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MALANG, 07 MEI 2016

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“Pengembangan Profesionalisme Guru Dan Dosen Indonesia”
Malang, 07 Mei 2016

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KATA PENGANTAR

Seminar Nasional Pendidikan dan pembelajaran bagi guru & dosen tahun 2016 ini mengambil tema “Pengembangan Profesionalisme Guru dan Dosen Indonesia” dan telah diselenggarakan pada tanggal 07 Mei 2016 di kota Malang, merupakan suatu kegiatan ilmiah tahunan yang diselenggarakan oleh Fakultas Ilmu Pendidikan, Universitas Kanjuruhan Malang. Seminar ini merupakan tempat bertukar pikiran para pelaku, pemerhati, dan *stakeholder* pada bidang pendidikan, terapan, dan pembelajaran yang meliputi guru, mahasiswa, dosen, widyaiswara, dan peneliti.

Seminar ini diikuti oleh sejumlah peserta yang terdiri atas tiga orang pembicara kunci yakni Prof. Dr. H. Punaji Setyosari, M.Ed. (Guru Besar TEP Pascasarjana Universitas Negeri Malang) dan Dr. Syaiful Rachman, MM., M.Pd. (Kepala Dinas Pendidikan Provinsi Jawa Timur) dan Prof. Laurens, M.A, P.Hd serta dari berbagai kalangan yang mengikuti presentasi paralel yang mencakup bidang kebijakan dan perencanaan penilaian pendidikan, inovasi dalam pembelajaran, penilaian berbasis sekolah, ujian nasional dan dampaknya terhadap pembelajaran, profesionalisme guru dan dosen, jaminan kualitas dalam pendidikan, pendidikan karakter, praktik terbaik dalam pembelajaran, dan pembelajaran anak usia dini dan sekolah dasar.

Segegap upaya penyuntingan Prosiding ini telah diupayakan sebaik mungkin, tapi kami menyadari sepenuhnya bahwa masih terdapat kesalahan dan kekurangan dalam proses penyuntingan, sehingga kritik dan saran sangat kami harapkan guna perbaikan pada penerbitan yang akan datang. Kami selaku panitia mengucapkan terima kasih kepada seluruh pihak yang telah mendukung dan membantu terselenggaranya Seminar ini serta terselesaikannya proses penyuntingan dan penerbitan Prosiding ini. Tidak lupa juga kami memohon maaf atas segala kekurangan dan kesalahan baik selama kegiatan Seminar berlangsung maupun masih adanya kesalahan dalam isi Prosiding ini. Semoga acara Seminar Pendidikan dan pembelajaran bagi guru dan dosen tahun 2016 dan penerbitan Prosiding ini bermanfaat bagi kita semua.

Sampai jumpa pada Seminar Nasional Pendidikan dan Pembelajaran bagi Guru dan Dosen yang akan datang.

Malang, Mei 2016

Panitia

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**EMPOWERING EFL STUDENTS WITH
METACOGNITIVE LANGUAGE LEARNING STRATEGIES:
DOES IT WORK?**

By

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In EFL settings, of four English language skills, writing is often considered a complex skill to master. Students not only have to put their ideas into a sufficient content, but they have to put into account style of organization and language use dealing with grammar, vocabulary, and mechanics. In addition, writing is not an easy activity to do and it is often believed to be the most complex skill to master (Cahyono & Widiati in Kusumaningrum, 2012), and developing writing ability is an important but a complex part of language learning (Dulger, 2011). Accordingly, many EFL learners are frustrated by the fact that they are making little progress in writing (Xiao, 2008), so teachers should facilitate students to understand their own writing process (Brown, 2007).

Regarding the evidence that academic writing not only focuses on products but also process and the fact that writing is a demanding task (Ruan, 2005), the way students employ appropriate strategies in writing course will influence their writing quality. Metacognitive Language Learning Strategies (MLLSSs) may assist students to recognize their composing process since MLLSSs are thinking about thinking involving active control over cognitive processes engaged in learning (Livingstone, 1997). Since good language learners use MLLSSs and are aware of the process of language learning (Khaki and Hessamy, 2013), this article primarily reveals the impact of MLLSS on students' writing proficiency and how the strategies are integrated into EFL academic writing settings.

Keywords: EFL Students, Metacognitive Strategies

Introduction

The term “Metacognition” is simply most often associated with John Flavell since he introduced this term in 1979. Metacognition is basically “thinking about thinking”. In reality, defining Metacognition is not simple, so there is much debate over exactly the nature of this term (Livingstone, 1997). Somehow, before discussing further about MLLSS, it is somewhat important to see the categorization of language learning strategies: direct and indirect strategies (Oxford, 1990:37) as drawn in Table 1.

