



GRADUATE STUDENTS' PERCEPTIONS ON THEIR METACOGNITIVE AWARENESS IN ACADEMIC WRITING

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abstract

L2 academic writing processes require both cognitive and affective aspects from EFL University students to be more proficient and independent writers. Hence, metacognitive awareness plays a pivotal role to bridge the huge gap between cognitive and affective elements hindering graduate students to accomplish the given academic writing tasks. Further, this present study attempted to investigate graduate students' perceptions of their metacognitive awareness in academic writing. To fulfill this study objective, this study was conducted qualitatively by utilizing the qualitative content analysis to provide more obvious portrayals out of the specific events experienced by the participants. Two research instruments were also harnessed in this study namely the Likert-scale Questionnaire and open-ended interview questions. The participants enrolling in this study were 15 English Education Master students of Sanata Dharma University, Yogyakarta having experienced academic writing learning journeys for one and a half years. The obtained findings delineated the importance of cultivating a higher degree of metacognitive awareness during academic writing learning enterprises to make EFL University students more competent, self-regulated, and qualified L2 academic writers. Although this study only contributed a small puzzle piece to complete the prior investigations on the importance of metacognitive awareness in academic writing learning rides, EFL practitioners and educators should foster learners' metacognitive awareness at the onset of academic writing programs to enrich the development of their cognitive and affective state into the utmost level.

INTRODUCTION

It has been a consensus among globalized ELT practitioners that writing is one of the painstaking, energy-draining, and time-consuming second language learning processes in which EFL learners are required to squeeze all of their ideas, conceptions, and arguments into such a well-arranged writing structure. In line with this fact, Raofi, Chan, Mukundan, and Rashid (2014) propound that EFL writing comprises of challenging and intricate dynamics since learners are commissioned to produce such a tight-knit ideas coherence in the light of appropriate writing conventions, readers' views, and socio-cultural values. This matter shared a similar issue with academic writing learning ventures undergone by graduate students since the majority of them frequently encounter serious impediments in planning, monitoring, and

evaluating their writing dynamics. This contention is in agreement with the view of Barkaoui (2007) who mentions that mastering a wide array of academic writing competencies has been a laborious target language learning dynamic for graduate EFL university learners (as cited in Diliana, 2018).

One of the major hindrances confronted by graduate university EFL learners while engaging in academic writing learning ventures is a lack of metacognitive awareness. Through full activation of metacognitive awareness, EFL learners will be able to gain a higher degree of awareness regarding the types of writing tasks, specific writing strategies, and precise moments to internalize those writing strategies into varied academic writing contexts. This critical importance of applying metacognitive awareness in academic writing learning ventures is in accord with the theory of metacognitive awareness postulated by Harris, Santangelo, and Graham (2010) who believe that EFL learners possessing a higher level of metacognitive awareness tend to produce more qualified writing products since they will gain more consciousness concerning particular writing tasks they are currently facing and exert more controllable writing strategies ease them to depict their ideas smoothly. Another advantageous academic writing value that can be taken through the incorporation of metacognitive awareness is EFL learners will be more resilient academicians adept in adopting various precise writing strategies. As this positive learning outcome is entrenched potently within learners' perspectives, they are capable of discovering particular solutions to resolve various writing obstacles and being more persistent in eradicating those barriers to not merely attain their writing objectives but also foster their academic writing competencies concurrently. In relevance to this aforementioned significant learning outcomes, L. Zhang and L. J. Zhang (2013) mention that EFL university EFL learners establishing a higher degree of metacognitive awareness prone to more adept in exerting stronger controls over their writing processes resulted in tangible gratifying writing achievements.

In the same line of argument, metacognitive awareness also noted a gigantic gap between proficient and developing EFL writers. Shortly, proficient EFL writers are more liable to produce highly-qualified writing products since they have fully recognized their intended readers, writing genres, and various types of writing strategies worthwhile to be implemented in the targeted writing dynamics. This set of argument found support from the findings of metacognitive awareness studies conducted by Farahian and Avarzamani (2018) together with Wei (2020) who revealed that higher metacognitive awareness EFL writers

outperformed their learning counterparts having less levels of metacognitive awareness in terms of targeted readers, specialized writing strategies, and particular writing tasks awareness. For this reason, there is an urgent need for ELT practitioners worldwide to expose their graduate EFL university learners to intensive metacognitive awareness training through academic writing processes to be more flair in stipulating their specific writing objectives, adopting various exact writing strategies, and regulating their writing learning processes in a better purpose. Xinghua (2010) together with Graham and Harris (2016) state that ELT instructors have to continuously provide academic writing rehearsals for learners in the process of planning, creating, and revising their writing products to enable them to be more skillful academic writers ingraining robust metacognitive awareness.

