Exploring Lecturers' Insights on Metacognitive Scaffolding in Writing Instruction

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ABSTRACT

This study investigates lecturers' perceptions of metacognitive scaffolding in writing instruction at Universitas Halu Oleo. Utilizing a qualitative exploratory case study design, data were collected through interviews with three lecturers from the Faculty of Teacher Training and Education. Thematic analysis revealed that while lecturers acknowledge the benefits of metacognitive scaffolding for developing independent writers, they encounter obstacles such as large class sizes, time constraints, and varied student engagement. The study aimed to provide insights for improving writing instruction practices and policy development. Lecturers discovered that metacognitive scaffolding is essential for helping students develop writing performances and engagement. The study's findings align with literature emphasizing the importance of metacognitive strategies and structured feedback in writing instruction. The integration of technology and the positive impact of lecturers' personalities further support the effectiveness of metacognitive scaffolding in enhancing students' writing performance and engagement. Lecturers perceive the implementation of metacognitive scaffolding in writing courses as crucial for improving students' writing performance and fostering independent, reflective learning, although they acknowledge challenges such as students' difficulties with coherence and vocabulary and the distractions of technology.

Keywords: *Lecturer's Perception, Metacognitive Scaffolding, Teaching Strategy, Writing Course.*

INTRODUCTION

Writing is a multifaceted ability that necessitates both language expertise and advanced cognitive abilities. The importance of metacognitive scaffolding in writing teaching has received more attention in recent years. Metacognitive scaffolding facilitates students in developing self-awareness of their learning processes, empowering them to proficiently strategize, supervise, and assess their writing assignments. Carter (2021) stressed the importance of incorporating metacognitive methods into writing training to cultivate independent writers who can regulate themselves and make ongoing progress. This emphasizes

the need of comprehending the way in which educators interpret and put into practice these tactics.

Metacognition, which refers to the process of reflecting on and analyzing one's own thinking, has emerged as a fundamental concept in the field of educational psychology (Schraw & Moshman, 1995). Zimmerman & Schunk (2020) and Paethrangsi et al., (2024) define metacognitive methods as techniques that encompass self-awareness, self-regulation, and the capacity to contemplate one's cognitive processes while engaging in learning activities. These skills are especially crucial in writing classes, since students are required to tackle intricate cognitive tasks such as structuring ideas, editing drafts, and addressing comments. Recent research, shown by Flavell's (2020) study, highlights the need of instructing metacognitive processes to enhance students' writing skills and overall academic achievement.

Scaffolding, derived from Vygotsky's sociocultural theory, has been applied to the domain of metacognition to assist learners in successfully completing activities that they are unable to do on their own. Metacognitive scaffolding is the process of offering students' assistance that helps them gradually develop the ability to do tasks independently.

According to Vygotsky's theory, scaffolding is most efficient when it is tailored to the learner's present level of comprehension (Vygotsky, 1978). Metacognitive scaffolding in writing education refers to the use of prompts, questions, or frameworks to assist students in planning, droughting, and editing their work. This help is gradually reduced as students become more confident and skilled. Metacognitive

scaffolding is related to metacognition where metacognition is related to two dimensions of thinking as follows: cognitive self-awareness, namely the awareness that a person has about his thoughts; and self-regulation of cognition, namely the ability of a person to use his consciousness to regulate his thought processes (Bruning, R. H., Schraw, G. J., Ronning, 1995). The two dimensions of metacognition are interdependent with each other. As Flavell (2020) states that metacognition has an important role in learning as well as in acquiring and applying learning skills in various fields.

Metacognitive scaffolding is particularly relevant in the educational environment of Indonesia. The Indonesian education system is confronted with a variety of challenges, including the lack of access to individualized instruction, the diversity of student origins, and the large class sizes. Consequently, students often struggle to develop critical thinking and writing skills. In Indonesia, recent curriculum reforms have prioritized self-regulated learning and higher-order thinking skills, which are consistent with the objectives of metacognitive scaffolding. In order to ensure that students in Indonesia are able to meet these new curricular requirements, educators must implement teaching strategies that promote self-regulation and independent learning, such as metacognitive scaffolding. Nevertheless, the pervasive implementation of such strategies is impeded by the variability in teacher preparation and professional development in the country. In order to guarantee the efficacy of these reforms, it is imperative to comprehend the manner in which Indonesian lecturers perceive and implement metacognitive scaffolding in light of these circumstances.