Table 1 shows that direct strategies which concern directly the involvement of the target language (Oxford, 1990:37) are divided into memory, cognitive, and compensation strategies. Indirect strategies, on the contrary, are metacognitive, affective, and social strategies which support and manage language learning without directly involving the target language (Oxford, 1990:135). Because cognitive and metacognitive strategies are closely intertwined and support each other, any attempt to examine one without

acknowledging the other would not provide an adequate picture (Livingston, 1997).

Table 1. A Categorization of Language Learning Strategies

LEARNING STRATEGIES		
NO	DIRECT STRATEGIES	INDIRECT STRATEGIES
1)	MEMORY STRATEGIES	METACOGNITIVE STRATEGIES
2)	COGNITIVE STRATEGIES	AFFECTIVE STRATEGIES
3)	COMPENSATION STRATEGIES	SOCIAL STRATEGIES

As a direct strategy, Cognitive refers to variations of self-consistent modes among individuals in the preferred way of perceiving, organizing, or recalling information and experience in language learning (Witkin, Stansfield & Hansen in Ghonsooly, 2006). In addition, Cognitive strategies cover practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output (Oxford, 1990). The activities belonging to cognitive strategies will work best if they are supported with indirect strategies such as metacognitive strategies.

Metacognitive Language Learning Strategies (MLLSs), on the other hand, refer to higher order thinking involving active control over the cognitive processes engaged in learning (Livingstone, 2007). Also, MLLSs mean awareness and control

on one's cognition (Baker & Brown, Flavell, Gourgey in Xiao, 2006) which take place beyond, beside, or with the cognitive which include (1) centering learning, (2) arranging and planning learning, and (3) evaluating learning which covers self-monitoring and self-evaluating (Oxford, 1990). Thus basically MLLSs can be concluded as learner's awareness and control on one's cognition by thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. So, Cognitive strategies are necessary to perform a task, and Metacognition is necessary to understand how the task is performed (Schraw, 1988 in Nuckles et al, 2009).

MLLSs are considered important to develop student awareness of the importance of autonomous learning and self-monitoring or self-reflective thinking during their study time in the classroom and learning time outside the classroom. Teachers should guide them realize the beneficial impacts of MLLSs. Assisting them to choose and apply specific strategies, in a long run, will facilitate them to be effective and strategic learners.

In the main time, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing. In this approach, students are trained to generate ideas for writing, think of the purpose and

audience, and write multiple drafts in order to present written products that communicate their own ideas well. According to Atay and Kurt (2006:103), the focus in writing classes is not on the form of the written product rather on how the learner should approach the process of writing. In fact, when students write, they should not expect to write a perfect composition in a single draft, but they go through a process of creating and recreating this piece of writing until they are able to produce a good composition (Gebhard, 2000:222). It shows that process of writing allows students to develop their ideas gradually in a recursive process of creating meaning.

Teachers who use this approach give students a chance to generate ideas and obtain feedback (teacher feedback, peer feedback, and self-evaluation) on the content, organization, and language use. Accordingly, writing enables students to be the subjects who experience a process of discovery since they generate new ideas and language forms to express their thoughts and feelings. Thus writing is perceived as a simultaneous process which encourages students to experience a developmental process helping them to write as professional authors do, choosing and developing their own ideas in a comprehensible written product. The writing process approach also provides students greater responsibility for their own learning

task, and it also builds sense of ownership and pride of their own products. The process of writing, according to Gebhard (2000: 226), consists of prewriting, drafting, revising, and writing final product.

Since writing is a complex set of activities, students need to be aware of the importance of applying appropriate strategies and approaches in academic writing. It is also a demanding task (Ruan, 2005), so helping them to apply MLLSs and process of writing is extremely important. Since process of writing is a recursive mode, MLLSs as a way to monitor how students accomplish their tasks can be beneficial for students to write better. MLLSs are necessary to help students to have higher order thinking on how they center, arrange and plan their task, as well as how they evaluate their writing process. Thus incorporating MLLSs and process of writing is advantageous to cultivate students' writing ability. Figure 1 elaborates how to integrate MLLSs and process of writing in EFL writing classes. The figure also illustrates the importance of MLLSs-higher order thinking- in EFL writing activities.

