THE EFFECTIVENESS OF COGNITIVE STRATEGY INSTRUCTION IN WRITING (CSIW) TO IMPROVE STUDENTS' WRITING SKILL

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Abstract

The skills of writing in English are believed to be essential for EFL students. However, the process of learning writing is often considered very difficult by many students. The students were lacking of knowledge on how to develop content and organize the text properly. They needed a strategy that could enhance their writing skills. The aim of this research is to investigate the effectiveness of Cognitive Strategy Instruction in Writing (CSIW) strategy to improve the students' writing skill. A pre-experimental design was employed with one class of the tenth-grade students at SMAN 6 Pinrang as a sample. Cluster randomsampling was applied to select a sample of one group pre-test and post-test design. The number of the sample selected was 35 students. The data were obtained through writing test as were analyzed using statistical formula. The findings showed that the students' mean score in the pre-test was 4.12 and it was improved to be 6.61 in the post-test. Therefore, the statistical computation described thatCognitive Strategy Instruction in Writing (CSIW) strategywas effective to improve the students' writing skill in recount text. It was supported by the value of t-test that was bigger than the value of t-table (13.10> 2.032). Therefore, the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected.

Keywords: Cognitive Strategy Instruction in Writing (CSIW), Writing Skill, EFL Writing

Abstrak

Keterampilan menulis dalam Bahasa Inggris diyakini penting bagi siswa EFL. Namun, proses pembelajaran menulis seringkali dianggap sangat sulit oleh banyak siswa. Para siswa memiliki ilmu yang masih sangat minim tentang bagaimana mengembangkan ide-ide dan mengaturnya menjadi paragraf yang ditulis dengan baik. Akibatnya, nilai mereka dalam menulis rendah. Mereka membutuhkan sebuah strategi untuk meningkatkan kemampuan menulis mereka. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas Instruksi Strategi Kognitif dalam Menulis (CSIW) untuk meningkatkan keterampilan menulis siswa. Penelitian ini menggunakan desain pra-eksperimental dengan mengambil sampel siswa kelas sepuluh di SMAN 6 Pinrang. Kluster random sampling diterapkan untuk memilih sampel tersebut dengan jumlah sampel sebesar 35 siswa. Data diperoleh melalui tes tertulis dan dianalisis menggunakan rumus statistik. Hasil dari penelitian ini menunjukkan bahwa nilai rata-rata siswa dalam pre-test adalah 4,12. Nilai tersebut meningkat menjadi 6,61 pada post-test. Oleh karena itu, hasil perhitungan statistik menggambarkan bahwa Instruksi Strategi Kognitif dalam Menulis (CSIW) efektif untuk meningkatkan keterampilan menulis siswa khususnya dalam menulis teks recount. Hal ini didukung oleh nilai t-test yang lebih besar dari nilai t-tabel (13.10> 2.032). Oleh karena itu, dapat disimpulkan bahwa hipotesis alternatif (H1) diterima, sementara hipotesis nol (H0) ditolak.

Keywords: *Instruksi Strategi Kognitif dalam Menulis (CSIW), Keterampilan Menulis, Pembelajaran Menulis*

INTRODUCTION

Writing as a part of the language skills besides listening, speaking, and reading, must be taught maximally by the teacher toward the students. Writing is a medium of communication through which people can express their feeling freely. Writing is a person's ability to convey the information and ideas to someone, public, and/or government. Yet, in writing someone does not only arrange words into form of sentences, but he also needs to organize some interesting stuffs, namely experiences or ideas in a written form.

This particular research is investigating a way of improving the students' skills of writing. The following reasons are supporting the focus of the research. First, writing is a skill which is considered very difficult by many students. The second, writing is the fourth skill after listening, speaking, and reading that has to be taught at

senior high schools according to the purposes of learning and teaching English in Indonesia. The students should develop their competencies in both written and spoken communication to help them possess an ability to achieve informational literacy level as many schools' regulations all over the world that also demand their students to have good commands in writing to pass the course academically.