Although metacognitive scaffolding has been shown to have advantages, the process of incorporating it into writing teaching is filled with difficulties. Thompson & Alvarado (2022) have found via their recent research that lecturers frequently encounter challenges, such as dealing with large numbers of students, having limited time, and facing varied levels of student participation. These obstacles impede the successful implementation of metacognitive methods. Furthermore, the research discovered that "educators face difficulties in reconciling the requirement for personalized assistance with the logistical limitations of their instructional settings" (Thompson & Alvarado, 2022).

Furthermore, there is a dearth of research that specifically investigates the perspectives and practices of Indonesian lecturers in the implementation of metacognitive scaffolding in writing instruction. Although a significant amount of the existing literature emphasizes the theoretical advantages of metacognitive scaffolding, there is a lack of comprehension regarding the practical application of these strategies, particularly in contexts such as Indonesia where educational challenges are present.

Gaining insight into lecturers' perspectives on metacognitive scaffolding is crucial, as their attitudes and beliefs have a substantial impact on their teaching methods. Recent research, including the one conducted by Kim & Lee (2023), have found that lecturers who view metacognitive scaffolding as advantageous are more inclined to use these tactics into their teaching. Kim & Lee acknowledge that individuals' judgements are influenced by their personal teaching experiences, the level of support provided by their institution, and their assessment of how effective the tactics are in promoting student learning. This implies that the perceptions of lecturers are not fixed and can be altered by different contextual conditions. Institutional support is crucial in influencing lecturers' perspectives and their use of metacognitive scaffolding mechanisms. A study conducted by Nguyen (2023) emphasizes that lecturers who undergo specific professional development and receive support from their institutions are more self-assured in effectively incorporating metacognitive methods into their writing courses (Nguyen, 2023). The study highlights the importance of continuous training and resources for maintaining these practices. This enables lecturers to stay informed about the newest pedagogical breakthroughs and effectively manage classroom issues. This highlights the importance of continuous training and resources in overcoming the challenges of implementing metacognitive scaffolding in writing classes.

Considering the significance of metacognitive scaffolding in writing instruction and the difficulties linked to its implementation, it is essential to investigate how lecturers perceive and utilize these tactics in their teaching. The objective of this study is to examine how lecturers perceive metacognitive scaffolding, determine the elements that impact these perceptions, and assess the impact of these perceptions on their teaching methods. This research aims to enhance the current knowledge base and offer valuable insights for the development of future training programs and policy decisions on writing instruction by examining the viewpoints of lecturers. Moreover, by examining lecturers' views, this research aims to fill the gap in the

literature on metacognitive scaffolding in Indonesian writing classes and provide insights that can inform future training programs and policy decisions aimed at improving writing instruction.

METHOD

In terms of an exploratory case study, this research implemented a qualitative research design. A qualitative research design was most appropriate for a research problem in which the researcher was unsure of the variables and needed to investigate them. Qualitative research enabled researchers to communicate the perspectives and opinions of participants (Yin, 2013). The introduction of metacognitive scaffolding in EFL classrooms was the subject of this research.

The qualitative research design was instrumental in addressing inquiries that were unable to be resolved through quantitative.

This research was conducted at the Faculty of Teacher Training and Education of Universitas Halu Oleo. The researcher selected this university as a component of the research setting due to her prior experience as a lecturer at the institution, where she was enthusiastic about enhancing the quality of the teaching and learning process. Additionally, she was acquainted with the circumstances of the students at Universitas Halu Oleo. Consequently, purposive sampling was implemented to identify participants (Patton, 2002). The criteria for participant selection were established prior to the commencement of this systematic sampling (Lapan et al., 2012). In this research setting, the participants were three lecturers who taught in the Writing Class. They were chosen as participants related to their professional background who have been taught Writing Courses in years and specifically implementing metacognitive scaffolding.

The research instruments that were used included interview guidelines and documentation. Data for this research was gathered through participant interviews. The interview was one of the most often used data collection methods. It was widely used to collect data on abstract topics such as interests, perspectives, values, and personal experiences (Borg & Gall, 1989). The face-to-face interview had been done to collect the data. Thematic analysis was implemented in this investigation. Thematic analysis is a method that involves the identification of patterns or themes in qualitative data. It is the initial qualitative method that should be mastered, as it provides fundamental skills that can be applied to a variety of other forms of analysis (Braun, V., & Clarke, 2006). Thematic analysis is a method that aims to identify, analyze, and present data patterns (themes). It provided a minimally detailed and organized description of your data set. The data were collected from interview result, then the patterns of lecturers' answers shown from the interview result were analyzed.