The first thing students should do is centering their learning before they start writing by asking themselves what they have to do, whether they have adequate schemata, and or what strategies to employ. They probably need to delay writing to

focus on gathering ideas supporting their topic by asking other people or peers even a teacher or by reading some sources relevant to the topic in order to obtain information. Somehow, there is a debate as to whether all students require this (Oxford, 2000:138) depending on cognitive strategies each student prefers. With regard to the process of writing, the activities refer to prewriting step.

INCORPORATING MLLSs AND PROCESS OF WRITING		
MLLSs	DESCRIPTION OF PROCESS OF WRITING	
Centering Learning: 1. Overviewing and linking with schemata 2. Paying attention 3. Delaying writing to focus on reading or listening		Pre-writing: - Questioning - Brainstorming - Reading or listening - Outlining - Diagramming
Arranging and Planning Learning 1. Finding about language learning 2. Organizing 3. Setting goals & objectives 4. Identifying the purpose of a language task 5. Planning for a language task 6. Seeking practice opportunities		Drafting: - Writing first rough draft - Going back to pre-writing for content or ideas
Evaluating Learning: 1. Self-monitoring (checking errors & inappropriate ideas) 2. Self-evaluating (evaluating all activities and progress in the new language even after submitting a product to better language learning strategies)		Revising: - Checking language errors - Checking content & organization - Going back to drafting or pre-writing Writing Final Draft - Writing final product - Re-monitoring (editing) - Publishing or submitting the product to a teacher

Figure 1. Incorporating MLLSs and Process of Writing

The next step students have to do is called arranging and planning their composition by elaborating their ideas into a rough draft, or it is called drafting which deals with how ideas can be organized and how to complete a composition (Chayono,1999). Students start to organize

their ideas into sentences, paragraphs, and a unit of composition. There must be some mistakes or inappropriate organization of the rough draft but then they may revise it in “revising step”. They probably need to think hard how to complete the draft, so they may need to find more information from some sources in order to develop the draft much better or they need additional language element or functions necessary for the completion of the task (Oxford, 1990:139).

Last but not least, it is truly important for students to evaluate their writing task through self-monitoring and self-evaluating (Oxford, 1990:140). Self-monitoring emphasizes on identifying errors in producing the draft. This activity refers to revising step in process of writing. They have to reexamine their draft to find out linguistic errors and inappropriate content or organization of their composition. It is possible for them to be back to pre-writing step in order to monitor whether they have written down ideas they generated in pre-writing activities. Then they continue writing final draft and publish or submit their composition. Somehow, skilled writers who are aware of metacognitive senses have a rich understanding of the importance of applying effective strategies to meet essential elements and characteristics of high-quality of composition (Haris et al, 2010:229). That is why, they need to employ self-evaluating on their own progress

focusing on evaluating overall progress (Oxford, 1990:140) of their own composition. They might think again the overall processes of accomplishing their writing task which enable them to realize their weaknesses and strengths in an EFL writing class, and these activities will lead them to understand their study time in the classroom and learning time outside the classroom. Thus students will be self-reflective learners who realize what and how to do to accomplish their language learning task.

RESEARCH METHOD

In order to investigate the effects of Metacognitive Language Learning Strategies (MLLSs) on students' writing ability, an experimental design was applied. The present study took place at Kanjuruhan University of Malang. The investigation is twofold: First, to see EFL students' attitudes after being empowered with MLLSs; second, to measure whether MLLSs has any significant impacts on students' writing proficiency. Thirty-two EFL students joining Writing 3 Class participated in this research. They were treated using MLLSs and required to answer questionnaires on Metacognitive Awareness Inventory (MAI) to measure the level of their metacognition during their activities in writing an essay. Besides, they wrote two different essays (for pre-test and post-test) to evaluate the

impacts of MLLSs on their writing proficiency.

The data related to the implementation of teaching - learning process were measured through observation list and questionnaire. Meanwhile, the students' writing proficiency was taken from their essays by using a scoring rubric adapted from Cohen's analytical scoring of writing assessment.

RESULTS AND DISCUSSION

The questionnaire tryout on Metacognitive Awareness Inventory (MAI) in which 16 students answered the questionnaire was measured using Cronbach's Alpha with SPSS Version 18. There were 25 items adapted from Schraw and Dennison using a four-Likert scale option for each the students had to answer, as seen in Appendix 1. The results of computation showed that the reliability statistics was .734. It indicated that the instrument was reliable to be applied to measure students' metacognitive level.

The present study focuses on finding out the impacts of MLLSs on students' writing proficiency. Thus two major questions to be answered are:

1. Do Metacognitive Language Learning Strategies (MLLSs) affect students' writing proficiency?
2. To what extent MLLSs affect students' writing proficiency?

