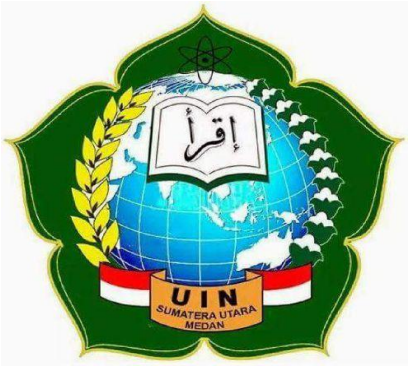

THE COGNITIVE PROCESS OF WRITING DESCRIPTIVE TEXT BY THE TENTH GRADE STUDENT OF MADRASAH ALIYAH SWASTA NURUL HAKIM MEDAN

A SKRIPSI

Submitted to the Faculty of Tarbiya and Teachers Training, State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

By:

FITRI AMELIA

Reg. Number: 03.04.16.10.01

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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Advisor I	Advisor II
Prof. Dr. Didik Santoso, M.Pd	**Drs. H. Achmad Ramadhan, M.A**
NIP. 19660616 199403 1 006	**NIP. 19660115 199403 1 002**

DEPARTMENT OF ENGLISH EDUCATION

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2021

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. William Iskandar Pasar V Telp. 6615683 - 6622925 Fax. 6615683 Medan Estate 203731,
Email ; fitk@uinsu.ac.id

SURAT PENGESAHAN

Skripsi yang berjudul: "The Cognitive Process of writing Descriptive Text by the Tenth Grade Student of Madrasah Aliyah swasta Nurul Hakim Medan." oleh Fitri Amelia, yang telah di munaqasyahkan dalam sidang munaqasyah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

THE COGNITIVE PROCESS OF WRITING DESCRIPTIVE TEXT BY THE TENTH GRADE STUDENT OF MADRASAH ALIYAH SWASTA NURUL HAKIM MEDAN

22 Maret 2021 M
9 Sya'ban 1442 H

Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi

Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan

Ketua

Yani Lubis, S.Ag, M.Hum
NIP. 19700606200003 1 006

Sekretaris
An. Wadek 1

Dr. Abdillah, M.Pd.
NIP. 19680805199703 1 002

Anggota Penguji

1. **Prof. Dr. Didik Santoso, M.Pd**
   NIP. 19660616 199403 1 006

2. **Drs.H.Achmad Ramadhan,M.A**
   NIP. 196601 1 5199403 1 002

3. **Dr. Syaukani, M.Ed, Adm**
   NIP. 19600716 198603 1 002

4. **Emeliya Sukma Dara, M.Hum**
   NIP. 19810926 200912 2 004

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Mardianto, M.Pd.
NIP. 19671212 199403 1 004

Nomor	: Istimewa	Medan, Maret 2021
Lampiran	: -	Kepada Yth:
Perihal	: Skripsi	Bapak Dekan Fakultas
	a.n Fitri Amelia	Ilmu Tarbiyah dan Keguruan UIN-SU
		Di – Tempat

Assalamualaikum Wr. Wb

Setelah membaca, meneliti, mengkoreksi dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswa:

Nama : Fitri Amelia

NIM : 03.04.16.10.01

Jur/Prodi : Pendidikan Bahasa Inggris

Judul : "The Cognitive Process of Writing Descriptive Text by the Tenth Grade Student of Madrasah Aliyah Swasta Nurul Hakim Medan"

Dengan ini kami menilai bahwa skripsi ini sudah dapat diterima untuk di ajukan dalam siding munaqosyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Wassalamualaikum Wr. Wb.

Advisor I	Advisor II
Prof. Dr. Didik Santoso, M.Pd	Drs. H. Achmad Ramadhan, M.A
NIP. 19660616 199403 1 006	NIP. 19660115 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Fitri Amelia

NIM : 0304161001

Jurusan : Pendidikan Bahasa Inggris

Judul : The Cognitive Process of Writing Descriptive Text by the Tenth Grade Student of Madrasah Aliyah Swasta Nurul Hakim Medan

Menyatakan dengan sebener-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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Fitri Amelia

NIM. 03.04.16.10.01

ABSTRACT

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Keywords: The Cognitive Process, writing, Descriptive Text.

This research was aimed describing how the student's cognitive process of writing descriptive text. The method in this research used descriptive qualitative research method which analyzed the data in the word form. The researcher conducted in the tenth grade student of Madrasah Aliyah Swasta Nurul Hakim which consist of a student as informant, three students as supporting informant and a teacher as supporting informant. The data of this research obtained from observation and protocol interview. This research collected some important impormation from the student about the cognitive process in writing. The results of the data analysis showed that the student cognitive process in writing descriptive text occurs in the five stages, such as; selecting the title, organizing the ideas, developing the ideas, translating the text and reviewing the text.

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Alhamdulillah, all praise be to Allah the Almighty, the most gracious and the most merciful who has given the writer many things such as chance to learn, love, blessing, health, strength, motivation and patience in the process of finishing this skripsi. Sholawat and salutation present into beloved our holy Prophet Muhammad SAW (peace be upon him), who brought us from the darkness to the lightness.

This skripsi is dedicated to Department of English Education, Faculty of Tarbiya and Teachers Training State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan. In the process of finishing this skripsi, the researcher realized that this skripsi would never completed without love, support, prayer, advice, and assistance from institutions and individuals. So in this valuable chance, the researcher would like to express the deepest gratitude and appreciation to the following people:

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Furthermore, the researcher hope this skripsi is useful for the readers especially for the students of Department of English Education. Finally, the researcher is fully aware that this skripsi is far from perfect, so the researcher hoped criticism and suggestions from the readers to make this skripsi better.

Medan, February 2021

Fitri Amelia
Reg. Number: 0304161001

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CHAPTER I

INTRODUCTION

This chapter consists of six sections; it presents the background of the problem, the identification of the problem, the limitation of the problem, the research problem, the objective of the problem, and the significance of the study.

A. The Background of the Problem

In Curriculum 2013, the objective of teaching English writing for Senior High School is the students of Tenth Grade that are expected to be active and competent to express/transfer their feelings, ideas, knowledge and creation in written form.[1] To acquire the target, the students are expected to be able to convey the meaning of their minds through writing. Selvaraj & Aziz states that writing is a thinking process.[2] It means that in writing process the students used their mental (cognitive) process to produce a writing text well. The cognitive process is an intellectual process that obtained from perception or ideas.[3] According to Jones in Setiawan adds that the cognitive process is mental process that can be understood as information processing.[4] Based on Bloom's taxonomic theory, there are six points that relevant with cognitive level of students' processes in writing, such as;

---

[1] Said H. Hasan, 2013, *History Education in Curriculum 2013: A New Approach to Teaching History*, International Journal of History Education, Vol. XIV, No. 2, p. 165

[2] Melanie Selvaraz & Azlina A. Aziz, 2019, *Systematical Review: Approaches in Teaching Writing Skill in ESL Classroom*, International Journal of Academic Research in Progressive Education & Development, Vol. 8, No. 4, p. 453.

[3] *Ibid*.

[4] David F. Setiawan, 2012, *Prosedur Evaluasi Dalam Pembelajaran*, Yogyakarta: Deepublish, p. 98.

[5] Zahra Chairani, 2016, *Metacognisi Siswa Dalam Pemecahan Masalah Matematika*, Yogyakarta: Deepublish, p. 1.

remembering, understanding, applying, analyzing, evaluating and creating.[5] It means that the student's thinking process starts from a simple stage to a complicated stage. The cognitive process occurs when the students write various types of text, for example in writing descriptive text. During the writing descriptive text the cognitive process of students occur in planning, remembering, creating, translating and reviewing the object. In this case, the students are expected be able to organize their cognitive process and also elaboration the ideas into writing by using their mental process to produce a writing descriptive text well.

In reality, the objective of teaching writing descriptive text is not achieved yet. It is because the students face many problems in writing descriptive text. This can be proven from the fact that most of students are still difficult to organize their ideas into writing. Based on the researcher teaching experience, most of the students have some problems in their cognitive process especially when they write descriptive text. Firstly, the students have difficulty in analyzing the identification and description of writing descriptive text. Secondly, they still have difficulty to expressing and elaborating their ideas into writing. Thirdly, the response of students is slow when asked to analyze and describe an object. Lastly, students have difficulty in understanding and organizing an object.

Therefore, the researcher is interested to analyze the phenomena of cognitive process that occur in writing descriptive text by the students at Madrasah Aliyah Negeri 3 Medan. The researcher also interested to analyze how students understand and solve a problem by using their thoughts. This research entitled

THE COGNITIVE PROCESS OF WRITING DESCRIPTIVE TEXT BY THE TENTH GRADE STUDENT OF MADRASAH ALIYAH SWASTA NURUL HAKIM MEDAN.

B. The Identification of the Problem

Based on the background of the problem above, there are some factors of problem that face by students in their cognitive process of writing descriptive text. The identification problem of this study involves:

1. The students find difficulty in writing the identification.
2. They still find difficulty in describing the writing text.
3. The teacher strategy is still inappropriate in teaching writing descriptive text.
4. The students have difficulty in understanding and organizing an object.
5. Therefore, process of the students in writing descriptive text is still not arranged well.

C. The Limitation of the Problem

Based on the identification of the problem above, many factors influence the cognitive process of students in writing descriptive text. The factors can be divided into two categories: 1) Internal factors, such as cognitive process, IQ (Intelligence Quotient), motivation, experience and students interest in learning. 2) External factors are environment, such as facility, material, media in writing, teacher strategy and so on. Therefore, the researcher focuses only on the cognitive process in writing descriptive text.

D. The research Question

In line with the limitation of the problem above, the research question of this study as follow:

1. What cognitive process does the students follow in writing descriptive text?
2. How does the cognitive process occur in writing descriptive text?
3. Why does the cognitive process occur in writing descriptive text in the way it does?

E. The Objective of the Problem

1. To find out the cognitive process does the students follow in writing descriptive text.
2. To find out how the cognitive process occur in writing descriptive text.
3. To find out the reason why the cognitive process occur in writing descriptive text in the way it does.

F. The Significance of the Study

The significances of this study are divided into two categories: 1) Theoretically, this research is useful to enrich the theory of cognitive process in writing descriptive text. 2) Practically, this research is useful for the students to improve their ability in writing descriptive text by using their individual writing process. For the teacher, the result of research findings are expected to provide information to English teacher that can be used as reference to improve the teacher's quality in teaching writing. For the headmaster, the result of this

research will be used as contribution to improve teachers' competence in teaching English. For the other researcher, this research can be used as a reference for further researcher who is interested in conducting similar study about cognitive process of writing descriptive text.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Orientation

In conducting a research, theories are needed to explain some concepts or terms which are applied in the research. A study through books, handbooks, journals, theses that are in accordance with research can be used as the basis of a theory in the results of research. In this case, review of literature is developed into four main components such as; the cognitive process in writing descriptive text, types of cognitive process in writing, the process of cognition in writing, the reasons why cognitive process occur.

1. Cognitive Process in Writing Descriptive Text

a. Cognitive Process

Cognitive process is mental process used by an individual to response, memorize, remember the information, and solve a problem.[6] It shows that everything that related to the thought process such as, memorizing, remembering, responding and solving a problem are included in the cognitive circle.

According to Farley et al. add that cognitive process is thinking concepts to organize knowledge, decision-making, elaboration and problem solving.[7] It means that cognitive process operates in the concept of students thinking in learning

[6] Ensieh Khalaj & Azar P. Savoji, 2018, *The Effectiveness of Cognitive Self-Regulatory Education on Academic Achievement of Elementary Students*, World Family Medicine/Middle East Journal, Vol. 16, No 1, p. 226.

[7] Farley S. Nobre, 2008, *A Theory of Organizational Cognition: Principles and Concepts*, Revista de Administracao Journal, Vol. 7 No. 4, p. 8.

activities such as organizing their knowledge, decision-making, elaboration and solve the problem.

In addition, Reni states that cognitive process is the ability of processing something in the students' mind.[8] It means that all of students have their own cognitive process. In learning especially in writing activities, cognitive processes play a role when students try to understand the material, analyze and try to solve a problem that given by a teacher.

Cognitive processed that operated by students related to mental health and achievement, so the students should be encouraged to be able to analyze, explore creative ideas, evaluate and solve the problems that given by the teacher.[9] It means that in cognitive process, the teacher participates in the development of students' cognitive processes because the support given the teacher can affect the success of students in learning especially in writing descriptive text.

In accordance with the explanation above, it can be concluded that cognitive process is mental process used by an individual to response, memorize, organize, remember information, decision-making, elaboration and solve a problem.

b. Writing

In the Qur'an Allah the Almighty tells us about writing in Surrah (Al-'Alaq: 4-5)

ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ (٤) عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ (٥)

[8] Reni Sapitri, 2017, *Cognitive Process of the Students in Writing Argumentative Text,* Journal of English Teaching and Research, Vol. 2 No. 1, p. 10-11.

[9] Ibtihal R. Assaly & Oqlah M. Smadi, 2015, Using Bloom's Taxonomy to Evaluate the Cognitive Levels of Master Class Textbook's Questions, English Language Teaching, Vol. 8 No. 5, p. 101.

Meaning: "*Who has taught human (to write something) by the pen, taught the human about what they don't know*".[10]

From verse above, it shows that writing has extraordinary benefits for human. By the pen, it helps the human to transfer and explore their ideas in written form and human can write everything that can increase the knowledge of the others who read it.

According to Olshtain in Mehdi Mirlohi (2012) denotes that writing is a tool in the process of interactive communication between writer and readers which occurs in written text.[11] It can be said that writing as a tool of communication process that can helps human to interact and explore their message in written form.

In addition, Brown in Lailatul Husna et al. (2013) states that writing is a tool of creative thinking process that putting an ideas with structured words down on the paper.[12] In this case, writing is a tool of creative thinking process not just channeling writing in a book, but by writing someone can communicate with words.

