Social Cognition in Argumentation Texts of XII Grade Student of SMAN 1 Kuta Utara

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ABSTRACT*: This study examines the social cognition in argumentation texts written by high school students in Indonesia, focusing on the role of knowledge, opinions, attitudes, and characters in shaping the arguments presented. The research employs a critical discourse analysis framework to analyze the texts, highlighting how the students' mental awareness influences the way they construct and present their arguments. The results show that the students use explicit, implicit, and contextual knowledge to ground their arguments, as well as express their opinions and attitudes on the topic of abortion legalization. The analysis also reveals the importance of characters in the texts, such as the mother, women, and government figures, who are directly involved in the issue. The study concludes that the argumentation texts of the students demonstrate a clear structure and use various strategies to strengthen their arguments, reflecting the complex social and cultural dynamics of Indonesia.*

I. INTRODUCTION

High school students can communicate the issues they face by speaking or writing. In the independent curriculum, especially at the high school level, writing argumentation text is one of the activities that can accommodate students' ability to think critically. Writing argumentation text requires the ability to collect, analyze, and evaluate various information and ideas relevant to the topic being discussed. Students must be able to identify claims or opinions that they will defend and compose strong arguments supported by valid evidence or data. In addition, they also need to be able to think about potential weaknesses or counterarguments from different points of view so that the resulting argumentation text can be more robust.

Apart from the essence of the argument, how it is presented also plays a crucial role in strengthening it. Careful selection of words or diction is one of the primary keys to strengthening an argument. The diction chosen can affect the expressiveness of the argument. Specific and sharp words can illustrate concepts clearly and give a deep impression to the reader. On the contrary, using ambiguous or dubious diction can weaken the argument. It can cause confusion or even disbelief in the reader, thus reducing the argument's effectiveness. Therefore, proper word choice is an important aspect to consider when building a solid argument.

In the process of writing argumentation texts, in addition to diction, the influence of social cognition cannot be ignored because the writer's mental awareness plays a vital role in composing arguments. In writing, people generally actively combine their knowledge and understanding of the surrounding social world with their critical thinking skills and intuitively consider social norms, cultural values, and diverse perspectives in their community when constructing arguments. In addition, social cognition also influences the argumentation

approaches and strategies chosen in writing. Awareness of the intended audience is also essential as students strive to convey their message most effectively and relevant to their intended readers or listeners.

II. METHOD AND THEORY

2.1 Research Method

This research uses documentation to produce a checklist as the primary data. The stages in data collection begin with data collection of argumentation texts of XII students from SMAN 1 Kuta Utara. Then, the relevant phrases in the students' texts will be mapped. Furthermore, the checklist was tested and refined based on the determined criteria. The data collection process is done carefully through the examination of the argumentation texts and recording using the note-taking technique to note the use of diction in each text. After the data is collected, the next stage will lead to a critical discourse analysis process using the analysis model proposed by Teun A. van Dijk (1985). The data analysis continues with data selection and segmentation, where the texts will be carefully considered. Then, the analysis will focus on the dimension of social cognition. In this stage, researchers will conduct an in-depth analysis of how the text reflects and interacts with these aspects. The next stage is identifying elements in the text that reflect the basis for the use of diction and the contribution of the author's social cognition to the creation of the text.

2.2 Theoretical Framework

2.2.1 Social Cognition

Social cognition is the stage of the text formation process that serves as a bridge between the phenomenon or event and the discourse text. At this stage, the text is influenced by the mental awareness of the writer and the reader. The writer's mental awareness includes the knowledge, beliefs, and experiences the writer possesses, while the reader's mental awareness includes expectations, interpretations, and reactions to the text. The communication process occurs when the message sent by the writer is received and understood by the reader, thus influencing how the reader understands the text. Several key elements in social cognition need to be considered, such as knowledge, opinions and attitudes, and characters.

2.2.1.1Knowledge

Knowledge in the context of social cognition is a factual belief held by a particular group or culture. The author conveys discourse based on knowledge gained from personal or group experience. Teun A. van Dijk identifies three methods for analysing the manifestation of knowledge in a discourse consisting of explicit expression of knowledge, which refers to propositions that explicitly convey the author's knowledge; implicit knowledge, which refers to propositions that imply specific knowledge or events without stating them directly, and contextual knowledge which refers to propositions that describe events or information generally already known by the reader.

2.2.2.2Opinion and Attitude

Opinions and attitudes include the writer's evaluative views or beliefs towards an event or topic. Authors express their opinions and attitudes through the discourse text. Schematic or storyline analysis is often used to identify the author's opinions and attitudes. In a storyline, opinions and attitudes are usually most evident in the resolution act, where the author concludes or asserts his or her views. Opinions and attitudes can be conveyed directly or indirectly, with the author stating his opinions explicitly or using characters in the story to represent his views and attitudes.

2.2.2.3Character

The third element is the characters, who play a role in the story. These characters are significant because they help the reader explore and understand the story's content through the characters. The characters in the story give a human face to abstract concepts and allow the reader to feel the emotions and experiences described in the text. By understanding these elements, readers can see how social cognition plays a vital role in critical

discourse analysis. Teun A. van Dijk points out that texts are not only shaped by linguistic structures but also by the social and cognitive contexts that underlie the communication between writers and readers.

