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

ABSTRACT

This study explores the impact of integrating metacognitive strategies and L1 folklore on EFL fictional narrative writing in blended learning. A quasi-experimental design involving 40 students assessed strategies such as planning, drafting, peer review, self-reflection, and revising across nine narrative dimensions, comprising narrative voice, characterization, mood and atmosphere, language and writing, dialogue, story, setting, image, and plot. Significant post-intervention improvement was evident, with 55% achieving a very good level and 42.5% reaching an excellent level, highlighting the effectiveness of these strategies. Metacognitive processes effectively managed time constraints, enhancing narrative writing using L1 Folklore in blended learning. The findings underscore the efficacy of metacognitive strategies in enhancing EFL narrative writing within blended learning. Future research should explore long-term impacts and tailor strategies to cultural contexts to enhance EFL narrative skills. Suggestions include targeted exercises, personalized methods, and promoting peer collaboration and sustained exposure to L1 folklore to optimize narrative writing. Integrating metacognitive strategies and cultural elements in EFL education enriches learning and enhances narrative writing for academic success. This research contributes to a tailored approach to EFL narrative writing education, specifically addressing Indonesian students' needs in blended learning.

Keywords: Narrative Heritage, fictional narrative genre, local folklore, asynchronous platform, creative writing.

INTRODUCTION

Proficiency in constructing 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, as highlighted by Kim & Kim (2016). However, the constraints of time often impede the effective completion of assignments, leading to a tendency to prioritize macro-level skills over the subtler nuances of micro-level writing elements, as observed in studies by Carey et al. (2022) and Nezakatgoo (2011).

While numerous studies have comprehensively explored diverse facets of EFL writing challenges, contributing significantly to the scholarly understanding of this domain as evident in works by Toba et al. (2019), Li et al. (2018), and Kadmiry (2021), the existing literature on the utilization of folklore within blended learning contexts for narrative writing has predominantly focused on broader perspectives, neglecting tailored strategies specifically catering to Indonesian EFL students engaging with local folklore (Ruslan et al., 2022; Yaghi, 2021; Kumaran & Krish, 2021). Addressing this discernible gap in research, this study endeavors to introduce a novel approach intertwining metacognitive strategies and L1 folklore within blended learning environments, with the explicit aim of enhancing the EFL fictional narrative writing skills among university students.

At the core of this research lies the intention to address the complexities associated with English as a Foreign Language (EFL) narrative writing, particularly the challenges related to last-minute completion of projects, through the implementation of carefully structured metacognitive strategies. This approach is in line with the educational philosophy prevalent in Indonesia, which emphasizes the incorporation of indigenous knowledge into the pedagogical framework of English language instruction. The central focus of this study revolves around examining the influence of metacognitive strategies on the EFL fictional narrative writing skills of students in blended learning environments,

specifically assessing their proficiency across nine essential writing elements. This endeavor aims to provide empirical insights into the effectiveness of integrating metacognitive strategies and L1 folklore within blended learning contexts, catering to narrative writing needs and cultural context of Indonesian EFL learners. Ultimately, this research seeks 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 an EFL fictional narrative using L1 folklore as reading input in a blended learning classroom?

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?

REVIEW OF THE RELATED LITERATURE

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

Dillon and Craig (2022) posited that narratives are textual forms designed to captivate and involve readers or listeners, encompassing both imaginary stories and real-life events. As noted by Masoni (2018) folk stories, which include fairy tales, personal anecdotes, and jokes, are a prevalent type of narrative, widely disseminated throughout society. In English classrooms, folklore is often categorized under the theme of "narrative" (Fterniati, 2016), and it is a key area of focus in literacy pedagogy due to its educational value (Bullock et al., 2021). This body of literature supports the idea that narratives are effective in engaging and involving audiences.

Blended learning is an educational approach combining traditional face-to-face instruction with online resources and tools. It stands as a catalyst for augmenting writing skills across multifaceted domains like 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. Numerous studies, including those by Zamri & Narasuman (2023), AlRouji (2020), Sheerah (2020), and Chang (2023), corroborate the profound positive effects of blended learning on enhancing writing competencies.

