CHAPTER I

INTRODUCTION

This chapter consists of Background, Problem Statement, Objective of the Research, Significance of the Research, and Scope of the Research.

A. Background

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

It is known that English is not our native language, due to the fact that its mastery is not easy. English components and skills are important for language learners. Its components include grammatical structure, phonology, vocabulary, and pronunciation, which can have an effect on our English language skills such as listening, reading, speaking, and writing. Writing is a written, productive language skill. This refers to the ability to communicate by reading and writing. Reading refers to producing spoken language. Sometimes students can speak English fluently but they do not understand when it comes to writing or making descriptive text.

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

Researchers conducted observations at SMK Negeri 2 Parepare. Researchers found several problems related to teaching activities. These problems include: students' having very poor writing skills and teachers still using inappropriate teaching techniques. So, it might be caused by students who are not interested in the lesson, because there is no variation in teaching English from the teacher in today's condition of having to study online. Researchers want to apply the right method to improve students' abilities. One way to improve students' writing skills is that students should be more active than teachers. By using the pre-experimental method, the researcher chose the eleventh grade students of SMK Negeri 2 Parepare as the subjects of this research.

The strategy CSIW embeds metacognitive or self-regulating strategies in structured cognitive routines that help students monitor and evaluate their

understanding. ability to recognize, recognize, and use effectivelyStrategizing is a necessary skill for academic success. Based on the problems mentioned above, researchers will try to improve students' writing skills by using Cognetiv Strategy Instruction in Writing (CSIW), with the title "The Implementation of Cognitive Strategy Instruction in Writing (CSIW) to Improve the Students' Writing Ability of SMK Negeri 2 Parepare".

B. Problem Statement

Based on the background, the students' writing skills were still very poor. Therefore, the researchers formulate the question in the form of interrogative sentences as follows: does the use of Cognitive Strategy Instructio in Writing (CSIW) improve the student writing ability of SMK Negeri 2 Parepare?

C. Objective of the Research

Based on the problem statements above, the objective of the researcher is to find out how to use Cognitive Strategy Instruction in Writing (CSIW) to improve the students' writing ability of SMK Negeri 2 Parepare.

D. The Significance of Research

The significance of the research is divided into two parts. There were theoretical and practical significance.

1. Theoretical Significance: This research is expected to provide good knowledge, references, and information that can be applied in teaching and learning English, especially in teaching writing descriptive texts using Cognitive Strategy Instruction in Writing (CSIW).

2. Practical Significance: There are three practical significances which are expected by the researcher as follows:
    a) For teachers, this research can be useful knowledge about the strategy CSIW to teach writing descriptive texts.
    b) For students, it can help them improve their writing skills by using Cognitive Strategy Instruction in Writing (CSIW). Thus, they were interested and not bored in learning English.
    c) For the next researcher, it can be useful information and sources for further research and can create new writing strategies that are creative, interactive, and effective.

E. The Scope of the Research

The scope of the research was limited to discipline, content, and activity.

1. Disciplinedly, this research is limited to the field of applied language studies in terms of teaching writing using Cognitive Strategy Instruction in Writing (CSIW).
2. Based on the content, the researcher gave a pre-test to the students before the treatment and taught the students by using Cognitive Strategy Instruction in Writing (CSIW). This study includes several curriculum-based materials used in the pictures. In the teaching process, to involve and develop the ability to write descriptive texts for students.
3. Through activities, the researcher improved students' writing skills by using Cognitive Strategy Instruction in Writing (CSIW). Researchers showed students pictures of people or animals, then students paid attention

to the pictures, and finally wrote descriptive texts so the students drew conclusions from the pictures they saw through the descriptive texts.

CHAPTER II

REVIEW OF RELATED LITERATURE

In This Chapter there are some sections that will be explained. They are some previous research findings, some pertinent ideas, conceptual framework. The following will be explained as follow.

A. Some Previous Research Findings

There is some research being conducted for research by using the strategy CSIW in teaching English. The results of the research are briefly stated below:

Indah Viqrianti Ramli (2018) in her research "The Effectiveness of Cogitive Strategy Instruction in Writing (CSIW) to Improve Students' Writing Skill" found that writing recount text using CSIW is a pre-designed experimental use with one class. Cluster random sampling was applied to select one group of pre-test and post-test design samples. Cognitive Strategy Instruction in Writing is an effective strategy for improving students' writing skills in recounting texts. Choosing an appropriate learning objective that takes into account student needs is difficult.

