

The Implementation of Writing Strategies for Enhancing Students' Writing Competence

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Received on Oct 2nd, Revised on Nov 5th, Published on Dec, 30th 2024

ABSTRACT

Writing strategies are pivotal in enhancing students' writing competence, necessitating a comprehensive and cohesive approach to implement them in diverse instructional contexts. This study examines an all-encompassing framework integrating different writing strategies to improve students' writing competence, potentially enhancing students' writing skills significantly. It also suggests culturally responsive pedagogical practices that address diverse students' needs. By thoroughly investigating 16 of 250 previously published articles, the effectiveness of metacognitive strategy-based training can be identified while exploring technological integration, culturally responsive teaching, and self-assessment methodologies. The key findings indicate that metacognitive strategies positively impact students' writing performance, and they also shed light on the impact of cultural context on writing strategies and their implementations in culturally responsive instructional strategies. Furthermore, self-assessment promotes increased autonomy and self-confidence in identifying students' writing abilities. The study's findings suggest that a comprehensive and cohesive approach, incorporating several methodologies, can more effectively meet students' varying needs and foster enduring enhancements in writing competence. From this perspective, a novel approach is proposed to improve writing instruction in various contexts by addressing limitations in preceding study findings and reexamining them in future studies.

Keywords: *Writing strategies, writing competence, metacognitive strategies, culturally responsive education*

ABSTRAK

Strategi menulis sangat penting untuk meningkatkan kemampuan menulis siswa. Untuk menggunakannya dalam berbagai konteks pengajaran, pendekatan yang komprehensif diperlukan. Studi ini melihat kerangka kerja yang luas yang mencakup berbagai teknik menulis untuk meningkatkan kemampuan menulis siswa. Hal ini kemungkinan dapat meningkatkan keterampilan menulis siswa secara signifikan, termasuk merekomendasikan metode pendidikan yang responsif secara budaya yang memenuhi kebutuhan yang beragam dari siswa. Dengan mempelajari 16 dari 250 artikel yang terbit sebelumnya, strategi pelatihan berbasis metakognitif dikaji secara menyeluruh. Temuan penting dari penelitian ini mencakup integrasi teknologi, pengajaran yang responsif secara budaya, dan teknik penilaian diri. Selain itu, temuan kunci menunjukkan bahwa strategi metakognitif meningkatkan kemampuan menulis siswa. Mereka juga memberikan pemahaman tentang bagaimana strategi menulis berpengaruh pada konteks budaya dan bagaimana mereka dapat diterapkan dalam pengajaran. Dari perspektif ini, metode baru diusulkan untuk meningkatkan pengajaran menulis dalam berbagai konteks. Metode ini mengatasi keterbatasan hasil penelitian sebelumnya dengan meninjau kembali temuan tersebut dalam penelitian mendatang.

Kata Kunci: *Strategi menulis, kompetensi menulis, strategi metakognisi, pendidikan yang responsif secara budaya*

INTRODUCTION

Proficiency in writing is a necessary skill that students must develop to succeed academically and professionally in the current educational landscape. Enhancing students' writing skills is a complex task influenced by various teaching methods and students' distinctive profiles. Previous studies have examined writing strategies but identified significant gaps that must be addressed to improve students' writing competence through feedback comprehensively. This article addresses these research gaps by thoroughly examining writing strategies and their influence on students' writing competence (Taskiran et al., 2024), thereby informing the readers about the practical implications of the research.

Several studies indicate that teaching metacognitive and other novel strategies can significantly enhance their writing skills. For example, Cer (2019) discovered that students exposed to metacognitive strategies exhibited significantly enhanced writing abilities compared to those taught using conventional approaches. Nevertheless, there is still a lack of comprehensive understanding of the precise impact of these strategies on particular elements of writing, such as self-efficacy and stylistic qualities. In addition, the study by Çakır and Özer (2020) found that combining intervention and active teacher mentoring significantly impacted test performances. However, the study did not thoroughly investigate the broader integration of these techniques within curricular frameworks or their effects on students' motivation and self-perception as writers.

