

**THE INFLUENCE OF COGNITIVE LEARNING STRATEGY AND INTEREST
ON WRITING ON STUDENTS' WRITING SKILL
AT SMPN 1 SINTUK TOBOH GADANG
PADANG PARIAMAN**

THESIS



By

MILA FITRITA Z

NIM. 1204348

*Submitted as partial fulfillment of the requirements
To obtain a degree in Mastet of Education*

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION STUDY PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2016**

ABSTRAK

Mila Fitrita Z. 2016. Pengaruh Strategi Belajar Kognitif dan Ketertarikan Pada Kegiatan Menulis Terhadap Kemampuan Menulis Siswa SMPN 1 Sintuk Toboh Gadang Padang Pariaman. Tesis. Program Pascasarjana. Universitas Negeri Padang

Penelitian ini adalah Korelasi Multivariat yang dilaksanakan di SMPN 1 Sintoga Padang Pariaman yang bertujuan untuk membuktikan bahwa *Cognitive Learning strategy* sebagai variabel bebas (X1) dan *Interest on writing* (X2) mempengaruhi kemampuan siswa dalam menulis. Dalam penelitian ini pengambilan sampel dilakukan dengan menggunakan proporsional tehnik sampling. 50% dari populasi diberikan angket strategi belajar yang terdiri dari enam tipe learning strategi. Siswa yang memiliki nilai tinggi pada *Cognitive Learning Strategy* akan diambil sebagai sampel penelitian. Dari 63 siswa sebagai populasi, 38 siswa terkategori sebagai siswa yang menggunakan *Cognitive Learning strategy* sebagai strategi belajar. Selanjutnya sampel diberikan angket *Cognitive Learning strategy* untuk mengelompokkan mereka kedalam upper dan lower *cognitive learning strategy*. Pengelompokan data didapatkan 62,05% siswa terkategori upper *cognitive learning strategy* dan 28,95% terkategori lower *cognitive learning strategy*. Data sampel didapatkan bahwa sampel juga diberikan angket *interest on writing* untuk menentukan kelompok upper dan lower *interest on writing*. Hasil analisa data menunjukkan bahwa 57,89% siswa terkategori upper *interest on writing* dan 43,11% siswa terkategori lower *interest on writing*. Data deskriptif menunjukkan bahwa mean score *Cognitive Learning strategy* berada pada 2,853 dengan standar deviasi 0,6993. Sedangkan *interest on writing* berada pada mean score 3,039 dengan standar deviasi 0,6096. Selanjutnya analisa inferensial digunakan untuk membuktikan hipotesis penelitian dengan menggunakan uji t. Dari hasil uji t didapatkan bahwa *Cognitive learning strategy* mempengaruhi kemampuan menulis siswa SMPN 1 Sintoga dengan nilai uji t $3,5032 > 2,402$. Uji t juga menunjukkan bahwa *interest on writing* mempengaruhi kemampuan menulis siswa dengan nilai t $3,881 > 2,402$. Dari uji t yang dilakukan terlihat bahwa *interest on writing* lebih mempengaruhi kemampuan menulis siswa.

ABSTRACT

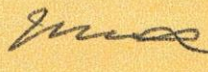

Mila Fitrita Z. 2016. The Influence of Cognitive Learning Strategy and Interest on Writing on Students' Writing Skill At SMPN 1 Sintuk Toboh Gadang Padang Pariaman. Thesis. Graduated Program. State University of Padang

This study was conducted in Correlation Multivariate held at SMPN 1 Sintoga Padang Pariaman which aimed to prove that Cognitive Learning strategy as an independent variable (X1) and Interest on writing (X2) affects students' ability in writing. In this study, the sampling was done by using proportional sampling techniques. 50% of the population was given a questionnaire about learning strategy that consists of six types of learning strategies types. Students who have a high value on Cognitive Learning Strategy will be taken as a sample. As the population of 63 students, 38 students categorized as students who used Cognitive learning strategy as their learning strategies. Furthermore, samples are given a questionnaire Cognitive Learning strategy to classify them into upper and lower cognitive learning strategy. The data obtained 62.05% of students categorized in the upper cognitive learning strategies and 28.95% students were categorized into lower cognitive learning strategy. The samples were also given a questionnaire about interest on writing to determine their level of interest on writing which was upper and lower interest groups on writing. Results of the data analysis showed that 57.89% of students were categorized into upper interest on writing and 43.11% students were categorized into lower interest on student writing. Descriptive data showed that the mean score of Cognitive Learning strategy was at 2.853 with a standard deviation of 0.6993. While the mean score of interest on writing was 3.039 with a standard deviation 0.6096. Further inferential analysis was used to prove the research hypothesis by using t-test. From the t test results showed that cognitive learning strategy influence the students' writing skill of SMPN 1 Sintoga the value of the t test $3.5032 > 2.402$. T test also showed that the interest on writing influence students' writing skills with t value $3.881 > 2.402$. T test conducted shows that the interest on writing influence students' writing ability more than cognitive learning strategy.