Riska Yusuf (2018) in her research "The Effect of Using Cognitive Strategy Instruction in Writing (CSIW) to Teach Writing for Eight Grades at Islamic Junior High School Al-Khairiyah Jambi City" Researchers conclude that the effect of strategy (CSIW) on students using a quasi-experimental design and for data collection using a writing test with samples in the experimental class, the results were found to be very influential between before and after being taught Cognitive Strategy Instruction in Writing (CSIW). There is a significant influence between

classes taught with the CSIW strategy and classes that are not taught using the strategy CSIW.

IIta Karlinasari (2019). In her research "The Implementation of Cognetive Strategy Instruction in Writing (CSIW) Strategy in Teaching Writing For The Eight Grade Students at Mts Al-Karomah Winong Ngawi", the research states that in using the implementation of the strategy CSIW has advantages and disadvantages, and students' responses to the implementation of the strategy CSIW in teaching writing. Students should draft and organize written text before exploring it in their writing. This can help them train themselves to write an essay.

Based on the results of previous related studies, because there is a relationship between the researcher and the research, such as skills and methodologies, the difference is that this study does not examine learning disabilities but tests general students to improve their writing skills. Based on the research findings above, students need a writing strategy, so the researcher wants to try one of the strategies, namely CSIW, to improve students' writing skills, especially in making dscritive text. This strategy is good because it can help students develop ideas.

B. Some Partine Ideas

1. The Concept of Writing

a. Definition of Writing

Shair & Bilar (2015) States that writing is one of the most important skills for students and researches also say that with the aim of developing writing students have a difficult or tertiary level of skill.

Huy N. (2015) states that writing is one of the most important skills in learning English and in writing we can also be skilled in academics and non academics. However, many high school students are not aware of the importance of writing skills. In adition there are many mistakes in student writing, this stems from a lack of interest in learning to write students.

Abadi, Ahmadi & Mehrdad (2015) states that writing involves several elements to interact to get the final product, namely text, writer and reader. Whereas in learning to write there are three objectives that can be distinguished based on the vies of a teacher, namely focus on the language itself, focus on communication, and focus on froms and messages.

Bastug M. (2015) Stating that writing is one of the basic language skills, not only to express feelings, thoughts and beliefs but is also used in the learning and development of the individual itself. As for deficiencies in writing that effect academic-based learning and on the other hand, effective writing skills have many positive effects on adult activities such as sending emails or writing petitions, as well as developing academic careers and sending massages/letters.

Maricimoi A. (2016) states that writing is where we process change or get ideas, and express feelings through writing in paper and word form. Writing also is an element of communication with people who are far away and can share or express feelings and ideas from each other and can be said to be able to build connections between people. In other words, writing is part of the media to provide information to the recipient and then read it.

Based on the definition of writing, the researcher concludes that writing is one of the most important skills in language, it is the core of language in building writing and communication content through writing that is not done directly.

b. Types of Writing

There is the five type of writing from Brown (2001: 343-346) indicating that is able to :

1. Imitative

   This type of writing is usually for the beginners, in which they simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

2. Intensive

   Students produce language to display their competence in grammar, vocabulary, or sentence formation.

3. Self-writing

   Self-writing is a with only the self in mind as on audience. Diary or jurnal writing and note taking can be categorized in this kind of writing in which they take a note for something for the purpose of later recall.

4. Display writing

   This type of writing is more focused on task based responses in which students are responding to a prompt or assigments.

5. Real writing

   The purpose of this type of writing is to exchange useful information. Since the different writing may have different purposes, the teacher should able to give the students a clear understanding of the types of writing performance so that the students sould differentiate and recognize which types their writing belongs to.

Based on the type of speech, the researcher found that there were many types of speech. In making descriptive texts, several types of activities were be discussed namely intensive, writing your own text display and real writing. This type of writing will happen from start to finish.