With the same sense, Amrizal (2015) add that writing is a communication tool to express, organizing and deliver the clear information or idea to a reader in written text.[13] In writing process, it shows that writing is a tool of student's

---

[10] Talal Itani, 2012, *The Quran*, Dallas: Clear Quran, p. 300.

[11] Mehdi Mirlohi, 2012, *The Effect of Instruction on Writing Performance of Intermediate EFL Persian Students*, International Journal of Linguistics, Vol. 5 No. 4, p. 328.

[12] Lailatul Husna et al. 2013, *An Analysis of Students Writing Skill in Descriptive Text at Grade XI IPA I of MAN 2 PADANG*, Journal English Language teaching (JELT), Vol. 1 No. 2, p. 3.

[13] Amrizal, 2015, *Cartoon as Instructional Method in Teaching Descriptive Text Writing*, Ahmad Dahlan Journal of English Studies (ADJES), Vol. 2 No. 2, p. 59.

communication in written text. By using writing, students can express their ideas and the information written can add the reader's knowledge.

In this case, there are several reason why writing be important skills, namely: (1) in this modern era, most of agencies consider writing to be an important value. (2) In job opportunities, the evaluation refers to the quality of writing. (3) Poor ability in writing very potential for miscommunication.[14] In this modern era, writing has important role for human because English is very necessary to support human activities. Human ability in writing can help them to get a job and avoid miscommunication

Based on the data above, it can be concluded that writing is a tool of interactive communication process that transfer, express, create and putting an ideas with words down on the paper.

c. Descriptive Text

Descriptive text is text that describes a person, place and other things clearly that enable the readers to visualize the topic.[15] In this case, every students has different perception and ideas about visualize the topic. It means that in descriptive text, students can describes an object (person, place etc.) based on their ideas, knowledge and perception.

Rivai et al. (2017) states that descriptive text is text that describes something physically such as; a person, place or thing with detailed explanation.[16] It can be said that descriptive text is the text that tells and describes something in detail and

[14] William H. Putman, 2009, *Legal Analysis and Writing*, UK: DELMAR CENCAGE Learning, p. 228.

[15] D. Sanjaya & L. Agustina, Op. Cit ., p. 66.

[16] I. Miftahussaidah Rivai et al., 2017, *The Effectiveness of using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade of SMK Pasundan 1 Kota Serang),* The journal of English Language Studies, Vol. 2 No. 2, p. 158.

clearly. In descriptive text, students can explain an object that is known physically.

With the same sense, Kane in Lapoto & Potradinata (2018) add that descriptive text is text that describes how something looks, sounds and tastes in detail.[17] In descriptive text, students can describe everything that can be reached by the five senses in detail.

In descriptive text there are two components of generic structure such as; identification and description. To make it more clearer and simple, the table will be present as bellow:

2.1 Table of Generic Structure and Textual Elements[18]

Elements	Functions
Identification	To illustrate and identify the object
Description	To elaboration and describe parts, qualities, and characteristics of objects.

Descriptive text usually has specific features. In this case, Gerot & Watkins in Masitoh & Suprijadi (2015) states that there are some language features of descriptive text, such as: (1) used simple present tense, (2) used relational verbs to classify and describe every part of the object, (3) used action verb to explain the

[17] S. Lapoto & A. Potradinata, 2018, *An Analysis of Student's Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives,* International Journal of Languages, Literature and Linguistics, Vol. 4 No 2, p. 125.

[18] Lailatul Husna et al., Op. Cit., p. 5.

habits or the characteristic of the object, (4) used mental verb to describe a feeling, (5) used adjective that relevant with the context.[19]

In addition, Jolly in Dedi & Lia (2019) asserts that there are five types of writing descriptive texts such as: (1) Describing Process, describing process not only describes how something is solved but also explain how the stages of the process can be completed. (2) Describing an event, to describe an event the writer must be explain the event clearly so the reader can imagine the atmosphere of the event described. (3) Describing a personality, in describing a person the writer can explain how someone physically (beautiful, tall, white skin, etc.). In addition, the writer can also explain the character of a person, such as; friendly, trusted, diligent, etc. (4) Describing a place, it is not only describes how the condition of a place but also explain the location of place, situation and condition of place. (5) Describing an object, in describing an object the writer can explain the object clearly such as; shape, color and size of the object.[20]

Based on the explanation above, it can be concluded that descriptive text is text that describes a person, place, thing, how something looks, sounds and tastes clearly and detail that enable the readers to visualize the topic. In descriptive text there are two important components of generic structure such as; identification and description. Descriptive text also has language features such as; used simple present tense, used relational verb, used action verb, used mental verb and used adjective that relevant with the context. In addition, descriptive text has five types

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[19] Siti Masitoh & Dasep Suprijadi, 2015, *Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) At the Eight Grade Students of SMP Islam Terpadu Fitrah Insani*, ELTIN Journal, Vol. 3 No. 1, p. 41.

[20] Didi. S and Lia. A, 2019, *Enhancing the EFL Students' Achievement in Writing Descriptive Text through Think-Pair-Share*, Southeast Asia Language Teaching and Learning (SALTeL) Journal, Vol. 2 No. 1, P. 66.

such as; describing Process, describing an event, describing a personality, describing a place, and describing an object.

In conclusion, the cognitive process of students in writing descriptive text is the mental process used by an individual to response and organize their ideas in written form based on the language features and generic structure of descriptive text.

2. Models of Cognitive Process in Writing

There are three models of cognitive processes that influence the development of writing activities, namely as follows:

a. Hayes and Flower's Model

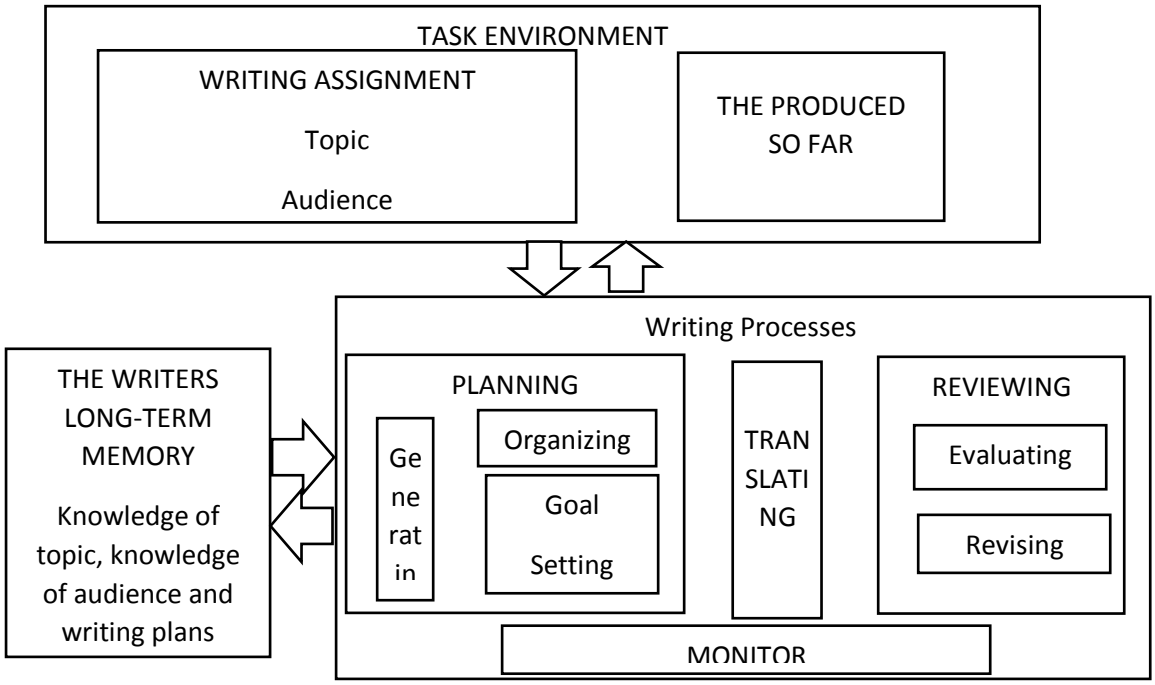

Figure 1. Figure of Writing Process Adapted from Hayes and Flower's Model in Alamargot (2001)

Hayes and Flower's model describes about cognitive process in writing. In this model, there are three main parts such as; the task environment, the writers

long-term memory and writing process. According to Hayes & Flower in Alamargot, in task environment the (topic) as general theme that will be developed by the writer and there are the result of writing that can be presented to the (audience). The produce so far is also an important part in this model because it is used as reference to check the progress of the writer.

The second part is the writer's long-term memory. In this part, there are three areas concerning; 1) knowledge of topic, 1) knowledge of audience, and 3) writing plans. The long term memory of the writer will be play when they try to remember and develop a topic that given by the teacher. Furthermore, long term memory is also active when the writer plans, develops an idea and organize their ideas that related to the topic.

The last part is general writing processes. It shows that in general writing processes, there are three components such as; planning, translating, and reviewing. 1) Planning, according to Hayes & Flower in Alamargot planning is guide the students to find the main goal and sub-goal of the topic idea. In this case, generating, organizing and goal setting are included in the planning context of writing process. 2) Translating, according to Hayes & Flower in Alamargot there are three functions of this process such as; to retrieve from long term memory, to develop each part of writing plan before and to translate the sentences into correct language. 3) Reviewing, the reviewing process evaluates the writing results based on the grammar and linguistic of the writing goal. Those three components are managed by a control process (monitoring). [21]

[21] Denis Alamargot & Lucile Chanquoy, 2001, *Through the Models of Writing*, Nantes: Springer-Science Bussines Media, p. 4

b. Kellogg's Model

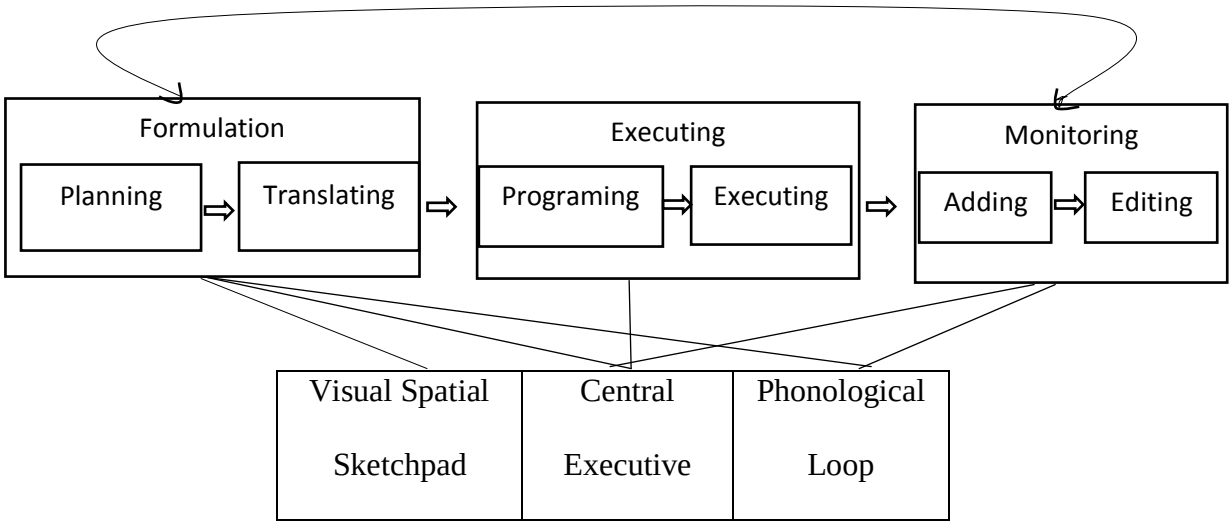

Figure 2. Figure of Kellog's Model Adapted from Alamargot (2001)

The objective of Kellog's model is to integrate the writing as a system information processing. Kellog's model shows that the process of cognition in writing consist of three components; the formulation, the executing and monitoring. In formulation, it can be divided into two process such as planning and translating. The first process is planning, planning is the stage to organize the information that relevant to the topic. After successfully in organizing it, the next process is translating. Translating is used to improve the planned text language. Executing as the second step in Kellog's model that allows the elaboration between programming and executing of the text. In this case, monitoring as the last process to add and edit the results of the elaborated writing. Students can add their ideas into writing and can also edit or delete the sentences that are considered not important.

