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An Investigation of Writing Strategy Used By Undergraduates Learning Arabic As A Foreign Language

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Abstract
Writing strategies are important in order to produce good writing including writing in a second or foreign language. This is because writing skill requires learners to be competent in the learned language; in the use of vocabulary, syntax, grammar, sentence structure, strategies and lexical. Aripin (2021), while at the same time the writer's idea can be transferred successfully. This study reports on an investigation into writing strategies used by Malaysian university students learning Arabic as a foreign language. This paper briefly discusses these writing strategies' influences on the writing process. This quantitative study also aims to find the relationship between variable writing processes. A survey with 6 main sections with 27 items and a 5-point Likert scale has been conducted on 179 participants from a public University in Malaysia, UiTM Shah Alam. The findings of the study revealed that writing strategies have big influences on the writing process in various ways. It was also found that the variable processes are strongly and positively associated. It shows that these strategies are also related to each other where the Metacognitive strategy has a highly significant association with the other four strategies: Cognitive, Effort Regulation, Social and Affective strategies. The results of this study have greatly impacted the teaching and learning of Foreign Language academic writing. Further research on the way these writing strategies are associated is necessary to shed more light on FL writing strategy use. And it would be informative if the research could be done for a longer term which covers all three levels that students are required to complete.
Keywords: Writing Strategies, Foreign Language, Metacognitive, Cognitive, Effort Regulations, Social and Affective Strategies, Writing Processes

Introduction

Background of Study

Arabic has left a big impact on Malay civilization and has been absorbed with it to the extent that it has become part of the Islamic Malay identity. The interest in learning Arabic among Malaysians has been strong and vibrant as Arabic is a religious language in addition to its importance in trade and diplomacy (Ibrahim & Rahman, 2018). As such, the Arabic language was introduced and taught to students as early as pre-school up to higher education institutions either at the degree, diploma or certificate level, and either as a second, third, or foreign language. In sequence to that, many universities in Malaysia have been offering international language courses such as Korean, French, Arabic, Spanish or Japanese either as a graduation requirement or credited elective for some time now (Singh, et.al., 2021). In addition to having to master the vocabulary, grammar and style of the Arabic language, students are also faced with certain obstacles when learning this language including producing good writing.

Writing can be defined as a complex process that yields a product that allows the writers to discover and organize ideas, put them on paper, reshape as well as revise them by using graphic symbols which have purpose and arrange based on particular rules (Maharani et al., 2018). Writing is also one of the production skills that challenge writers to develop a comprehensible text or composition with good language use. In other words, a writer should be concerned with vocabulary, coherent and cohesive grammar besides applying critical thinking during the writing process. This shows that writing is a difficult task as the writer is not only conveying thoughts and ideas, but they are required to develop language proficiency that helps them to produce letters, essays, journals, and research papers. (Aripin, & Rahmat, 2021). Because of its complex and multifactorial phenomenon; writing is more challenging for learners who write in a language other than their first language. (Raoofi, et.al, 2017). According to (Abas & Abdul Aziz, 2016), a second language learner's academic success is measured when he/she has successfully used writing as a method of communicating with his teachers, peers and society.

As students enter higher education, they understand better the importance of writing. This is because the assessment of students' educational achievement is more closely linked with their writing skills because instructors asked for reports, assignments, project papers and other writing tasks which can be used as an evidence for the students' understanding of the materials presented at courses (Raoofi et.al., 2014). Thus, learning writing in a second or foreign language is important despite the challenges and difficulties that students have to face.

Statement of Problem

Writing is one of the basic skills that undergraduate students need to master in order to achieve their academic goals and get better job opportunities. It shows that good writing skill indicates an individual's ability in achieving professional development in their academic areas. The finding of the study by Saeid et al (2017) showed that Malaysian university students use writing strategy at a relatively high level as the participants of the study reported using all the writing strategy categories with a slightly higher tendency toward the use of effort regulation and metacognitive strategies than affective, social and cognitive ones. The finding of the study also showed that writing proficiency would explain some diversity in the use of writing strategies.

Writing is a complex task as it is more challenging for learner who write in a language other than their mother tongue. Weigle (2005) stated that the writers of foreign languages, especially those with a low level of language proficiency have to focus consciously and continuously on these processes as the strategies and language knowledge are not easily ready for them when they attempt to write in the other language. Thus, understanding and identifying writing strategies and techniques for foreign languages is very essential especially for language instructors to help them to plan the writing curriculum and lessons effectively as well as for students to make it easy for them to write in a foreign language.

Hence, this study is done to investigate? Specifically, this study is done to answer the following questions
- How does the use of metacognitive strategies influence the writing process?
- How does the use of effort regulation strategies influence the writing process?
- How does the use of cognitive strategies influence the writing process?
- How does the use of social strategies influence the writing process?
- How does the use of affective strategies influence the writing process?
- Is there a relationship between variables writing process?

Literature Review
Writing (Learning) Writing in Arabic
Writing is one of the most difficult aspects for an individual to master and is the highest skill level compared to other language skills. When a student learns Arabic as a second or third language or even a foreign language, they need to know a little bit about writing in Arabic. For example, in the preparation of role play scripts and simulation scripts, they need to write well before they apply them in communication or presentation of the simulation and role play in the class. Where it is an important process to bring a writer to be easier in developing ideas as well as the process of producing graphic symbols that are arranged based on a speech that forms words and then becomes sentences (Muhamad et al., 2013). In addition, teaching that involves writing skills should also involve the ability to express, which is choosing the right words and arranging them in the right order to illustrate the meaning expressed (Shahatah, 1993). According to Nik et.al (2010), their study found that sufficient exposure is very helpful in improving student's writing skills to a satisfactory level. Continuous exposure needs to be given to students because writing skills is a complex process and it needs to be implemented by going through the process and levels systematically (Baki, 2003).

There is a suggestion by Yahaya (2014) for improving the Arabic writing skills among students is to hold a scientific "*jaulah program*" or a "*Jawlah Lughawiyyah program*" (language travel) which is through observation using the five senses, group discussion, sharing information with friends, presentation of observation results and essay writing are mutual components. complement in the acquisition of new vocabulary. In addition, there is also a suggestion that student writing must be guided, students need to be provided with a writing skills module that contains a variety of sentence construction patterns starting from simple sentence construction to the production of essays, and writing skills teaching activities need to be adapted to the level of language proficiency Arabic students, teachers are also suggested to implement student-centered teaching activities by constantly monitoring and correcting mistakes in students' writings, the use of dictionaries in teaching and learning Arabic writing skills and revealing ways and techniques to use dictionaries correctly in writing Arabic. This is because the vocabulary found in the dictionary consists of various

morphological and semantic forms that are different, especially from the point of view of their use and application in writing.

