Leveraging L1 Folklore: Enhancing Fictional Narrative Writing with Metacognitive Strategies in Blended Learning Environments

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ABSTRACT

This study investigates the efficacy of integrating metacognitive strategies and L1 folklore in enhancing English as a Foreign Language (EFL) fictional narrative writing within a blended learning framework. Conducted across 40 Indonesian university students, the quasi-experimental design employed pre and post-tests to measure improvements. Metacognitive techniques (planning, drafting, peer review, self-reflection, and revising) and narrative dimension assessments (voice, characterisation, mood, language, dialogue, story, setting, image, and plot) were applied. A significantly higher rate of EFL narrative writing skill development was observed following the intervention, with 55% of students reaching a very good level and 42.5% getting an excellent level. This highlights the effectiveness of metacognitive strategies in managing time constraints and leveraging L1 folklore to enrich narrative writing. The findings suggest potential long-term benefits and emphasise the need for tailored strategies consistent with cultural contexts. Recommendations include targeted exercises, personalised approaches, peer collaboration, and sustained exposure to L1 folklore to optimise EFL narrative skills. In conclusion, integrating metacognitive strategies and cultural elements enhances EFL education, offering a tailored approach to narrative writing for academic success, particularly considering the needs of Indonesian students in blended learning environments.

Keywords: asynchronous platform; creative writing; fictional narrative genre; local folklore; narrative heritage

INTRODUCTION

Proficiency in developing English as a Foreign Language (EFL) fictional narratives stands as a formidable challenge for Indonesian tertiary students, demanding a delicate integration of creative imagination and expressive capabilities. This challenge becomes increasingly intricate for non-native English speakers as they navigate the complexities inherent in creative writing mechanics. Leveraging local resources, notably narrative heritage, has emerged as a promising adjunct in the realm of English language learning (Kim & Kim, 2016). However, the constraints of time often impede the effective completion of assignments, leading to a tendency to prioritise macro-level skills over the subtler nuances of micro-level writing elements (Carey et al., 2022). Numerous studies have comprehensively explored varied facets of EFL writing challenges, contributing significantly to the scholarly understanding of this domain (Kadmiry, 2021; Toba et al., 2019). The existing literature on the utilisation of folklore within blended learning contexts for narrative writing has predominantly focused on broader perspectives, 'sanitising' tailored strategies specifically designed for Indonesian EFL students engaging with local folklore (Ruslan et al., 2022). Addressing this discernible gap in research, this study introduces a novel approach combining metacognitive strategies and L1 folklore within blended learning environments to

enhance EFL fictional narrative writing skills among university students.

Research on English as a Foreign Language (EFL) narrative writing aligns with Indonesian educational philosophy, emphasising the integration of indigenous knowledge into English language instruction (Wijaya, 2022). The goal of this study is to address the difficulties associated with EFL narrative writing, especially challenges associated with last-minute project completion, through the use of structured metacognitive strategies. This approach resonates with Indonesian educational philosophy, emphasising indigenous knowledge in English language pedagogy. Therefore, the study focuses on examining the impact of metacognitive strategies on students' EFL fictional narrative writing skills using L1 Folklore in blended learning environments. It specifically evaluates proficiency across nine essential narrative writing elements.

This paper aims to provide empirical insights into the effectiveness of integrating metacognitive strategies and L1 folklore within blended learning contexts, accommodating narrative writing needs and cultural contexts of Indonesian EFL learners. Ultimately, this research attempts to make a significant contribution to the broader academic discourse by presenting a carefully tailored approach designed to enhance the learning experience in EFL narrative writing for Indonesian students. The research questions guiding this investigation are as follows:

1. To what extent do metacognitive strategies affect students' writing of EFL fictional narratives using L1 folklore in a blended learning classroom?
2. To what extent do performing metacognitive strategies affect students' skills across nine elements of EFL fictional narrative writing using L1 folklore in the blended learning classroom?

REVIEW OF THE RELATED LITERATURE

FICTIONAL NARRATIVE WRITING USING L1 FOLKLORE AS READING INPUTS IN BLENDED LEARNING

The integration of L1 folklore into EFL narrative writing, particularly within blended learning environments, has ignited significant interest in education. Folklore serves as a common literary framework, offering insights into human challenges and solutions while enhancing students' writing skills and engagement. Kirby et al. (2021) suggest that narrative writing not only fosters empathy, perspective-taking, and positive attitudes but also supports students' emotional and cognitive development. While folklore falls under the narrative theme in English classrooms (Fterniati, 2016), a key focus concerning literacy pedagogy points to its educational value, bolstering the notion that narratives effectively engage audiences (Bullock et al., 2021). Integrating L1 folklore into EFL narrative writing combines cultural heritage with language learning, fosters creativity, and generates appreciation for students' native traditions within educational settings. For example, Balinese digital storytelling, which is rooted in local wisdom, has been integrated into blended learning and preserved cultural heritage (Werdistira & Purnama, 2020). Similarly, the development of digital storybooks such as *Lalu Dia Lala Jinis* for elementary students illustrates folklore's popularity and educational relevance Ida Bagus Kade Gunayasa et al., 2023). Furthermore, L1 folklore's utilisation goes beyond academia, as seen in *Batak Toba* folklore adaptation into junior high schools' English class teaching materials, exploring Gothic traditions in contemporary narratives (Sinamo et al., 2021).