Besides that, in term of planning process also requires the visual spatial sketched to temporarily store conceptual representations and the executive center

for processing an ideas. The translating of an idea or a correct sentence requires the phonological loop and translating process also needs resource from the central executive. [22]

c. Hayes Model

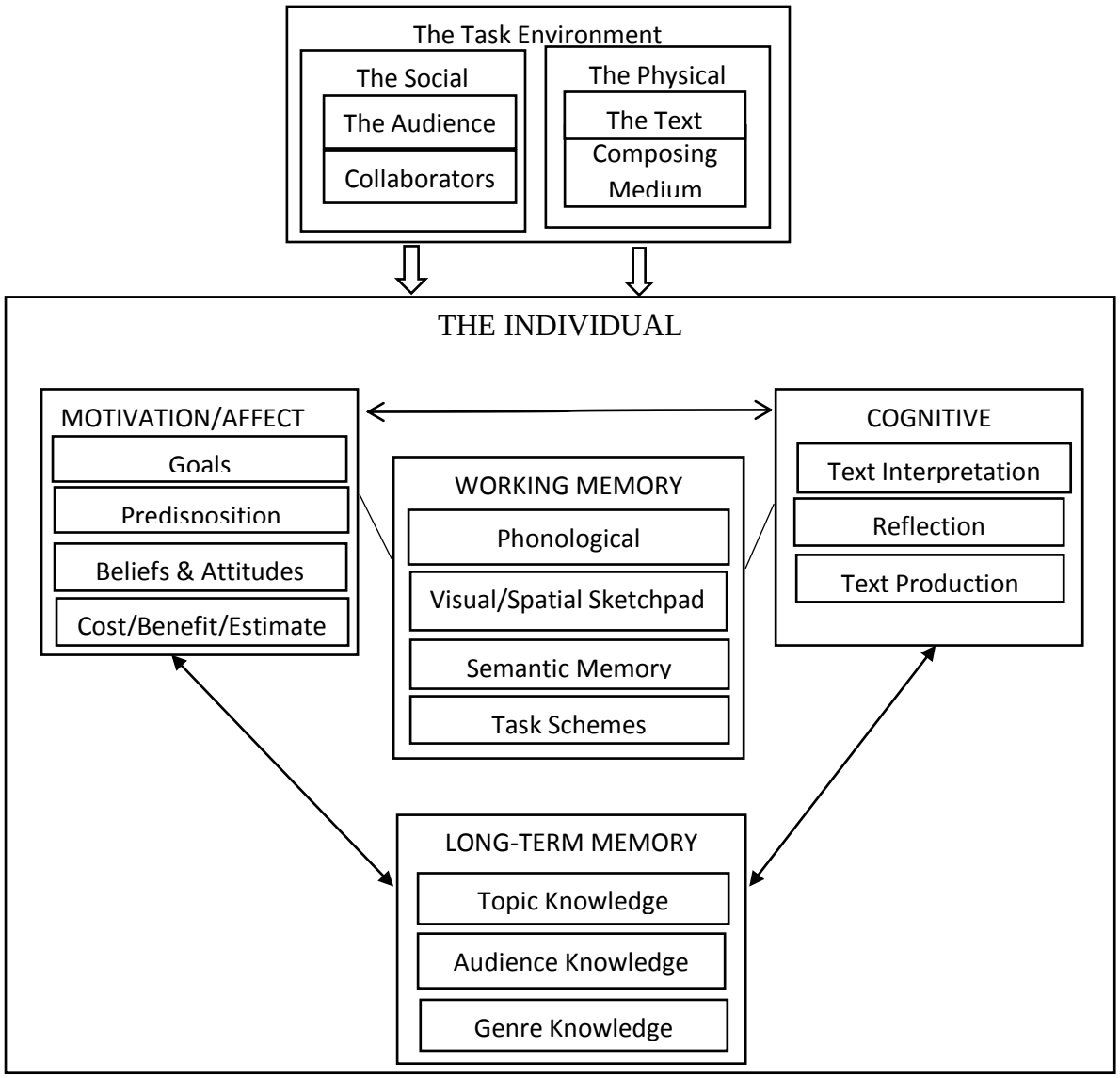

Figure 3. Figure of Hayes Model Adapted from Alamargot (2001)

Hayes model as the third model that show the process of cognitive process in writing activities. Hayes model consist of two parts; the task environment and the

[22] *Ibid*., p. 19

task individual. The task environment includes the reader, both real and imaginary as well parties who cooperate in the writing process. While, the physical environment consists of the text that influence and further attempts the preparation of the text when writing, as well as media for preparation of writing (for example through handwriting or typed computer).

The task individual includes the motivation/affect, working memory, cognitive and long term memory. Hayes model show that motivation is important part in writing process because it can be affect the final result writing. The motivation includes the goals, predisposition, beliefs/attitudes and cost/benefit. In this case, motivation also influence the cognitive process of writing. In cognitive process there are text interpretation, reflection and text production. In the process of thinking, working memory and long-term memory are processes that support the students' success in writing. So, it can be concluded all these aspect are interrelated in cognitive process of writing. [23]

3. The Process of Cognition in Writing

According to Laksmi in Faraj & Avan (2015) adds that there are three stages of writing process such as; prewriting/planning, translating and reviewing

a. Planning/prewriting

Planning/prewriting is the first process which focuses the students in planning and organizing ideas in writing. This stages is useful to help students to determine the outline of their writing. This process consists of three cognitive planning:

[23] *Ibid*., p. 16.

generating ideas, organizing and setting the goal. [24] In this case, generating ideas means that the writer produce sentences that relevant with the topic. Than organizing means choosing the material that fits the topic and organizing process allows the writer to identify and classify material that relevant to the topic. The last is setting goal, setting goal is an important process in writing and it created by the writer to integrated the content and purpose.[25]

b. Translating

During the writing, there is a translating process. According to Hayes in Lu states that translating process is the process of developing or transforming the information, ideas and plans into written text. In translating process, the writer can putting their ideas and translate it so it becomes a sentence that has a good sentence structure. [26]

c. Reviewing

According to Hayes in Lu states that reviewing process is the process of reading, editing, analyzing, and evaluating the result of the writing that has been produce to get quality text. During the writing, there is reviewing process because reviewing is used by the writer to checking the errors. Reviewing takes place when the writer senses the error or illogical aspects during the translating.[27]

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[24] Avan K & Aziz Faraz, 2015, *Scaffolding EFL Students' Writing through the Writing Process Approach*, Journal of Education and Practice, Vol. 6 No. 13, p. 132.

[25] Yanbin Lu, 2010, *Doctor of philosophy: Cognitive Factors Contribution to Chinese EFL Learner's L2 Writing Performance in Timed Essay Writing*, Georgy: Georgia State University, p. 14.

[26] *Ibid*., p. 16.

[27] *Ibid.,* p. 17.

4. The Reason of Cognitive Process Occur in Writing

According to Piolat there are some reasons why cognitive process occur in writing. In writing process there are some stages such as planning, translating and reviewing where the cognitive process will be occurred in each stages. The first stage is planning, planning means to generating ideas related to a topic. Planning also refers when the writer want to organize their ideas into written form, and to organize the ideas the writer will used thinking process. In this case, the writer need knowledge and a good memory about the topic.

The second stage is translating. Translating means modify the ideas into words, sentences, and paragraph of the text. Modify the ideas uses memory and learning process. The last stage is reviewing. Reviewing is the process of reading, editing, analyzing, and evaluating the result of the writing that has been produce to get quality text. Reading is considered as the phase in which the writer read the draft and editing is the process that usually realized at the end used by the writer to check the errors. While, analyzing and evaluating are the process for understanding and comparing the result of the text. All of those processes used attention, knowledge and memory. In this case, the best cognitive process that will be occurred is problem solving and decision-making. [28]

B. Related Study

There are some research that relevant with this study, the first research has been conducted by Sapitri. She conducted a research entitled "Cognitive Process of Different Majors in Writing Argumentative Text". The researcher using

[28] Piolat, A., and Pellisier, A. *Etude de la reduction de texte*, (http://scielo.conicyt.cl/. Accessed 9 on August 2020), p. 265.

qualitative research type case study. The finding of this research showed that the cognitive processes of the students from two major were different in planning, translating and reviewing. The cognitive process of the students were different because they have different ability in the proficiency of writing, vocabulary, and discourse comprehension.[29]

The second research has been conducted by Fadillah. She conducted a research entitled "Content Analysis of Cognitive and Psychomotoric Domains in English Textbook "Pathway to English" for Tenth Grade of Senior High School". The researcher using descriptive qualitative design. The finding of this research can be concluded that the materials in textbook are quite relevant with 2013 curriculum, especially with the cognitive and the psychomotoric process.[30]

The last research has been conducted by Ramahdani. She conducted a research entitled "The Cognitive Process of Different Gender in Writing Narrative Text at Private Islamic Senior High School Al-Washliyah Tembung". The researcher using descriptive qualitative research design. The finding of this research showed that the cognitive processes of the students of the two genders were different. The cognitive process of the students were different because they have different ability in organizing the ideas, translating the text and developing the ideas.[31]

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[29] Reni Sapitri, 2017, *Cognitive Process of the Students in Writing Argumentative Text*, Universitas Muslim Nusantara Al-Washliyah, Vol. 2 No. 1, p. 9.

[30] Nur Fadillah, 2018, Thesis: *Content Analysis of Cognitive and Psychomotoric Domains in English Textbook "Pathway to English" for Tenth Grade of Senior High School*, Semarang: Walisongo State Islamic University.

[31] Anggi Ramahdani, 2018, Thesis: *The Cognitive Process of Different Gender in Writing Narrative Text at Private Islamic Senior High School Al-Washliyah Tembung*, Medan: Uinsu, p. 1.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology and data analysis. It covers discussion about research setting, data and data source, research method, technique of collecting data, technique of analyzing data and trustworthiness.

A. Research Setting

The setting of this research was tenth grade of Madrasah Aliyah Swasta Nurul Hakim Medan that located on Jl. M. Ya'kub No. 51 Tembung Deli Serdang. This research was conducted from October-November 2020.

B. Data and Data Source

In this research, the data will be obtained from conducting observation in the field and interviews with the target to get validity of cognitive process in writing descriptive text. While, the data sources are takes from student and teacher which include words, actions and other things.

C. Research Method

In this research, the researcher uses descriptive qualitative research method. The researcher used this method because it described phenomenon of human experience in the cognitive process of writing descriptive text based on the awareness that occurs in several individuals and this method also explore the deepest awareness of subjects regarding experience in an event.[32]

D. Technique of Collecting the Data

To get the reliable data, the researcher will be do some techniques for collecting those data. Data collecting technique is an important step in this research because the aim of the research is to get the data. Collecting data can be done in any settings, any source and any ways. In collecting the data the researcher used the following procedures:

1. **Observation**

Observation is a data collection method that observes the phenomenon of an object systematically in order to obtain accurate data.[33] In this research, the observation was carried out in the student's class for 3 meetings, which in this stage the researcher observed the student cognitive process in writing descriptive text.

To support observation process, the researcher used the sense of sight, type recorder and field note to get the data and also information about cognitive process of student in the class.

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[32] O. Hasbiansyah, 2005, *Pendekatan Fenomenologi: Pengantar Praktik Penelitian dalam Ilmu Sosial dan Komunikasi*, Vol. 9, No, 1, p. 170.

[33] E. Aryani Safithry, 2018, *Asesmen Teknik Tes dan Non Tes*, Purwokerto: CV IRDH, p. 48.

2. **Protocol Interview**

Interview is a technique that used to obtain the information through social interaction activities between interviewer and interviewee using the interview guide.[34] In this researcher, the researcher use semi-structured interview. Semi-structured interview is an interview that conducted independently but still focused by referring to the protocol interview and it used to explore a phenomenon that has been observed.[35]

In this research, the researcher did an interview to get the data about the cognitive process of students in writing descriptive text. The researcher used tape recorder to record the data directly from interviewees. The researcher has interviewed 4 students, a student as an informant and 3 students as supporting informant. The researcher has also interviewed the English teacher of students as supporting informant.

E. Technique of Data Analysis

In descriptive qualitative research, Miles and Huberman in Sugiono assert that there are three activities to analyze the data such as data reduction, data display and conclusion drawing/verification.[36]

1. Data Reduction

In this step, the researcher focused on the process of selecting data, summarizing, identifying data, classifying data and coding the data. In this

[34] Fandi Rosi Sarwo, 2016, *Teori Wawancara Psikodiagnostik*, Yogyakarta: PT Leutika Nouvalitera, p. 2.

[35] Rachmat Kriyantono, 2006, *Riset Komunikasi*, Jakarta: Kencana, p. 99.

[36] Sugiono, 2019, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, p. 246.

research, the researcher only selected important and involved data with the research from field note and interview transcripts.

2. Data Display

Data display is step to describe data, the most frequent in display is descriptive text form. Data display is used to compile relevant data that can be infer information that has a specific meaning, so this step can help the researcher to draw final conclusion. In this research, the process of data display are based on the formulation of research problem about how is the cognitive process of student in writing descriptive text.

3. Conclusion Drawing and Verification

The conclusion in qualitative research is a finding that can be used as an answer of research problem. It means that in this step the researcher can get the result that obtained by continuously analyzing data and verifying its validity for perfect conclusion about the cognitive process of descriptive text. The conclusion is the essence of analysis that tells about what cognitive process of student in writing descriptive text, to investigate how is the cognitive process in writing descriptive text and to find out the reason why the cognitive process occur in writing descriptive text.

F. Trustworthiness of Study

To fulfill trustworthiness, the researcher used triangulation. Triangulation as a strategy leading to a deeper understanding of the issue under investigation.[37] Triangulation is used in in this research as a protocol or procedure to seek stronger accuracy, employ cross-referencing or demonstrate verification of data. Triangulation can be divided into four types; data source triangulation, investigator triangulation, theory triangulation and methodological triangulation. In this case, the researcher used two types of triangulation, there are source triangulation and methodological triangulation. The first is data triangulation or source triangulation, the researcher will be used data source such as time, space and person that used to compare the result of the research. The second is methodological triangulation, in methodological triangulation the researcher can validate the data by using several techniques in conducting the data such as observation, interview and documentation.

In the observation, the researcher got the data or information based on the cognitive process of student in writing descriptive text. In the interview, the researcher interviewed the student. In documentation the researcher analyzed the document such as filed note and attendance list of student. After the researcher observed the cognitive process of writing descriptive text in the class, the next step was crosscheck the data. The researcher crosschecked the data by comparing the observation data with interview data and observation.

[37] U. Flick, Ernest V. Kardorff & I. Steinke, 2004, *A Companion to Qualitative Research, New Delhi: SAGE Publication*, p. 179

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two sections; it presents research findings and discussion. The research findings consist of describing the cognitive process of writing descriptive text by the student and the reason why the cognitive process in writing descriptive text by student occurs in the way it does. The discussion shows the deep and detailed description about the data findings.

A. Research Findings

Based on the data, there are five findings from student cognitive process in writing descriptive text: (1) Selecting the title, (2) Organizing the ideas, (3) Developing the ideas, (4) Translating the text, and (5) Reviewing the text.

1. Selecting the Title

Selecting the title of writing descriptive text means that before the student start to write the text, the student determine the scope of the problem by choosing an interesting title and based on the title, the student ideas can be developed widely in written form. It can be seen in the result of interview as follows: "*Yang pertama saya lakukan biasanya ya mikirin judul dan kalimat yang akan saya tulis kak*" (Int.1-S1-Stt).

Based on the data above, it can be seen that the first process of the student in writing descriptive text by selecting the title. In selecting the title, the student played her ideas to find and choose a title that was in accordance with the theme set by the teacher.

