

THE IMPLEMENTATION OF COGNITIVE STRATEGY INSTRUCTION IN WRITING (CSIW): A CLASSROOM ACTION RESEARCH

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Abstract

There are some important aspects in teaching English especially writing skill such as lecturers as the mediator on teaching and learning process, the methods as the way to transfer the knowledge and train the skill, and the goal of the study as the aim of teaching. All the targets are based on how well they collaborate all aspects during the process of teaching and learning. Cognitive Strategy Instruction in Writing (CSIW) was chosen to know the effectiveness, strengths, and weaknesses in improving the writing skill of the Second Semester of English Study Program of Madiun State Polytechnic in the Academic Year of 2017/2018. The qualitative and quantitative data were used in this research. Qualitative data were taken from the scores of the pre-test of twenty eight students from A class and all cycles of the research. The quantitative data were taken through the observation, interview, and questionnaire. Based on the discussions and conclusions, Cognitive Strategy Instruction In Writing (CSIW) is recommended to improve the writing skill of the Second Semester of English Study Program of Madiun State Polytechnic in the Academic Year of 2017/2018.

Keywords: CAR, writing skill, CSIW

1. INTRODUCTION

There are two forms of language usage. The first is spoken language and the second is written language. However, it is not easy to master language especially foreign language. The spoken and written languages are divided into four skills in English namely listening, speaking, reading, and writing.

Writing takes a big role in the language learning process especially for the English foreign language learners. It is very important to give their students opportunity, guidance, direction and encouragement. So that they can learn effectively in the class and create a new things of the writing during their practical session including the students' imagination in devising situation which causes the use of language in the expression of the students' own meaning.

The students of English department, especially the second semester suppose that writing is one of the most difficult subjects of their lectures. They need extra energy to finish the exercises and practices. They get difficulty to start their writing and enlarge the imagination to finish their writing. They usually get stuck on building main supporting sentences, supporting sentences in detail, and insert examples or tables to support their topic sentence. They also get difficulty to make their sentences smooth in turn among sentences in order to make unity and coherence paragraph or text. As a result, they often write the short paragraph or text which is lack of unity and coherence. They also get difficulty to make triangle idea in which the sentences focus on one idea in a paragraph or among paragraphs focus on a discussion in a text. They seem only to fulfill the requirement given when they do their tasks.

To help the lecturer in teaching writing for high education students, lecturer may use some methods based on the condition of the class or even an interesting teaching way to present their teaching materials that also help them in creating a creative writing. Besides, the students are motivated to practice their English without burden and force. They get different occasion to express their ideas and opinion in written English. They are also more creative to deliver their idea, thought, and opinion in good written English such as arranging, choosing structures and words, and organizing sentences into a paragraph or a text.

Teaching language is like an art that needs a passion and patience in action. Burton in Abdul Aziz Wahab (2007: 7) states that teaching is stimulation, guidance, direction, and encouragement of learning. It means that a lecturer should make those for aspects of teaching present in the class as the other support for the students to learn more about the knowledge and the skill being taught. The lecturer ought to stimulate the students to be more active and sensitive in creating new ideas of writing. The lecturer also ought to give guidance followed by the direction in order to make them able to create something in a correct way and encourage them in obtaining the lectures.

Meanwhile, Harmer explains that writing is when teaching writing; therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse (1991: 53). Harmer also adds that teaching writing as an important thing because it is one of the basic language skills besides speaking, listening, and reading (2001: 79).

To result a good writing needs many processes, steps and rules in which the writer should obey. Harmer (2004: 4) states that writing process is the stages to produce something. There are at least four stages in the process of writing. they are as follows:

1. Planning

In this stage, the writer considers three aspects of planning. First aspect is purpose. The writer gives attention of information that he or she selects. Second, the writer has to know for whom he or she writes. The writing influences for thinking of audience. Third, the writer pays attention on the content structure while writing. He or she has to design the organization well including facts, ideas, or opinions.

2. Drafting

In this stage, the writer should have final writing before it is going to be edited. Correcting is done in the next stages after drafting.

3. Editing

In this stage, the writer reflects and revises the final writing after it was edited. This stage is helped by editor (reader) who gives opinions and suggestions of final writing

4. Final draft

Final draft is the last process of writing. It is the result of writing process through three previous stages.

Furthermore, Meyer (2005: 10) states that writing steps can be classified into six steps. They are as follows:

1. Explore ideas

In this step, the writer has to consider the points. There are subject, purpose, and audience.