The students at the tenth grade in SMAN 6 Pinrang still could not write a paragraph or a text well. It was because they lack knowledge on how to develop content and organize the paragraph properly. In order to address those problems, the researchers offered CSIW (Cognitive Strategy Instruction in Writing) for teaching and learning writing. It is expected to be a new strategy that can be effective to overcome the students' problems in writing since the ability to utilize effective strategies is a necessary skill for academic success.

CSIW strategy is an explicit instructional approach that teaches students specific and general cognitive strategies to improve learning and performance by facilitating information processing (Krawec & Montague, 2012). It helps students monitor and evaluate their comprehension. The CSIW also offers several stages that encourage the use of verbal rehearsal, scaffolding instruction, guided and distributed practice, and self-monitoring. Once the students learn this strategy, they apply it and internalize it as a cognitive routine. Through guided instruction and practice, the ultimate goal for the students is to use this strategy automatically and apply it with flexibility.

Finally, the teacher's strategy in the classroom was an important aspect that influences the students' achievement. This article discusses whether or not Cognitive Strategy Instruction in Writing (CSIW) is effective to improve students' writing skill.

REVIEW OF LITERATURE
Cognitive Strategy Instruction in Writing (CSIW)

Englert in Knuuttila (2010) defines that CSIW is designed to incorporate many features of effective strategy instruction, including the development of students' metacognitive knowledge about writing strategies through an emphasis on teacher modeling of an inner dialogue for directing the writing process, scaffold assistance 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 the Cognitive Strategy Instruction in Writing (CSIW) provides the instructional model within which the collaborative structure of this study is built.

Englert in Abadiano and Jesse (2004) defines that CSIW is a discursive process that embodies three guiding principles for expository composition. First, effective writing is a holistic enterprise in which writers engage in the processes and strategies related to planning, organizing, writing, editing, and revising. Second,

immature writers benefit from writing apprenticeships in which the teacher employs "think-aloud" to model the thinking and inner talk that underlie effective writing. The teacher scaffolds students' use of specific writing strategies through ongoing teacher-student and student-student dialogues. Third, students learn to appreciate the social nature of the writing experience by writing for authentic purposes and real audiences and by collaborating with each other throughout the writing process.

The Cognitive Strategy Instruction in Writing (CSIW) includes think-sheets in its strategy that are designed to make the strategies, self-talk, and text structures for performing the writing process visible to students. Each think-sheet contains a set of self-questions or self-instructional statements to promote students' development of an inner language important to the activation and control of writing strategies. The total set of strategies is referred to by the acronym "POWER," which stands for the following sub-processes in the writing process: plan, organize, write, edit/editor, and revise (Englert in Guzel-Ozmen, 2006).

1) The *plan* think-sheet is designed to help students consider an array of strategies related to identifying their audience and purpose, retrieving relevant ideas from background knowledge, and developing a plan that subsumed groups of brainstormed ideas in categories.

2) The *organize* think-sheet is designed to help students organize their ideas into text structure categories and use text structure as a map in planning their papers. A text structure map is used to help students organize their explanations. The *organize* think-sheet is intended to guide students in the use of text structures to organize and order their ideas in a prewriting phase.

3) Students then write their first draft on the *write* think-sheet. During drafting, students are encouraged to reread their plans, translate their plans into text by fleshing out their ideas and adding keywords, engage their reader through introductions and conclusions (e.g., use of questions, dialogue, personal examples), and consider strategies for introducing readers to text structure categories to provide "reader considerate" text.

4) The fourth and fifth think-sheets, *edit* and *editor,* are parallel, guiding students through both self-editing *{edit)* and peer-editing *(editor)* activities. Both editing think-sheets prompt students to reflect on their own or their peers' papers in terms of content (e.g., placing stars next to the parts of the text they liked and question marks by the parts that might be confusing) and text organization (e.g., rating the extent to which criterion text structure features were present), and guided them to make revision plans.The phase concludes with an author and peer editor meeting to discuss the paper and collaborate on how to improve it.

5) Finally, studentsconsider how to revise their papers with the aid of the *revision* think-sheet. This think-sheet simply have students reflect on their editing plans by listing the suggestions generated and received, and deciding on which revision to implement. At the conclusion of this process, students

move on to the final draft stage where they incorporated revisions into a final draft that is published in a class book.

