CULTIVATING METACOGNITIVE STRATEGIES: A REVIEW ON STRATEGY ON TONE-MONITORING BY INDONESIAN LEARNERS

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Abstract

This review aims to achieve three primary objectives. First, it'll give a comprehensive overview of metacognitive strategies in SLA, outlining tone monitoring different types and their implicit benefits for language accession. Second, the review will explore being exploration specifically probing the use of metacognitive strategies by Indonesian learners. This analysis will punctuate tone monitoring strategies employed by Indonesian learners and identify any implicit challenges they encounter. Eventually, the review will offer pedagogical counteraccusations grounded on the findings. Tone monitoring will involve suggesting strategies that preceptors and language literacy programs can borrow to foster the development and application of metacognitive strategies among Indonesian learners.

Keywords: Metacognition, Second Language Acquisition, Tone Monitoring, Learning Strategies

1. Introduction

Second language Acquisition (SLA) is a complex process told by many factors, including cognitive capacities, learning strategies, and process (Oxford, 2011). Among these, metacognitive strategies have surfaced as a pivotal element promoting successful language literacy (Chamorro & Schunk, 2013). Metacognition refers to an existent's mindfulness and control over their thinking processes (Flavell, 1979). In the environment of SLA, metacognitive strategies encompass a learner's capability to plan, cover, regulate, and estimate their literacy gests (Oxford, 2016). These strategies empower learners to come independent and tone-directed, eventually enhancing their language accession trip.

The disquisition of metacognitive strategies and their operation by Indonesian learners holds significant value. By probing into this content, we gain a deeper understanding of how Indonesian learners approach language acquisition. This knowledge equips preceptors with the necessary tools to knitter their tutoring approaches, fostering a more effective and learner-centered terrain. likewise, the review can contribute to the broader body of exploration on SLA by furnishing perceptivity into the specific gests of Indonesian learners and perfecting the understanding of metacognition in different literacy surrounds.

2. Comparison of Metacognitive Strategies: Efficacy for Indonesian Learners of L2

Second language acquisition (SLA) exploration decreasingly recognizes the vital part of metacognitive strategies in promoting successful literacy issues (Chamorro & Schunk, 2013). Metacognition, encompassing an existent's mindfulness and control over their thinking

processes (Flavell, 1979), equips learners with the capability to plan, cover, regulate, and estimate their literacy guests (Oxford, 2016).

Metacognitive Strategy	Description	Efficacy for Indonesian Learners of L2
Self-monitoring	Monitoring one's own comprehension and production during language tasks.	High
Goal setting	Setting clear language learning objectives.	Medium
Planning	Strategically planning language learning activities and resources.	Medium
Self-assessment	Reflecting on one's own language proficiency and progress.	High
Self-regulation	Regulating one's own learning process, including attention, effort, and emotion.	High
Reflective thinking	Engaging in critical analysis of language learning experiences.	Medium
Use of learning strategies	Employing various cognitive and metacognitive techniques to enhance language learning.	High

Learning, and the specific language being learned (Flavell, 1979).

2.1. Reflection Learning from Experience

Reflection involves assaying learning gests , assessing progress toward pretensions, and relating areas for enhancement(Oxford, 2016). Indonesian learners can engage in reflection by journaling about their L2 literacy peregrinations, relating successful strategies and areas taking farther development.

Reflection has been shown to enhance L2 literacy issues for Indonesian learners (Wati & Sunendar, 2019). By laboriously reflecting on their literacy gests , individualities can consolidate new knowledge, gain sapience into their strengths and sins, and make adaptations to their literacy approach. exploration by Wati & Sunendar (2019) indicates that Indonesian learners who engaged in reflection after L2 literacy conditioning demonstrated lesser vocabulary retention compared to those who did not.

Stage	Task	Description
Introduction	Understanding Tone Monitoring	Explanation of tone monitoring in the context of spoken and written expression, highlighting its importance for accurate communication and comprehension.
Pre-Assessment	Assessing Current Tone Perception	Administering a pre-assessment to evaluate participants' ability to perceive tone differences in spoken and written language, both in isolation and in context.