To a lesser extent, five relevant prior studies of writing and metacognitive awareness are also repudiated in this present study to provide a clearer overview delineating the paramount importance of metacognitive awareness in academic writing enterprises. Concerning globalized EFL academic writing contexts, there will be two studies highlighted in this section. The first study was conducted by Maftoon, Farahian, and Birjandi (2014). They discovered that the implementations of metacognitive awareness had successfully transformed EFL learners into more competent academic writers who are better at developing, synthesizing, and explicating their conceptions in the forms of acceptable writing conventions. In a separate study, Ruan (2014) also highlighted the important role of metacognitive awareness in EFL university learners' academic writing competencies development since the majority of the participants had been more cognizant of implementing three circles of metacognitive strategies namely planning, monitoring, and evaluating for the betterment of their writing products. In an Indonesian EFL academic writing learning context itself, there has been scant literature concerning graduate EFL university students' perceptions of their metacognitive awareness in academic writing. On the contrary, the findings generated from these prior studies had successfully supplied a clearer pathway for the rejuvenation of academic writing learning ventures through the incorporation of metacognitive awareness. The first study was conducted by Yavani (2018). Through Classroom Action Research, he revealed that the majority of EFL learners were able to foster their academic writing skills through graphic organizers successfully since the learners will be more familiar with the process of metacognitive strategies in terms of planning, drafting, revising, and designing the final writing products. In the second study, Imperiani and Kurniawan (2016) discovered that

the majority of freshmen generally induced some complex writing errors like sentence structure, grammar, and sentence coherence indicating that there is an indispensable need for ELT writing practitioners to integrate more hands-on, context-specific-based, process-oriented writing materials for this first semester of university EFL students. Lastly, Pradana (2015) also found that the frequency of EFL story reading habits brings about significant impacts on EFL learners' writing competencies development through narrative writing processes. Since the previous L2 academic writing studies did not exhaustively investigate the degree of metacognitive awareness inculcated by graduate university EFL learners, this present study was plied to fill this gap by investigating English Education Master students' perceptions on their metacognitive awareness in academic writing enterprises to shed more enlightenment for globalized EFL experts, practitioners, and policy-makers to enact more contextual academic writing learning dynamics in which learners' academic writing competencies as well as metacognitive awareness will prolifically thrive. With respect to this underlying reason, ELT writing practitioners need to prompt their learners to read a wide array of second language texts to enable them to be more skillful EFL writers. To provide more overarching responses toward all of the above-mentioned issues and the main present research theme, one research problem was enacted as follows: (1) To what extent did English Education Master Students activate their metacognitive awareness in academic writing processes?

To give more in-depth depictions regarding the key role of metacognitive awareness for graduate university EFL learners' academic writing skills flourishing, two specific theoretical constructs are proposed in this study namely metacognition and writing and metacognitive awareness. All of the explications can be discerned as follow.

Metacognition and Writing

The term metacognition is firstly devised by Flavell (1979) who theorizes that it is people's capabilities of understanding their thinking processes through rigorous cognition controls in terms of planning, monitoring, and evaluating. Thereof, there are also two specific streams of metacognition namely knowledge of cognition and regulation of cognition as propounded by Schraw and Dennison (1994). Knowledge of cognition can be defined as learners' profound acknowledgment of their abilities and recognition of significant others' roles responsible for their cognitive development. This type of knowledge can be subdivided

into three components namely declarative, procedural, and conditional knowledge. In the first stream of knowledge, learners should be able to gain more exhaustive self-awareness concerning their abilities and some situations triggering either their learning success or failure. Further, through procedural knowledge, learners are required to implement various strategies useful to accomplish given learning tasks. While in the last knowledge processor, learners are commissioned to induce a higher degree of awareness regarding specific learning situations where all their executed strategies will work most.

