

Cognitive Process in Prewriting Phases for Argumentative Writing

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ABSTRACT

Based on this Kellogg theory, in writing phases, there were some phases that should be followed by the writer sequentially, they are Prewriting, First draft, Subsequent draft. Prewriting Phase is really important in increasing the writing performance. The objectives of this study were to describe the cognitive process of the writers in prewriting phases before drafting an argumentative text. The data of this study the 3rd Semester, 5th semester, and 7th semester of undergraduated students, to write Argumentative writing under predetermined topic National Exam. This study revealed that in prewriting phases, the writers doing some planning by outlining and clustering. In addition, by planning the argumentative writing in prewriting phases, the writer uses the strategy based on the hypothesis that they use, they were the writer doing clustering as they use interaction hypothesis; the writer doing outlining as they use overload hypothesis.

Keywords: *Psycholinguistic, Prewriting Phases, Clustering, Outlining*

1. INTRODUCTION

Writing as cognitive process has been sustained by the concept of creativity and self express to focus on the cognitive aspect of writing. Writing is known as problem-solving activity; it is about how writers approach a writing task as a problem and bring intellectual resources to solve it. A cognitive process theory of writing describes the shift from conventional paradigm of writing completion stages into mental process whereby reflect the writing system and how they work in common. By concernig to the point of view of the writing as a product, there must be extra effort and attention in determining the content of a writing text as it will be consider who the writer is and how it will be produced. There are some things which can distinguish about a good and a bad writer. First, the writer should be well organized the ideas in order to make understandable writing to the reader about what have been presented. It means that, the writer should watch for readers' questions or critical thinking. Second, a good writer must design plans before start writing and always do a revision on their writing to check the error. Writing phases are the phases that exist in writing which the writer should be followed sequentially. Kellogg (1990: 327) stated that there are some important phases should be followed by the writer such as: (a) Prewriting; (b) First draft; and (c) Subsequent draft. Kellogg theory stated that the writer must doing prewriting time before begin drafting in composing. It means that

the writer should think and prepare some ideas first before transferred it into wrtten text. In prewriting phases, the writer doing some activities such collecting information and planning some ideas. It will help the writer to avoid on wasting time in the phases of writing. Based on Kellogg theory, prewriting time consists of two strategies, they are: (1) Outlining, a conventional strategy which is used by the writer in creating the hierarchical design for product of writing and there is no explanation within the strategy. Outlining will help the writer improves the quality of the writing product and also increase the fluency of writer in drafting phases. (2) Clustering, the strategy that is used by the writer to write down all the ideas, then connect them each other by delineating a circle around and drawing a line between them. In clustering, there is no effect given to the documents quality in terms of content and style, the fluency of composing, and the characteristic of planning.

Both of the strategy of prewriting phases generate two opposing perspective because the effect of prewriting time. The perspectives are formulated as: (1) Interaction Hypothesis assumes that prewriting time does not give some benefit to the writing performance but may endanger, it. (2) Overload Hypothesis in this hypothesis, prewriting time can increase the quality of writing and also the fluency of language production. It comes from the theory of attention and working memory which assume that planning in prewriting phases can give some

benefit in writing performances as it reduce the cognitive load of task.

The preliminary data above showed that most of writers always starting the writing activity without doing the prewriting phases, but some their writing products are good but they always make a mistake within the writing process either in grammar, content, or vocabularies

The preliminary data above shows a phenomenon that the writer must starting the writing by doing prewriting time in order to increase the quality of writing performances in terms of content and style, the fluency of composing, and the characteristics of prewriting plan (topic, ideas, and organization) . This situation makes the researcher triggered to conduct a research about Prewriting phases especially in Argumentative text among the undergraduate students. Because, as we know that undergraduate students are different from junior or high school students, they are expected to be more critical than junior and high school students.

1.1 The Problem of the Study

How is the prewriting phases in Argumentative writing among undergraduated students?