The first data is supported by the second data, this can be seen in the result of observation data as follows: "*Proses yang pertama dilakukan yaitu siswa*

menentukan judul teks dan menuliskan judul tersebut dibuku latihannya" (Obs.1-S1-Stt). This data means that the student devised a title for her writing text, so before student start to write the title in her exercise book, the student selected the title as the first step in writing descriptive text.

The student selected a title as the first step in writing process aims to develop a topic of discussion, so that title can lead the student to explore and express her ideas related to the title. This statement can be seen in the following data: "*Ya mikiran milih judul yang tepat, pokoknya mikirin judul yang bisa saya tebak isi teks yang mau saya tulis kak, terus mikirin hal-hal apa aja yang masuk dalam judul descriptive saya, jadi bisa nyambung kalimat yang saya jelaskan sama judul saya kak*" (Int.3-S1-Stt).

Based on the data above, it can be seen that the student process of selecting the title was from thought of an appropriate title because based on the title the student can guessed the content of the text to be written.

As the process happen, it will need reason why the process of selecting the title happen. This can be seen in the result of interview data as follow: *"Karena saya udah biasa milih judul dulu kak"* (Int.1-S1-Stt). This statement means that the students told that she selected the title because she was in the habit of selecting a title every time she was instructed to write a text. So, it is the reason why the student select the title before she write the text because of her habitual.

The other data that supported the data above based on the result of interview can be seen as follow: "*Karena gini kak menurut saya kalau sudah ada judul enak ngarang-ngarang kalimat untuk teksnya kak, kalau udah mikirin judulkan saya bisa kayak ngebayangin dan ngingat ciri-ciri, bentuk atau semua hal tentang*

judul itu kak jadikan pasti nyambung judul sama isi descriptive text saya nanti kak" (Int.2-S1-Stt).

From the statement above, it can be seen that the student chose the title as her first step before writing the text because it helps her to imagine and remember all the things that related to the title of the text. It means that the process of the student choosing the title of her writing originated from her imagination. When the student imagine the content of the text based on that title, automatically the student will remember all the things related to the text that will be developed into a text. In imagining process, the student used her memory to get the information from her long-term-memory because the student long-term-memory can help in maximizing her memory about the content of the text to be developed.

From the data above, it can be concluded that selected the title as the first finding of the student cognitive process in writing descriptive text. This occurs because selected the title before she write the text was her habitual and also it helps the student to imagine and remember all the things that related to the title of the text.

2. Organizing the Ideas

Organizing the ideas means that the student arrange and classify her ideas about points that her will develop into a logical and orderly sequence. It means that in organizing the ideas, the student putting the ideas as the key word in the framework or mind mapping and after that the student start to organize the writing well which begins with the definition of the object, characteristics, benefits and so on.

This can be seen in the result of observation data as the following: "*Setelah menentukan judul siswa diarahkan untuk membuat kerangka atau point-point dari judul yang dipilihnya dikertas sel-sele*" (Obs.1-S1-Odi) and interview data as follow: "*Setelah buat judul biasanya saya buat kayak susunan kayak kerangka fikirnya gitu kak, guru juga ada nyontohin soalnya*" (Int.1-S1-Odi).

Based on the both of the data above, it was inferred that after selecting the title, the student made a framework. The student said that she arranged the framework as taught by her teacher in the class. In the student process of organizing the framework, she has planned the entire of the text from the first paragraph to the end.

This can happened by the process and the student process of organizing the ideas is supporting by the result of interview data as follow: "*Saya buat kerangkanya kayak mind mapping gitu kak, jadi pertama itu eeee saya buat dulu nih judulnya setelah itu saya mikir buat susun cabang cabang yang berkaitan sama judul itu kak. Pokoknya setiap point yang ada dicabang-cabang itu saya anggap kayak pokok penting yang mau saya deskripsiin dalam teks kak, kayak gitu aja sih kak gak yang terlalu ribet gitu*" (Int.1-S1-Odi). Based on the interview data above, the process consist of the student arranged the framework based on the title then the student made the arrangement of the branches as an important subject that would be developed in her writing text. So, the student process of making the framework came from the way student organized her writing coherently.

The reason of organizing the ideas into framework can be seen in the result of observation data as follow: "Siswa mengikuti arahan guru untuk membuat

kerangka atau point point dari garis besar judulnya" (Obs.3-S1-Odi) and the Interview data as follow: "*Saya mengarahkan siswa agar isi atau struktur teksnya itu harus nyambung sama judul jangan ngasal buat kalimat makanya saya sarankan juga untuk membuat kerangka fikir setelah menentukan judul. Setelah buat kerangka fikir barula siswa mengembangkan kalimat dan ide-ide fikirannya kedalam teks tersebut. Sebenarnya itu membantu siswa dalam menulis sehingga pokok-pokok penting dalam judul yang meraka pilih bisa tertuang semuanya dalam bentuk kalimat yang terarah*" (Int.1-T-Odi).

Based on the both of the data above, the student organize her ideas into framework because the student followed the instructions from her teacher. The teacher said that the student was requested to create a framework because it can help the student in producing structured the text.

The first data is supported by the second data. This can be seen in the result of interview data as follow: "*Hemmm karena ngikutin guru kak teruspun saya rasa itu bakal buat saya lebih mudah dalam menulis dan mengembangkan kalimatnya nanti kak, lagian kalau udah ada kerangka fikir gitu isi dari teks saya nanti bakal terarah gak lari dari judul gitu kak*" (Int.1-S1-Odi). Based on the data above, it means that the student organized her ideas into framework because she imitated her teacher and she said by making a framework it was easy for her to develop the sentences that she was going to write, then in her opinion it also made her writing more structured.

The second data is supported by the third data. This can be seen in the result of interview data as follow: "*Karena menurut saya kalau udah ada susunan kerangka gitu nguraikan kalimatnya lebih mudah kak dan kayak lebih jelas aja*

gambaran isi teksnya teruspun gak lompat lompat hasilnya nanti" (Int.2-S1-Odi). Based on the data above, the student told that with the arrangement of the framework, it was easy for the student to describe the sentence. Then through that, the student was able to plan the contents of the text clearly and coherently.

In conclusion, the preposition of this finding was the student cognitive process in writing descriptive text showed that the student organize the ideas by making framework because it helped the student to produce the structured text.

3. Developing the Ideas

Developing the ideas means that the student realize, elaborate and describe her conceptual ideas in detail and clearly. In developing the ideas, the topic sentence is logically analyzed and then the topic is described with a coherent explanatory sentence to support the main idea, so there is no confusion in the mind. In developing the ideas, the student express her ideas by extending the concept of her ideas maximally to produce detailed paragraph.

This can be seen in the result of interview as follows: "*Saya coba tulis dan kembangin kerangka yang saya buat itu jadi kalimat yang bagus kak*" (Int.1-S1-Dti). Based on the data above, it was inferred that the student tried to write and develop the sentences well based on her framework. It means that in this process the student has started to write the text and the student developed the points contained in the framework by using correct sentences because in descriptive text there are language features that must be mastered by the students, so that the writing structure of the student is relevant with the provisions.

The first data is supported by the second data. This can be seen in the result of interview data as follow: "*Habis itu langsung saya tuliskan jadi kalimat yang*

sesuai sama yang udah saya rencanain tadi kak" (Int.2-S1-Dti) and the other interview data as follow: "*Setelah itu mulai nulis descriptive teksnya kak*" (Int.1-S2-Dti). Based on the both of the data above, it was inferred that student's writing process after organizing the ideas was developing her ideas. The student elaborate the ideas into complete paragraph based on her framework and then the student directly write the text because the sentence developed was adjusted to previous planning structure.

The process of developing the ideas of the student's writing was from her memory. This can be seen in the result of interview data as follow: "Caranya saya satuin ingatan, pengetahuan sama framework yang saya buat jadi kalimat ka, jadi apa yang terlintas difikiran saya langsung ditulis dulu pokoknya saya keluarin aja semua ide yang ada dikepala saya kak" (Int.1-S1-Dti). Based on the interview data above, it can be inferred that the process of student developing the ideas was by using her knowledge and memories. It means that the student combined her memories and knowledge based on her framework, after that the student imagined the text and explore everything that came to her mind into a sentence.

As the process happen, it has a reason why does the cognitive process occur in writing descriptive text in the way it does. This can be seen in the result of interview data as follow: "*Setelah buat kerangka fikir barula siswa diarahkan untuk mengembangkan kalimat dan ide-ide fikirannya dalam bentuk paragraph"* (Int.1-T-Dti). Based on the interview data above, her teacher told that after creating the framework she was led to develop her sentence and ideas into paragraph form. It means that the student developed the ideas after making a framework because she was following the steps taught by her teacher.

Based on the data above, the prepositions of these finding shows that the process is developed the ideas into writing text, it because she was following the steps taught by her teacher.

4. Translating the Text

Translating the text means that the student change the source language text into the target language text without destroying the structure of the target language itself, so the readers of the target language can understand the message implied in the text as a whole. In this process, the student change the text from Indonesian into English. This can be seen in the result of interview data as follow: "*Setelah itu langsung saya artiin perkalimat kedalam bahasa Inggris kak pakai google translate*" (Int.1-S1-Ttt).

Based on the data above, it can be inferred that after the student developed the ideas, the next step that she took was translating the text. The student translate her writing text per 1 sentence into the target language (English language) by using Google translate. It means that the student wrote a descriptive text that was developed using Indonesian first, after that her converted it into English by using Google translate. This can be seen in the result of interview data as follow: "*Saya cari tau kayak mana bahasa inggrisnya kak pakai google terjemahan, saya ketik dihandphone saya apa yang mau saya artiin itu kak terus nantikan kelihatan hasil kalimat yang udah diterjemahin yaudah saya salin dibuku latihan saya terus kalau saya rasa ada yang kurang pas artinya saya check lagi dikamus kak*" (Int.2-S1-Ttt).

Based on the data above, the student told that she tried to change the text that she wrote into English by using Google translate application on her mobile phone. The process of translating the written text was the student wrote the text using Indonesian first, after that she translated the sentence by typing the sentence that she wanted to translate on her mobile phone. Then, after the results of the translated sentence appeared, the student copied the results in her exercise book.

This situation can be seen in the result of observation data as follow: "*Dalam menulis teks deskriptif tersebut RAL menuliskannya kedalam bahasa Indonesia terlebih dahulu setelah itu baru diterjemahkan kedalam bahasa Inggris dengan bantuan google translate dari handponenya dan sesekali dia terlihat membuka kamusnya*" (Obs.1-S1-Ttt). Based on the data above, the student could note to write the text into English directly. The student translated the text start from sentence by sentence into English. Occasionally she opens her dictionary and in the process of translating the text, the student uses Google translate application.

This happened because the student did not understand the writing system in English. This can be seen in the result of interview data as follow: "Saya pengen nyempurnain hasil teks saya kak tapi disini tuh *saya lemah dalam bahasa Inggris kak hmmm gak bisa ngartiin kalimat yang panjang-panjang gitu kak, takut grammarnya amburadul juga soalnyakan kalau bahasa Inggris itu terbalik-balik gitukan kak beda sama bahasa Indonesia, saya juga gak banyak hapal kosakata makanya saya pakai google translate aja kak biar gak ribet*" (Int.3-S1-Ttt).

Based on the data above, the student told that she wanted to finish her text writing but she has a weakness in English writing, the student did not master a lot of vocabulary and she did not understand to translate the long sentence. She was

afraid that her grammar would fall apart when interpreting her sentence because the writing system in English was different from Indonesian. It means that the student did not understand the English writing system, so she felt that her writing skills were low. It can be concluded that she uses Google translate application to help her in translating the text. That's the reason why she translated her sentence.

The first data is supported by the second data. This can be seen in the result of interview data as follow: "*Terus ya setelah dia udah nyiapin kalimat untuk teks itu setau saya diterjemahinnya kak kebahasa Inggris*" (Int.2-S3-Ttt). Based on the data above, it means that after the student wrote a descriptive text in Indonesian, the next step that she took was interpreting the text into English. There is the reason of this process, this can be seen in the result of interview data as follow: "*Ya kakak taula bahasa Inggris rada susah kak makanya pakai bantuan Google translate biar terbantu kak*" (Int.1-S2-Ttt). Based on the data above, it means the student interpreted her written text into English because English was difficult for her, so the student used Google translate to help her complete the writing text.

The second data is supported by the third data. This can be seen in the result of interview data as follow: "*Dia sih biasanya ngartiin hasil tulisan itu jadi bahasa Inggris kak karenakan nulisnya pakai bahasa Indonesia dulu kak*" (Int.3-S4-Ttt). Based on the data above, it means that the student wrote the text in Indonesian first and after that she translate the text into English. There is the reason of this process, this can be seen in the result of interview data as follow: "*Karena gak tau artinya kak, bahasa Inggris susah juga nulisnyakan ada susunan grammarnya gitu gabisa ngasal itulah makanya pakai hp biar tinggal salin*" (Int.2-S3-Ttt). Based on the data above, it means that she did not know how to

interpret her writing into English because the grammar arrangement in English writing was not arbitrary, therefore the student used a mobile phone to translate her written text.

From the data above, it can be concluded that translated the text as the finding of the student cognitive process in writing descriptive text. This occurs because she could not to write a text in English directly, so the student used Google translate to help her complete the writing text.

5. Reviewing the text

Reviewing the text means that the student evaluates the results of her writing text as a whole by re-reading and checking the writing to ensure text perfection and to correct the writing if there is an accidental error. It means that in reviewing the text process the student re-analyzed the results of her writing. The student can delete the sentences that are considered useless in the text and the student can also add forgotten words or sentences in the writing text. This can be seen in the result of interview data as follow: "*Saya periksa periksa lagi kak teksnya mana tau ada yang silapkan bisa dirubah dulu sebelum dikumpul*" (Int.1-S1-Rtt).

Based on the data above, it was inferred that the student checked her writing after the text was finished. She said that after her writing was finished, she reviewed the text as a whole to make sure the text was perfect and corrected the writing if there were errors. This can be seen in the result of interview as follow: "*Biasanya ya baca ulang lagi kak teks tulisan saya dari awal sampai akhir mana tau ada yang salahkan biar agak diperbaiki dikit*" (Int.2-S1-Rtt). Based on the data above, it means that the student reviewed her written text by re-reading the

text as a whole from the beginning to the end of the sentence. The student wanted to improve her writing text if there was an error that she didn't expect.