2. Pre-write

The writer makes simple sentence or note words which are going to write. The writer uses some methods here. They are brainstorming, clustering, or free writing.

3. Organize

The writer selects the points of pre-write. Then the writer makes the outline.

4. Write a first draft

The writer writes sentences into paragraphs. The writer puts ideas in first sentences as usual. The next sentences are the supporting sentences.

5. Revise the draft

After the writer makes first draft, the writer reads the writing aloud. The writer corrects the error grammatical, punctuation, or vocabulary.

6. Produce the final copy

The writer checks the corrections and edits them. After finishing, the final copy is ready to print out or publish.

Jordan (2012: 1) states that cognitive strategies are useful tools in assisting students with learning problems. The term "cognitive strategies" in its simplest form is the use of the mind (cognition) to solve a problem or complete a task. Cognitive strategies may also be referred to as *procedural facilitators*, *procedural prompts* or *scaffolds*. Moreover, a cognitive strategy serves to support the learner as he or she develops internal procedures that enable him or her to perform tasks that are complex.

Cognitive Strategy Instruction in Writing (CSIW) aims at supporting learners in this psychologically and cognitively difficult activity. The aims of the task are based on what they have previously been learning about the writing process as described by Englert (1992) in Hallenbeck's (2002) article, 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-alouds" to model the thinking and inner talk that underlies 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.

Furthermore, Englert et al (1991: 352) states that CSIW is an example of one intervention that has proven to be successful in improving learning disabled students' ability to write various expository texts within a special education environment and has also proven to be successful in improving expository writing ability of high achievers (HA) and low achiever (LA) within the regular classroom. It means that CSIW is a strategy which had been proven to increasing students' writing ability not only high achievers (HA) but also low achievers (LA).

The instructional program is broken into four phases: analyzing the text, modeling the writing process, guiding students, and providing opportunities for independent writing (Englert, 1990). Gunning (2010: 470) explains the four phases or steps deeper below:

1. Step 1: Analyzing the text

Since low-achieving readers show little awareness of the text structure, either in their reading or their writing, examining text structure is emphasized. Samples from basals, trade books, periodicals, or content area texts can be used to illustrate a particular structure. It is also a good idea to use examples written by students, perhaps from previous years.

2. Step 2: Modeling the writing process

After analyzing and discussing the text, demonstrate the composing of an informational piece by writing one yourself. If a new game is to be introduced to the class, the teacher might write a how-to piece explaining how the game is to be played.

3. Step 3: Guiding students: Introducing Think Sheets.

As you model the process, introduce the concept of Think Sheets. These are prompts that help students plan, organize, revise, and edit their pieces. Each type of writing or text structure should have its own think sheets.

4. Step 4: Providing opportunities for independent writing

As students become more proficient, Think Sheets are phased out and students engage in independent writing.

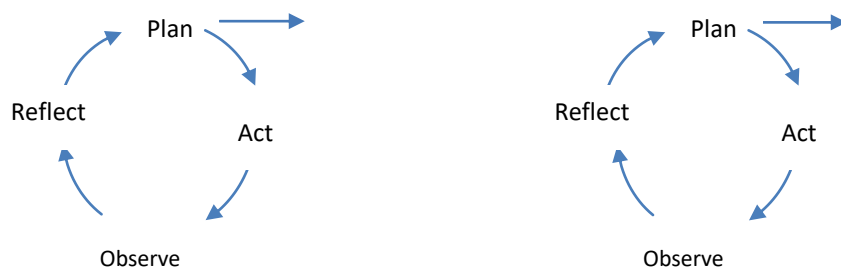
There are many advantages of CSIW. They are defined in this strategy as follows (Anderson et. al, 1992: 10):

1. Writing as a cognitive process. The thinking that underlies the writing process is made explicit in the teacher's and students' talk, and the teacher focuses the students' attention on their thinking much of the time.
2. Writing as a communicative process. The teacher conveys that writing serves meaningful purposes for informing, communicating, and stimulating, not just evaluating.
3. Teacher-student dialogue. Teacher-student interaction about writing is dialogic in nature, with teacher responding to student writing and encouraging students to make their thinking about writing explicit.
4. Modeling of cognition. The teacher uses think-alouds to model the cognition that underlies strategic writing processes.
5. Student-student interaction. Peer interaction around writing is fostered by the teacher, who communicates that students are resources for one another's thinking and writing.

