Metacognition

by Rika Riwayatiningsih

METACOGNITIVE STRATEGY IN TEACHING WRITING: WHAT TEACHERS SHOULD BE AWARE OF

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Abstract

This article explores the essential issues related to metacognitive strategy in teaching writing. Hopefully, it could contribute to improving teachers' understanding of metacognitive strategy, especially in teaching writing. Metacognition is so vital for students' learning as this ability encourages them to understand how they learn best and it also develop their self-learning skill. The manifestation of the strategies occurs when they capable to examine tasks, establish the objectives, aplly their own best ways in completing the tasks, and make reflection on what they have learned. This process happens when students analyze tasks, set goals, implement strategies and reflect on what they are learning. Therefore, it is promising such benefits for students and teachers for it might contribute to develop their thinking skill. This article describes the concept of metacognitive strategy in teaching writing. Then it elaborates the appropriate learning activities to support the development of students' awareness of their thinking process about learning. After that it describes some challenges for implementing metacognitive strategy in teaching writing. Finally, it offers conclusions on the important point of the topic. The findings of the study suggest that In boosting the writing performance, metacognition plays a crucial part. Metacognition research has demonstrated that experts know what they write, decide more about planning and control when they write, and analyze their writing more effectively, as they are more competent than inefficient writers.

Keywords – metacognition, teaching writing, learning activities

Introduction

Writing reflects an interaction between writers and readers, and students may find it difficult to engage readers through composition. Writing is also a complex activity that requires cognitive resources; however, traditional writing instruction does not appear to prepare students to surmount these challenges and cultivate critical thinking skills around writing (Torrance & Jeffery, 1999).

Teaching students to be effective writers also does not appear rewarding for instructors (Hyland, 2004). Even with writing training, academic writing may still be difficult for students (Lilis & Scott, 2007). Integrating mental processes to write and manage writing production becomes the fundamental strategic in writing (Graham & Harris, 2006). Writers are intended to write, and for each task they alter that purpose; it is what makes authors effective. Strategic authors employ a number of tactics and talents to build paragraphs (Grabe & Kaplan, 2014). In order to achieve a certain objective or to execute a task, these strategies are very purposefull. Students will get a benefit in their writing development with deliberating these strategies and the achievement of autonomy in writing. (Allison & Kaye, 2011).

Producing high quality work in academic writing is difficult for students, on the other hand it is also hard for teachers to guide their students dealing with such difficulties (Okasha & Hamdi, 2014). Some of the main issues impeding the production of great academic writing are limited knowledge of the subject, insufficient practice and poor feedback by

students. (Chang, 2012). In writing, however, grammatical mechanics tend to be precisely and correctly focused mostly for students in language learning (Ahmed, 2010). Becaue written feedback is rare and in most cases and corrections are focused on grammatical faults, student writers tend to consider on negative attitudes and anxiety about writing, while teacher is the lone audience to help student writing. According to Amborse et al., (2010), The weakness of writing involves negative attitudes towards writing, lack of trust, and feelings of ineptitude among students (Chohan, 2011).

How to help students' performance in writing become the focus of the researcher. It is on how they are responsible for the written production. The fact that written English lacks competency is more the result of a lack of composing skill than of a lack of linguistic skills. Prominent reasons pointed out by Graham et al. (2012) Inability to write includes: mechanical English scription problems; English grammar and lexicon precision problems; written style problems that are necessary for a certain circumstance; and problems in the development of convenience and convenience in communicating what has to be expressed. Metacognitive strategies is one approach in teaching to help students overcome their writing challenges. The rise of cognitive, psychological and metacognitive research is therefore drawing more and more attention from scholars and providing a fresh perspective for EFL/ESL writing (Mohamed & Rashid, 2017; Goh, 2008).