Blended learning is an educational approach combining traditional face-to-face instruction with online resources and tools. It stands as a catalyst for supporting writing skills across multifaceted domains such as language and literature. The integration of diverse modalities through this method yields substantial benefits, evoking a transformative impact on students' confidence, enthusiasm, and proficiency in narrative writing. Recent studies highlight the benefits of blended learning technologies and multimedia sources in enhancing students' writing abilities and corroborate the profound positive effects of blended learning on enhancing writing competencies (Majid & Stapa, 2017; Zamri & Narasuman, 2023). One of the primary advantages of blended learning lies in its capacity to incorporate a robust sense of students concerning their writing abilities (Litterio, 2018). By combining in-class interactions and online engagement, learners develop a deeper understanding of various writing techniques, enabling them to navigate language and literature more confidently. Phaiboonnugulkij (2023) argues that consistent blended lessons result in significant improvement of English language skills, particularly speaking skills, across learners with varying proficiency levels. Students could utilise language learning strategies in a more meaningful, systematic, sophisticated, and holistic manner. This enhanced self-assurance is vital in nurturing a conducive environment for exploring and experimenting with narrative writing, encouraging students to express their ideas and narratives more boldly and eloquently.

Moreover, blended learning methodologies arouse students' interest in narrative writing, fostering creativity and imagination (Glăveanu et al., 2019). The dynamic nature of blended learning captivates students' attention, prompting active participation across narrative tasks. This engagement propels students to explore storytelling and literature with newfound zeal. Blended learning fosters an interactive and collaborative atmosphere, offering diverse avenues for students to refine their writing skills through discussions, peer collaborations, and digital resources. Furthermore, the multifaceted nature of blended learning empowers students to engage with course content through varied mediums, accommodating diverse learning styles and preferences (Rahman et al., 2020). Interactive modules, multimedia resources, and online forums provide students with adaptable tools to refine their writing skills. This adaptability allows learners to approach narrative writing from different perspectives; personalising learning needs while enriching their comprehension and proficiency in language and literary elements. Thus, the amalgamation of traditional instruction with digital resources in blended learning transcends conventional teaching paradigms, offering a transformative platform for enhancing narrative writing skills and fostering interactive learning dimensions.

The incorporation of folklore from students' native language into fictional narrative writing across blended learning settings has gained attention for its potential to enhance student's writing abilities and engagement. Folktales, often used as literary models, offer valuable insights into human dilemmas and their resolution. Narrative writing can enhance empathy, perspective-taking, and attitude, contributing to emotional and cognitive growth. However, Han and Hiver (2018) suggested that in addition to improving individuals' motivation, self-regulation, and self-efficacy during genre-based writing instruction, anxiety levels may also increase, reflecting psychological complexities in instructional environments.

Blended learning has been shown to effectively enhance students' writing skills and address psychological barriers. Encouraging responses concerning blended learning in genre-based writing teaching supports its efficacy. Incorporating students' native language folklore into imaginative narrative writing in a blended learning environment may improve writing skills, emotional growth, and engagement (Yang, 2022). However, challenges such as technological limitations, internet accessibility, institutional alignment, and student and staff perceptions need addressing (Ataizi &

Aksak Kömür, 2021). Despite these challenges, blended learning, narrative writing, and effective instructional techniques have the potential to create immersive and engaging learning experiences that enhance students' writing abilities and deepen their understanding of language and literature. However, further research is needed to explore the specific effects of L1 folklore in fictional narrative writing in a blended learning environment.

THE IMPLEMENTATION OF METACOGNITIVE STRATEGY IN EFL NARRATIVE WRITING CLASSROOM

The positive response towards blended learning within genre-based writing pedagogy highlights its potential to facilitate the integration of metacognitive strategy instruction in EFL narrative writing (Nourazar et al., 2022). Blended learning approaches, which combine traditional classroom instruction with online resources, have shown promising outcomes in enhancing student engagement and refining writing abilities. Metacognitive strategies such as planning, monitoring, and evaluating cognitive processes are particularly valued in EFL narrative writing contexts (X. Zhang, 2021). However, despite these encouraging results, there is a need for further empirical exploration to thoroughly examine and outline effective instructional methodologies that seamlessly integrate metacognitive strategies across blended learning environments. This exploration is essential for maximising the impact of these strategies on enhancing EFL narrative writing competencies and fostering student engagement. Therefore, there is a crucial need to optimise the integration of metacognitive strategies into EFL narrative writing classrooms within the blended learning framework.

