

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reveals findings of analysis and discussion based on the research questions.

4.1 Data Description

The data of this study were 66 writing tasks from all nine chapters inside student's book of *BSE Bahasa Inggris Kelas X Semester 1* written by Utami Widyawati, Zuliati Rohmah, and Furadiah (2014) which was downloaded from bse.mahoni.com. The data were consisted of three types of writing tasks from Hyland (2003). One tasks is included in Graphological Task type. 54 tasks are included in Scaffolding Tasks type and 11 tasks are included in Composition Tasks type.

4.2 Findings

The findings are discussed by answering the research question. The findings show the frequencies and percentage to identify central tendency of the cognitive process distribution

1. What level of cognitive process is more prevalent in the writing tasks of *BSE Bahasa Inggris Kelas X Semester 1*?

This research question is to identify the level of cognitive process which is most prevalent in writing tasks of *BSE Bahasa Inggris Kelas X Semester 1*. This

research question identically refers to previous study conducted by Roohani et al (2013) and Razmjoo et al (2012) in which aiming to investigate the prevalent cognitive process in student's learning.

Table 4.1. The level of BRT's cognitive process in Writing Tasks in TLAs of *BSE Bahasa Inggris Kelas X Semester 1*

Cognitive Process Dimension	n	%
C1. Remember	20	30.30%
C2. Understand	8	12.12%
C3. Apply	24	36.36%
C4. Analyze	8	12.12%
C5. Evaluate	2	3.03%
C6. Create	4	6.06%
N	66	100.00%

Table 4.1 shows the distribution of cognitive process of writing tasks in *BSE Bahasa Inggris Kelas X Semester 1*. The distribution covers all the cognitive process dimension from Remember level to Create level. The result shows that 20 of 66 (30.30%) writing tasks belong to Remember level. 8 of 66 (12.12%) writing tasks are in Understand level. 24 of 66 (36.36%) are in Apply level. 8 of 66 (12.12%) writing tasks are in Analyze level. 2 of 66 (1.52%) is in Evaluate level. 4 of 66 (7.58%) writing tasks belong to Create level. Therefore, the most prevalent cognitive process appears in Apply Level, followed by Remember, Understand and Analyze, Create and Evaluate.

Thorough explanation on how the result shows the distribution of cognitive process in every chapter will be provided in this following line. The table will be provided in Appendix 2.

Table 2.1 (see on appendix 2) showed the frequencies and percentages of writing tasks' cognitive process in chapter 1. The result reveals that "Apply" attained 43%, followed by "Remember" with 14% and both "Understand" and "Analyse" with 14 %. Meanwhile "Evaluate" and "Create" are absent.

Table 2.2 (see on appendix 2) showed the frequencies and percentages of writing tasks' cognitive process in chapter 2. The result showed that the both "Remember" and "Apply" are equally the same with 50%. Meanwhile "Understand", "Analyse", "Evaluate" and "Create" remain absent.

Table 2.3 (see on appendix 2) showed the frequencies and percentages of writing tasks' cognitive process in chapter 3. The result reveals that "Apply" attained the highest score with 80%, followed by "Remember" with 20%. Meanwhile "Understand", "Analyse", "Evaluate" and "Create" remain absent

Table 2.4 (see on appendix 2) showed the frequencies and percentages of writing tasks' cognitive process in chapter 4. The highest score is "Apply" with 60%, followed by "Remember" with 40%. Meanwhile "Understand", "Analyse", "Evaluate" and "Create" remain absent

Table 2.5 (see on appendix 2) showed the frequencies and percentages of writing tasks' cognitive process in chapter 5. "Remember" became the highest score

with 40%, followed by “Apply”, “Understand, and “Analyse” with 30%, 20%, 10% respectively. While “Evaluate” and “Create” are absent.

Table 2.6 (see on appendix 2) showed the frequencies and percentages of writing tasks’ cognitive process in chapter 6. The highest score is “Understand” with 38%, followed by “Remember” with 31% and both “Apply” and “Analyse” are equal with 15%. Meanwhile “Evaluate” and “Create” are also absent.

Table 2.7 (see on appendix 2) showed the frequencies and percentages of writing tasks’ cognitive process in chapter 7. “Apply” became the highest score with 50% followed by “Create” and “Analyze” with 33% and 17% respectively. “Remember”, “Understand”, and “Evaluate” are totally absent.