As the process happened, it has a reason why does the process occur in the way it does. This can be seen in the result of interview as follow: "*Biar tau tulisan saya itu udah bener semuanya atau belum gitu kak, sebisa mungkin saya ngerjain tugas itu pengen maksimal gitu kak makanya diperiksa dulu sebelum dikumpul biar gak ada yang salah, biar dapat nilai yang bagus juga kak. Hmm guru saya juga nyuruh periksa periksa dulu sebelum dikumpul supaya bisa diperbaiki kalau ada kata, grammar atau kalimat yang salah kak*" (Int.1-S1-Rtt). Based on the data above, she told that she reviewed the text after finished the writing because she wanted to know whether her writing was correct or not. She said that as much as possible she wanted her written text to be maximized, she wanted to produce a perfect text without any mistakes so that she got high score, therefore she always reviewed the text before it was compiled. The student also said that she asked by her teacher to check her writing before it was collected, so before the written text is collected the grammar errors, punctuation marks and so on can be corrected first.

The first data is supported by the second data. This can be seen in the result of interview as follow: "*Kalau udah selesai gitu ya dikumpul kak tapi biasanya diperiksa dan diperhatikannya dulu tulisannya setelah itu baru dikumpul kak*" (Int.2-S2-Rtt). Based on the data above, it means that after the student finished the writing, she checked the writing text. The process can be seen in the result of interview as follow: "*Dia meriksanya kayak dibacanya dari awal sampai habis teks itu kak*" (Int.2-S3-Rtt). Based on the data above, it means that the student's

process of reviewing her written text was by re-reading the text as a whole from the beginning to the end of the text. There is the reason of this process, this can be seen in the result of interview data as follow: "*Ya karena mau tulisannya bagusla kak kalau ada yang salahkan bisa diperbaiki, terus kalau ada yang kurang bisa ditambah atau ada yang ga penting bisa dibuang gitu kak*" (Int.2-S4-Rtt). Based on the data above, she told that she reviewed the text because she wanted a better writing result. The student said that she wanted to improve the text if there was an error, she wanted to add something if there was missing and by reviewing the text she could cut out the unnecessary parts of the writing text. It means that the student reviewed the text because she wanted to improve the text if an irregularity was found.

The second data is supported by the third data. This can be seen in the result of observation data as follow: "*Siswa diingatkan oleh guru untuk memeriksa teks tulisan sebelum dikumpul*" (Obs.1-S1-Rtt) and the data interview as follow: "*Setelah teks tulisannya selesai saya arahkan siswa untuk mengechek ulang teks tulisannya, saya tau betul kebanyakan siswa mau cepat aja nyelesaikan tugasnya tapi hasilnya kadang ada tulisannya yang gak jelasla, ada yang kebalik balikla tulisannya makanya saya katakan kepada siswa periksa dulu tulisannya sebelum dikumpul jangan terburu buru selagi bel belum berbunyi"* (Int.T-Rtt). Based on the both of the data above, it means that the student reviewed the text after finishing the text, that process was guided by the teacher. In writing process, sometimes the student was too hasty to finish the text and this made the student writing unclear and the writing turned upside down, therefore the teacher instructed the student to review her written text.

The process can be seen in the result of interview as follow: "*Yaa mengechek tulisannya dengan membaca isi teksnya sampai selesai*" (Int.T-Rtt). Based on the data above, it means that the student's process of reviewing the text was by re-reading the text starting from the beginning to the end of the text. There is the reason of this process, this can be seen in the result of interview data as follow: "*Yang pasti untuk meyakinkan tulisannya dan menghindari dari kekeliruan kekeliruan yang tidak diinginkan*" (Int.T-Rtt). Based on the data above, it means that the student reviewed the text because she wanted to make sure the text and avoid unexpected errors in her writing text.

From the data above, the preposition of these data shows that the student reviewed the text. This occurs because she wanted to make sure the writing text and avoid and avoid unexpected errors in her writing text.

B. Discussion

In this section, the researcher wanted to discuss the finding of the student's cognitive process in writing descriptive text with related references. There are five findings of this research, namely: (1) Selecting the title, (2) Organizing the ideas, (3) Developing the ideas, (4) Translating the text, and (5) Reviewing the text.The finding of this research was suitable with the theory of Hayes & Flower, there are several mental processes that occur when the student write the text, such as; planning, translating and reviewing. [38] The opinion of mental process in that research relevant with the finding of this research because the researcher also found some stages of student's in writing process, especially in writing descriptive

[38] Linda Flower & John R. Hayes, 1981, *A Cognitive Process Theory of Writing: College Composition and Communication*, Vol. 32, No. 4, p. 365.

text. Then this findings are also supported by Andrew theory, these mental process such as; organizing the ideas, developing the ideas and revising the text.[39] Dealing with the theory of cognitive process in writing, the students start to write the text from basic stage to complex stage.

As stated Olive & Levy, The writing process occurs with the way of the student handles the working memory itself.[40] Dealing the theory, the researcher found that. From the results of working memory the student produce the text well by selecting the title first, then organize the ideas, after that the student develop the result of her ideas into writing text, after that the student translate the text as best as possible and then the student review the written text as a whole. It means that the student's cognitive process in writing was complex.

[39] Andrew Littlejohn, 1991, *Writing 1*, UK: Cambridge University Press, p. 79.
[40] Thierry Olive & C. Micheal Levi, 2002, *Contemporary Tools and Techniques for Studying Writing*, London: Klower Academic Publishers, p. 34.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings of this research, it could be concluded that there was 5 findings of the student's cognitive process in writing descriptive text, namely: (1) Selecting the title, (2) Organizing the ideas, (3) Developing the ideas, (4) Translating the text, and (5) Reviewing the text.

The cognitive process in writing descriptive text done by the student are first the student selects the title that related to the theme given by the teacher, after that the student organized her ideas based on the title by creating a framework, then the student start to write the text by developing her ideas based on the framework, after writing the text the student translate her writing into English by using application of Google translate and then after the text is finished, the student review the text as a whole by re-reading the text from the first sentence to the end.

The cognitive process of the student in writing descriptive text occurs because the student's habit that always thinking first before start to write the text. This process also occurs because all of the steps that are passed by the student can help the student to produce the structured text.

B. Suggestion

Based on the conclusions above, the researcher would like to give suggestions as follows:

For English teacher, the researcher recommends to more often encourage the students in writing because it will help the students to improve the quality of their writing and the researcher also recommends to more often habituate the students in writing because the results of the students' writing are influenced by the student's own cognitive process.

For the students, especially for the Tenth Grade Students of Madrasah Aliyah Swasta Nurul Hakim Medan, the researcher suggests to always hone skills in writing by always practice the writing in English because it will improve the students' skills in thinking and writing.

For Other researcher, the researcher suggest to another research about student's cognitive process by using different method, theory and subject to get more accurate data.

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AFFENDIX 1

CATATAN LAPANGAN (*FIELD NOTE*)

Tanggal : 26 Oktober 2020

Waktu : 10.10 WIB – 11.30 WIB

Kelas : (X-A)

Subject penelitian : RAL

HASIL OBSERVASI I

Deskripsi	Catatan Pinggir	Refleksi
Pada pukul 10.10 WIB guru dan peneliti masuk kedalam kelas untuk memulai proses pembelajaran yang diawali dengan guru memberikan salam pembuka kepada siswa "Assalamualaikum, wr. wb. Good morning my students…" dan kemudian RAL menjawab salam yang diberikan gurunya dengan mengucapkan "Waalaikumsalam wr.wb, good morning too ustadzah". Kemudian guru langsung mengecheck daftar kehadiran siswa dan menanyakan siapa yang tidak hadir, kemudian RAL menjawab "hadir semua ustadzah" sambil tersenyum. Kemudian guru menginstruksikan untuk membuka	1. Guru memberi salam 2. RAL menjawab salam. 3. Guru mengecheck absen 4. RAL Menjawab hadir. 5. Guru menginstruksikan membuka buku 6. RAL Membuka buku dan alat tulisnya. 7. Guru menjelaskan descriptive text	1. Sesekali RAL terlihat bercerita dengan temannya. 2. RAL tampak sedang berfikir ketika diminta untuk mendeskripsikan sebuah gambar. 3. RAL Tampak kaget ketika diminta untuk menjelaskan

buku dengan berkata “oke my students open your book page 78...” RAL tampak mengeluarkan buku paket dan alat tulisnya diatas meja, kemudian RAL membuka bukunya sesuai dengan instruksi yang diberikan guru. Saat itu guru menjelaskan descriptive text beserta language features dan generic structure dari descriptive text didepan kelas, guru tersebut juga memberikan contoh penulisan teks descriptive yang berjudul “Rumahku” dengan membuat kerangka terlebih dahulu untuk memudahkan siswa dalam memahami penjelasannya, RAL memperhatikan dan mendengarkan penjelasan gurunya didepan kelas namun sesekali RAL bercerita dengan teman sebangkunya. Setelah memberikan penjelasan, guru meminta RAL untuk melihat dan mendeskripsikan lukisan gambar kucing yang terpampang didepan kelas, kemudian RAL terlihat berfikir dan mulai merespon pertanyaan gurunya	beserta contoh 8. RAL Memperhatikan dan mendengarkan penjelasan guru. 9. Guru meminta RAL untuk melihat dan mendeskripsikan kucing 10. RAL Merespon pertanyaan guru. 11. RAL menulis contoh yang dibuat guru dipapan tulis. 12. Guru membuka sesi pertanyaan 13. RAL tidak bertanya. 14. Guru	tujuan dari descriptive text. 4. RAL terlihat lega ketika guru membenarkan penjelasannya. 5. RAL tampak terburu buru untuk mengumpulkan hasil tulisannya

dengan mendeskripsikan gambar tersebut dengan perlahan. Kemudian siswa tampak lega ketika guru membenarkan penjelasannya. Setelah mendeskripsikan gambar tersebut RAL tampak menulis apa yang ditulis gurunya dipapan tulis mengenai descriptive text dan contohnya. Setelah itu kemudian guru membuka sesi tanya jawab dengan berkata "sampai disini pahamkan mengenai descriptive text? ada yang ingin ditanyakan?"… kemudian RAL menjawab "tidak ada ustadzah, udah paham"… kemudian guru melontarkan pertanyaan kepada RAL "tujuan dari dari descriptive text itu apa RAL?" dan siswa tersebut terlihat kaget dan mulai merespon pertanyaan yang diberikan kepadanya "hmm ini ustadzah tujuannya adalah untuk menjelaskan atau mendeskripsikan segala sesuatu". Kemudian guru membenarkan jawaban dari RAL dan RAL tempak lega. Setelah	bertanya kepada RAL apa tujuan dari descriptive text 15. RAL Kaget dan merespon pertanyaan guru 16. Guru memberikan tugas 10. Guru kembali memberikan sekilas contoh descriptive text 11. RAL mulai mengerjakan tugas yang diinstruksikan gurunya 12. RAL terlihat memikir dan menentukan judul 13. RAL menuliskan judul tengah buku	

itu guru memberikan tugas kepada siswa dengan mengatakan “Jadi tugas kalian sekarang adalah kalian harus menulis descriptive text dengan kalimat kalian sendiri dibuku latihan, temanya tempat wisata ya kalian bebas nentuin judulnya yang penting tidak lari dari tema tempat wisata”. Pada saat itu guru juga memberikan sekilas contoh kembali kepada siswa agar siswa paham apa yang harus dilakukan dalam mengerjakan tugas. RAL mulai mengerjakan tugas yang diinstruksikan gurunya. Proses yang pertama dilakukan yaitu RAL menentukan judul teks dan menuliskan judul tersebut dibuku latihannya. Kemudian RAL merobek sebuah kertas yang dijadikan sebagai (kertas sele sele) dan RAL memulai untuk membuat kerangka atau point-point dari judul yang dipilihnya mengikuti arahan dari gurunya. kemudian RAL terlihat seperti sedang berfikir sambil memandang kerangka	14. RAL merobek sebuah kertas yang dijadikan sebagai (kertas sele sele) 15. RAL mencoba membuat kerangka atau point-point dari judul. 16. RAL berfikir sambil memandang kerangkanya 17. RAL mengembangkan kalimat berdasarkan kerangka. 18. RAL menuliskan hasil fikirannya dibawah kerangka. 19. RAL menerjemahkan kalimatnya. 20. RAL bertanya pada temannya.	

yang dibuatnya. Setelah itu RAL mengembangkan kalimat berdasarkan kerangka yang di buat, RAL menuliskan apa hasil fikirannya dibawah kerangka yang sudah dia buat sebelumnya. Dalam menulis teks deskriptif tersebut RAL menuliskannya kedalam bahasa Indonesia terlebih dahulu setelah itu baru diterjemahkan kedalam bahasa Inggris dengan bantuan google translate dari handponenya dan sesekali dia terlihat membuka kamusnya. Saat itu sesekali RAL terlihat bertanya kepada temannya dan kembali lagi focus dengan tulisannya. Sesekali guru mengingatkan siswa untuk memeriksa teks tulisan sebelum dikumpul, Setelah itu RAL terlihat seperti membaca ulang apa yang dia tulis mengikuti instruksi gurunya, Ketika waktu pelajaran telah habis yang ditandai dengan berbunyinya bel sekolah, guru menginstruksikan untuk mengumpulkan tugas kemudian RAL	21. RAL membaca ulang hasil tulisannya. 22. Guru menginstruksikan siswa untuk mengumpulkan tugas. 23. RAL terburu buru mengumpulkan tugasnya. 24. Guru ngucapkan salam penutup pembelajaran 25. RAL menjawab salam penutup	

tampak terburu buru untuk mengumpulkan hasil tulisannya kedepan kelas. Kemudian guru menutup pembelajaran dengan mengucapkan Wassalamualaikum wr.wb dan RAL menjawab Waalaikum salam wr.wb.		