In the same vein, regulation of cognition denotes learners' capabilities in exerting more controls over their both cognitive and learning processes (see Flavell, 1979). This further process commonly comprises of planning, monitoring, and evaluating components (see Schraw and Dennison, 1994). In the planning stage, learners can determine some relevant strategies to be implemented in the upcoming learning events. Through the monitoring stage, learners have to be able to identify their targeted learning tasks and the usefulness of applied strategies. Ultimately, learners need to reflect more profoundly on their learning tasks, strategies, and contexts through evaluating stage to exhibit more gratifying future learning performances. Concerning the above-mentioned conceptions of two major metacognitive streams, it is fairly to acknowledge here that metacognition and writing are inextricably linked with each other since learners are demanded to adapt and adopt various cognitive skills in terms of planning, monitoring, and evaluating to improve their writing skills and obtain specific writing objectivities synchronously. This argument is closely intertwined with the theory of writing suggested by Hacker, Keener, and Kircher (2009) mention that competent EFL writers have to be more aptitude in developing, synthesizing, and deciphering their ideas into such a qualified piece of written text since writing involves a wide array of complex cognitive processes requiring writers to arrange their thinking constructions in a good structure. Accordingly, Teng (2020) also highlights that ELT writing practitioners need to train their learners to be more critical thinkers and effective problem-solvers through regulation of cognition strategies; planning, monitoring, and evaluating stages.

Three relevant studies have been conducted to reemphasize the pivotal role of metacognition in writing learning dynamics. The first study was held by Wu (2014) who further investigated the influences of metacognitive experiences in EFL writing processes. In his study, he revealed that when given great caring, metacognitive experiences had successfully promoted significant impacts for EFL learners' writing skills and writing

learning enjoyment jointly. In a similar vein, Nguyen and Gu (2013) in their study on the effects of metacognitive training on Vietnamese EFL writing proficiency found that a group of students having been exposed to intensive metacognitive training tend to generate more qualified writing products compared to another group of students receiving minimum metacognitive training. Eventually, Teng (2016) also unearthed that a great number of Chinese EFL students had been able to exert more powerful controls over their writing learning processes after being corroborated with clearer metacognitive writing instructions. In line with all of the aforementioned studies, it is worth highlighting here that metacognitive skills need to be cultivated in earlier EFL learners' writing learning dynamics to transform them into more self-regulated, proficient, and self-reliant EFL writers.

Metacognitive Awareness

One of the intolerable blunders in our educational system is to heed more exhaustive attention to learners' thinking constructs rather than the construction of thinking itself (see Behrooznia, Hashemi, and Mahjoobi, 2014). Due to this inaccurate educational praxis, it is worth suggesting for all educational community members to make a rapid shift from traditional thinking percepts focusing on factors constituting the thinking processes into the actual steps leading the frameworks of thinking itself. This indispensable educational transformation is resonated well with the term metacognition coined by Flavell (1979). As noted previously, metacognition refers to persons' systematic thinking patterns focusing on information they have or have not known. More simply, metacognition can also be described as thinking about thinking in which human beings are being more aware of their capabilities and knowledge constructions to better regulate their cognitive processors. Negretti (2012) argues that metacognition is people's exhaustive awareness regarding their thinking frameworks, strengths, and weaknesses to control their cognitive processes for a better purpose. Specifically, metacognitive awareness can be subsumed into two streams namely knowledge of cognition and regulation of cognition (see Flavell, 1979). As mentioned above, knowledge of cognition involves declarative knowledge where learners have determined some specific strategies to be implemented in their current learning dynamics, procedural knowledge in which learners have been able to apply appropriate multivariate strategies applicable toward their learning contexts, and conditional knowledge wherein learners know when to implement those determined strategies in some specific learning events (see Balta,

2018). In accord with knowledge of cognition stages; declarative, procedural, and conditional knowledge, it is of notable importance for ELT academic writing practitioners to train their graduate EFL learners to conflate knowledge of cognition with the regulation of cognition constituting of planning, monitoring, and evaluating to reinforce their metacognitive awareness sturdily. As their metacognitive awareness was entrenched more potently through various academic writing dynamics, they will potentially transform into more skilled academic EFL writers fully sensible of various potential writing learning sources; writing genres, writing difficulties, potential readers, and writing strengths along with weaknesses. This potential benefit yielded by metacognitive awareness is congruent with the theory of metacognitive awareness invented by Harris et al. (2009) and Langford (2015) who assert that highly metacognitive awareness EFL learners have been capable of controlling their locus of cognitive aspects resulted in profound familiarization with the situational nature of the given learning tasks, particular learning strengths and weaknesses, and the specific demands offered by the learning tasks.