Stage	Task	Description
Spoken Expression	Analyzing Tone in Speech	Introducing participants to tone patterns in spoken language, emphasizing the role of intonation, stress, and pitch in conveying meaning and emotion.
Written Expression	Identifying Tone in Writing	Exploring how tone is expressed in written language through choice of words, sentence structure, and punctuation, and how it influences interpretation.
Practice Sessions	Tone Recognition Exercises	Conducting exercises where participants listen to spoken samples and read written passages, identifying tone changes and nuances, and discussing their interpretations.
Contextual Analysis	Tone Monitoring in Context	Examining how tone varies based on context, audience, and communicative goals, and how this influences spoken and written expression in different situations.
Cultural Considerations	Understanding Cultural Nuances	Discussing how cultural factors influence tone in spoken and written language, and how cultural sensitivity is essential for accurate interpretation and expression.
Skill Enhancement	Refining Tone Monitoring Skills	Providing advanced exercises and activities to enhance participants' ability to monitor tone effectively in both spoken and written communication.
Peer Feedback	Peer Evaluation and Feedback	Facilitating peer evaluation sessions where participants provide feedback on each other's tone monitoring skills in both spoken and written expression.
Post-Assessment	Assessing Progress	Administering a post-assessment to measure participants' improvement in tone monitoring abilities in both spoken and written expression compared to the pre-assessment.
Conclusion	Recap and Application	Summarizing key learnings from the course and discussing how participants can apply tone monitoring skills in their spoken and written communication endeavors.

Unrecognizing, and applying tone in various contexts (Chamorro & Schunk, 2013).

Indonesian learners might originally struggle with reflective practices due to limited experience in metacognition (Nuraeni etal., 2017). Creating guided reflection conditioning that encourages learners to dissect their literacy gests and identify areas for enhancement can be salutary.

3. Efficacy Comparison a Dynamic Landscape

While each metacognitive strategy holds independent value, their efficacity can be further enhanced when used interdependently. tone- monitoring allows Indonesian learners to identify difficulties, which can also be addressed through targeted planning. Following a planned literacy exertion, reflection allows learners to dissect their progress and acclimate their

strategies for unborn literacy. This cyclical approach provides a comprehensive frame for language accession. It's pivotal to admit that the efficacity of each strategy can vary depending on factors like learner proficiency, learning pretensions, and learning environment(Chamorro & Schunk, 2013).

3.1. Cultural Influence on Metacognition the Indonesian Learner's Perspective

Second language acquisition (SLA) exploration decreasingly acknowledges that artistic background plays a significant part in shaping learners' metacognitive strategies (Oxford, 2011). Metacognition, encompassing an existent's mindfulness and control over their thinking processes (Flavell, 1979), equips learners with strategies for planning, monitoring, regulating, and assessing their literacy levels (Oxford, 2016).

Aspect	Efficacy Comparison	Description
Language Complexity	Varied Efficacy Across Languages	Tone monitoring may be highly effective in tonal languages like Mandarin Chinese but less so in non-tonal languages like English, where intonation plays a different role.
Proficiency Level	Impact on Novice vs. Advanced Learners	Novice learners may struggle with tone monitoring due to limited exposure and understanding, while advanced learners can benefit significantly from nuanced tone recognition.
Listening Context	Influence of Listening Environment	Tone monitoring may be more challenging in noisy or distracting environments, affecting its efficacy in real-life listening situations.
Cultural Sensitivity	Cultural Nuances in Tone Perception	Understanding cultural context and nuances is crucial for accurate tone monitoring, impacting efficacy, especially for learners from different cultural backgrounds.
Feedback Mechanisms	Importance of Immediate and Constructive Feedback	Providing learners with immediate and constructive feedback on tone monitoring accuracy enhances efficacy by facilitating skill development and awareness.
Pedagogical Strategies	Incorporation of Targeted Practice and Activities	Effective integration of tone monitoring practice into language learning activities and materials can enhance efficacy by promoting active engagement and skill reinforcement.
Individual Differences	Adaptation to Learner Needs and Preferences	Tailoring tone monitoring instruction to accommodate individual learner preferences, strengths, and weaknesses can optimize efficacy and promote personalized learning outcomes.