One of the primary advantages of blended learning lies in its capacity to instill a robust sense of confidence in students regarding their writing abilities(Litterio, 2018). Through a combination of in-class interactions and online engagement, learners gain a deeper understanding of various writing techniques, enabling them to navigate the complexities of language and literature with more assuredness. 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, the incorporation of blended learning methodologies sparks a renewed interest and passion for narrative writing among students. By providing a diverse array of interactive learning tools and platforms, this approach cultivates an engaging and stimulating environment conducive to fostering creativity and imagination(Glăveanu et al., 2019). The dynamic nature of blended learning captivates students' attention, igniting their curiosity and prompting active participation in narrative writing tasks. This heightened engagement serves as a motivational force, propelling students to delve deeper into the realms of storytelling and literature with newfound zeal.

Central to the efficacy of blended learning in enhancing writing skills is its role in fostering an interactive and collaborative learning atmosphere. Through the integration of both physical classroom interactions and online engagement, students have myriad opportunities to engage with

course content diversely. Interactive discussions, peer collaborations, and digital resources offer students versatile avenues to explore narrative writing, share perspectives, and receive constructive feedback, thereby refining their writing skills through collaborative learning experiences.

Furthermore, the multifaceted nature of blended learning empowers students to engage with course content through varied mediums, accommodating diverse learning styles and preferences. Interactive modules, multimedia resources, and online forums provide students with adaptable tools to refine their writing skills (Rahman et al., 2020). This adaptability allows learners to approach narrative writing from different angles, catering to individual learning needs while enriching their comprehension and proficiency in language and literary elements.

In essence, the amalgamation of traditional instruction with digital resources in blended learning transcends conventional teaching paradigms, offering a transformative platform for enhancing narrative writing skills. It not only bolsters confidence and interest in students but also fosters an interactive learning milieu, providing diverse avenues for students to interact with course content and elevate their writing abilities across the domains of language and literature.

The integration of folklore from a student's native language into fictional narrative writing within blended learning has garnered attention because of its potential to enrich students' writing abilities and engagement. Folktales, often used as literary models, provide valuable insights into human dilemmas and their resolution. Studies have indicated that narrative writing can enhance empathy, perspective-taking, and attitude, contributing to emotional and cognitive growth. Nonetheless, Han and Hiver (2018) suggested that along with improvements in motivation, self-regulation, and self-efficacy during genre-based writing instruction, anxiety levels may also increase. These psychological elements may coexist in the instructional environment.

Previous research has demonstrated the effectiveness of blended learning in enhancing students' writing abilities and overcoming psychological barriers. This was further evidenced by the positive perceptions of blended learning in genre-based writing teaching, as shown by Challob et al. (2016). The incorporation of a student's native language folklore into imaginative narrative writing within a blended learning environment can lead to improved writing skills, emotional growth, and engagement (Yang, 2022). While the literature recognizes the advantages of blended learning for genre-based writing, challenges such as technological limitations, internet accessibility, institutional alignment, and student and staff perceptions must be addressed (ATAİZİ et.al, 2021; Pisoni, 2019).

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 the 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 to blended learning in genre-based writing pedagogy highlights its potential to facilitate the incorporation of metacognitive strategy instruction within the domain of English as a Foreign Language (EFL) narrative writing (Nourazar, 2022). The integration of metacognitive strategies in blended learning approaches has yielded favorable results, enhancing student engagement and refining writing abilities (Sun & Zhang, 2022). These strategies, which involve the planning, monitoring, and evaluation of cognitive processes, are highly regarded in EFL narrative writing contexts (Zhang, 2021). They have been shown to have a beneficial impact on various aspects including writing proficiency, engagement levels, critical thinking skills, and

academic performance (Khosravi et al., 2023; Akkakoson, 2012).

Despite their encouraging outcomes, further empirical exploration is necessary to scrutinize and delineate effective instructional methodologies that seamlessly amalgamate metacognitive strategies in blended learning contexts (Shirvani & Porkar, 2022; Cer, 2019). This pursuit is crucial for optimizing the influence of these strategies on augmenting EFL narrative writing competencies and student engagement. Blended learning environments can benefit from metacognitive strategies that improve writing skills and promote self-regulated learning in EFL narrative writing. Therefore, targeted research is necessary to develop effective instructional approaches.