1. Cognitive Strategy Instruction in Writing (CSIW)

a. Definition of Cognitive Strategy Instruction in Writing (CSIW)

Abadiano E. and Jasse (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 writes engage in the processes and strategies related to planning, organizing, writing, ediing, and revising. Second, immature writers benefit from writing apprenticeships in which the teacher employs "think-alound" 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 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.

Kenuutila E. (2010) defines that CSIW is designed to incorporates many features of effective strategy instruction, including: development of students' metacognitive knowledge about writing strategy through emphasis on the teacher's inner dialogue model to direct the writing prosess, assist with scaffolding during lessons and writing sessions, procedural facilitation for students through the use.Think-sheets, and peer collaboration in writing conferences. In the other hand Hallenbeck (2002) explains that Cognitive Stategy Instruction in Writing (CSIW) provides the instructional model withim whichthe collaborative structure of this study is built.

Based on the results of the research above, it can be explained that strategies to stimulate students to be independent in writing. Also, this strategies help students to know how to draft their writing not worry and they can start enjoying their work.

b. Advantages of Cognitive Strategy Instruction in Writing (CSIW)

Students need instruction in the writing process and in the underlying structure of well formed text to develop its ability to write. Research shows that good writing instruction gives students with insight into the writing process and help students build organization of ther es through nstructons n the structure of the text. Instructions in the writing process have been shown to be effective when embedded in an instructional framework emphasizing teacher modeling, scaffolding assistance, procedural facilitation, and development inner language and vocabulary to talk about writing.

Cognitive Strategy Instruction in Writing (CSIW) provides such as : a network. Cognitive Strategy Instruction in Writing (CSIW) can provide. There are many advantages for students and teachers in teaching writing and improve students' writing skills. In addition, there are several advantages of Cognitive Strategy Instruction in Writing (CSIW) such as:

1. CSIW is an effective writing program that combines the best features strategy instruction (e,g., student ability development pengembangan metacognitive knowledge, use of dialogue, etc.) curriculum that encourages the development of students' knowledge of writing process and text structure.
2. Multi- component packages such as CSIW can represent advance writing-focuced instruction that is simple and fast strategies and methods.

C. Procedures of Cognitive Strategy Instruction in Writing (CSIW)

Cognitive Strategy Instruction in Writing (CSIW) includes: strategic thinking sheet designed for strategy making speech, and text structure to carry out the writing process seen by student. Each thought sheet contains a series of self-question or instructional statements to promote the inner development of students language is important for activation and for controlling writing strategies.(Englert in Guzel-Ozmenn, 2006).

1. Plan a thought sheet designed to help students consider a series of strategies related to identifying audiences and their goals, taking relevant ideas from background knowledge, and develop a plan that group ideas into categories.
2. Organized thinking sheets are designed to help students organize ideas into the category of text structure and use the text structure as a map in plan their papers. Text structure maps are used to help students organize their explanations. Organized thought sheets are meant for guide students in the use of text structures to organize and sequence them ideas in the prewriting phase.
3. Students then write their first draft on a written thought sheet. During drafting, students are encouraged to reread their plans, translate plans into the text by refining their ideas and adding key words, engage the reader through the introduction and conclusion (e.g., the use of questions, personal examples, dialogues), and consider strategies for introduces the reader to the category of text structure to give the reader attention text.

4. Fourth and fifth thought sheets, edit and editor, parallel, guide students through self-editing (edit) and peer editing (editors) activity. The two editing thought sheets encourage students to reflect papers belonging to themselves or their peers in terms of content (e.g., placing next star to the part of the text they like and a question mark in the part they like may be confusing) and the organization of the text (e.g., assessing the extent to which criteria text structure features exist), and guide them to make a revision plan. This phase ends with the author and colleagues editors' meeting to discuss papers and collaborate on how to improve.
5. Finally, students consider how to revise their paper with help revised thought sheet. This thought sheet only asks students to reflect on it their editing plans by listing suggestions generated and accepted, and decide which revisions to apply. At this conclusion process, students move to the final draft stage where they incorporate revisions into the final draft published in class book**.**

E. Descriptive Text

a. Definition of Descriptive Text

Noprianto E. (2017) states that descriptive text is one of the genres that high school students are required to master in Indonesia. This requires the teacher to be able to convey it well in class. The results showed that the main problems students have in writing descriptive text lie in three aspects: the inability to adjust social functions text, difficulties in writing descriptive text with a chronological scheme structure, and difficulty in filling in the text with appropriate language features, such as the use of non-specific participants.