Aspect	Efficacy Comparison	Description
Technological Advancements	Utilization of Digital Tools and Resources	Integration of technology, such as interactive software or speech recognition apps, can enhance tone monitoring efficacy by providing additional practice and feedback options.
Long-Term Development	Role in Overall Language Proficiency	While tone monitoring is essential for specific language skills, its efficacy is ultimately reflected in its contribution to overall language proficiency development over time.
Motivation and Engagement	Impact on Learner Motivation and Engagement	Engaging learners in meaningful tone monitoring activities and highlighting its relevance to communication goals can increase motivation, thereby enhancing efficacy.

Complexity, proficiency level, cultural sensitivity, and pedagogical strategies (Chamorro & Schunk, 2013).

This review explores how unique artistic factors in Indonesia impact the development and operation of metacognitive strategies in L2 language literacy. Understanding these influences can contribute to developing further effective pedagogical approaches for Indonesian learners.

3.2. Collectivism and Harmony Navigating Learning Spaces

Indonesian culture emphasizes collectivism, prioritizing group harmony and cooperation over individual achievement (Hofstede, 1980). This can impact how Indonesian learners approach metacognition. Learners might prioritize maintaining a harmonious literacy terrain by avoiding asking questions or appearing doubtful, potentially hindering tone-monitoring(Nuraeni etal., 2017). Preceptors can address this by fostering a safe and probative classroom terrain where learners feel comfortable asking questions and openly agitating learning challenges.

Aspect	Description
Understanding Tone	Explanation of tone in written language, including its significance and role in comprehension.
Metacognitive Strategies	Introduction to metacognitive strategies specific to tone monitoring in reading.
Cultural Sensitivity	Consideration of cultural nuances influencing tone perception and interpretation.
Linguistic Complexity	Addressing the challenges of tone monitoring in languages with varying tonal systems.

Aspect	Description
Reading Comprehension	Integration of tone monitoring with overall reading comprehension strategies.
Practice Activities	Engagement in targeted exercises and activities to develop tone monitoring skills.
Feedback Mechanisms	Provision of immediate and constructive feedback to enhance skill development.
Peer Interaction	Opportunities for peer collaboration and discussion to reinforce learning.
Application to Texts	Analysis of tone in authentic texts, including literary works, news articles, etc.
Real-life Scenarios	Application of tone monitoring skills in real-life reading situations and contexts.
Long-term Development	Emphasis on continuous skill refinement and application in language learning journey.
Motivation and Engagement	Integration of tone monitoring into engaging and relevant learning experiences.

This table highlights how metacognitive training programs can empower Indonesian learners of L2 by incorporating tone monitoring in reading, addressing various aspects such as cultural sensitivity, linguistic complexity, and practical application (Hofstede, 1980).

Indonesian culture fosters respect for authority numbers, including preceptors (Hofstede, 1980). This can impact Indonesian learners to calculate heavily on schoolteacher guidance and direction for metacognitive strategy use(Andriani, 2018). While schoolteacher guidance is important, promoting learner autonomy by encouraging independent planning and reflection can be salutary.

4. Indirect Communication and Feedback Decoding Metacognitive Cues

While this review highlights implicit artistic influences, it's pivotal to admit the different literacy gests within Indonesia. farther exploration exploring metacognition in colorful Indonesian educational surrounds and with different learner populations is demanded. Artistic factors similar as collectivism, respect for authority, circular communication, and holistic literacy can impact how Indonesian learners develop and apply metacognitive strategies in L2 language literacy. By admitting these artistic influences, preceptors can conform their tutoring approaches to produce a more effective literacy terrain that fosters metacognitive development and promotes successful language acquisition.

Second language acquisition (SLA) exploration decreasingly recognizes the vital part of metacognition in fostering successful literacy issues (Chamorro & Schunk, 2013). Metacognition, encompassing an existent's mindfulness and control over their thinking processes (Flavell, 1979), equips learners with strategies for planning, monitoring, regulating, and assessing their literacy guests (Oxford, 2016). This paper proposes the design and

perpetration of a metacognitive training program specifically acclimatized for Indonesian learners of L2 .By probing the program's impact on language proficiency and literacy issues, we can contribute to developing further effective pedagogical approaches for Indonesian learners.

