

## Implementation of Cognitive Strategies in Teaching Expository Writing to Tenth-Grade Students at SMA IT Granada Samarinda

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### Abstract

This study aims to describe the implementation steps and effectiveness of cognitive strategies in teaching expository writing to tenth-grade students at SMA IT Granada Samarinda. The research was motivated by low writing proficiency among students, particularly their difficulty in organizing ideas logically and coherently. Using a qualitative approach, data were collected through observation, documentation, and written tests involving 90 students across four classes. The cognitive strategies implemented included repetition, elaboration, information organization (mind mapping), and metacognition, which were integrated into five stages of the writing process: prewriting, drafting, revising, editing, and publishing. The findings indicate that cognitive strategies significantly assisted students in developing well-structured texts and constructing logical arguments. Class averages showed improvement with scores of 86 (X A1), 82 (X A2), 84 (X B1), and 80 (X B2), all exceeding the minimum competency standards. Moreover, these strategies enhanced student engagement and improved learning outcomes beyond expectations. The study concludes that cognitive strategies are effective in improving students' expository writing skills and are recommended for broader application in Indonesian language instruction.

**Keywords:** cognitive strategy, writing, expository text, instruction, senior high school

## INTRODUCTION

*Indonesian* language learning holds a strategic role in education, not only as a means of developing communication skills but also as the main foundation for mastering knowledge (Al Farizi et al., 2019; Damanik, 2022; Sukenti et al., 2020; Werang et al., 2023; Wiyono et al., 2023). Mastery of various fields of knowledge depends heavily on an individual's ability to understand and use language effectively. In this regard, language skills become intellectual tools that enable one to think, absorb information, and express ideas clearly and structurally (Gooch et al., 2016; Had & Rashid, 2019; Hahm & Gazzola, 2022).

Language skills can generally be classified into two main dimensions: receptive and productive aspects. The receptive aspect includes skills in receiving and understanding language information, manifested through listening and reading activities (Anwas et al., 2020; Aydoğan & Akbarov, 2014; Erdoğan, 2019; Malkawi & Krishan, 2023; Oktavia et al., 2022). These activities play an important role in the knowledge internalization process. Meanwhile, the productive aspect refers to the ability to produce and convey language, both orally through speaking and in writing through writing. These two aspects are not separate entities but complement each other and form a dynamic unity in the process of thinking and language use.

Writing skills have undergone a significant paradigm shift in today's advancing era. Writing is no longer understood merely as an elite activity conducted only by intellectuals or simply as a form of personal hobby expression (Anggraini et al., 2020; Murtadho, 2021; Shabitha & Mekala, 2023; Song & Song, 2023; Zulaiha & Triana, 2023). Writing has now become an essential need in modern intellectual life, especially among students, as a means to form, convey, and reflect thoughts and intentions systematically. More than just a technical skill, writing is a high-level cognitive activity that involves logical reasoning, language sensitivity, and analytical capabilities.

As a productive and expressive skill, writing demands the ability to build coherent, argumentative, and communicative discourse structures. The writing process is neither spontaneous nor instant but results from continuous learning through organized practice and

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sustained guidance. In practice, writing requires mastery of grammar, diction, discourse cohesion and coherence, as well as contextual understanding of the substance to be conveyed. This makes writing a complex activity as it involves cognitive, affective, and metacognitive dimensions simultaneously.

Based on findings at *SMA IT Granada* among tenth-grade students, it was identified that most students experience obstacles in writing, both in fiction and argumentative texts. One of the main problems faced is students' low ability to develop ideas or arguments in writing. When given tasks to compose argumentative texts, many students show confusion in various important aspects of writing, such as determining topics, formulating main ideas, and constructing arguments logically, systematically, and convincingly.

In addition to experiencing difficulties in expressing ideas in writing, students also often feel confused in understanding and correctly applying the structure of expository texts. They not only experience obstacles in distinguishing important parts such as thesis, argumentation, and reaffirmation but also do not clearly understand the content and function of each part. As a result, the written content produced tends not to be systematically organized, with incoherent argumentative sequences and paragraphs that do not support each other.

One alternative approach that can address these challenges is cognitive strategy. This strategy emphasizes developing students' thinking abilities through systematic stages, such as observing, classifying, organizing information, and evaluating written results. In the context of learning expository text writing, cognitive strategies are expected to guide students in composing texts logically and structurally, starting from planning, mapping information, determining arguments, to writing and final revision.