Students need instruction in the processes of writing and in the structures that underlie well-formed texts to develop their abilities in writing. Research suggests that good writing instruction provides students with insight into the writing process and helps students scaffold the organization of their ideas through instruction in text structures. Instruction in the writing process has proved to be effective when embedded in an instructional framework emphasizing teacher modeling, scaffold assistance, procedural facilitation, and the development of an inner language and vocabulary for talking about writing.
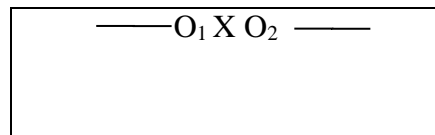
Furthermore, the Cognitive Strategy Instruction in Writing (CSIW) offers some advantages such as:

1) CSIW is an effective writing program that combined the best features of strategy instruction (e.g., the development of students' meta-cognitive knowledge, use of dialogue, and so forth) within a curriculum that fosters the development of students' knowledge of the writing process and text structures.

2) A multiple-component package such as CSIW may represent an advance over instruction that focuses on simple, quick-fix writing strategies and methods.

METHODS

Research Design

This research employed pre-experimental design with one group pre-test and post-test. The design involved one group pre-test (O_1), exposed to treatment (X), and then post-test (O_2).

$$O_1 \; X \; O_2$$

Where: O_1 = pre-test
           X = treatment
           O_2 = post-test

(Emzir, 2008)

There were two variables that were involved in this research, namely independent variable and dependent variable. The independent variable was the use of Cognitive Strategy Instruction in Writing (CSIW) which was the method used by researchers when delivering the teaching material, while the dependent variable was the students' writing skill particulaly content and organization.

Population and Sample

The population of this research was five classes of the tenth-grade students of SMAN 6 Pinrang in the academic year of 2017-2018. Then, to select the sample, the researchers employed cluster random sampling. In this case, the lottery was used and X MIPA 2 class came out as the result and became the sample of this research. The total number of sample was 35 students which consisted of 19 girls and 16 boys. Most of the samples were at the age of 15 – 16.

Research Instrument

To collect the data, the researchers used a writing test. The tests were given as pre-test and post-test. The pre-test was conducted at the beginning of the study to know the level of the student's prior knowledge, while the post-test was done after the entire treatment was accomplished in order to know whether there was an improvement on their writing skill or not after the strategy was implemented in their classroom. In both tests, the students were asked to write down their personal experience in the form of recount text.

To examine the students' writing, the researchers used a specific writing rubric which emphasized content and organization elements to be examined as follows:

Table 1 Content Scoring

Score Level		Indicator
Excellent to Very Good	30 – 27	Knowledge, substantive, through development of topic relevant to assigned topic.
Good to Average	26 – 22	Adequate range, limited development of topic, mostly relevant to topic, but lacks detail.
Fair To Poor	21 – 17	Limited knowledge of subject. Little substance. Inadequate development of topic.
Very Poor	16 – 14	Does not show knowledge of subject. Not patient or not enough to evaluate.

Table 2 Organization Scoring

Score Level		Indicator
Excellent To Very Good	25 – 22	Fluent expression ideas clearly stated/supported. Well organized. Logical sequencing. Cohesive.
Good to Average	21 – 19	Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequence.
Fair to Poor	18 – 11	Fluent. Ideas confused or disconnect. Lacks logical sequencing and development.

Very Poor	10 – 5	Does not communication. No organization. Or not enough to evaluate.

(Heaton in Amir, 2012)

FINDINGS AND DISCUSSION

The Students' Mean Score in Writing Recount text

Table The Mean Score of Students' Writing Recount Text

	Pre-test	**Post-test**	**Improvement**
Writing Recount Text	**4.12**	**6.61**	**60.4%**

The data in the table above showed the students' ability in writing recount text as the result of calculating the students' pre-test and post-test through Cognitive Strategy Instruction in Writing (CSIW). The students' score in pre-test (4.12) was lower than the post-test (6.61). It meant that the mean score of the students' post-test was higher than the mean score of students' pre-test. It showed that teaching recount text through Cognitive Strategy Instruction in Writing (CSIW) strategy was effective for the students.