RESULT AND DISCUSSION
Result
Motives

This part explored the perceptions of lecturers on the motives behind using metacognitive scaffolding in writing classes. Metacognitive scaffolding involved guiding students through the writing process, providing support at different stages, and helping them develop the skills necessary for effective writing. Sub-themes laid under the

motives are the writing process, metacognitive skills, Task-Based and Process-Oriented Approach, planning and organization, Peer and Teacher Feedback, Genre Awareness, Scaffolding as Support, and Collaborative Learning. In-depth explanation is described below.

Lecturers emphasized a comprehensive writing process that included brainstorming, drafting, revising, and receiving feedback. This method ensured students focused not only on the final product but also on the steps required to produce quality writing. One lecturer noted as follow:

"*The strategy is normal in general. Usually, what we did was brainstorming, gathering information. After they gathered information, then they drafted it, making a general writing draft.*" (Interview of Mr. D, 19 December 2023).

This iterative process, involving multiple drafts and continuous feedback, helps students refine their ideas and improve their writing skills progressively, ultimately leading to a polished and well-organized final piece. Lecturers view metacognitive scaffolding as an essential strategy in writing classes, emphasizing the importance of a structured writing process that includes brainstorming, drafting, revising, and receiving feedback.

This approach not only helps students produce high-quality writing but also equips them with the necessary skills and awareness to navigate and improve their writing independently. As one lecturer aptly noted, this method ensures that students are well-prepared to draft and refine their work effectively. The development of metacognitive skills was central to this strategy. Lecturers believed that these skills enabled students to plan,

monitor, and evaluate their writing effectively. This reflective approach allowed students to make informed decisions throughout the writing process. One lecturer mentioned,

"*Because in my opinion we needed a lot of scaffolding to write. So, for example, first of all, in my opinion, for writing, I had to try to make students understand first about organizations.*" (Interview of Mr. D, 19 December 2023)

Ultimately, by fostering metacognitive skills, lecturers aimed to create self-sufficient writers who could independently navigate and master the complexities of effective writing, ensuring that students not only improved their immediate assignments but also developed lifelong writing competencies.

Lecturers perceived metacognitive scaffolding as an effective strategy for teaching writing. By focusing on planning, organization, feedback, and genre awareness, lecturers aimed to help students develop the skills necessary for producing high-quality writing. This structured, supportive, and process-oriented approach fostered student growth as confident and competent writers.

Interest

This qualitative descriptive analysis explored the perceptions of lecturers on the interests of using metacognitive scaffolding in writing classes. Sub-themes laid under the interests are Foundation of Reading in Writing Excellence, Structured Guidance through Teaching Materials, and Integration of Technology for Enhanced Learning. The following paragraphs explained those three sub-themes.

Lecturers who implemented

metacognitive scaffolding strategies in writing classes emphasized the fundamental role of reading as a precursor to effective writing. As One lecturer stated:

"They had to have input, they had to read, they couldn't write if they didn't read." (Interview of Mr. D, 19 December 2023).

This underscored the belief that reading provided essential foundational knowledge necessary for students to develop their writing skills. The integration of reading assignments, tailored to topics of interest such as journals or biographical studies, served not only to stimulate ideas but also to model effective writing structures.

The lecturer's approach included motivating students through active engagement in the learning process.

"Involving students to be active in learning was also one way to foster interest in learning." (Interview of Mr. D, 19 December 2023)

It was reflected their commitment to creating dynamic classroom environments. By incorporating diverse reading materials that resonated with students, such as profiles of historical figures like the Prophet Muhammad or intellectuals like Habibie, the lecturer encouraged intrinsic motivation and personal connection to the subject matter. This strategy not only enriched students' understanding but also cultivated a deeper engagement with writing tasks.

Furthermore, the integration of technology, such as Grammarly, supported students in navigating the technical aspects of writing. One lecturer underlined:

"Therefore, my students felt very helped even though there were many stages of the writing process that they had to go through". (Interview of Mr. K, 28 December 2023)

The statement highlighted the lecturer's intention to empower students through accessible tools while emphasizing the importance of maintaining critical thinking skills alongside technological assistance. This approach fostered independence and self-efficacy among students, enabling them to refine their writing independently while receiving structured feedback from peers and lecturers.

Overall, the lecturer's perception of interest underscored a holistic approach to teaching writing, where metacognitive scaffolding supported not only technical skill development but also cultivated a robust foundation in critical thinking and independent learning. Through strategic integration of reading, active participation, and technological tools, students were empowered to navigate the complexities of writing with confidence and proficiency.