2. RESEARCH METHOD

The researcher applied Classroom Action Research (CAR). Harmer (2003: 414) states that Action Research is the name given to a series of procedures teacher can engage in, perhaps because they wish to improve aspects of their teaching, or alternatively, because they wish to evaluate the success and/or appropriation of certain activities and procedures.

Action research is described as a spiral steps and there are four stages: planning, acting, observing, and reflecting (Lewis in McNiff, 1998: 22). In conducting this research, the design procedure will be adapted to other kind to fit the overall condition of this research. Basically the design consists of the four components as the one Lewin has.



There were two kinds of data which were used in this research, the quantitative and qualitative data. The quantitative data were in the form of students' scores. The data were students' scores from the beginning of the research to the end of the research. They were taken from the test. The qualitative data were collected by the following techniques: observations, questionnaires, interviews, and document analysis.

In collecting quantitative data, the researcher used a scoring rubric that was used in pre test, test cycle I, test cycle II, test cycle III and post test.

1. The writing test of pre test

In the first meeting, the researcher gave writing test to find out the students' skill in writing. it was used to predict and map the high level and low level of students' writing skill. It was also to know whether the students are interested in writing or not.

2. The writing test of cycle I

The writing test was given in the end of cycle I. It was used to measure the progress of students in writing after the teaching strategy was given.

3. The writing test of cycle II

This writing test was given at the end of cycle II. The writing test was conducted to measure the progress of students' skill in writing.

4. The writing test of post-test

The result of post-test was compared with the result of pre-test. Then the results of them were analyzed to know whether Cognitive Strategy Instruction in Writing (CSIW) was effective to improve the students' writing skill or not and the percentage of the improvement.

Analytical scoring method was used to score the writing aspects such as 1) organization; 2) content; 3) structure; 4) mechanics; and 5) vocabulary. Hughes (1996: 19) states that by using scoring analytical method, the scorers have to give the scores that will tend to make the scoring more reliable. The scoring rubric which was used in this research was as follows:

Table 2.1 the scoring rubric of writing

No	Writing Elements	Criteria	Score
1	O	Appropriate title; affective introductory paragraph; topic is stated, lead to body; transitional expression used; arrangement of material shows plan (could be outlined by the reader); supporting evidence is given for generalizations; conclusion is logical and complete.	5
	A	Adequate title; introduction and conclusion; body of essay is acceptable; but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misuse	4
	I	Mediocre or scant of introduction and conclusion; problem with the order of ideas in body; the generalization may not be fully supported by evidence given; problems or organization interfere	3
	A	shaky or minimally recognizable introduction; organization barely can be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion is weak or illogical; inadequate effort at organization.	2
	I	absence of introduction or conclusion; no apparent organization of body; severe or lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by the reader).	1
2	C	the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material essay reflects thought.	5
	N	the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.	4
	T	incomplete development of ideas or essay is somewhat off the topic; paragraphs aren't divided extract right.	3
	E	incomplete ideas; inadequate effort in area of content; it does not reflect careful thinking	2
	N	no effort to consider the topic carefully; no reflect college level work; it is completely inadequate.	1
3	S	native like fluently in English grammar, correct use of relative clauses, prepositions, modals, articles, verbs forms and tense sequencing; no fragments of run-on sentences.	5
	R	advance proficiency in English grammar, some grammar problems don't influence communication, is aware of them; no fragments of run-on sentences.	4
	C	Ideas are getting through to the reader; grammar problems are apparent and have negative effect on communication; run-on sentences or fragments present.	3
	U	numerous serious grammar problems interfere with communication of writer's ideas; grammar review of some areas is clearly needed; difficult to read sentences.	2
	E	severe grammar problems interfere greatly with message; reader can't understand what the writer was trying to	1

		say; unintelligible sentence structure.	
4	M E C H A N I C S	correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented punctuation and spelling; very neat.	5
		some problems with writing conventions or punctuation; occasional spelling errors; punctuations errors interfere with ideas.	4
		uses general writing conventions but has errors; spelling problems distract reader, punctuations errors interfere with ideas.	3
		serious problem with the format of paper, parts of essay are not legible; errors in sentence punctuation and final punctuations unacceptable to educated readers.	2
		Complete disregard for English writing conventions; paper is eligible; obvious capitals are missing, no margins, and severe spelling problems.	1
5	V O C A B U L A R Y	precise vocabulary usage; use of parallel structures; concise; register is good.	5
		attempts variety; good vocabulary; not wordy; register is ok; style is fairly concise.	4
		some vocabularies are misused; lack of awareness of register; may be too wordy.	3
		poor expression of ideas; problems in vocabulary; lack of variety of structure.	2
		inappropriate use of vocabulary; no concep[t of register or sentence variety.	1

