

STUDENTS' COGNITIVE STRATEGIES IN LEARNING TO WRITE A PROCEDURE TEXT

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ABSTRACTS	ARTICLE INFO
<p>This study aims to identify cognitive strategies used by students when writing procedural texts and analyze the obstacles that students often experience during the writing process. This study used descriptive qualitative research method and was conducted at SMPN 13 Mataram involving three informants who were selected using purposive sampling technique. The instruments of this research were interviews, notes, and voice recorders. Researchers collected data using semi-structured interview techniques and the raw data was analyzed using four procedures, namely data collection, data compaction, data presentation, and conclusion drawing. The result of this research, it was found that students use elaboration strategies to overcome obstacles in the areas of grammar, vocabulary, and spelling, organization strategies are used by students for language problems or word selection and finally rehearsal strategies by memorizing or remembering vocabulary are used when they have difficulty in choosing or using vocabulary when writing procedure text. In conclusion, in writing the constraints experienced by students are grammatical constraints, lack of vocabulary, and cognitive problems. Students use three types of cognitive strategies in overcoming these obstacles, namely rehearsal, organization and elaboration by using these strategies students can complete their task of writing procedure text. This research also found that the problems experienced by students were grammatical constraints, lack of vocabulary, and cognitive problems.</p>	<p>Article History: <i>Received: April 05th 2024</i> <i>Revised: April 11st 2024</i> <i>Published: April, 2024</i></p> <hr/> <p>Keywords: <i>Cognitive Strategies,</i> <i>Writing Skills, Procedure</i> <i>Text</i></p>

INTRODUCTION

Writing is a basic ability that every human being must have to provide or share information with others. As a means of information, conveying information from a text should be more complete, systematic and directed. Writing learning activities help students develop their potential to be able to make or create a written work in the form of a text, poem, short story, etc. according to the material being taught. Students will learn how to write a complete, systematic, and directed text. Furthermore, to make a formal writing, the arrangement of words, concept or ideas and sentences is written according to predetermined standards.

Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write in multiple issues such as content, organization, purpose,

audience, vocabularies and mechanics such as punctuation, spelling, and capitalization. This is in line with the obstacles experienced by class VIII students at SMPN 13 Mataram based on the observation conducted on September 13, 2022 by interviewing the English teacher in class VIII, the obstacles that students usually experience when writing texts are the lack of vocabulary and the inability of students to frame their concepts or ideas into a text form.

With such general constraints, researchers and experts put forward various solutions by introducing learning strategy theory, one of which is cognitive strategy. According to (Rahmawati, 2021) One of the effective learning strategies used by students in learning to write is a cognitive strategy. She mentioned that according to several studies, cognitive strategies have several strategies that are useful in completing various types of tasks and require direct manipulation or transformation of learning material (O'Malley & Chamot, 2012). Cognitive strategy is a form of a way or action of the students themselves to solve the obstacles they experience during the learning process, or is a process that is used to make it easier for them to understand and apply the learning they have received.

Because there are many theories put forward by experts in dividing cognitive strategies, therefore the researcher only takes one theory from Weinstein and Mayer (1986) as cited in (O'Malley & Chamot, 2012) as the basis for classifying cognitive strategies that can be applied to learning to write, especially in procedure text material. In addition, several other researchers also use the same category for implementing cognitive strategies, including (Elihami, 2017), (Alsa et al., 2021). There are 3 categories of cognitive strategies, namely; rehearsal, organization, and elaboration.

This study aims to identify the types of cognitive strategies used by students when writing procedure texts and analyze the kinds of problems that students often experience during the writing process. and is motivated by previous research on cognitive strategies with the title Study of Cognitive Strategies in Speaking Learning Used by Semester III Students of the Department of English Education, Alauddin State Islamic University from (Rahmawati, 2021) whose research focus is only on speaking skills. This study delves deeper into cognitive strategies in writing skills because writing is considered the skill with the highest level of difficulty among other skills. Within the scope of this study examines the types of cognitive strategies used by students of grade VIII SMPN 13 MATARAM in learning to write text procedures. As well as being limited in sampling, it also does not examine further whether cognitive strategies can improve student understanding in learning to write, besides that in this study there are also biases or inaccuracies in the results of data analysis or processing which are limitations in research.