The author also thinks that if this matter is given exposure, the probability of students being able to write in Arabic increases. In addition to that, suggested by Ismail et.al (2020), that in Arabic writing, the aspect of writing also needs to be paid attention to where writing for Arabic words is written by connecting one letter with another letter, except for a few specific letters. If there is a mistake in writing Arabic words it would also contribute to mistakes in the meaning. While Mezah & Mohammad (2011) said that writing skills are also closely related to vocabulary mastery which is indirectly by trying to compose words or language. She added that the word aspect is considered a basic sub-skill that is especially important in building writing and composing skills such as building, combining and manipulating sentences in addition to reading and understanding skills. Abd Rahman & Salleh (2006), stated that poor writing in Arabic is caused by the negligence of the students themselves. This can be seen from the *I'rab* mistakes made by students in writing including spelling, selection of *Jarr* (particles), gender difference, and the use of verbs. They found that in an essay, students wrote one word with the wrong spelling, and some wrote with the correct spelling of the word. This means that the student does not know the correct spelling of the word. The choice of particles is also something important in Arabic writing and speech. The particle meant here is when it's being connected to a verb. Some verbs will only show their true meaning when a particle is attached to them. Therefore, it is clear that good Arabic writing can be produced with several contributing factors.

Writing Strategies

Writing strategies are known as a part of writing elements that guide, and monitor writers to produce a good written text. These strategies could be any specific processes, methods, or techniques deployed by the writers to enhance and improve their writing (Bai et.al, 2014). Writing strategies and language proficiency are connected since the strategies can measure the writers' capability at using the language to deliver the information during the writing process. The writers who excel in language usually manage to apply and manipulate the strategies accordingly when writing. Penuelaz (2012) in her research found that proficient writers used a wide range of writing strategies with women as prominent users. However, Masyitoh (2021) in her study reveals that there was no significant difference in the use of strategies and writers' language achievement as all writers use the strategies nevertheless, they are aware of the need of using the strategies in their writing. A similar finding was disclosed in Al-Moqbali et.al (2020), there was no significant relationship between writers' use of strategies and their language performance. The researchers also found that female writers tend to use more strategies in their writing compared to male writers. Based on the review of previous studies, it is proven that writing strategies are crucial in the writing process as it guides the writers to improve their writing.
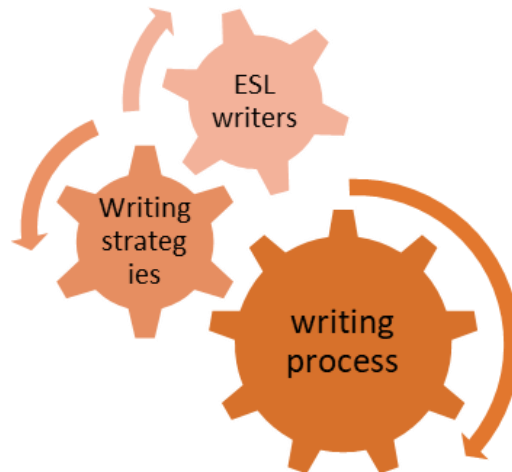
Figure 2.2 (i) : The Use of Writing Strategies by Writers in the Writing Process

Writing strategies can be categorised into several types. According to Mu' (2005), there are five types of writing strategies identified and derived from ESL writing theories. The five writing strategies are rhetorical strategies, metacognitive strategies, cognitive strategies, communicative strategies, and social/affective strategies. The categories of ESL writing strategies initiated by Mu (2005) are illustrated in table 2.2.

Table 2.2 (ii): Types of Writing Strategies in ESL Writing (Adapted from Mu, 2005)

Past Studies on Motivation for Learning Writing

Many Studies have been done to investigate the learning of a foreign language. especially in terms of issues like writing strategies and motivation for learning writing. The study by Retno et al (2022) is done to investigate the issue of writing strategies. This research focused its investigation on the stage where writing strategies are most likely to be used and the types of writing strategies being most used by respondents. The respondents were 125 freshmen in the English Language Department at an Indonesian teaching university. The questionnaires modified from Petric & Czarl (2003) were distributed to them to obtain data which consist of the types of writing strategies being used, their frequency of use, and the stages of writing within which they were used. The results showed that most respondents are medium users of the strategies; where students tend to use the While Writing strategy,

followed by Pre-writing and Revising Writing. This finding implied that the development of learning instruction for academic writing needs to be assisted and allowed for the development of writing strategies used in three stages of writing, especially during the Pre-writing and Revising Writing. Next, the study by Uzeyir et al (2019) looked at the issue of motivation for learning writing. This study aimed to determine the relationship between writing motivation levels and written expression skills in terms of the variables of gender, grade level, and writing frequency. The respondents of this study consisted of 230 students attending three different secondary schools for the 2018 to 2019 school year. The instruments for this study were the writing motivational scale, the writing evaluation form which was assessed using the writing studies, and a personal information form. The finding revealed that students with high writing motivation scores had high writing evaluation scores as it was concluded that the writing frequency of the students increased with the increase in motivation scores. Thus, the finding implied that learning writing needs to establish students' writing motivation in their writing teaching.

Conceptual Framework

Writing is one of the more important skills that undergraduates should master if they want to cope with the university assignments. Academic writing requires the learner to use more than one skill (Rahmat, 2022). This study (figure 1) is replicated from the study by (Raoofi, et.al., 2017). According to them, there are 5 common strategies used in their writing process. The strategies are (a) Metacognitive strategy, (b) Effort Regulation, (c) Cognitive, (d) Social, and (e) Affective.

