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THE COGNITIVE PROCESS OF WRITING DESCRIPTIVE TEXT BY THE TENTH GRADE STUDENT OF MADRASAH ALIAH SWASTA NURUL HAKIM MEDAN

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ABSTRAK

This research was aimed describing how the student's cognitive process of writing descriptive text. The method in this research used descriptive qualitative research method which analyzed the data in the word form. The researcher conducted in the tenth grade student of Madrasah Aliyah Swasta Nurul Hakim which consist of a student as informant, three students as supporting informant and a teacher as supporting informant. The data of this research obtained from observation and protocol interview. This research collected some important information from the student about the cognitive process in writing. The results of the data analysis showed that the student cognitive process in writing descriptive text occurs in the five stages, such as; selecting the title, organizing the ideas, developing the ideas, translating the text and reviewing the text.

Keywords: *The Cognitive Process, writing, Descriptive Text.*

INTRODUCTION

The objective of teaching English writing for Senior High School is the students of Tenth Grade that are expected to be active and competent to express/transfer their feelings, ideas, knowledge and creation in written form.¹ To acquire the target, the students are expected to be able to convey the meaning of their minds through writing. Selvaraj & Aziz states that writing is a thinking process.² It Means that in writing process the students used their mental (cognitive) process to produce a writing text well.

The cognitive process occurs when the students write various types of text, for example in writing descriptive text. During the writing descriptive text the cognitive process of students occur in planning, remembering, creating, translating and reviewing the object. In this case, the students are expected be able to organize their cognitive process and also elaboration the ideas into writing by using their mental process to produce a writing descriptive text well. In reality, the objective of teaching writing descriptive text is not achieved yet. It is because the students face many problems in

¹ Said H. Hasan, 2013, History Education in Curriculum 2013: A New Approach to Teaching History, International Journal of History Education, Vol. XIV, No. 2, p. 165

² Melanie Selvaraz & Azlina A. Aziz, 2019, Systematical Review: Approaches in Teaching Writing Skill in ESL Classroom, International

writing descriptive text. This can be proven from the fact that most of students are still difficult to organize their ideas into writing. Based on the researcher teaching experience, most of the students have some problems in their cognitive process especially when they write descriptive text. Firstly, the students have difficulty in analyzing the identification and description of writing descriptive text. Secondly, they still have difficulty to expressing and elaborating their ideas into writing. Thirdly, the response of students is slow when asked to analyze and describe an object. Lastly, students have difficulty in understanding and organizing an object.³

Therefore, the researcher is interested to analyze the phenomena of cognitive process that occur in writing descriptive text by the students at Madrasah Aliyah Nurul Hakim Medan. The researcher also interested to analyze how students understand and solve a problem by using their thoughts.

RESEARCH METHOD

This research was categorized into a descriptive qualitative research method. The research was conducted at Madrasah Aliyah Swasta Nurul Hakim Medan, which is located on Jl. M. Ya'kub No. 51 Tembung Deli Serdang. The data of this research obtained from conducting observation in the field and interviews with the target to get validity of cognitive process in writing descriptive text. While, the data sources were taken from student and teacher which include words, actions and other things. The process of analysis the data was elaborated based on Miles and Huberman in Sugiono, assert that there are three activities to analyze the data such as data reduction, data display and conclusion drawing/verification.⁴

RESULT AND DISCUSSION

After analyzing the data, the researcher found five findings from student cognitive process in writing descriptive text: (1) Selecting the title, (2) Organizing the ideas, (3) Developing the ideas, (4) Translating the text, and (5) Reviewing the text. The result of the findings can be seen in this following:

1. Selecting the Title

Selecting the title of writing descriptive text means that before the student start to write the text, the student determine the scope of the problem by choosing an interesting title and based on the title, the student ideas can be developed widely in written form. It can be seen in the result of interview as follows: "Yang pertama saya lakukan biasanya ya mikirin judul dan kalimat yang akan saya tulis kak" (Int.1-S1-Stt).