In collecting qualitative data, the researcher used an observation, interview and questionnaires during and after the process of cycle 1, test cycle II, and cycle III. Burns (2010: 81) states that questionnaire is also well-known with a survey, checklist, or schedule. Dornyei (2003, pp. 8-9) in Burns (2010: 81) mentions that there are three types of information that can be gotten. Questionnaire consists of factual or demographic, behavioral, and attitudinal. In this research, the students' attitude was observed by giving *Yes No* questionnaires. From questionnaires, the researcher could see how the implementation of Cognitive Strategy Instruction in Writing (CSIW) works during the process of learning and studying in writing lecture.

The researcher did observation to know the progress and attitude of the students during the research. The researcher used the checklist to get the information about students' attitude in the classroom during the lecture. There five indicators of the students' attitude introduced by (Phillips and Carr, 2010: 193). They are as follows:

- 1) The students' enthusiasm during teaching and learning process.
- 2) The students' activeness during teaching and learning process.
- 3) The students' attention to the materials given.
- 4) The students' participation in the discussion.
- 5) The students' responsibility towards the assignment.

The subject of the research was the students of the second semester of English Study Program of Madiun State Polytechnic in the academic year of 2017/2018. There were 28 students which consist of 7 boys and 21 girls.

3. RESULT AND DISCUSSION

1. Cycle I

The second semester students class A of English Department of state polytechnic of Madiun faced some difficulties on writing. They faced the problem on writing organization (topic sentence, supporting sentences and concluding sentence), grammar (combining tenses), style (syntactic structure and punctuation), vocabulary (word choice), and content of the implementation of writing theory to form a good paragraph and text completed by the theory of unity and coherence. The recommended strategy chosen was Cognitive Strategy Instruction

in Writing (CSIW). It was used to make the goal of the research. The first cycle was used to describe the process of teaching and learning by using Cognitive Strategy Instruction in Writing (CSIW) in order to improve the students' skill on writing. It was done in four steps such as; 1) planning; 2) acting; 3) observing; and 4) reflecting.

1) Planning

In this step, the researcher planned the lesson plans in order to achieve the goal. Cognitive Strategy Instruction in Writing (CSIW) was chosen as it was a recommended strategy to transfer and make the students understand and able to practice writing in a short period and in a simple way. The lesson plans were as follows: 1) designing the indicators achieved; 2) choosing the activities, a Recount Text on a Short Trip by using simple past tense; 3) using the students' experiences; 4) arranging the students' task; and 5) designing written assessment.

2) Acting

The action was done for four meetings. The first meeting, the researcher discussed about the pattern and the usage of simple past on full verb and linking verb version. The second meeting, the researcher explained the vocabularies and the different functions among verbs, adjective, noun and adverb. The third meeting the researcher explained the organization such as topic sentence, supporting sentence and concluding sentence and gave examples the use of the theories in order to be able to compose sentences as a paragraph. In the fourth meeting, the researcher invited all the students to present the result of their writing in front of the class and discuss to find solution of difficulty and give suggestion.

3) Observing

The observation was aimed to know the influence of the strategy applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during the process of teaching and learning by using Cognitive Strategy Instruction in Writing (CSIW); interviewing the students after presenting their recount text in which they did the process by using Cognitive Strategy Instruction in Writing (CSIW); and holding written test to know the improvement of the students writing skills through the writing indicators.

4) Reflecting

In the cycle I, the students said that the activities of Cognitive Strategy Instruction in Writing (CSIW), Recount text based on the experience, gave the chance for the students to learn English more especially on writing. They were active to ask each other and to the lecturer during the process of teaching and learning. They tried hard to follow the steps of Cognitive Strategy Instruction in Writing (CSIW). They helped each other to solve the difficulty and problems on the second and third step before coming to the independent writing. Cognitive Strategy Instruction in Writing (CSIW) in the cycle I also gave them a new experience in learning English for writing subject as they could learn and practice their skill through the dependent and independent process in a different situation. Cognitive Strategy Instruction in Writing (CSIW) provide an chance to understand the theory from the paragraph or text given by the guidance of the lecturer and discussion through the smooth steps before coming to the individual writing.