Experiences

Teaching writing was a multifaceted challenge, particularly when students grappled with numerous concepts simultaneously. Lecturers found that employing metacognitive scaffolding strategies significantly enhanced students' writing skills. This approach involved guiding students through the writing process, offering structured support, and encouraging reflection on their thinking and learning. The experiences of lecturers in utilizing this strategy highlighted both the successes and challenges encountered in fostering improved writing skills among students. Sub-themes identified from

these experiences were Process-Oriented Writing Challenges, Coherence and Cohesion Difficulties, Vocabulary and Grammar Limitations, Positive Outcomes from Consistent Practice, and Focus and Technology Use Challenges.

Lecturers observed that the challenges students faced often stemmed from their need to follow a process-oriented approach to writing, which could be overwhelming. One lecturer noted that:

"The challenges they experience and feel are because they write by process, not by product. So, they need a lot of step by step there so they are a bit overwhelmed." (Interview of Mr. D, 19 December 2023)

This indicated the importance of breaking down the writing process into manageable steps to help students navigate their tasks more effectively.

Ensuring coherence and cohesiveness between paragraphs was another significant challenge. Meanwhile, one lecturer explained:

"*It is quite difficult to connect cohesiveness and coherence is quite difficult because their knowledge about cohesive markers is not yet strong*". (Interview of Mr. K, 28 December 2023)

This lack of knowledge about cohesive devices often resulted in disjointed writing, making it hard for students to produce well-organized paragraphs.

Vocabulary and grammar also posed substantial hurdles for students. A lecturer highlighted that:

"There is a lack of vocabulary, which is the strongest challenge students

experience, and grammar standards are lacking." (Interview of Mr. K, 28 December 2023)

These fundamental issues impeded students' ability to express their ideas clearly and accurately, affecting the overall quality of their writing.

Despite these challenges, lecturers noticed considerable improvements due to the consistent practice and structured support provided by metacognitive scaffolding. One lecturer shared a positive outcome, stating that:

"So, his initial writing skills, he could only write one or two paragraphs. During the test, within 30 minutes he could write and the work was no longer there." (Interview of Mr. K, 28 December 2023)

This statement indicated that students' writing abilities developed significantly with regular practice and guidance.

The use of metacognitive strategies also encouraged students to focus more on the writing process and the importance of each stage. As a lecturer explained:

"When starting with the planning stage before writing, they can think about any ideas that might be related to the topic of their writing. The more ideas they collect, the more their writing develops." (Interview of Mrs. N, 10 January 2024)

This statement indicated that reflective practice helped students generate and organize their ideas more effectively, leading to richer and more developed writing.

However, lecturers also faced challenges in maintaining students' focus

and preventing misuse of technology. One lecturer mentioned that "the problem is that, returning to students, it is quite difficult to focus and they are very easily distracted." Additionally, the inappropriate use of AI tools was a concern, as highlighted by another lecturer:

"For negative experiences, it is more towards inappropriate use of technology. For example, when they write at home, there are still some students who use AI assistance." (Mr. D, 19 December 2023)

Overall, the experiences of lecturers using metacognitive scaffolding strategies in writing classes illustrated a balanced perspective of the benefits and challenges. While students often struggled with the complexity of the writing process, vocabulary, and grammar, the structured support and reflective practices embedded in metacognitive scaffolding led to noticeable improvements in their writing skills.

Attitudes

Lecturers in writing courses hold a positive attitude toward the use of metacognitive scaffolding strategies, recognizing their pivotal role in enhancing students' writing skills. These strategies empower students by promoting self-awareness and autonomy, encouraging them to take control of their learning process. By integrating metacognitive scaffolding into their teaching practices, lecturers aim to create a supportive and interactive learning environment that fosters critical thinking, confidence, and motivation among students. This approach not only improves writing

proficiency but also cultivates independent and reflective learners who are well-equipped to tackle complex writing tasks.

The lecturers believed that metacognitive scaffolding empowers students by making them more aware of their own learning processes. As one lecturer shared opinion as follow:

"I hold a positive attitude toward using metacognitive scaffolding strategies in the Writing Class. I believe that these strategies empower students by making them more aware of their own learning processes." (Interview of Mr. D, 19 December 2023)

Meanwhile, another lecturer mentioned:

"*My attitude toward using metacognitive scaffolding in the Writing Class is highly positive. It aligns with my belief in empowering students to become autonomous learners who can strategically approach their writing tasks."* (Interview of Mr. K, 28 December 2023)

Those two statements showed that students' awareness helps them become autonomous learners who can strategically approach their writing tasks. The focus on planning, monitoring, and evaluating their work allows students to develop essential skills crucial for effective writing.

