understand and speak well enough to carry out every activity of human life". Considering the important of English, now the use of English become an official language, or at least has a special position in 75 countries and is used in more than 100 countries. Meanwhile in Indonesia, English has the status of a foreign language.

Due to the importance of English as international language, all formal schools from elementary level to university students manage English lesson as the compulsory subject. This English language is as a mandatory subject which is one of the requirements for student graduation. To meet these needs, learning English at all levels of education, both formal and non-formal, includes 4 (four) language skills, namely; listening, speaking, reading and writing.

Writing skills in English is one of the language skills that is considered difficult for students. So that students can have good writing skills, appropriate writing learning strategies are needed. Besides that, students must have high learning independence so they can practice writing continuously without being ordered by their class teacher. By implementing appropriate language learning strategies by teachers and students, they can improve their narrative text writing skills. Apart from being able to improve writing skills, it also has an impact on students' positive perceptions. Therefore, positive perceptions of language learning strategies are very important for teachers. With the perception of positive language learning strategies, positive student behavior can be formed, such as obeying the teacher, being willing to do the assignments given with pleasure, and being willing to practice writing.

One of the kinds of text kind in teaching writing is narrative text. Narrative text is an essay that tells a series of events or occurrences chronologically, whether fact or fiction. In accordance with the objectives of narrative texts, writing must pay attention to the social function, text structure and linguistic elements that are correct and appropriate to the context described by The Education and Culture Minister, Regulation No. 68 of 2013.

The skill of narrative text is the students' abilities and skills in composing stories (narratives) explaining the occurrence of an event. This text contains a real event or an imaginary event. At the Senior High School and Vocational High School level, students are expected to be able to relate real events. According to government curriculum of 2013, students are required to be able to write and understand the concept of narrative text with a framework structure. According to Dalman (2015: 81) "who was the perpetrator, what was his behavior, where did the incident occur, when did it happen, what was the atmosphere of the incident, how did it happen, who was the storyteller".

Students can gain skills in writing narrative texts by applying language learning strategies and independent learning. If students do not have independent learning behavior and are interested in writing lessons, then these students will not carry out learning activities that are repetitive and strengthen their understanding of what the teacher has given. Besides that, learning is not enough in the classroom, but also outside the classroom. Students who have independent learning are shown through an attitude that takes the initiative to carry out writing activities without being ordered by anyone.

Ajeng, D (2016:54) explains that there are 3 (three) main types of learning strategies, such as strategies that contribute directly to the development of the language system built by students that consist of; 1 Cognitive Learning Strategy, 2. Metacognitive Learning Strategy, and 3. Social Strategy. A summary of the three types of learning strategies is as follow;

1. Cognitive Learning Strategy This strategy refers to the steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning material. Rubin identified 6 main cognitive learning strategies that contribute directly to language learning: a). Clarification/Verification, b). Guessing / Inductive Inference, c). Deductive Reasoning, d). Practice, e). Memorizing, and f). Observing.
2. Metacognitive Learning Strategy These strategies are used to supervise, organize, or direct language learning independently. They involve various processes such as planning, prioritization, goal setting, and self-management. Communication Strategy. Students usually have less direct contact with language learning because their focus is on the process of participating in teaching and conveying meaning or clarifying what the speaker means. Communication strategies are used by speakers when facing difficulties because the purpose of communication exceeds the means of communication or when faced with misunderstandings by the interlocutor.
3. Social Strategy Social strategies are activities that students engage in that give them the opportunity to get to know and practice their knowledge. Although these strategies provide exposure to the target language they contribute indirectly to learning because they do not lead directly to the acquisition, storage, retrieval, and use of the language.

According to several previous studies, it is known that Meta-cognitive Learning Strategies are more suitable and appropriate for teaching writing skills, including writing English narrative texts. Therefore, the application of this language learning strategy is highly recommended for students and teachers in carrying out the learning process. In metacognitive learning strategies, there is a self-learning aspect which contains elements of supervising, organizing, or directing language learning independently. This strategy is effective in fostering learning independence. Susanto, A. (2016::63) explains that: "self-learning is one of the internal factors that influence learning. Self-learning is a learning that is done with little or without any help from other people".