Table 2.8 (see on appendix 2) showed the frequencies and percentages of writing tasks’ cognitive process in chapter 8. The result showed that “Remember” , “Apply”, and “Create” are equally distributed with 22% and “Understand” “Analyze” and “Evaluate” also have equal score with 11%

Table 2.9 (see on appendix 2) showed the frequencies and percentages of writing tasks’ cognitive process in chapter 9. The highest score are equally distributed in “Remember”, “Apply”, and “Analyze” with 29%. Followed by “Evaluate” with 14%. Whilst “Understand” and “Create” are absent.

2. How are the distributions of the writing tasks in *BSE Bahasa Inggris Kelas X Semester 1* in terms of lower-order and higher-order thinking?

This research question is to categorize the distribution of cognitive process in terms of lower and higher order thinking skills. According to (Shrum, J. and Glisan, E., 2010) the three processes (*remember, understand, and apply*) belong to lower order thinking, since the focus is on the information that the learner has learned and the rest (*analyze, evaluate and create*) belong higher order thinking because the learner's processing leads to new insight, discoveries, and also creation which are not part of the original information learnt. The findings in the study show:

Table 4.2 The distribution of LOTs and HOTs in Writing Tasks in *BSE Bahasa Inggris Kelas X Semester 1*

COGNITIVE PROCESS DIMENSION		F (%)	TOTAL
Lower order thinking	C1. Remember	30.30%	78.79%
	C2. Understand	12.12%	
	C3. Apply	36.36%	
Higher order Thinking	C4. Analyze	12.12%	21.21%
	C5. Evaluate	3.03%	
	C6. Create	6.06%	
TOTAL			100%

Table 4.2 depicts the distribution of cognitive process in two different categories (Lower order thinking Skills (LOTs) and Higher Order Thinking Skills (HOTs). Based on the table, 78.79% of writing tasks represent lower order thinking level with the distribution from Remember (30.30%), Understand (12.12%), and Apply (36.36%). The other 21.21% of writing tasks represent higher order thinking levels which consist from Analyze (12.12%), Evaluate (3.03%), and Create (6.06%)

4.3 Discussion

This section elaborates the findings which were connected with the previous studies. The discussion are included by referring to the research questions.

1. What level of cognitive process is more prevalent in the writing tasks of *BSE Bahasa Inggris Kelas X Semester 1*?

Data analysis in the findings show that Apply level found as the dominant cognitive process distributed in the writing tasks of *BSE Bahasa Inggris Kelas X Semester 1*. The total of the writing tasks that belong to Apply level reached 24 tasks. Here is the example of the analysis of cognitive process in writing tasks in Apply level:

Extract 1

G. GRAMMAR REVIEW

Task 2: Complete the sentences with *be* or *have*. Remember to use the correct forms.

1. The class _____ very boring because the students _____ no activities.
2. Alia _____ a new pen pal from America. Alia _____ lucky because now she can practice writing in English.
3. Maher Zain _____ Saidah's favorite singer. He really _____ good voice.
4. My hobby _____ reading novels. I _____ a collection of good novels.

This writing task in the **Extract 1** belongs to the Scaffolding Task which helps students in practicing feature of grammar. This task is considered as C3 (Apply) because in order to finish the tasks students must be able to use the correct form and students must not only apply but also rely on conceptual understanding of the problem and procedure of using be/have (Mayer, R.E, 2002, p. 230)

The second dominant cognitive process is C1 (Remember). There are 20 tasks that belong Remember level. Here is one of the example:

Extract 2

C. PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

skirt : /skɜ:rt /

thought : / θɔ:t /

wonderful : / 'wʌndəf ə l /

pale : / peɪl /

terrific : / tə' rɪfɪk /

appreciate : / ə' pri:ʃiət /

inspire : / ɪn'spaɪə /

tidy : / 'taɪdi /

proud : / praʊd /

fluff : / flʌf /

receive : / rɪ'si:v /

straighten : / 'streɪtn /

wishes : / wɪʃ /

sheet : / ʃi:t /

healing : / 'hi:lɪŋ /

In the **Extract 2**, the students are required to repeat words. The cognitive process in which students required to perform by repeating the words that has been said by the teacher belongs to Remember Level in which the objective is promoting the retention of the presented material in much the same form (Mayer, R.E, 2002, p. 228)

There are two levels of cognitive process that reached the equal percentage which made it as third dominant cognitive processes. Those are Understand (12.12%) and Analyse (12.12%). The “Understand” level requires students to be able to build the connection between new knowledge and previous knowledge. Here is the example of the tasks that belongs to understand level:

Extract 3

Task 3:

Now, read the phrases below. Identify the modifiers. See number 1 as an example.