METHOD

RESEARCH DESIGN

The research employed a quasi-experimental design to evaluate the impact of metacognitive strategies on students' fictional narrative writing skills. This design, chosen when the random assignment of participants to experimental and control groups was impractical, involved pre-test and post-test evaluations to measure students' progress, with students writing a 1,000-word English as a Foreign Language (EFL) fictional narrative inspired by Local Language (L1) folklore in both tests. The pre-test established a baseline of students' initial skills, while the post-test assessed the effects of the intervention, all conducted within a controlled 120-minute period to ensure consistency and standardisation in the assessment process. Nine elements of narrative writing were assessed using an analytical rubric created by Vaezi and Rezaei (2019), which outlined four performance level criteria: Excellent (4 points), Above Average (3 points), Developing (2 points), and Needs Improvement (1 point), providing detailed feedback on various aspects of writing. Subsequently, the evaluation results of these nine writing elements were compared before and after students applied metacognitive strategies, utilising the Wilcoxon signed-rank test to determine the difference in students' abilities before and after the implementation of cognitive strategies. This test was chosen because the difference was based on experimental results, namely students' language proficiency, and it does not require the data to be normally distributed.

PARTICIPANTS

A total of forty individuals, accounting for 5% of the overall population, were enrolled in this study after providing written informed consent. These participants were third-semester students who were attending a 14-session Creative Writing course offered at a private Indonesian university. The primary objective of the course was to enhance the proficiency of English as a Foreign Language (EFL) fictional narrative writing. The instruction was delivered by a teaching team comprising two senior lecturers and one junior lecturer who were affiliated with the English Literature Study Programme. The senior lecturer was responsible for creating the instructional materials and designing the course, as well as formulating the assessment tools. Out of the team members, two served as raters who utilised a rubric provided by a student to evaluate the participants. This investigation employed retrospective interviews to explore the application of metacognitive strategies in crafting EFL fictional narratives using native folklore as a reading resource within a blended learning framework. These interviews followed an unstructured format, enabling participants to articulate their thoughts and experiences while engaging in assigned tasks. Their purpose was to elicit reflective insights regarding both metacognitive and metalinguistic knowledge acquisition.

INSTRUMENTS AND PROCEDURES

This study was conducted from September 2018 to February 2019 and involved intervention on both in-class and online platforms. The Creative Writing course was scheduled once a week for two credits, but the class activities were conducted over seven consecutive days. The first meeting focused on the lesson plan, including the learning objectives and materials. The next activity was an explanation of the metacognitive strategies. Each week, the students were given a task to write a fictional narrative in EFL one week later. The project consisted of several stages, including outlining, drafting, peer reviewing, self-reflection, and revising. Students submitted their work through a virtual classroom on designated dates.
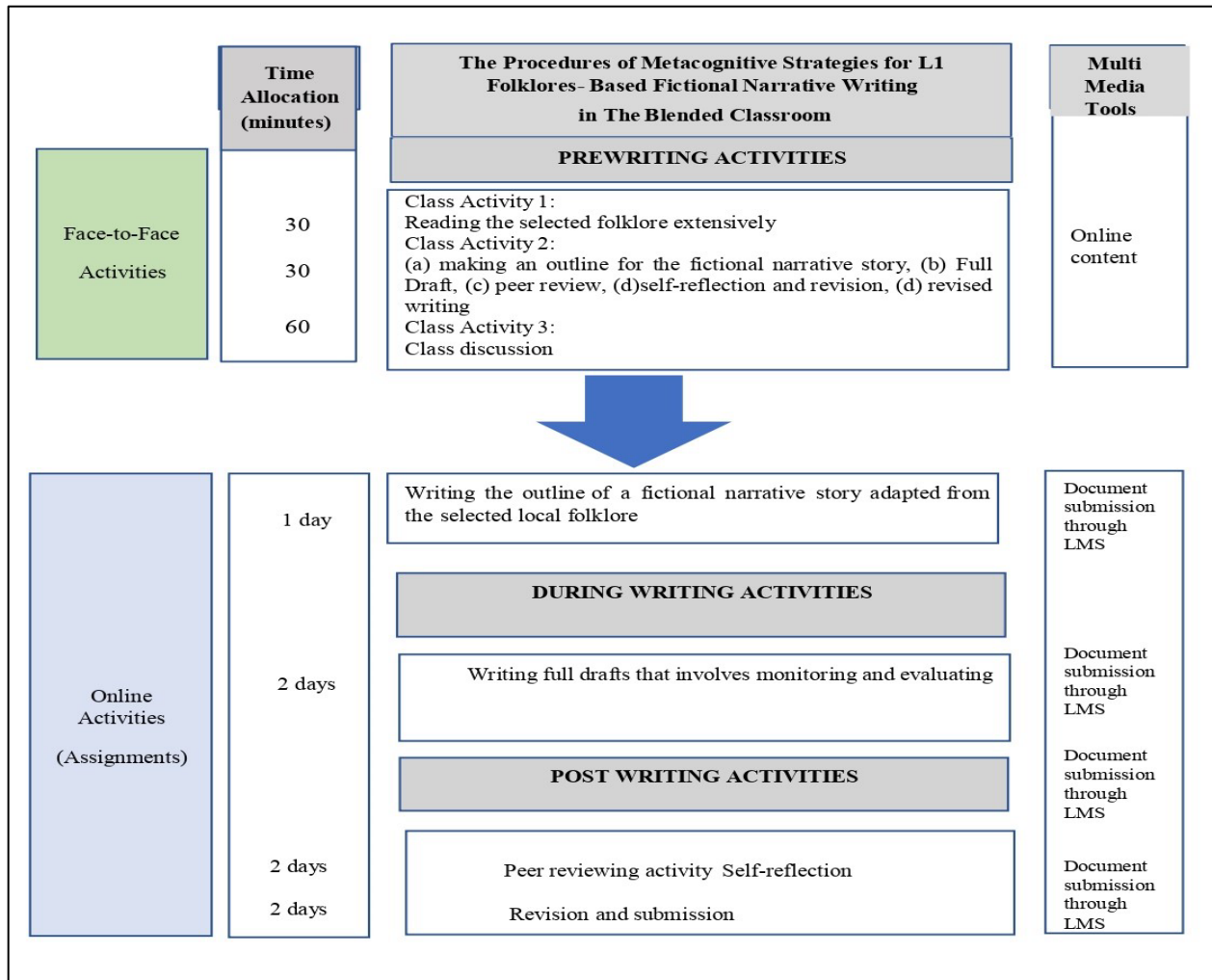
FIGURE 1. The Procedures of Implementing Metacognitive Strategies for L1 Folklore-Based Fictional Narrative Writing in a Blended Learning Environment