Independence means a condition where a person can meet his or her own needs and is free from dependence on other people, there is encouragement from within and the desire for one's own learning or interests. So independent learning

does not mean studying alone, but rather a learning principle that is based on the student's own activities and responsibilities, not orders or recommendations from other people. However, in practice, you still need guidance from a teacher or someone else who understands better. As long as there is learning independence in students, they will be able to overcome their difficulties in learning, including learning to write narrative text.

The definition of writing according to experts includes; Tarigan (2016; 23). Writing is a language skill that is used to communicate indirectly, not face to face, with other people. Writing is basically a productive and expressive activity. Munirah (2015:23) states that writing is "a form of expressing something in a structured manner using language, called an essay. So, an essay is a composition of language as an expression of our thoughts, feelings, sensations, fantasies, desires, beliefs and experiences." From what Munirah said, composing can be defined as the activity of carefully compiling thoughts into a sequential and orderly form of writing about a problem. Essays are also called writing. Dalman (2015:27) states that "writing is a person's activity in expressing thoughts and feelings logically and systematically in written form so that the message can be understood by readers".

Based on some experts' opinions described above, it is synthesized that writing is a language skill that is used to communicate indirectly. Writing is a productive and expressive activity, so writers must be able to utilize their skills in using language structures, clear sentences and writing good paragraphs. Thus it can be concluded that writing is the process of expressing thoughts, feelings, sensations, fantasies, desires, beliefs and experiences which are arranged using graphic symbols in writing with the aim of conveying so that the reader can grasp the message contained in the writing.

The meaning of writing skills according to Tarigan., & Guntur, H. (2015:27) is: " a language ability that is used to communicate indirectly, not face to face. Writing is a productive and expressive activity". Therefore, a student must have the use of language structures, word choice, use of graphology in writing activities. Tarigan (2015:34) added that for a student to be skilled at writing, he must practice often and regularly. This is because writing skills require mastery of various linguistic elements and elements outside the language itself which form the content of the writing.

Among several types of text such as; descriptive, argumentative, expository, persuasive and narrative texts which also called narratives, the writer specifically researches the skills of writing narrative texts. A narrative/story essay is an essay that tells an event or incident with the aim of making the reader feel as if they experienced the event being told. This essay usually contains a story, with actors, events, conflicts and their resolution. Narrative essays focus more on time sequence compared to the other points.

Narrative text has some characteristics namely; 1) in the form of a story about a human being, 2) highlighting the perpetrator, 3) there is development over time, and 4) it is arranged systematically. As stated by Sutama, I.M. (2016:99) that the characteristics of a narrative essay are 1) highlighting elements of deeds

or actions, 2) arranged in time sequence, 3) trying to answer the question, what happened, and 4) there is a conflict.

The events conveyed in a narrative which could be consist of events that actually happened, they can also be imagined, or a combination of both. This narrative text is often found in television shows that tell a story written with sentences, names, places and events that are purely fictional. A sentence like that can be an event that might actually happen. The location where the event occurred may also be in accordance with reality, but the names of the characters have been changed to other names. If this meaning is correct, then narrative occurs from a combination of actual events and imagination.

Narrative text is built by a story line. This plot is not interesting, if there is no conflict. Therefore, the chronological sequence of a narrative is always marked by certain conflicts. This conflict makes readers curious to know the final resolution of a story. Sometimes readers can get the ending of the story right, but not infrequently readers get the wrong ending of the event. This depends on the agility of the writer of a narrative. Apart from storyline, conflict, and chronological order.