METHOD

Research Design

This study employed a quasi-experimental design utilizing a 1,000-word English as a Foreign Language (EFL) fictional narrative test drawn from a Local Language (L1) folklore administered within a controlled 120-minute timeframe. An analytical rubric, recognized for its objectivity and diagnostic capability. Vaezi and Rezaei (2019) evaluate narrative elements, such as voice, characterization, setting, mood, language, mechanics, dialogues, plots, and images. Scores were categorized as excellent (4) in need of improvement (1), facilitating pre and post-intervention assessment, peer review, and comprehension of assessment criteria among students to identify their strengths and weaknesses in fictional narrative writing and English mechanics.

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 Program. 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 utilized 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 (Chamot, 2004). Their purpose was to elicit reflective insights regarding both metacognitive and metalinguistic knowledge acquisition (Bihu, 2020).

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.

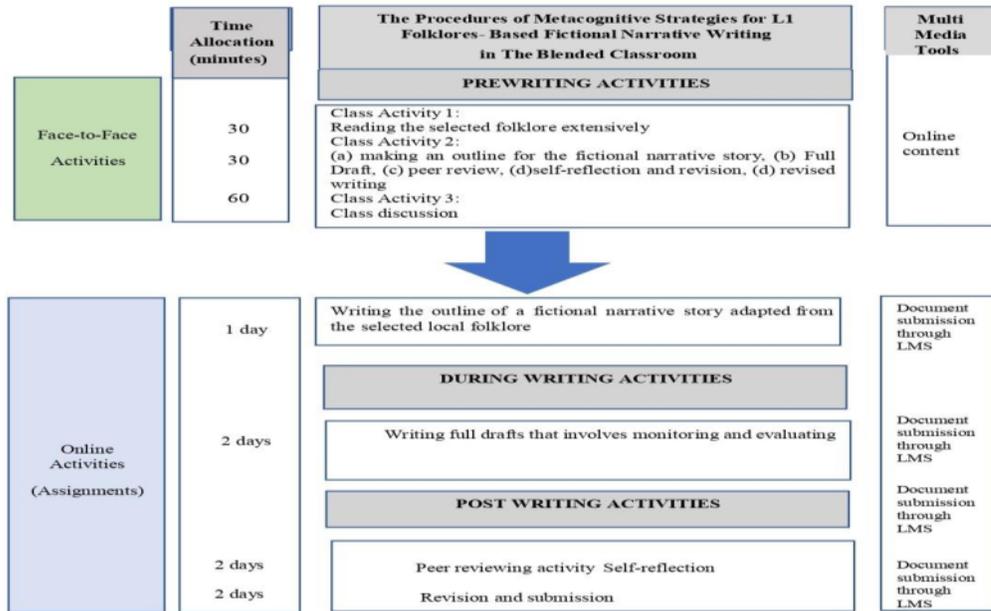|	Time Allocation (minutes)	The Procedures of Metacognitive Strategies for L1 Folklores- Based Fictional Narrative Writing in The Blended Classroom	Multi Media Tools
		PREWRITING ACTIVITIES	
Face-to-Face Activities	30 30 60	Class Activity 1: Reading the selected folklore extensively Class Activity 2: (a) making an outline for the fictional narrative story, (b) Full Draft, (c) peer review, (d)self-reflection and revision, (d) revised writing Class Activity 3: Class discussion	Online content
Online Activities (Assignments)	1 day	Writing the outline of a fictional narrative story adapted from the selected local folklore	Document submission through LMS
		DURING WRITING ACTIVITIES	
	2 days	Writing full drafts that involves monitoring and evaluating	Document submission through LMS
		POST WRITING ACTIVITIES	Document submission through LMS
	2 days 2 days	Peer reviewing activity Self-reflection Revision and submission	Document submission through LMS

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 emphasized 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 an 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. Afterward, they read the L1 folklore to comprehend its narrative elements, followed by a class discussion.