Figure 2.4: Conceptual Framework of the Study- Writing Strategies used in the Writing Process

Metacognitive Writing Strategy

Metacognitive Writing Strategies are used by writers as a regulator or controller during their writing process. There are three major sub-categories in metacognitive writing strategies namely planning, monitoring, and evaluating. Planning is known as a pre-writing strategy usually applied by the writers before writing takes place. The second category is monitoring or while-writing strategy that is used by the writers to reflect their writing

progress through regular checking and verifying many aspects such as content, organisation, grammar, and mechanics. The final stage is evaluating or post-writing strategy that allows writers to assess and evaluate their writing to see whether they are on the right track, besides checking the arrangement of sentences or paragraphs and making changes if needed.

Effort Regulation in Writing

Rhetorical strategies, been regarded as the most difficult ESL writing strategies and are deployed to determine the difference between language and culture of the writers be it native speaker writers and non-native speakers of English. It is essential for the writers to be introduced to this strategy in order to occupy the gap between their first and second language. For example, in the writing process the writers should organise and present the ideas using the language that is acceptable to native speakers of that language. Thus, they should be aware that the organisation of the essay, the use of L1 or mother tongue and presentation of ideas are the major concerns of the native speakers of that language.

Cognitive Writing Strategy

The strategies are developed to help writers to achieve their cognitive goals. In the writing process this type of strategies are related to the writers' knowledge and how they use to apply or practise their knowledge on the actual writing actions. In applying cognitive writing strategy, the writers are expected to adopt three sub-categories which are (1) generate ideas by doing brainstorming to note all the ideas in their mind, (2) be aware of having revision during the writing process, and (3) imitating strategies (Mu, 2007). These three sub-strategies help the writers to revise the process, content, structure, paragraph, spelling and grammatical mistakes, besides seeking for appropriate writing models for their writing.

Social Writing Strategy

Social writing strategies help writers to seek a deep level of understanding about the topic and to develop a connection with other writers and readers. During the writing process, the writers should get socialised with the other writers in order to control their emotions, boost up their motivation and regulate their attitudes. Besides that, these strategies can help to reduce writing anxiety that occurs during the process. For example, when a writer is having difficulties to construct ideas, or could not concentrate on her writing, she or he may talk about her difficulties with other peers to lessen the anxiety. They may also get help as much as possible from their lecturers, classmates, and other resources such as journals, books, library, and on-line resources.

Affective Writing Strategy

Writing involves writers, readers, and knowledge sources. In this strategy, the writers are expected to present their ideas in a more effective way. Thus, it is crucial for the writers to put the readers in their mind so that the ideas are widely communicated between them. Besides that, in order to produce good writing, the writers need to have a sense of readers in their writing so that the ideas that are presented to the readers do not require a deep level of revising and justification. Meaning to say, the text is clear and easily understood to avoid any mischievous and vague ideas in their writing which can harm the readers' sensitivity.

Table : Writing Strategies and Sub-strategies in Writing Process(Mu,2005)

Writing strategies	Sub-strategies
Effort Regulation in Writing/Rhetorical Strategies	Organisation Use of L1 Formatting/Modelling Comparing
Meta-cognitive strategies	Planning Monitoring Evaluating
Cognitive strategies	Generating ideas Revising Elaborating Clarification Retrieval Rehearsing Summarising
Communicative strategies	Avoidance Reduction Sense of readers
Social/affective strategies	Resourcing Getting feedback Assigning goals Rest/deferral

Methodology

This quantitative study is done to explore writing strategies used by undergraduates. A purposive sample of 179 participants responded to the survey. The instrument used is a survey and is replicated from (Raoofi et.al., 2017). It has 6 sections. Section A has 5 items on the demographic profile. Section B has 10 items on Metacognitive strategies. Section C has 5 items on Effort regulations. Section D has 6 items on Cognitive strategies. Section E has 4 items on Social strategies and section F has 3 items on Affective strategies.

Table 1
Distribution of Items in the Survey

SECTION	WRITING STRATEGY	NO OF ITEMS
B	Metacognitive	10
C	Effort Regulation	4
D	Cognitive	6
E	Social	4
F	Affective	3
	Total no. of items	27

Table 2
Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.959	27

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .959, thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings
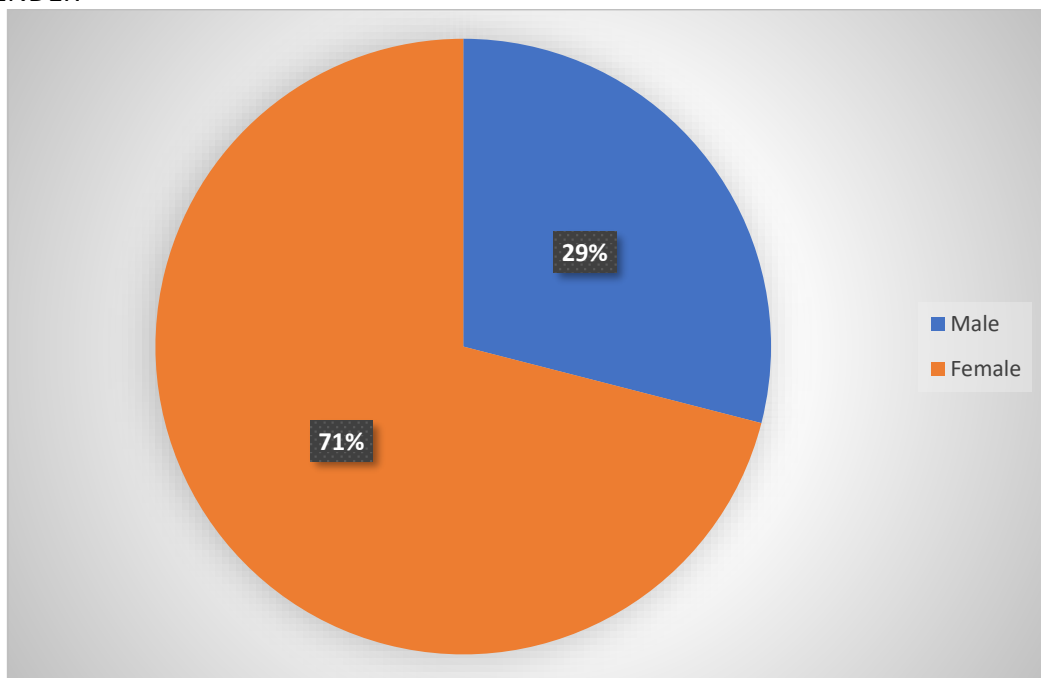Findings for Demographic Profile