PRE-WRITING ACTIVITIES

PLANNING STAGE

The planning stage was conducted through a face-to-face class discussion. The lecturer provided explicit instructions to meet the deadlines of each project with metacognitive instructions. This assessment was emphasised in this process. A complete fictional narrative writing project consisted of four deadlines: outlines of the story, a full draft story, peer review, and a revised story. Each deadline was monitored using a Learning Management System (LMS). A retrospective interview was conducted to gather information about students' experiences of implementing metacognitive strategies in an EFL fictional narrative writing project using L1 folklore.

The pre-writing process involved two main activities: in-class reading of L1 folklore. Students selected ten L1 folklore from online websites using their mobile phones and then chose one that interested them the most. Afterwards, they read the L1 folklore to comprehend its narrative elements, followed by a class discussion.

Students analysed the story's language elements, such as narrative voice, mood, dialogue, setting, characters, characterisation, and plot. They then wrote fictional narrative outlines based on L1 folklore and submitted them to the system by the deadline specified in the writing logs. Each student used the same L1 folklore to ensure various writing development outcomes.

DURING AND POST-WRITING ACTIVITIES

During and post-writing activities were conducted using LMS provided by the university. Both the lecturer and students had access to the LMS. The activities included (1) periodic announcements posted by the lecturer, using the *announcement facility* as a reminder of the deadline for each task. The system was locked automatically if the students were delayed. (2) All writing tasks were submitted through *Student Site access*, which was connected directly to the *lecturer's site* so that the lecturers could notice every incoming task submission from students.

RESULTS

The effects of metacognitive strategies on EFL fictional narrative writing skills in a blended learning class that utilises L1 folklore as reading inputs were thoroughly analysed. A discrimination test was conducted to determine whether there were any differences in the writing skills before and after the intervention.

TABLE 1. Tests of normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	Df	Sig.
Test Results	Pre-test	.193	40	.001	.946	40	.056
	Postest	.146	40	.032	.943	40	.043
a. Lilliefors Significance Correction							

The results of Table 1 show the tests of normality for the pre-test and post-test data regarding the writing of an EFL fictional narrative. The Kolmogorov-Smirnov and Shapiro-Wilk tests were utilised to assess whether the data followed a normal distribution. For the pre-test data, both the Kolmogorov-Smirnov and Shapiro-Wilk tests yielded significance values greater than 0.05 ($p > 0.05$), indicating that the data followed a normal distribution. However, for the post-test data, the significance values were less than 0.05 ($p < 0.05$) for both tests, indicating a lack of normal distribution in the post-test scores. Consequently, since the post-test data did not adhere to a normal distribution, the Wilcoxon Signed Ranks test was conducted instead of parametric tests like the paired samples t-test. This non-parametric test allows for the assessment of potential differences in EFL fictional narrative writing skills when utilising L1 Folklore as reading input in a blended learning environment without relying on the assumption of normality.

