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Literature Review: Analysis of Students' Cognitive Style and Affection in Strengthening Essay Writing Malay Language in Primary School

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ABSTRACT

This study aims to analyze the student's cognition and affective styles in Malay essay writing. The study sample involved 40 Year 5 students to be interviewed and 2 teachers to be interviewed. A total of 40 original student written texts were studied and analyzed and 12 students were interviewed to obtain data and transcribed into study texts. The text of this study was analyzed using the Hermeneutic method to interpret the study findings. The findings of the study show that excellent and good students can apply the style of cognition, affect and past experience in essay writing while average students face difficulties in practicing the style of cognition, affect and past experience in essay writing. In conclusion, affect as an internal element helps generate knowledge among students. Affective reactions can develop students cognitively to produce a good essay. When the affective reaction is disrupted, the failure to extract information about an essay title from the student's subconscious will affect the student's thinking. The implication of this study for students and teachers is to be able to realize the importance of affective and cognitive styles in writing karanagan BM whether in the excellent, good, and average categories.

Keywords: Cognition and affective skills, Malay essays, Hermeneutic methods.

INTRODUCTION

In the current Malaysian education system, Bahasa Melayu is the medium of instruction in schools, whether at the primary school level, secondary school level or at the higher education level. Since the implementation of the National Language Policy in the 1970s, the level of Malay has increased to become an important language that needs to be mastered by all groups, especially students in schools. The teaching of Malay in the education system then went through the period of the Primary School Integrated Curriculum (KBSR) and the Middle School Integrated Curriculum in the 1980s. Furthermore, the implementation of KSSR (Primary School Standard Curriculum) in 2011 and KSSM (Secondary School Standard Curriculum) from 2017

has brought important changes to the emphasis on teaching and learning PdP Malay. In the Malaysian constitution, Article 152, there is a provision that states that "The national language for the country of Malaysia is Bahasa Melayu". Based on these matters, the Malaysian government has acted to plan and implement a national education policy that directs the use of the Malay language of multiple races through the teaching and learning of the Malay language in schools. Essay writing skills can be used as a method of generating ideas from the mind. The thought of knowledge before, during and after writing the essay is given attention by students in the process of preparing the essay. Whether or not the student produces a good essay depends on the activation of the cognitive and affective styles experienced during the writing process. Good essay writing depends on the use of students' cognitive and affective styles. Pupils write essays based on systematic thinking patterns that are unearthing information from their subconscious level. Students keep the knowledge they have learned since elementary school. When starting to think about writing an essay, students begin to experience cognition and affect internally to dig up information related to the essay to be written.

DATA ANALYSIS

The data analysis procedure has several important stages such as managing data, forming categories, themes and forms, data coding, data validity and then creating a report (Abdul Rashid Jamian, 2011). Research data will be analyzed from semi-structured interview data and documents analyzed in a narrative manner.

The participants are required to answer the essay questions presented. After that, the answers written by the students are analyzed using the Hermeneutic approach. When analyzing the text of the student's essay, the researcher can see in terms of affect, the student's idea matches the title. Students can write the main content of the essay based on the title. The processing of ideas is excellent and the presentation is clear, organized and interesting. The order of important content is well written in a heading-driven paragraph. Be able to show the affective elements that underlie feelings and emotions when writing an essay. In terms of cognition, students start the essay by using proverbs that match the title. Pupils use cognition to recall learned proverbs and adapt them to the essay title. Each content is accompanied by processing and examples that make it easier for the reader to understand the sentence presented. The information may be obtained during the teacher's teaching in the class or from the reading material and reused in the processing of the essay. Furthermore, in terms of conscious level, students write essays based on the discussion essay format, which is to start the essay with the beginning, content development and conclusion. Pupils can interpret information, facts that is the content and description in the essay. Students can delve into the subconscious level in essay writing. Students can relate current information to past information. Facts, contents and descriptions are processed by students because the essay format is mastered and stored in long-term memory. Knowledge and experience accumulated over a long period of time through learning in and out of class help students in their thinking process.

As a first step, the researcher reads the student's text. The initial review analysis was to get a general picture from the overall data, noting the ideas that emerged while analyzing the text. The researcher's second step is data coding. The researcher tries to understand the text, select segments of the text, label the codes, combine the codes into general themes. In this process, specific data is also selected to be used as evidence for a theme. Creswell (2003) suggested steps to code the data.

HERMENEUTIC ANALYSIS

This study is to identify excellent, good, and simple essays in the problems faced by students and teachers in teaching essays and how the process of cognition affects the essays produced by students. The process of cognition identified takes place throughout the production of essays by students such as the process of recalling, rearranging ideas, relating ideas to past experiences, and also adapting the information to the essay produced. The results of the study also found that students can extract and process information while writing an essay by producing an excellent essay and the content reaches an excellent level while for good and average essays it shows that students still find it difficult to use their cognition process when producing an essay. The results of this study also found that students' existing knowledge from long-term and short-term memory allows students to produce essays (Hasnan, 2016).