Moreover, Kelso's (2018) study, qualitative research provided a clear understanding of the connection between cultural contexts and writing by examining the metaphorical phrases of a Vietnamese student. Although this study contributed cultural aspects to our comprehension of writing, it failed to pinpoint efficient strategies teachers may employ to assist students in overcoming cultural obstacles. Ratminingsih et al. (2018) emphasized the importance of self-assessment in improving writing skills and promoting students' independence. Although the study made discoveries, it did not examine the lasting effectiveness of self-assessment or how it could be used with other teaching methods to optimize writing results.

Although the research employed different approaches and yielded positive results, none thoroughly analyzed the efficacy of various writing strategies among distinct students and educational environments. This article addresses the lack of a comprehensive framework for writing methods by providing an integrated framework encompassing many aspects of writing proficiency. This analysis will present a cohesive framework that instructors can utilize to enhance students' writing skills more completely. Furthermore, comprehending the interaction between cultural settings and writing processes (Baaijen & Galbraith, 2018) can facilitate the advancement of instructional methods that cater to the requirements of culturally diverse students, hence promoting better quality and greater inclusivity in education.

Highlighting the importance of focused treatments, research on students' writing proficiency emphasizes the crucial impact of particular strategies in improving performance. In their study, Bai and Wang (2020) provided evidence that self-regulated reading-to-writing methods (SR-R2WS) substantially influence writing proficiency and motivational factors. Nevertheless, the study did not investigate the customization of these strategies for students with varying levels of writing skills. Similarly, Sujito et al. (2018) emphasized the advantages of technological interventions in enhancing writing performance, especially among students with lower academic performance. However, the long-term effects of this technology-driven teaching approach and its efficacy compared to other technological treatments for students' writing competence and strategies remain unknown.

In their study, Bai et al. (2020) examined the impact of cognitive and motivational elements on writing, such as self-efficacy, curiosity, and utility aspects. They found meaningful connections between these components but did not provide a systematic approach for fostering these motivating aspects among different groups of students. Sun et al. (2018) demonstrated the significance of metalinguistic awareness, particularly in bilingual students, but did not explore the instructional techniques that could improve these abilities. It is essential to acknowledge the inadequate attention given to effective methods that leverage the dynamics of a student's native language to improve their writing abilities.

This article aims to achieve two primary goals: firstly, to construct an all-encompassing framework that combines different writing strategies to enhance students' competence, and secondly, to suggest culturally responsive pedagogical practices that address diverse students' needs. This research seeks to make significant contributions to pedagogical techniques, with the ultimate goal of helping

teachers implement more practical and inclusive teaching practices. By incorporating specific teaching methods that concentrate on analyzing writing over a lengthy period, fostering motivation, improving metalinguistic skills, and utilizing the students' home language, it is necessary to boost their writing abilities significantly.

METHODOLOGY

This systematic literature review article (Efron & Ravid, 2019; Harris, 2020) identifies and synthesizes effective writing strategies that improve students' writing competence and analyzes how these strategies correspond with culturally responsive instructional approaches to meet the requirements of varied student groups. The analysis was based on 16 of 250 peer-reviewed articles published from 2018 to 2024 in Scopus, Web of Science, and Google Scholar-indexed journals. This research answer the research questions 1) Which writing strategies, as indicated by recent literature, substantially improve students' writing competence? 2) In what ways do these writing strategies correspond with culturally responsive teaching practices to effectively meet the varied requirements of students?.

Literature Search Strategy

The database selection (Efron & Ravid, 2019) was concentrated on Scopus, Web of Science, and Google Scholar because of their comprehensive indexing of peer-reviewed academic journals and their vast coverage of educational research domains. The search method employed terms such as “writing strategies,” “student writing competence,” “culturally responsive pedagogy,” “diverse learners,” and “writing instruction,” utilizing Boolean operators to encompass a broad spectrum of pertinent publications.

Inclusion and Exclusion Criteria

Inclusion criteria (Efron & Ravid, 2019) deal with articles that must be peer-reviewed, published between 2018 and 2024, concentrate on writing strategies, address various student needs, and be indexed in Scopus Web of Science, and Google Scholar. The exclusion criteria (Efron & Ravid, 2019) cover that non-English articles, non-peer-reviewed sources, and those not focusing on writing approach interventions were excluded.