There are numerous things to learn, but the study focuses on the advantages of a metacognitive approach. Metacognitive strategies are important and workable to improve learning abilities of kids. Metacognitive strategies incorporate psychological operations or procedures

for regulating learning by learners. according to O' Malley and Chamot (1990), With the implementation of metacognitive strategies, learners can be better at properly scheduling, monitoring, evaluating and practicing learning skills.

Metacognitive instruction

The primary purpose of education is to prepare student learning through the process such as planning, monitoring and reflection. (Azevedo 2009), which are the domain in the metacognition. Schools, however, refer to other constructs, such as meta-learning, critical thought and motivation (Schneider & Lockl, 2002). Furthermore, three components of metacognition are agreed on by most researchers: metacognitive statement knowledge, cognitive surveillance, and strategy management. (Alexander et al., 2006).

Several scolars agree that metacognition is a fundamental role in preventing learning outcomes in the field of issue resolution (Jacobse & Harskamp, 2012). According to Sternberg and Sternberg (2012), the problem solving steps include: problem identification, problem representation, strategy development, information organization, resource allocation, oversight and evaluation. Hylland (2003) stated that this procedure requires that the teacher is educated in aiding pupils to express meaning regarding the written text by the individual activity typical of writing. The teacher's duty is to promote metacognitive knowledge and methodological skills in students and to give opportunities for metacognitive experiences in conscious thought. In order to do this, teachers can offer a number of written tactics, such as scheduling, generating text, managing feedback and review (Bai, 2015). The main focus of metacognitive training is on explicit guidance for the reflection, monitoring and evaluation of students'

metacognitive processes to make their use of metacological knowledge and strategies for successful writing experience more aware of them. The main objective is to provide explicit guidance. Schraw, (2002) shows A metacognitive assignment that allows students to reflect on their strategic application at different points in the writing process, which not only promotes strategy, but also improves metacognitive awareness..

The essential to the cognitive writing process is metacognition, but the metacognitive knowledge also plays a decisive part in a genre-based approach. Genre education focuses on explicit gene knowledge education – specifically task knowledge, knowledge of the goal genre, aim, audience, and the scenario context (Redwine et all. 2017). Reader consciousness, the target genre context and the genre structure and the usual lexicograms can assist pupils to properly use the language to create sense for the correct context and the right audience (Hyland, 2007). However, it is not sufficient to assist the pupils create explicit instruction on their own. Even if students conduct gender analyses and expressly gain genre information. Redwine et al. 2017 stated that it is difficult for students to apply genre knowledge to their own writings without support for and activating metacognition (Yeh, 2015). As such, teaching in metacognition is essential to the application of genre knowledge. According to Yeh (2015), Metacognitive training concentrates on the development, in genres, language use, goal, audience context, and so on, of metacognitive knowledge, and on metacognitive strategies (namely planning, monitoring, and evaluating) to improve writing. To this end, The individual and/or small groups can offer metacognitive activities to the pupils.

Metacognition activation is most effective when pupils work in social groups (Yeh, 2015). Writing students can employ metacognitive knowledge and tactics in socially situated activities such as collaborational writing and peer criticism in the writing classroom. Students engage in problem solving, collaborative dialogs when taking part in collaborative writing (swain, 2020). Students reflect on how they can best utilize language to make sense, in which they jointly reflect on the use of grammar, vocabulary and mechanics, etc. As Swain (2020) stated that metacognitive knowledge is encouraged in this way, and such collaboration could also take place in peer feedback, where students interact in collaboration with peers to provide input and receive feedback, which allows for the development of metacognition. In order to deliver metacognitive in education, coaching is required for model constructive collaborative processes (e.g. how students might ask metacognitive questions about various elements of writing) (Swain, 2020).

Metacognition

The human virtuosity is the ability to reflect on one's own ideas and experiences. Metcalfe (2008) asserts that Human ability is a product of a metacognition which has an impact on animals since people use self-control over their actions.