1. large black stones → size color noun
2. a shallow small lake → _____
3. cold tiny droplets → _____
4. sweet yellow corns → _____
5. powerful small ants → _____

The cognitive process of this task in **Extract 3** is considered as "understand" because the students must be able to identify the modifier. The "Understand" level also occurs when a student determines that something (the modifier) belongs to a certain category (Mayer, R.E., 2002, p. 229)

Here is the example of the task that belong to Analyze level:

Extract 4

Task 1:

Individually, complete the following chart to find out the structure of the announcement above, depending on which announcement you have read.

Parts of the Announcement	Purposes	Details
Opening		
Contents		
Closing		

The cognitive process of this task in **Extract 4** is considered as "Analyze" in which the level involves students to break material into its constituent parts, it also deals with selecting relevant things. (Mayer, R.E., 2002, p.230). In this task

the students must be able to analyze the purpose and the detail of information from Opening, Contents and Closing of the text given.

The fifth dominant cognitive process is Create level. There are 4 writing tasks that belong to the Create level. Here is one of the examples:

Extract 5

Task 3:

Find some information about historical places in your hometown. Write a text about one of those places that interests you most.

The cognitive process of this task in **Extract 5** is considered as “create” because they are required to find information to support the writing and student should generate the information they found about historical places then write it into a form of text. Create involves putting elements together to form a coherent or functional whole. (Mayer, R,E, 2002, p.231)

The least cognitive process appeared in the writing tasks is Evaluate with 2 tasks. Here is the example of the task:

Extract 6

Task 1: *The following text is not written properly. Edit the text to find out the 15 misspelled words so that it makes sense.*

Parker Pearson goes on to explain that the houses neer Durrington Walls were probably occupied at certain times of the yeer when people gatherd for the summer and winter solstices (the longest and shortst days of the year) to celebrate certain religius ceremonies. And in fact, large amounts of pottery and annal bones have been found near Durrington, suggesting that this site was usd as a place for eating and drinking. In contrst, very little pottery has been found in Stonehenge. In addition, almst no human remains have been found at Durrington, but a number of grves have been uncovered at Stonehenge.

Paths from Stonehenge and Durrington Walls to the nearbi River Avon also suggest that the two sites were linkd. At certain times of the year, most of the ded would have been carred down

the road from Durrington and put in the river. Later, remains of the society's rulers would have been brought down the river, carried up the long avenue, and deposited at Stonehenge.

The cognitive process of this task in **Extract 6** above is considered as "Evaluate" because the students should be able to find out the misspelled words, then edit the text and try to make the text connect from one sentence to another. Evaluate also occurs when a student detects inconsistencies or fallacies within a product. (Mayer, R, E, 2002, p.230)

2. How are the distributions of the writing tasks in *BSE Bahasa Inggris Kelas X, Semester 1* in terms of lower-order and higher-order thinking?

This research question is to categorize the distribution of cognitive process in terms of lower order and higher order thinking skills. Shrum, J. and Glisan, E., (2010) determined the first three processes Remember, Understand, and Apply are part of lower order thinking, since the focus is on the information that the learner has learned and Analyze, Evaluate and Create belong to higher order thinking because the learner's processing leads to new insight, discoveries, and also creation which are not part of the original information learnt.

Result indicating the lower order thinking happened in Roohani, Taheri, & Poorzangeneh, (2013) whereas the textbook failed to engage EFL students more in advanced tasks. The similar result also happened in Razmjoo, S. A., & Kazempourfard, E. (2012). They then suggested for the textbook developers to devise the exercises and activities that promote higher order thinking such as

reflective thinking which required student to think about way of coming to a specific answer.

The present study indicates the writing tasks inside the government authorized textbook address each of six level of cognitive process in cumulative hierarchy as regulated in *Permendikbud No. 21 Tahun 2016 tentang Standar Isi* and constructed by Krathwohl (2002). Since the research only focused on writing task of BSE Bahasa Inggris Kelas X Semester 1, the justification can only be conclude around that particular issue in which the tasks does not address the critical thinking as one of graduate standard as K-13 proposed in *Permendikbud No. 20 Tahun 2016 tentang Standar Kompetensi Lulusan* since the Lower order thinking skills are dominated.