

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Cognitive process refers to the knowledge, information and what is going on the writers' mind. Cognitive process is related to the writers' thinking skills which require them to think critically and logically in the phases of writing. According to Flower and Hayes (1981:367), cognitive process of writing can be identified by studying the writers' actions about what should be done in writing phases. Whereby it turns into protocol analysis which is used to study about cognitive process. It records a detailed information about what is going on the writers' mind during the act of writing. To collect the protocol, writers are given some problems then they will work on the task of the problem by thinking, jotting notes down, and writing.

Kellogg (1990:327) stated that in writing phases, there are some linear steps that the writers should follow, they are: (a) Prewriting Phases, the first phases of writing which the writer prepares all the information and plans what should be done along the writing process. In this phase, the writer must think about the generating ideas based on the topic and organize the plan for next phases. (b) First drafting, the writer transfers the generating ideas and plans into complete sentences. The writer should construct the sentence into a paragraph by relating each idea, then it can be a complete paragraph. (c) Subsequent draft, it is the revising phase of the writing. The writer revises the written text that has been written before based on the generating ideas. In this phase, the writer does some activities such as reading, evaluating and editing errors.

Prewriting phases is important in the writing phases because this is the first phases before the writers go into drafting and subsequent draft. It means that the writers should so prewriting time to collect the generating ideas and plan what should be write in the drafting phases. There are some cognitives activities in prewriting phases and the relationship within it to the task environmental, long term memory and writing process, they are:(1) collecting information, and (2) Planning text. In collecting the information can be done by doing some activities such reading, listening, and searching bibliographic sources. The activities can enrich writer's knowledge in getting the ideas. The information can be found based on the writers prior knowledge which linked to the information from the source that the writer read or listen. Whereas, in planning a text, writer doing some activities such creating ideas, organizing ideas, and setting the goals. After collecting the ideas, the writers have to cultivate the ideas in order to become a whole set of ideas. The whole set of ideas will be used in drafting and reviewing stages.

Kellog (1990: 327) stated that there are two strategies that the writers can use in doing the activities in prewriting phases, they are: (1) Clustering, the strategy that is used to connect the ideas which have been written down by the writer. the ideas are connected by deleneating a circle and drawing a line around. This strategy does not give any effet to documents quality which in term of conten and style, the writing process, and the planning characteristics. (2) Outlining, a conventional strategy which is used by the writer in creating the hierarchical design for product of writing and there is no explanation within the strategy.

Outlining helps the writer improve the writing quality and the writers' fluency in drafting.

Based on the strategies there are two opposing views appear, they are: (1) Interaction Hypothesis, it assumes that writing phases interact extensively during the development text and outlining will help the writer to utilize some opportunities that appear during activities in the writing phases. Based on this hypothesis, planning in prewriting phases does not give any benefit to the writing or the writing process. It just help the writer in increasing the number of ideas. (2) Overload Hypothesis, prewriting phase give main effect to the quality of writing and language production. Based on this hypothesis, planning in prewriting phases is the main time before the writer transferred the ideas into written text because it can help the writer to reduce the wasting time in thinking about what is going to write on the drafting and subsequent drafting phases.

Based on Kellogg (1990: 327) the qualities of writing document in terms of content and style, the fluency of composing, and the characteristics of prewriting plan (topic, ideas, and organization) is caused by clustering and outlining. That is why, prewriting phases is really important because it can help the writer to increase the writing performance. Thus, the writer will not wasting the time just to think about what topic, ideas, and organization that will be presented in the written text.

Argumentative text is a kind of text that requires the writers to think critically and logically. In writing the argumentative text the writer must do some creative and productive activities. Argumentative text is a text which bring the writer to the inquiry and critical thinking level. The aim in writing the

argumentative is to persuade the readers to agree with the writer's point of view. Inquiry is intended for the situation where the writer asking a question about some topic. It is used to dig another information about the topic then compare it to the writer's prior knowledge. Critical thinking is the ability in analyzing and evaluating information.

An effective argumentation is presented by following the structure which within the structure includes of the writers' claim and reason. Based on Ramage (2016:53), the organization which showing the structure of argumentative text are: (1) Introduction, the writers lead the audience to the issue by showing them the illustration story, memorableng scene and the startling statistics. The aim of this activity is to grab the audience's perception. (2) The writer's position, here writers present the reasons and evidence supporting their claims, typically choosing reasons that tie into their audience's values, beliefs, and assumptions. (3) Summary and critique, the writers must summarize the several opposing arguments and write them together by composing a single response. (4) Conclusion, writers sum up their arguments by restating the arguments and taking some action of the argument. Here, the writers can creat some statement to present a closure and leaving a strong final impression to the audience. By doing so and following the strategy of prewriting phasses, the writers can enhance their writing performance and the credibility of the argumentative text.

The cognitive process in writing argumentative text written by an undergraduate EFL context can be seen in this following paragaph:

I personally think that the national exam is good of it continue to be carried out in Indonesia. Because in fact, i see that in 2020 there will not be a national exam as usual, so what happened is that many students think that there is no big challenge for their graduation if

only looks from grades report cards without a national exam which is verb considered challenging so that students are more deep in studying.

Indonesia's education minister said that Indonesia does not hold a national exam because it thinks that Indonesia's achievements are not developing and graduation will be replaced with other standard skills.