According to Downing et al., (2007) Metacognition refers to thoughts, knowledge of knowledge or action considerations. It differs from the knowledge that cognitive skills are important for a task, whereas metacognition is crucial for understanding the manner the activity has been conducted (Beauchamp & Kennewell, 2010).

Metacognition is the control of cognition process. In other words, students must

relate these 'metacognitive skills' to their strategic understanding about (declarative), how to use (procedural), how long and why they may use the information (conditional)" (Hong- Nam & Leavell, 2006). To show this concept, Pittinsky (2008) mentioned in his findings that Young toddlers have finite understanding of or metacognition of cognitive phenomena.

Flavel (1976) describes Metacognition refers to knowledge and application of cognitive processes which permit pupils to apply, monitor and manage strategy; to gain an understanding of their own strengths and weaknesses. Metacognition control, monitoring, and governance aspect is underlined as a key metacognition component consisting of cognitive knowledge and cognition control (Brown, 1987).

The metacognitive knowledge, which is characterized by three variables: person knowledge, task and strategy is at the forefront of metacognition (Flavell & Wellman, 1977). Personal knowledge refers to one's own understanding involving cognitive processes and elements, such as age, language skill, interest, motivation and self efficiency that might affect learning (Wenden, 1998). Task knowledge means understanding of the goal, nature and requirements of the task of learning. Finally, the understanding about the strategies utilized to reach the cognitive objectives of learning works and their efficiency is strategic knowledge.

Metacognitive skills and strategies are the skills used by students for cognitive processes, such as supervision, regulation and leadership, and reflection on the learning process (Zhang, 2010). Students employ metacognitive strategies during their training to plan, monitor, and assess their learning. strategies, effectiveness

analyzes and strategies adjust when necessary (Ridley et al.,1992).

During the execution of cognitive activities, metacognitive experiences occur when students draw on their know how they encounter with the work (Zhang,2010).

Metacognitive experiences can be cognitive or affective, characterized by (cognitive) or (affective) judgments before, during or after a work of cognition (Goctu, R, 2017). While the metacognitive experiences of learners are influenced by their metacognitive knowledge, they can further change their metacognitive knowledge during their cognitive effort. According to Goctu, R (2010) the employment of innovative approaches to control, monitor and control learners' understandings can be additionally activated through metacognitive experiences. At the same time, metacognitive strategies foster the employment of cognitive strategies that may led to the modification of their metacognitive knowledge.

Metacognition in Teaching and Learning

Language learning strategies are ways for purposely and consciously managed learner understanding and retaining knowledge (Liyanage & Bartlet, 2013). They all have two strategic groupings in common, which are called metacognitive and cognitive strategies. Each student is diverse in style because of different individuals and behaviours. (Bada & Okan, 2000). Undoubtedly, their manner of learning is one aspect above and above others that has a big impact on their various language skills. That is why English students of all styles have their own shortcomings and strengths (Reid, 1995). The level of success of each learner differs from student to student with reference to their learning styles (writing, speaking, reading and listening) (Sahragard & Mallahi, 2014).

In addition to allowing learners to learn more effectively, teaching and supporting metacognitive competencies in the classroom also enhances cognosis at all skill levels. As suggested in several studies (Slavin & Karweit, 2015; Zion, Michalsky, & Mevarech, 2005), Ability of learners to monitor their learning processes and evaluate their impacts whether collaboration work is the indication of successful or unsuccessful of the work. The strategies for learning are specifiy into behaviours, procedures or techniques, including locating dialog partners or encouraging pupils to address a tough language problem used to improve their own learning (Scarcella & Oxford, 1992). Direct instruction, instructor modeling and application are the techniques in teaching students to the Metacognitive Strategies. Metacognition can be taught to pupils, as it can help in many other processes, teachers should explain clearly why they need to teach the skills, why they are necessary, and when they will have to use them. Teachers also offer several instances to show their teaching (Armbruster, 2010). In addition to providing a straightforward explanation, teachers can shape methods using the appropriate tools to demonstrate the metacognitif strategies. The crucial thing in this method is that teachers are providing a model for the whole metacognition thinking process (Armbuster, 2010).