The integration of metacognitive scaffolding into writing courses was seen as a way to create a supportive learning environment where students can thrive as writers and thinkers. By incorporating these strategies, lecturers aim to enhance the overall learning experience, making it more interactive and student-centered. As one lecturer explained:

"By incorporating metacognitive strategies effectively, I aim to create a supportive learning environment where students can thrive as writers and thinkers." (Interview of Mr. K, 28 December 2023)

This strategy not only improved students' writing abilities but also fostered independent and critical thinking, leading to a deeper understanding and retention of writing principles.

Metacognitive scaffolding strategy is closely related to Project-Based Learning (PjBL), which aims to produce a tangible project, such as a piece of writing. Lecturers found that this strategy encouraged a reflective learning environment where students actively engage with their writing tasks. One lecturer emphasized the statement below:

"In teaching writing courses, of course, I choose to use this strategy, where this strategy is also closely related to PjBL. A process that aims to produce a project, in this case, a piece of writing." (Interview of Mr. N, 10 January 2024)

This engagement led to greater motivation and confidence as students learn to take control of their writing process.

Lecturers had observed positive outcomes in their students' attitudes and behaviours when using metacognitive scaffolding. Students become more diligent and patient in composing paragraphs, and they develop a habit of self-correction and peer feedback. A lecturer noted this statement below:

"What I experienced was that my students became more familiar with all the stages of the writing process that I gave them. They become more diligent and patient in composing paragraph by paragraph. Apart from that, they also become accustomed to correcting their writing and even their friends' writing." (Interview of Mr. K, 28 December 2023)

Another lecturer supported:

"Based on my experiences, I do believe that metacognitive scaffolding can positively impact students' attitudes by fostering confidence, motivation, a positive self-perception as writers, development of learning strategies, greater engagement, awareness of learning progress, and critical thinking skills." (Interview of Mrs. N, 10 January 2024)

These behaviors contributed to a more supportive and empowering learning environment, where students feel capable and motivated to improve their writing skills.

In conclusion, lecturers perceived metacognitive scaffolding as an effective strategy for teaching writing. It not only enhanced students' writing skills but also promoted critical thinking, independence, and motivation. This holistic strategy ultimately led to more proficient and reflective students as writers.

Personalities

Lecturers' personalities significantly influenced the effectiveness of using metacognitive scaffolding strategies in writing classes. Their enthusiasm, empathy, organizational skills, and adaptability shaped how they connect with students and implement these strategies. By leveraging their unique traits, lecturers created a

motivating and supportive learning environment, ensuring that metacognitive scaffolding enhanced students' writing skills and fostered independent, reflective learners. This qualitative exploration revealed how specific personality traits contribute to the successful integration of metacognitive scaffolding in writing instruction.

As the first thing to be mentioned, enthusiasm and passion played a vital role in inspiring students and creating a motivating learning environment. One lecturer shared that:

"My enthusiasm for writing inspires students and creates an engaging atmosphere." (Interview of Mrs. N, 10 January 2024)

Meanwhile, another lecturer emphasized:

"*Yes, I believe one's personality significantly impacts the use of metacognitive scaffolding strategy. An enthusiastic and passionate teacher can inspire students and create a motivating learning environment.*" (Interview of Mr. D, 19 December 2023)

This enthusiasm not only made writing classes more enjoyable but also encouraged students to invest more effort in their writing tasks. Such a positive atmosphere was also crucial for the successful implementation of metacognitive strategies, as it fosters a sense of excitement and engagement among students.

Moreover, patience and empathy were essential traits for understanding and supporting each student's unique challenges. Lecturers with these qualities could provide the necessary support and encouragement to help students overcome their difficulties. As one

lecturer noted below:

"Patience and empathy help me understand and support each student's unique challenges." (Interview of Mr. K, 28 December 2023)

Based on those data, this strategy ensured that all students receive the individualized attention they need to succeed. Furthermore, by being patient and empathetic, lecturers could create a safe and inclusive learning environment where students feel comfortable expressing their thoughts and ideas.

In addition, organizational skills were crucial for structuring lessons effectively and making it easier to implement metacognitive strategies. A well-organized lecturer could ensure that each lesson is clear and focused, which is essential for helping students understand and apply metacognitive techniques. One lecturer explained as follow:

"Being organized ensures that my lessons are well-structured and clear, while my adaptability allows me to tailor my teaching to diverse learning styles." (Interview of Mr. D, 19 December 2023)

This clarity and structure made it easier for students to follow the writing process and develop their skills systematically. A well-organized strategy allowed students to focus on their learning without being overwhelmed by disorganization.