1.2 The Objective of the Study

To describe the way the writers planning the writing in prewriting phases in Argumentative wariting.

2. Riview Literature

2.1 Nature of writing

In new era, people who want to be good writing, should practice about writing in varieties form of writing. The writer can choose the writing media either conventional or electronic one. One of the evident example when the written media of language are tried to be controlled by modern people with some stages such as writing memos to remind, letter to inform, a poem which represent a creativity, or even want to show what they think in public.

Writing as cognitive process has been sustained by the concept of creativity and self-express to focus on the cognitive aspect of writing. Writing is known as problem-solving activity; it is about how writers approach a writing task as a problem and bring intellectual resources to solve it.

The idea of writing links the writer and the reader to share each other about what they think and what they feel as it also indicates the perspective of writing as social interaction. It moves away from people's stereotype of writing as taking down words in terms of writer's expression about what they interest of and understanding. Writing as social construction is seen as text as the product of the writer which is belong to a member of

community. The production of text features are influenced by a community. Therefore, it is written and understood in distinctive communities. Social construction in writing is the way the writer thinking about the categories and concepts in understanding the reality.

2.2 The process of writing

Hyland (2003:10) stated that the writing process approach indicate the writer as the unconventional producers of text, but it goes further to address the issue to help the writers in writing performances. This perspective assumes that the basic cognitive process become the central of writing activities and focus on develop the need of students' ability in planning, defining a rhetorical problem, and proposing also evaluating solutions.

The original model of writing process is planning, writing, and reviewing which created by Flower and Hayes theory. This model of writing mostly is accepted by the second language writer, because the writers is demanded to see it as the process which non-linier, analytic, and generative where some ideas were discovered and formulated by. The writers try to approach the meaning by following the model of writing process. Hayland describe that a model of writing instruction consist of: (1) planning, (2) drafting, (3) revising, and (4) editing/evaluating, whereby the model do not arise in systematic direct order but recursive, interactive, and concurrent. The model of writing allows the writer to revise, evaluate, and review all the activities even the text has not been written before.

2.3 Factor effecting writing ability

Based on Hayland (2003:32), there are a lot of factors that affect the learners in learning writing. The factors which affecting the learners can be seen in three main different factors such as:

2.3.1 Individual differences

Many second language writers are failed in achieving the target of language proficiency. It is because of the level of competence that they want to reach or even they act in a conservative way in certain level. In learner individual differences, there are some important roles which playing in students' succesful acquisition of second language learning in writing such as linguistic factors, social factors and psychological factors. Beside, learning background and individual personalities also affect how quickly and how well the students learning about writing.

2.3.2 Language and strategy differences

Mostly, the second language learners have some struggles in expressing English by their own way. It may be happened because of the lack of competency that they have in English such in linguistic ability and linguistic knowledge. When L1 writers have many vocabularies in thousand words and intuitive ability handling the grammar of language, for the L2 writers, they have some difficulties, because they learning at the same time about how to write in good way and about English itself within the writing process. That is why, the writing product from the L2 writers are less effective because generally the products are shorter, less fluent, and full of errors.

2.3.3 Cultural differences

Culture is also included of important differences that effect the students' writing ability. This factor effect the students in sahping their background or schema knowledge about how they write, how their response in writing clasroom context, and also how good their writing performances. Cultural values are reflected in and carried through our language, because it also have a role in organising our perceptions and expectations that we use to learn and communicating with society trough writing.

2.4 Learning Writing

In learning, students should find information or knowledge as much as possible which is concerned with certain subjects they have in order to make them more understand about what they learn. Students usually find knowledge through their books or textbooks. But, in fact, knowledge is not only found at school particularly in their handbooks but it also can be found in different place. Sometimes, what all students need, the knowledge could not always be found in their handbooks. That is why, they must find it more out of school whereby it can be in a community, internet, books, or even in a group discussion.