As described by Ajeng, D (2016:54) above, there are 3 (three) main types of learning strategies, namely strategies that contribute directly to the development of the language system built by students, namely; 1 Cognitive Learning Strategy, 2. Metacognitive Learning Strategy, and 3. Social Strategy. These three strategies contain activities that can facilitate learning to write narrative. Several experts expressed their opinions about language learning strategies, including Rose (2015: 421), he stated that language learning strategies refer to "the processes and actions carried out by language learners to learn or use a language more effectively". Cohen quoted by Amir, M. (2018:98) says that the thoughts and actions are operationalized by language learners to carry out various tasks from the beginning of learning to the most advanced level of target language performance.

According to Shatz, I (2014:96) explains that the term language learning strategy "refers to actions consciously carried out by language learners to help them learn or use language more effectively". He also defines language learning strategies as "thoughts and actions, consciously selected and operationalized by language learners, to help them carry out a variety of tasks from the beginning of learning to the highest levels of target language performance".

The application of language learning strategies has long been developed by language learning experts. Rebecca, L.O (2017:2) explains that "language learning strategies were first pioneered by Rubin in 1987, and further developed by Biggs 1988, Chamot and O'Malley in 1990." These language learning strategies are classified into 3 (three) types of strategies that language learners use and contribute directly or indirectly to language learning, namely "direct strategies" and "indirect strategies".

The first strategy introduced by Chamot and O'Malley in Rebecca, L.O (2017:2) is direct and indirect strategies. Where the "direct strategy" has a direct impact on students. This strategy includes learning activities such as; clarifying, monitoring, memorizing, guessing, inductive reasoning, deductive reasoning, and



practice activities. Meanwhile, "indirect strategy" means the benefits of language learning are obtained indirectly, which includes creating opportunities to practice and using production techniques. For example, looking for a synonym for a word.

Based on the description above the researcher believes that this strategy is suitable for use by students in practicing writing skills, including writing English narrative texts. Several activities contained in the "direct strategy" will be useful for students in mastering writing skills. The "indirect strategy" is an ideal activity for students to learn, master and practice writing skills.

The second strategy is the "taxonomy strategy". Saks, Katrin & Ali Leijen (2018a: 489) suggest that students apply a taxonomy strategy consisting of: metacognitive & cognitive. Metacognitive Strategy includes planning, monitoring, and evaluation. Meanwhile, cognitive strategy consists of searching for sources of knowledge, recording, elaborating knowledge, making summaries inductively or deductively, making parables, listening to recordings of authentic speakers, and making conclusions.

The third strategy is social/affective strategies. Learning activities on social/affective strategies include: asking questions with the aim of providing clarity, collaborating, and self evaluating. Applying social strategies allows students to deepen and practice their knowledge. This strategy can be realized in various learning models, such as the cooperative learning model where students are involved in the teaching and learning process in small groups so as to create cooperation and ask each other questions.

At the implementation of English language teaching in educational institutions, the classification of the three strategies above is no longer at the theoretical level, but has been recognized and accepted by practitioners, teachers and researchers. as well as teaching experts. In practice, several learning strategies including methods with the aim of helping reduce students' language anxiety have also been implemented. The important thing that must be considered is adjusting the application of the appropriate learning model to the teaching material and students' conditions.

Another factor that can help in acquiring narrative text writing skills is learning independence. Rohmah, N. (2015:35) explains that independent learning is "a process of mobilizing strength or encouragement from within oneself to study learning objects without any pressure or influence X X1 X2 Y from people outside oneself". Wahab, R (2015:36) explains that "independence or autonomy is the ability to control and regulate thoughts, feelings and actions freely and to make one's own efforts to overcome feelings of shame and doubt". So it can be concluded that independence is the ability to manage oneself without depending much on other people.

Self-learning gives students the freedom to discover how academic life fits into their daily lives. Rohmah, N. (2015:36) revealed that "Independent learning behavior allows students to use their own learning styles, according to their preferred interests, in this case students regulate themselves, govern themselves and make decisions to be accountable independently" The following is a summary of suggestions from Rohmah, N. (2015:36-39) for teachers and parents in treating students as follows: 1). Creating a conducive and enjoyable learning atmosphere,

2). Tell students/children how to follow instructions or directions, 3). Providing encouragement to students/children to understand or work around the correct way to complete a task or problem, 4). Helping students manage or organize their time so that there is a balance between studying and playing, 5). Growing self-confidence in students/children, 6). Encourage students/children to control emotions and be calm, 7). Provide information on the progress that students/children have achieved, 8). Give rewards or awards if children/students achieve an achievement or can do a task well.