Q1 GENDER

Figure 2- Percentage for Gender

Figure 2 shows the percentage for gender in terms of mean scores. In this study, there are more female students at 71% than male students at only 29%
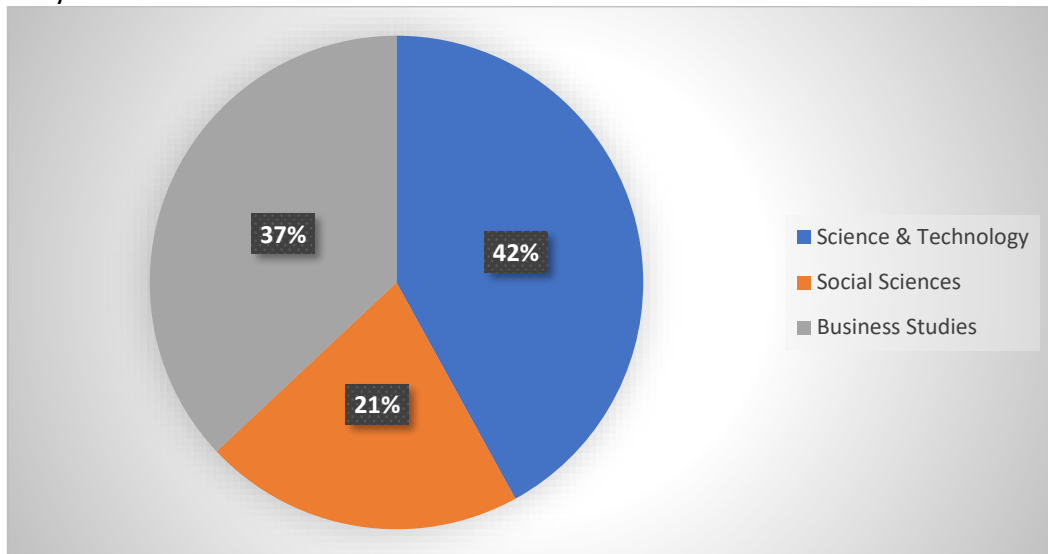
Q2 Faculty

Figure 3- Percentage for Faculty

Figure 3 shows the percentage for faculty in terms of mean scores. In this study, 42% from science & technology, 21% from social sciences and 37% from business studies.
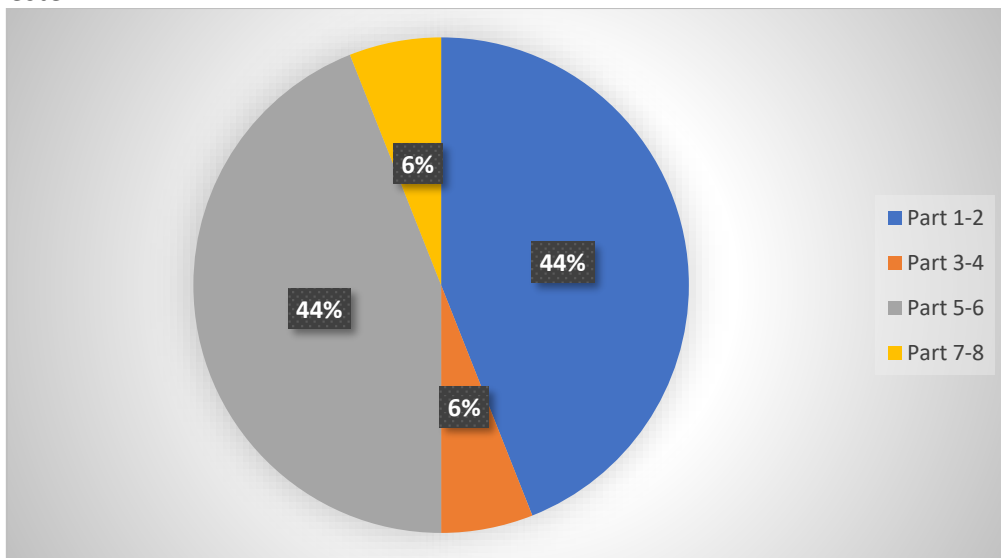
Q3 Semester

Figure 4- Percentage for Semester

Figure 4 shows the percentage of the semester students involved in terms of the mean score. In this study, 22% from part 1-2 and part 5-6 and 3% from part 3-4 and part 7-8.
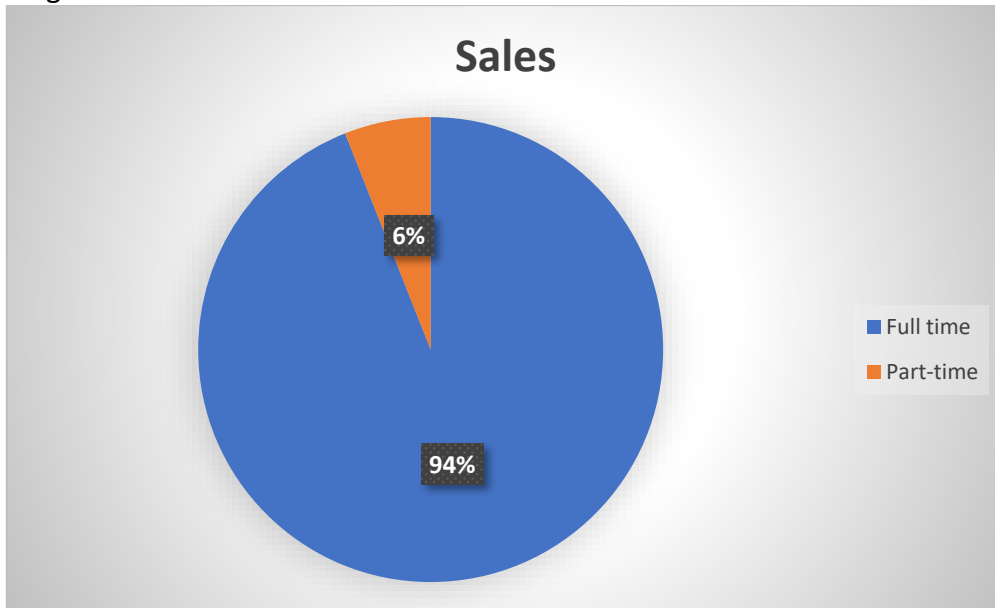
Q4 Learning Mode

