

SUBCONSCIOUS MIND AND INFORMATION PROCESSING OF COGNITION IN TEACHING AND LEARNING OF MALAY ESSAY WRITING AMONG STUDENTS

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Abstract: This research is an effort to analyze the application "Subconscious Mind and information processing of cognition in teaching and learning of Malay essay writing among students. This chapter entitled "Subconscious mind and information processing of Cognition in Teaching and Learning of Malay Essay Writing among students" is based on hermeneutic analysis. Hermeneutic analysis a method that is used to interpret text and obtain intrinsic meaning from them. Therefore this research uses hermeneutic analysis as an effective means to teach and learn Malay essay writing. The research question of this study is to identify the application of the subconscious mind and cognition on teaching and learning which will aid students in Malay essay writing. This research involves 60 students and 2 teachers as respondents. Findings show that average category students face a number of problems like lack of confidence while obtaining information from a subconscious mind. Lack of confidence is due to a lack of information on issues regarding exam questions and essay ideas which may not be relevant to the marking format. Student also have difficulties in paying attention during class and are bored with memorizing techniques used by teachers in essay writing. Meanwhile, teachers lack teaching aids while, ICT facilities which are not user-friendly and courses attended by teachers on BM essays writing are limited. Findings also suggest that group study, obtaining information from the internet and increasing reading habits are methods used by students to overcome this problem. Meanwhile, the teachers suggest that increasing the number of teaching aids and conducting free extra classes will increase students achievements. Thus, teachers should diversify teaching and learning (T&L) to promote the thinking process that will increase cognition and obtain information from the subconscious mind. As an implication, the Education Ministry should improve the T&L learning of Malay essays writing as a whole, to ensure that teachers practice activities to increase cognition utilising the subconscious mind among students.

Keywords: Subconscious Mind, Information Processing, Hermeneutic Analysis, Malay Essay Writing.

1. INTRODUCTION

Malay language, is a subject that is important as a focus for students. In fact, Malay language is the official language of Malaysia. Therefore, every student should master BM well (Mohamad Khairi & Asmawati Buhid, 2010).

There are studies showing that there is a relationship between teaching methods and the performance of Malay essay writing among students. Research suggests that a decrease in essay writing performance is due to the weakness of many educators who practice ineffective methods to teach composition.

Subconscious cognition involve the unconscious processing of perception, memory, learning, thought and language (Kihlstrom, 2014). Writing well is a big challenge involving an individual's cognitive aspects. This is because, writing well means cognitive testing of memory, language and the ability to think. In addition, writing well also has to do with the

information elicited from long-term memory. The authoring process is a dynamic one that demonstrates repetitive movement and an overlap of each process with other processes. Therefore, it is recommended that the focus should be more on the process and not the result of composing essays (Suhaimi, 2011).

At the same time, the cognitive domain that is associated with the ability to think is the basis of all domain events. The cognitive domain also has a direct relationship with knowledge (Rajendran, 2002). Thus, writing skills are basic skills which provide opportunities for teachers to encourage students to master higher-order thinking activities that show imagination, feeling, mind, taste (Shahlan, Shalinawati & Saemah, 2013).

2. LITERATURE REVIEW

Writing has been one of the highest concern among school students. Students receive low mark in writing because of a lack of proficiency, vocabulary and anxiety (Al-Khasawneh, 2013). According to cognitive theory, writing is a process that requires the development of skills and avoidance of mistakes when writing essays (Aris, 2014). Cognition in writing is a process of translating ideas in not only text form, but also the production of content to present information to the reader (Mackenzie & Harris, 2015). Cognitive model writing states that information used in writing is unearthing information from long term memory stores (David & Stoke, 2016).

In addition, based on cognitive theory students writing is based on cognitive skills such as memory, memorization and analyze (David, 2009). Cognitive processes help students in essays writing to generate ideas through imagination that exist when writing essays (Donald, 2014). Students also managed to remember old information stored in the subconscious mind to be used again when writing (Samar, 2005).

Subconscious thought is seen as a shadow of conscious thought which control all the action of an individual (Bargh & Gollwitzer, 2001). The success of students in writing depends on their ability to recall past experiences stored in the subconscious mind (Anne, 2016). Among the subconscious processes that occur during writing is remembering and organizing to write essays (Johannes, 2016).

Carl Jung states that subconscious is a storage store that contains memory of a particular matter and individual past experience rather than traumatic trauma that is not to be remembered (Carter & Gilovich, 2010). The memory process is the same as storing information in a computer system. For example, the human mind is just like a computer that stores information. The human mind will process just like a computer by encoding, storing and retrieving information from memory when needed (Robert, 2013).

