The Effectiveness of Using Metacognitive Writing Strategy in English Writing Improvement

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Abstract

Metacognitive strategies have a significant position in the way of increasing writing skills. This post discusses 3 studies related to the success of using metacognitive strategies in writing to improve students' writing skills in different areas. The findings show that students use several metacognitive strategies to help them improve their skills in organizing reading while writing. In addition, the use of metacognitive strategies can affect their way of learning in depth and proves that various aspects affect the success of teaching participants' practice in improving their writing skills. It can be concluded that metacognitive strategies have a positive effect when they are used in an orderly manner in language learning activities.

Keywords: Writing, Metacognitive Strategies

Introduction

In some countries, using English is like a foreign language, it is taught to students from elementary schools to major universities. English is still taught in all educational institutions for students, either by legal or informal methods. There are 4 basic skills in English namely paying attention, discussing, reading, and writing.

Writing is one of the most useful and challenging language skills every second or foreign language learner tries to improve and master. It is useful to serve a variety of activities in our daily lives (personal, professional, and academic). This is challenging because children's short stories require sufficient power and time to improve and master all of these abilities. That is, the learner needs to improve so many sub-abilities before starting the writing method. Richards (1990) notes that "learning to write in either an early or second language is one of the most difficult roles a learner finds and few people can be said to have mastered it all."

Successful short stories can also be observed from the aspect of the strategy used in writing. Training strategies are special procedures or procedures used by students to help them learn, understand, and master the latest knowledge (Barnwell et al., Navy (AL), 2006). Training strategies are very meaningful in language acquisition because they can help students to acquire the target language. Before using a training strategy, students need to identify their problems or difficulties first to choose the right strategy to handle them.

The study focused on the consumption and success of metacognitive training strategies in relation to writing skills. Teaching children who learn English act like a foreign language usually find it difficult to write. Writing in L2 is related to linguistics (vocabulary alternatives, language conventions used to make clear conversations, articulation, consumption of style appropriate to the type of memo) and communicative (literature form, values and subtopics, meaningful ideas, arguments). Confused by so many thoughts, some of the students were all related to the teacher at the programming stage and could not follow the categorization method. This excessive dependence on the teacher keeps them from becoming independent short stories. Sovereignty is very meaningful in learning a foreign language, it is

very important to improve writing skills. The focus of this post is on consuming metacognitive strategies during writing activities

Writing is not merely the behavior of making symbols, namely making characteristics of the framework field or the like (Byrne, 1988). Rather, it is a method of discovery and analysis of teachings along with an architectural framework of activities to serve these ideas in the best possible way. In other words, it is a method of assuming and a method of discovery to achieve one's goals for the intended audience (Taylor, 1984).

Chin (2004) explains, a fair memo is a type of memo that contains knowledge about a value that is controlled by the short story writer. Oruc further (2012) informs, fair written works can be characterized as acting like professionals who relate to other experts through registered words. After that, fair categorization is an activity that involves analysis and the search for knowledge or information about open challenges in a fair view. For Gambut (2002) a good fair post must be built on principles that are easily understood by the audience. Furthermore, Lindsay (2011) adds, short stories must be reliable to write fair creations in the right form and direction.

Several studies have confirmed that training strategies can help students learn the target language, which is very important in writing. Nasihah and Cahyono's study (2017) confirmed that training strategies were correlated with students' writing outcomes. The students can choose strategies that are suitable for special abilities. For example, students use metacognitive strategies to get instructions for writing by brainstorming. Therefore, writing strategies have a significant role in helping students achieve results in writing. OMalley&amp; Chamot (1985) suggests 3 types of strategies. These strategies are cognitive strategies, metacognitive strategies, and social or affective strategies.

Not only that, OMalley then explained the meaning of each strategy. Early on, cognitive strategies are strategies that participate in analyzing, combining, or changing forms of training material. Second, metacognitive strategies are strategies used by students to conceptualize their learning, monitor their understanding, and consider their learning after completion. Finally, social or affective strategies involve the social interaction of students to achieve their goals in learning. Likewise Ellis (1997) provides various training strategies. Early on, cognitive strategies participate in analyzing, combining, or changing forms of training material. Second, the metacognitive strategy is a type of strategy that participates in training programming, supervising explanations, and evaluating training after it has been tried. Third, social or affective strategy is a strategy that participates in the interaction of like-minded friends to achieve the same goal in training. Not only that, by applying strategies in their language training, it is easier for them to learn and acquire the target language. Therefore, the training strategy is used for all dialogue skills, including writing.