2.5 Writing Phases

Writing phases are the phases that exist in writing which the writer should be followed sequentially. Kellogg (1990: 327) stated that there are some important phases should be followed by the writer such as: (a) Prewriting; (b) First draft; and (c) Subsequent draft.

2.6 Prewriting

Kellogg (1990: 327) stated that the writer must doing prewriting time before begin drafting in composing. It means that the writer should think and prepare some ideas first before transferred it into wrtten text. In prewriting phases, the writer doing some activities such collecting

information and planning some ideas. It will help the writer to avoid on wasting time in the phases of writing.

It also relate to Flower and Hayes (1981: 367) which stated that Prewriting stages, particularly in planning improved the composition in writing process. It means that prewriting has main role in increasing the quality of writing product. The writer thinks and exposes some ideas before go into the next writing stages where all the ideas are transferred into a written text. Therefore, the writer should be thinking hard to get much ideas which one idea to another should be connected. So that, it will be a unified and reasonable overall. In planning, the writer forms the internal representation of knowledge. It is kind of ideas which can be visual or perceptual code. For example, the rough ideas from the writer must be transferred into words. The collection of internal representation of knowledge is the action of generating ideas which will be used in writing. In this part, writer will reexpose all the information from long-term memory which are connected each other. All the ideas will be used by the writer in composing.

Based on Kellogg theory, prewriting time consists of two strategies, they are: (1) Outlining, a conventional strategy which is used by the writer in creating the hierarchical design for product of writing and there is no explanation within the strategy. Outlining will help the writer improves the quality of the writing product and also increase the fluency of writer in drafting phases. (2) Clustering, the strategy that is used by the writer to write down all the ideas, then connect them each other by delineating a circle around and drawing a line between them. In clustering, there is no effect given to the documents quality in terms of content and style, the fluency of composing, and the characteristic of planning.

Both of the strategy of prewriting phases generate two opposing perspective because the effect of prewriting time. The perspectives are formulated as:

2.6.1 Interaction Hypothesis

Interaction Hypothesis assumes that prewriting time does not give some benefit to the writing performance but may endanger it (Kellogg:328). It also assumes that writing phases interact extensively during the development text and outlining will help the writer to utilize some opportunities that appear during activities in the writing phases. Based on this hypothesis, planning in prewriting phases does not give any advantage to the quality of writing and the fluency in composing the writing, this hypothesis only help the writer in increasing the number of ideas.

2.6.2 Overload Hypothesis

Kellog (1990:328) stated that in this hypothesis, prewriting time can increase the quality of writing and also the fluency of language production. It comes from the theory of attention and working memory which assume that planning in prewriting phases can give some benefit in writing performances as it reduce the cognitive load of task. In learning composition, the students are forced to learn a linear a sequence of collecting, planning, translating, then reviewing. This is relate to the cognitive psychology theory which stated that attentional capacity is known to be limited. Based on this hypothesis, planning in prewriting phases is the main time before the writer transferred the ideas into written text because it can help the writer to reduce the wasting time in thinking about what is going to write on the drafting and subsequent drafting phases.

2.7 First Draft

Kellog (1986: 118) stated that the ideas and plans are translated into written text by the writer which will be the first draft in writing phases. In this phases, the writer should construct legitimate sentence from the generated ideas before. It is also related to Hayes and flowes theory (1981:373) which is stated that the writer represent a thought when planning process or prewriting time in form of words which it is not elaborated in a complete sentence of written english. That is why the writer's task is translate the thought into a meaning by using sentences which relate to the key words and have connection or link one sentence to another or one paragraph to another paragraph in written English.

2.8 Subsequent Draft

Based on Kellog (1986: 118) after doing first draft, the writers reviewing the written text which has been written before based on the generated ideas. In this phases, the writers doing some activities such as reading, evaluating, and editing errors. It is relate to Hayes and Flowers (1981 :374) which is stated that reviewing is the mindful process which the writers have to read what they have written before with the purpose to evaluating or revising systematically.