Therefore, this research specifically focuses on learning in class X at *SMA IT Granada Samarinda* with the research title "Implementation of Cognitive Strategies in Teaching Expository Writing to Tenth-Grade Students at *SMA IT Granada Samarinda*." [A1] This research is expected to contribute in the form of effective learning strategy recommendations to improve students' writing abilities in *Indonesian* language learning.

## METHOD

This research used a qualitative approach to obtain a comprehensive understanding of the implementation and effectiveness of cognitive strategies in *expository* text writing learning. The research was conducted at *SMA IT Granada Samarinda*, located at Jl. H.M. Ardians KM. 03, Bukit Pinang Village, [Samarinda][A1] Ulu District, Samarinda City, from January to April 2023.

### Research Subjects

The research subjects consisted of 90 tenth-grade students from *SMA IT Granada* distributed across four classes: X A1 (23 students), X A2 (20 students), X B1 (25 students), and X B2 (21 students). The selection of these classes was based on considerations of representativeness and accessibility for intensive observation during the learning process.

### Research Procedures

The research followed five main stages of scientific methodology:

1. *Problem Formulation*: Identifying low learning outcomes in writing, particularly students' difficulties in composing fiction and argumentative texts.
2. *Planning*: Developing lesson plans (*RPP*) that integrate cognitive strategies into each phase of *expository* text writing.
3. *Data Verification*: Collecting data through systematic classroom implementation of cognitive strategies.
4. *Data Analysis*: Analyzing data qualitatively and deeply to answer research questions.
5. *Drawing Conclusions*: Providing meaning to findings through interpretation and relationship analysis between findings.

### **Data Collection Techniques**

Data collection was conducted through three main techniques:

1. *Teacher Observation*: Using observation sheets to monitor the implementation of learning activities according to planned stages, evaluated using a 4-point scale.
2. *Student Observation*: Observing student activities and responses during the implementation of cognitive strategies in each writing phase.
3. *Writing Ability Test*: Evaluating *expository* text writing results based on predetermined rubrics covering text structure, argumentation content, and language use aspects.

### **Data Analysis Techniques**

Data analysis was conducted qualitatively and deeply. In the initial stage, all relevant data were collected from various sources such as teacher and student observation results, field notes, and *expository* text writing test results. After data collection, verification processes were conducted to sort and assess the validity and relevance of data. Verified data were then analyzed qualitatively through data reduction activities, descriptive data presentation, and interpretation of data presentations.

## **RESULTS AND DISCUSSION**

### **Implementation of Cognitive Strategies**

The implementation of cognitive strategies in expository text writing learning was carried out through five main stages of the writing process, each integrated with specific cognitive strategies:

#### **1. Prewriting Stage**

In this stage, students applied cognitive elaboration strategies to enrich information related to chosen topics. From the observation results, 36 students chose themes, 24 students identified writing purposes, 8 students elaborated keywords, and 1 student searched for word meanings. This shows that students were given the opportunity to independently determine topics to be developed in expository texts, preceded by activities aimed at stimulating thinking abilities and expanding student insights.

#### **2. Drafting Stage**

During the drafting stage, 36 students began writing their expository texts, 38 students developed ideas and texts, 26 students mapped sentences, and 5 students searched for appropriate titles. In this stage, students applied several cognitive learning strategies: elaboration strategy to expand and deepen information through detail addition and inter-idea connections, metacognitive strategy involving conscious monitoring of writing progress, and repetition strategy to strengthen understanding of text structure.

#### **3. Revising and Editing Stage**

In this stage, 41 students re-checked their sentences, 1 student specifically checked spelling and word errors, 20 students eliminated inappropriate texts, 27 students rewrote necessary information, and 5 students wrote titles. Students applied cognitive strategies, particularly information processing and organization, to ensure that composed expository texts matched planned purposes and structures. Repetition strategies were also used to strengthen material and writing structure.

#### **4. Publishing Stage**

The final stage in the writing process serves as the culmination of achievement from the entire series of writing activities. This stage represents the final form of text refinement that has gone through reflective and critical revision and editing processes. Students applied metacognitive strategies by actively evaluating and reflecting on their writing quality comprehensively, and repetition strategies by selectively reviewing revision results.