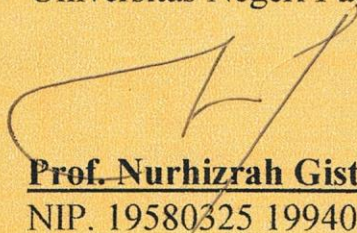
PERSETUJUAN AKHIR TESIS

Mahasiswa : *Mila Fitrita Z.*

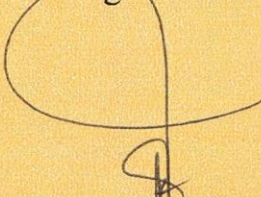
NIM. : 1204348

Nama	Tanda Tangan	Tanggal
<u>Prof. Dr. H. Mukhaiyar</u> Pembimbing I		<u>22/2-2016</u>
<u>Prof. Dr. Jufrizal, M.Hum.</u> Pembimbing II		<u>25/2-2016</u>






Direktur Program Pascasarjana
Universitas Negeri Padang


Prof. Nurhizrah Gistituati, M.Ed., Ed.D.
NIP. 19580325 199403 2 001

Ketua Program Studi/Konsentrasi


Dra. Yenni Rozimela, M.Ed., Ph.D.
NIP. 19620919 198703 2 002

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Dr. H. Mukhaiyar</u> (Ketua)	 _____
2	<u>Prof. Dr. Jufrizal, M.Hum.</u> (Sekretaris)	 _____
3	<u>Prof. Dr. Hermawati Syarif, M.Hum.</u> (Anggota)	 _____
4	<u>Dr. Hamzah, M.A., M.M.</u> (Anggota)	 _____
5	<u>Dr. Ridwan, M.Sc.Ed.</u> (Anggota)	 _____

Mahasiswa

Mahasiswa : *Mila Fitrita Z.*

NIM. : 1204348

Tanggal Ujian : 1 - 2 - 2016

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

1. Karya tulis saya; Thesis, dengan judul: *The Influence of Cognitive Learning Strategy and Interest on Writing on Students' Writing Skill at SMPN 1 Sintuk Toboh Gadang Padang Pariaman*. Thesis. Graduated Program. State University of Padang belum pernah diajukan untuk mendapatkan gelar akademik baik Universitas Negeri Padang ataupun di Perguruan Tinggi lainnya di Indonesia.
2. Karya tulis ini murni gagasan , penilaian rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain , kecuali dari tim pembimbing dan Tim penguji.
3. Dalam penulisan ini tidak terdapat hasil karya orang lain kecuali pendapat yang telah ditulis dengan disebutkan nama dan di cantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya , dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dari pernyataan saya ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis saya ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, February 2016

Saya yang menyatakan



Mila Fitrita Z

NIM: 1204348

NIM: 1204348

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, the writer would like to express her great gratitude to Allah SWT, the Almighty God for giving healthy, strength motivation, opportunity and patience for the writer to complete this thesis. Then, the writer would like to express her deepest thankfulness to the following persons who helped and supported her in conducting this research :

1. Prof. Dr. Mukhayar, M.Pd and Prof. Dr. Jufrizal, M.Hum as her advisors who have given meaningful contribution, help, unlimited guidance , corrections and a great amount of time for the writer to finish this thesis.
2. Prof. Dr. Hermawati Syarif., Dr. Ridwan, M.Ed and Dr. Hamzah, MA. MM as her examiners who have given valuable contribution and suggestion in completing this thesis.
3. The director of Pasca Sarjana of Padang State University and Staffs who provide the supporting facilities.
4. The headmaster of SMPN 1 Sintuk Toboh Gadang Padang Pariaman and all friends who teach in this place who have given support , idea and opportunity for the writer to conduct the research in her class.
5. The students of SMPN 1 Sintuk Toboh Gadang Padang Pariaman who have given much attention, desire, and seriousness in the process of research.