Students analyzed the story's language elements such as narrative voice, mood, dialogue, setting, characters, characterization, 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 the Learning Management System (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 utilizes L1 folklore as reading inputs were thoroughly analyzed. A discrimination test was conducted to determine whether there were any differences in the writing skills before and after the intervention. Kolmogorov Smirnov and Shapiro-Wilk tests were employed to assess whether the data followed a normal distribution.

TABLE 1. Tests of normality

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

a. Lilliefors Significance Correction

The normality test results revealed a significance value of <0.05 for the post-test data concerning the writing of an EFL fictional narrative, indicating a lack of normal distribution in the post-test scores. Consequently, the Wilcoxon Signed Ranks test was conducted to assess potential differences in EFL fictional narrative writing skills when utilizing L1 Folklore as reading input in a blended learning environment.

TABLE 2. T rank test

		N	Mean Rank	Sum of Ranks
posttest – pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	40[b]	20.50	820.00
	Ties	0[c]		
	Total	40		

The rank test in Table 2 shows the improvement in the skills of writing EFL fictional narratives in the blended learning class that used L1 folklore as the reading input. Metacognitive strategies enable learners to play an active role in the process of learning, managing, and directing their learning and eventually find the best way to practice and reinforce what they have learned.

TABLE 3. Test statistics

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

The Wilcoxon signed rank test revealed a significant difference between pre-test and post-test scores, indicating the effectiveness of metacognitive strategies in improving EFL students' narrative writing skills in blended learning with L1 folklore. The writing assessment covered nine aspects of narrative writing: voice, characterization, mood, language mechanics, dialogue, story development, setting, imagery, and plot. Each element was scored on a scale of 1 to 4, resulting in a total score ranging from 9 to 36.

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

Category	Pretest	Posttest
Need Improvement	0	0
Developing	7	0
Above Average	33	23
Excellent	0	17
Total	40	40

The quartile method was used to evaluate the EFL fictional narrative writing skills. In the pre-test, 82.5% of the students performed above average, whereas the remaining 17.5% required improvement. After implementing metacognitive strategies, 57.5% were classified as above average and 42.5% achieved excellence.

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

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

Table 5 shows that the significance value was < 0.05. This indicates that there was an effect of the use of metacognitive strategies on students' skills in writing EFL fictional narratives using L1 folklore as reading input implemented in a blended learning classroom. Most students achieved improvements in the nine elements of narrative writing skills, although not all showed improvement in every skill.

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]	
Characterization	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

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	34	26ˣ	
Plot	Negative Ranks	0ʸ	.00
	Positive Ranks	15ᶻ	8.00
	Ties	25ᵃᵃ	

The statistical analysis in Table 6 demonstrates that employing metacognitive strategies during planning, drafting, peer reviewing, self-reflection, and revision significantly enhanced students' EFL fictional narrative writing across the various components. Considerable progress has been made in language and writing mechanics, followed by advancements in mood, dialogue, and story development. However, these findings do not indicate significant improvements in other elements. Specifically, only 40% of the students displayed improvements in narrative voice and image development, whereas the remaining 60% showed no discernible improvement. Similarly, concerning setting and plot development, 37.5% of the students showed improvement, while 62.5% demonstrated improvement compared to their initial performance.

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?

Metacognitive strategies are fundamental in shaping and refining the competency of students engaged in crafting EFL fictional narratives in a blended learning setting incorporating L1 folklore as reading input. This pivotal role addresses a distinct deficiency observed in Learning Management Systems (LMS), which often prioritize technical support over substantive instructional guidance (Laflen & Smith, 2017).

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) and Negretti and McGrath (2018) 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 utilization 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 the Learning Management System (LMS). This aligns with Yeh's (2015) exploration of metacognitive processes, elucidating their pivotal role in engaging students in writing tasks in online classrooms. Furthermore, these findings resonate with prior research emphasizing the significant correlation between metacognitive strategies and student performance in online learning environments (Binali et al., 2021; Zhao & Ye, 2020).

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 (Li & Zhang, 2021).

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 characterization, 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.'s (2021) the finding that 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

Students credited the writing learning log for aiding them in meeting project deadlines, echoing Lee and Mak's (2018) emphasis on early planning to improve writing quality. The accuracy of task interpretation is vital for project success, which differs from the views of Han et al. (2021). They stressed the simultaneous integration of planning and task interpretation to enhance second-language writing skills and production quality.