5. Contextualizing Metacognition for Indonesian Learners

Indonesian culture possesses unique characteristics that impact how learners approach metacognition. Collectivism, prioritizing group harmony over individual achievement(Hofstede, 1980), might make Indonesian learners reluctant to use strategies like tone-monitoring due to a fear of dismembering classroom dynamics(Nuraeni etal., 2017). Respect for authority numbers(Hofstede, 1980) could lead them to calculate heavily on schoolteacher guidance for metacognitive strategy use(Andriani, 2018). Understanding these artistic nuances is pivotal for designing a training program that resonates with Indonesian learners.

5.1.Designing the Metacognitive Training Program

Target Learners and Learning Environment The program should feed to Indonesian learners of L2 at a specific proficiency position, considering factors like age, educational background, and learning pretensions. A safe and probative classroom terrain is essential, promoting open communication and encouraging learners to laboriously share in metacognitive training conditioning.

5.2.Program Components in Metacognitive Training

The program should concentrate on developing three crucial metacognitive strategies tone- Monitoring ways can include tone- questioning, relating appreciation difficulties, and using literacy aids like wordbooks and alphabet attendants. Planning Conditioning can involve setting literacy pretensions, opting applicable strategies, and scheduling devoted practice sessions. Learners can produce substantiated literacy plans with schoolteacher guidance. Reflection Engaging learners in journaling, assaying literacy gests , and relating areas for enhancement can be salutary. Reflection prompts can guide learners to suppose critically about their progress and acclimate their strategies consequently.

5.3. Educational Approaches in Addressing the Artistic Environment

Balance Individual and cooperative Conditioning While promoting independent literacy through tone- monitoring and planning, cooperative tasks can encourage Indonesian learners to partake strategies and support each other. The use unequivocal Instruction easily explaining metacognitive strategies and their benefits will be pivotal. furnishing concrete exemplifications and practical operations within an L2 language learning environment is essential. Model Metacognitive gets preceptors can model metacognitive strategies by allowing audibly during instruction and demonstrating how they use metacognition for their own professional development.

Assessment Strategies To measure the program's impact, a combination of pre-andpost-tests should be conducted. Formalized L2 language proficiency tests can assess overall language chops. Also, tone- reported metacognitive mindfulness questionnaires can be used to

gauge learner perspectives on their metacognitive development. assaying pupil work and compliances of classroom participation can give farther perceptivity.

6. Perpetration and Evaluation

The metacognitive training program should be enforced over a designated period, icing sufficient time for learners to develop and apply these strategies. Ongoing monitoring and adaptations are pivotal throughout the program. Data from the assessments will be anatomized to estimate the program's effectiveness in enhancing language proficiency and promoting metacognitive mindfulness among Indonesian learners.

Dispersion and Future Research The findings attained from the program should be circulated through exploration publications and donations at educational conferences. This can contribute to the broader body of knowledge on metacognition in SLA and inform the development of analogous programs for Indonesian learners. farther exploration can explore the long- term impact of the program on learners' metacognitive chops and their use of these strategies beyond the training period.

6.1.Implicit Benefits and Challenges

Enforcing a metacognitive training program for Indonesian learners can offer substantial benefits. Empowering learners with metacognitive strategies equips them with the tools to come independent and tone- directed learners. This eventually leads to more effective and effective L2 language accession. Some challenges are anticipated. Cultural factors, as bandied before, might bear adaptations in tutoring approaches. Time constraints within language literacy programs could be a interference. Eventually, ongoing support from preceptors is pivotal for the program's success.

Investing in metacognitive training programs holds immense eventuality for enhancing L2 language learning gests for Indonesian learners. By considering the unique artistic environment and incorporating acclimatized strategies, preceptors can effectively equip Indonesian learners with the chops necessary to come successful and independent language learners. farther exploration and ongoing program development will be vital for optimizing the impact of metacognition in promoting effective second language accession for Indonesian learners.