Isabella M. & Dahler B. (2018) argue Writing descriptive text is imagining and drawing the focus of one object in detail by using interesting sentences. In this activity, students can analyze and imagine real objects. If the teacher does not give a real or more complicated objection, such as a good look at mountains, lakes, beaches, seas, or other places people find difficult.

Bachtiar and Hami C. (2011:16) state that descriptive text is a text that says what someone or something looks like, describing rather than revealing a specific person, place, or other thing.

Oshima and Yulia H. (2014:30) state that descriptive text appeals to the senses, so it describes how something looks, feels, smells, or sounds. Other than that, with good descriptions such as "word picture," the reader can imagine objects, places, or someone in mind. A writer's good description is like an artist who paints a picture that can be "seen" clearly in the reader's mind.

Wren and Watts (2002) state that descriptive text is like painting pictures with words. By using descriptive text, readers feel that seeing the description is like seeing the image. Descriptive text has the purpose of describing an object or the person the author is interested in.

Based on the results of the research above, the researcher concluded that descriptive text describes an object in the form of people, objects, and places that can be seen and felt by the reader.

b. Typs of Descriptive Text

There are three types of descriptive text from Rahmad & Anni (2017) which show about an object:

1. Social Function

   The social function of writing descriptive text is to describe a particularperson, place, thing, or animal.

2. Generic Structure

   It consists of two parts they are (a) identification; identification, that is thestatement that consist of one topic to be describe, and (b) description, whichconsists of the details description about the object that is identified inidentification.

3. Grammatical Features

   In descriptive text, it focuses on specific participants, uses of attributes, declarative sentence, and simple present tense.

D. Conceptual Framework

There are three main components are explaine in the following:

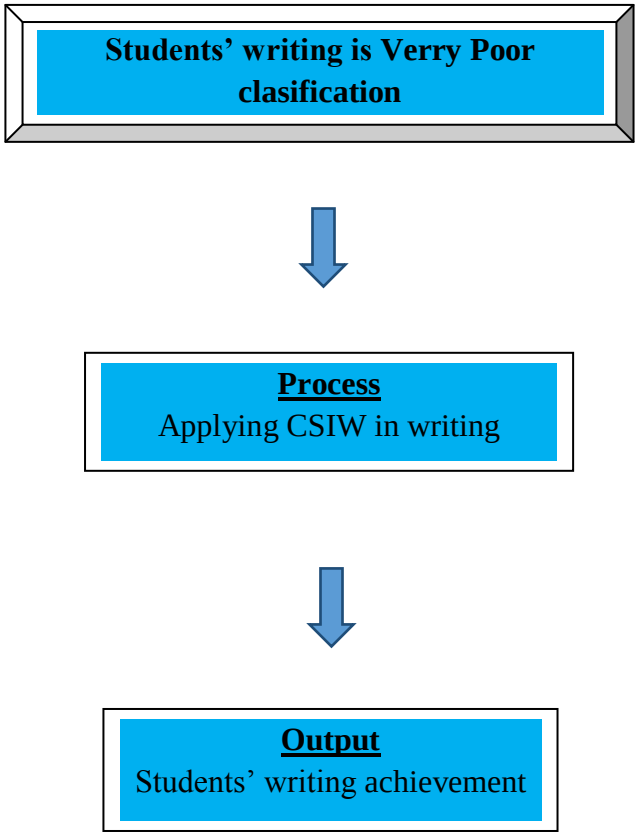


Figure 2.1 Conceptual Framework

1. Input

Based on the assessment (Directorate of Coaching, S. M. A., Education, J., & Education, M. K., 2018: 28), writing is a productive written language skill. In teaching and learning, the strategy CSIW embeds metacognitive or self-regulating strategies in structured cognitive routines that help students monitor and evaluate their understanding. ability to recognize and use effectively Strategizing is a necessary skill for academic success.

