THE APPLYING OF COGNITIVE STRATEGY INSTRUCTION IN WRITING (CSIW) TO INCREASE THE STUDENTS' WRITING ABILITIES

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Abstract: This research is based on students' problems related to learning English, especially writing English. This is due to the very poor quality of their writing. therefore, the purpose of this study was to find out whether the use of strategy CSIW in learning English can help improve students' writing skills in class X TITL B SMK Negeri 2 Parepare. The researcher applied a pre-experimental method using a one-group pre-test and post-test design, using the sample X TITL B, which consisted of 36 students from SMK Negeri 2 Parepare by using cluster sampling of 72 students from the population. The results of the data analysis showed that the students' writing ability increased significantly. This is indicated by the average score of students from the pre-test results (48.77) and the average score of students from the post-test is 80.03. This indicated that the writing ability of students in class X TITL B at SMK Negeri 2 Parepare has progressed by the use of the strategy CSIW to improve students' descriptive writing skills. This is proved by the t-test value (3.11) which is higher than the t-table value (1.689).

Keywords: Cognitive Strategy Introduction in Writing (CSIW), Writing skills, Teaching Strategy

INTRODUCTION

English as a foreign language in Indonesia is becoming a second language. English has become an international language, so many people are learning the language(Syarif and Sunubi 2019). English is so important to learn that it has been widely taught in schools ranging from elementary to college, and some people have even opened formal schools or courses. As an international language, it's also used to communicate between people in different countries. Because English is not our native language, students find it difficult to learn. therefore, based on that statement, English is taught with many methods to make students easily learn English as their second language (Wahyuni and Naim 2019).

It is known that English is not our native language, due to the fact that its mastery is not easy. English components and skills are important for language learners(Kalsum and Maghdalena 2019).

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Its components include grammatical structure, phonology, vocabulary, and pronunciation,

which can have an effect on our English language skills such as listening, reading, speaking, and writing. Writing is a written, productive language skill. This refers to the ability to communicate by reading and writing. Reading refers to producing spoken language. Sometimes students can speak English fluently but they do not understand when it comes to writing or making descriptive text.

From the results of observations at SMK Negeri 2 Parepare, they were given texts to write descriptive texts through WhatsApp groups. This is evidenced by the results of observations made by researchers that students' writing skills are at an average score of 55% and are considered missing. From these results to my students' lack of interest in writing English. The strategy given by the teacher is less attractive to students. English is important but because students are not motivated to maximise learning to write English, so they do not care about what teachers and researchers have given them. this is evidenced by giving questions to respondents that 60% of students are not interested in the method and 40% of students are not interested in the material. From various different opinions so that researchers can conclude the problems that exist in students.

Researchers conducted observations at SMK Negeri 2 Parepare. Researchers found several problems related to teaching activities. These problems include: students' having very poor writing skills and teachers still using inappropriate teaching techniques. So, it might be caused by students who are not interested in the lesson, because there is no variation in teaching

English from the teacher in today's condition of having to study online. Researchers want to apply the right method to improve students' abilities. One way to improve students' writing skills is that students should be more active than teachers. By using the pre-experimental method, the researcher chose the eleventh grade students of SMK Negeri 2 Parepare as the subjects of this research.

The strategy CSIW embeds metacognitive or self-regulating strategies in structured cognitive routines that help students monitor and evaluate their understanding. ability to recognize, recognize, and use effectively Strategizing is a necessary skill for academic success.

RESEARCH METHOD

The research was conducted by using a pre-experimental design, which only includes one group or class that is given a pre-test and post-test. The pre-test and post-test of this one group were designed in one group without a control or comparison group. Researchers provide care to students of class X at SMK Negeri 2 Parepare. The researcher uses a pre-experimental design that applies a pre-test and post-test to one group design. The design is illustrated as follows:

$$E: 01 \rightarrow X \rightarrow 02$$

(Emzir, 2008)

A. Population

The populace in this study were class X students of SMK Negeri 2 Parepare in the 2021–2022 academic year. There are classes. Class X TITL Persis

A has 36 students, while class X TITL Persis B has 36 students. So the total population is 72 students.

B. Sample

Samples were taken using cluster sampling from 72 students of the population. The researcher chose one of the class X (TITL B) of 36 students from SMK Negeri 2 Parepare as a sample.

C. Instrument of The Research

Research instruments play an important role in research projects. The instrument was used to achieve data accuracy and showed the researcher success in his research. His research used a written test as an instrument to obtain data. To collect data, the researcher was give two tests to the students, namely a pre-test and a post-test. The pre-test aims to measure their prior knowledge and writing achievement before they enter the experimental circle. The post-test aims to find out the data that needs to be evaluated after receiving the experiment.