Furthermore, adaptability and open-mindedness were key to tailoring teaching methods to diverse learning styles and fostering continuous improvement. Lecturers who were adaptable can modify their strategies to meet the varying needs of their students. One lecturer stated that:

"A lecturer who is supportive, empathetic, clear in communication, enthusiastic, flexible, organized, and creative can maximize the impact of metacognitive scaffolding on students' writing development and overall learning experience." (Interview of Mr. D, 19 December 2023)

This flexibility ensures that all students have the opportunity to benefit from metacognitive scaffolding, regardless of their individual learning preferences. By being adaptable, lecturers can continuously refine their teaching practices to enhance student outcomes.

Lastly, planning and strategic thinking are integral to effectively using metacognitive scaffolding in writing classes. Lecturers who prioritize planning can seamlessly integrate metacognitive strategies into their lessons. One lecturer reflected his statement:

"Talking about personality, basically I am a person who always plans things well before taking action. So indirectly, my personality influences my every action in teaching." (Interview of Mrs. N, 10 January 2024)

This planning-oriented approach aligned with the principles of metacognitive scaffolding, which involve careful planning, monitoring, and evaluation. Besides, this strategic mindset ensured that students are guided through a structured writing process, enhancing their ability to produce quality work.

In summary, lecturers' personalities significantly gave impact to the implementation and effectiveness of metacognitive scaffolding strategies in writing classes. Enthusiasm, empathy, organizational skills, adaptability, and strategic thinking were all essential traits that contribute to creating a supportive and engaging learning environment. By leveraging these qualities, lecturers could enhance student outcomes and foster a deeper understanding of the writing process.

Expectations

Lecturers' expectations for using metacognitive scaffolding strategies in writing classes were deeply rooted in their desire to foster not only students' writing skills but also their overall academic and professional development. By incorporating these strategies, lecturers aimed to instill a thorough understanding of the writing process, encourage independent thinking, and ultimately prepare students for future success. This qualitative analysis explores the diverse expectations lecturers held regarding the impact of metacognitive scaffolding on their students' writing abilities and academic growth.

Lecturers expected that metacognitive scaffolding would enable students to transfer knowledge effectively and become proficient writers in various future roles. One lecturer expressed:

"My hope was that as a lecturer, I could transfer my knowledge. Then the student continued. It's up to him what he wants to become in the future, whether he becomes a teacher. He will certainly teach good academic writing." (Interview of Mrs. N, 10 January 2024)

This expectation highlighted the long-term benefits of metacognitive strategies, as students could apply their learned skills in diverse professional contexts. Another lecturer emphasized:

"They would become good writers and could become a reputable journal. Whatever the job would be in the future." (Interview of Mr. K, 28 December 2023)

This focus on future applicability demonstrated the lecturers' commitment to equipping students with skills that would serve them beyond the classroom.

Furthermore, lecturers anticipated that students would gain a deeper appreciation for the writing process and understand the importance of practice and perseverance. As one lecturer noted:

"The process was the main result that should be owned by students. They had to know this. Because writing was not the same as speaking. Writing was a skill that had to be practiced." (Interview of Mr. D, 19 December 2023)

This expectation underscored the distinction between writing and other forms of communication, emphasizing the need for continuous practice. It was supported by another statement:

"It had to be the process and writing itself, that would be the umpteenth stage of writing. It was not like sitting down and starting to write paragraph one, that's not it. There had to be generating ideas, you know." (Interview of Mr. D, 19 December 2023)

This detailed understanding of the writing process reflected the lecturers' goal of instilling a methodical and patient approach to writing in their students.

In addition, lecturers hoped that metacognitive scaffolding would address common challenges in writing, such as paraphrasing and organizing content. One

lecturer shared:

"In the end, we were again faced with the problem of paraphrasing ability. Paraphrasing meant that if you didn't have strong grammar and vocabulary, you wouldn't be able to paraphrase." (Interview of Mr. K, 28 December 2023)

By focusing on these specific skills, lecturers aimed to help students overcome significant obstacles in academic writing. This recognition of incremental progress highlighted the lecturers' understanding that mastering writing skills required time and persistent effort.

Moreover, lecturers expected that the use of metacognitive strategies would lead to increased student engagement and motivation to write. As one lecturer observed:

"My expectation was that students' writing performance would increase and the most important thing was that they would have the will to write." (Interview of Mrs. N, 10 January 2024)

This focus on motivation indicated that lecturers saw metacognitive scaffolding as a tool to inspire a genuine interest in writing. Another lecturer explained:

"If they had shown a willingness to write, it meant that they were aware of the importance of this process." (Interview of Mr. K, 28 December 2023)

This expectation linked students' willingness to engage in the writing process with their overall academic success and self-engagement.