Wahab, R (2015:31) said that self-learning will arise if students actively control themselves in everything they do, evaluate and then plan something deeper in the learning they are going through and students want to be active in the existing learning process. The characteristics of independent learning can be seen from their behavior and actions in carrying out learning activities. The following is a summary of learning independence according to Lird in Mudjiman (2014:9-11), including: 1). The learning activities are self-directing, 2). Questions that arise in the learning process are answered by themselves on the basis of experience, 3). Don't want to be dictated by the teacher, 4). Adults expect immediate application of what they learn, 5). Prefer problem-centred learning, 6). Prefer active participation, 7). Always take advantage of the experience they have (constructivist), 8). Prefer collaborative learning (collaborative learning), 9). Carry out planning in each lesson actively, and 10). Activities are experiential, not transmitted and absorbed. Learning must be done by doing. Based on the self-learning characteristics described above, it can be concluded that self learning takes place more emphasis on the thinking process of adults, having a strong desire to solve learning problems on their own. In carrying out learning activities both in class and outside school, students have learning strategies to achieve their goals.

RESEARCH METHODOLOGY

The method used in this research was a survey with correlational techniques, that is looking for the relationship and influence between two independent variables and one dependent variable. This research variable consists of a dependent variable, i.e Writing narrative text skill (Y) and two independent variables, i.e Perception on the Language Learning Strategy (X1) and self-learning (X2), thus the constellation model of the relationship between variables in this research is as follows.

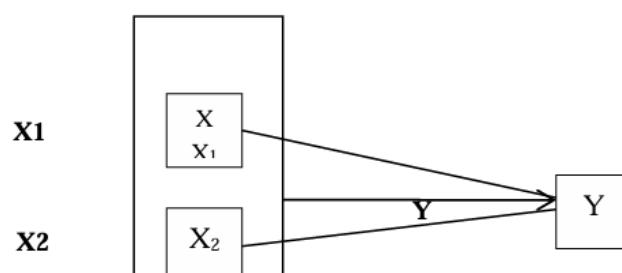


Figure 1: The constellation model of the relationship between the variables

- 1). Dependent variable (Y) : Writing narrative text skill
- 2). Independent variable (X1) : Perception on the Language Learning Strategy
- 3). Intervening Variable (X2) : Self-learning.

According to Sugiyono, (2017: 117) the population is all research subjects. The population in this study were the eleventh grade of the State Senior High School West Jakarta which consists of SMA N 95 and SMA N 96 with the total number of students is 506. The definition of sample according to Sugiyono (2017:16) is part of the number and characteristics of the population. Furthermore, Arikunto (2016:70) stated: "a sample is a part of the population". The research sample is a portion of the population taken as a data source and can represent the entire population. So, it can be concluded that "a sample is part of a population that has certain characteristics or conditions that will be analyzed. According to Arikunto (2016:70), sampling is "if there are less than 100 subjects, then it is better to take all of them, so that the research is population research. Furthermore, if the subject is large, the sample could be taken between 10% - 15% or 20% - 25% or more".

In determining the number of sample members, Arikunto 's theory (2016:70) was used as described above, where 12% of the total population was taken from grade XI of the State Senior High School where the research was conducted. So, the sample used from a population of 506 was 60 students. The sample members used by researchers included 30 students from each school (12%), namely class XI of SMA N 95 and SMA N 84 West Jakarta. The sampling technique in this research is random sampling (Random Sampling) based on proportional design.

The data collection for the independent variables, namely Perception on the Language Learning Strategy and self-learning, was carried out by giving questionnaires to students selected as research samples. Since the variables, which are non-test instruments, the scoring is in made of the attitude scale and in the form of a likert scale consisting of five answer choices. To calibrate the instruments, it is done by testing the validity and reliability of each instrument statement.