TABLE 2. The rank test

		N	Mean Rank	Sum of Ranks
post-test – pre-test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	40[b]	20.50	820.00
	Ties	0[c]		
	Total	40		

Table 2 presents the results of the rank test, showcasing the enhancement in EFL fictional narrative writing skills within a blended learning setting that integrated L1 folklore as reading material. This assessment compares the ranks of pre-test and post-test scores, elucidating the progression in writing proficiency throughout the intervention. Notably, the absence of negative ranks implies universal improvement among participants following the intervention. Conversely, positive ranks signify advancement in post-test scores compared to pre-test scores. With a mean rank of 20.50 and a sum of ranks reaching 820.00 for positive ranks, participants achieved notably higher positions in the post-test, reflecting substantial skill development. The lack of ties underscores the individualised ranking based on pre-test and post-test performance. Overall, these findings underscore the efficacy of employing metacognitive strategies in bolstering EFL writing skills within a blended learning environment enriched with L1 folklore inputs. These strategies foster active learner engagement, steering their progression towards enhanced writing proficiency throughout the course.

TABLE 3. Test statistics

	Total posttest – total pretest
Z	-5.643[b]
Asymp. Sig. (2-tailed)	.000

Table 3 presents the results of the Wilcoxon signed-rank test, revealing a significant difference between pre-test and post-test scores and highlighting the efficacy of metacognitive strategies in enhancing the narrative writing skills of EFL students within a blended learning environment enriched with L1 folklore reading materials. The writing assessment evaluated nine fundamental aspects of narrative writing, with each aspect scored on a scale from 1 to 4, allowing for a detailed assessment of students' proficiency across various dimensions. Summing up the scores across all aspects yielded a total score for each participant, ranging from 9 to 36, enabling a comprehensive examination of their narrative writing abilities and providing valuable insights into the impact of metacognitive strategy intervention on their overall proficiency.

TABLE 4. Students 'score frequency based on writing skills level

Category	Pre-test	Post-test
Need Improvement	0	0
Developing	7	0
Above Average	33	23
Excellent	0	17
Total	40	40

Table 4 displays the frequency of students' scores based on their writing skills level, comparing the pre-test and post-test results. The quartile method was utilised to assess EFL fictional narrative writing skills. In the pre-test, no students were categorised as needing improvement, with seven students classified as developing, 33 as above average, and none as excellent. After implementing metacognitive strategies, there were no students categorised as needing improvement, with none in the developing category, 23 students classified as above average, and 17 students achieving excellence. This indicates a notable shift in performance levels,

with 82.5% of students performing above average in the pre-test, reducing to 57.5% post-intervention, while the percentage of students achieving excellence increased from 0% to 42.5%.

TABLE 5. Test statistics of the pre and post-test

	Z	Asymp. Sig. (2tailed)
Narrative voice	-3.626b	.000
Characterisation	-4.181b	.000
Mood and Atmosphere	-5.108b	.000
Language and Writing Mechanics	-5.765b	.000
Dialogue	-5.200b	.000
Story	-4.134b	.000
Setting	-3.873b	.000
Image	-3.742b	.000
Plot	-3.873b	.000

Table 5 presents the test statistics of pre and post-tests for various elements of narrative writing skills, including the Z-score and corresponding asymptotic significance (2-tailed) for each element. Notable improvements were observed across multiple domains: the Z-score of -3.626 for Narrative Voice indicates a significant enhancement in students' ability to express their unique narrative perspective, while characterisation, with a Z-score of -4.181, demonstrates a notable development in character portrayal. Furthermore, the Z-scores of -5.108 for Mood and Atmosphere, -5.765 for Language and Writing Mechanics, and -5.200 for dialogue underline significant advancements in evoking emotions, mastering language usage, and crafting engaging dialogue, respectively. Similarly, the Story, Setting, Image, and Plot exhibit significant improvements, highlighting progress in storytelling, setting creation, image, and plot development. The overall significance value being < 0.05 across all elements indicates a consistent and statistically significant enhancement in students' narrative writing skills following the implementation of metacognitive strategies in a blended learning classroom, utilising L1 folklore as reading input. Though not all students displayed improvement in every skill, the majority demonstrated progress, showcasing the efficacy of the instructional approach.

TABLE 6. Test statistics of the pre and post-test mean rank

Narrative voice	Negative Ranks	1[a]	8.00
	Positive Ranks	17[b]	9.59
	Ties	22[c]	
Characterisation	Negative Ranks	1[d]	10.00
	Positive Ranks	22[e]	12.09
	Ties	17[f]	
Mood and Atmosphere	Negative Ranks	0[g]	.00
	Positive Ranks	30[h]	15.50
	Ties	10[i]	
Language and Writing Mechanics	Negative Ranks	0[j]	.00
	Positive Ranks	40[k]	20.50
	Ties	0[l]	
Dialogue	Negative Ranks	0[m]	.00
	Positive Ranks	31[n]	16.00
	Ties	9[o]	
Story	Negative Ranks	0[p]	.00
	Positive Ranks	20[q]	10.50
	Ties	20[r]	