Padang, February 2016

The Researcher

TABLE OF CONTENTS

	Page
ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR THESIS	iii
PERSETUJUAN KOMISI UJIAN TESIS	iv
SURAT PERNYATAAN	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLES	ix
LIST OF FIGURES	xi
LIST OF DIAGRAMS	xii
LIST APPENDICES	xiii
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Focus of the Research	6
D. Formulation of the Problem	6
E. Research Questions	7
F. Purpose of the Research	7
G. Significance of the Research	8
H. Definition of the Key Terms	8
CHAPTER II REVIEW OF THE RELATED LITERATURE	
A. Review of the Related Theories	10
1. Writing.....	12
2. Teaching Writing.....	16
3. Students' Writing Skill	17
4. Learning Strategies	24
5. Interest in Learning.....	34

6. Review of Related Findings	50
7. The Conceptual Framework of the Research	55
8. Hypothesis	57
CHAPTER III RESEARCH METHOD	
A. Method of the Research.....	59
1. Research Design.....	59
2. Research Variables.....	60
B. Population and Sample.....	60
1. Population	60
2. Sample.....	61
C. Instrument of the Research.....	65
D. Technique of Data Collection.....	70
CHAPTER IV FINDING AND DISCUSSION	
A. Data Description and Analysis	86
B. Research Findings	136
C. Discussion	147
CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	
A. Conclusions	151
B. Implications.....	153
C. Suggestions.....	154
REFERENCES.....	156
APPENDICES	159

LIST OF TABLES

	Page
Table 2.1 Rebecca Oxford Taxonomy List	29
Table 3.1 Research Variables	60
Table 3.2 Questionnaire Indicators of Learning Strategies	63
Table 3.3 Validator’s Name	68
Table 3.4 Cognitive Learning Strategies	68
Table 3.5 Interest on Writing Indicators.....	69
Table 3.6 Learning Strategy Frequency	70
Table 3.7 Expert Validity of Questionnaire	73
Table 3.8 Validation Result of Interest on Writing	73
Table 3.9 Learning Strategies Scale	74
Table 3.10 Interest on Writing Scale	75
Table 3.11 Rubric for Assessing Student Writing: Personal Narrative (Recount).....	75
Table 3.12 Rubric for Assessing Student Writing: Descriptive	76
Table 4.1 The Criteria of CLS	87
Table 4.2 The Data about Plan and Goal Setting	89
Table 4.3 The Data about Tapping Prior Knowledge.....	90
Table 4.4 The Data About Asking Question	91
Table 4.5 The Data About Predicting.....	92
Table 4.6 The Data About Visualizing.....	93
Table 4.7 Making Connection	93
Table 4.8 Summarizing	94
Table 4.9 Creating structure for input and output.....	95
Table 4.10 Retrieving.....	96
Table 4.11 Deferral	97
Table 4.12 Avoidance	97
Table 4.13 Verification	98

Table 4.14 Resourcing	99
Table 4.15 The students' criteria of interest on writing	100
Table 4.16 glad feeling.....	101
Table 4.17 students' attraction	103
Table 4.18 students' attraction	104
Table 4.19 students' attraction	104
Table 4.20 students' attraction	105
Table 4.21 students' attraction	106
Table 4.22 students' attraction	106
Table 4.23 students' attraction	107
Table 4.24 students' writing skill.....	108
Table 4.25 Independence Variable and Dependence Variable (Low Writing)	109
Table 4.26 Independence Variable and Dependence Variable (Upper Writing).....	110
Table 4.27 Students' writing skill of upper cognitive learning strategy	112
Table 4.28 Students' writing skill of lower cognitive learning strategy	114
Table 4.29 Students' writing skill of upper Interest on Writing	115
Table 4.30 Students' writing skill of lower Interest on Writing	117
Table 4.31 ANOVA of Upper Cognitive Learning Strategy	119
Table 4.32 ANOVA of Lower Cognitive Learning Strategy.....	120
Table 4.33 ANOVA of Upper Interest on Writing	121
Table 4.34 ANOVA of Lower Interest on Writing	122
Table 4.35 The influence of cognitive learning strategy and interest on writing on Writing on Students' Writing Skill.....	124
Table 4.36 Descriptive Statistics.....	125
Table 4.37 One Sample Kolmogorov-Smirnov Test.....	127
Table 4.38 ANOVA Table	128

LIST OF FIGURE

Figure 1 Conceptual Framework 56

LIST OF DIAGRAM

Diagram 1 The Upper CLS Writing Skill	113
Diagram 2 The Lower CLS Writing Skill.....	115
Diagram 3 Students' Writing Skill of Upper Interest on Wtiting.....	117
Diagram 4 The Lower IoW Writing Skill.....	118