The paragraph shows that the writer attempts to start the text about the national exam with the writer's point of view by stating it in the first sentence that is.... *i personally thinks that*. It refers to the national exam based on the writer's point of view. The way the writer uses this sentence represents the writer thinking about writer's argument about how national exam in Indonesia actually is. After that, the writer also provides an illustration about national exam which is closely relate to the students life in finishing their study. Besides, the writer also tries to persuade the readers by presenting expert opinion about national exam in the second paragraph which it should be not the structure of Argumentative text. The writer does not present the contents of the text well, because for each paragraph does not represent each main idea and supporting sentences. It seems like the writer does not plan anything before writing the text. in other words, the writer does not do prewriting phases as the early phases in writing argumentative text.

The cognitive process and writing phases particularly for prewriting phases above are group of ideas that represents the writer's problems of writing performance with the aim of making the writing product be able to be understood by the readers about the content of the writer's argumentative writing. In relation to the writing-performances, Nguyen *et al* (2018) studied about the effectiveness of pre-writing task in giving some impact to the students writing skill. They

stated that the pre writing task gave the positive effect on the productivity and writing quality, with free writing as the task showing larger effect on the productivity. The students writing performance improves well as they do the prewriting task to help them in organizing the generate ideas and planning the text. To this findings, the researcher conclude that placing student in doing prewriting phases can increase the students writing performances.

The previous research focuses on the prewriting phases on the students writing performances in terms of content and organization during the argumentative writing process. Prewriting time not only can increase the writer's writing performances but also support the writer personal potential and sharing knowledge in their writing phases. In argumentative writing, the writer has time to think critically and logically through prewriting time. It will help the writer to waste the time in writing the argumentative text. Within the prewriting time, the writer finds some clear ideas which are realized in the text structure. one of the important element in writing the argumentative text is persuading the readers. While in persuading the readers, text structure is also the elements of persuasiveness which is underlined by the thinking pattern of certain culture. It is related to Kaplan in Danesi (2009:188), the way students in forming the text structure, is effected by their cultural thought pattern.

The cognitive process in prewriting phases and the factors that detemine the effectiveness in writing argumentative writing which are realized in English as native language (ENL) and English as Second Language (ESL) above may be projected differently in Indonesia in which English is used as a foreign language (EFL). This understanding is relate to Kaplan theory in Danesi (2009:188) about

Contrastive rhetoric. Contrastive rhetoric is the study of writing in second and foreign language can be influenced by a culture and a person's first language. He divides the structuring an argument into five types. The first is linear. Linear model of structuring argument is used by the writer whose the native language is America, England, *et cetera*. In linear model, obvious transition is used by the writer in organizing their text hierarchically and there is no repetition within it. The second is semitic argumentative writing which is used by Jewish, Arabic, and Armenian. In paragraph development, a zig zag line with a series of parallel movements is followed by semitic group. The semitic group is signaled by the excessive use cohesive device. Otherwise, in argumentative, the words are tied to the emotion either for the writer or the audience, embedded in and they do not reflect the facts as much as the linear one. The third is oriental argumentative writing which belong to Asian. Their argument is considered to be written in circularly. The repetition is considered to be used by the writers to persuade others, depend on avoiding the metaphore using to state the writers' opinion directly. The fourth is romance argumentative writing which is used by French, German, and Hindi. This thought pattern favors a digressive back-and-forth zigzag line. The function is to provide the additional information and suggesting counter-argument. The fifth is Russian argumentative writing. Russian does the same thing with romance but with much higher level of digression.

In relation to the explanation above, Indonesia as the part of Asia, then the cultural thought pattern based on Kaplan in Danesi (2009:188) is categorized as indirect circular pattern. That is why, it is expected that Indonesia rhetorical style should use the repetition to convince other and metaphore can be used in avoiding

the directness. As the directness is viewed as being impolite thing. Thus, in expressing their ideas to avoid the impoliteness, they prefer choose the indirect way. The differences cultural thought pattern in mind and the status of English in Indonesia as foreign language (EFL), this study is intended to see the undergraduate EFL students of Indonesia will employ all the cognitive process in prewriting phases for their argumentative writing.

Therefore, this study will be focused on what cognitive process in prewriting phases are employ; and why the EFL students use them in their argumentative writing.

1.2. Problems of the Study

Based on the background, the problem of the research is formulated as follow:

1. What cognitive process occurs during the prewriting phases of Argumentative writing undergraduated students?
2. Why are such cognitive process realized in prewriting undergraduate students' argumentative writing?

1.3. Objectives of the Study

In relation to the problem, the objectives of the study are:

1. To describe the cognitive process occurs during the prewriting phases of Argumentative writing among undergraduated students.
2. To explain why such cognitive processes are realized in undergraduate students' of prewriting argumentative writing.

1.4. Scope of the Study

Cognitive process in writing phases in consists of : (1) Prewriting phases; (2) Drafting; (3) Subsequent draft. This study is limited to Prewriting pahses, particularly in Argumentative writing. In prewriting phases, there are two strategies they are: (1) Outlining and (2) Clustering. Based on the strategies there are two hypothesis appear: (1) Interaction Hypothesis and (2) Overload Hypothesis.

1.5. Significances of the Study

The findings of this study are expected to be useful theoretically and practically:

1. Theoritically, the findings are expected to strengthen or modify the theory of writing phases particularly in argumentative text and also the planning in prewriting time when beginning the writing.
2. Practically, the findings of this study are expected to be useful for:
 - a. English language learners in their attempt to do prewriting time before starting to write argumentative text in order to increase their writing performances
 - b. The lecturers in their attempt to teach writing argumentative text better through the understanding of writer's cognitive process in writing phases especially about the planning of prewriting phase