Setting	Negative Ranks	0[s]	.00
	Positive Ranks	15[t]	8.00
	Ties	25[u]	
Image Pre-Posttest	Negative Ranks	0[v]	.00
	Positive Ranks	14[w]	7.50
	Ties	26[x]	
Plot	Negative Ranks	0[y]	.00
	Positive Ranks	15[z]	8.00
	Ties	25[aa]	

Table 6 provides a comprehensive analysis of the pre and post-test mean ranks across different aspects of narrative writing skills. Notably, the implementation of metacognitive strategies during planning, drafting, peer reviewing, self-reflection, and revision yielded significant enhancements in students' EFL fictional narrative writing across various components. Particularly, substantial progress was observed in language and writing mechanics, with positive ranks indicating a mean rank of 20.50, followed by notable advancements in mood, dialogue, and story development. However, these results also highlight areas where improvements were less pronounced. Specifically, while 40% of students demonstrated enhancements in narrative voice and image development, the remaining 60% exhibited no discernible improvement. Similarly, regarding setting and plot development, only 37.5% of students showed improvement, contrasting with the 62.5% who displayed no discernible enhancement compared to their initial performance. These findings underscore the nuanced impact of metacognitive strategies on different facets of narrative writing skills among students, suggesting areas for further focus and intervention to facilitate more balanced progress across all elements.

DISCUSSION

Question 1: To what extent do metacognitive strategies affect students' writing of an EFL fictional narrative using L1 folklore as reading input in a blended learning classroom?

The study's findings underscore the integral role of metacognitive strategies in structuring the submission process of EFL fictional narratives within the LMS framework. This structured approach encompassed outline submissions, the completion of full-draft essays, peer-review tasks, and subsequent essay revisions. Past research by Anthonysamy (2021)corroborates the efficacy of metacognitive practices in ameliorating students' writing performance in online settings, even with limited teacher intervention, particularly in individual writing projects. These strategies not only enhance writing abilities but also fortify students' self-regulation, an indispensable attribute for effective learning. Importantly, the study highlighted the substantial impact of students' acceptance and utilisation of the learning management system, fostering a sense of community and active engagement within the blended learning context.

The ability for self-regulation significantly aids students in proficiently managing deadlines for crafting EFL fictional narratives using L1 folklore within LMS. This aligns with Yeh's (2015) exploration of metacognitive processes, elucidating their pivotal role in engaging students in writing tasks in online classrooms. Retrospective interviews conducted as part of the study shed light on how metacognitive strategies integrated into blended learning fostered a positive attitude among students toward fictional narrative writing using L1 folklore as input. These strategies were delineated into pre-writing, during-writing, and post-writing activities aimed

at cultivating self-awareness, particularly during peer reviewing, self-reflection, and the revision process.

The investigation revealed that furnishing explicit instructions during the planning stage is paramount for students' comprehension of tasks. Equally essential is the imparting of explicit strategies for planning, outlining, managing peer reviews, and revising. This resonates with Guo et al.'s (2021) findings, which underscore the indispensable nature of metacognitive instruction in nurturing reflection, monitoring, and evaluation. Such guidance is instrumental in equipping students with the requisite skills crucial for achieving writing success. Moreover, within the blended learning environment, metacognitive strategies not only bolstered students' writing skills but also facilitated a deeper engagement with the culturally embedded content of L1 folklore. This integration promoted a nuanced understanding of narrative elements such as characterisation, setting, and plot development, which are often enriched by indigenous storytelling traditions. The blending of metacognitive strategies with culturally resonant reading inputs fostered a holistic approach to narrative writing construction.

The integration of metacognitive strategies within a blended learning environment significantly amplifies students' proficiency in crafting EFL fictional narratives using L1 folklore as reading input. This multifaceted approach not only enhances writing skills but also cultivates self-regulation, positive attitudes toward writing tasks, and a deeper engagement with culturally embedded content. As education increasingly incorporates digital platforms, the strategic incorporation of metacognitive practices holds promise in elevating students' language proficiency and enriching their learning experiences.

PRE-WRITING ACTIVITIES WITH METACOGNITIVE STRATEGY IN BLENDED LEARNING CLASSROOM

The study found that providing explicit instructions during the planning stage is crucial for students' task comprehension. Teachers should also teach explicit strategies for planning, outlining, peer-reviewed management, and revision. This finding aligns with Guo et al.(2021) metacognitive instruction is essential for fostering reflection, monitoring, and evaluation, and can help students develop the skills necessary for writing success.