LIST OF APPENDICES

Appendix 1	Kuisisioner Learning Strategy	160
Appendix 2	Angket ketertarikan terhadap kegiatan menulis.....	165
Appendix 3	angket strategi belajar kognitif.....	168
Appendix 4	Nilai metakognitif.....	170
Appendix 5	Nilai affektif.....	173
Appendix 6	Nilai Sosial.....	176
Appendix 7	Nilai memori	178
Appendix 8	Nilai kompensasi.....	180
Appendix 9	Independent variables and dependence variables	183
Appendix 10	writing score of upper cognitive strategy.....	185
Appendix 11	writing score of lower cognitive strategy.....	186
Appendix 12	writing score of upper interest on writing.....	187
Appendix 13	writing score of lower interet on writing	188
Appendix 14	student's writing skill score	189
Appendix 15	Writing Score lower Interest on Writing	190
Appendix 16	Score of Writing.....	191
Appendix 17	Score of Texts	192

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English stated on the demand of curriculum 2013 affirms clearly that teachers have to help students to achieve competence in language skills. One of the competences in language skills that should be achieved by the students is writing skill. Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes. Based on Core Competency –*Kompetensi Inti (KI)* and Basic Competency-*Kompetensi Dasar (KD)*, the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and *recount* to interact with people in their nearest environment. The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. There must be a convergence between English teaching and learning. Therefore, efforts to develop students writing skills in English, is not only one of the important objectives of English teaching, but also to adapt to the needs of examination.

Dealing with the efforts to achieve students writing skill, a number of factors which influence students in achieving the skill have to be considered. A number of theories have stated about the factors which affect students' writing

skill. Most of the theories claim that as writing is a process which needs strategy and interest of the writers to complete their writing. This theory is supported by Nachira (2010) who conducted research about the factors which affect the students' writing skill. She found that students learning strategy, knowledge, effort and interest of the writing topic influence students' competence in writing.

The findings of the previous research stated that interest is one of some factors which affect students' writing skill. Interest is psychological condition that drives and leads a person to behave. It is also stated as an internal state that arouses, directs and maintains behavior. Gambrell (2001:130) states that interest refers to what moves people to put forth. It means that interest is everything that can make a person to do something. In other words, interest is an encouragement that comes from itself or given by one person to another. The encouragement is done in order to make someone become a better person than before. Additionally, interest means as an underlying reason for activity that is done by a person.

The next factor which can give influence on the students' competence in writing is learning strategy which is had by the students. It is assumed as the way of the students to understand and promote their language learning and it is also claimed as a tactic that a learner has in order to get the competence of language acquisition and used with the explicit goal of helping learners improving their knowledge and understanding of a target language. The learning strategies are also concluded as aware judgments and behaviors used by students to facilitate language learning tasks and to personalize the language learning process. If the

language learner wants to get their target in learning a language, they have to have a good strategy in order to learn a language.

As stated by Oxford (2002: 8), learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferrable to new situation. It can be assumed that learning strategy in writing which had by the language learners make the learners are excited more in achieving writing skill. Therefore, the students have to have good strategy to increase their writing skill to prove their skill mastery.

One of learning strategies that has big influence in writing skill is Cognitive learning strategies. It is a kind of strategies which is unified by a common function, manipulation or transformation of the target language. It implies that the different processes concerning learning can be explained by analyzing the mental processes first. It posits that with effective cognitive processes, learning is easier and new information can be stored in the memory for a long time. On the other hand, in effective cognitive processes result to learning difficulties that can be seen anytime during the lifetime of an individual (Sincero : 2011, 3).

Furthermore, Cognitive learning strategy which constructs cognitive learning competence affects writing skill in some components of writing. As the component of writing which developing idea needs to accept incoming information and to retrieve the store information, so that the cognitive

competence has to be had. This statement is supported by Julia (2003) who states that cognitive learning strategies refer to all strategies that writer use to implement the actual writing skill. Based on the opinion, it can be assumed cognitive learning strategies concern with the writing skill since this strategy simply refers to the thinking process and storage knowledge.

Besides learning strategy, another factor which also influence the students' writing skill is their interest on writing. According to Mu (2005), in term of interest of learning this strategy is similar to rest that has an aim at reducing anxiety and increasing curiosity. It means that interest on writing makes the students' relax and enjoy in doing writing activity, which cause they are easy to build their ideas and deliver their opinion, argumentation and their feeling through writing activity.

Dealing with the explanation above, the researcher did some investigation with the number of students at SMP N 1 Sintoga Padang Pariaman about their writing skill. Form the result of investigation, the researcher found that the students' writing skill are very lame. Some students are in high skill and some students are in lowest skill. Seeing the fact above, the researcher did some informal interview with the some teachers and students. The teacher stated that the students did not have ideas in developing topic to be written. They seemed not interest to do writing. Another factor was because the student did not have good strategy in developing their knowledge. Meanwhile, the result of the informal interview with the students showed that the students were lazy to

complete their writing because they did not have knowledge to develop ideas and they did not have interest in writing. It can be seen from a number of indicators of learning such as feelings of pleasure; students' interest, students' attention, and students' engagement are still not had by the students.