Studies that use the Hermeneutic approach show that the process of writing essays by second language speakers is very complex and difficult. Factors such as the process of cognitive development, social, educational experience, the writer's mother tongue make the writer face difficulties in writing an essay (congjun, 2006). In addition, cognitive development is important and affects good essay writing.

The main purpose of the Hermeneutic approach used in this study is to gather information found in the results of the respondents' writing. In fact, after examining all the features found in the Hermeneutic method, the researcher found that the Hermeneutic method is very suitable for gathering information from the results of the respondent's document writing.

RESEARCH PARTICIPANTS

The sample in this study was selected from a Tamil National Primary School located in an urban area to answer the interview protocol and document analysis. All the participants in this study are 11 years old and are studying in Year 5. In this study, the student's background information is not used as a basis for analyzing the text of the essay written by the student because the focus of the analysis according to the Hermeneutic approach is on the written and implied content of the essay. as well as affective and cognitive processes involved.

The participants in this study consisted of:

a) 40 Year 5 students to analyze the text of the essay
b) 12 Year 5 students for interviews
c) 2 teachers for interview

a) 40 Year 5 Students to Analyze Essay Texts

The researcher selected Year 5 students in BM essay writing as a sample of study participants. The Year 5 BM subject teacher asked students to write essays during Pdp time and to quote the students' essays. Two classes were selected to select study participants where 20 study participants were selected from the first class and 20 study participants were selected from the second class based on the order of the list of students' names. Participants will be given a code number and all information and data will be recorded using the code number. Lists with their names and code numbers will be stored separately from the data. The procedure to protect the confidentiality of the research by using the coding of the name of the study participants such as A1, A2, A3 to A40. The 40 types of essays that were collected were categorized as excellent, good

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and average by the researcher. The selection of excellent, good and average category students is based on the BM essay writing marking rubric scheme. After that, the researchers analyzed the 40 types of essays in terms of affective and cognitive processes. The qualitative research process involves the following steps:

1) 40 students from Year 5 were selected to conduct the study.
2) Texts written by students are studied and analyzed using the Hermeneutic Method
3) Interpret the text of the essay to detect the processes of cognition and affect in writing essay.
4) Produce a research report

b) 12 Year 5 Students for Interview

The researcher selected 12 Year 5 students to be interviewed based on 4 students in the excellent category, 4 students in the good category and 4 students in the average category. All 12 participants of the interview study were selected based on the order of the Year 5 student names list where 2 study participants of the excellent category students were selected from the first class and 2 study participants of the excellent category were selected from the second class. The selection of study participants was also done with the same steps for good and average students.

c) 2 Teachers for Interview

The researcher selected two teachers who teach BM subjects for the Year 5 class to be interviewed. Teachers were selected for interviews to obtain supporting data to answer the objectives of the research question. The data obtained from the teacher interviews were analyzed and used as supporting information.

HERMENEUTICS ANALYSIS OF MALAY ESSAY WRITINGYEAR 5 STUDENTS EXCELLENT, GOOD AND MODERATE CATEGORY.

BM Essay Writing Text for Year 5 Excellent Category Students

Essay Title: Write the atmosphere in the night market.		
Original Text of Student Essay	**Cognition Process**	**Affective Process**
The night market is held at night. At night, the night market will be bustling with many people. The night market is near my house. They hold a night market every Monday. The night market operates from 4:00 pm to 10:00 pm. Last week, I went to the night market with my parents. In the night market there are various stalls. The night market was already bustling. Some sellers sell various types of goods, vegetables and so on. Next, my mother bought a bunch of mustard which cost RM10. After knowing the price, the mother started bargaining to reduce the price of the mustard. The seller did not agree to reduce the price because the price was reasonable. Some sellers call customers in a loud voice. My father bought me a cob of boiled corn. Some children tease their parents to buy them things they like.Before going home, I went to a restaurant for dinner. Finally, I went home happy.	-Students can process information well based on the title of the essay. -Students successfully remember, reason and unearth information from the subconscious level of the mind to be analyzed and included in this type of descriptive essay. -Students can describe the atmosphere of the Night Market that illustrates that students successfully use the process of cognition to write essays.	Pupils successfully suggested affective aspects involving feelings such as happiness. The affective element is imagined when unearthing information related to the title of this essay.

Discussion of Characteristics of Excellent Essays:

As a result of the findings of this study, the students who produce excellent essays produce good essays where the presentation of the written content is clear and interesting to read. In addition, most students develop ideas well and use various grammatical sentences that match the title of the produced essay. The ideas are well interwoven although there may be some looseness, that is, the interweaving between the contents is a bit less robust, but the students who produce this excellent essay show a good mastery of the language. Although there are a few mistakes that are not very serious, this essay shows the mastery of good writing techniques among the students. This excellent essay also shows a satisfactory mastery of spelling in the essay produced. Pupils managed to organize information well to produce excellent essays. From that arrangement, it can be interpreted that the students successfully use the cognitive process hidden in their memory to unearth information about the importance of reading. The process of conscious cognition such as recalling, analyzing, interpreting and adapting information to the given title has occurred simultaneously with the process of subconscious cognition. The knowledge and experience accumulated over a long period of time through learning in the classroom especially, helps students produce excellent essays well. Students can integrate their cognition process well in the process of producing an excellent essay.