Sales

Figure 5- Percentage for Learning Mode

Figure 5 shows the percentage for learning mode of mean scores. In this study, 94% of students are full-time learners, and 6% are part time students.
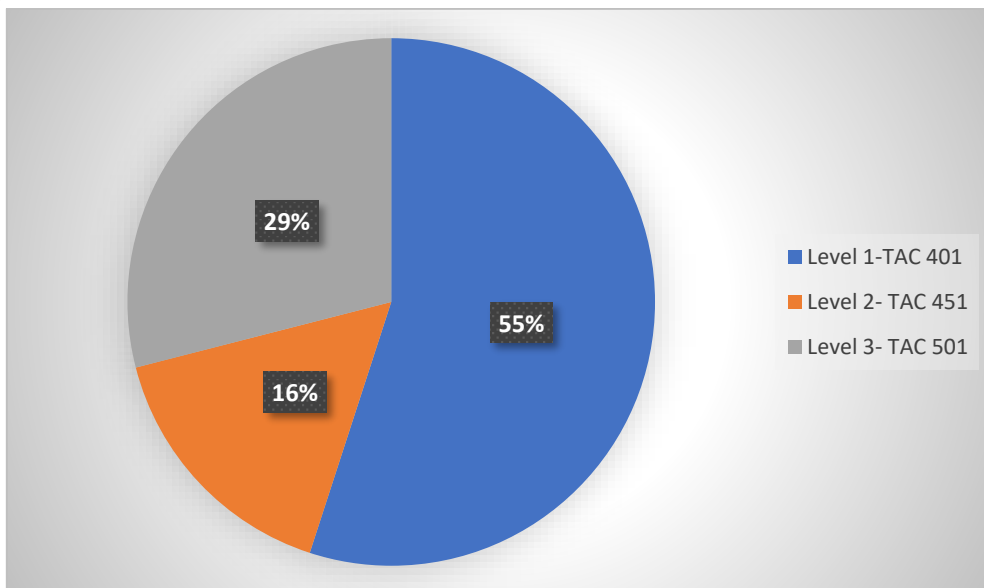
Q5 Level

Figure 6 Percentage for Level

Figure 6 shows the percentage for the level of the Arabic elective subject course code and the mean score. In this study, 55% of students studying at level 1 (TAC401), 16% of students studying at level 2 (TAC451), and 29% of students studying at level 3 (TAC501).

Findings for Metacognitive Strategies
This section presents data to answer research question 1- How does the use of metacognitive strategies influence the writing process?
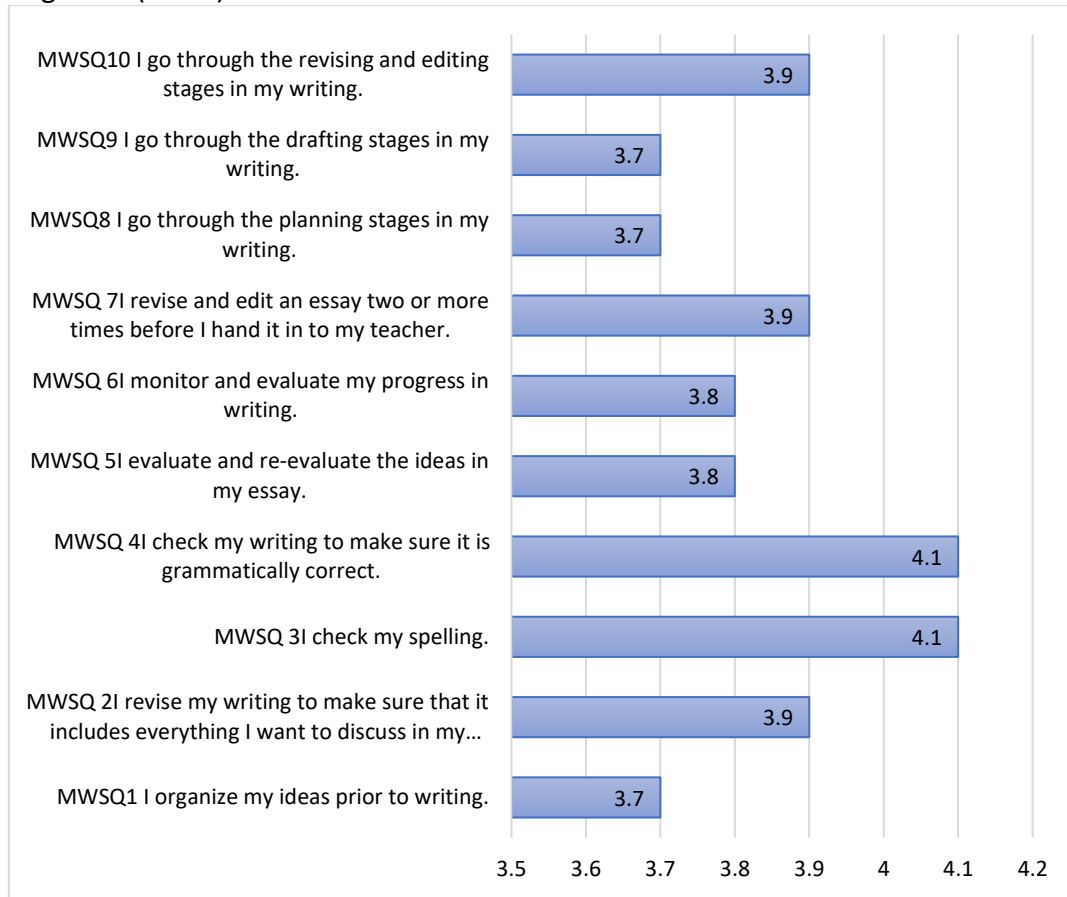
Metacognitive (MWS)

Figure 6 Mean for Metacognitive Writing Strategies

Figure 6 presents the frequency of how metacognitive writing strategies influence the writing process of undergraduates in terms of the mean score. The highest score was 4.1 representing Items 31 and 41 whereas the writers checked their spelling and writing to make sure that the text is grammatically correct. Meanwhile, evaluating and re-evaluating the ideas in the essay and monitoring and evaluating the writing progress has a moderate influence on the writers' writing process with a score of 3.8 respectively. However, the lowest score was 3.7 shows that organising ideas prior to writing, going through the planning stages and drafting stages in writing have slightly influenced the writers' writing process.

