

The Students' News Writing Difficulties Based on Cognitive Process

¹Agus Wismanto, ²Zainal Arifin, ³Siti Fatimah

^{1,2,3}Universitas PGRI Semarang, Indonesia

^{1,2,3}Semarang, Indonesia

*¹aguswismanto8860@gmail.com

²zainalarifin@upgris.ac.id

³sitifatimah@upgris.ac.id

Abstract. The main problem of this research was “what are the students” news writing difficulties at the fourth semester of Grade E? And what are factors to influence the students’ news writing difficulties based on the cognitive process at the fourth semester of grade E? The objective was aimed to identify the students’ news writing difficulties at the fourth semester of Grade E and the factors influencing the students’ news writing difficulties based on the cognitive process at the fourth semester of Grade E. The subject was the students at the fourth semester which consists of twenty-two students. This research used Qualitative Research method. The data are gathered from observation, document (students’ news writings) and interview. The findings showed that there are two types of students writing difficulties in writing an news writing such as pre-writing and pre-drafting. The result revealed that there are nine students who are difficult in pre-writing, and there are twelve students who are difficult in pre-writing drafting. Pre-writing difficulties are like difficulty in getting the topic while pre-drafting difficulties are like difficulty in getting topic and organizing the news writing.

Keywords: Learning writing difficulties, News writing, Cognitive process

Introduction

The design and use of five knowledge ideas, namely understanding of content, systems, processes, types of text (genre), and context, are more important than learning how to write. According to Hayland (2004: 27), learning to write entails employing a language known as a genre or style of text to try to accomplish a purpose while identifying the social context. Writing therefore emphasizes context of a meaningful scenario with its true aim in addition to accuracy and linguistic elements.

Students must read for basic knowledge in order to write news. It can help to comprehend the material which can be the topic of the news writing as their choice. After they decide one topic to be one news writing, they will start to construct the new idea from the reading. They take the keywords to develop their writing.

When discussing concept construction and writing development, it alludes to the way that the students start to formulate a strategy for news reporting. They must have in mind when designing the concepts of news writing that concentrate on the main idea and are pertinent to the subject of the news writing (Hayland, 2004). By having these qualities, the news writing is organized in a straightforward and logical manner with real proof or instances supporting the main idea. Additionally, it might occasionally be very difficult to digest the news writing. The difficulty is with the fundamental writing ability. The ability to write well

is seen as being challenging to learn. It means that to get news writing, the students need to master the grammatical rules and their immediacy in writing.

There are a few things to think about when teaching writing. According to Graves (2013), when teaching writing, teachers put the needs of the students before their own needs to impart knowledge. It is crucial for teachers to design a strategy to motivate students in a positive learning environment and engage them in order to properly teach certain topics.

Writing news articles in an EFL or ESL context is difficult. It presents certain challenges for EFL or ESL students. Most of the time, students find it challenging to select a theme for their news writing. For their news writing, the students must first select a theme from the lecture; for instance, they can choose the theme of education. It is simply the overarching idea, though. Then, they must select a specific educational subject, such as "The Changes of Indonesian Curriculum," as their choice.

The initial sentence must then be written as the core notion in order to build their news writing. They must read to gather information for the first sentence then attempt to draw a conclusion using their own words as the main idea. According to Morgan (2016), students struggle to start writing about the first idea or topic because they do not know where to put the thesis statement, which can be in the first or last sentence of the paragraph. They also struggle to consider the audience and purpose of the news writing because they are so worried about how they will come across in their writing.

Related to this, the students' thinking, ideas, and methods for creating their own news pieces are all influenced by the cognitive process. Because the cognitive process of writing requires long-term memory to keep knowledge, it reflects how we think and recall when we write news stories. The fundamental function of the brain is knowledge storage.

According to Flowers and Hayes (2010), the task environment, the writer's long-term memory, and the writing process are the three components that reflect the writing. The task environment is made up of everything that is outside the writer's control, beginning with the assignment or issue of rhetoric and eventually include the developing text itself. The writer has knowledge about the topic, the audience, and various writing plans stored in their long-term memory, which is the second component. The writing processes themselves are contained in the third component of our paradigm, specifically the fundamental procedures of planning, translating, and reviewing that are managed by a monitor. This process is known as a protocol (The Cognitive Process Model of the Composing Process). This suggests that the cognitive process occurred spontaneously.