### **Learning Outcomes**

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Based on evaluation results of expository text writing skills across four classes, the following class averages were obtained:

**Table 1. Class Average Results**

Class	Number of Students	Class Average	Category
X A1	23	86	Good
X A2	20	82	Good
X B1	25	84	Good
X B2	21	80	Good

**Table 2. Grade Distribution Across All Classes**

Grade	Total Students	Percentage
A (91-100)	45	55%
B (80-90)	26	32%
C (75-79)	8	10%
D (<75)	4	3%

The results show that the majority of students achieved satisfactory results, with 87% of students obtaining grades B and above, exceeding the established minimum competency standards (KKM).

### **Effectiveness of Cognitive Strategies**

The implementation of cognitive strategies in expository text writing learning proved significantly effective in several aspects:

#### 1. Text Structure Improvement

Students showed significant improvement in designing and composing expository text frameworks systematically. They were able to identify and build three main components in expository text structure: thesis, argumentation, and reaffirmation. In the thesis section, students successfully expressed personal opinions explicitly and convincingly.

#### 2. Argumentation Quality Enhancement

The argumentation developed was not superficial or merely descriptive but contained logical, critical, and relevant reasons related to the discussed topics. Arguments consistently referred to conceptual designs planned previously in the prewriting stage, showing that students could maintain coherence between initial plans and final writing results.

#### 3. Language Use Improvement

Students showed progress in using language elements according to Enhanced Spelling (EYD) rules. They began to use appropriate conjunctions to connect paragraphs or ideas, effectively utilize noun substitutes to maintain reference clarity, and compose sentences with correct and clear structures.

### **Constraining Factors**

Several constraining factors were identified during research implementation:

#### 1. Internal Student Factors

Internal constraints included students' cognitive readiness, learning motivation, and uneven initial abilities. Some students still experienced difficulties and needed continuous guidance during learning. Passive participation was also observed among some female students when encountering obstacles.

#### 2. External Factors

External factors included time limitations, as cognitive strategies required considerable time for expository text writing according to writing aspects using cognitive strategies. Administrative constraints also hindered the optimization of teaching and learning processes.

## Discussion

The application of cognitive strategies in expository text writing learning proved effective in improving students' writing skills. The learning process not only emphasized final writing results but also facilitated students' active and systematic thinking processes. Cognitive strategies such as repetition, elaboration, organization, and metacognition helped students develop more directed ideas, compose coherent arguments, and build logical and systematic text structures.

The research findings align with cognitive learning theory, which emphasizes the importance of information processing and active student involvement in knowledge construction. Through systematic implementation of cognitive strategies, students not only improved their technical writing abilities but also developed critical and reflective thinking patterns essential for academic writing activities.

The effectiveness of cognitive strategies is also evident from students' ability to follow writing stages systematically, from planning to publication. This shows that students began to understand writing as a process requiring structured thinking rather than spontaneous activity. Thus, cognitive strategies can be considered an effective pedagogical approach for improving academic writing competencies such as expository texts.

## CONCLUSION

This research concludes that the implementation of cognitive strategies in *expository* text writing learning for tenth-grade students at *SMA IT Granada Samarinda* is highly effective and optimal. Students became more capable and active in writing *expository* texts with predetermined topics. The teacher's role proved vital in implementing this strategy, with teachers being more active in monitoring, exploring student understanding, and optimizing information development in writing frameworks according to established plans.

The application of cognitive strategies enables students to optimize their potential in facing various learning challenges. These strategies are rooted in the utilization of consciously organized internal abilities that play roles in supporting thinking processes, problem-solving, decision-making, and effective learning management. Through cognitive strategies, students not only access and process information efficiently but also develop control over how, when, and why certain strategies are used in specific situations.

Although several constraints were encountered during research implementation, such as time limitations and student absences during the learning process, overall research findings show positive directions. Average learning achievement results in each class demonstrate improvement in *expository* text writing abilities. These findings confirm that implementing cognitive strategies in writing learning provides real contributions to improving students' writing skills while revealing room for improvement, particularly in optimizing learning strategy implementation to be more equitable and effective across all classes and overcoming challenges that arise during the learning process.

The implementation of various cognitive strategies such as elaboration, information organization, metacognitive strategies, and repetition proved significantly supportive in the internalization process of knowledge and deepening student understanding in *expository* text writing. Through these strategies, students were able to develop ideas more systematically, compose coherent arguments, and build logical and systematic text structures. Therefore, implementing cognitive strategies in writing learning should be considered an effective pedagogical approach, especially for improving academic writing competencies such as *expository* texts.

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