FINDING AND DISCUSSION

A. Findings

1. Pre-Test

Table 4.1 : The Percentage Students' Score of Writing Skill in Pre-test

No.	Classification	Score	Frequency	Percentage
1	Very good	86-100	-	0%
2	Good	71-85	2	5,5%

No.	Classification	Score	Frequency	Percentage
3	Poor	57-70	5	13,9%
4	Very poor	0-55	29	80,6%
TOTAL			36	100%

2. Post-Test

Tabel 4.2 : The Percentage of Students' Writing Skills Score on Post-test

No.	Classification	Score	Frequency	Experimental
1	Very good	86-100	7	19,4%
2	Good	71-85	23	63,9%
3	Poor	56-70	6	16,7%
4	Very poor	0-55	-	0%
	TOTAL		36	100%

3. The mean score, standard deviation (SD), and the mean difference of the Students' pre-test and post-test

Table 4.3: The Mean score, Standard Deviation (SD) of the Students

Sample	Mean Score	SD
Pre-test	48,77	9,88
Post-test	80,03	8,30

Table 4.3 shows that the mean score, standard deviation, and mean of students on the pre-test and post-test are different. The mean score of the students in the pre-test was ninety-eight point

seventy-seven (48.77) with a standard deviation of nine point eighty-eight (9.88). The average score in the post-test was eighty point three (80.03) with a standard deviation of eight factor thirty (8.30). This means that the average value and standard deviation of the post-test are higher than the average value of the pre-test.

4. The Hypothesis Testing

Table 4.5: The t-test value and t-table value

Variable	t-test value	t-test table value
X1-X2	3,11	1,689

The results of statistical analysis at the significance level or alpha level (α) = 0.05 with degrees of freedom (df) N-1 = 35 indicate that there is a significant difference between the pre-test and post-test mean scores. The mean value of the pre-test was 48.77 and the post-test was 80.03. In addition, the t-test value (3.11) is greater than the t-table value (1.689). This means that there is a significant difference between students' abilities in writing descriptive texts before and after using the strategy CSIW. It can be concluded that the null hypothesis (Ho) is rejected, while the alternative hypothesis (H1) is accepted. In other words, the use of the CSIW strategy stimulates students to write texts in English.

In this research, the researcher used a pre-experimental framework using Cognitive Stratgy instruction in Writing (CSIW). The researcher conducted four in- person offline meetings and an online class via WhatsApp group. The researcher

chose one class, which was taught to use Cognitive strategy instruction in Writing (CSIW) in teaching writing descriptive text. That approach is one way to improve the writing skills of students at SMK Negeri 2 Parepare. The use of Cognitive strategy instruction in Writing (CSIW) in this strategy can help students understand the material easily. In this process, the researcher teaches writing descriptive text through the strategy CSIW. Researchers hope that using this strategy can make the learning process more enjoyable.

This research was conducted to see whether the strategy CSIW is a type of strategy that can improve students' writing skills. this is related to several research results which reveal that Cognitive Strategic instruction in Writing (CSIW) improves students' writing skills, especially in making descriptive texts. This strategy is right because it can help students develop ideas. This strategy does indeed increase the emergence of writing ideas, especially in descriptive texts. however, the effectiveness of the strategy CSIW can be tested in learning to write descriptive text because this strategy is able to develop students' ideas for writing descriptive text. Writing is one of the most important skills in a language. It is the essence of language in topic of their writing. before discussing the students' writing abilities, we need to know building content writing and communication what writing is because writing skills are through writing, which is not done directly.

The researcher taught about descriptive text in the pre-test and post-test before and after using the strategy CSIW in class. before the researcher applied the strategy CSIW, the researcher conducted

a pre-test on the students. Researchers conducted a study to find out how students' writing skills were before being given treatment in class. the students' mean score on the pre-test was 48.77. This score is below the minimum passing standard (KKM) for school English subjects (75). This shows that the researcher found that students still find it difficult to write without the guidance of the teacher, and they are still confused about what they want to write in the book. After the researcher conducted the pre-test, the researcher then gave treatment to the students by using the strategy CSIW in writing descriptive text by involving parents and animals as objects in their descriptive text topic. According to Knuuttila (2010), He found that students who received the strategy CSIW showed the results achieved after doing the post-test. There was a positive impact of the strategy CSIW on the quality of writing. Students showed an increase in organization. they also showed an increase in the ability to generalize their writing according to the one of the most important skills in language. It is the essence of language in building writing content and communication through writing, which is not done directly. This research had a line with Chandra A.H. (2014), who argues that writing is a person's overall activity in expressing his thoughts and conveying them in written language to the reader according to the author's intent. This research also has a line with Pranata A.k. (2015), who states that writing skills also play an important role in education. The success of students in following school lessons is also determined by their writing ability. And according to Gusti Y (2014), writing is not only about motor activities but also involves mental processes. Writing

is one of the ways to communicate. a person can convey intentions, thoughts, mind, and emotions through a sequence of written words. Writing is a talent that may be learned and needs to be practiced because it is a ability that become improve whilst everyday education is executed.