Findings for Effort Regulation Strategies

This section presents data to answer research question 2- How does the use of effort regulation strategies influence the writing process?
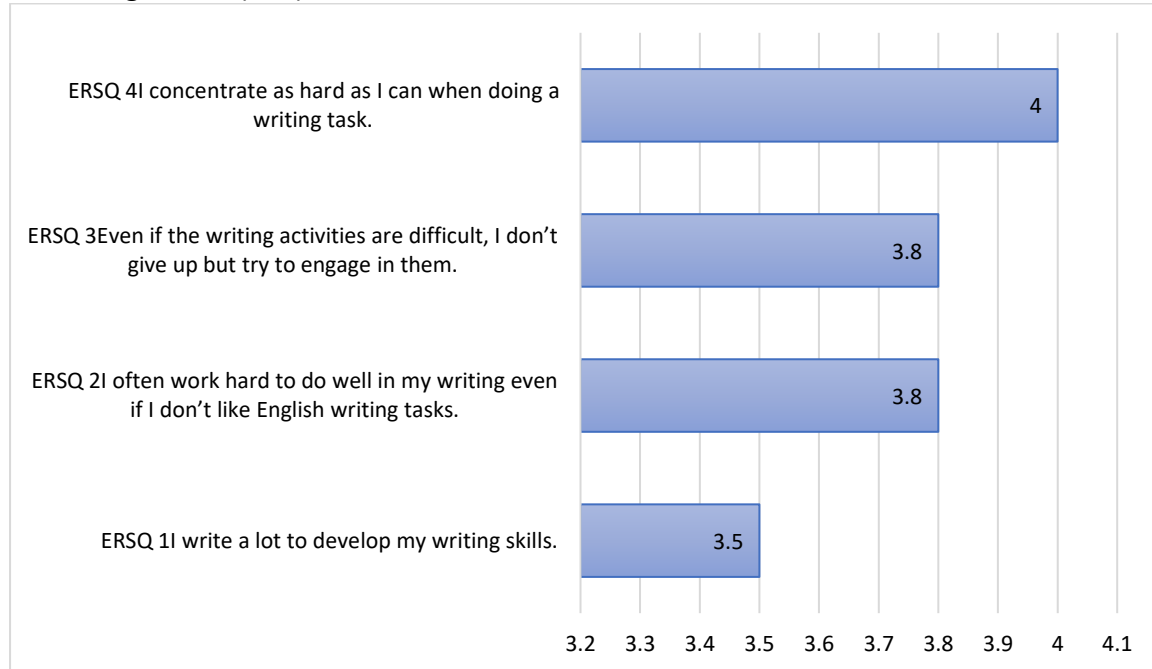
Effort Regulation (ERS)

Figure 7 Mean for Effort Regulation Strategies

Figure 7 illustrates the mean score for frequency of how the use of effort regulation strategies influences the writing process of the participants when writing Arabic text. The results of the findings reveal that the most influential strategy is that the writers concentrate very hard when writing a task with a score of 4.0. Besides that, the writers often work hard to do well in their writing although they do not like writing tasks and they never give up to engage in difficult writing activities have a moderate influence on their writing process with a score of 3.8 respectively. However, the least influential strategy in the writers' writing process is to write a lot to develop their writing skills with a score of 3.5.

Findings for Cognitive Strategies

This section presents data to answer research question 3- How does the use of cognitive strategies influence the writing process?
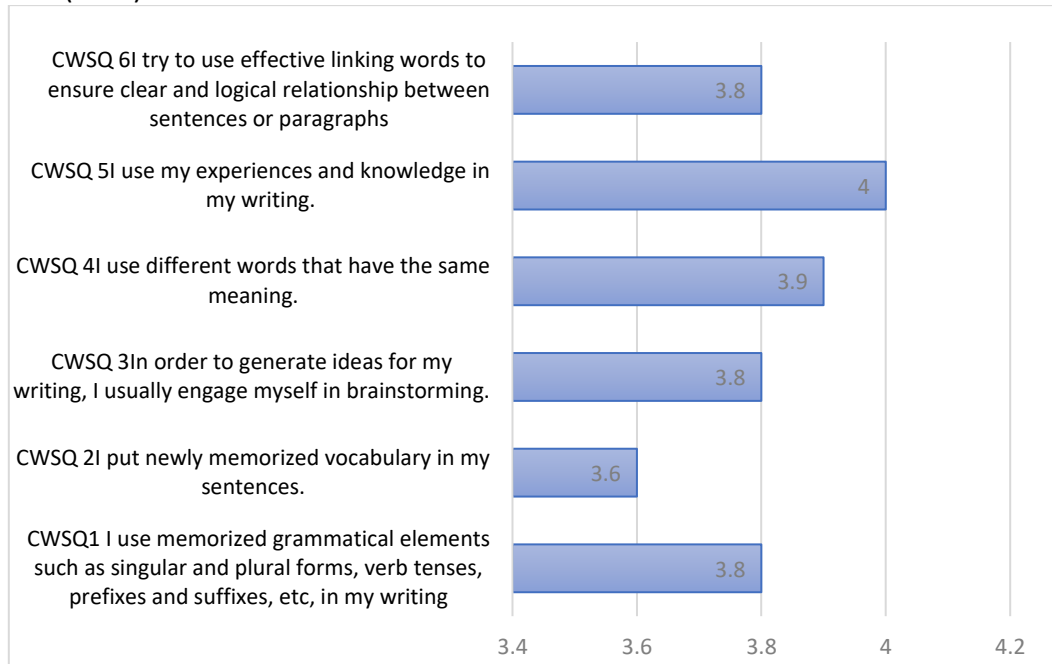
Cognitive (CWS)

Figure 8-Mean for Cognitive

Figure 8 shows the frequency of student engagement cognitive in terms of the mean score. For a score of 4, they use experience and knowledge in writing, while for a score of 3.9, they use different words that have the same meaning. But with a score of 3.8, students use memorized grammar elements such as singular and plural forms, verb tenses, prefixes, and suffixes, etc. in writing, to generate ideas for their writing, usually they engage in brainstorming and try to use effective conjunctions to ensure a clear and logical relationship between sentences or paragraphs. And a score of 3.6 uses newly memorized vocabulary in a sentence.