RESEARCH METHOD

This study used a qualitative descriptive research method involving three subjects of class VIII at SMPN 13 MATARAM. The sample was selected using the purposive sampling technique with certain considerations based on the research objectives. The criteria considered are such as students who take part in learning text procedures, have test scores above the standard of 75<, and are willing to be interviewed and can follow a series of interview activities. The instruments in this research are interview, voice recorder, note-taking. This research was conducted on May 17, 2023 - May 30, 2023 with data collection using semi-structured interviews. Furthermore, the data were analyzed using four procedural models from (Miles et al., 2014), namely data collection, data condensation, data display and drawing conclusions.

The results of the research were presented in two sessions based on research problems,

in the first there were the types of obstacles students experienced during the writing process, then in the second part there were types of cognitive strategies used by students when they experienced obstacles.

Writing requires a very complex process, there are many things that need to be considered by students when writing procedure texts. They also use their comprehensive abilities such as grammar, punctuation, and vocabulary mastery to create a good and correct text. Therefore, of course, in the complex writing process some obstacles will be experienced by students, these obstacles vary. Based on the results of research that has been conducted by interviewing several samples, there are several obstacles experienced by students, including grammatical constraints, lack of vocabulary, and cognitive problems.

The first obstacle that is often experienced by students is grammatical constraint. Based on the research results, grammatical constraints refer to errors in sentence structure that are usually made by students when writing procedure text due to their lack of ability to grammar mastery. Based on the results of interviews conducted by researcher 2 out of 3 samples experienced the same problem. From the expression of GA₁₃ and KA₂₀, they said that the lack of grammar mastery became an obstacle when writing procedure text. The grammatical errors they experienced could interfere with the delivery of their messages or ideas in writing procedure texts. This can later affect the overall quality of the writing.

Lack of vocabulary in writing texts can be an obstacle for students to put their ideas into sentences. Based on the data results from the research that has been conducted, it is found that students have problems in mastering vocabulary, this is revealed in NA₁₈ and KA₂₀. The lack of vocabulary mastery that students experience is usually not knowing or sometimes forgetting the English vocabulary that they want to use when writing procedure texts. This causes students to have difficulty finding vocabulary that matches the sentence they want to make. Based on the statements of the two samples, it can be said that lack of vocabulary is a relative obstacle experienced by almost all students.

The last obstacle experienced by students is cognitive problems. The constraints referred to in this study include punctuation, capitalization, spelling, content and organization with narrower linguistic rules compared to grammar. Based on the results of the data obtained, the researcher found cognitive problems experienced by students while writing procedure texts related to punctuation and spelling which were often wrong. This was revealed in NA₂₀'s answer, where one of the samples was still often wrong in placing punctuation marks. In writing procedure texts, punctuation needs special attention. This is because punctuation plays a role in providing clues and organizing the flow of reading. Punctuation marks, such as periods, commas and arrows, help separate different steps in a procedure.

Moreover, in general, the above obstacles are the most commonly experienced by students when writing. These obstacles can affect the overall quality of writing, so it is important for students to improve aspects of writing such as mastery of grammar, vocabulary, and understanding of the use of punctuation. By improving their understanding and abilities, students will be able to overcome difficulties in writing procedure texts properly and correctly.

After identifying the problems or obstacles that students experience when writing procedure texts, in this section the researcher discusses the types of cognitive strategies. The cognitive strategy itself is used by students in the process of learning to write in class to receive learning material, store the information they get, increase their understanding of the ongoing learning process, and help them find solutions to the problems they experience, especially when writing text procedures. Based on the research results, researchers

categorize the cognitive strategies used by students into three types, namely Rehearsal, Organization, and Elaboration.