Literature Review and Selection Procedure

Initial Screening performed an initial evaluation of titles and abstracts (Hart, 1998; Harris, 2020) from roughly 250 papers, emphasizing their pertinence to the study questions and adherence to inclusion criteria. A comprehensive assessment was conducted on the complete texts of the selected articles, focusing on the articulation and evaluation of writing methods and culturally responsive practices. The final selection followed the assessment of 16 papers determined to be immediately pertinent, focusing on the influence of writing strategies on student proficiency and their congruence with culturally responsive pedagogy.

Data Extraction and Analysis

A standardized data extraction form (Purssell & McCrae, 2020) was employed to systematically gather relevant information, encompassing study objectives, techniques, demographics, writing strategy types, and considerations of diversity and cultural responsiveness. The applied theme coding to systematically arrange and classify articles was categorized according to topics like collaborative writing, technology integration, feedback mechanisms, and culturally appropriate strategies.

Synthesis Method

A performed narrative synthesis (Jesson et al., 2011b) aligns with integrated findings, emphasizing effective tactics for writing proficiency and their significance to culturally responsive instruction. A comparative analysis was conducted to assess the effectiveness of methods in improving writing skills and meeting the requirements of various learners, discovering shared solutions that fulfill both objectives.

Critical Assessment

Each study was assessed for methodological rigor, emphasizing sample diversity, research design (qualitative, quantitative, or mixed methodologies), and analytical frameworks (Bettany-Saltikov, 2012; Jesson et al., 2011a). The review revealed deficiencies in the integration of writing strategies with culturally responsive education, especially with scalability and flexibility across diverse cultural contexts.

Presentation of Results

The findings are organized thematically (Jesson et al., 2011b; Efron & Ravid, 2019; Harris, 2020), with parts focused on writing strategies and culturally sensitive practices, demonstrating how these tactics address varied learning requirements. The review addresses the implications for teachers and policymakers, highlighting the necessity of integrating successful writing strategies with culturally relevant practices to improve both equity and proficiency in writing education. This literature review method offers a thorough and methodical examination of contemporary research aimed at improving student writing proficiency through effective strategies while addressing the congruence of these strategies with culturally responsive teaching practices. This study synthesizes research from 16 selected papers, enhancing the understanding of how teachers can meet various students' needs through customized and inclusive writing strategies.

FINDINGS AND DISCUSSION

Writing Strategies that Enhance Students' Writing Competence

The results of multiple studies on writing strategies and student proficiency shed light on an intricate landscape where different approaches are used with differing levels of effectiveness. Nevertheless, by combining many crucial perspectives, one can better comprehend how to improve students' writing competence effectively.

Metacognitive Strategy-Based Instruction

Metacognitive strategy-based instruction is a strategy for writing that explicitly aims to teach students to be aware of their cognitive processes (Silva, 2022) throughout the writing opportunities. This strategy encourages writers to reflect on their mental processes, strategize, oversee, and assess their work. Using metacognitive strategies, students are directed to establish objectives for their writing tasks, develop strategies to accomplish those objectives, and consistently evaluate and modify their approaches as they progress. For instance, a student could initiate the writing process by generating ideas, structuring them into an outline, composing the original draft, and refining and proofreading it through self-evaluation and input from others. This iterative approach fosters a deeper understanding of writing, a multifaceted skill that can be continuously improved through thoughtful analysis and planning.

The study conducted by Cer (2019) highlights the considerable efficacy of metacognitive strategies in enhancing students' writing competence. These strategies promote metacognition in students, allowing them to engage in the cognitive processes of planning, monitoring, and evaluating their writing. However, the crucial inquiry revolves around the impact of these metacognitive processes on particular aspects of writing, such as self-efficacy and stylistic elements. Although it is evident that metacognitive strategies produce superior results compared to conventional methods, additional research is required to investigate the intricacies of these factors. Combining metacognitive strategies with other instructional methods makes it possible to comprehensively meet each student's specific needs.