In evaluating the validity of the questionnaire statement items, the Pearson product moment correlation is used, and the criteria for accepting instrument items as valid or not is used to test the validity of the instrument by comparing with the rtable, which is determined by a one-sided test with a significance level (α) = 0.05 and degree of confidence (df) = k – 2 (where k = number of trial respondents). The criterion for the validity of a question item is that if the robserved is greater than the rtable then the item is considered valid, whereas if the robserved is smaller than the rtable it is not valid and is not used or the question item is discarded.

To calculate the reliability of the questionnaire, use the Alpha Cronbach formula. The reliability figures obtained from the calculations are then compared with the r_{table} in a one-sided test with a significance level (α) = 0.05 and degree of confidence (df) = $k - 2$ where k = the number of valid questions. The reliability criterion is that if $r_{observed}$ is greater than r_{table} then the instrument is reliable. The data collection technique for writing English narrative text was carried out using research school documents in the form of grades derived from a combination of Mid-Semester Assessments and Final Semester Assessments. After all data analysis requirements have been met and it is known that the data is suitable for further processing, the next step is to test each hypothesis that has been proposed. Hypothesis testing uses partial correlation and multiple correlation techniques, as well as multiple linear regression. In practice, for calculating and testing correlation and regression, both partial and multiple, the help of the SPSS program was used

RESEARCH FINDINGS AND DISCUSSION

Research Finding

1. The effects of the Perception on the Language Learning Strategy and self-learning collaboratively toward the writing narrative text skill.

The following are the results of calculating the correlation coefficient and coefficient of determination of the influence of the perception on the Language Learning Strategy and self learning on English narrative text writing skills. Recapitulation of Hypothesis Test Calculation Results

Table Recapitulation of Hypothesis Test Calculation Result

R	Rsquare	F	Sig
.844 ^a	.712	70.383	.000 ^b

The Table 1 shows that R (Coefficient Correlation) is .844a Indicates the point informs that the variables of the perception on the Language Learning Strategy and self-learning have a close relationship with English narrative text writing skills. This is shown by obtaining a score of .844. Meanwhile, the contribution of the variables the perception on the Language Learning Strategy and self-learning to the skill in writing English narrative text is 71,2.%. This figure is obtained from an Rsquare value of .712. The F value ($F_{observed}$) and Sig value also on figure 1, it can be concluded that there is a significant effect of the perception on the Language Learning Strategy and self-learning collaboratively toward writing narrative text skills. It is shown that the Sig value of $0.000 < 0.05$ and $F_{observed} = 70.383$. This means that the level of confidence the effect of writing narrative text skills is 95%.



2. The effect of the Perception on the Language Learning Strategy and self-learning partially toward the English narrative text writing skills (Y).

To find out which variables have a greater influence on English recount text writing skills, Table 2 below shows the results of calculating the partial influence of the perception on the Language Learning Strategy and self-learning variables toward English narrative text writing skills.

Table 2. The recapitulation result on the calculation of each variable i.e the perception on the Language Learning Strategy and self-learning toward writing narrative text skill.

Variables	t	Sig
perception on the Language Learning Strategy	4.091	.000
Self-learning	7.752	.000

The Sig .000 value of the perception on the Language Learning Strategy variable shows that there is a significant effect of the perception on the Language Learning Strategy towards English narrative text writing skills, it was proved that the Sig .000 value is < 0.05 .

The t_{observed} value of the self-learning variable was 7,752 indicated that self-learning has more influence on English narrative text writing skills compared to the perception on the Language Learning Strategy variable. This is concluded because the t_{observed} value for self-learning is greater than the t_{observed} value for perception on the Language Learning Strategy which is 4.091. The results of this calculation are in line with the sig value of the two variants where the variables for the perception on the Language Learning Strategy and self-learning is 0.000.