CATATAN LAPANGAN (*FIELD NOTE*)

Tanggal : 28 Oktober 2020

Waktu : 10.50 WIB – 12.15 WIB

Kelas : (X-A)

Subject penelitian : RAL

HASIL OBSERVASI II

Deskripsi	Catatan Pinggir	Refleksi
Proses pembelajaran dimulai pada pukul 10.50 WIB, guru dan peneliti masuk kedalam kelas dan memberikan salam kepada siswa "Assalamualaikum, wr. wb. Good morning my students…" dan kemudian RAL menjawab salam yang diberikan gurunya dengan mengucapkan "Waalaikumsalam wr.wb, good morning too ustadzah". Kemudian seperti biasanya guru langsung mengecheck daftar kehadiran siswa dan RAL menggapi absen. Guru mengingatkan dan menyinggung kembali materi descriptive text yang telah dibahas pada pertemuan sebelumnya, guru bertanya kepada RAL untuk mengetahui pemahaman siswa	1. Guru mengucapkan salam 2. RAL menjawab salam 3. Guru mengecheck absen 4. RAL menanggapi absen 5. Guru menanyakan pemahaman siswa tentang materi minggu lalu 6. RAL terkejut kemudian mencoba mengingat dan	1. RAL seperti menghela nafas ketika diminta untuk mengingat pembelajaran lalu 2. RAL tertawa sambil memandang wajah teman sebangkunya karena diinstruksikan guru untuk mendeskripsikan teman

tentang descriptive text dengan berkata "coba kamu jelaskan apa yang kita bahas pada pertemuan yang lalu mengenai descriptive text"… kemudian RAL terkejut ketika ditunjuk untuk menjelaskan materi yang dibahas pada pertemuan sebelumnya sambil menghela nafas dan bergegas mengecheck catatannya mengenai descriptive text kemaren dan kemudian RAL menjawab "pertemuan sebelumnya kita membahas descriptive text ustadzah, descriptive text itu adalah text yang menceritakan atau mendeskripsikan sesuatu baik itu benda, hewan, manusia dan lain yang lainnya". Kemudian setelah itu guru menginstruksikan kepada semua siswa secara bergilir maju kedepan kelas untuk mendescripsikan teman sebangkunya secara berpasang pasangan. Sebelum maju kedepan kelas, siswa diberi waktu selama 15 menit untuk menuliskannya dibuku terlebih dahulu. RAL tampak tertawa sambil	merespon pertanyaan guru dengan mengecheck catatan 7. Guru menginstruksikan siswa untuk mendeskripsikan teman sebangku 8. RAL menuliskan judul dibukunya "My Best Friend". 9. RAL membuat point point secara garis besar. 10. RAL mulai menulis dengan mengembangkan poin-point. 11. RAL terlihat focus menulis 12. RAL bertanya	sebangku 3. RAL tampak focus menulis 4. RAL tampak tersenyum ketika gilirannya maju menjelaskan

memandang wajah teman sebangkunya dan terlihat bergegas untuk menulis. Proses pertama yang RAL lakukan adalah menuliskan judul dibukunya “My Best Friend”. Kemudian RAL membuat point point secara garis besar dikertas sele-sele mengenai teman sebangkunya, setelah itu RAL mulai menulis dengan mengembangkan poin-point itu menjadi kalimat. Dalam mengembangkan kalimat tersebut RAL terlihat focus dan sesekali memandang wajah temannya dari ujung kaki sampi kepala. Setelah itu RAL terlihat bertanya pada gurunya sambil menunjukan buku yang dia pegang, kemudian RAL kembali menulis. RAL terlihat menyalin apa yang telah dia tulis dibuku sele-sele kedalam handphonenya, kemudian RAL menerjemahkan tulisannya kedalam bahasa inggris dengan menggunakan google terjemahan dan kembali menuliskan hasil terjemahannya tersebut kedalam buku. RAL menulis descriptive	pada gurunya. 13. RAL menerjemahkan tulisannya. 14. RAL menulis descriptive text sebanyak 2 paragraph. 15. Guru bertanya “Sudah selesai?” kepada siswa 16. RAL masih menulis sambil menjawab “sudah ustadzah”. 17. Guru meminta siswa secara bergilir maju kedepan kelas. 18. RAL tampak memperhatikan teman temannya yang maju secara	

text sebanyak 2 paragraph. Kemudian guru mulai mempertanyakan kepada siswa “Sudah selesai?” dan RAL terlihat masih menulis sambil menjawab “sudah ustadzah”. Kemudian RAL tampak memperhatikan teman temannya yang maju secara bergiliran dan ketika RAL tersebut diminta untuk maju kedepan kelas bersama pasangannya yaitu teman sebangkunya dan membacakan hasil tulisannya secara bergantian, RAL tampak tersenyum berjalan kedepan kelas. Ketika didepan kelas RAL langsung membacakan hasil tulisannya. Setelah membacakan hasil tulisannya RAL dan temannya diberi pertanyaan oleh guru “dari hasil teks yang kamu tulis, mana yang termasuk dalam identification dan description?” RAL mencoba menjawab pertanyaan guru dengan mengatakan “Yang bagian identification yang paragraph pertama ini ustadzah (sambil menunjukan kertasnya) dan paragraph yang kedua ini	bergiliran. 19. Guru meminta RAL dan temannya maju kedepan kelas. 20. RAL tampak tersenyum berjalan kedepan kelas. 21. RAL langsung membacakan hasil tulisannya. 22. Guru bertanya kepada RAL mengenai tulisannya 23. RAL mencoba menjawab pertanyaan guru 24. Guru mempersilahkan RAL untuk kembali kekursinya	

bagian descriptionnya) dan dibantu temannya juga menjelaskan pertanyaan gurunya. Setelah selesai guru mempersilahkan RAL dan teman sebangkunya untuk duduk kembali. Kemudian RAL langsung kembali duduk kekursinya Setelah seluruh siswa mendapatkan giliran untuk membacakan hasil tulisan dari masing masing mereka, kemudian guru dan siswa sama sama menyimpulkan tentang pembeajaran pada saat itu. Siswa diingatkan untuk tidak hanya asal menulis text tetapi juga harus tau tujuan dari apa yang mereka buat. Setelah bel berbunyi suasana kelas tampak kurang stabil dan guru menutup pembelajaran dengan mengucapkan salam perpisahan "Wassalamualaikum wr. wb and see you next week".. kemudian RAL menjawab "Waalaikumsalam wr. wb, see u ustadzah" dan langsung menyalami tangan ustadzah tersebut.	25. RAL berjalan kembali kekursinya. 26. Guru dan siswa sama sama menyimpulkan pembelajaran. 27. Siswa diingatkan untuk mengatahui tujuan dari descriptive text. 28. Guru menutup pembelajaran dengan mengucapkan salam. 29. RAL menjawab salam	

CATATAN LAPANGAN (*FIELD NOTE*)

Tanggal : 02 November 2020
Waktu : 10.10 WIB – 11.30 WIB
Kelas : (X-A)
Subject penelitian : RAL

HASIL OBSERVASI III

Deskripsi	Catatan Pinggir	Refleksi
Proses pembelajaran dimulai pada pukul 10.10 WIB, guru dan peneliti masuk kedalam kelas dan memberikan salam kepada siswa "Assalamualaikum, wr. wb. Good morning my students…" dan kemudian RAL menjawab salam yang diberikan gurunya dengan mengucapkan "Waalaikumsalam wr.wb, good morning too ustadzah". Kemudian seperti pertemuan sebelumnya guru langsung mengecheck daftar kehadiran siswa dan RAL menanggapi absen. Guru mengingatkan dan menyinggung kembali materi descriptive text yang telah dibahas pada pertemuan sebelumnya bahwa didalam descriptive text terdapat language features dan	1. Guru memberi salam 2.RAL menjawab salam 3.Guru mengecheck daftar kehadiran 4. Siswa merespon hadir 5.Guru membagi siswa dalam beberapa kelompok 6.Siswa dinstruksikan untuk membuat teks descripsi dan mengeidentifikasi generic structure dan language featurenya	1. RAL focus berdiskusi 2. RAL aktif didalam diskusi

generic structure. Pada pertemuan ke-3 ini proses pembelajaran dibuat dalam bentuk kelompok, guru membagi siswa dalam beberapa kelompok yang terdiri atas 3 orang dalam satu kelompok. Didalam kelompok tersebut siswa diinstruksikan untuk membuat descriptive text setelah itu siswa diminta untuk mencermati dan mengidentifikasi bagian mana yang termasuk generic structure dari descriptive text dan menganalisis language featurenya. Semua siswa diberikan pemahaman yang lebih oleh gurunya mengenai tugas yang dikerjakan. Kemudian RAL langsung bergegas untuk berkumpul dengan group yang telah ditentukan oleh gurunya, Pertama RAL mempersiapkan alat tulisnya kemudian RAL mengecheck buku paket dan buku catatannya. Setelah itu RAL mulai berdiskusi dengan temannya untuk menentukan judul teks mereka. Setelah	7.Semua siswa diberikan pemahaman kembali oleh gurunya 8.RAL langsung bergegas berkumpul dengan groupnya. 9. RAL mempersiapkan alat tulisnya. 10. RAL mengecheck buku paket dan buku catatannya. 11. RAL mulai berdiskusi dengan temannya untuk menentukan judul teks. 12. RAL membuat kerangka tentang point point dari garis besar judul. 13. RAL terlihat	

judul fix kemudian RAL berdiskusi dengan temannya dengan membuat kerangka tentang point point dari garis besar judul yang dipilih, siswa membuat kerangka fikir berdasarkan arahan dari gurunya. Didalam group tersebut RAL terlihat cukup aktif. RAL dan teman temannya mengembangkan kerangka yang telah dibuat sebelumnya menjadi kalimat. Kemudian kalimat tersebut diterjemahkan kedalam bahasa inggris dengan menggunakan bantuan google translate. Setelah itu RAL terlihat membaca ulang hasil teks yang telah didiskusikan. Kemudian RAL terlihat kembali berdiskusi untuk menentukan language feature dan generic structure dari teks mereka. RAL terlihat berfikir dan mulai menganalisis kalimat satu persatu. Didalam diskusi tersebut RAL terlihat sering membuka catatan dan buka paketnya secara berulang ulang. Setelah semua kelompok selesai mengerjakan tugas yang diberikan, guru	cukup aktif. 14. RAL mengembangkan kerangka menjadi kalimat. 15. Kalimat diterjemahkan kedalam bahasa inggris. 16. RAL membaca ulang hasil teks 17. RAL kembali berdiskusi menentukan language feature dan generic structure. 18. RAL terlihat berfikir dan mulai menganalisis kalimat. 19. RAL terlihat sering membuka catatan dan buka	

menginstruksikan siswa untuk mengumpulkan tugas tersebut. RAL tampak duduk bersender dikursinya dan menyuruh temannya untuk mengumpulkan hasil diskusi mereka. Tidak lama berselang dari itu jam pelajaranpun berakhir. Guru mengucapkan salam penutup (Assalamualaikum wr.wb) dan meninggalkan kelas. RAL menjawab salam guru dengan mengucapkan (Wassalamualaikum wr.wb).	paketnya. 20. Guru menginstruksikan siswa untuk mengumpulkan tugas tersebut. 21. RAL menyuruh temannya untuk mengumpulkan hasil teks mereka. 22. Guru mengucapkan salam penutup pembelajaran. 23. RAL menjawab salam guru.	

AFFENDIX II

TRANSCRIP OF INTERVIEW

Interview with RAL/Student 1 (S1)

Interview I

Date : 26 Oktober 2020

Place : Student class

Interviewer : Fitri Amelia/Researcher (R)

Interviewee : RAL/Student 1 (S1)

Interviewer : Selamat pagi dek, apa kabar?

Interviewee : Pagi juga kak, kabar baik kak

Interviewer : kakak minta waktunya untuk bertanya-tanya tentang proses menulis descriptive text adek, boleh ya?

Interviewee : iya kak boleh

Interviewer : Apa sih yang pertama kali kamu lakukan sebelum menulis descriptive text?

Interviewee : Yang pertama saya lakukan biasanya ya memikirkan judul dan kalimat yang akan saya tulis kak

Interviewer : Memikirkan bagaimana dek?

Interviewee : Ya mikir gitu kak karena dari judul itukan saya bisa mikir apa yang mau saya tulis nanti ehhhh mikir isi teksnya bakal kayak gimana gitu kak

Interviwer : Kenapa kamu memikirkan judul terdahulu sebelum memulai menulis descriptive text?

Interviewee : Karena udah terbiasa kak, kan yang paling penting nguasai judulnya dulu biar gampang nanti nulis teksnya.

Interviewer : Oh begitu ya, jadi setelah memikirkan judul apa yang kamu lakukan?

Interviewee : Setelah buat judul biasanya saya buat kayak susunan kayak kerangka fikirnya gitu kak

Interviewer : Kenapa harus membuat kerangka fikir dek?

Interviewee : Hemmm karena ngikutin guru kak teruspun saya rasa itu bakal buat saya lebih mudah dalam menulis dan mengembangkan kalimatnya nanti kak, lagian kalau udah ada kerangka fikir gitu isi dari teks saya nanti bakal terarah gak lari dari judul gitu kak.

Interviewer : Bagaimana proses kamu membuat kerangkanya?

Interviewee : Saya buat kerangkanya kayak mind mapping gitu kak, jadi pertama itu eeee saya buat dulu nih judulnya setelah itu saya mikir buat susun cabang cabang yang berkaitan sama judul itu kak. Pokoknya setiap point yang ada dicabang-cabang itu saya anggap kayak pokok penting yang mau saya deskripsiin dalam teks kak, kayak gitu aja sih kak gak yang terlalu ribet gitu.

Interviewer : Setelah itu apa yang kamu lakukan?

Interviewee : Setelah itu barula mulai nulis teksnya kak

Interviewer : Apa aja sih yang biasanya kamu ingat ketika menulis descriptive text?