As a result, there is often no significant improvement in students' writing skills. Therefore, teaching strategies and teaching methods are some of the most

important elements influencing the teaching and learning process of English, including teaching writing. The application of appropriate learning strategies and teaching methods, such as the use of the strategy CSIW, is very important in determining the success of teaching and learning.

2. Proses

The teaching material given is descriptive text. Because the researcher's classification of students was very poor, the researcher asked questions to describe something and used the strategy CSIW through pictures as a method that could support students in developing their writing skills in the teaching and learning process. Then, the process refers to the manner of writing activities. The researcher will teach about descriptive text through Strategy (CSIW). The researcher applied the stages of writing in a structured manner according to the student's situation. The researcher concludes that there is a way that must be done so that students are interested in doing writing activities. The researcher applied the strategy CSIW with the right strategy to encourage students' motivation in writing English, which made students confident in writing descriptive texts.

3. Output

Researchers hope there is a comparison between the pre-test and post-test in class so that it can be known whether this method can improve students' writing skills. The main focus of this research is teaching writing by using Cognitive Strategy Instruction in Writing (CSIW). The theoretical basis of this research is as follows:

E. Research Hypothesis

The students' writing ability at SMK Negeri 2 Parepare increased after they were taught to use Cognitive Strategy Instruction in Writing (CSIW).

1. H_0 = There is no positive effect of using strategy CSIW in improving students' writing skills in class X TITL B SMK Negeri 2 Parepare.
2. H_1 = There is a positive effect of using strategy CSIW on improving students' writing skills in class X TITL B SMK Negeri 2 Parepare.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, research procedure and variables, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

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

$$\mathbf{E: 0_1 \rightarrow X \rightarrow 0_2}$$

Where:

E = Experimental Group

$0_{1=}$ Pre-test

X = Treatment

0_2 = Post-test

(Emzir, 2008)

B. Research Variables and Definition of Variables

1. Research Variables

There are two variables in this study, namely the independent variable and the dependent variable.

a. Independent Variable: Strategy CSIW is a method used to improve the writing skills students of SMK Negeri 2 Parepare**.**

b. Dependent Variable: Improved writing skills of students of SMK Negeri 2 Parepare after researchers used the strategy CSIW.

2. Operational definition of the variables

To clarify the variables in this study, the researcher describesoperational definition as follows:

a. Writing is a process in which we pour out or express the results of our thoughts into writing so that we are able to see someone's language skills in writing.

b. The using of Cognitive Strategy Instruction in Writing (CSIW) is a form of writing learning that focuses on understanding a text, such as in making descriptive text where a student understands a written text they are writing.

C. Population and Sample

1. Population

The population in this study were class X students of SMK Negeri 2 Parepare in the 2021–2022 academic year. There are two classes. Class X TITL Persis A has 36 students, while Class X TITL Persis B has 36 students. So the total population is 72 students.

2. Sample

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

D. Instrument of The Research

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

E. The Procedure of Collecting Data

The data was collected from students. Researchers used a procedure consisting of two stages, namely pre-test and post-test.

1) Pre-test: This text was given to determine students' writing knowledge and skills. The researcher provides descriptive text with the same time allocation (2 x 50 minutes) for one meeting.
2) The final test: The post-test was the last procedure in this process. Researchers give students after giving treatment four times, and then they are given a test. The researcher looked at the students' actual abilities in the writing test. The time allocation for the post-test is (2 x 50 minutes) for one meeting.

F. Treatment

Researcher was applied Cognitive Strategy Instruction in Writing (CSIW) to improve students' abilities to write descriptive texts by using steps carried out in meetings. 1-4 researchers explain the descriptive text. This text was used until the fourth meeting, with different material in each meeting, namely:

At the first meeting, the researcher provides an explanation of the description in the descriptive text. The researcher gives pictures of animals or humans to study. Students are asked to do "planning" individually, which is the first stage of the writing process. The researcher gave one sheet of paper to each student.This Thingkin sheet was designed to help students organize their ideas.

At the second meeting, a thingkin sheet that has been distributed to students contains the structure of descriptive text as a map for organizing writing. Students then write their first draft on a written thinkkin sheet.

At the third meeting, the teacher gave instructions to the students to write descriptive text. Then students enter the editing (self-editing & peer editing). Then students revise their writing based on the results of editing.