The Rate Percentage of the Students' Score

Table 4.2 The Result of Students' Pre-test

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6 – 10	0	0%	0	0%
2.	Very Good	8.6 – 9.5	0	0%	0	0%
3.	Good	7.6 – 8.5	0	0%	0	0%
4.	Fair	6.6 – 7.5	1	2.8%	0	0%
5.	Fairly Poor	5.6 – 6.5	1	2.8%	1	2.8%
6.	Poor	3.6 – 5.5	33	94.4%	5	14.3%
7.	Very Poor	0 – 3.5	0	0%	29	82.9%
Total			**35**	**100%**	**35**	**100%**

The table above showed that in content only 1 (2.8%) student was classified as having fair result, 1 (2.8%) student was classified as fairly poor, and there were 33 (94.4%) students were classified as poor. While in organization only1 (2.8%) student

was classified as fairly poor, 5 (14.3%) studentswere classified as poor, and 29 (82.9%) students were classified as very poor.

Table 4.3 The Result of Students' Post-test

No	Classification	Score	Content		Organization	
			Frequency	**Percentage**	**Frequency**	**Percentage**
1.	Excellent	9.6 – 10	0	0%	0	0%
2.	Very Good	8.6 – 9.5	2	5.7%	1	2.8%
3.	Good	7.6 – 8.5	9	25.7%	6	17.1%
4.	Fair	6.6 – 7.5	15	42.9%	17	48.7%
5.	Fairly Poor	5.6 – 6.5	5	14.3%	5	14.3%
6.	Poor	3.6 – 5.5	4	11.4%	4	11.4%
7.	Very Poor	0 – 3.5	0	0%	2	5.7%
Total			**35**	**100%**	**35**	**100%**

The table above showed the students' score of post-test in content and organization. The students' score in content, there were 2 (5.7%) students were classified as very good, 9 (25.7%) students were classified as good, then15 (42.9%) students were classified as fair, 5(14.3%) students were classified as fairly poor, and 4 (11.4%) were classified as poor. While in organization only 1 (2.8%) student was classified as very good, 6 (17.1%) students were classified as good, then 17 (48.7%) students were classified as fair, 5 (14.3%) students were classified as fairly poor, 4 (11.4%) students were classified as poor, and 2 (5.7%) students were classified as very poor.

Then it can be concluded that the students' rate percentage in post-test were higher than in pre-test. In proved after applying the CSIW strategy in writing recount text, the students' percentage was getting improved. It meant that teaching writing recount text by Cognitive Strategy Instruction in Writing (CSIW) strategy was effective to improve students' writing ability.

The Improvement of Students' Writing Skill in Terms of Content

The improvement of students' ability to write the content of the topic was presented in the table below:

Table 4.4 The Improvement of Students' Writing in Terms of Content

Variable	Pre-test	Post-test	Improvement
Content	**14.57**	**20.49**	**40.6%**

The data in the table above showed the students' improvement in the content score as the result of calculating of students' pre-test and post-test at the students' ability in writing recount text through Cognitive Strategy Instruction in Writing (CSIW) strategy. As shown, students' score in pre-test (14.57) was lower than the post-test (20.49). It meant that there was an improvement (40.6%) of the students' ability in writing recount text through CSIW strategy. Teaching writing through CSIW strategy was effective for the students.

The Improvement of Students' Writing in Terms of Organization

The result of the students' ability to write organization of the topic is presented in the table below:

Table 4.5 The Improvement of Students' Writing in Terms of Organization

Variable	Pre-test	Post-test	Improvement
Organization	8.11	15.91	96.2%

The data in the table above showed the students' improvement in organization score as the result of calculating of students' pre-test and post-test at the students' ability in writing recount text through Cognitive Strategy Instruction in Writing (CSIW) strategy. As shown, students' score in pre-test (8.11) was different from the post-test (15.91).It meant that there was improvement (96.2%) of the students' writing recount text through CSIW strategy. Teaching writing through CSIW strategy was effective for the students.

The Use of Cognitive Strategy Instruction in Writing (CSIW) to Improve Students' Writing Skills

As explained in the previous section, it showed that the students' writing ability was improved. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implementing the students' writing ability through CSIW strategy was better than before the treatment given to the students.