METHOD

This qualitative study was conducted in the light of the qualitative content analysis to offer some new insights for the readers out of the observed phenomena. Krippendorff (2004) states that qualitative content analysis enables the researchers to yield some renewable facts based on the tangible life events or facts frequently experienced by the participants. Further, this study was held at the English Education Master Study Program (EEMP), Sanata Dharma University, Yogyakarta. The participants enrolling in this study were 15 English Education Master students having undergone academic writing experiences for one and a half years as a part of the partial fulfillment of graduation by publishing at least one qualified article in a particular national accredited journal. The researcher gathered the data with the support of The Likert-scale Questionnaire and open-ended interview questions. The Likert-Scale Questionnaire comprised of 10 statements asking about English Education Master Students' perceptions on their metacognitive awareness in academic writing. To ensure the convenience of data gathering processes due to the perpetual Covid-19 pandemic, the first research instrument was distributed through Google Forms. While the open-ended interview questions consisted of 10 further specific inquiries asking about English Education Master students' perceptions on their metacognitive awareness in academic writing. To comply with this

objectivity, 3 interviewees were invited randomly to take part in this interview activity. Again, due to the pandemic outbreak, the interview activities would be conducted online with the help of WhatsApp video calls. The data obtained from those selected interviewees were utilized to substantiate the findings attained from the first research instrument; The Likert-scale Questionnaire.

FINDINGS AND DISCUSSION

In this section, the researcher will interpret and expound each research finding narratively to depict more real-life experiences undergone by research participants when incorporating two major streams of metacognitive awareness; knowledge of cognition and regulation of cognition into their academic writing processes. Specifically, each research finding obtained from Likert-Scale Questionnaire was accompanied by three interviewees’ excerpts to maintain the robustness of the data.