After calculating by the formula $KD = \beta_{X1Y} \text{ value } X \text{ partial correlation value } (r_{X1Y}) \times 100\%$. Based on the calculation of the perception on the Language Learning Strategy and self learning show that the contribution of the perception on the Language Learning Strategy to the English narrative text writing skill was 21,27%, while the variable self-learning was 49,9% The magnitude of the contribution of these two variables when added together is 71,2%. The number of percentages was the same as the contribution of the two variables together to the skill of writing English narrative text.

DISCUSSION

1. The effects of the perception on the Language Learning Strategy (X1) and self-learning (X2) collaboratively toward the writing narrative text skill (Y)

In conducting language learning strategies, students carry out learning activities such as; practicing, receiving and sending messages, analyzing and reasoning, and creating input and output structures. These activities are an important way to practice writing English. In more detail, this Cognitive Strategy is related to certain learning tasks and involves manipulation of the learning material itself. Repetition, translation, grouping, recording, deduction, recombination, imagery, auditory representation, contextualization, elaboration, transfer and inference are very closely related to conveying written messages.

The application of language learning strategies will be effective if accompanied by independent learning. Independence is the ability to manage oneself without depending much on other people. Wahab, R (2015:36) explains that "independence or autonomy is the ability to control and regulate thoughts, feelings and actions freely and to make one's own efforts to overcome feelings of shame and doubt"

Meanwhile, learning independence was explained by Suryabrata, S. (2015:28). that "Independent learning is an active learning activity, which is driven by the intention or motive to master a competency to overcome a problem, and is built with the knowledge or competency that is already possessed." So, when carrying out learning activities, it is emphasized that individual students experience it directly and are free from dependency, without always having to be forced by other people. The theories of the experts mentioned above are in line with the results of this research that perceptions of language learning strategies and learning independence have a significant influence on the narrative text writing skills of State High School students in West Jakarta.

2. The effect of the perception on the Language Learning Strategy (X1) towards the writing narrative text skill (Y)

According to the theoretical synthesis in Chapter II, students who acquire narrative writing skills are students who apply language learning strategies that include metacognitive, cognitive and social. Brown in Davida, S.K (2018-94) explains that in the sociol/affective strategy students correct each other, work together with classmates in overcoming learning problems, and ask each other questions. Clouston, L in Rebecca, O.L (2017:61) reveals that developing skills in three areas, such as metacognitive, cognitive, and social/affective helps language learners build learner independence and autonomy so that they can control their own learning.

The impact of implementing this language learning strategy is the emergence of a positive perception of the teacher. With a positive perception, students will be obedient and happy to do the tasks given by their teacher. From the quantitative information and theory, this is in line with the research results that there is a positive and significant influence of perceptions of language learning strategies on the narrative text writing skills of West Jakarta State High School students.

3. The effect of self-learning (X1) towards English narrative text writing skills (Y)



To acquire writing skills, it is not enough for students to get knowledge from teachers alone, but students must make their own efforts to improve and strengthen these skills. As stated by Suryabrata, S. (2015:28). that "Independent learning is an active learning activity, which is driven by the intention or motive to master a competency to overcome a problem, and is built with the knowledge or competency that is already possessed".

The words "owned competencies" as expressed by Suryabrata, S above, carrying out independent learning activities emphasize individual students to master, train and improve their own competencies without dependence on other people. By having learning independence, students feel confident, able to work independently, master skills and abilities appropriate to their work, respect time, and be responsible for what they do.

Based on the expert descriptions and quantitative studies above, it is in accordance with the results of this research that independent learning has had a positive influence on narrative text writing skills. This means that learning independence has a significant influence on the achievement of narrative text writing skills of State High School students in West Jakarta.

CONCLUSION

There is a significant effect of the perception on the Language Learning Strategy and self learning collaboratively toward the writing narrative text skill of the State Senior High Schools students in West Jakarta. In this research, it was concluded that the self-learning variable had a greater influence on the English narrative text writing skills of the State Senior High Schools students in West Jakarta.