Findings for Social Strategies
This section presents data to answer research question 4- How does the use of social strategies influence the writing process?

Social (SWS)

Figure 9- Mean for Social Strategies

 Figure 9 shows the mean frequency of mean score social strategies. A score of 3.7 indicates that if students want to generate ideas for writing, they usually discuss the writing topic with friends or classmates.

Findings for Affective Strategies
          This section presents data to answer research question 5- How does the use of affective strategies influence the writing process?

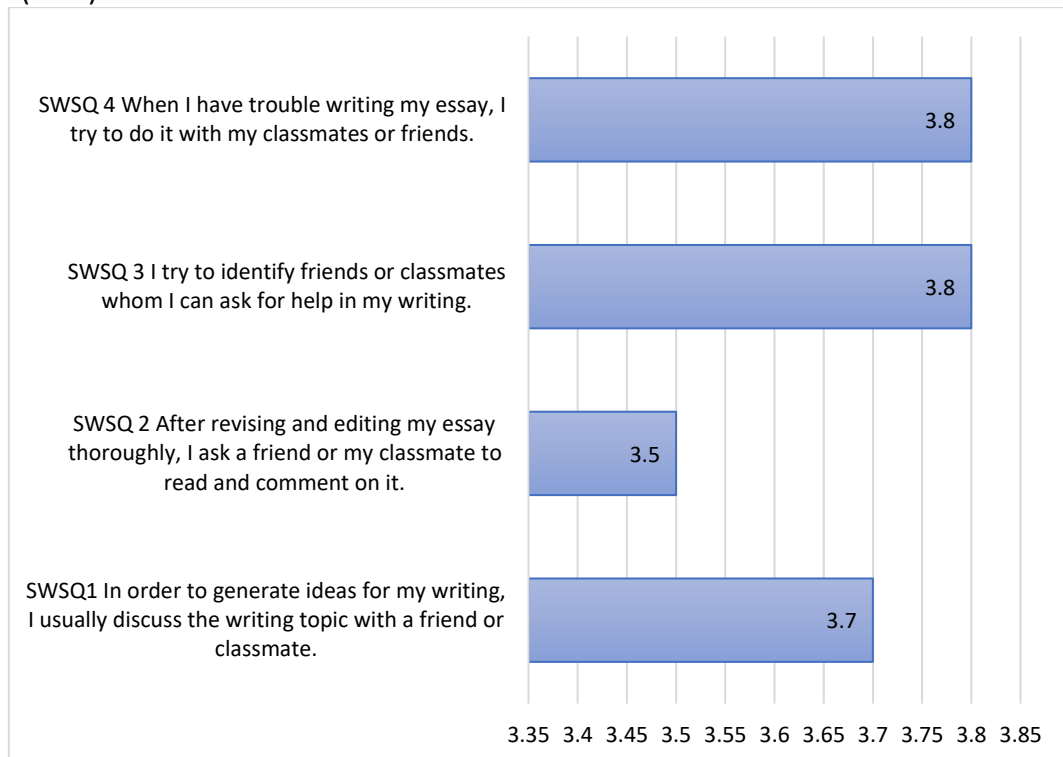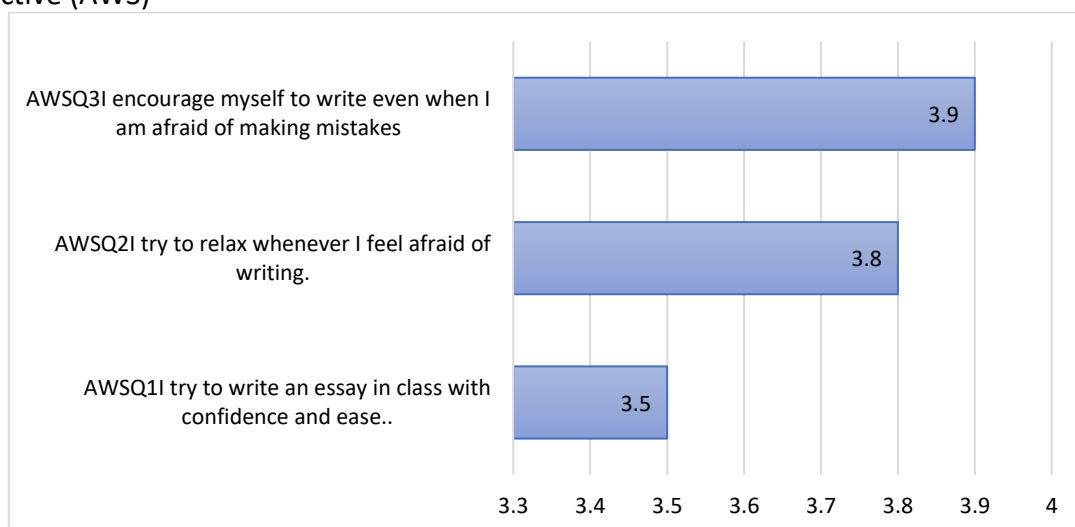Affective (AWS)

Figure 10 Mean for Affective

Figure 10 shows the frequency of Affective Strategy in terms of the mean score. It shows that to keep motivated in learning Foreign Language writing, most of the respondents encouraged themselves to write even when they are afraid of making mistakes (4). Some of them try to relax whenever they feel afraid of writing (3.8), while others try to write an essay in class with confidence and ease (3.5).

Findings for Relationship across variables for Writing process
This section presents data to answer research question 6- Is there a relationship between variables writing process?
To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies data is analysed using SPSS for correlations. Results are presented separately in table 3, 4, 5 and 6 below.

Table 3
Correlation between Metacognitive and Effort Regulation Strategies

Correlations

		TOTALMETA COGNITIVE	TOTALEFFOR TREGULATIO N
TOTALMETACOGNITIVE	Pearson Correlation	1	.666**
	Sig. (2-tailed)		.000
	N	179	179
TOTALEFFORTREGULATI ON	Pearson Correlation	.666**	1
	Sig. (2-tailed)	.000	
	N	179	179

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there is an association between metacognitive and effort regulation strategies. Correlation analysis shows that there is a high significant association between metacognitive and effort regulation strategies (r=.666**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between metacognitive and effort regulation strategies.