WRITING LEARNING LOG

NAME OF ACTIVITIES	DETAILS	DEADLINES
Pre-writing activity	**OUTLINES**	**07 November 2019**
During writing activities	**Full draft task**	**08 – 09 November 2019**
	Peer Review The results of the peer review show that I committed errors in the following items: Grammar: using the wrong form of the verb after the preposition 'to'.	**10 – 11 November 2019**
Post writing	**Self-reflection and revision** After considering the errors, I should do the following revision plan as follows: I have to make sure that all errors in using the wrong verb after the preposition 'to' have been revised	**12 – 13 November 2019**

FIGURE 2. The Sample of Writing Learning Log

DURING AND POST-WRITING ACTIVITIES WITH METACOGNITIVE STRATEGY
IN A BLENDED LEARNING CLASSROOM

During and after writing activities in a blended learning environment, students emphasised the importance of the writing learning log in meeting project deadlines. They highlighted the critical role of accurate task interpretation for project success and stressed the simultaneous integration of planning and task interpretation to enhance second-language writing skills and production quality. Guiding students in the planning phase involved critical thinking about adapting L1 folklore to their EFL fictional narrative essays, as highlighted by Moreno-Cely et al. (2021). Lecturers provided explicit instructions and facilitated open discussions to help students construct narrative stories based on their native folklore. This responsive learning environment supported the application of English learning techniques using local resources, enriching content knowledge for narrative writing and enhancing the development of students' ideas and fictional narratives.

Integrating metacognitive strategies such as peer review, self-reflection, and revision enhances the quality of EFL narrative writing using L1 folklore, a sentiment echoed by students. Peer feedback plays a crucial role in identifying issues, which aligns with Ganapathy et al.'s (2020) finding on mitigating language errors. However, concerns persist regarding defensiveness, subjectivity, and inaccuracies in peer feedback, necessitating pedagogical strategies (Chong, 2021). This observation resonates with research indicating that reviewing peers' work enhances metacognitive awareness (van Hoorn et al., 2022). Nevertheless, contradictory findings exist regarding the effects of peer feedback (Baharudin & Razali, 2021).

Question 2: To what extent do performing metacognitive strategies affect students' skills in the nine elements of writing EFL fictional narratives using L1 folklore as reading input in the blended learning classroom?

Understanding the impact of metacognitive strategies on students' skills in crafting EFL fictional narratives with L1 folklore as reading input within a blended learning context unveils a nuanced and comprehensive analysis. This examination encompasses the nine distinct elements crucial to effective narrative writing, unravelling the varied influence of metacognitive interventions on each facet. The exploration of metacognitive strategies unveiled a remarkable enhancement in EFL narrative writing skills, showcasing significant progress across various narrative elements. Notably, among the nine evaluated facets, language and writing mechanics emerged as the most notably improved area, highlighting the potency of integrating L1 folklore reading with metacognitive strategies. Out of 40 students, a staggering 33 achieved excellent scores in this domain, signifying a substantial refinement in language proficiency. This improvement aligns seamlessly with the research findings of Tengku Mahadi et al.(2018), underscoring the positive impact of consistent reading practices on bolstering vocabulary and grammar. The incorporation of L1 folklore as reading input within metacognitive strategies has contributed to this improvement, offering students a rich source to engage with, thereby refining their linguistic capabilities. Moreover, the active involvement of lecturers in guiding peer reviews played a pivotal role in this progress by fostering collaborative feedback and providing essential language support. This facilitation of collaborative feedback echoes the findings of prior studies concerning the affirmative influence of peer feedback on language development (Vuogan & Li, 2023). This collaborative engagement not only aids in refining writing mechanics but also nurtures a supportive learning environment, encouraging students to actively participate in constructive critiques and improvements.

The synergy between metacognitive strategies and L1 folklore reading, together with the support and guidance offered by instructors during peer reviews, created a conducive atmosphere for language enhancement. It allowed students to go beyond language intricacies, refine their grammatical structures, and polish their writing mechanics. This holistic approach to language development within a blended learning context demonstrates the potency of combining diverse learning methodologies to foster comprehensive language skills. The substantial improvement observed in language and writing mechanics reaffirms the efficacy of employing metacognitive strategies complemented by L1 folklore reading. This amalgamation not only cultivates language proficiency but also encourages collaborative learning and constructive feedback, laying a strong foundation for refining narrative writing skills. Therefore, this integrated approach refines language capabilities and nurtures a supportive learning environment conducive to holistic skill development.

Mood and atmosphere development exhibited notable progress post-metacognitive intervention, attributable to increased vocabulary proficiency and familiarity with narrative patterns obtained through repetitive L1 folklore reading during in-class planning. This heightened familiarity with narrative patterns aligns with research emphasising the influence of L1 narrative patterns on language processing, engagement, and subsequent motivation in narrative construction. Repetitive tasks such as repetitive reading and narrative writing have been shown to elevate narrative complexity and fluency (Quinlan et al., 2022). While initially struggling with effective dialogue construction, students demonstrated significant improvements in post-metacognitive interventions. Continuous exposure to diverse L1 folklore aided in familiarising students with dialogue intricacies, ultimately enriching character depth, scene tension, and narrative progression. This aligns with previous studies emphasising the centrality of dialogue familiarity in language fluency and accuracy, addressing limitations within LMS that might restrict instructional roles (Johnson et al., 2023).