Metacognitive strategy-based instruction in a classroom typically includes directly teaching specific strategies, such as self-questioning, summarizing, and evaluating one's work based on specified criteria. Teachers can demonstrate such strategies by employing think-aloud, in which they articulate their cognitive processes while writing, offering students a distinct illustration of how to approach various phases of writing. In addition, students can participate in peer reviews, collaborative writing exercises, and reflective journaling, all of which contribute to developing a metacognitive perspective. Over time, this instruction improves students' writing skills and equips them to approach writing problems independently, using a systematic and thoughtful approach. Utilizing this metacognitive

strategy finally cultivates students with greater competence, confidence, and proficiency in self-regulation and problem-solving.

Intervention and Active Teacher Mentoring

Intervention and active teacher mentoring are crucial strategies in writing instruction that address students' varied needs. Intervention is the identification of students who are experiencing difficulties in writing and offering specific assistance to aid in their improvement. This can encompass providing supplementary materials, personalized guidance, or targeted drills to target particular areas of weakness. Active teacher mentoring enhances this process by engaging instructors in a more interactive and instructive position, collaborating directly with students to offer continuous feedback, support, and guidance. Collectively, these strategies establish a nurturing educational setting where students can enhance their writing abilities through individualized instruction and well-organized plans for progress.

Çakır and Özer (2020) demonstrate the advantages of intervention and proactive teacher mentorship, especially when combined with data-driven learning (DDL) approaches. These strategies greatly enhance students' test scores, demonstrating the beneficial effects of focused feedback and the use of data in teaching writing. Nevertheless, this study is limited in its narrow emphasis, as it only examines test performances and does not consider broader curricular integration or motivating factors. The task is to integrate these specific interventions into a comprehensive curriculum that promotes long-term enhancement in writing skills and continuous motivation.

Practically speaking, active teacher mentorship in writing could entail individual conferencing sessions where teachers discuss students' work, emphasizing their strengths and pinpointing improvement areas. Throughout these sessions, teachers can exemplify proficient writing methodologies, aid in generating creative concepts, and illustrate strategies for revising. In addition, teachers can offer annotated feedback on students' drafts, demonstrating how to enhance their writing by providing concrete examples. Regular check-ins and progress monitoring are essential to this mentoring process, guaranteeing that students remain on schedule and receive continuous help as they advance in their writing skills. This individualized attention not only assists students in overcoming obstacles but also cultivates a trusting rapport between teacher and student, promoting a more involved and motivated approach to writing.

Cultural Contexts and Writing

Cultural contexts and writing are significant strategies for improving students' writing abilities and broadening their viewpoints. Understanding the impact of cultural settings entails comprehending how cultural origins, traditions, and experiences mold a writer's perspective, concepts, and communication. This approach promotes exploring and incorporating students' cultural heritage into writing, leading to more complex and detailed tales. Writers may produce genuine and relatable content that connects with a wide range of people using cultural backgrounds. Moreover, comprehending cultural disparities cultivates empathy and expands students' perspectives, rendering them more flexible and perceptive writers.

Kelso's (2018) qualitative analysis offers a valuable viewpoint on how cultural context influences writing. A Vietnamese student's use of metaphors to communicate her experiences underscores the significant influence of cultural background on the comprehension and expression of writing. Nevertheless, this study fails to effectively convert these cultural observations into practical teaching methods. Teachers must cultivate culturally responsive teaching techniques beyond superficial modifications and establish profound connections with students' cultural surroundings to assist students from various cultural backgrounds more effectively.

Integrating cultural contexts into writing instruction in a classroom may entail teaching multicultural literature, facilitating discussions on diverse cultural perspectives, and assigning writing tasks to encourage students to contemplate their cultural identities. Teachers might motivate students to compose narratives based on their experiences, familial customs, or historical occurrences from their distinct cultural perspectives. In addition, they can introduce students to a diverse range of literary works from many cultures, enabling them to observe how other writers skillfully integrate cultural components into their narratives. This approach acknowledges and appreciates diversity and encourages students to analyze and evaluate the impact of culture on communication and expression. Through appreciating and examining cultural settings, students develop the ability to write with more complexity,

empathy, and understanding of the diverse range of human experiences worldwide.

Self-Assessment in Writing

Self-assessment in writing is an essential strategy that enables students to assume responsibility for their learning by critically analyzing their work. This strategy entails students critically reflecting on their writing using various techniques, including rubrics, checklists, or guided questions, to identify strengths and areas that require development. Through self-assessment, students enhance their understanding of their writing processes, acquire the capacity to establish attainable objectives and cultivate a sense of responsibility for their advancement. This reflective strategy promotes student engagement in their educational process, cultivating critical thinking and autonomous learning.