To answer the above questions, the students were asked to write an essay in a pre-test session. Then they were treated using MLLS before writing another essay as a post-test activity. In addition, they also answered the questionnaire on Metacognitive Awareness Inventory (MAI) to evaluate their level of metacognition. The results of computation using Paired sample T-Test show that MLLSs have a significant effect on students' writing proficiency (overall) at 0.05 significance level. In addition, the results also prove that MLLSs have a significant effect on students' writing proficiency in terms of content, organization, vocabulary, and grammar of their essay, but the results do not show any significant interaction between MLLSs and students' writing proficiency with regards to mechanics (see Table 1).

Table 1. The Results of Computation on MLLSs and Students' Writing Proficiency

Language Aspect	N	Standard Deviation	Sig. (2-tailed)
Content	32	.000	2.03572
Organization	32	.000	2.63277
Vocabulary	32	.002	1.22433
Grammar	32	.016	.83280
Mechanics	32	.057	.44789
Overall	32	.000	4.90628

The computation above proves that MLLSs are beneficial to improve students' writing proficiency as indicated by some previous studies conducted by different researchers. In fact, several studies related to

the relationship between MLLSs and writing activities in EFL/ESL settings have been conducted over the last two decades since John Flavell introduced the term "metacognition" in 1979. Kasper (1997) found that there is a positive relationship between EFL students' metacognitive growth and their writing performance, and strong metacognitive awareness and strategies are important to empower second language learners (Wang et al., 2009). In addition, as MLLSs reinforce language learning, they seem important to strengthen retention as well (Dulger, 2011).

Other studies also show the importance of MLLSs in EFL academic writing. Manfred (2007), for instance, found that MLLSs enable students to build motivation in language learning. It makes sense that motivation encourages students to study harder to accomplish a particular task and make them participate actively in the learning process as a whole (Shanon, 2008). Further, Dulger (2011) concluded that MLLSs are beneficial to facilitate students to empower their writing abilities in general, content, organization, vocabulary, and mechanics in particular.

Some other studies also proved that MLLSs cultivate students' self-reflective thinking which guide students to be autonomous and independent learners (Yanyan, 2011) in the classroom and outside the classroom. Shabaya (2005) also

discovered that MLLSs develop students' self-perceptions as student writers and their metacognitive awareness grow over a certain period of time, and MLLSs are the central part of self-regulation (Mahadi and Subramaniam, 2013) since MLLSs involve extensive self-regulation and metacognitive control on students' writing activities (Ruan, 2005). As a result, students who have metacognitive awareness are more capable of planning, monitoring and evaluating their writing activities and thus become efficient learners or writers (Fengua & Chen, 2010). Dulger (2011) then added that MLLS can be used for solving the potential problems of writing activities as a result of the fact that writing is a complex skill to master by EFL learners.

Somehow, the present study does not indicate a significant effect on students' proficiency in terms of mechanics. One possible explanation is that students were still a little bit careless in spelling, punctuation, and capitalization.

Conclusion and Pedagogical Implications

This article attempts to investigate the impact of Metacognitive Language Learning Strategies (MLLSSs) on students' writing ability. Theoretically, MLLSs are important strategies learners should apply, and empirical studies also support that MLLSs are beneficial to improve students' writing

abilities since metacognitively aware students are those who realize their weaknesses and strengths. They are aware of what they have to overcome their weaknesses with specific strategies and maximize their strengths. Students are more strategic, autonomous, and independent, and they are able to build their self-reflective thinking and motivation in language learning tasks. In short, MLLS are essential to successful language learning because they enable individuals to better manage their cognitive skills and to determine weaknesses that can be corrected by constructing new cognitive skills. It should be noticed further that learners will write better if they apply MLLSs and process of writing because they are not only able to practice and complete their task but they also center, arrange, and evaluate their writing tasks.

Realizing the importance of MLLSs in EFL settings, composition teachers are strongly advised to use MLLS to help students learn to analyze and adapt their thinking, learning, and writing process. Besides, it is important to facilitate students to build their metacognitive awareness not only in academic writing activities but also for other areas of skills and components of English in studying settings in the classroom and learning time outside the classroom. Last but not least, the students need more reminders and practices to improve their

mechanics since it another important element in writing activities.

Since the present study probably has many limitations, further studies on the impacts of Metacognitive Language Learning Strategies on students' English skills and elements should provide better quality in order to reveal the power of MLLSs on English language learning as a whole.

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