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A Pilot Study of Analysis of Students Cognition and Affection Styles in Strengthening Essay Writing Malay Language in Primary Schools

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ABSTRACT

This study aims to analyze the cognition style and affections of students in writing Malay essays. The study sample involved 52 students Year 5 and 2 teacher to be interviewed. A total of 40 original essay texts were studied and analyzed and 12 students were interviewed to obtain data and transcribed into research texts. The text of this study was analyzed using Hermeneutic methods to interpret the findings of the study. Findings show that excellent and average students can apply cognition style, affective and past experience in essay writing while weak students face difficulties in practicing cognition style, affective and past experience

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

INTRODUCTION

Language is an important communication tool in human life. One is able to communicate with anyone to convey desires, feelings, opinions, experiences, gain information, add knowledge, understand others and so on. There are various meanings or definitions of writing that have been stated by eminent scholars. Thus, writing is a way to represent a thought or idea in written form so that it can be understood by others.

The teaching and learning of the Malay language has led to harmony and unity that strengthens one Malaysia to generate the country as a pioneer of unity and become an example of a country that practices multi -racial democracy. In addition, the knowledge of the Malay language has provided employment opportunities in various fields to Malaysians who contribute to the country's economy. The application of High Level Thinking Skills (KBAT) through the Malaysian Education Development Plan (PPPM) (2013-2025) was formulated as an effort to build a nation that has a high competitiveness through education that applies high thinking in schools by the

21st century. Its implementation in Malay language subjects can transform Malay language pedagogy into a more holistic learning.

Good essay writing depends on the use of students 'cognition and affective styles. Pupils write essays based on systematic thinking patterns that extract information from their subconscious level. Pupils keep the knowledge they have learned since primary school. When starting to think about writing an essay, then students begin to experience cognition and affect internally to unearth information related to the essay to be written.

STATEMENT OF PROBLEM

In Malaysia, Malay language has become a compulsory subject to be studied at all school levels in our country, learning techniques for writing BM essays using memorization methods (Lai Lee Chung, Chin Hai Leng & Chew Fong Peng, 2017). Pupils memorize interesting essays and rewrite in exams.While this technique allows students to pass in exams but prevents students from the process of thinking critically and creatively. The generation of HOTS among students requires a process of intellectual thinking skills with broad and deep thinking whether finding meaning and understanding of an issue that has been studied, making judgments and decisions or solving problems. (Suppiah Nachiappan, Irna Patricia Julia, Norazilawati Abdullah, Sangkari Chandra Suffian, Noor Athirah Sukri & 2019).

According to Sriraj (2018), the subconscious level is important to students because it allows students to do the thinking process while extracting information to write BM essays. The subconscious level can also increase cognition among students. All visual materials used by students during the P&P of BM writing by the teacher make it easier for students to store information in memory. Next, students will retrieve information from memory to write. Wan Izzah's (2017) study states that some teachers do not guide students to think well.

Malay language teachers still take it easy especially teaching is still teacher centered. Pupils will be passive when in the classroom (Mohd Qhairil Anwar, 2018). According to Mohd Zaki (2018), Malay language teachers do not teach students to master the skills of finding, understanding and using information in more depth. Teachers 'teaching is still less than one -third of the total teaching time of teachers in the classroom emphasizing thinking skills. Furthermore, nowadays, Malay language proficiency is influenced by students' mother tongue (Zamri 2020). Therefore, teaching and learning must run smoothly. If the PdP conducted in the classroom does not stimulate the minds of students, students face problems in generating ideas even in simple essays (Fikri & Zamri, 2019).

RESEARCH OBJECTIVE

i) Analyze the problems faced by Year 5 students in writing Malay essays.
ii) Analyze the affective process that occurs to Year 5 students in writing Malay essays.
iii) Analyze the types of cognition styles found in Year 5 students in writing Malay essays.
iv) Analyze the extent to which past experience influences the writing of Malay essays by Year 5 students.
v) Build an effective Year 5 Malay essay writing framework based on the process of affection, cognition and past experience.