Metacognitive strategies in teaching writing

First of all, students barely write and all they write is in the classroom sphere. The most important tool for writing is that students must be active so that the learning process is immensely important (Chutichaiwirath & Sitthitikul, 2017). Increasing the student's participation in the activity while boosting his performance and writing skills requires a certain practical approach. The teacher should be quite explicit about his/her talents.

According to Danielson (2013) the second point is that the teacher has to choose a pattern (or style of exercise). Once the target regions and methods of delivery have been specified, the teacher can focus on what subject the students are able to capture and secure their involvement. The teacher can expect a passionate and sustainable learning by integrating these aims together pragmatically (Danielson, 2013).

Methodology

This study employs systematic literature review (SLR) techniques suggested by Cooper (2010) to identify the relevant search terms and literature data bases. Several reliable journals online have been used as the principle data bases, and they were trawled since 2010 until 2015. Metacognition and writing were restricted to theoretical articles. After initial searches, further filters were introduced to restrict the search to focus on schools, teachers, teachers and students. After abstract analysis, articles were chosen for inclusion in this report.

A selection of pertinent text has also been included in this article which provides useful informational settings. Several texts were removed from this study because of the fact that they did not achieve the threshold for high-end research. This was typically because the technique was considered to be in conflict with the merits of the assertions stated.

Finding and Discussion

In boosting the writing performance, metacognition plays a crucial part. Metacognition research has demonstrated that less effective learners do not recognize how the word-by-word writing can be used or canalised rather than how the work should be carried out by writing.

This finding confirm with several existing researches on metacognitive learning that help students in boosting the critical thinking skill. Taggar and Neubert (2008) added that Poor writers have yearned to finish writing the passage without knowing that they did not understand it. Moreover, another study also showed that good writers can improve their performance to match the purpose of writing by using the strategies (Woods, 2006). When they fail to grab the test, bad writers are not as pliant as a professional writer in applying numerous techniques to battle the problem (Knapp & Watkins, 2005; Corkery, 2014).

Skilled writers are more conscious of what they write, make more plans and control decisions when they write and they can assess themselves because they are more competent than ineffective writers (Collins et al., 1989). They have greater knowledge of the work. For the determination of the role of metacognitive strategies, the relation between cognitive and metacognitive stratum egies employed by strategic writers should be taken into account. An effective writer uses a wide variety of cognitive methods to do written tasks. Cognitive techniques were developed to help students attain their cognitive objective (Flavel, 1979).

For example, brainstorming ideas, constructing an outline, pre-writing, composing a first draft, writing sound pages or reading grammar problems might be cognitive writing tactics. Metacognitive methods were developed to assist cognitive advancement, contrary to cognitive tactics. Student authors use metacognitive processes or methods to plan their participation in the writing process (Harris et al., 2003).

Writing as cognitive process

The writing process acknowledges that the cognitive monitor has a significant function in supervising the planning, translation, examination and metacognitive writing process, enabling students to schedule, monitor and assess writing processes (Hayes & Flower, 1980). Simply said, metacognitive knowledge controls the level of the learning process. Metacognition assists pupils to govern the process through which they are written using metacognitive knowledge and methodology. Their metacognitive experiences, for example in the negative evaluation process, might be activated by the arrangement of the text, affecting their metacognitive knowledge, for example, task knowledge, and new strategies, for example, in order to bring coherence to the text organisation. It helps them monitor and regulate the process of cognition and enhance the writing process. Therefore, strategies for metacognitive writing are as follow:

Planning

Planning requires focusing on, among other things, objectives, public, ideas and methods. It takes many times to write, however some authors plan their compositions even when they write. Planing written through full or small group brainstorming is done more efficiently. Each student, if done in a group, should have his/her function. Ideas generator, writer or critic. But it might also be planned on a separate basis. The draft plan may be examined and amended in connection with the component sections (add or omit) and their sequence, later on in writing. It may also be necessary to brainstorm some key words and select the essential tense of the text piece.