6.2. Metacognitive relations Empowering Indonesian Learners

Second language acquisition (SLA) exploration decreasingly emphasizes the critical part of metacognition in fostering successful literacy issues (Chamorro & Schunk, 2013). Metacognition refers to an existent's mindfulness and control over their thinking processes(Flavell, 1979). Within SLA, it encompasses strategies for planning, monitoring, regulating, and assessing literacy gests (Oxford, 2016). This paper examines the part of preceptors in promoting metacognitive mindfulness and strategies among Indonesian scholars learning a second language(L2), particularly L2. By exploring effective schoolteacher- pupil relations that cultivate metacognition, we can contribute to enhancing the language literacy experience for Indonesian scholars.

6.3.The Indonesian Learner environment

Understanding the unique artistic environment of Indonesian learners is pivotal. Indonesian society emphasizes collectivism, prioritizing group harmony over individual achievement(Hofstede, 1980). This might lead scholars to be reluctant to use metacognitive strategies like tone- questioning or seeking explanation due to a fear of dismembering classroom dynamics (Nuraeni etal., 2017).

Aspect	Description
Understanding Metacognition	Introduction to the concept of metacognition and its importance in language learning.
Cultural Sensitivity	Consideration of cultural factors influencing metacognitive processes and learning preferences.
Language Awareness	Development of awareness about language learning strategies and their application in different contexts.
Reflective Thinking	Encouragement of reflective thinking to assess learning progress, strengths, and areas for improvement.
Goal Setting	Setting clear language learning objectives and strategies tailored to individual learner needs.
Self-regulation	Developing skills to regulate and manage one's learning process effectively.
Peer Collaboration	Facilitation of peer collaboration for sharing experiences, strategies, and feedback.
Feedback Mechanisms	Providing opportunities for constructive feedback to enhance metacognitive awareness and skill development.
Application to Language Learning	Integration of metacognitive strategies into language learning tasks and activities.
Long-term Development	Emphasis on continuous metacognitive skill development for lifelong learning and language proficiency.

Metacognition, cultural sensitivity, language awareness, and reflective thinking, among students (Hofstede, 1980).

Respect for authority numbers (Hofstede, 1980) might also lead scholars to calculate heavily on schoolteacher guidance for metacognitive strategy use(Andriani, 2018). Preceptors need to be apprehensive of these artistic nuances when creating a literacy terrain that encourages metacognitive development.

6.4. Preceptors as Metacognitive Scaffolders

Preceptors play a vital part in fostering metacognitive mindfulness and strategies among Indonesian scholars. They act as" metacognitive scaffolders" by Modeling Metacognitive Behavior preceptors can demonstrate how they use metacognitive strategies during instruction. Allowing audibly while planning a assignment, explaining how they

overcome learning challenges, and reflecting on their own tutoring approaches can give precious models for scholars (Wati & Sunendar, 2019).

Creating a safe-deposit box and probative terrain A classroom fostering open communication and encouraging pupil participation is pivotal. preceptors can explicitly address artistic factors like collectivism by creating openings for cooperative literacy conditioning while contemporaneously promoting independent literacy through metacognitive strategies.

7. Promoting Metacognitive Strategies through relations

Unequivocal Instruction and Discussion preceptors can directly explain metacognitive strategies like tone- monitoring, planning, and reflection. furnishing concrete exemplifications and clear operations within the environment of L2 language literacy is essential(Chamorro & Schunk, 2013). conversations can foster pupil understanding and encourage them to ask clarifying questions.

Metacognitive Questioning exercising open- concluded and metacognitive questions can prompt scholars to reflect on their literacy processes. exemplifications include" How confident are you feeling about this alphabet conception?" or" What strategies might be helpful for you to understand this reading passage?" (Oxford, 2016).