In other words, subsequent draft is a phases which the writers have to revise or evaluate the written text which has been written in drafting phases in order to correcting the errors. The activities of the writer in subsequent draft beside revising is reading the text and correcting the errors in terms of vocabularies, Grammars, punctuations, word choices, and the sentence connection.

2.9 The importance of prewriting phases

Based on Kellog (1990: 327) the qualites of writing document in terms of content and style, the fluency of composing, and the characteristics of prewriting plan (topic, ideas, and organization) is caused by clustering and outlining. Outlining really help the writer in choosing the condition and thinking about the topic, ideas, and organization in writing phases. Even clustering does not give any impact on document quality but it help the writer in reducing the total time in writing performances. That is why, prewriting phases is really important because it can help the writer to increase the writing performance. Thus, the writer will not wasting the time just to think about what topic, ideas, and organization that will be presented in the written text.

3. METHODOLOGY

This study was conducted by using descriptive qualitative research design. Cresswell (2012:16) states that qualitative research explores a problem and provides detailed understanding of acentral phenomenon. Based on this understanding the research will be described the data comprising and interpreted to get the certain meaning of the findings. This research was intended to describe the undergraduated students' way in doing planning in prewriting phases before writing the text that they employ in argumentative writing towards the same topic. Whereas the data was taken from the third semester, fifth semester, and seventh semester of undergraduate students' argumentative writing majoring in English Education Department at Universitas Negeri Medan (UNIMED)..

4. RESULT AND FINDINGS

The data collected through assigning the subjects to write the topic. There are 3 subjects assigned to write argumentative writing with pre-determined topic national exam, they are 3rd semester of undergraduate students, 5th semester of undergraduate students, and 7th semester of undergraduate students. There are 90 writing collected which consist of 30 writing from 3rd semester of undergraduate students, 30 writing from 5th semester of undergraduate students, and 30 writing from 7th semester of undergraduate students. Thus the total of the subject's writing is 90 pages. The data found were sentences in the subject writing particularly in prewriting phases. The sentence should contain of the characteristics of outlining and clustering.

Based on the data analysis, it was found that:

1. There are three ways for the writers in planning the writing in prewriting phases, they are: (1) outlining, (2) clustering. And (3) outlining-clustering. In doing

outlining, the writer makes the point of each ideas that they have from their mind. The points are the representative of the main idea that they will put in the writing, then, they will elaborate it into good sentences. This activity helping the writer in choosing the condition and thinking about the topic, ideas, and organization of the writing. Clustering helps the writer in wasting time, but there is no any impact for the document quality. In clustering, the writer put the generating ideas become paragraph. It is the compilation of the main idea, but without any explanation which present in a paragraph. This activity just helps the writer in creating the number of ideas. The last, clustering-outlining, some of the writers can do both of the strategies, they can do clustering and outlining in the same time. Firstly, they doing outlining then clustering. In outlining, they prepare the main question of the ideas, while in clustering, the writer answering the main question by generating some main idea based on the question in a paragraph.

2. From the three strategies that appear from the activities that the writers do before starting the writing, there are some hypothesis are used by the writers to know how they thinking within doing the clustering, outlining, and clustering-outlining. In clustering, the writer tend to use interaction hypothesis, because the writer collected the ideas, generate some ideas from the prior knowledge. In outlining the writer tent to use overload hypothesis, the writer think that by outlining, it will help them to reduce the wasting time in thinking about what is going to write on the drafting and subsequent drafting phases. And for outlining-clustering, the writer ten to uses overload-interaction hypothesis.

5. CONCLUSION

Outlining really help the writer in choosing the condition and thinking about the topic, ideas, and organization in writing phases. Even clustering does not give any impact on document quality but it help the writer in reducing the total time in writing performances. The way the writers think in their mind, it can be seen from what they do in the prewriting phases. That is why, prewriting phases is really important because it can help the writer to increase the writing performance. Thus, the writer will not wasting the time just to think about what topic, ideas, and organization that will be presented in the written text.

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