At the fourth meeting, students perform on the POWER stage in the classroom, slightly different from the previous activity. At this meeting, student researchers were asked to do planning, organizing, writing, editing, and revising all at once. The theme given is different from the previous meeting.

G. The Technique of Data Analysis

In this study, data was collected after giving the instrument to students. The data was analyzed through quantitative analysis. The following procedure was used to analyze the data:

1. Calculating the students' score:

Table 3.2 The Assessing Writing

Component	Assessment Component	Score
Writing	**Content:** Content of subject knowledge: thesis development, topic coverage, relevance of detail, substance, and quality of details.	0-25
	Organization: Organization: mixing of expressions, clarity in the expression of ideas, support, organization of ideas, sequencing and development of ideas.	0-20
	Grammar: Grammar: use of sentence structure and arrangement, accuracy and precision in the use of agreement, number, tense, grammar, articles, pronouns, prepositions, and negotiation.	0-15
	Vocabulary: Vocabulary: coverage, accuracy of word/idiom choice, mastery of word forms, appropriateness	0-15

	of registers, and effectiveness of word delivery.	
	Mechanics: Mechanism for writing conventions of spelling, punctuation, capitalization, paragraph binding, and others.	0-15

(Heaton in Amir,2012)

2. The Score Classifies Base on Components Observed

$$\text{Students' score} = \frac{students' gainedscore}{maximumscore} x\ 100$$

(Directorate of coaching, S. M. A., Education, J., & Education, M. K., 2018 : 28)

3. Classifyingthe Score of the Students

The data are classification by referring the scoring system as follow:

Table 3.3 Scoring Classification

No	Predicate	Classification	Score
1.	A	Very Good	86-100
2.	B	Good	71-85
3.	C	Poor	56-70
4.	D	Very Poor	0-55

((Directorate of coaching, S. M. A., Education, J., & Education, M. K., 2018)

4. The Mean Score of the Students Achievement

$$\bar{x}=\frac{\sum x}{N}$$

Where :

$\bar{x}$: Mean score

$\sum x$: Total of row score

N : Number of students

(Mills & Gay, 2019)

5. The Formula of Standard Deviation

$$SD = \sqrt{\frac{SS}{N-1}} wHereSS = \sum X^2 - \frac{(\sum X)^2}{n}$$

Where:

SS : Sum of squares

SD : Standard deviation

SS : Sum of squares

N : Total number of subjects

$\sum$: The sum of the squares; square each score and add up all the squares

N : Number of students

(Mills & Gay, 2019)

6. The Test of Significant

The formula that used to calculate the of t-test value to identify the difference between pre-test and post-test the presented as follow:

$$t = \frac{\Sigma D}{\sqrt{\frac{n\Sigma D^2 - (\Sigma D)^2}{n-1}}}$$

Where :

T : Test of significance

∑ : The sum of the squares; square each score and add up all the squares

N : Number of students

D : The difference between the paired score

(Mills & Gay, 2019)

7. Creteria of Testing Hypothesis

To test hypothesis, the researcheer used two-tail hypothesis with = 0,05 and degree of freedom (df) =n-1. The statistical hypothesis in this research as follows :

Ho = μ1 ≯ μ2

H_1 = μ1 >μ2

(**Mills & Gay, 2019)**

Where:

Ho : Null Hypothesis

H_1 : Alternative Hypothesis

μ1 : The average score of students' writing beforebeing taught by using Cognitive Strategy Instruction in Writing (CSIW).

μ2 : The average score of students' writing after being taught by using Cognitive Strategy Instruction in Writing (CSIW).

1) Ho = μ1 > μ2 : There was no significant student writing development after being taught by using strategy CSIWinstruction in class X TITL. B of SMK Negeri 2 Parepare.
2) H_1= μ1≯ μ2 : There was a significant development in students' writing after being strategy CSIW instruction in class X TITL. B of SMK Negeri 2 Parepare.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deal with the findings of the research and discussions of the finddings. The findings are the students' scores obtained through the test. In the discussion stage, the researcher describes the interpretation of the findings.