In the planning phase, guiding students to develop the storyline involved critical thinking regarding the adaptation of L1 folklore to their EFL fictional narrative essays. Cely et al. (2021) highlighted the substantial influence of task planning, design, and conditioning on students' proficiency in L2 writing. Lecturers' explicit instructions and open discussions helped students to

comprehend how to construct narrative stories based on their native folklore. Tsai et al. (2022) emphasized that fostering a responsive learning environment supported the application of English learning techniques utilizing local resources, enriching content knowledge for narrative writing and bolstering the development of students' ideas and fictional narratives.

During and Post-writing Activities with Metacognitive Strategy in a Blended Learning Classroom

Integrating metacognitive strategies via peer review, self-reflection, and revision enhances EFL narrative writing quality using L1 folklore, which is highly endorsed by the students. Peer feedback aids issue identification, aligning with Ganapathy et al. 's (2020) Macayan et al. 's (2018) findings on mitigating anxiety-induced language errors. Pourdana and Asghari (2021) advocated bidirectional communication in peer reviews, emphasizing face-to-face and online interactions. Bernard and Kermarrec (2022) highlight how peer assessment in higher education enhances metacognitive engagement, fostering self-regulation and collaborative learning.

Despite these benefits, concerns about defensiveness, subjectivity, and inaccuracies in peer feedback persist, necessitating pedagogical strategies to maximize efficacy (Chong, 2021). Evaluating peer work enhances students' comprehension of narrative organization using L1 folklore, and refines their ability to scrutinize and elucidate ideas to improve writing quality. This resonates with prior research indicating that reviewing peers' work heightens metacognitive awareness, enabling sharper identification of writing errors and guiding students to avoid similar mistakes while revising based on constructive feedback from peers (Van Hoo et al., 2022).

However, contradictory findings have been reported in the literature. Huisman et al. (2019) highlight the scarcity of well-controlled studies on the effects of peer feedback on writing, while Baharudin and Razali (2021) noting that lower-skilled students might face challenges in evaluating peers' work due to cognitive limitations. Tian et al. (2022) stressed that lower-skilled students may overestimate their evaluation capabilities, leading to speculative assessments of peers' writing.

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, unraveling 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 enhancement aligns seamlessly with the research findings of 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, such as those by Vuogan & Li (2023) and Gharehbagh et al. (2019), which highlight the affirmative influence of peer feedback on language development. 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, coupled with the support and guidance offered by educators during peer reviews, created a conducive atmosphere for language enhancement. It allowed students to delve deeper into 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. Ultimately, this integrated approach not only refines language capabilities but also 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 emphasizing the influence of L1 narrative patterns on language processing, engagement, and subsequent motivation in narrative construction (Babayiğit et al., 2021; Kraal et al., 2018). 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 this area post-metacognitive intervention. Continuous exposure to diverse L1 folklore aided in familiarizing students with dialogue intricacies, ultimately enriching character depth, scene tension, and narrative progression. This aligns with previous studies emphasizing the importance of dialogue familiarity in language fluency and accuracy, addressing limitations within the Learning Management System (LMS) that might restrict instructional roles (Johnson et al., 2023). The narrative elements of story development and characterization also exhibited notable advancements following metacognitive strategy implementation. Students showcased improved storytelling abilities, effectively presenting fictional elements such as confrontations, relationships, conflicts, and time techniques. These findings resonate with prior studies highlighting the impact of metacognitive strategies on narrative[20] skills, emphasizing character development, setting, dialogue, conflict, and time techniques (Mian et al., 2022; Cale et al., 2023; Siddiqui et al., 2020).

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. The intensive reading of L1 folklore, coupled with metacognitive strategies, enabled students to align their narrative voice with the story's essence. This echoes Negretti and McGrath's (2018) findings, emphasizing the guidance provided by metacognitive strategies in online narrative writing processes. Furthermore, the systematic study of genres for language patterns, emphasized by peer and teacher feedback, contributed to language enhancement (Talafhah, 2019; Yalch et al., 2019).