The first type of cognitive strategy used by students is rehearsal strategies. In general, the rehearsal strategy is a memorization strategy by repeating or memorizing learning material that they record in their notebooks or that they learn from various sources. In learning assignments, there are many ways that students can do to fulfill this strategy. Based on the results of the interviews, many efforts were made by students and included in the category of rehearsal strategies such as memorization, underlining, taking notes in the margins and translation. Based on the results of the research, the three samples used memorization techniques in learning to write procedure texts. This was revealed by GA₂₅, KA₃₇, KA₁₉, NA₁₆ they also used memorization techniques to overcome the obstacles they experienced when writing. As revealed by NA₃₁, he uses this technique to help him remember the vocabulary that will be used to write procedure texts.

Another way of rehearsal strategy used by the sample is underlining. Students use this method by underlining the important points in the LKS book. This can be seen from the expression of NA₃₉ "iya, pertama-tama saya menggaris bawahi materi yang terdapat di buku LKS..." (yes, first of all I underlined the material contained in the LKS book). Then next the technique of taking notes in the margins, they record important points as additional information on the margins of the book, usually to record additional student points using sticky notes. This can be seen from the expressions of GA₃₇ and NA₁₄. The last way students use rehearsal strategies is translation. Students translate a text that has been made in Indonesian into English. Students use various media to be able to translate the text. Like using a dictionary, google translate, asking friends or teacher. In the words of GA₁₈, he first wrote the procedure text in Indonesian and then translated it into English. Other samples, such as NA₂₂, performed the same technique by translating when they did not know the English word.

Organization strategies which are the second type of cognitive strategies are strategies that make it easier for students to improve their understanding of new material through visual or imaginary means. Based on the findings of the research results, organization strategies can be done visually through learning on the internet such as Youtube as a reference for student learning. In addition, in writing procedure text lessons students use organization strategies by developing concepts they create, imaging frameworks or ideas when writing, using keywords and looking for synonyms for the words they mean. In the following, the researcher will discuss the sub-topic of organizational strategy along with the data from the interview. The first technique used by students is Organization. Based on the results of the interview, there are two samples using this method as their preparation for learning text procedures. This is revealed in NA₁₁, NA₃₈, KA₇, they use visual forms such as YouTube to obtain additional text procedure material to be studied.

Then next, another method used by students is imagery. Based on the results of the data, the three samples used the same method by building concepts for writing text procedures as described in KA₆ and NA₁₇. In addition, based on the statements of NA₇ and GA₉, they got the idea to write procedure texts from their daily experiences and also from the food or beverage packaging they use. Another technique students use in organizational strategy is keywords. Keyword itself can be done by grouping words based on verbs, adjectives, adverbs, or looking at basic words, adding affixes or suffixes. Based on the research results, one of the samples used keywords when they did not know the meaning of a vocabulary. This can be seen in KA₂₆'s statement "Iya kak, kadang jika saya gak tau

artinyasaya cari kata dasarnya dari kosakata itu... (Yes sis, sometimes if I don't know the meaning I look for the basic word from the vocabulary)”. In organizational strategy, the last way that can be done is by means of synonyms. Based on the results of interviews at NA₂₆, the sample

looks for synonyms from vocabulary that she doesn't know the English language for, but still has the same meaning or meaning.

Moreover, the last type of cognitive strategies is elaboration where the elaboration strategies themselves can be said to be the addition of new information to an image or concept that students previously had so as to produce more complete information. In addition, the elaboration strategy based on the data obtained is also an effort or way for students to improve learning and help them overcome obstacles experienced while writing text procedures. In using the elaboration strategy students do this by taking notes, then with the elaboration itself, namely combining the new information they receive with the information they have themselves. This will help students change the material or information they learn into long-term memory. In the following, the researcher will present data from interviews regarding the use of elaboration strategies carried out by students.