RESEARCH QUESTIONS

I. What are the problems faced by Year 5 students in writing Malay essays?
II. How does the affective process happen to Year 5 students in writing Malay essays?
III. What kind of cognition style happens to Year 5 students in writing Malay essays?
IV. To what extent does past experience influence the writing of Malay essays by Year 5 students?
V. How to build an effective Year 5 Malay essay writing framework based on the process of affection, cognition and past experience?

LITERATURE REVIEW

The problem of mastering the writing of BM essays has made students weak and not motivated to pay attention to BM subjects. Furthermore, this matter has also caused students not to be interested in mastering the skills of writing BM essays (Dima Mazlina & Abdul Rahid, 2016). PdP that does not emphasize the culture of thinking will cause students to be weak in developing an issue presented by processing the content of the essay perfectly (Anthony & Yahya Othman, 2017).

Lack of interest in writing is the biggest factor influencing the writing of Malay essays among the respondents of their study. As a result, the study respondents found it difficult to write the content paragraph and the introductory paragraph in writing the essay. The attitude of teachers who teach using conventional methods has further complicated this issue (Aisyah, Zamri & Azwa, 2016). Pupils find it difficult to write content paragraphs and introductory paragraphs in writing essays. As a result, their essay writing revolves around only one paragraph, ideas and descriptions overlap and there is a repetition of the main content. Essay writing marks in the Mid -Year Examination (PPT) also showed a disappointing achievement. (Nurul Aisyah, Zamri & Azwa, 2016).

In addition, the mastery of writing skills among students is still at an alarming level. The Malaysian Examinations Board (2017) reported that the number of students with moderate achievement in essay writing was more than excellent and low achievement. According to Lai Lee Chung, Chin Hai Leng & Chew Fong Peng (2017), the findings of their study show that collaborative learning is rarely applied by Malay language teachers in the teaching and learning process especially in essay writing. Collaborative learning is not a major option in the teaching and learning process of essay writing due to constraints during its implementation.

Other studies such as Chew Fong Peng & Nur Atikah (2020) suggest that Malay language teachers apply the PAK21 method in their teaching. Teachers are encouraged to carry out activities that encourage the active involvement of students in their teaching and learning process. A variety of teaching aids are also seen to help teachers in carrying out their teaching activities so that they can attract students to focus more in the classroom. Teachers should equip themselves with adequate skills and knowledge.

A study produced by Chew Fong Peng & Zul Hazmi Hamad (2018) found that the frequency and effectiveness of HOTS practice among teachers is high. However, the level of proficiency in KBAT in Malay among students is satisfactory. The results also show that there is a significant difference between the practice of questioning KBAT with the background of students from the aspect of school type. Therefore, teachers in all primary schools, especially SJKT, need to be

cultured with KBAT more actively so that the students who are born will be the future generation who have KBAT and are able to face challenges with perseverance, perseverance and perseverance.

HERMENEUTIC METHODS

Hermeneutic analysis is used to interpret student essays. (Suppiah, 2017). According to Suppiah (2016), hidden facts in the text can be seen more clearly through the use of Hermeneutic methods. The procedure of the study, the Hermeneutic method is thought of first, followed by the narrative text it studies seen in the context to be interpreted. This is to ensure accuracy and truth in producing truly quality research findings.

Hermeneutic approaches began to be used in the social sciences and humanities as an approach to text interpretation. For example in the results of essays. Moreover, the term Hermeneutics is shared with other fields of knowledge such as sociology, history, technology, law, criticism, literary criticism and the humanities as a whole (Ridzuan Masri, Shahid Basri & Razlina Abdul Rani, 2015). Hermeneutics is a science that discusses human behavior through methodologies appropriate in the context of today's world. Hermeneutics is considered an inquiry that investigates and unravels the hidden mysteries behind human behavior (Loganathan, 1992). According to Mohammad Fadzeli Jaafar (2016), an interpretation is usually subjective that is only true for certain individuals and may not be true for other individuals. This definition implies that the process of interpretation is not a simple matter but it is complex and dynamic.