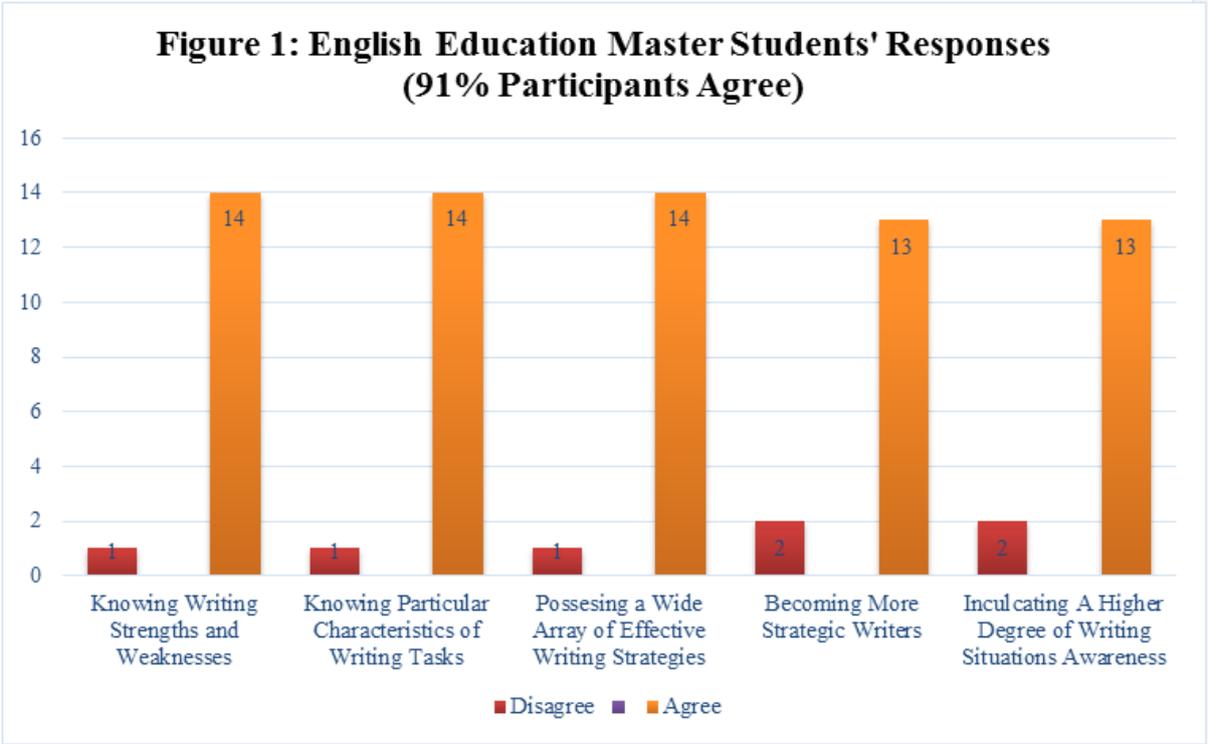


Figure 1. A Higher Level of Students’ Knowledge of Cognition in Academic Writing

As shown in Figure 1, the majority of English Education Master students consented that they consistently activated their knowledge of cognition comprising of declarative, procedural, and conditional knowledge in their academic writing processes. Thus, it is perhaps noteworthy to be propounded that most of the participants had transformed into more advanced academic writers through the full activation of knowledge of cognition strategies. Since academic writing and metacognitive awareness are deemed as intertwining models, it is fairly to be extrapolated that proficient second language writers can be bred when their metacognitive awareness has reached its utmost level. This assumption is corroborated with the theory of metacognitive awareness proposed by Azizi, Nemati, and Estahbanati (2017) believing that successful EFL writers are found to gain a higher degree of metacognitive awareness compared to less successful writers. Similarly, Robson (2010) also asserts that highly metacognitive awareness writers will be more liable to be self-initiators in their writing processes since they have acquainted well with a wide array of strategies, learning environments, and situations determining their likelihood of success in their writing.

Moving forward to the first finding, 14 out of 15 participants acknowledged that they had successfully identified their academic writing strengths and weaknesses. Getting more familiar with some specific writing strengths and weaknesses will provide greater assistance for these participants to proceed into more meaningful academic writing learning occurrences since they have picked up an array of strategies beneficial to overcome the multitude of writing hindrances to reach their writing objectives successfully. This contention is in line with Schraw's (2009) assertion regarding the importance of becoming more knowledgeable toward our writing strengths and weaknesses. He believed that the precise identifications of particular writing strengths and weaknesses will allow the writers to explore richer solutions to surmount every writing hurdle more efficiently. In a similar trajectory, Ruan (2013) also argues that when EFL learners are fully replete with person variable components, they will potentially transform into more successful EFL writers. Furthermore, in the second finding, 14 out of 15 participants confesses that they had become more familiar with particular given academic writing tasks in terms of the requirements and writing conventions. Concerning this acknowledgment, it can be repudiated that the familiarization with a wide array of academic writing tasks will potentially lead them to be more strategic EFL writers since they have become more responsible for their learning and tended to strive harder to accomplish every demanding given writing project. The critical importance of task variable is advocated by

Ruan (2013) in which he believed that successful EFL writers will be more prudent in tackling various unpredictable challenges discovered in their writing processes when they have attained trustworthy information regarding the types, nature, and requirements of the writing tasks they are going to accomplish. All of these indispensable nature of the person and task variables are in line with the interviewees' excerpts as follow:

[Interviewee 1: *I know the theories about how to compose a good academic writing, but I reality I sometimes forget how to write a very good topic sentence. That's why I need to recheck my topic sentence, coherence, and cohesion, also diction every time I am writing a paper.*]

[Interviewee 2: *Even though I have attained some improvement in my academic writing but I still need to keep upgrading my skills since I still deal with some obstacles in elaborating my ideas in grammatical complex discourse forms.*]

[Interviewee 3: *Yes, I learned those topics about academic writing conventions, sentence connectors, dictions, coherence, and cohesions in my undergraduate level.*]

After having fully activated declarative knowledge consists of person and task variables, proficient academic EFL writers are also commissioned to inculcate a higher degree of procedural knowledge where they have been capable of applying chosen efficient writing strategies in particular writing contexts. Harris, Santangelo, and Graham (2010) mention that procedural knowledge denotes to learners' awareness of appropriate learning strategies applicable to be implemented in their specific learning situations. As having been proved by the third finding, 14 out of 15 participants confessed that they had gained a higher level of procedural knowledge during engaging in academic writing processes. This matter indicated that the utilization of procedural knowledge in academic writing ventures is of critical important since EFL writers will substantiate their cognitive interplays through the tangible awareness of developing their independent learning concurrently. The aforementioned argument is in concord with the finding discovered by Teng (2020) in which he revealed that the majority of university EFL writers had become more autonomous academicians possessing more advanced levels of metacognitive awareness and cognitive enterprises.

Again, another benefit offered by procedural knowledge is also tightly interwoven with the birth of strategic decision-makers since EFL writers opt to harness varied writing strategies to be internalized flexibly in order to quell manifold writing obstructions more efficiently. In a similar tone, the fourth finding is still inextricably associated with the third finding since the provision to be more strategic writers also deals with recognition of various potential writing strategies worthwhile to be applied to overcome specific writing barriers. This assertion was approved by 13 out of 15 participants. Hence, it can also be said that EFL writers who are getting more accustomed to implementing various writing strategies flexibly without adhering rigidly to their prior strategies tend to maximize their potential efforts in accomplishing the targeted writing tasks resulted in the establishment of qualified writing products. The prior conception is closely interlinked with the theory of procedural knowledge proposed by Panahandeh and Asl (2014) who proclaim that having EFL writers obtain intensive familiarization of a wide variety of writing strategies will allow them to view one emerging impediment by lending more versatile lenses in which they are willing to try on other potential effective strategies to accomplish this issue. To restate, it cannot be denied that highly metacognitive awareness writers are the figures who frequently apply a wide variety of writing strategies compared to lower metacognitive awareness writers and the final outcomes of their writing products will testify all of these divergent learning approaches (see Wei, 2020). All of these above-mentioned conceptions are corroborated with the excerpts taken from the interviewees as follow:

[Interviewee 1: Yes, I use many strategies to accomplish my writing progress. The best one is time management. I use that to know exactly when I need to give interview to the participants, taking the data and also checking my grammar. I think, a good time management is really needed because without that I tend to procrastinate the writing of the paper.]

[Interviewee 2: Yes, I try to implement strategies in accomplishing my academic writing. Those strategies are: deciding the topic of writing, setting self- schedule, searching and reading various references related to my topic, utilizing some tools such as dictionary and Grammarly Apps, checking up and revising my writing composition.]

[Interviewee 3: *Mapping my ideas like what topic I am going to write, what problems I need to answer, what theoretical framework I am going to use, how my work could bring insight or solution to educational problems.*]

Lastly, conditional knowledge also plays a pivotal role in developing EFL learners’ metacognitive awareness and academic writing competencies simultaneously since it allows them to be more sensitive toward specific learning contexts in which the applied strategies will work best for their learning or not. In other words, by activating their conditional knowledge insistently, EFL writers will not probably produce high-quality academic writing products but also be more responsible decision-makers who are on good terms with writing strategies, situations, and contexts that may work most efficiently for their writing trajectories. Qin and Zhang (2019) believe that through the deployment of conditional knowledge, EFL writers will be more thoughtful, efficient, and adept decision-makers who can determine their ongoing writing pathways.

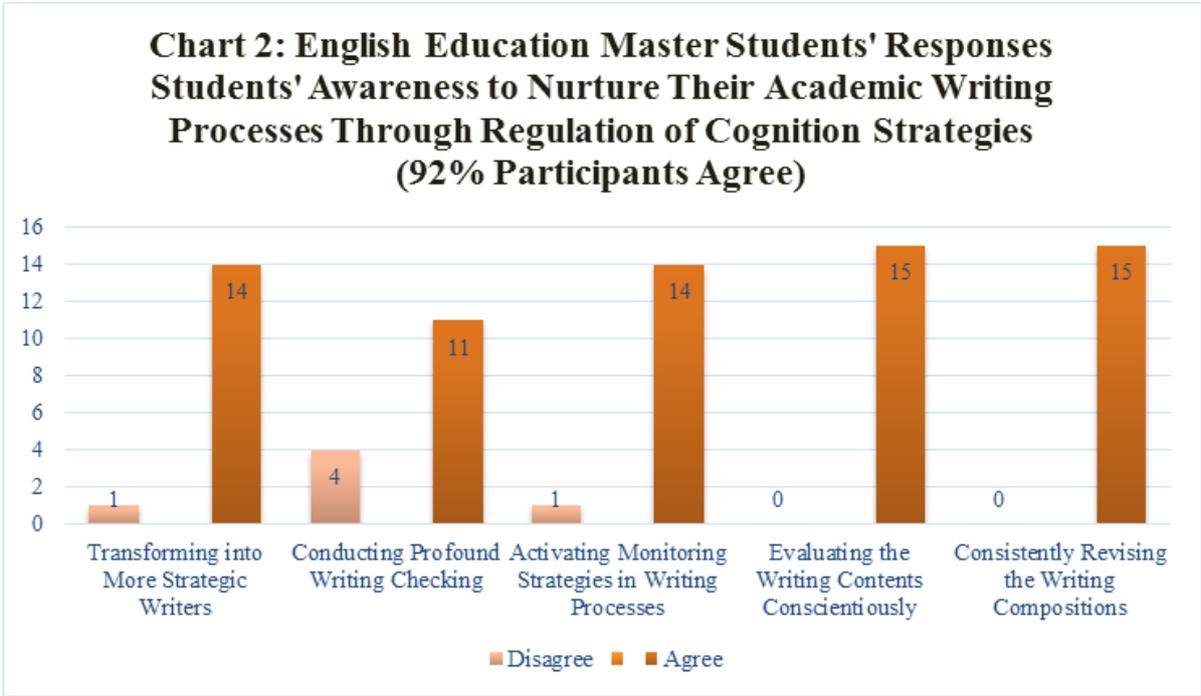


Figure 2. Students’ Awareness to Nurture Their Academic Writing Processes Through Regulation of Cognition Strategies