Interviewee : Yang jelas pokok-pokok penting dalam judul teks deskripsi sayala kak yang diingat. Intinya gini sih kak saya coba mikir dan gali ingatan saya berdasarkan poin-point yang saya buat dikerangka fikir yang saya bilang tadi kak.

Interviewer : Kenapa harus seperti itu?

Interviewee : Ya karena itu yang bakal dikembangin jadi kalimat kak, kan saya buat kerangka fikir itu supaya hasil teks saya jadi terarah nanti, supaya nyambung juga makanya yang saya kembangin point point itu.

Interviewer : Oh seperti itu ya dek, jadi bagaimana sih cara kamu menuliskan dan mengembangkan kerangka fikir kamu tersebut sehingga bisa jadi teks deskripsi?

Interviewee : Saya coba tulis dan kembangin kerangka yang saya buat itu jadi kalimat kak

Interviewer : Bagaiman cara mengembangkannya?

Interviewee : Caranya saya satuin ingatan, pengetahuan sama framework yang saya buat jadi kalimat ka, jadi apa yang terlintas difikiran saya langsung ditulis dulu pokoknya saya keluarin aja semua ide yang ada dikepala saya kak

Interviewer : Oh begitu, jadi setelah itu apa yang kamu lakukan?

Interviewee : Setelah itu langsung saya artiin perkalimat kedalam bahasa Inggris kak pakai google translate.

Interviewer : Kenapa tidak langsung nulis pakai bahasa bahasa Inggris dek?

Interviewee : Karena gak tau bahasa Inggrisnya kak, saya gak banyak hapal kosakata gitu

Interviewer : Jadi setelah selesai menulis apa yang kamu lakukan?

Interviewee : Saya periksa periksa lagi kak teksnya mana tau ada yang silapkan bisa dirubah dulu sebelum dikumpul

Interviewer : Bagaimana cara kamu memeriksanya?

Interviewee : Saya baca semua teks saya kak dari awal sampai akhir, dari situkan saya bisa kelihatan bagian mana mana aja yang agak ngejanggal

Interviewer : Kenapa kamu periksa lagi tulisannya?

Interviewee : Biar tau tulisan saya itu udah bener semuanya atau belum gitu kak, sebisa mungkin saya ngerjain tugas itu pengen maksimal gitu kak makanya diperiksa dulu sebelum dikumpul biar gak ada yang salah, biar dapat nilai yang bagus juga kak. Hmm guru saya juga nyuruh periksa periksa dulu sebelum

dikumpul supaya bisa diperbaiki kalau ada kata, grammar atau kalimat yang salah kak

Interviewer : Oh iyaya, jadi bagaimana cara kamu mengatasi kesulitan ketika menulis descriptive text?

Interviewee : Cara mengatasinya kadang diskusi sama teman, kadang searching diinternet kalau masih kesusahan ya nanya sama gurunya kak.

Interviewer : Oh seperti itu, makasih ya dek atas waktunya

Interviewee : Iya kak sama-sama

TRANSCRIP OF INTERVIEW

Interview II

Date : 28 Oktober 2020

Place : Student class

Interviewer : Fitri Amelia/Researcher (R)

Interviewee : RAL/Student 1 (S1)

Interviewer : Selamat pagi dek, apa kabar?

Interviewee : Pagi kak, Alhamdulillah baik kak

Interviewer : kakak boleh minta waktunya sebentar gak buat nanya-nanya tentang proses menulis descriptive text adek

Interviewee : Haa iya boleh boleh

Interviewer : Apa sih yang pertama kali kamu lakukan sebelum menulis descriptive text?

Interviewee : Eeee mikirin judul yang sesuai sama tema yang dikasi guru kak

Interviewer : Memikirkan bagaimana maksudnya dek?

Interviewee : Ya mikir gitula kak, kayak mikir judul apa yang gampang buat dideskripsiin nanti

Interviwer : Kenapa kamu memikirkan judul terdahulu sebelum memulai menulis descriptive text?

Interviewee : Karena gini kak menurut saya kalau sudah ada judul enak ngarang-ngarang kalimat untuk teksnya kak, kalau udah mikirin judulkan saya bisa kayak ngebayangin dan ngingat ciri-ciri, bentuk atau semua hal tentang judul itu kak jadikan pasti nyambung judul sama isi descriptive text saya nanti kak

Interviewer : Oh begitu ya, jadi setelah memikirkan judul apa yang kamu lakukan?

Interviewee : Setelah itu saya susun apa-apa aja yang harus saya deskripsikan dalam teks itu kak.

Interviewer : Kenapa harus seperti itu?

Interviewee : Karena menurut saya kalau udah ada susunan kerangka gitu nguraikan kalimatnya lebih mudah kak dan kayak lebih jelas aja gambaran isi teksnya teruspun gak lompat lompat hasilnya nanti

Interviewer : Bagaimana proses kamu membuatnya?

Interviewee : Proses pertama saya mikir hal-hal apa aja ya yang bisa saya kembangin diteks itu, setelah dapatkan point-pointnya ya langsung saya tulis kak dikerangka gitu.

Interviewer : Setelah itu apa yang kamu lakukan?

Interviewee : Habis itu langsung saya tuliskan jadi kalimat yang sesuai sama yang udah saya rencanain tadi kak

Interviewer : Apa aja sih yang biasanya kamu ingat ketika menulis descriptive text?

Interviewee : Yang saya coba ingat ingat yah hal-hal yang berkaitan sama judul yang saya pilih tadila kak, kayak lebih tepatnya ngingat-ngingat hal-hal yang nyambung sama kerangka yang sebelumnya saya buat.

Interviewer : Kenapa seperti itu?

Interviewee : Karena point point itu yang mau diperluas kak makanya coba ingat dan negbayangin yang berkaitan dengan itu.

Interviewer : Lantas bagaimana cara kamu menuliskan descriptive text nya?

Interviewee : Caranya saya jabarkan kerangka yang saya buat tadi jadi kalimat yang baik kak.

Interviewer : Setelah itu apa yang kamu lakukan?

Interviewee : Saya cari tau kayak mana bahasa inggrisnya kak pakai google terjemahan, saya ketik dihandphone saya apa yang mau saya artiin itu kak terus

nantikan kelihatan hasil kalimat yang udah diterjemahin yaudah saya salin dibuku latihan saya terus kalau saya rasa ada yang kurang pas artinya saya check lagi dikamus kak

Interviewer : Kenapa tidak langsung nulis pakai bahasa bahasa Inggris dek?

Interviewee : Cemanala kak bahasa Inggris saya amburadul ka teruspun gak banyak kosakata yang saya tau

Interviewer : Oh begitu ya, jadi setelah selesai menulis apa lagi yang kamu lakukan?

Intrviewee : Saya periksa ulang kak tulisan saya itu

Interviewer : Bagaimana cara memeriksanya?

Interviewee : Biasanya ya baca ulang lagi kak teks tulisan saya dari awal sampai akhir mana tau ada yang salahkan biar agak diperbaiki dikit

Interviewer : Kenapa kamu periksa lagi tulisannya?

Interviewee : Biar bisa diperbaiki kak kalau ada yang salah, makanya sebelum dikumpul saya pasti periksa lagi

Interviewer : Setelah itu apa lagi yang kamu lakukan?

Interviewee : Ya dengar instruksi gurula kak, kalau udah disuruh kumpul langsung saya kumpul

Interviewer : Oh iya bagaimana cara kamu mengatasi kesulitan ketika menulis descriptive text?

Interviewee : Cara ngatasinnya nanya sama guru kak, soalnya kata ustadzah itu kalau ada yang tidak dipahami tanyakan aja.

Interviewer : Baiklah kalau begitu terimakasih ya dek udah mau kakak tanya tanya

Interviewee : Iya kak gpp, sama sama kak.

TRANSCRIP OF INTERVIEW

Interview III

Date : 02 November 2020

Place : Student class

Interviewer : Fitri Amelia/Researcher (R)

Interviewee : RAL/Student 1 (S1)

Interviewer : Selamat pagi dek, apa kabar?

Interviewee : Pagi kak, kabarnya baik kak

Interviewer : Kakak boleh minta waktunya untuk bertanya-tanya tentang proses menulis descriptive text adek gak?

Interviewee : Boleh dong

Interviewer : Apa sih yang pertama kali kamu lakukan sebelum menulis descriptive text?

Interviewee : Yang pertama itu pastinya mikirin judul, nentuin dan milih judul dulu kak biar enak buat kerangka fikirnya

Interviewer : Maksudnya mikirin kayak mana dek?

Interviewee : Ya mikiran milih judul yang tepat, pokoknya mikirin judul yang bisa saya tebak isi teks yang mau saya tulis kak, terus mikirin hal-hal apa aja yang masuk dalam judul descriptive saya, jadi bisa nyambung kalimat yang saya jelaskan sama judul saya kak

Interviewer : Terus maksud kerangka fikir yang adek bilang tadi bagaimana?

Interviewee : Oh kalau itu sih kayak kerangka biasa gitu kak, kayak apa ya susunan atau hal-hal yang mau saya jelaskan dalam isi teks saya kak.

Interviewer : Kenapa harus membuat kerangka fikir dek?

Interviewee : Saya memang udah biasa kayak gitu sih kak bukan cuman nulis descriptive teks aja saya kayak gitu, lagian menurut saya itu kayak panduan kak, jadi saya tau apa-apa aja sih yang mau saya jabarkan diisi teksnya…gitu sih kak

Interviewer : Setelah itu apa yang kamu lakukan?

Interviewee : Eee nulis isi teksnya kak

Interviewer : Dalam menulis descriptive text itu apa aja sih yang biasanya kamu ingat?

Interviewee : Biasanya saya coba memperdalam ingatan saya tentang isi teks saya nanti kak. Pokoknya saya ngebayangin objek yang mau saya tulis dan kembangkan dalam teks saya kak

Interviewer : Bagaimana cara kamu menuliskan ingatan kamu sehingga bisa menjadi teks deskripsi?

Interviewee : Tinggal tulis aja apa yang saya ingat itu dibuku kak pokoknya yang penting saya tuangkan dulu ide ide saya sampai jadi teks deskripsi yang utuh.

Interviewer : Setelah itu apa yang kamu lakukan?

Interviewee : terjemahin kedalam bahasa Inggris kak

Interviewe : Kenapa tidak langsung tulis dengan bahasa Inggris?

Interviewe : Saya pengen nyempurnain hasil teks saya kak tapi disini tuh saya lemah dalam bahasa Inggris kak hmmm gak bisa ngartiin kalimat yang panjang-panjang gitu kak, takut grammarnya amburadul juga soalnyakan kalau bahasa Inggris itu terbalik-balik gitukan kak beda sama bahasa Indonesia, saya juga gak banyak hapal kosakata makanya saya pakai google translate aja kak biar gak ribet

Interviewer : Setelah selesai menulis apa yang kamu lakukan?

Intrviewee : Biasanya saya chek lagi semuanya kak

Interviewer : Bagimana cara ngechecknya?

Interviewee : Ya saya baca baca ulang kak semua tulisan saya

Interviewer : Kenapa harus dichek lagi?

Interviewee : Biar tau aja kak isi dan tulisannya udah pas belum kirakira.

Interviewer : Oke seperti itu ya… jadi ketika kamu mengalami kesulitan dalam menulis descriptive text, bagaimana cara kamu mengatasi kesulitan tersebut?

Interviewee : Cara ngatasinnya kadang nanya guru kadang nanya teman, gitu sih kak mengatasinya kadang diskusi sama teman, kadang searching diinternet kalau masih kesusahan ya nanya sama gurunya kak.

Interviewer : Oh seperti itu, makasih ya dek atas waktunya

Interviewee : Iya kak sama-sama

AFFENDIX III

TRANSCRIP OF INTERVIEW

Interview with Student's Classmates

Interview I

Date : 26 Oktober 2020

Place : Student class

Interviewer : Fitri Amelia/Researcher (R)

Interviewee : EMH/Student 2 (S2)

Interviewer : Hallo dek, kakak boleh wawancara adek tentang proses menulis S(1) dalam descriptive text sebentar gak?

Interviewee : Hallo kak, iya kak boleh

Interviewer : Tadi kakak udah ngewawancari S(1), katanya kamu adalah salah satu teman akrabnya

Interviewee : Haa iya kak bener kami teman dekat dan dia teman sebangku saya juga kak

Interviewer : Kalau begitu apakah kamu tau hal yang pertama kali S(1) lakukan sebelum menulis descriptive text?

Interviewee : Yang pertama udah pasti nentuin judul kak, karena itu diarahin guru juga buat cari judul yang sesuai sama tema yang ditentuin.

Interviewer : Sebelumnya apakah kamu tau kenapa S(1) menentukan judul terlebih dahulu sebelum menulis?

Interviewee : Setau saya itu memang step pertama yang disuruh guru bahasa Inggris kami kak, guru kami cuman ngasih tema doang nah tugas kami nentuin judulnya sendiri kak

Interviewer : Setelah itu bagaimana proses selanjutnya?

Interviewee : Setelah itu dia mulai nulis descriptive teksnya kak tapi setau saya dia gak langsung tulis dibuku latihan, biasanya nulis dibuku coret-coret dulu kak kayak buat mind mapping gitu…habis itu baru dipindahin kebuku latihan

Interviewer : Oh ya? Kenapa S (1) melakukan hal tersebut?

Interviewee : Ya mungkin karena dia gak mau asal-asal tulis kak dalam ngeluarin fikirannya tentang judul yang dia pilih, oh iya kami tuh sama kak nulisnya pakai bahasa Indonesia dulu setelah itu baru diterjemahin kebahasa Inggris kak

Interviewer : Kenapa tidak langsung tulis kedalam bahasa Inggris?

Interviewee : Ya kakak taula bahasa Inggris rada susah kak makanya pakai bantuan google translate biar terbantu kak

Interviewer : Begitu ya, kamu tau gak apa sih yang S(1) fikirin ketika nulis descriptive text itu?