Ratminingsih et al. (2018) discovered that self-assessment substantially enhances student autonomy and writing competence. Self-assessment allows students to critically evaluate their work, promoting a sense of ownership and accountability for their learning. Nevertheless, as this study did not examine the long-term effects, additional research is necessary to comprehend how self-assessment might be maintained effectively in the long term. Integrating self-assessment into different instructional strategies, such as peer review and teacher feedback, could boost its effectiveness and result in longer-lasting improvements in writing competence.

Teachers can promote self-assessment in the classroom by offering explicit standards and resources that enable students to assess their writing systematically. Teachers may provide rubrics that delineate particular elements of excellent writing, such as structure, coherence, syntax, and originality. Subsequently, students can use these rubrics to evaluate their work and annotate areas that want revision. In addition, engaging in reflective writing assignments, in which students articulate their writing process and decisions, can enhance their self-awareness and identify specific areas for improvement. Engaging in regular self-assessment not only improves writing abilities but also fosters students' confidence and resilience. This practice helps them perceive constructive criticism as a chance for growth rather than a setback. By engaging in self-assessment, students get essential knowledge about their writing abilities and difficulties, which eventually helps them develop a more efficient and thoughtful approach to writing.

Self-Regulated Reading-to-Writing Strategies (SR-R2WS)

Self-Regulated Reading-to-Writing Strategies (SR-R2WS) enable students to seamlessly move from understanding written text to producing written work using self-regulated learning methods. This method instructs students to actively interact with books, oversee their comprehension, and use their observations in their writing. By integrating reading and writing processes, students enhance their reading skills and develop more excellent proficiency in writing. They acquire the skills to analyze texts thoroughly, discern important concepts, assess arguments, and observe the author's tone and style. These abilities might subsequently assist them in organizing their own written work. This strategy largely depends on self-regulation, wherein students establish objectives, track their advancement, and evaluate the efficacy of their strategies.

Bai and Wang (2020) investigated the impact of SR-R2WS on improving writing competence and motivation factors, finding them highly beneficial. These strategies, which entail students independently overseeing their reading and writing processes, seem advantageous but require refinement to accommodate different degrees of expertise. Customizing these strategies can assist in accommodating the unique variations among students, guaranteeing that individuals with varying degrees of skill obtain the necessary assistance. The difficulty lies in creating a systematic approach that integrates flexibility and adaptation with self-regulated learning processes.

In the context of classroom instruction, the implementation of SR-R2WS could entail tasks such as making annotations while reading, condensing important information, and engaging in group discussions to improve understanding. Subsequently, students can employ visual organizers to convert their text comprehension into structured writing frameworks, facilitating the organization and implementation of their writing assignments. Teachers can exemplify these skills through think-aloud demonstrations, illustrating how they would tackle reading a complex book and then utilize that comprehension to guide their writing. Consistent engagement in SR-R2WS cultivates students' ability to independently oversee reading and writing assignments, promoting advanced academic literacy and

critical thinking skills. With time, students develop proficiency in establishing correlations between reading and writing, transforming into more involved and proficient communicators.

Technology-Based Instruction

Technology-based instruction in writing is an innovative strategy that utilizes digital tools and platforms to improve teaching and learning writing abilities. This strategy employs a range of technology resources, including online collaboration tools, word processing software, grammar and style checkers, and educational apps designed to enhance writing skills. By incorporating technology into writing teaching, teachers may provide students with a dynamic, captivating, and individualized learning encounter. For example, digital platforms like Google Docs facilitate synchronous collaboration and feedback, enabling students to collaborate on writing assignments and receive prompt advice from teachers and peers. The immediacy of this situation not only promotes a more cooperative writing atmosphere but enables faster iterations and enhancements in students' work. The study conducted by Sujito et al. (2018) indicate that using technology can substantially positively impact writing performance, particularly for students with lower levels of achievement. Although this strategy shows potential, its long-term impact and effectiveness compared to other technology solutions have not been thoroughly investigated. A critical factor to examine is how to guarantee that technology-based instruction brings instant enhancements and cultivates long-term writing competence. Combining technology with traditional and creative educational approaches can offer a well-rounded approach that maximizes the advantages of each component mentioned.