Based on the findings, the students' score percentage in writing before taught using CSIW were very low. It was shown in the pre-test result that in building the content of their writing, out of 35 students, only 1 (2.8%) student was classified as fair, 1 (2.8%) student was classified as fairly poor, and there were 33 (94.4%) students were classified as poor. While in organization term, only 1 (2.8%) student was classified as fairly poor, 5 (14.3%) students were classified as poor, and 29 (82.9%) students were classified as very poor. The results revealed that most of the students' scores in pre-test were categorized low.

During the treatments, at the first meeting the researchers found that most of the students had no idea about their writing. They did not know how to start their

paragraph. Even after they found some ideas to develop, they then found it difficult to arrange or organize their ideas. Then the researchers implemented the CSIW stages in teaching writing from the second meeting until the last meeting. The CSIW helped to stimulate the students' ideas, so they could built up ideas and organized them into a good piece of writing.

After the post-test, the students' scores improved significantly. It can be seen by comparing the pre-test and post-test scores. The post-test result analysis showed that out of 30 students, there were 2 (5.7%) students were classified as very good, 9 (25.7%) students were classified as good, then 15 (42.9%) students were classified as fair, 5 (14.3%) students were classified as fairly poor, and 4 (11.4%) were classified as poor in terms of content. For organization aspect, 1 (2.8%) student was classified as very good, 6 (17.1%) students were classified as good, then 17 (48.7%) students were classified as fair, 5 (14.3%) students were classified as fairly poor, 4 (11.4%) students were classified as poor, and 2 (5.7%) students were classified as very poor. This result implied that the students' scores improved and was categorized as good.

This result is in line with Hallenbeck (2002) that the Cognitive Strategy Instruction in Writing (CSIW) could improve students' writing. She indicated that three of the four students showed substantial improvements in writing performance as measured by the word count of their compositions. Similar to Hellenbeck, Knuuttila (2010) also found that the student who were taught using CSIW strategy demonstated high achievement after having the post-test. The CSIW strategy gave positive impact for students' writing quality. The students showed an increase in organization; they also demonstrated an increased ability in generalizing their writing according to their writing topics.

In addition, in the pre-test, it was obtained that the mean score of content was 14.57 and the mean score of organization was 8.11, while in the post-test, the mean score of content was 20.49 and the mean score of organization was 15.91. It means that the content improved more than organization both in pre-test and post-test. It was because the CSIW strategy, in the first stage that was plan activity, students spent quite much time during the treatment. Thus, the students could elaborate ideas through brainstorming maximally. This was in line with what Prastiwi (2013) found. She found that in content, the students were able to develop their idea clearly enough, although they still could not develop their ideas using supporting details to make their text easy to understand.

The reason why the students were lacking in organization was that the students were difficult to connect their sentences. After the treatment, the students sometimes still put their ideas randomly. As a result, there was no coherence among the paragraphs that they were creating.

There were some weaknesses of this research, the first was the researchers needed much time to apply this method in order to make this research run well. The second was students need much time in each stage, especially in the first stage, so sometimes the time provided was not sufficient, and the last was this method could not be effective if any students were not interesting to write. And there were some

strongest of CSIW strategy was expected to be useful and gave positive contribution for both English teachers and the students. Firstly, English teacher could arrange their students to make a good writing. Also, for the students, that this method can make the students understood how to arrange their ideas into writing form and they could be attracted to learn English.

CONCLUSION

Based on the findings and discussion, the researchers drew a conclusion, that Cognitive Strategy Instruction in Writing (CSIW) is effective to improve students' writing skill both in terms of content and organization. It was proved by the pre-test was (4.12) compared to the mean score of the post-test was (6.61). In the other hand the result of the statistical analysis of the level significance or alpha level (α) = 0.05(5%) and degrees of freedom (df) = 34(df=N-1). Indicated that t-test value was 13.10while table was 2.032 where 13.10>2.032. The researchers assumes the using of Cognitive Strategy Instruction in Writing (CSIW) strategy could improve the students' writing ability. They were enthusiastic and interested enough in their learning.

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