From the results of the data students used an elaboration strategy by taking notes and elaborating itself. As stated by GA₂₅, KA₃₅ and NA₃₉, all students take notes on the material presented by the teacher in class. They also discuss with peers to exchange information about learning materials and ask friends or teachers when they experience difficulties in writing procedure texts. This is based on the statements of NA₂₉, KA₂₂, GA₁₇. Based on the results of these interviews, the three samples encountered obstacles in the form of problems with spelling, punctuation, and grammar by asking friends or teachers. This way is quite effective because it is carried out by all samples.

RESEARCH FINDING AND DISCUSSION

This part focuses on discussing the findings and related to the theory that use in this study. In writing, the obstacles or problems that are often experienced by students are natural and often occur. Because writing skills have a higher level of difficulty than other skills. Writing problems into several parts, such as grammar problems, structural problems, word choice problems, and finally cognitive problems. Based on the research findings in the previous section, researcher find that there are three types of writing problems that are commonly experienced by students in writing procedure texts, namely grammatical constraint, lack of vocabulary, and finally cognitive problems.

Furthermore, with the problems experienced by almost all students, researcher dig deeper into the strategies they used when experiencing these difficulties. Of course, by focusing this discussion on the results of the research in the form of their strategies during the writing stage when they experienced problems. Cognitive strategies itself based on the theory of Weinstein & Mayer (1986) as cited in (O'Malley & Chamot, 2012) divides cognitive strategies into 3 types, namely: rehearsal, organization, and elaboration.

Based on interview data, 2 out of 3 samples used a rehearsal strategy by translating. In addition, using the translation method as a rehearsal strategy is the result of the adoption of the theory of (D, 2007) and (O'Malley & Chamot, 2012). Then others use methods such as memorizing or remembering vocabulary when experiencing obstacles in choosing words.

Moreover, in organization strategies, technique that is often done by students when experiencing obstacles is by using keywords. As looking for the root of word that has been

added a suffix or prefix. This way is based on the adoption of (D, 2007) theory that keywords can be done by identifying a familiar word in the first language that sounds like or otherwise resemblance the new word. The second by generating easily recalled images of some relationship between the new word and the familiar word. In addition, one of the other samples used an organizational strategy by means of keywords by looking for synonyms for words he needed or did not know the English language for when writing the procedure text.

Furthermore, elaboration strategy is the process of adding information so that the new information becomes more complete or meaningful. In stages, this strategy can help students move the information they learn from short-term memory to long-term memory. Based on the data found by researcher, students carry out elaboration strategies by discussing or sharing with friends and asking the teacher. Students use the elaboration strategy itself to overcome obstacles in the form of grammar, vocabulary, or spelling problems. In this study the researchers adopted the elaboration strategy from Weinstein & Mayer, that the elaboration itself can be carried out by students by asking the teacher or discussing with peers. So that students themselves who experience problems can find explanations of what is not known.

CONCLUSION

Based on the research findings, it can be concluded that there are three main problems that students often experience when writing procedure texts, namely grammatical constraints, vocabulary deficiencies, and cognitive problems. Grammatical constraints are an obstacle in writing formal texts, such as writing procedure texts. Lack of mastery of grammar causes students to experience obstacles in writing procedural texts that are in accordance with linguistic rules. Word choice is also an important concern because the words used must be appropriate to the context and can convey the message clearly. Students also often face cognitive obstacles such as the use of correct punctuation and proper spelling. The cognitive strategies used by students to overcome these obstacles are rehearsal strategies, organization strategies and elaboration strategies. The rehearsal strategies are done by students by translating words and using the practice strategy itself by remembering vocabulary, then the organization strategy is done by looking for keywords or synonyms of certain words, and finally the elaboration strategy by asking the teacher or discussing with peers. These strategies help students understand their understanding and can overcome the obstacles they experience when writing procedure texts so that they can complete their task.

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