A. Findings

In this section, the findings were obtained through a writing test for Class X TITL.B SMK Negeri 2 Parepare students for the 2021–2022 academic year. The researcher applied all the procedures that have been shown in the preview chapter. The researcher gave two writing tests, namely a pre-test and a post-test. It aims to determine the significant differences between students. After giving the test, the researcher analyzed the data. These are discussed as follows:

1. Pre-Test

The researcher conducted a pre-test to find out how the students' abilities in writing, especially descriptive text, were when given directions to make a descriptive. The researcher gave a topic about "Mother" to the students before being given treatment in class. Based on the results of the pre-test in class, the researcher gave the following frequency and percentage analysis:

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

No.	Classification	Score	Frequency	Percentage
1	Very good	86-100	-	0%
2	Good	71-85	2	5,5%
3	Poor	57-70	5	13,9%
4	Very poor	0-55	29	80,6%
TOTAL			**36**	**100%**

Table 4.1 shows that students have varying scores at the time of the pre-test. There were 29 students with very poor classification, five students with poor classification, two students with good classification, and no students with very good classification. It can be concluded that students' writing skills are still very poor.

2. Post-Test

The post-test was conducted by researchers to find out how students wrote descriptive texts with the topic "Father" after being given treatment in class. Based on the post-test in class, the researcher gave the following frequency and percentage analysis:

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

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

Tabel 4.2 It showed that after treatment, there were six students who obtained a poor classification, 23 students obtained a good classification, 7 students

obtained a very good classification, and there were no students with a very good category. Not enough. This means that students' writing skills can improve after being taught using the Strategy CSIW. Because as seen from the clarification, which is very good and the clarification, which is categorized as good.

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

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

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

Table 4.3 shows that the mean score, standard deviation, and mean of students on the pre-test and post-test are different. The mean score of the students in the pre-test was ninety-eight point seventy-seven (48.77) with a standard deviation of nine point eighty-eight (9.88). The average score in the post-test was eighty point three (80.03) with a standard deviation of eight point thirty (8.30). This means that the average value and standard deviation of the post-test are higher than the average value of the pre-test.

4. The Hypothesis Testing

In testing the hypothesis, the researcher used the t-test formula at the significance level with a = 0.05. The results of manual calculations are shown as follows:

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

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

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

B. Discussion

In this research, the researcher used a pre-experimental framework using Cognitive Stratgy Instruction in Writing (CSIW). The researcher conducted four in-person offline meetings and an online class via WhatsApp group. The researcher chose one class, which was taught to use Cognitive Strategy Instruction in Writing (CSIW) in teaching writing descriptive text. That approach is one way to improve the writing skills of students at SMK Negeri 2 Parepare. The use of Cognitive Strategy Instruction in Writing (CSIW) in this strategy can help students understand the material easily. In this process, the researcher teaches

writing descriptive text through the strategy CSIW. Researchers hope that using this strategy can make the learning process more enjoyable.

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

The researcher taught about descriptive text in the pre-test and post-test before and after using the strategy CSIW in class. Before the researcher applied the strategy CSIW, the researcher conducted a pre-test on the students. Researchers conducted a study to find out how students' writing skills were before being given treatment in class. The students' mean score on the pre-test was 48.77. This score is below the minimum passing standard (KKM) for school English subjects (75). This shows that the researcher found that students still find it difficult to write without the guidance of the teacher, and they are still confused about what they want to write in the book. After the researcher conducted the pre-test, the researcher then gave treatment to the students by using the strategy CSIW

in writing descriptive text by involving parents and animals as objects in their descriptive text topic. According to Knuuttila (2010), He found that students who received the strategy CSIW showed the results achieved after doing the post-test. There was a positive impact of the strategy CSIW on the quality of writing. Students showed an increase in organization. They also showed an increase in the ability to generalize their writing according to the topic of their writing.

Before discussing the students' writing abilities, we need to know what writing is because writing skills are one of the most important skills in language. It is the essence of language in building writing content and communication through writing, which is not done directly. This research had a line with Chandra A.H. (2014), who argues that writing is a person's overall activity in expressing his thoughts and conveying them in written language to the reader according to the author's intent. This research also has a line with Pranata A.K. (2015), who states that writing skills also play an important role in education. The success of students in following school lessons is also determined by their writing ability. And according to Gusti Y (2014), writing is not only about motor activities but also involves mental processes. Writing is one of the ways to communicate. A person can convey intentions, ideas, thoughts, and feelings through a series of written words. Writing is a skill that can be learned and needs to be practiced because it is a skill that was improve when regular training is carried out.