Technology-based instruction in the classroom can offer students access to many internet resources and multimedia content, which can enhance the writing process. Students can improve their writing by incorporating other views and gaining a deeper understanding of many topics through educational websites, video lessons, and online libraries. In addition, using tools such as blogging platforms or e-portfolios allows students to share their work with a broader audience, providing them with a sense of direction and a medium for genuine communication. Teachers can include technology-driven assignments, such as digital storytelling or multimedia presentations, to facilitate the development of various skills that are crucial in the digital era. By adopting technology-based training, teachers may enhance writing performance (Teng, 2019; Teng, 2022) and provide students with the necessary abilities for contemporary communication, thus fostering their versatility and proficiency as writers.

Metalinguistic Awareness

Metacognitive awareness in writing is a potent strategy that entails students developing an awareness of their cognitive and writing processes. This level of consciousness assists authors in strategically organizing, overseeing, and assessing their work more efficiently. Through metacognitive awareness (Slagle, 2023), students can transfer writing strategies for themselves, such as brainstorming, outlining, or creating numerous drafts. A deep understanding of oneself enables individuals to tackle writing assignments with increased assurance and mastery. For example, a student may realize that they produce more effective ideas when they verbally express them initially or that their writing becomes more organized when they employ visual aids, such as graphic organizers, to outline their writing. Sun et al. (2018) highlight the significant impact of metalinguistic awareness on competence in writing, specifically among bilingual students. By developing this consciousness, students comprehend and control language more efficiently, which is crucial for achieving excellence in writing. However, this study did not specifically examine instructional strategies to improve metalinguistic skills. Integrating practical approaches, such as code-switching and translanguaging, into writing instruction can effectively enhance assistance for bilingual students by leveraging their home language use.

Various instructional approaches can be used to cultivate metacognitive awareness in a classroom context. Teachers might exemplify their metacognitive processes by verbalizing their thoughts while writing, illustrating how they tackle tasks such as analyzing a prompt, structuring ideas and editing drafts. Engaging in reflective activities, such as writing in a journal about writing experiences or discussing the difficulties and techniques related to a recent assignment, helps enhance metacognitive awareness. Promoting the practice of establishing precise objectives for their writing and evaluating their advancement towards those objectives enhances this attitude. Through the cultivation of metacognitive awareness (Walla, 2024; Trybulec, 2021; Moore, 2021), students can improve their

writing abilities and acquire greater adaptability and resourcefulness as learners, enabling them to apply these strategies to multicultural classrooms and assignments. This comprehensive approach makes students more reflective, intentional, and proficient in writing essays.

The research gaps identified earlier in the reviewed articles include the absence of a complete assessment of writing strategies among heterogeneous student demographics and educational contexts. While each study provides valuable insights, none gives a standard against which diverse techniques can be assessed. To fill this void, a comprehensive and long-term investigation is necessary, which evaluates the relative efficacy of different approaches while considering factors such as student demographics, cultural contexts, and educational environments. This research can potentially create a comprehensive framework combining several advantages of the writing strategies.

This insight emphasizes the necessity of adopting a comprehensive strategy to enhance students' proficiency in writing. Integrating metacognitive strategies, self-assessment, technological interventions, and culturally relevant methodologies can improve the inclusivity and effectiveness of a writing program's execution. Future studies should focus on closing current disparities by investigating the enduring effects of these strategies and their incorporation into broader curriculum structures. Teachers can cultivate a more all-encompassing and sustainable enhancement in writing skills through automated writing evaluation (Wei et al., 2023), a deep comprehension, and an effective response to the subtle distinctions of different students' needs.