RESEARCH DESIGN

This study is based on a qualitative study design using Hermeneutic method. The researcher will analyze the results of students' writing to study and and analyze the application of cognition style, affection and subconscious level in writing Malay essays in SJK (Tamil).

SAMPLING

In this study, the sample consisted of 40 Year 5 students in analyzing essays and 12 students and 2 teachers to be interviewed. This sample was selected from a SJK (Tamil) located in an urban area in the district of Klang. These samples were selected with the approval of the teaching teacher and Year 5 students.

RESEARCH PROCEDURE

Prior to conducting the study, the researcher has collected and examined the results of the final examination marks of the year (2019) of students for the subject of Malay Writing. Through this step, the researcher can identify the level of student achievement.

After that, the title of the essay is given and the participants have to answer within the time set by the researcher. Next, the writing results were analyzed using Hermeneutic methods. Through the Hermeneutic method, the researcher can analyze and interpret the student's essay text in detail to detect and identify the application of cognition, affect, subconscious level in Malay essay writing for Year 5 students. complete study report.

FINDINGS

Based on the findings of the pilot study, the researcher was able to analyze the essays produced by the students. The following is an analysis of the findings of a pilot study in terms of affective style and cognition of students administered to 4 Year 5 students in SJK (Tamil).

It was found that excellent students were able to write essays that fit the title. Students can write the main content of the essay based on the title. Excellent idea processing and clear, structured and interesting presentation. The sequence of important content is well written in paragraphs guided by the title. Able to show the affective elements that underlie feelings and emotions while writing an essay. Use phrases such as "be kind, be positive, in a happy state and sad phrases in a sad state. For example, advising ourselves to be positive. The right friend, should always be with us even in sad and happy situations. At least he can calm our minds. In terms of cognition an excellent student is able to recall the information required by the title. Pupils learn and adapt to the title of the essay. Pupils are able to parse factual information such as content and description in an essay. Each content is accompanied by processing and examples that make it easier for the reader to understand the verses presented. The style of cognition that can be seen in student essays is that students are able to analyze relevant important facts that are embedded in students 'minds. The information may be obtained during the teacher's teaching in the classroom or from reading material and reused in the processing of the content of the essay. Next a good friend is willing to share or at least listen to our problems whenever needed. A good friend is able to serve as a mentor when we face problems. Furthermore, from the aspect of past experience, excellent students can immerse themselves in past experience in writing essays. Write an essay based on the format of a discussion essay, that is, start the essay with a beginning, development of content and conclusion. Able to relate current information to past information. Facts, content and descriptions are processed by students because the format of the essay is mastered and stored in long -term memory. The knowledge and experience accumulated over the years through learning in the classroom as well as outside the classroom helps students in the thought process.

The analysis of students' findings is simple in terms of affect, the idea fits the title. I have an idea but less well written. Simple idea processing. There is a sequence of important contents but it is explained in moderation. Able to show the affective elements underlying feelings and emotions while writing an essay but the use of incorrect adjectives in sentences. Can use phrases such as "kind, be positive, in a happy state and sad phrases in a sad state in the correct sentence. . For example, advising ourselves to think positively. Next, in terms of cognition, students can remember the information required by the title but the sentence is less interesting. The sentence structure is less attractive. There is an aspect of cognition that describes but the content is not described well. Cognition styles are poorly applied well or fully by students. There may be obstacles in terms of time as well as motivation. Being able to see the style of cognition in students 'essays analyzes the relevant important facts that are embedded in students' minds. The information can be reused in the processing of the content of the essay but the continuation of the sentence processing is less interesting. A good friend can help us. An example of a good friend is a friend who helps us sincerely. When we ask for help can help us. In terms of past experience, average students can immerse themselves in the subconscious level in essay writing. Pupils can come up with ideas but the description of the friend selection aspect is less interesting. Writing an essay based on a discussion essay format but the content of the essay is not enough. Can relate current information to past information. Facts, content

and descriptions are poorly processed by students although the format of the essay is stored in long -term memory but the sentences of the essay are less interesting. Can apply the knowledge and experience accumulated through learning in the classroom or outside the classroom in the thought process.