This research had a line with Ramli (2018) that Cognitive Strategy Instruction in Writing (CSIW) is an effective strategy for improving students' writing skills in recounting texts. Design appropriate learning objectives that consider student

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

The researchers found that there are many types of speech. In making descriptive texts, several types of activities will be discussed, namely intensive, writing display texts themselves and real writing. This type of writing will happen from start to finish. This research is in line with Brown (2001: 343–346), who shows that there are five types of writing, namely: (1) Imitative. This type of writing is usually for beginners, in which they simply write down English letters, words, and possibly sentences in order to learn the conventions of the

orthographic code. (2) Intensive: Students produce language to display their competence in grammar, vocabulary, or sentence formation. (3) Self-writing. Self-writing is done with only one self as an audience in mind. Diary or journal writing and note-taking can be categorized as this kind of writing in which they take a note of something for the purpose of later recall. (4) Display writing: This type of writing is more focused on task-based responses in which students are responding to a prompt or assignment. (5) Real writing: This type of writing is used to exchange useful information.

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

The researcher concludes that descriptive text describes an object in the form of people, objects, and places that can be seen and felt by the reader. This research is in line with Wren and Watts (2002), who state that descriptive text is like

painting pictures with words. By using descriptive text, readers feel that seeing the description was like seeing the image. Descriptive text has the purpose of describing an object or the person the author is interested in.

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

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

At the first meeting, the researcher introduced himself in front of the class. After that, the researcher conveyed the purpose of coming to school to all students in class X TITL.B at SMK Negeri 2 Parepare. The researcher then gave a pre-test to the students by writing a descriptive text on the topic "Mother".

At the second meeting, the researcher provides an explanation of the description of the descriptive text. A researcher gave students pictures of animals or humans to study. Students are asked to do "planning" individually, which is the first stage of the writing process. The researcher gave one sheet of paper to each student.This Thingkin sheet was designed to help students organize their ideas.

At the third meeting, a thingkin sheet that has been distributed to Students, contains the structure of descriptive text as a map for organizing writing. Students

then write their first draft on a written thinkkin sheet. At the fourth meeting, the teacher gave instructions to the students to write descriptive text. Then students enter the editing (self-editing & peer editing). Then students revise their writing based on the results of editing. At the fifty-minute meeting, students perform on the POWER stage in the classroom, slightly different from the previous activity. At this meeting, student researchers were asked to do planning, organizing, writing, editing, and revising all at once. The theme given is different from the previous meeting. Each meeting or each material has an allocation of 200 minutes (4 x 50 minutes).

At the last meeting, the researchers gave a post-test to the students with the topic "Father". After that, the researchers thanked the students and teachers who teach in class X TITL.B SMK Negeri 2 Parepare and the principal, teachers, and staff of SMK Negeri 2 Parepare for the opportunity that has been given by the researchers.

Based on the results of the research above, the researcher can prove that the use of the Strategy CSIW can significantly improve the competence of students' writing skills at SMK Negeri 2 Parepare. It is clear that the post-test (80.03) is higher than the pre-test (48.77).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the researcher concludes that this study aims to determine students' ability to write descriptive text before being given treatment and after being given treatment using the strategy CSIW. The method used in this research is pre-experimental with one group pre-test and pos-ttest.

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

B. Suggestion

Based on the results of data analysis and conclusions, the researcher provides several suggestions for several elements related to this research, namely:

1) To the teacher: Teachers must be able to choose models, strategies, methods, and media for managing the classroom, especially the approach. A teacher must be creative in choosing an approach that suits the circumstances and needs of students, making it easier for students to understand the material provided and still actively participate in the learning process.

2) For students Students should have more time to learn English, especially learning to write, because there are many things that need to be understood in writing, such as the content of writing, organization in writing, grammar in writing, mechanics in writing, and known vocabulary.
3) For Other researcher the results of this study can be used as a reference for conducting other research related to this researcher, which was expected to expand the object of research that is still lacking from current researchers, both in terms of time, materials, and other shortcomings.

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