Interviewee : Kalau masalah fikiran dia ya cuman diala kak yang tau, tapi tebakan saya dia pasti mikirin kata-kata yang mau dia buat didalam teks itu kak yang nyambung sama judul teksnya. Soalnya saya sering lihat dia kayak mikir sambil megang kepala gitu kak waktu ngarang ngarang isi teksnya.

Interviewer : Oh seperti itu, terus apa lagi dek yang dilakukan S (1) setelah selesai menulis descriptive text?

Interviewee : Kalau udah selesai gitu ya dikumpul kak tapi biasanya diperiksa dan diperhatikannya dulu tulisannya setelah itu baru dikumpul kak.

Interviewer : Terus kalau S(1) ngalamin kesulitan dalam menulis descriptive text itu, kamu tau gak bagaimana cara dia mengatasi kesulitan tersebut?

Interviewee : Kalau masalah itu dia sering tanya kesaya sih kak misalnya gini “kalau aku buat kayak gini bener gak ya?, kosakata yang ini cocok gak sih?” gitu gitu kak tapi kadang dia sering nanya keguru juga kak

Interviewer : Oh gitu…okedeh terimakasih ya dek atas waktu dan informasinya.

TRANSCRIP OF INTERVIEW

Interview with Student's Classmates

Interview II

Date : 26 Oktober 2020

Place : Student class

Interviewer : Fitri Amelia/Researcher (R)

Interviewee : ZA/Student 3 (S3)

Interviewer : Selamat siang dek, kakak boleh wawancara adek tentang proses menulis S(1) dalam descriptive text sebentar gak?

Interviewee : Siang kak, boleh kak boleh

Interviewer : Tadi kakak udah nanya sama S(1), dia nyebutin nama kamu sebagai salah satu teman dekatnya

Interviewee : Oh iya kak kami satu genk kak namanya genk blackpink, ada 4 orang kami 1 genk itu kak dan saya salah satunya

Interviewer : Oh iyaya dek, kalau begitu apakah kamu tau hal yang pertama kali S(1) lakukan sebelum menulis descriptive text?

Interviewee : Setau saya dia milih milih judul dulu kak

Interviwer : Kenapa itu yang pertama sekali dia lakukan sebelum memulai menulis descriptive text?

Interviewee : Karena tanpa judul S(1) gatau mau nulis apa dong kak nantinya, kan harus ada judul teksnya dulu lagian guru b.Inggris kami juga nyuruh tentuin judul yang sesuai sama yang dia kasi

Interviewer : Terus setelah milih judul apa proses selanjutnya?

Interviewee : Selanjutnya dia nulis dan mikirin kata-kata yang mau ditulisnya dalam teksnya itu kak hmm apaya kayak ngembangin judul itu jadi teks

Interviewer : Setelah itu apa lagi?

Interviewee : Terus ya setelah dia udah nyiapin kalimat untuk teks itu setau saya diterjemahinnya kak kebahasa Inggris.

Interviewer : Bagaimana cara dia menerjemahkanya?

Interviewee : Kayak nerjemahin biasa kak pakai google translate terus diterjemahin tulisannya perkalimatnya

Interviewer : Kenapa S(1) tidak langsung menulis dalam bahasa Inggris

Interviewee : Karena gak tau artinya kak, bahasa Inggris susah juga nulisnyakan ada susunan grammarnya gitu gabisa ngasal itulah makanya pakai hp biar tinggal salin

Interviewer : Oh begitu ya, jadi setelah menerjemahkan kalimatnya apalagi yang S(1) lakukan?

Interviewee : Diperiksa dulula kak

Interviewer : Bagaimana proses memeriksanya?

Interviewee : Dia meriksanya kayak dibacanya dari awal sampai habis teks itu kak

Interviewer : Oh iya ketika S(1) mengalami kendalam dalam menulis deskriptve text bagaimana sih cara dia mengatasi kesulitannya tersebut?

Interviewee : Paling juga nanya kami kak ya saling sharing gitu kak, kalau gak nanya kami kadang dia nanya guru kak

Interviewer : Baiklah, makasih ya dek udah mau kakak tanya-tanya

Interviewee : Sama-sama kak

TRANSCRIP OF INTERVIEW

Interview with Student's Classmates

Interview III

Date : 28 Oktober 2020

Place : Student class

Interviewer : Fitri Amelia/Researcher (R)

Interviewee : IN/Student 4 (S4)

Interviewer : Selamat pagi dek, kakak boleh wawancara adek tentang proses menulis S(1) dalam descriptive text sebentar gak?

Interviewee : Siang kak, boleh kak boleh

Interviewer : Tadi kakak udah nanya sama S(1), dia nyebutin nama kamu sebagai salah satu teman dekatnya

Interviewee : Oh iya kak bener kami memang teman dekat

Interviewer : Kalau begitu kamu tau proses menulisnya S(1) seperti apa?

Interviewee : InyaAllah tau kak

Interviewer : Apakah kamu tau hal yang pertama kali S(1) lakukan sebelum menulis descriptive text?

Interviewee : Hal yang pertama dia cari judul dulu kak

Interviwer : Kenapa itu yang pertama sekali dia lakukan sebelum memulai menulis descriptive text?

Interviewee : Judul itukan penentu isi dari teksnya nanti kak makanya cari judul dulu, sama kayak kami kak itulah hal pertamanya.

Interviewer : Terus setelah milih judul apa proses selanjutnya?

Interviewee : Setelah itu S(1) buat kayak subtema-subtema dari judul itu kak, apa sih namanya itu aduh lupa saya kak

Interviewer : Maksud kamu kerangka fikir?

Interviewee : Haaa iya itu maksud saya tadi kak, jadikan dia buat kerangka fikir terus dari situlah dia ngerangkai ngerangkai kalimatnya jadi descriptive text

Interviewer : Setelah itu bagaimana lagi prosesnya?

Interviewee : Dia sih biasanya ngartiin hasil tulisan itu jadi bahasa Inggris kak karenakan nulisnya pakai bahasa Indonesia dulu kak

Interviewer : Kenapa S(1) tidak langsung menulis teksnya dalam bahasa Inggris?

Interviewee : Kami rata-rata memang ngartiin apa-apa itu pakai google translate kak biar lebih cepat juga

Interviewer : Oh begitu ya, jadi setelah menerjemahkan kalimatnya apalagi yang S(1) lakukan?

Interviewee : Setelah diterjemahinnya semua ya kayak diperhatikannya ulangla kak kek mana tulisannya baru setelah itu yaudah setau saya cuman kek gitu aja sih S(1) nulis.

Interviewer : Kenapa dia melakukan itu?

Interviewee : Ya karena mau tulisannya bagusla kak kalau ada yang salahkan bisa diperbaiki, terus kalau ada yang kurang bisa ditambah atau ada yang ga penting bisa dibuang gitu kak

Interviewer : Begitu ya, kamu tau gak ketika S(1) mengalami kendala dalam menulis deskriptive text bagaimana sih cara dia mengatasi kesulitannya tersebut?

Interviewee : Cara ngatasinnya ya mencari tau sendiri kak kadang nanya-nanya kak

Interviewer : Baiklah, makasih ya dek udah mau kakak tanya-tanya

Interviewee : Sama-sama kak

AFFENDIX IV

TRANSCRIP OF INTERVIEW

Interview with Teacher

Date : 02 November 2020

Place : Kantor

Interviewer : Fitri Amelia/Researcher (R)

Interviewee : NK/Teacher (T)

Interviewer : Selamat pagi miss

Interviewee : Selamat pagi, ada yang bisa saya bantu?

Interviewer : Begini miss saya mahasiswa Uinsu yang melakukan penelitian terhadap salah satu siswa miss yang bernama S(1) saya boleh wawancara miss tentang proses menulis S(1) dalam descriptive text?

Interviewee : Of course, why not

Interviewer : Saya mau bertanya miss, apa yang pertama kali S(1) lakukan sebelum menulis descriptive text?

Interviewee : Dalam konteks materi descriptive text ini, saya mengarahkan siswa untuk menentukan judulnya terlebih dahulu dimana saya bebaskan mereka menentukan judulnya sendiri, saya hanya memberikan mereka sebuah tema dan menyuruh siswa untuk berfikir sendiri menentukan judul mana yang kira-kira mudah untuk mereka kerjakan.

Interviewer : Lalu setelah judul apa langkah selanjutnya yang S(1) lakukan miss?

Interviewee : Saya mengarahkan siswa agar isi atau struktur teksnya itu harus nyambung sama judul jangan ngasal buat kalimat makanya saya sarankan juga untuk membuat kerangka fikir kepada mereka. Setelah buat kerangka fikir barula

siswa diarahkan untuk mengembangkan kalimat dan ide-ide fikirannya kedalam bentuk paragrap. Sebenarnya itu membantu siswa dalam menulis sehingga pokok-pokok penting dalam judul yang meraka pilih bisa tertuang semuanya dalam bentuk kalimat yang terarah.

Interviewer : Oh jadi seperti itu ya miss, setelah itu apa proses berikutnya yang S(1) lakukan miss dalam menulis descriptive text tersebut?

Interviewee : Setau saya dia tidak langsung menuliskan kalimat yang sudah dia kembangkan kedalam bahasa Inggris, saya sering berjalan keliling kelas melihat proses setiap siswa menulis dan memang rata-rata menuliskannya kedalam bahasa Indonesia terlebih dahulu termasuk S(1) ini. Ada proses penerjemahan yang dilakukan dengan bantuan kamus atau bahkan google translate dan itu saya ijinkan karena saya tau kemampuan siswa-siswa saya sehingga dengan bantuan kamus online atau google translate siswa dimudahkan dalam menulis.

Interviewer : Lalu setelah selesai menulis descriptive text tersebut apa yang S(1) lakukan miss?

Interviewee : Setelah teks tulisannya selesai saya arahkan siswa untuk mengechek ulang teks tulisannya, saya tau betul kebanyakan siswa mau cepat aja nyelesaikan tugasnya tapi hasilnya kadang ada tulisannya yang gak jelasla, ada yang kebalik balikla tulisannya makanya saya katakan kepada siswa periksa dulu tulisannya sebelum dikumpul jangan terburu buru selagi bel belum berbunyi.

Interviewer : Bagaimana proses S(1) mengechek ulang tulisannya miss?

Interviewee : Ya mengechek tulisannya dengan membaca isi teksnya sampai selesai.

Interviewer : Kenapa dia ngecheck tulisannya miss?

Interviewee :Yang pasti untuk meyakinkan tulisannya dan menghindari dari kekeliruan kekeliruan yang tidak diinginkan

Interviewer : Seperti itu ya miss, kemudian kalau S(1) ngalamin kesulitan dalam menulis descriptive text itu, bagaimana cara dia mengatasi kesulitan tersebut?

Interviewee : Setiap siswa pasti punya kendala ya dalam belajar khususnya dalam menulis, jadi kita sebagai pendidiknya harus bisa juga membantu memberi penjelasan atas masalahnya karena siswa tersebut cukup aktif juga dikelas. Ketika ada yang tidak dia pahami biasanya dia langsung bertanya kepada saya dan tugas saya disitu memberi dia pengarahan dan pemahaman pastinya.

Interviewer : Oh begitu ya miss, baiklah terimakasih banyak ya miss atas waktunya

Interviewee : Oh iya sama-sama.

YAYASAN H. ABDUL HAKIM NASUTION
MADRASAH ALIYAH SWASTA
PESANTREN MODERN NURUL HAKIM
TEMBUNG PERCUT SEI TUAN DELI SERDANG

Jl. M.Ya'kub No. 51 Tembung Deli Serdang ☎ (061) 7380177

SURAT KETERANGAN
No : 029/MAS-PMNH/XI/2020

Kepala Madrasah Aliyah Swasta Nurul Hakim Tembung dengan ini menerangkan bahwa :

Nama	: Fitri Amelia
NIM	: 0304161001
Tempat/Tanggal Lahir	: P. Gemi, 17 Februari 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jln. Pimpinan No. 08 Medan Tembung

benar nama tersebut diatas telah melaksanakan Riset di Madrasah Aliyah Swasta Nurul Hakim Tembung, pada tanggal 19 Oktober s.d 30 November 2020 untuk mendapatkan keterangan dan data-data yang dibutuhkan dalam rangka penyusunan Skripsi yang berjudul :

The Cognitive Preocess of Writing Descriptive Text by the Tenth Grade of Madrasah Aliyah Swasta Nurul Hakim

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Tembung, 30 November 2020
Kepala Madrasah,

M. Idham Aditia Hasibuan, S.Th.I

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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-13085/ITK/ITK.V.3/PP.00.19/10/2020 24 Oktober 2020
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala Madrasah Aliyah Swasta Nurul Hakim

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	**: Fitri Amelia**
NIM	**: 0304161001**
Tempat/Tanggal Lahir	**: P. Gemi, 17 Februari 1998**
Program Studi	**: Pendidikan Bahasa Inggris**
Semester	**: IX (Sembilan)**
Alamat	**: Jl. Pimpinan No. 08 Kelurahan Sidorejo Kecamatan Medan Tembung**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Madrasah Aliyah Swasta Nurul Hakim, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Cognitive Preocess of Writing Descriptive Text by the Tenth Grade of Madrasah Aliyah Swasta Nurul Hakim

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 24 Oktober 2020 a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

BIOGRAPHY

Name	: Fitri Amelia
NIM	: 0304161001
Place & Date of Birth	: Stabat, 17 Februari 1998
Adress	: Stabat, Kabupaten Langkat, Prov. Sumatera Utara
Marital Status	: Single
Title	: The Cognitive Process of Writing Descriptive Text by the Tenth Grade Student of Madrasah Aliyah Swasta Nurul Hakim Medan
Advisor I	: Prof. Dr. Didik Santoso, M.pd
Advisor II	: Drs. H. Achmad Ramadhan,M.A
Father's Name	: Irwansyah
Mother'Name	: Arnita
Email	: ameliafitri779@gmail.com
Hobby	: Singing

Educational Background:

- SDN 054906 Tebasan Lama Stabat
- SMP Swasta Hangtuah Stabat
- SMA Negeri 1 Stabat