There have been two studies on the writing process' cognitive components (Ece Sevgi, 2016; and Forough & Ali, 2016). The researchers discovered that the students had a common cognitive strategy and writing process for reporting news. However, they simply pay attention to the cognitive process involved in creating news writing and the caliber of the writing. The researcher is instead interested in examining the cognitive process from the perspective of writing challenges in news writing. In connection with this, the research will concentrate on a few indicators, including a) the teaching and learning process, b) content, and c) language.

The researcher comes to the conclusion that news writing, as one of the academic writing forms, has certain advantages for the students' learning based on the above rationale. According to Lauren (2008), writing news articles could assist students improve their writing abilities, sharpen their critical thinking skills, learn how to reference or cite sources in academic news articles, and choose a study topic. These advantages might help students understand the significance of news writing and encourage them to actively practice it. Therefore, based on the students' cognitive processes, the researcher would like to look into

the students' writing challenges when composing news stories. Therefore, this study will identify the students' news writing challenges based on their cognitive processes.

Method

Site of this research refers to *Pendidikan Bahasa dan Sastra Indonesia/ Indonesian Language and Literature Education (PBSI) Study program*, PBSI Study program was chosen because in there is a subject called Writing subject that correlates with this study, where this study will analyze the writing difficulties based on the cognitive process in News writing. Writing subject is known as Writing for Academic Purpose, which learned about how to write News writing. The writing difficulties will be determined, and it is reflected in the cognitive process in writing a News writing (how the student's stages in writing a News writing). The participant of this research is PBSI Study program Students. It is chosen because they are in the fourth semester. It tends to take them because they learned about the News writing. This study takes Grade E. The total number of students is twenty-one students. Qualitative research was used in this study. Creswell (2014) defines qualitative research as a method for examining and comprehending the average in people or groups that explain a social or human issue. Because it examined the nature of classroom teaching and learning processes that were focused on writing difficulties in writing a news writing based on their cognitive process, this research of students' writing difficulties in writing a news writing based on the cognitive process is categorized as Qualitative research.

This study used a variety of tools to get the data, including interviews, documentation, and observation. The goal of the observation process is to observe the teaching and learning of academic writing, to document and interview students, to identify their writing challenges when composing news articles, and to understand their cognitive processes.

This study used data analysis based on Miles and Huberman's theory to examine the data. According to Miles and Huberman (2014), there are three fundamental approaches to data analysis: data reduction, data visualization, and conclusion.

Findings and Discussion

Students' News Writing Difficulties

Pre-writing, drafting, and reviewing were the three stages of news writing. As a result, it can pinpoint their challenges at each stage of news writing. Pre-writing was one of the components. Nine of the pupils found it challenging. Because the lacked background knowledge on the subject, it was challenging for them to choose a topic for their news writing, and it was equally challenging for them to come up with an initial concept or strategy before they began to write.

Then, twenty-one students struggled with planning and drafting their papers. Because they had to hunt for the topic and the facts related to it, they had a difficult time organizing or arranging the news writing. Additionally, they were challenging to write the news writing paragraphs.

Students' news writing difficulties based on the cognitive process

This section outlined the reasons why the students had trouble composing news articles using the cognitive process. Finding out which aspects of students' cognitive processes (task environment, long-term memory, and writing process) may be contributing to their struggles with news writing is crucial (pre-writing, drafting and reviewing). The task context, long-term memory, and writing process are all part of the cognitive process of news writing (Flowers and Hayes, 2011). All of them will say the following:

a) Task environment in writing a news writing

The task environment, which also includes the teaching and learning process when writing for academic reasons, describes how the students gain knowledge about the topic and

audience before writing a news article. The lecturer explained the definition of argumentative news writing, the function of the text, and generic structure over the course of five meetings with some materials, including argumentative news writing, compare-contrast news writing, cause-effect writing, referencing, and paraphrasing in APA style sixth. In order to aid the students in grasping the materials, the lecturer employed common Indonesian vocabularies and good language structure. The instructor then broke the class into groups and instructed each group to carefully read the text. Each group was questioned by the lecturer regarding the significance of the news article's paragraph, and the students made an effort to recognize the general format of the various types of news writing. (Introduction, benefits, drawbacks, and conclusion). However, some students found it challenging to identify the news article's thesis statement, and they provided the professor with less comment when the lecturer asked about the article's substance. This is due to the fact that they have a basic understanding of news writing.