It is well-asserted here that EFL writers will be able to mobilize all of their advanced cognitive, affective, and mental processes through the intensive actualization of regulation of cognition strategies; planning, monitoring, and evaluating. In case, when EFL writers have successfully gained more potent controls over their meandering academic writing processes through the activation of knowledge of cognitions variables; declarative, procedural, and conditional knowledge as explicated beforehand. Interestingly enough, the importance of activating regulation of cognition strategies has lent support from prior research finding discovered by Teng (2016) who revealed that EFL university learners will potentially attain more fruitful writing learning benefits through regulation of cognition strategies in terms of becoming more self-reliant writers, being more adaptive toward various writing learning circumstances, and fostering their writing competencies. Concerning significant merits addressed by this second stream of metacognitive awareness, it is of notable importance for EFL teachers to necessitate their learners to determine their specific writing objectives and create in-depth writing planning before commencing their academic writing activities. This emerging importance of planning strategy was approved by 14 out of 15 participants. Inevitably, planning strategies are indispensably important since EFL writers will be able to gain more powerful controls over the emergence of writing hindrances and constantly adhere to their challenging academic writing dynamics due to their committed perseverance to reach those targeted goals. This notion is in line with the theory of regulation of cognition strategies proposed by Winne and Baker (2013) who repudiate that highly metacognitive awareness EFL writers prone to manage and orchestrate their ongoing writing processes through planning, monitoring, and evaluating strategies. Similarly, Ong (2014) also indicates that skillful EFL writers possessing a higher level of metacognitive awareness are more competent in controlling their writing processes through careful writing plans, specific writing objectives, and exact time allocations to accomplish the targeted writing projects. All of these beneficial planning strategies are tightly interwoven with the excerpts obtained from the interviewees as follow:

[Interviewee 1: *Well, so far I write because I have to accomplish final task assignment and of course I always try to write every day.*]

[Interviewee 2: *My goals are: First, I want to improve the quality of my academic writing. While my second goal is being able to publish my academic writing in a journal publication since it will be my excitement if I can share my writing to others. The actions that I do are by implementing some strategies (deciding the topic, setting self-schedule, finding references, checking and revising) to gain the qualified writing.*]

[Interviewee 3: *My objective is that I can finish my paper as soon as possible than I can recheck and polish it. To attain the goal, I make a time management to read theories, make blueprint, do the interview, and write discussion and conclusion.*]

After determining specific writing objectives and designing organized academic writing planning, proficient EFL writers should also be able to conduct more profound monitoring during the writing processes to check the effectiveness of their implemented writing strategies and become more flexible in applying other possible writing strategies into their targeted writing tasks. However, it is surprising to be discerned at the second finding that there were only 11 out of 15 participants conducting monitoring strategies in their academic writing enterprises. Further, Qin and Zhang (2013) elaborate that carefully-monitoring writing strategies should be implemented by EFL writers to provide a benchmark for them to evaluate the effectiveness of their specific writing strategies and be more open toward any other writing strategies worthwhile to be applied in their future writing tasks. Other potential rewarding values imparted by monitoring writing strategies are EFL writers will be more confident academicians who excel in activating their higher-order thinking skills through profound learning reflections and conscious awareness of the ongoing writing dynamics itself. These two writing learning benefits have been acknowledged by Briesmaster and Etchegaray (2017) together with Forbes and Fisher (2018). They consented that metacognitive writing instructions constituting of planning, monitoring, and evaluating strategies should be incorporated fully at the outset of writing learning ventures to elevate EFL writers' confidence, higher-order thinking, and self-regulated learning characteristics progressively.

Substantially, the third finding where 14 out of 15 participants agreed on the pivotal role of monitoring strategies in their academic writing learning dynamics is mutually interconnected with the second above-mentioned finding. Contrarily, there is a discrepancy between these two findings since four participants confessed that they did not frequently