B. Identification of the Problem

Related to background of the problem above, the researcher identified that there were several factors can affect the students at SMP N 1 Sintoga Padang Pariaman in writing skill. Good writing skill of the students has good affected for the students itself especially in transferring their ideas and opinion in daily life in English language. Writing skill of students can be calculated in good content, organization, grammar, rich of vocabulary and mechanic of writing. Besides writing skill that should be had by the students, interest in learning also should be built in order to get good learning result. Actually, to achieve good writing skill, there are some factors should be considered such as cognitive learning strategy and writing interest.

Cognitive learning strategy in writing skill is claimed as the important factor should be considered since this learning strategy affect students' skill in writing. Ability in developing ideas as the main component of writing can not be separated from students cognitive learning strategy since this strategy leads the students having linguistic knowledge of the topic that will be written and this strategy also guides the students to find and select important information from outside sources. A learner remembers new words by visualizing them represented

in a memorable or ridiculous situation. This makes it easier and faster to recall these words.

Meanwhile, interest on writing is also stated as the factor of writing skill. Students who are interested in a particular subject is a form from how teaching methods can affect students thought the lesson on then make students interest to the lesson . The students will have a high interest in a case because of the satisfaction and benefits that have been acquired, as well as strengthening the response received from parents, teachers, groups, and the environment, then someone is going to focus on the activity of interest.

C. Focus of the Research

Based on the identification of the problem above, there are some factors that influence students' writing skill. But, in this research, the researcher discussed about Cognitive learning strategies and writing interest. Since interest in writing and learning strategy generate students' mind set in acquiring information and reducing anxiety. Therefore, it is important for the researcher to find out the influence of Cognitive learning strategy and interest on writing toward students writing skill.

D. Formulation of the Problem

According to the limitation above, the problem of this research is formulated based on the topic of this research which is aimed to see the influence of cognitive learning strategy and interest on writing toward students' writing skill. The formulation of the problem was stated in the following question: "Are

there any significant influence of Cognitive learning strategy and interest on writing toward students writing skill?"

E. Research Questions

Based on the formulation of the problems, some research questions could be developed as following:

1. What are the cognitive learning strategy of the students?
2. What are the interest on writing of the students?
3. What are the upper and lower cognitive learning students' writing skill?
4. What are the upper and lower interest student' on writing?
5. What are the influence of students' cognitive learning strategy and interest on writing on student's writing skill?

F. Purpose of the Research

The purposes of this research were

1. To find out the upper and lower students cognitive learning strategy.
2. To find out the upper and lower students interest on writing
3. To find out the students' writing skill of the upper students cognitive learning strategy and lower students cognitive learning strategy.
4. To find out students' writing skill of the upper students interest on writing and lower students interest on writing.
5. To find the influence of cognitive learning strategy toward students' writing skill
6. To find out the influence of interest on writing toward students' writing skill

7. To compare the influence of cognitive learning strategy than the influence of interest on writing on students' writing skill

G. Significance of the Research

The result of this research is intended to give contribution to the researcher, the reader, and the students. For the researcher, this research will add the knowledge and be useful to know the influence of cognitive learning strategy and interest on writing toward students' writing skill. For the reader, this research will enrich knowledge about the cognitive learning strategy. Last, for students of senior high school, this research is hoped can make them motivated to increase their Cognitive learning strategy and they realize that Cognitive learning strategy is important to be encouraged because it has good influence toward their writing skill. This research can be used as consideration in building Cognitive learning strategy in order to be good writer and having good interest in learning.

H. Definition of Key Terms

In order to make the readers have the same perception with the researcher had better to present the key terms as the following:

1. Learning strategies are specific activity taken by students of ninth grade of SMPN 1 Sintoga Padang Pariaman to make learning easier, faster, more enjoyable, more self directed, more influenceive and more transferable to new situation.
2. Cognitive learning strategy is the strategy which is used students of ninth grade of SMPN 1 Sintoga Padang Pariaman to interact with the material to be

learned by manipulating it mentally (as in making mental images or relating new information to previously acquired concepts *or* skills) or physically

3. Writing skill is ninth grade of SMPN 1 Sintoga Padang Pariaman students' competence in constructing some written text which scored based on some components namely, organization, content, grammar and vocabulary and mechanic of writing.
4. Interest on writing is ninth grade of SMPN 1 Sintoga Padang Pariaman students' feeling of writing about specific topic.