2. Cycle II

Based on the evaluation of the first cycle, the researcher found some students make mistakes on pattern during arranging words into sentences especially on verbs such as determining the form of the verb 2, using the wrong linking verbs was, were, double verbs that should be separated by "to" and combining tenses in past and present for general truth. They also got mistakes on organizing the sentences into paragraph and text. The researcher

continued the research to the third cycle which consisted of: 1) revised planning; 2) acting; 3) observing; and 4) reflecting.

1) Revised planning

Some students faced some difficulties in determining the form of the verb 2, using the wrong linking verbs was, were, double verbs that should be separated by “to” and combining tenses in past and present for general truth. They also got mistakes on organizing the sentences into paragraph and text during teaching and learning process by using Cognitive Strategy Instruction in Writing (CSIW). The researcher made the lesson plans to solve the problems. They were as follows: 1) designing the indicators achieved; 2) choosing the activities, Description by using simple present tense; 3) using some pictures consisting different places, objects or activities; 4) arranging the students’ task; and 5) designing written assessment.

2) Acting

The action was done for four meetings which were based on the revised planning. The first meeting, the researcher discussed about the way in choosing the suitable words based on the function and category in their structure. The second meeting, the researcher explained the way to arrange the words with the different category and function into sentences and arrange the sentences to form a paragraph consisting of topic sentence, supporting sentences, and concluding sentence. The third meeting the researcher explained the way in arranging sentences to compose paragraph into a text based on the theory of writing such as topic sentence, supporting sentences, supporting sentences in detail, concluding sentence, coherence, and unity. In the fourth meeting, the researcher gave opportunities to all the students to present the result of their writing in front of the class.

3) Observing

The observation was aimed to know the influence of the strategy applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during the process of teaching and learning by using Cognitive Strategy Instruction in Writing (CSIW); interviewing the students after presenting their recount text in which they did the process by using Cognitive Strategy Instruction in Writing (CSIW); and holding written test to know the improvement of the students writing skills through the writing indicators.

4) Reflecting

In the cycle II, the students said that the activities of Cognitive Strategy Instruction in Writing (CSIW), Description text based on the pictures, objects and activities, gave the chance for the students to learn English more especially on writing. They were active to ask each other and to the lecturer during the process of teaching and learning. They tried hard to follow the steps of Cognitive Strategy Instruction in Writing (CSIW). They helped each other to solve the difficulty and problems on the second and third steps before coming to the independent writing. Cognitive Strategy Instruction in Writing (CSIW) in the cycle II also gave them a new experience in learning English for writing subject as they could learn and practice their skill through the dependent and independent process in a different situation. Cognitive Strategy Instruction in Writing (CSIW) provide a chance to understand the theory from the paragraph or text given by the guidance of the lecturer and discussion through the smooth steps before coming to the individual writing.

3. Cycle III

Based on the evaluation of the second cycle, the researcher found some students make mistakes on structures during arranging words into sentences especially on verbs such as using the wrong linking verb is, am, are, adding -s or -es and negative structures on does or

do. They also got mistakes on organizing the sentences into paragraph and text. The researcher continued the research to the third cycle which consisted of: 1) revised planning; 2) acting; 3) observing; and 4) reflecting.

1) Revised planning

Some students faced some difficulties in using structures during arranging words into sentences especially on verbs such as using the wrong linking verb is, am, are, adding -s or -es and negative structures on does or do. They also got mistakes on organizing the sentences into paragraph and text. The researcher made the lesson plans to solve the problems. They were as follows: 1) designing the indicators achieved; 2) choosing the activities, discussion text on Television-Harmful to Children; 3) using some pictures and videos consisting of the fact and the effect of watching Television; 4) arranging the students' task; and 5) designing written assessment.

2) Acting

The action was done for four meetings which were based on the revised planning. The first meeting, the researcher reminded the structure of simple present in full verb and linking verb form. The second meeting, the researcher explained the use of the structures in sentences, arrange the sentences to form a paragraph consisting of topic sentence, supporting sentences, and concluding sentence, and gave many examples. The third meeting the researcher explained the way in arranging sentences to compose paragraph into a text based on the theory of writing such as topic sentence, supporting sentences, supporting sentences in detail, concluding sentence, coherence, and unity. In the fourth meeting, the researcher gave opportunities to all the students to present the result of their writing in front of the class.