Monitoring

The control of the written process is part of the monitoring during text writing. It refers to control and significant advancement in terms of global characteristics, such as content and

organisation, as well as local factors, such as grammar and mechanics. Individual writers can do this more efficiently.

Evaluating

After writing, the assessment comprises of a re-examen of the written texts, both as regards global and local writing functions, and of the strategy utilized to perform the writing duties. The evaluation is carried out in pairs (peer assessment) more effectively: two writers exchange papers and discuss the modifications to be made, after looking at them. Students must, however, also be taught to edit themselves and correct them. You need a strategy to build it (what to check first: content, structure of language, as it is confusing, especially for less experienced writers to do all three simultaneously).

Metacognition in Classroom Assessment Writing

In classroom evaluation, metacognion has a key function to play. Stress evaluation as a metacognition process (Earl &Katz, 2006), Teachers can encourage students to examine their thought processes and exercise self-regulation and encourage pupils to be their own assessors. Using evaluation to promote learning, teachers help students to take on a proactive role in learning, set their objectives for learning, address metacognitive questions at different stages of writing; evaluate themselves and monitor their progress in learning; think about learning and make changes in their thinking in order to deepen understanding and improve their learning. During writing, students use metacognitive techniques for monitoring and regulating their learning, and revisit their metacognitive knowledge on the basis of their metacognitive experiences so that their writing can be further enhanced.

During an evaluation in school writing, teachers might activate the metacognition of students by asking them to identify and monitor their personal learning objectives. There is then metacognitive management and regulation where students use metacognitive tactics to fulfill their learning goals. In addition, through peer review, students may work as learning resources to improve one another and develop their metacognitive knowledge. Their dialog can help each other better. Teachers can also inspire students to build their own knowledge and learning skills by asking metacognitive questions at various levels of writing. Students can keep their written reflection in a writer log and conduct self-monitoring and self- evaluation.

Special emphasis might be placed on increasing students' metacognitive awareness through mediation classroom writing evaluation (Poehner &Lantolf, 2003). For example, teachers might provide support for students at teachers' conferences by oral commentary on their writings, asking metacognitive questions to aid students in their area of development and to encourage metacognition.

Teachers can play an active role in the writing of conferences in metacognitive instruction. Adapting their feedback tactics to each student's needs (Lantolf &Aljaafreh, 1995).

Conclusion

Writing instruction metacognitively must be offered at primary and secondary levels and not waiting till they are in college. This article shows how metacognition can permeate the process of teaching and learning and gives instances of how metacognitive training might be applied to the writing classroom. While they are designed for second language learners, they may also apply their metacognitive tasks in post-

secondary situations. Students are to become autonomous and autonomous authors through metacognitive training, which is a crucial purpose of education especially in the 21st century.

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5   Irwan Setyowidodo, Dema Yulianto, Aprilia Dwi Handayani. "RUMAH PINTAR DALAM TAMAN BELAJAR MASYARAKAT (TBM) BERBASIS KEARIFAN LOKAL", Jurnal Terapan Abdimas, 2018
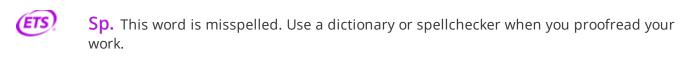   Publication   <1%

Metacognition

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Proofread This part of the sentence contains an error or misspelling that makes your meaning unclear.

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Prep. You may be using the wrong preposition.

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Missing "," Review the rules for using punctuation marks.

P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.

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Article Error You may need to use an article before this word. Consider using the article **a**.

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P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.

Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

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Sentence Cap. Review the rules for capitalization.

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Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.

Confused You have used either an imprecise word or an incorrect word.

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Possessive Review the rules for possessive nouns.

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