Experiences stored in subconscious thinking enable students to explore information to write essays based on systematic thinking patterns. Students keep the knowledge they have learned since elementary school. So, when start thinking about writing essay students begin processing information by uncovering information related to the essay to be written. The cognitive process will also catalyze the idea and description from the subconscious mind (Suppiah, Krishnaveni & Fatimah, 2015). Memory is the basis of cognitive processes to all individual behaviors. Memory is also the ability of a person to 'save' what has been learned and re-explore for use in solving problems or giving answers to specific questions. In addition, there are three procedures required in all memory systems, i.e. encoding (the process of providing information to be stored), storage (storing information in memory), and retrieving (find useful information) (Benjamin & Masud, 2014).

Improving cognitive ability of an individual requires systematic training and guidance in producing high-grade essays (Donald, 2014). The subconscious mind in this research is related to information process from memory.

RESEARCH OBJECTIVES:

The research objectives of this study are:

- i) Identify problems faced by form 4 students in learning Malay essay writing.
- ii) Identify measures to improve student achievement in Malay essay writing among form 4 students.
- iii) Identify problems faced by teachers in the teaching of Malay essay writing among form 4 students.
- iv) Identify measures to solve problems faced by of teachers in teaching Malay essay writing among form 4 students.
- v) Identify how well subconscious mind help in enhancing cognition during writing Malay essays among students?

RESEARCH QUESTION:

- i. What are the problems faced by students when writing Malay essays?
- ii. What are the steps taken by the students to improve the achievement of writing Malay essay?
- iii. What is the problem faced by teachers in teaching and learning Malay essays writing?
- iv. What are the steps taken by the teacher to overcome the problem of teaching and learning Malay essay writing?
- v. How well does the subconscious mind help in enhancing cognition during writing Malay essays among students?

METHOD:

This research was conducted through qualitative methods using hermeneutics to analyze the data. Hermeneutics is defined as the process of interpreting text to find meaning in the words written by the respondents in the survey form (Kinsella, 2006).

Hermeneutic method is very useful in exploring meaning, obtaining information and making sense of something that is still not understood as a whole. This method favors the text as study material to understand the characteristic of rational human thought and intentions contained in it (Gallagher, 2004). Hermeneutics is a suitable method for this research due to the focus on the production of text description which may reflect individual experience (Narayan, 2011).

In this research, text written by respondents were analysed through multiple times readings by the researcher with the guidance from hermeneutic instrument specialist in University Pendidikan Sultan Idris. The researcher achieved an understanding of the meaning of a text, namely an essay or record of a questionnaire by reading them deeply. According to Suppiah 2013, this understanding, is called metateks that can give meaning to the original text or the writing of students which is needed to be interpreted to explain the truth. Interpretation for text written by students by researchers is called metateks.