3) Observing

The observation was aimed to know the influence of the strategy applied during the process of teaching and learning. The observation consisted of three phases such as observing the class during the process of teaching and learning by using Cognitive Strategy Instruction in Writing (CSIW); interviewing the students after presenting their recount text in which they did the process by using Cognitive Strategy Instruction in Writing (CSIW); and holding written test to know the improvement of the students writing skills through the writing indicators.

4) Reflecting

In the cycle III, the students said that the activities of Cognitive Strategy Instruction in Writing (CSIW), discussion text on Television-Harmful to Children; based on some pictures and videos consisting the fact and the effect of watching Television for children, gave the chance for the students to learn English more especially on writing. They were active to ask each other and to the lecturer during the process of teaching and learning. They tried hard to follow the steps of Cognitive Strategy Instruction in Writing (CSIW). They helped each other to solve the difficulty and problems on the second and third steps before coming to the independent writing. Cognitive Strategy Instruction in Writing (CSIW) in the cycle III also gave them a new experience in learning English for writing subject as they could learn and practice their skill through the dependent and independent process in a different situation. Cognitive Strategy Instruction in Writing (CSIW) provide a chance to understand the theory from the paragraph or text given by the guidance of the lecturer and discussion through the smooth steps before coming to the individual writing.

Based on the research finding, there were some important points of the improvements that could show the target of the research. They were the improvement of: 1) organization; 2) content; 3) structure; 4) mechanics; 5) vocabulary; 6) the strengths and weakness of CSIW. The classifications are as follows:

1. The Improvement of Students Writing Skill

The observation of cycle I, II, and III showed the improvement of indicators of writing during teaching and learning process. The proofs of the improvement were on: 1) organization. Most of the students could manage their sentences based on the theory of writing such as stating the topic, completing the supporting sentences, and giving the concluding sentence; 2) content. Most students could create the content of the composition as the topic; 3) structure. Some students could use the correct structures on composing recount text, descriptive text, and discussion text; 4) Mechanics. Most students could use the format of writing in their compositions well; 5) vocabulary. Most of the students could choose the words which related to the topic being written.

The students writing scores improved from cycle to cycle which is shown in the following tables.

Table 3.1 the score of pre-test and post-tests

No	Level	Pre-test	Post-test	Post-test	Post-test
1.	Highest	80	80	84	88
2.	Average	64	67	69	72
3.	Lowest	52	52	56	60

Table 3.2 the students' passing grade

No	Passing grade	The students' score	The sum of students			
			Pre-test	Cycle I	Cycle II	Cycle III
1.	65	Above Passing grade	15	18	20	23
2.	65	Below Passing grade	13	10	8	5

2. The Strengths and the Weaknesses of CSIW

The implementation of Cognitive Strategy Instruction in Writing (CSIW) from cycle to cycle showed the strengths such as: 1) chance. It gave the students chance to prepare them understand the theory of writing, gave them complete examples based on the theory of writing in the form of text analysis taken from the correct text based on the material such as recount, description, and discussion, and provide them time for them to ask question, discuss with their friends to comprehend the material before coming to the independent or individual writing session.; 2) interest. The students changed their perception that writing was difficult. They thought that writing was challenging, needed passion and interesting; 3) Semi Student and Lecturer-centered. The students experienced the situation in which they wrote based on 4 steps in which two of the steps were full of theory and guidance from the lecturer. The third step they could discuss with their friend when the lecturer guide them introducing the think paper. They could change their mindset that writing was not always started individually but in guidance in the process of digging the idea, imagination and opinion before expressing them in individual composition. They also learned English on writing lecture not only from the lecturer but also from their friends.

Cognitive Strategy Instruction in Writing (CSIW) also had some weaknesses such as: 1) Dependent. The students seemed depend on the lecturer and their friends as the three steps of Cognitive Strategy Instruction in Writing (CSIW) provide full and half guidance although the students should think hard and totally; 2) Lack of creativity. The students usually wrote the composition in monotonous sentences. Some of the students even are influenced by the style and arranging of the organization from the previous text in which they were used as the analysis and examples session. They also did not show their creativity in the composition by

showing the individual style of writing because of the effect of more guidance and many examples of the text.

4. CONCLUSION

Based on the data analysis of the research, the researcher can conclude that Cognitive Strategy Instruction in Writing (CSIW) shows the improvement result on students writing skill of the second semester students of English Department in the academic year of 2017/2018. It provides the effective guidance for the students to practice English on writing skill and becomes one of the solution for the lecturer to transfer the knowledge and improve the students's writing skill. It also has much strength to make the students able to write English well.

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