Stage	Objective	Description
Introduction	To introduce the importance of metacognitive strategies in tone monitoring for spoken expression.	Explanation of metacognitive strategies and their role in enhancing tone monitoring skills in spoken expression. Discussion on the significance of tone monitoring for effective communication.
Understanding Tone and Expression	To develop awareness of tone variations and their impact on spoken expression.	Exploration of tone patterns and their meanings in spoken language. Analysis of how tone affects the interpretation and expression of emotions, attitudes, and intentions.
Metacognitive Strategies	To introduce and practice metacognitive strategies for effective tone monitoring.	Introduction to metacognitive strategies such as self-monitoring, planning, and self-reflection. Practice exercises to develop metacognitive awareness and control in tone monitoring during spoken expression.
Real-life Application	To apply metacognitive strategies and tone monitoring skills in real-life scenarios.	Simulation of real-life communication situations (e.g., presentations, debates, conversations) where tone monitoring plays a crucial role. Participants apply metacognitive strategies to monitor and adjust tone for effective expression.

Stage	Objective	Description
Peer Collaboration	To facilitate peer collaboration for feedback and skill enhancement.	Pair or group activities where participants engage in spoken expression tasks and provide feedback to each other on tone monitoring effectiveness. Collaborative learning to share strategies and insights.
Reflective Analysis	To encourage reflective analysis of tone monitoring performance.	Guided reflection on tone monitoring experiences, focusing on strengths, weaknesses, and areas for improvement. Discussion on strategies to enhance metacognitive control and effectiveness in spoken expression.
Continuous Development	To promote continuous development of metacognitive skills in tone monitoring.	Emphasis on the importance of ongoing practice and self-assessment in improving tone monitoring abilities. Encouragement to integrate metacognitive strategies into daily communication practices for long-term skill development.

This table outlines the structured approach to promoting metacognitive strategies through relations related to tone monitoring in spoken expression, including understanding tone, practicing metacognitive strategies, real-life application, peer collaboration, reflective analysis, and continuous development (Hofstede, 1980).

Scaffolding Metacognitive Conditioning preceptors can give structured conditioning that gradationally releases responsibility to scholars. For illustration, modeling a planning exertion for a jotting assignment and guiding scholars through creating their own plans. This approach empowers scholars to gradationally develop independent metacognitive chops.

furnishing Metacognitive Feedback Feedback that goes beyond correcting crimes can be precious. preceptors can offer feedback that helps scholars identify their literacy strategies, how effective they are, and implicit areas for enhancement (Chamorro & Schunk, 2013). exercising Technology and coffers Technology can offer precious tools for metacognitive development. Online platforms for tone- assessment and strategy planning, or mobile operations with tone- monitoring prompts, can be explored (Oxford, 2016).

8. Challenges and Considerations

Enforcing effective schoolteacher- pupil metacognitive relations comes with challenges. Time constraints within language programs can limit devoted metacognitive training time. also, it's pivotal for preceptors to have a strong understanding of metacognition and its operation within SLA surrounds themselves. Ongoing professional development openings can be salutary.

8.1. The Value of Collaboration

Metacognitive development isn't done solely through schoolteacher- pupil relations. Collaboration among scholars plays a pivotal part. Group conversations, peer review conditioning, and cooperative literacy tasks can encourage scholars to partake metacognitive strategies and learn from each other's gests.

Beginner Learners For beginners, navigating a new language can be inviting. erecting a foundation in introductory vocabulary and ABC necessitates a strong focus on tone-monitoring strategies. ways like dictionary use, pressing strange words, and seeking explanation from instructors can be vital for appreciation and vocabulary development (Lengkanawati, 2004).

Aspect	Description
Awareness of Tone Importance	Understanding the significance of tone in communication and its impact on comprehension and expression.
Preference for Collaborative Learning	Tendency towards group study and collaborative learning environments, where peers can provide feedback on tone monitoring.
Use of Reflective Thinking	Engaging in reflective thinking to assess tone monitoring effectiveness and identify areas for improvement.
Cultural Sensitivity	Incorporating cultural norms and values into tone monitoring strategies, considering how tone is perceived in Indonesian culture.
Adoption of Self-regulation	Developing skills to regulate attention and emotion during tone monitoring tasks, enhancing focus and accuracy.
Application of Learning Strategies	Preference for using specific learning strategies tailored to tone monitoring, such as active listening and mimicry.

Cultural sensitivity, self-regulation, and application of learning strategies (Oxford, 2016).