Lastly, lecturers anticipated that

metacognitive scaffolding would improve students' planning and organizational skills, leading to better writing outcomes. As one lecturer mentioned:

"Because in my experience, students were reluctant to write because they didn't understand the flow of thinking, they were confused about where to start." (Interview of Mr. D, 19 December 2023)

This expectation highlighted the critical role of planning in overcoming initial writing barriers. Another lecturer added:

"So, for that reason, I always emphasized that at the beginning, in planning, you had to start with brainstorming ideas first." (Interview of Mrs. N, 10 January 2024)

By teaching students to plan effectively, lecturers aimed to provide them with a solid foundation for successful writing.

As the conclusion, lecturers held high expectations for the impact of metacognitive scaffolding strategies on students' writing skills and overall academic development. They believed that these strategies would not only improve students' immediate writing abilities but also prepare them for future success in various professional contexts. By fostering a deep understanding of the writing process, addressing common writing challenges, and encouraging student engagement, lecturers aimed to create a supportive and effective learning environment.

Discussion

The results of this study offered a nuanced comprehension of the perceptions of students and lecturers regarding the implementation of Metacognitive Scaffolding Strategy (MSS) in writing courses. Several key themes emerged, illustrating the complexity of incorporating MSS into writing instruction. A central theme that emerged from the data was the importance of a comprehensive writing process, encompassing ideation, drafting, revising, and receiving feedback. Lecturers emphasized the necessity of a structured approach to writing instruction, consistent with the principles of MSS, which aim to develop students' autonomy and self-awareness in the writing process. Students, in turn, highlighted how MSS allowed them to make informed decisions throughout the writing process by engaging in reflective practices, enabling them to better understand their writing choices.

Nevertheless, the data also demonstrated that lecturers held divergent viewpoints on the implementation of MSS. Although the emphasis on promoting student autonomy was well-received by a significant number of lecturers, some expressed apprehension regarding the practicality of consistently implementing these strategies in large, diverse classrooms. The lecturers discovered that, despite the advantages of metacognitive scaffolding, the substantial variation in student engagement and ability made it difficult to offer personalized support to all students. Conversely, other lecturers perceived MSS as a method to address these disparities, underscoring the significance of adaptable implementation. They proposed that the reflective components of MSS enabled students of varying degrees to advance at their own

pace, with technology like Grammarly aiding students in navigating the technical aspects of writing, thereby promoting self-efficacy and independent learning.

In addition, the iterative nature of feedback, which encompassed both peer and teacher input, was another theme that emerged. The collaborative nature of learning was acknowledged by numerous lecturers as essential for the development of critical thinking and the refinement of writing skills. Nevertheless, certain lecturers reported difficulties in maintaining a balance between teacher guidance and peer feedback, particularly in classrooms where students were less self-assured in offering constructive criticism to their peers (Bransford, John D. et al., 2000). In diverse classroom contexts, the necessity for additional refinement in the application of MSS strategies, particularly feedback mechanisms, was underscored by this contrasting perspective.

The enhancement of students' current writing assignments and the provision of them with enduring writing competencies were the primary objectives of the development of metacognitive skills. The collaborative nature of learning, which was crucial for the development of critical thinking and the refinement of writing skills, was emphasized by the iterative nature of feedback, which combined peer and lecturer feedback. Technology, including Grammarly, was integrated to assist students in navigating the technical aspects of writing, thereby fostering self-efficacy and independent learning. These results were in agreement with previously conducted research, including those conducted by Cross & Paris (1988), Ramadhanti (2021) and Riwayatiningsih et al. (2022), which emphasized the

beneficial effects of metacognitive strategies on the writing outcomes of students.

This research provides a more thorough examination of the cognitive and affective aspects of MSS in writing instruction than other studies. This research also examined the motivational aspects, including student engagement and confidence, in addition to the cognitive benefits that were the primary focus of previous research. Nevertheless, it was crucial to recognize that the efficacy of MSS was contingent upon a variety of factors, including the personality characteristics of the lecturer, including enthusiasm, empathy, and organizational abilities. These characteristics significantly contributed to the establishment of a supportive learning environment that was conducive to the successful implementation of MSS.