BM Essay Writing Text of Year 5 Good Category Pupils

Essay Title: Write the atmosphere in the night market.		
Original Text of Student Essay	**Cognition Process**	**Affective Process**
Last week, my parents took me to the night market. We took a car there. We arrived at the night market at 7.00pm. The atmosphere of the night market is bustling there. Many people shop there. My mother went to the vegetable stall. The vegetables at the stall are very fresh. That attracts customers. Next, my mother went to the clothes shop. To buy me a beautiful dress. My mother bargained with the shopkeeper to get a shirt in a cheap price. Clothes bought by my mother haphazardly. Besides, my father suggested a food stall. The food there fills us up. Apart from food, sweets are also sold there. We buy fried noodles. The fried noodles are very good While buying food a boy cried loudly. We went to the nearest police station to file a report. After a few minutes the boy's parents arrived. They signed the police report book and took the boy home Finally, we went home happy. We feel hungry.	-Pupils successfully remember and unearth information from the subconscious level of the mind to include in this essay. -Students successfully apply the facts about this essay, which is the purchase of goods such as buying vegetables, clothes, sweets in the market. - Pupils can describe the atmosphere of the Night Market one by one, clearly and systematically with the help of the cognition process	Pupils managed to use some words such as happy, crying and satisfied to help express feelings and emotions when writing an essay.

Discussion of Characteristics of Good Essays:

The findings of the study from the results of good essays show that students produce essays that are accurate in content and sufficient in number but lacking in detail. Pupils can convince readers with their essays and show maturity in writing but not as good or as high as excellent essays. Ideas are woven well although there may be some slack in processing the content of the essay especially. The essay produced shows a good command of the language but there are a few mistakes that are not very serious. Nevertheless, the essay still shows mastery of good writing techniques. There may be some awkwardness but it does not detract from the overall

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composition. From the point of view of the cognitive process, students may already be able to extract information well but it is difficult to unite their conscious and subconscious cognition well. There may be obstacles in terms of time and also motivation in producing the essay. Students who produce good essays if they can be helped to use their cognition process well, will definitely be able to produce excellent essays one day.

BM Essay Writing Text for Year 5 Average Category Students

Essay Title: Write the atmosphere in the night market.		
Original Text of Student Essay	**Cognition Process**	**Affective Process**
Last week my mother and father went to the market. I went in the car. We went to the night market at 7:00 pm. At 7:00 p.m. I shopped for clothes at night like a frenzy. The goods there are bargains. I went to the food stall, the clothes stall, the parung stall. I love all the stalls. I bought nasi lemak food. My mother went to the clothes shop. Mom bought two shirts. The dress is very beautiful. My sister went to the food stall. My sister bought chicken curry. Chicken curry is very good. We went home very happy.	Pupils can remember and unearth information from the subconscious level, but the description is less interesting and does not penetrate the description of side content. -Students are less able to describe the atmosphere of the Night Market one by one, clearly and systematically with the help of the cognition process	Pupils can express happy feelings but lack the structure of sentences to help express feelings when writing essays.

Discussion of Characteristics Average Essays:

Findings from the produced essay, the essay at this simple level, the content is there but less accurate. The amount is sufficient, but the description is lacking in detail. Pupils highlight less convincing ideas and show very modest maturity. While the ideas in the produced essay are woven together not very neatly and the content is not well developed. There are weaknesses in the use of language, for example there is structure and use of wrong words. Pupils also do not show mastery of good writing techniques and there are parts that are not clear, especially in the content of the produced essay. In addition, there are spelling mistakes even if not so bad in the essays produced by the students. Whereas, if viewed from the perspective of cognitive processing experienced by students when producing essays, students who have reached this level are seen as having difficulty extracting ideas and processing them into good content to read. Most of them are able to come up with ideas but are not able to generate those ideas well. This essay requires students to process existing experiences and unearth past experiences or learning stored in their long-term memory. Pupils are seen as not being able to use these skills well, the ideas they produce cannot be organized and processed into interesting essay content.

RECOMMENDATIONS

Some suggestions for further research are felt to be necessary to strengthen the findings of previous studies. This study was conducted considering a limited population only. The limited study sample is not sufficient to generalize these findings to describe the student population throughout Malaysia. Therefore, it is more meaningful if the follow-up study takes into account a larger population by using all the students found in Malaysia as a study sample. So, the findings of the study are certainly more interesting and can reflect the whole view related to the subconscious level in the writing of BM essays among students. The findings of the study will also be able to generalize to the general public. This study looks at the excellent, good and average categories only. Therefore, further research can be conducted to see the essays from

the weak category to help students who always fail in the exam so that they also get a passing score in the exam.

CONCLUSION

Overall, the results of the study show that the analysis of the Malay language essays of Year 5 students in the excellent category can recall, analyze, describe and adjust the given title information well, students in the good category are able to extract information well but find it difficult to unify between conscious cognition and their subconscious well while students in the average category can remember past experiences but lack skills in analyzing and interpreting.

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