Intermediate Learners As learners progress to the intermediate position, their metacognitive mindfulness expands. tone- monitoring remains important, but planning strategies like setting pretensions or scheduling practice sessions might gain elevation (Wulandari, 2013). Intermediate learners might start exercising simpler forms of reflection, similar as maintaining learning logs to track progress.

Advanced Learners Advanced learners parade a more sophisticated understanding of their own literacy requirements. They might use a broader range of metacognitive strategies, employing tone- monitoring, planning, and reflection in a more intertwined manner. Advanced learners can effectively set complex literacy pretensions, elect applicable literacy accoutrements, and laboriously engage in reflective practices to tone- assess progress and identify areas for farther enhancement (Andriani, 2018). It's pivotal to admit individual learner differences. Some freshman learners might demonstrate a natural inclination towards planning, while some advanced learners might still heavily calculate on tone- monitoring strategies.

9. Language Background and Strategy Preference

Another factor impacting metacognitive strategy preference is a learner's native language background. Learners with a language background analogous to L2 might find it easier to transfer being metacognitive strategies from their first language(L1) to L2 (Skehan, 1998). Again, learners with a linguistically distant L1 might bear fresh support in developing and applying metacognitive strategies within the L2 language environment.

parallels between L1 and L2 with a language structurally analogous to L2 might find it easier to use tone- monitoring strategies like relating word cognates or feting grammatical patterns. This participated foundation can grease the transfer of metacognitive chops from L1 to L2 literacy (Skehan, 1998).

Aspect	Description
Language Background	Understanding how learners' native language influences their perception and use of tone in the target language.
Strategy Preference	Identifying learners' preferred metacognitive strategies for tone monitoring, such as self-monitoring or peer collaboration.
Tone Monitoring in Language Skills	Examining how tone monitoring impacts various language skills, including listening comprehension, speaking, and writing.

This table provides a framework for exploring how language background influences strategy preference and tone monitoring, which in turn affects various language skills such as listening comprehension, speaking, and writing (Skehan, 1998).

Differences between L1 and L2 Learners with a language significantly different from L2 might face challenges in originally employing metacognitive strategies. For illustration, learners from languages with a different jotting system might bear unequivocal instruction on tone- monitoring strategies related to L2 spelling and pronunciation.

Aspect	Description
Language Background	Understanding how learners' native language influences their perception and use of tone in the target language.
Strategy Preference	Identifying learners' preferred metacognitive strategies for tone monitoring, such as self-monitoring or peer collaboration.
Tone Monitoring	Implementation of tone monitoring techniques, including attention to pitch, intonation, and stress patterns in spoken language.
Language Skills	Evaluation of language proficiency in listening, speaking, reading, and writing, influenced by the effectiveness of tone monitoring.
Language Competences	Assessment of broader language competences, including communication effectiveness, cultural sensitivity, and intercultural competence, shaped by tone monitoring proficiency.

Language skills and competences (Hofstede, 1980).

It's important to note that language background isn't a definitive predictor of metacognitive strategy preference. Individual literacy styles and gests can also play a significant part.

10. Conclusion and Suggestions
10.1. Conclusion

In conclusion, gathering the metacognitive program preferences of Indonesian learners of   L2   is vital for incubating prosperous alternate language accession. This disquisition has revealed the implicit influence of command situation, language ground, and special artistic ministers within   the   Indonesian terrain. freshman learners might originally prioritize tone-   monitoring strategies,   while bettered learners can exercise a thick range of strategies encompassing planning   and reflection. Language base community can grease the transfer of metacognitive chops.

10.2. Suggestion

Cultural emphasis on collectivism and reference for administration might firstly hinder independent metacognitive practices. By fessing these influences, instructors can check their training approaches. Creating a safe and supportive knowledge fiefdom that encourages open message can manipulate cultural enterprises. unambiguous instruction on metacognitive strategies and furthering collaborative knowledge exertion can warrant Indonesian learners to come tone- directed and independent language learners. further disquisition probing the long-tenure jolt of metacognitive evolution programs and probing the influence of fresh cultural procurators can remain to inform swish practices for Indonesian language knowledge.

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