Further inquiry into the importance of metalinguistic awareness must be undertaken, particularly for bilingual students. Research should investigate practical ways to use metalinguistic skills to improve competence in writing. This can lead to developing innovative instructional approaches that better support bilingual and multilingual students, enhancing their writing outcomes. Enhancing students' writing abilities requires a thorough approach integrating multiple strategies to cater to their needs. Teachers can comprehensively analyze these characteristics and investigate their lasting impacts through rigorous research to provide more efficient and inclusive writing instruction. By incorporating metacognitive strategies, technology, cultural sensitivity, and self-evaluation processes, a robust foundation can be established for developing a comprehensive and inclusive curriculum. Future studies should prioritize rectifying current gaps by developing comprehensive frameworks and conducting comparative assessments of several methodologies to enhance long-term advancements in writing skills, including sentence construction, modifiers, verbals, and text construction (Bundsgaard et al., 2022).

Implementing Writing Strategies in Culturally Responsive Practices

Implementing effective writing strategies is essential for educational and professional development, however, it frequently presents hurdles that can hinder progress. Comprehending these impediments is the initial step towards surmounting them and cultivating a more efficient writing atmosphere. A notable problem is the varying skill levels among writers in any group. Approaches designed for novices may not be appropriate for experienced writers and vice versa. Adapting methods to suit a wide range of skills necessitates meticulous planning and adaptability. Teachers and team leaders must achieve a balance that addresses individual needs without depleting resources.

Opposition to change constitutes a prevalent obstacle. Individuals may be habituated to conventional ways and may exhibit reluctance to embrace innovative strategies. This aversion may arise from a fear of uncertainty or a perceived absence of immediate advantages. Addressing this requires illustrating the enduring benefits of innovative methods and fostering an environment that promotes experimentation. A deficiency in motivation among authors might present a considerable obstacle. Writing is sometimes regarded as an isolating and formidable endeavor, and in the absence of explicit rewards or observable advancement, motivation may diminish. To address this, it is imperative to establish attainable objectives and offer consistent, positive feedback that highlights enhancement and development.

Resource limitations exacerbate implementation challenges. Constraints such as time scarcity, financial limits, or lack of access to training resources can hinder the cultivation of proficient writing skills. Organizations and educational institutions must prioritize finance and time allocation to effectively promote writing efforts. Consistency and follow-through are essential for success; however, they can be difficult to sustain. Consistent application of techniques across several assignments or team projects necessitates dedication and commitment from both leaders and participants. Regular

evaluations and assessments can facilitate the maintenance of this uniformity and guarantee a lasting influence. Cultural and language disparities constitute an additional layer of complication, especially in heterogeneous environments. Writing strategies must be culturally attuned and flexible to accommodate the distinct needs of each participant. This requires regular communication and receptiveness to input for the ongoing refinement of techniques.

Although the obstacles in executing writing strategies are numerous, they are not insuperable. By cultivating a culture of adaptability, support, and ongoing enhancement, companies and educational institutions can establish an atmosphere that promotes the development of robust writing skills. The essential factor is recognizing these challenges, proactively pursuing answers, and maintaining dedication to the overarching objective of improving writing skills universally.

IMPLICATIONS

Examining various writing strategies and their influence on student competence provides valuable knowledge for teachers and researchers. The implications can be classified into practical, pedagogical, and theoretical domains, offering a comprehensive perspective on improving in-class writing instruction.

Practical Implications

The findings' practical implications highlight the necessity for customized teaching that caters to varied degrees of ability. An example of this would be the personalized application of self-regulated reading-to-writing strategies (SR-R2WS), which can address the specific requirements of each student and offer assistance to both high-achieving and low-achieving individuals. The favorable consequences of technology indicate that including digital tools in writing and teaching can significantly improve student performance, especially for those with lower academic achievement. Pragmatic measures should train instructors in proficient technology utilization and integrating digital literacy into the curriculum. Promoting self-assessment helps foster student autonomy and accountability in the learning process. Practically, this could entail integrating frequent self-assessment assignments, accompanied by explicit rubrics and instructions, to assist students in critically appraising and enhancing their writing.

Pedagogical Implications

From a pedagogical standpoint, it is necessary to incorporate different approaches, including metacognitive strategies, interventions, and culturally sensitive practices, into a well-structured writing program. This integration can establish a learning environment more conducive to providing help and achieving effectiveness. Professional development programs should prioritize teaching instructors to utilize a wide range of writing strategies efficiently. To optimize student competence, teachers must comprehensively understand the integration of metacognitive instruction with self-assessment and technology-based approaches. It is essential to develop culturally relevant instructional techniques. Teachers should possess the necessary knowledge and skills to comprehend and tackle their students' cultural backgrounds. They should utilize cultural settings to improve their teaching of writing. This may entail hands-on instruction in pedagogical techniques that promote cultural inclusivity and curriculum development.