The study's results underscore numerous practical implications and policy recommendations for institutions that are endeavoring to enhance the implementation of Metacognitive Scaffolding (MSS) in writing courses. Investing in ongoing professional development for lecturers, institutions should provide training on flexible MSS strategies that are tailored to diverse learning requirements in order to address challenges such as large class sizes and varied student engagement. A reduction in class sizes or the provision of teaching assistants (TAs) could also assist in the management of the personalized feedback process. By providing guidance on the effective use of technology, such as Grammarly, to supplement reflective writing practices, institutions should support the integration of technology. Furthermore, the efficacy of MSS could be improved by policies that prioritize the

development of a positive classroom culture, emotional support for both students and lecturers, and customized feedback mechanisms. Institutions can establish more conducive environments for the promotion of independent learning and the enhancement of student writing outcomes by addressing these challenges.

However, the research had limitations that needed to be acknowledged, despite the positive outcomes observed. The generalizability of the findings was limited by the qualitative nature of the research and the limited sample size. Furthermore, the investigation did not investigate the long-term influence of MSS on the writing development of students. By undertaking longitudinal studies and investigating alternative explanations, such as the impact of students' prior writing experiences and the overall quality of instruction (Alfaifi, 2021), on the observed improvements in writing skills, future research could address these limitations.

Additionally, future research could explore alternative explanations for the observed improvements in writing skills, such as the influence of students' prior writing experiences or the quality of instruction, as well as investigate how to adapt MSS for students with different learning styles and needs.

In summary, this study reaffirmed the significance of metacognitive scaffolding in writing instruction by illustrating its efficacy in improving students' writing abilities and encouraging independent learning. Nevertheless, the successful implementation of MSS necessitated the meticulous assessment of a variety of factors, such as the difficulties associated with the integration of technology and the necessity of

ongoing modifications to teaching strategies. By addressing the challenges faced by educators and refining MSS strategies, institutions can help ensure that metacognitive scaffolding becomes a more effective and sustainable part of writing instruction.

CONCLUSION AND SUGGESTIONS
Conclusions

Lecturers' perceptions of metacognitive scaffolding in writing classes revealed its critical role in enhancing students' writing skills through a structured, reflective approach. They emphasized the importance of guiding students through the entire writing process—brainstorming, drafting, revising, and receiving feedback—while fostering metacognitive skills that promote independent thinking and self-evaluation. Lecturers viewed this strategy as essential for developing students' proficiency and confidence in writing, supported by reading, structured guidance, and technology integration. Despite challenges like students' difficulties with coherence, vocabulary, grammar, and the distractions of technology, lecturers observed significant improvements in students' writing abilities and attitudes, largely due to consistent practice and structured support. Additionally, lecturers' enthusiasm, empathy, and organizational skills played a crucial role in successfully implementing these strategies, leading to a supportive, motivating learning environment. They expected that metacognitive scaffolding would not only improve students' writing skills but also prepare them for future academic and professional success by instilling critical thinking, motivation, and the ability to navigate complex writing tasks

independently.

However, future research should concentrate on the implementation of these scaffolding strategies in a variety of teaching contexts. In particular, additional research could investigate the potential for metacognitive scaffolding to be customized to accommodate a variety of classroom settings, such as larger or more heterogeneous classes, online or hybrid learning formats, and contexts with restricted technological resources. Furthermore, research could investigate the way in which scaffolding can be customized to accommodate students with varying cognitive abilities, linguistic backgrounds, or learning styles to guarantee that all learners receive an equitable benefit from these strategies. Valuable insights would also be gained by investigating the long-term effects of metacognitive scaffolding on the academic and professional writing development of students. Future research could improve the implementation of metacognitive scaffolding and broaden its applicability in various educational environments by examining these areas.

2.   Suggestion

Lecturers should integrate metacognitive scaffolding more systematically into their writing classes by developing a structured framework that includes regular reflective activities, personalized feedback, and targeted use of technology. This could involve creating specific lesson plans that emphasize metacognitive strategies at each stage of the writing process, such as guided brainstorming sessions, peer review workshops, and self-assessment exercises. Additionally, professional development programs could be implemented to equip lecturers with the tools and techniques needed to effectively address the challenges of large class sizes

and diverse student needs.

Moreover, future research should explore the long-term impact of metacognitive scaffolding on students' writing development and academic success. This could include longitudinal studies that track students' progress over time, comparing those who received consistent metacognitive support with those who did not. Furthermore, expanding the theoretical framework of metacognition to consider the specific challenges and opportunities presented by digital tools and large classroom settings would provide a more comprehensive understanding of how these factors influence the effectiveness of metacognitive strategies in writing instruction.

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Acknowledgment

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