Post-intervention, students exhibited improved image development skills, vividly crafting detailed and sensory-rich visualizations that engaged multiple senses. Metacognitive strategies facilitated the application of genre-specific knowledge, emphasizing the role of such strategies in blended learning to enable genre knowledge application (Ceylan & Kesici, 2017). This was further reinforced by Tapia

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and Ponce's (2021) findings, indicating that pre-task planning enhances fluency, and online planning leads to greater narrative writing accuracy.

Students' narrative writing skills in crafting narrative settings exhibit a deep understanding of their significance. Repetitive writing practices, particularly in refining settings, hone their descriptive abilities. This aligns with some studies (Cely et al., 2021; Liveley et al., 2021) emphasizing how such exercises enhance students' grasp of settings' role within narratives. This heightened understanding significantly improves their writing skills, underlining the importance of continuous practice in refining setting construction.

Plot development also exhibited significant improvement, characterized by logically organized actions attributed to metacognitive strategies such as planning, monitoring, and self-regulation. These findings are in line with prior studies emphasizing the facilitation of high-quality narrative texts through metacognitive strategies involving planning, monitoring, and regulation (Zhou & Hiver, 2022; Nilforousha et al., 2023; Grenner et al., 2021). Moreover, the strategic integration of L1 folklore and metacognitive strategies not only advanced narrative writing skills but also 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, echoing the findings of Brevik (2019) and Wu (2020).

These multifaceted improvements across various narrative elements underscore the substantial impact of metacognitive strategies when coupled with L1 folklore reading inputs in a blended learning setting. The integration of these strategies not only hones writing skills but also cultivates a deeper engagement with culturally embedded content and narrative construction, ultimately enriching students' language learning experiences. As indicated by Tsai (2019), repetitive instruction aids in pattern retention, further solidifying the efficacy of consistent metacognitive strategies in enhancing narrative writing proficiency. Additionally, the findings emphasize the potential of metacognitive strategies to refine linguistic structures, vocabulary, and overall writing performance, in line with Nisbet et al.'s (2022) and Carey et al.'s (2022) emphasis on teaching strategies alongside content.

The strategic implementation of L1 in language composition, complemented by metacognitive strategies, offers a comprehensive approach to fostering enhanced narrative writing skills. Classroom discussions, planning, and peer reviews facilitated positive feedback for character development, corroborating Zhang's (2022) findings regarding the role of metacognitive strategies in enhancing online writing quality.

In essence, the meticulous analysis of metacognitive strategies' impact on various narrative elements within a blended learning framework, coupled with L1 folklore as reading input, demonstrates their pivotal role 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 not only enhances narrative writing proficiency but also nurtures motivation, fosters engagement, and promotes a holistic approach to language learning and narrative construction.

Conclusion

This research delved into the efficacy of metacognitive strategies intertwined with L1 folklore in advancing English as a Foreign Language (EFL) learners' proficiency in fictional narrative writing within blended learning settings. Through a quasi-experimental approach involving 40 students from

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an Indonesian private university, the study revealed a substantial improvement in EFL fictional narrative writing skills post-intervention. Notably, 55% of participants achieved a very good level, while 42.5% reached an excellent level, underscoring the efficacy of metacognitive strategies in bolstering their abilities. The implementation of these strategies, encompassing planning, drafting, peer reviewing, self-reflection, and revising, effectively addressed time constraints and optimized students' skills in crafting narrative fiction genres, leveraging L1 Folklore within blended learning environments.

Looking ahead, future research could focus on exploring the sustained impact of metacognitive strategies across diverse narrative genres and evaluating the transferability of these skills to varying linguistic contexts. Moreover, tailoring metacognitive strategies to specific cultural contexts holds promise in further enhancing EFL learners' narrative writing skills within blended learning environments.

Implications from this study advocate for the intentional integration of metacognitive strategies and cultural elements like L1 folklore into EFL education. Educators and curriculum designers should consider the strategic implementation of these approaches to maximize the narrative writing potential of learners in blended learning contexts. By doing so, they can foster a more enriched and effective learning experience, nurturing students' narrative writing skills for broader academic and communicative success.

DECLARATION OF CONFLICTING INTEREST

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