This research had a line with Ramli (2018) that Cognitive strategy instruction in Writing (CSIW) is an effective strategy for improving students' writing skills in recounting texts. Design appropriate learning objectives that consider student needs. Karlinasari (2019) found that the application of the strategy CSIW has advantages and disadvantages, as well as pupil responses tothe, application of the strategy CSIW in learning to write. Students must organize and organize written texts before exploring them in their writings. This can help them train themselves to write essays. Yusuf (2018) found that after being given treatment in class, it turns out that the results are very influential between before and after being taught Cognitive strategy instruction in Writing (CSIW). There is a significant effect between classes that are taught with the strategy CSIW and classes that are not taught using the strategy CSIW. Hallenbeck (2002) found that Cognitive strategy instruction in Writing (CSIW) can improve students' writing skills. The results showed that three out of four students showed substantial improvement in their writing performance, as measured by the number of words in their composition. Yunus (2018): This thesis discusses the effect of using Cognitive strategy instruction in Writing (CSIW) to teach writing. This research is a quantitative study using a quasi-experimental study design, with data collection using a written test.

The researchers found that there are many types of speech. In making descriptive texts, several types of activities will be discussed, namely intensive, writing display texts themselves and real writing. This type of writing will happen from start to finish.

This research is in line with Brown (2001: 343–346), who shows that there are five types of writing, namely: (1) Imitative. This type of writing is usually for beginners, in which they simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. (2) intensive: students produce language to display their competence in grammar, vocabulary, or sentence formation. (3) Self-writing. Self- writing is done with only one self as an audience in mind. Diary or journal writing and note-taking can be categorized as this kind of writing in which they take a note of something for the purpose of later recall. (4) display writing: This type of writing is more focused on task-based responses in which students are responding to a prompt or assignment. (5) real writing: This type of writing is used to exchange useful information.

Then the researcher explained that the strategy was to stimulate students to be independent in writing. in addition, the strategy CSIW helps students know how to structure their writing well and not worry, so they can start enjoying their work. This research is in line with Engler and Kenuutila (2010) definition that CSIW is designed to incorporate many features of effective strategy instruction, including: development of students' metacognitive knowledge about writing strategies through emphasis on the teacher's inner dialogue model to direct the writing processes; assistance with scaffolding during lessons and writing sessions; procedural facilitation for students through the use of think-sheets and peer collaboration in writing conferences. On the other hand, Hallenbeck (2002) explains that Cognitive strategy instruction in Writing (CSIW) provides the instructional model upon which the collaborative structure of this study is built.

The researcher concludes that descriptive text describes an object in the form of people, objects, and places that can be seen and felt by the reader. This research is in line with Wren and Watts (2002), who state that descriptive text is like painting pictures with words. By using descriptive text, readers feel that seeing the description was like seeing the image. Descriptive text has the purpose of describing an object or the person the author is interested in.

While in the content, the writing must be clear to the reader so that they can understand the message conveyed and get information from it (Jacob in Syadaria, 2011). Content-wise, students are able to develop their ideas quite clearly, although they still cannot develop their ideas using supporting details so that the text is easy to understand (Prastiwi, 2013).

The researcher conducted a post-test after being given treatment by the students. The average score of the students on the post-test was 80.03. This shows that the researcher found that the students' writing skills improved. Researchers carried out 1 month with 4 meetings.

CONCLUSION

Based on the findings and discussion, the researcher concludes that this study targets to determine students' ability to write descriptive text

before being given treatment and after being given treatment using the strategy CSIW. The method used in this research is pre-experimental with one group pre-test and pos-ttest.

Researcher gave a pretest to students before being given treatment, and the average value obtained by the researcher in their ability to write descriptive text is in a very poor classification. After being taught to use strategy CSIW by the researcher, the average score of students is in a good classification, so it can be concluded that the use of the strategy CSIW can improve students' descriptive text writing skills. The results of the post-test checks were higher than the students' pretest test scores, and hypothesis testing by the researcher revealed that the t-test fee (3.11) is greater than the t- table value (1.689).

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