The narrative elements of story development and characterisation also exhibited notable advancements following the implementation of the metacognitive strategy. Students showcased improved storytelling abilities, effectively presenting fictional elements such as confrontations, relationships, conflicts, and time techniques. These findings resonate with a prior study by Simão et al., 2022) concerning the impact of metacognitive strategies on narrative skills, emphasising character development, setting, dialogue, conflict, and time techniques. A closer look at narrative voice development revealed substantial progress among students, showcasing varied language use and consistent perspectives that align with the narrative genre. Incorporating intensive reading of L1 folklore and metacognitive strategies enabled students to align their narrative voices with the story, emphasising the guidance provided by metacognitive strategies in online narrative writing processes (Negretti & McGrath, 2018).

Following post-intervention, students exhibited improved image development skills, vividly crafting detailed and sensory-rich visualisations that engaged multiple senses. Metacognitive strategies facilitated the application of genre-specific knowledge, emphasising the role of such strategies in blended learning to stabilise genre knowledge application (Ceylan & Elitok Kesici, 2017). Students' narrative writing skills in crafting narrative settings, therefore, exhibit their deep understandings while repetitive writing practices, particularly in refining settings, hone their descriptive abilities. This finding is commensurate with Liveley et al. (2021), who emphasise how such exercises enhance students' grasp of the role of narrative settings. This heightened understanding significantly improves their writing skills, underlining the importance of continuous practice in refining setting construction.

Plot development also exhibited significant improvement, characterised by logically organised actions attributed to metacognitive strategies such as planning, monitoring, and self-regulation. These findings, firstly, are in line with a prior study (Nilforoushan et al., 2023), which emphasises the facilitation of high-quality narrative texts through metacognitive strategies involving planning, monitoring, and regulation. Secondly, the strategic integration of L1 folklore and metacognitive strategies advanced narrative writing skills, fostered motivation, refined linguistic structures, and enriched character development. The repetitive exposure to L1 folklore significantly contributed to enhancing character development, particularly among students with lower English proficiency levels, a finding that bears a resemblance with Brevik (2019) and Wu (2020).

These multifaceted improvements across various narrative elements underscore the substantial impact of metacognitive strategies when L1 folklore reading inputs in a blended learning setting are incorporated. The integration of these strategies not only hones writing skills but also cultivates a deeper engagement with culturally embedded content and narrative construction, enriching students' language learning experiences. As indicated by Tsai et al. (2022), repetitive instruction aids in pattern retention, further solidifying the efficacy of consistent metacognitive strategies in enhancing narrative writing proficiency. Furthermore, the findings emphasise metacognitive strategy potency to refine linguistic structures, vocabulary, and overall writing performance. The strategic incorporation of L1, language composition, and metacognitive strategies offers a comprehensive approach to fostering enhanced narrative writing skills. Classroom discussions, planning, and peer reviews facilitated positive feedback for character development, a finding that is consistent with Y. Zhang's (2022) investigation. In essence, the integration of metacognitive strategy analysis and its impact on various narrative elements within a blended learning framework through L1 folklore as reading input demonstrates their centrality in elevating students' narrative writing skills. This comprehensive exploration underscores the efficacy of metacognitive strategies in refining linguistic structures, advancing narrative elements, and enriching language learning experiences within a culturally embedded context. The integration of these strategies enhances narrative writing proficiency, motivates learners, fosters engagement, and promotes a holistic approach to language learning and narrative construction.

CONCLUSION

In conclusion, the examination concerning the impact of metacognitive strategies on EFL students' fictional narrative writing using L1 folklore as reading input within blended learning environments sheds light on the efficacy of this approach. Firstly, the integration of metacognitive practices alongside L1 folklore reading inputs significantly enhanced students' narrative writing skills, particularly involving language mechanics, dialogue, story development, setting, image, and plot. Secondly, these findings underscore the centrality of explicit instruction and guidance during the planning phase, emphasising the role of metacognitive strategies in enhancing task comprehension and narrative construction.

Thirdly, the collaborative engagement facilitated by metacognitive practices contributed to refining narrative elements and fostering a supportive learning environment. As demonstrated in this paper, the marked improvement in students' narrative writing proficiency reflects the possibility of integrating metacognitive strategies and L1 folklore reading inputs to nurture both linguistic development and cultural appreciation.

This holistic approach to language learning and narrative construction aligns with the theoretical framework, emphasising the significance of metacognitive practices in elevating students' language proficiency and enriching their learning experiences within diverse cultural contexts in blended learning settings.

LIMITATION AND IMPLICATION

Due to the small sample size involving an Indonesian university, the findings' generalisability is not possible. Short-term evaluation limits understanding of its long-term effects. Addressing these limitations through larger and more diverse samples, control groups, and longitudinal studies might enhance the reliability and validity components. Future research might better explore the sustained impact of metacognitive strategies across narrative genres and cultural contexts, improving EFL narrative writing in blended learning. The implications of this study point to the intentional integration of metacognitive strategies and cultural elements through combining L1 folklore and EFL education. Academics and curriculum designers might better consider strategic implementations of these approaches to maximise students' narrative writing proficiency and cultural understanding.

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