Based on the data above, it can be seen that the first process of the student in writing descriptive text by selecting the title. In selecting the title, the student played her ideas to find and choose a title that was in accordance with the theme set by the teacher. As the process happen, it will need reason why the process of selecting the title happen. This can be seen in the result of interview data as follow: "Karena saya udah biasa milih judul dulu kak" (Int.1-S1-Stt). This statement means that the students told that she selected the title because she was in the habit of selecting a title every time she was instructed to write a text. So, it is the reason why the student select the title before she write the text because of her habitual.

2. Organizing the Ideas

³ Journal of Academic Research in Progressive Education & Development, Vol. 8, No. 4.

⁴ Piolat, A., and Pellisier, A. Etude de la reduction de texte, (<http://scielo.conicyt.cl/>. Accessed 9 on August 2020), p. 265

Organizing the ideas means that the student arrange and classify her ideas about points that her will develop into a logical and orderly sequence. It means that in organizing the ideas, the student putting the ideas as the key word in the framework or mind mapping and after that the student start to organize the writing well which begins with the definition of the object, characteristics, benefits and so on.

This can be seen in the result of observation data as the following: “Setelah buat judul biasanya saya buat kayak susunan kayak kerangka pikirnya gitu kak, guru juga ada nyontohin soalnya” (Int.1-S1-Odi). Based on the data above, it was inferred that after selecting the title, the student made a framework. The student said that she arranged the framework as taught by her teacher in the class. In the student process of organizing the framework, she has planned the entire of the text from the first paragraph to the end. This can happened by the process and the student process of organizing the ideas is supporting by the result of interview data as follow: “Saya buat kerangkanya kayak mind mapping gitu kak, jadi pertama itu eeee saya buat dulu nih judulnya setelah itu saya mikir buat susun cabang cabang yang berkaitan sama judul itu kak. Pokoknya setiap point yang ada dicabang- cabang itu saya anggap kayak pokok penting yang mau saya deskripsiin dalam teks kak, kayak gitu aja sih kak gak yang terlalu ribet gitu” (Int.1- S1-Odi). Based on the interview data above, the process consist of the student arranged the framework based on the title then the student made the arrangement of the branches as an important subject that would be developed in her writing text. So, the student process of making the framework came from the way student organized her writing coherently.

3. Developing the Ideas

Developing the ideas means that the student realize, elaborate and describe her conceptual ideas in detail and clearly. In developing the ideas, the topic sentence is logically analyzed and then the topic is described with a coherent explanatory sentence to support the main idea, so there is no confusion in the mind. In developing the ideas, the student express her ideas by extending the concept of her ideas maximally to produce detailed paragraph. This can be seen in the result of interview as follows: “Saya coba tulis dan kembangin kerangka yang saya buat itu jadi kalimat yang bagus kak” (Int.1-S1-Dti).

Based on the data above, it was inferred that the student tried to write and develop the sentences well based on her framework. It means that in this process the student has started to write the text and the student developed the points contained in the framework by using correct sentences because in descriptive text there are language features that must be mastered by the students, so that the writing structure of the student is relevant with the provisions.

The process of developing the ideas of the student’s writing was from her memory. This can be seen in the result of interview data as follow: “Caranya saya satuin ingatan, pengetahuan sama framework yang saya buat jadi kalimat ka, jadi apa yang terlintas difikiran saya langsung ditulis dulu pokoknya saya keluarin aja semua ide yang ada dikepala saya kak” (Int.1- S1-Dti). Based on the interview data above, it can be inferred that the process of student developing the ideas was by using her knowledge and memories. It means that the student combined her memories and knowledge based on her framework, after that the student imagined the text and explore everything that came to her mind into a sentence.

As the process happen, it has a reason why does the cognitive process occur in writing descriptive text in the way it does. This can be seen in the result of interview data as follow: “Setelah buat kerangka fikir barula siswa diarahkan untuk mengembangkan kalimat dan ide-ide pikirannya dalam bentuk paragraph” (Int.1-T-Dti). Based on the interview data above, her teacher told that after creating the framework she was led to develop her sentence and ideas into paragraph form. It means that the student developed

the ideas after making a framework because she was following the steps taught by her teacher.