Wenden (1991) tells if metacognitive strategies are intellectual operations or procedures used by learners to structure their learning. They are directly responsible for the application of the writing role which includes 3 types of means: programming, control and evaluation. To get the latest information, learners can use cognitive strategies apply such as intellectual operations or steps in applying them to special learning roles. They are additional strategies that help in the application of metacognitive strategies. In contrast to metacognitive strategies, cognitive strategies have smaller results than metacognitive strategies. That is, cognitive strategies are strategies used to solve cases, whereas metacognitive strategies are used to conceptualize, monitor, calculate, manage and understand that strategy.

Consumption of metacognitive strategies in writing is centered. Metacognitive strategies are methods for organizing or organizing cognitive activity and correcting intellectual goals for success (Sun, 2013). The metacognitive strategy covers 3 significant abilities namely programming, monitoring, and evaluation. Early on, programming is concerned with determining a suitable training strategy. This is also related to the determination of the root of the efficient workforce that can have an impact when carrying out the training role. Programming involves goal determination, case and role analysis, and reading material. Taking a programming strategy, students consider their goals and how they can achieve them in an intelligent and efficient way. Second, supervision refers to monitoring ongoing activities to check if

everything is under control and successful. This strategy helps students pay attention to cases to understand and focus on their creations, so that they can identify cases and justify them. Finally, strategy evaluation is concerned with estimating role outcomes, how well work is done, and the strategies used during training methods. Teaching children's learning actions can be improved by evaluation as a result they can have a better explanation.

Methods

This study uses descriptive analysis with a literary study approach to 3 articles accessed from daily outlines and then reviewed by short stories to describe how effective the application of metacognitive categorization strategies is. The articles analyzed stemmed from a number related to the application of metacognitive categorization strategies to improve memo explanation. After that, the analysis was generalized to ensure the success of using this strategy in the method of writing a foreign language or L2.

Results and Discussion

In this section, the authors study intensively some of the results in using metacognitive formation strategies based on 3 posts obtained from global daily. The investigation is focused on the various effects and factors that influence the development and experiences of teaching participants when practicing writing through the use of metacognitive strategies. Research results already have in-depth knowledge so that readers can get the latest descriptions for the application of metacognitive strategies in writing courses. Preliminary reviews refer to the results of Talafhah's metacognitive writing strategy, Rania, et. navy(AL)(2019) on writing skills in private and state schools in Jordan. This proves that training in Metacognition Strategy training is used to Improve Writing Ability and performance has been successful. Researchers have investigated the effect of instilling Meta-cognitive strategies through the use of accurate intervention strategy instruction and teaching on the Increase in Writing Disability in the Standard 12 group of students. To achieve the research objective, 2 groups of Writing Impairments in Standard 12 students were randomly assigned to the monitoring group as well as research groups. The research group received the Meta-cognitive strategy nursery instruction through a 12-week instruction period while the control group received the conventional method. The results of the research prove that an accurate Meta-cognitive strategy nursery program has a significant positive effect on the Increase in Writing and Disability Results in students of category 12.

Next, Tyfekci, Nazli (2017) investigates the success of metacognitive upgrading strategies in the development of English language and literature students' writing in Kosovo. This research examines students' knowledge and metacognitive regulation regarding their priorities related to categorization, programming, organizing, conventions, categorization, monitoring, and then assessment. It is broken down into 2 stages to first measure their understanding of metacognition, and then assess their skills in arrangement through educational strategies. The research results prove that, contrary to conventional thinking, in Kosovo, which prioritizes teachers and not students, research participants believe that using metacognitive learning strategies improves their writing ability and efficiency. The findings also prove that the behavior of students towards the latest and modern educational strategies is very positive and friendly.

Finally, Hartina, Vianty, & Ritta (2018) studied the relationship between students' use of metacognitive strategies in writing and their ability to write articles. 83 6th semester students of the English Learning Research Program at a state university in Palembang participated in this research. Questionnaires of metacognitive understanding of writing strategies and essay writing tests are used as instruments to collect information that is statistically analyzed using relationship and regression analysis. The findings show that there is an important relationship between the use of students' metacognitive strategies and their ability to write articles skills.

Conclusion

Based on the findings above, the success of consuming metacognitive strategies in the writing ability inclusion method has been proven through its application in writing activities. Metacognitive strategies have a role to improve students' ability to write. Most of the results from the article have confirmed how effective metacognitive strategies are very important for English writing skills in different situations.

The inclusion of metacognitive strategies in language training has provided great insight and self-confidence for language learners to improve their ability to compile literature when writing. Not only that, but consumption of metacognitive strategies can also have an impact on their learning methods in a deep way. Finally, taking into account metacognitive strategies in writing while training methods, has helped student contestants to be able to write recitation

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