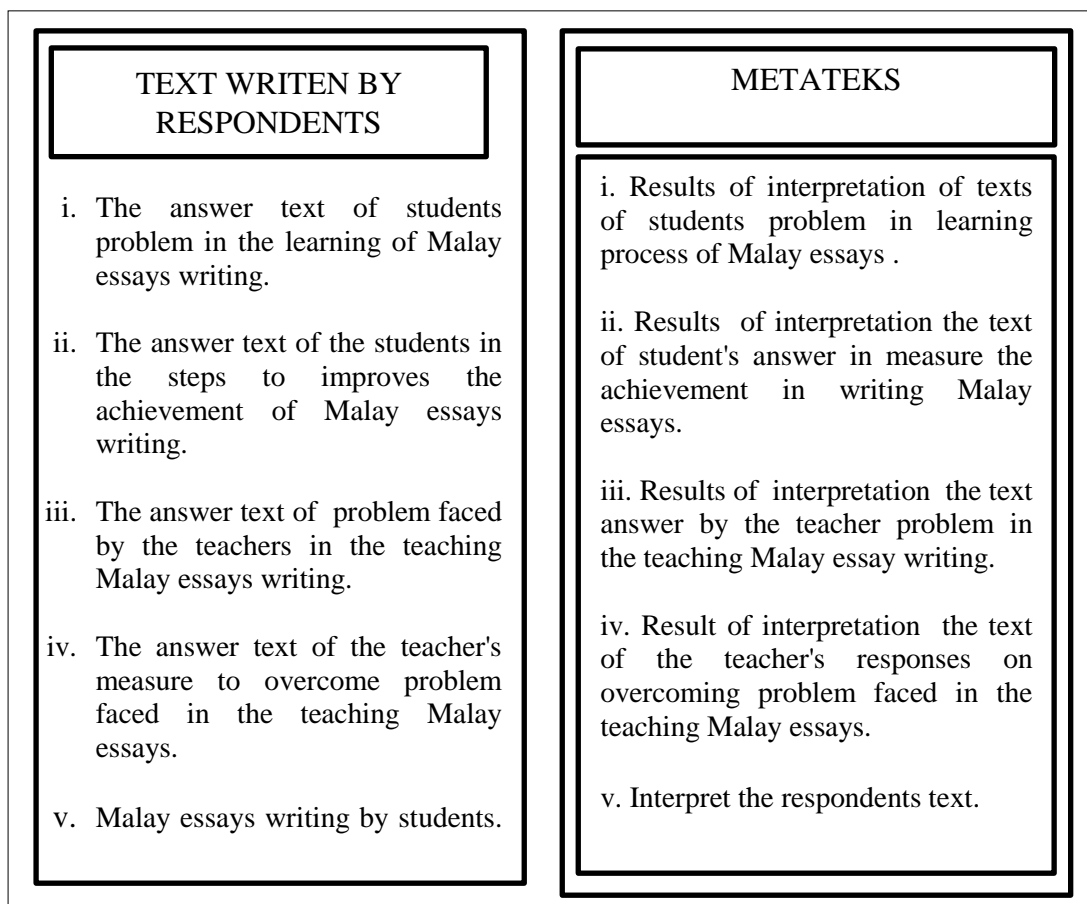


Figure 1.1 Hermeneutic Design (Suppiah, 2016).

The answer text in the figure 1.1 shows that, students problem in the learning of Malay essay writing, the answer text of the students in the steps to improves the achievement of Malay essay writing, the answer text of problem faced by the teachers in the teaching Malay essay writing and the answer text of the teacher's measure to overcome problem faced in the teaching Malay essay writing and analysis Malay essay writing by students.

The data for this research, were collected by a survey form refered to as the students' opinion form, teachers' opinion form and Malay essay writing. All the instruments were validated by instrument specialists who work in the field of education psychology. Students' opinion forms were answer by 40 students, teachers' opinion forms answered by 2 teachers and Malay essays written by 60 students. Proposeful sampling was used to select the sample for this research.

3. RESULTS AND DISCUSSIONS

Based on the findings, the researchers found a variety of substrate that can be taken to improve cognition in the process of learning Malay essay (Hashim, 2005).

Research question 1, is regarding problems faced by the students in the learning of Malay essays writing. The results of anaysis shows that around 16 out 40 students have a lack of concentration during teacher teaching. According to respondent, lack of concentration during teacher teaching is a problem faced by students because of disturbance from friends in the classroom and outside the classroom. A second reason is a lack of ideas for writing essays. Students said they have this problems because they read very little regarding the style of Malay essay writing.

Research question 2, is regarding how students need to improve Malay essay writing to improve their marks. The results of anaysis show that around 27 students believe reading can improve their writing skills. Around 16 studens state that the internet can be used as a tool to improve marks in Malay essays writing.

Research question 3 is regarding problems faced by teachers in teaching Malay essay writing for form 4 students. Teachers state that the school administration has a lot meetings that creates burden for teachers in teaching. Other than that, the syllabus and curriculum for Malay essays writing are not very engaging for students involvement. At the same time, teachers also have difficulties in using ICT facilities to teach Malay essay writing because there is only limited time for teaching and the ICT facilities in the school was not user friendly. Teachers also state that courses organised by the state level education departmen for Malay essay writing are very limited in that teachers receive very limited information regarding writing skills.

Research question 4 is regarding steps for teachers to solve their problems in teaching Malay essays writing. Teachers state they have to ensure students understand the content of the teacing by making the Malay essay writing syllabus of Malay more engaging for students. At the same time, school meetings by the school administration should be held at appropriate times and do not add external burden to the teachers. Teachers should also be given projectors and speakers as tools for teaching. This can make student interested in the subject. Research question 5 is regarding how one's subconscious help students to increase the cognition when writing Malay essays. Students are able to remember information regarding issues when writing essays. They are able to retrieve information from a subconscious level, which involves, long term memory when the writing essays. Student store information in memory when learning. The format of the essay written by each students is similiar to what teachers teach. The cognition processes help students unearth information while thinking in writing essays. For analysing research question 5 hermeneutic method were used which means interpret Malay essays writing text which written by students. Interpreted whether students processing information from memory by learning process in classrooms using the answer scheme given by teacher. Researcher interpreted whether students writing Malay essays using same ideas given by teacher when teaching in classrooms or using own ideas when writing esays. If students writing same as teacher teach its means student have ability to retrieve information from memory (subconscious mind) when writing esays. According to the standard information-processing model for mental development, the mind's machinery includes attention mechanisms for bringing information in, working memory (subconscious mind) for actively manipulating information, and long-term memory for passively holding information so that it can be used in the future. This theory addresses how students have ability to process and respond to the information they received through their senses when writing essays. The theory emphasizes a continuous pattern of development, in contrast with Cognitive Developmental theorists such as Jean Piaget that thought development occurred in stages at a time.

The results of this study evident that there are several important steps that must be taken by all parties to ensure that outstanding issues can be resolved quickly.

Cognition is a mental process that is used by the teachers . Therefore, some things need to be planned and focused for the benefit of all parties and for potential further researchers. The researcher hope that future studies can increase the number of subjects and involve more areas of study to get a better idea of Malay essay writing.

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