4. Translating the Text

Translating the text means that the student change the source language text into the target language text without destroying the structure of the target language itself, so the readers of the target language can understand the message implied in the text as a whole. In this process, the student change the text from Indonesian into English. This can be seen in the result of interview data as follow: "Setelah itu langsung saya artiin perkalimat kedalam bahasa Inggris kak pakai google translate" (Int.1-S1-Ttt). Based on the data above, it can be inferred that after the student developed the ideas, the next step that she took was translating the text. The student translate her writing text per 1 sentence into the target language (English language) by using Google translate. It means that the student wrote a descriptive text that was developed using Indonesian first, after that her converted it into English by using Google translate.

This happened because the student did not understand the writing system in English. This can be seen in the result of interview data as follow: "Saya pengen nyempurnain hasil teks saya kak tapi disini tuh saya lemah dalam bahasa Inggris kak hmmm gak bisa ngartiin kalimat yang panjang- panjang gitu kak, takut grammarnya amburadul juga soalnya kalau bahasa Inggris itu terbalik-balik gitukan kak beda sama bahasa Indonesia, saya juga gak banyak hapal kosakata makanya saya pakai google translate aja kak biar gak ribet" (Int.3-S1-Ttt).

Based on the data above, the student told that she wanted to finish her text writing but she has a weakness in English writing, the student did not master a lot of vocabulary and she did not understand to translate the long sentence. She was afraid that her grammar would fall apart when interpreting her sentence because the writing system in English was different from Indonesian. It means that the student did not understand the English writing system, so she felt that her writing skills were low. It can be concluded that she uses Google translate application to help her in translating the text. That's the reason why she translated her sentence.

5. Reviewing the text

Reviewing the text means that the student evaluates the results of her writing text as a whole by re-reading and checking the writing to ensure text perfection and to correct the writing if there is an accidental error. It means that in reviewing the text process the student re-analyzed the results of her writing. The student can delete the sentences that are considered useless in the text and the student can also add forgotten words or sentences in the writing text. This can be seen in the result of interview data as follow: "Saya periksa periksa lagi kak teksnya mana tau ada yang silapkan bisa dirubah dulu sebelum dikumpul" (Int.1-S1-Rtt). Based on the data above, it was inferred that the student checked her writing after the text was finished. She said that after her writing was finished, she reviewed the text as a whole to make sure the text was perfect and corrected the writing if there were errors. There is the reason of this process, this can be seen in the result of interview data as follow: "Ya karena mau tulisannya bagusla kak kalau ada yang salahkan bisa diperbaiki, terus kalau ada yang kurang bisa ditambah atau ada yang ga penting bisa dibuang gitu kak" (Int.2-S4-Rtt). Based on the data above, she told that she reviewed the text because she wanted a better writing result.

DISCUSSION

In this section, the researcher wanted to discuss the finding of the student's cognitive process in writing descriptive text with related references. There are five findings of this research, namely: (1) Selecting the title, (2) Organizing the ideas, (3) Developing the

ideas, (4) Translating the text, and (5) Reviewing the text. The finding of this research was suitable with the theory of Hayes & Flower, there are several mental

Processes that occur when the student write the text, such as; planning, translating and reviewing.⁵ The opinion of mental process in that research relevant with the finding of this research because the researcher also found some stages of student's in writing process, especially in writing descriptive text. Then this findings are also supported by Andrew theory, these mental process such as; organizing the ideas, developing the ideas and revising the text.⁶

Dealing with the theory of cognitive process in writing, the students start to write the text from basic stage to complex stage. As stated Olive & Levy, The writing process occurs with the way of the student handles the working memory itself.⁷ Dealing the theory, the researcher found that. From the results of working memory the student produce the text well by selecting the title first, then organize the ideas, after that the student develop the result of her ideas into writing text, after that the student translate the text as best as possible and then the student review the written text as a whole. It means that the student's cognitive process in writing was complex.

CONCLUSION

After findings the result of research of discussing the problem statement about "Cognitive Process of Writing Descriptive Text". The research found five cognitive process that happened on the student's writing descriptive text, namely: selecting the title, organizing the ideas, developing the ideas, translating the text, and reviewing the text. Due limitation of issues discussed in this research, the researcher would like to recommends to more often encourage the students in writing because it will help the students to improve the quality of their writing and the researcher also recommends to more often habituate the students in writing because the results of the students' writing are influenced by the student's own cognitive process.

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