The analysis of the findings of weak students in terms of affect has an idea but it is not well written. Able to show the affective elements underlying feelings and emotions while writing an essay but in a hanging sentence. Not fluent in using phrases such as "be kind, be positive, in a happy state and sad phrases in a sad state in the correct sentence. We need to choose good friends who can help us when we are in a difficult situation. We need to be good at choosing friends who can help us. From the aspect of cognition, weak students have difficulty remembering the information required by the title. The beginning of a brief essay. The cognitive aspect of parsing essays is not fully applied by students. Students do not process the content of the essay well. Pupils do not support the main content well. Continuity between the contents of the essay still needs to be improved by students. Able to come up with ideas but not able to generate ideas. Lack of being able to see Cognition styles in student essays analyze relevant important facts embedded in students 'minds. The information can be reused in the processing of the content of the essay but the sentence processing connection is unstructured and uninteresting. In terms of the subconscious level, students are less immersed in the subconscious level in essay writing. There are ideas but they are not fluent in coming up with ideas. Writing an essay based on the format but the content and paragraphs of the essay are not enough. Facts, content and descriptions are poorly processed by students because the essay format is less fluent and stored in long -term memory. Lack of ability to apply the knowledge and experience accumulated through learning in the classroom or outside the classroom. Lack of skills in relating past and present experiences.

DISCUSSION

Student essay writing was analyzed using an essay scoring guide. All writings were categorized into three parts namely excellent, moderate and satisfactory based on idea processing, content, sentence structure, use of vocabulary, correct spelling. Through these three categories as well, can be seen the analysis of cognition styles, affections and subconscious levels that occur in the writing of student essays. A pilot study was administered to 4 students in SJK (Tamil).

Based on the findings of the pilot study, it was found that one student wrote an essay in an excellent level. These students understand and appreciate all the essay writing lessons taught by teachers and essays read in various print and electronic media. Everything learned, especially the language style is successfully stored by the student in long -term memory. Among the methods that have been used by these 4 students is to reason, remember, synthesize and rehearse the language style information that must be appreciated to be explored while writing an essay. Moreover, knowledge from past experiences in his life became a solid foundation for composing essays of this type of experience. All the relevant information and ideas for writing this essay have been compiled, linked and formulated to be a beautiful, interesting essay and able to convey the information required by the essay question.

Next, through the findings of the pilot study, it was found that 2 students wrote essays in the intermediate level. Although students can extract information based on past experiences but these students' essays can only be categorized in the moderate category and can not be given a

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good category because the use of vocabulary is very limited and sentence structure for most sentences is also less accurate and also found there are grammatical errors. notable such as incorrect use of adjectives and inaccurate use of words in essay text writing.

It was found that one person wrote an essay in a satisfactory level. found pupils in the category less proficient in processing information contained in long-term memory. Pupils are not able to write in the way the teacher teaches using the correct sequence. Although the students wrote the essay using the element of affect, which is to focus on the imagination and apply from the experience but the students were not able to filter the contents that are relevant and appropriate to the title of the essay. Student work in this category also has a very easy and concise presentation of content to read. Most of the students' ideas are processed using only basic sentences. The use of students' vocabulary is also very limited and almost all writing in this category has very limited vocabulary problems causing students to have difficulty in processing and developing content.

PROPOSAL

Based on the findings of the pilot study obtained in this study, any party involved such as the role of students, the role of teachers, the role of parents, the role of school administrators, the role of the Ministry of Education Malaysia should take lessons to improve affective style, cognition and subconscious among primary school students through various programs that can improve the level of thinking of students.

CONCLUSION

The success of students in each subject undeniably depends a lot on the efforts of students. The use of learning methods that are appropriate for students is a contributing factor to the effectiveness of student strategies. Various efforts need to be considered to overcome the problems faced by students so that they can undergo the teaching and learning process effectively. Although teaching writing is often considered difficult by some, vigorous efforts need to be made to improve students' mastery of writing skills. Therefore, as educators who are responsible for producing the next generation, priority must be given to improving the performance of students to be able to compete in the global world.

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