Theoretical Implications

The findings support the need for a comprehensive theoretical framework that combines different writing strategies. Such a framework would offer a systematic method for assessing and applying various strategies, considering their efficacy across a wide range of populations and environments. Theoretical developments should prioritize longitudinal investigations of the enduring effects of writing strategies. This study has the potential to enhance our comprehension of how distinct strategies maintain enhancements in writing proficiency over an extended period and in diverse educational settings.

It is essential to theoretically investigate how cognitive, metacognitive, and motivational factors interact. Gaining insight into the interplay and impact of these components helps guide the creation of comprehensive and efficient teaching methods. Further theoretical inquiry is needed to explore the significance of metalinguistic awareness, particularly in bilingual students. Research should investigate efficacious strategies for improving metalinguistic abilities and their direct influence on writing proficiency. This can result in creative instructional designs that assist bilingual or multilingual students.

Practical applications emphasize the necessity for individualized, technology-integrated, and self-assessment-based procedures. From an educational standpoint, there is a demand for the comprehensive integration of strategies, the enhancement of teacher expertise, and the incorporation of cultural awareness in teaching methods. To enhance our comprehension of writing competence, it is crucial to have a complete framework and conduct a thorough study on motivational and metalinguistic elements. By acknowledging and considering these consequences, teachers and researchers can develop more efficient, comprehensive, and long-term enhancements in students' writing abilities.

CONCLUSION

Combining several writing strategies and their impacts on students' writing competence provides vital insights with substantial consequences for teachers and researchers. Essentially, metacognitive strategies successfully improve students' writing skills by promoting a greater understanding of the writing process. This strategy empowers students to strategically devise, oversee, and assess their writing, resulting in significant enhancements compared to conventional methodologies. However, to properly utilize the advantages of these strategies, it is essential to have a detailed grasp of how they impact specific aspects of writing, such as self-efficacy and stylistic expression. Simultaneously, incorporating technology into writing education, as proved by its utilization, demonstrates encouraging outcomes, especially for students who encounter difficulties with traditional methods. However, current research does not thoroughly investigate technology solutions' lasting impacts and relative benefits. This discrepancy implies that a harmonious incorporation of technology alongside conventional and inventive teaching approaches could offer a more comprehensive structure for writing education.

Considering cultural contexts is also a crucial aspect of improving writing skills. Studies investigating the use of metaphors and other culturally embedded components in student writing have shown that cultural origins substantially impact students' writing proficiency and expressiveness. Self-assessment is a valuable tool for promoting student autonomy and improving writing skills. This activity encourages students' ability to analyze their work thoughtfully, cultivating a strong sense of ownership and accountability for their learning. The main inference drawn from these data is that no one technique can effectively meet the varied demands of all students. Instead, it is crucial to adopt a holistic approach that combines many strategies, such as metacognitive strategies, technological tools, self-assessment practices, and culturally responsive ways. Practically speaking, this implies that educational practices must be adaptable to accommodate students with different degrees of writing proficiency. Customized methodologies can guarantee that every student is provided with a suitable amount of assistance and stimulation, promoting a more comprehensive learning atmosphere. Teachers should receive training to utilize these methodologies properly, ensuring a smooth combination of metacognitive instruction, technological utilization, and self-assessment methods. Professional development programs play a vital role in equipping teachers with the necessary skills to implement these comprehensive approaches and foster cultural awareness in their teaching methods. Furthermore, it becomes clear that there is a requirement for a thorough theoretical framework that combines different writing strategies. This framework would offer teachers a systematic method for assessing and adopting various strategies, considering their efficacy across multiple students and educational environments. Future research should prioritize the development of this concept by conducting longitudinal studies that investigate the lasting effects of writing methods, taking into account the interaction between cognitive, metacognitive, and motivational factors. Gaining insight into these processes helps enhance the development of comprehensive and efficient instructional designs.

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