REFERENCES

- Abdullah, S.I (2016). Aplikasi komputer dalam penyusunan karya ilmiah. Tangerang: Pustaka
- Arikunto, S. (2016). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Ajeng, D (2016). Pengaruh Strategi Pembelajaran LSQ Melalui Lesson Study Terhadap Metakognisi dan Hasil belajar Biologi. Jawa Timur: Universitas Jember.
- Azwar, S. (2019). Reliabilitas dan Validitas. Edisi 4. Yogyakarta: Pustaka Pelajar
- Chadis. (2014) Pengaruh Penguasaan Kosakata dan Pemahaman Kalimat terhadap Keterampilan Menulis Narasi. Deiksis. Jurnal Volume 06, (02)
- Dalman. (2015). Keterampilan Menulis. Jakarta: Rajawali pres.
- Davidam, S,K (2018) The relationship between metacognitive awareness of reading strategies use and 10th students' college and career readiness achievement in English language arts. University of Mississippi, USA.

Jianzhong. L., & Nolan, W. (2015). Language Learning Strategy Use is an American IEP. Implications for EFL. Utah State University in USA. Asian EFL Journal.

Ken, H. (2015). Researching language learning strategies. In Brian Paltridge & Aek Phakiti (eds.), Research methods in applied linguistics. New York: Bloomsbury.

Mulyani, dkk (2023) Strategi Pembelajaran Bahasa. Jakarta: Sada Kurnia Pustaka

Munirah. (2015) Pengembangan Keterampilan Menulis Paragraf. Ed. Cet1. Yogyakarta: Deepublish.

Nida, M (2017) Strategi belajar berbicara bahasa. Banjarmasin: IAIN Antasari Press.

Rebecca, O.L (2017). Teaching and researching language learning strategies: Self-regulation in context (2nd ed.). New York: Routledge.

Rohmah, N. (2015) Psikologi Pendidikan. Yogyakarta: Teras.

Saks, Katrin., & Ali Leijen (2018a) Cognitive and metacognitive strategies as predictors of language learning outcome. The Language Learning Journal. Psikologija,

Saryono, D., & Soedjito. (2020). Seri terampil menulis Jakarta: PT. Bumi Aksara.

Slameto. (2015). Belajar dan faktor-faktor yang memengaruhi. Jakarta: Rineka Cipta.

Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta, CV

Syarifudin. Y (2015). Kompetensi Menulis Kreatif. Bogor: Ghalia Indonesia.

Susanto, A. (2016). Teori Belajar dan Pembelajaran. Jakarta: Prenamedia Group

Sutama, I.M. (2016). Pembelajaran menulis. Yogyakarta: Pustaka Pelajar

Sutama. (2016). Metode Penelitian Pendidikan Kuantitatif, Kualitatif, PTK, dan R&D. Kartasura: Fairuz Media.

Suryabrata, S. (2015). Psikologi pendidikan. Jakarta: PT. Grafindo Perkasa Rajawali.

Tarigan. (2016) Menulis Sebagai Suatu Keterampilan Berbahasa Bandung: Penerbit Angkasa

Teng, Feng & Yue, Mei (2022) Metacognitive writing strategies, critical thinking skills, and academic writing performance: A structural equation modeling approach. Metacognition and Learning. Thinking Skills & Creativity.

Turgay, H (2015). Foreign language learning strategies in the context of stem education. Kafkas University Turkey.

Rose, Heath (2015). Researching language learning strategies. In Paltridge, Brian; Phakiti, Aek (eds.). Research methods in applied linguistics. Bloomsbury.

Shatz, I (2014) Parameters for Assessing the effectiveness of Language Learning. Journal of Language and Cultural Education.

Yunus, S (2018). Kompetensi Menulis Kreatif. Bogor: Ghalia Indonesia

Wahab, R (2015). Psikologi Belajar (Jakarta: PT Raja Grafindo Persada.



Widodo. (2018). Metodologi Penelitian Populer & Praktis. Raja Grafindo Persada.