Table 4
Correlation between Metacognitive and Cognitive Strategies

Correlations

		TOTALMETA COGNITIVE	TOTALECOG NITIVE
TOTALMETACOGNITIVE	Pearson Correlation	1	.727**
	Sig. (2-tailed)		.000
	N	179	179
TOTALECOGNITIVE	Pearson Correlation	.727**	1
	Sig. (2-tailed)	.000	
	N	179	179

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows there is an association between metacognitive and cognitive strategies. Correlation analysis shows that there is a high significant association between metacognitive and cognitive strategies. (r=.727**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between metacognitive and cognitive strategies.

Table 5
Correlation between Metacognitive and Social Strategies

Correlations

		TOTALMETA COGNITIVE	TOTALSOCIA L
TOTALMETACOGNITIVE	Pearson Correlation	1	.532**
	Sig. (2-tailed)		.000
	N	179	179
TOTALSOCIAL	Pearson Correlation	.532**	1
	Sig. (2-tailed)	.000	
	N	179	179

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows there is an association between metacognitive and social strategies. Correlation analysis shows that there is a high significant association between metacognitive and social strategies. (r=.532**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between metacognitive and social strategies.

Table 6
Correlation between Metacognitive and Affective Strategies

Correlations

		TOTALMETA COGNITIVE	TOTALAFFEC TIVE
TOTALMETACOGNITIVE	Pearson Correlation	1	.641**
	Sig. (2–tailed)		.000
	N	179	179
TOTALAFFECTIVE	Pearson Correlation	.641**	1
	Sig. (2–tailed)	.000	
	N	179	179

**. Correlation is significant at the 0.01 level (2–tailed).

Table 5 shows there is an association between metacognitive and affective strategies. Correlation analysis shows that there is a high significant association between metacognitive and affective strategies. (r=.641**) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between metacognitive and affective strategies.

Conclusion
Summary of Findings and Discussions
The findings revealed that undergraduate students use various types of writing strategies in foreign language writing such as seeking help from their friends if they face problems with writing, encouraging themselves to write even if they are afraid of making mistakes, as well as fully concentrating to complete the writing tasks. These techniques demonstrate the use of writing strategies namely metacognitive, cognitive, social, effort regulation and affective strategies. This result is in accordance with Liu (2015); Abas & Abdul Aziz (2016); Raaofi, et.al (2017), who also found that students use different writing strategies such as metacognitive, social and cognitive strategies, and that success in L2 writing depends, in large part, on the use of appropriate writing strategies. As Raoofi, et.al (2017) mentioned, it indicates that Malaysian university students use different techniques and strategies in their writing endeavours as they consider writing as a very essential skill for their studies. The findings of this study are also in accordance with the study by (Dari, et.al, 2022) who found that learners used mostly the While Writing Strategies such as using their experiences and knowledges in writing, as well as checking their spelling and grammar; which refer to Cognitive and Metacognitive writing strategies.

With regards to the relationship between variable writing strategies, it revealed that there is a strong relationship between Metacognitive strategy with the other four strategies. This result is in harmony with (Pitenoee et al., 2017) study who found that there was significant relationship between Cognitive and Metacognitive groups; as Metacognitive writing strategies led to a higher level of writing content. It also helps learners to reach desirable goals and have better control over their behavior and their learning (Zimmerman & Schunt, 2011). This relationship between variable writing processes also has been shown in the

writing strategies that have been used by students. In other words, Metacognitive strategy associates with the other strategies by influencing the writer in choosing the writing strategies in their writing. This is in line with the study of Ramadhanti & Yanda (2021) who concluded that all writing processes can be carried out through a metacognitive strategy. Students who are often trained to write using metacognitive strategies will have metacognitive skills. He will get used to using certain strategies in writing so that he will know and realize which strategies are effective and which are not effective in writing.

(Pedagogical) Implications and Suggestions for Future Research
The findings of this study have some pedagogical implications for the instruction and instructors' approach to teaching foreign language writing. Firstly, it is important for the instructors to make the learners aware of the writing strategies and optimize all the techniques in order to produce excellent writing. Instructors can encourage them to try and error, given that maybe a specific strategy works well for writer A, not for the other writer. Not all writers employed the same strategies. What works best for one writer might not work well for another (Abas, & Abdul Aziz, 2016).
Secondly, instructors can help students to improve their writing by identifying the factors that influence the choice of writing strategies. The students chose the particular writing strategies because of several factors. The factors underlying the choice of writing strategies depend on the condition of the students themselves (Maharani et al., 2018). Some of these factors could be gender differences, proficiency levels, and language context. When the instructor identifies these factors, it can guide the instructor in the preparation of materials and syllabus, as well as in tackling students' problems in learning to write using a foreign language.
Thirdly, as the Metacognitive strategy was found to have a strong relationship with the other four strategies, the instructor should focus more on this type of strategy. Instructors could try to prepare instructions that indicate the Metacognitive approach. With regards to Raoofi et.al (2014) suggestion, explicit writing instruction seems to be very effective in helping less-skilled student writers to raise their metacognitive awareness about L2 writing. This is because the technique is effective in improving EFL learners' writing performance (Pitenoee, et.al., 2017).

Suggestion For Future Research
Future research should explore how or in what way the Metacognitive strategy is associated with Cognitive, Social, Effort Regulations, and Affective Strategies. And to help researchers to get deeper results on the writing strategies used by FL learners, other instruments can be used to collect data such as interviews, observation, and narrative enquiry. And last but not least, it would be informative if the research could be done from the first semester during which the students start taking the foreign language subject (3 semesters for 3 language levels), so that we can identify the improvement of the writing strategies that have been employed in their writing as a whole.

Contribution
It is hoped that this study can fill in the knowledge gap in the field of teaching Arabic as a foreign language, especially in teaching Arabic writing. Although Arabic is a foreign language, these writing strategies also can be applied in Arabic writing, as the techniques are varied, and can be adjusted according to the learners' preferences. As a whole, this research also hopes to create awareness among language instructors and language learners in Malaysia, on the importance of applying these strategies in writing, apart from mastering the language

vocabulary, grammar, syntax, and sentence structures. For instance, students need to know the importance of using the Metacognitive strategy as a controller of their writing process because it involves the whole process stages, which can help students write in a foreign language easily and effectively

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