implement monitoring strategies into their academic writing. In this case, the previous monitoring strategies accentuate more intensively on complex variables that should be monitored by the participants while conducting monitoring writing strategies in terms of the effectiveness of strategies usage and openness toward any other writing strategies. While in this third finding, the majority of participants had cast their agreement to the significance of monitoring writing strategies since the gratifying writing learning outcomes will wait for them; transforming into more strategic and competent EFL academic writers. Negretti (2012) acknowledges that EFL learners equipped with a higher degree of regulation of cognition strategies in terms of planning, monitoring, and evaluating will be more qualified academic EFL writers. Collectively, it could be a grounded assumption that the majority of participants had conducted more exhaustive monitoring strategies into their academic writing processes when it deals mostly with surface writing structure alike grammar, punctuations, and spellings. Differently, it can be surmised that the majority of participants still lack competencies in conducting more profound monitoring writing strategies on more complex writing issues such as concords, writing conventions, sentence connectors, and cohesions. All of these conjectures have been supported with the theory of the relationship between metacognitive awareness and writing strategies devised by Thompson and Cohen (2012). In this theory, they argued that less metacognitive awareness EFL writers will persistently keep inserting similar strategies promoting the failure of their writing. While higher metacognitive awareness EFL writers have more self-tendency to internalize more conscientious monitoring strategies into their ongoing writing ventures by selectively determining contextual writing strategies work best for their writing learning journeys. As a result of this action, he added that EFL writers possessing a higher level of metacognitive awareness through intensive monitoring strategies will transfigure into more resilient and independent academicians.

Surprisingly, after discerning carefully at the fourth and ultimate findings discovered in this second research theme, all 15 participants confessed that they constantly conduct more exhaustive evaluations on their academic writing products through re-reading, reflecting, reviewing, and revising stages. In this vein, evaluation matters most for the whole qualities of academic writing products along with factorization of EFL writers' academic writing competencies since they will be able to profoundly assess the tangible outcomes generated by their written works and reflect on their writing skills further development through this project. Zheng, Li, Zhang, and Sun (2019) postulate that evaluation writing stages allow EFL writers

to continually held more in-depth self-reflection regarding the qualities, impacts, and targeted competencies they have just obtained after the accomplishment of particular writing projects. Similarly, evaluation stages also allow EFL writers to juxtapose the compositions of their academic writing products with the acceptable general academic writing conventions approved worldwide. That is to say that by comparing and contrasting the contents of their finalized academic writing products with the legalized academic writing conventions, EFL writers will not merely disperse all of their effortful actions in a meaningless manner by adapting the blindfolded writing conventions, but they will potentially make all of their hard works count by following the validated writing regulations. McNamara, Crossley, and McCarthy (2010) suggest EFL writers involving themselves in evaluation stages to seriously reflect whether their specific writing products, goals, and outcomes have met the targeted requirements targeted by the formal writing rules. Relatedly, three interviewees were also in agreement with the importance of conducting evaluation activities after accomplishing their academic writing projects. This claim is evinced by these excerpts as follow:

[Interviewee 1: *Yes, I do insistently evaluate my academic writing. First, I tend to evaluate my grammar, then, the coherence of the sentence, the theories, and also the smoothness of the paper. I do it more than two times.*]

[Interviewee 2: *Yes, I do. Firstly, I do self- evaluating related to the composition of my writing such as grammar accurateness, diction and paragraphs correlation. Then, I often ask for my peers to help me to evaluate my writing product in order to obtain any valuable feedbacks before submission.*]

[Interviewee 3: *Yes, I re-read my writing compositions in terms of grammar, vocabulary, dictions, sentence coherence and cohesion, and concords.*]

CONCLUSION

In accord with all the explications regarding the obtained findings, it can be surmised that the majority of English Education Master Students have successfully transformed into more proficient EFL academic writers possessing a higher degree of metacognitive awareness

constituting of knowledge of cognition variables; declarative, procedural, and conditional knowledge along with regulation of cognition strategies; planning, monitoring, and evaluating. Nevertheless, it should be noted that there are still some EFL academic writers who do not internalize more in-depth monitoring writing strategies into their academic ventures in terms of sentence coherence and cohesion, sentence connectors, ideas, and concords. It is perhaps due to the minimum academic writing exposure focusing more intensively on more complex writing elements crucially determining the overall qualities of academic writing products, outcomes, and targeted competencies expansion. Thus, it is well-suggested for EFL educators to continuously provide a clearer pathway for EFL writers to continue honing their profound monitoring writing strategies dealing mostly with a wide array of writing complexities. Two specific paucities, however, should be acknowledged for the betterment of future studies that aim to investigate a similar stream in the light of identical areas. Firstly, this small-scale study only relied heavily on 2 research instruments namely The Likert-scale Questionnaire and interview protocols resulted in fewer generalizations out of the gathered data. Hence, future researchers are recommended to incorporate one additional research finding named journaling to generalize the obtained findings accordingly. Secondly, since this small-scale study only involved a small number of research participants, future researchers are strongly suggested to invite a great number of research participants engaging in an identical subject-specific field; academic writing to avert any kinds of unintended bias out of the collected data.

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