b) Writers' Long-term memory

The word "long-term memory" describes how the writer kept knowledge about a particular subject that was their own, as well as how the pupils had a plan for writing the news. As a consequence, it was discovered that the students who struggled with pre-writing brainstormed, had limited prior knowledge of the subject, chose their own topic that was connected to current events or phenomena as well as their own experiences, and read some publications on the subject. Nine students out of twenty-one found pre-writing challenging. They stated: "Before we start to write, we must ponder what should we write and it is not easy to establish the topic, thus we need to read a lot and grasp what subjects are appropriate for news reporting. The problem they experienced with this section was then demonstrated. The students' difficulties in prewriting and drafting were then discovered. Eleven students brainstormed the topic, and one student did not. They had prior knowledge of the subject, had read relevant articles, had chosen the topic independently, and the topic was connected to current events, phenomena, and personal experiences. Their claims that it is difficult to find a decent topic and that it is tough to write news articles with good sentences, syntax, sentence structure, and vocabulary are demonstrative of this. Their claims that it is difficult to find a decent topic and that it is tough to write news articles with good sentences, syntax, sentence structure, and vocabulary are demonstrative of this.

c) Writing process

The students' difficulties in pre-writing (Planning)

It was discovered that nine pupils had trouble prewriting distinct types of planning. They recorded the brainstorming in this section. These individuals were Responden(4), Responden(6), Responden(8), Responden(9), Responden(11), Responden(12), Responden(13), Responden(16), and Responden(17). Most of them performed quite well in terms of subject and point relevance during planning, but poorly in terms of topic elaboration and plan complexity. Most of them achieved good draft scores in the 77–100 range for news writing. Upon evaluation, it was found that they had good compositional organization, cohesiveness, grammar, vocabulary, punctuation, and spelling.

The students difficulties in pre-writing (Planning) and drafting)

Twelve pupils were found to be struggling with prewriting (planning) and drafting (translating). One student did not participate in the brainstorming whereas the other ten pupils participated. They recorded the brainstorming in this section. In alphabetical order, they were Responden(1), Responden(2), Responden(3), Responden(5), Responden(7), Responden(10), Responden(14), Responden(15), Responden(18), Responden(19), Responden(20), and Responden(21). In terms of planning, the majority of them performed poorly in terms of the topic's and points' relevance, but they performed better in terms of the

topic's and plans' complexity. Most of them had a sufficient but poor score in news writing, with scores ranging from 38 to 72.

Upon inspection, it was discovered that they had poor compositional organization, cohesiveness, grammar, vocabulary, and punctuation.

Students' news writing difficulties

The first task completed before starting to write is referred to as pre-writing. According to the statistics, it was evident that students who had trouble pre-writing had a hard time coming up with a theme for their news writing because they knew nothing about it. It was challenging for them to come up with their initial concept or plan before they sat down to write. It deals with what should be done beforehand and how students should start their news writing. Because students had to create sentences (the thesis statement in the introduction, the body of the paragraph, and the conclusion), use proper syntax, and expand their vocabulary, they had difficulty choosing a topic and organizing or arranging the news writing. All of these findings support Morgan's (2006) assertion that students struggle to start writing about their first idea or topic because they are unsure of where to put the thesis statement, which may appear in the opening or closing sentences of a paragraph. They also struggle to consider the audience and reader who will be reading their news writing as well as the purpose of the news writing, and they are frequently afraid of failing because of the way they express their ideas and feelings. In other words, the students face varying levels of difficulty at each stage of news writing. Additionally, their levels of writing expertise varied.

Students' news writing difficulties based on the cognitive process

Students have learnt about argumentative news writing, compare-and-contrast news writing, cause-and-effect news writing, and sixth-grade APA styles, it was discovered. Some of the pupils understood the topic throughout the lesson's meetings and materials, while other students struggled to understand it. The cause of this is that although some students pay attention and provide helpful criticism, the other students fail to pay attention and struggle to understand how to write news stories. On the basis of the topic they selected, the pupils also had a solid reading strategy. They seek for more details and concentrate on one kind of news writing to help them when coming up with ideas for the topic because they choose a subject on their own that is connected to current problems or phenomena as well as their own experiences. They also read some publications on the subject. After doing some initial thinking, the students compose a news article.

For the students who struggled with pre-drafting, it was challenging to come up with a topic, organize or arrange the news writing (writing the thesis statement in the introduction, body, and conclusion), and master grammar and vocabulary because they had to choose the topic and gather the necessary information. Because it pertains to how the students start their writing till they end their writing and news writing, every step of the writing process was crucial in relation to the students' writing challenges. Twelve students struggle with pre-writing and drafting, while nine students struggle with pre-writing. The fundamental issue is that they struggle to organize or write news because they lack proper language and vocabulary.

Based on the result, the data finding does not overall support the theory from Flowers and Hayes (2011) argue that there are three parts in reflecting the writing included task environment, writers' long term memory and writing process (planning, translating and reviewing). In fact, the researcher found something new that there are no students who are difficult in reviewing. The reason for this, because how the students can review their news writings, meanwhile they are difficult in drafting especially lack of grammar. It means that reviewing influenced by drafting. If the students who do not have difficulty in drafting, they will know how to review their news writings whether the news writing has good grammar

and so on. Besides, the students have two difficulties at the same time, when they write their news writing. The students are not only difficult in choosing the topic but also difficult in writing their own news writing, this case known as pre-writing and drafting.

Conclusion

Based on the result of research, it can be concluded that students divided into two types of pre-writing and drafting. Pre-writing refers to the difficulty in getting the topic of the news writing and pre-drafting refers to the nature of teaching and learning process also topic and audience. Moreover, the cognitive process is the factors influencing the students writing difficulties in writing an news writing. Based on the data, a cognitive process which consists of the task environment, writers' long term memory and writing process (planning, translating and reviewing) can determine what types of difficulties in news writing ad it can influence the students in writing the news writing. In task environment, it can determine the students' understanding about the materials given by the lecturer, writer's long term memory determine the students' knowledge about the topic for their news writing and writing process can determine what types and parts in the stages of news writing which have problem or difficulties including planning and translating.

References

- Alias, N, DeWitt, D, Rahman, M.N.A, Gelamdin, R.B, Rauf, R.A.A, & Siraj, S. (2014). Effectiveness of the biology PtechLS module in a Felda Science Centre. *Malaysian Online Journal of Education Technology*, 2(4).
- Ann M. and Barbara. (2013). *Hearing Ourselves Think (Cognitive Research in College Writing Calsroom*. NewYork : Oxford University Press
- British Council. (2006). Error Correction 1. Retrieved January 22, 20017, from http://www.teachingenglish.org.uk/think/methodology/error_correct.shtml
- Creswell.J.W. (2014). *Research Design.4rd ED*.SAGE Publication :USA
- Galbraith, D., (2019). Writing as a knowledge-constituting process. In: Torrance, M.,
- Graves. (2013). *Writing: Teachers and children at work*. Exeter NH: Heinemann Educational Books
- Flower and Hayes. (2011). A Cognitive Process Theory of Writing. *College Composition and Communication* , 365-387.
- _____. (2010). "The Dynamics of Composing: Making Plans and Juggling Constraints," in *Cognitive Processes in Writing*.
- Kasiri Forough and Ali Mohammad Fazilatfar. (2016). The Impact of Task Complexity on Cognitive Processes of L2 Writers and Writing Quality: The Case of Writing Expertise, L1, and Lexical retrieval. *International Conference on Teaching and Learning English, GlobELT*.
- Kim, Y. and Kim, J. (2005). Teaching Korean University Writing Class: Balancing the Process and the Genre Approach. *Asian EFL Journal*, 7,2. Retrieved January 22, 2017, from http://www.asian-efl-journal.com/June_05_yk&jk.php

- Krapels, A. R. (2013). An overview of Second Language Writing Process Research. In Barbara Kroll (Ed.), *Second Language Writing* (pp. 37-56) Cambridge : Cambridge University Press.
- Laforest (2009). Semi Structure Interview. Retrieved January 12, 2017 from <http://www.sswm.info/content/semi-structured-interviews>
- Lauren (2008). Why is it important to write news writing? Retrieved October 10, 2016 from <https://www.customwritings.com/blog/news-writing-writing-guide/important-write-news-writings.html#sthash.rz92KdOx.dpuf>
- Marshall. (2006). Data Collection Method. Chapter 4 of *Data Collection* , 97-150.
- Miles, M.B, and Huberman, A.M. (2014). *Qualitative Data Analysis*, 2nd Ed., p. 10-12. Newbury Park, CA: Sage.
- Merriam Webster (2015). Definition of Field notes. Retrieved December 4, 2016, from <http://www.merriam-webster.com/dictionary/field%20notes>
- Ojima, Maki. (2004). An Inquiry into Concept Mapping as a Form of Pre-task Planning in Adult Japanese ESL learners' News writing Writing. Abstract from: *Dissertation Abstracts Online* Item: MQ91361
- Morgan, K. (2016). Problems That Students Encounter With News writing Writing. Retrieved from January 4, 2017 from <http://classroom.synonym.com/problems-students-encounter-news-writing-writing-2070.html>
- Renier, G.J. (2010). *History: Its Purpose and Method*. London: Alan and Unwin.