III. RESULT AND DISCUSSION

This chapter will discuss the results of the research on how the macro structure, superstructure, and microstructure of the argumentation texts of students of class XII of SMAN 1 Kuta Utara, as well as how social cognition in these texts after being observed through the perspective of critical discourse analysis model of Teun A. van Dijk. This analysis will reveal aspects of social cognition that include knowledge, opinions and attitudes, as well as characters that influence the formation and delivery of arguments in the text.

3.1Social Cognition

Social cognition is the bridge of events and phenomena into the process of text formation. In writing argumentation texts, the students of class XII SMAN 1 Kuta Utara channel their consciousness into writing texts in terms of knowledge, beliefs, and experiences. The analysis of social cognition in argumentation texts is divided into three parts, namely knowledge, opinions and attitudes, and characters.

3.1.1 Knowledge

Knowledge in social cognition is a factual belief owned by a person obtained from a particular group or culture. Van Dijk identifies three methods to analyse the manifestation of knowledge in discourse consisting of explicit knowledge, implicit knowledge, and contextual knowledge. The three parts can be seen in the data below.

3.1.1.1 Explicit Knowledge

In critical discourse analysis of social cognition, explicit knowledge refers to propositions that clearly convey the knowledge or information possessed by the author or narrator in a particular text. Explicit knowledge is used in several texts written by students of class XII A4 SMAN 1 Kuta Utara as in the data below.

> In Indonesia abortion is generally not legalized. There are even **articles** of the Criminal Law that emphasize that abortion is illegal. However, the **Reproductive Health Act** legalizes abortion in medical emergencies, such as life-threatening pregnancies and pregnancies resulting from rape, in quotes "unwanted pregnancies".

In the data above, explicit knowledge is conveyed regarding the legal situation of abortion in Indonesia with several bases, the first of which is the author's writing, which explains that, in general, abortion is not legalized in Indonesia by referring to the articles in the Criminal Law that confirm the illegality of abortion. This is an explicit proposition that provides clear legal information on the topic. The author states that exceptions are granted in the reproductive health law despite this. Abortion is legalized in medical emergencies such as those that could threaten the life of the mother or in the case of pregnancies resulting from rape. It is also an explicit proposition that describes the legal exceptions to abortion in certain circumstances in Indonesia. Thus, in this paragraph, the author explicitly conveys knowledge about the legal status of abortion in Indonesia, both in the general context (illegality of abortion) and in the context of specific exceptions (legality in cases of medical emergency or pregnancy resulting from rape). This reflects how the author uses explicit knowledge to construct an argument or narrative about sensitive legal and public policy issues.

3.1.1.2 Implicit Knowledge

Implicit knowledge refers to propositions or statements that are known by the author and conveyed in the text implicitly. Some students' texts utilize implicit knowledge to achieve certain goals as found in the data below.

> Indonesia is a country that is very thick with norms. Even the **norms in Indonesia** can be binding like law because there are so many sanctions and reproaches received for violating the norms themselves. With so many **norms** that exist, people are accustomed to things that are **hereditary**. Things that are not taboo and legal in other countries are not necessarily the same as in Indonesia. There are many things that are not taboo in other countries, but are taboo in Indonesia.

In the data above, implicit knowledge is first reflected in the explanation of norms considered binding, such as the law in Indonesia. It shows that the author understands that social and cultural norms in this country regulate people's behaviour and have significant consequences if violated. The word binding implies that these norms apply as social rules and have significant legal implications. Implicit knowledge is also seen in the recognition that Indonesians tend to be accustomed to values passed down through generations. This shows that the author understands that traditions and values passed down from generation to generation greatly influence the views and behaviours of society in general. Without directly mentioning it, the author conveys that these norms play an essential role in shaping the identity and culture of Indonesian society.

Furthermore, the author also alludes to the differences in views on what is considered taboo in Indonesia compared to other countries. This implicit knowledge illustrates that social and cultural values vary significantly between countries. The author implies that what is considered normal or legal in one place is not always the same as what is practiced in another. This can be a source of differences in people's attitudes towards various social issues. The author indirectly brings the reader into the complexity of Indonesia's social and cultural dynamics by incorporating her implicit knowledge into the text. The author highlights how norms and traditions can shape mindsets and behaviours without explaining every specific detail or event in detail. This shows that implicit knowledge helps convey information about more profound and complex social life, allowing the author to portray cultural realities more subtly and comprehensively.

3.1.1.3 Contextual Knowledge

Contextual knowledge refers to propositions that describe events or information that is generally already known by the reader. Some points in the essay texts of students of class XII A4 SMAN 1 Kuta Utara use contextual knowledge in their writing with various purposes.

> **Abortions are usually performed by women who are victims of rape.**

The data above demonstrates an aspect of contextual knowledge as it reflects commonly accepted understandings in society related to the practice of abortion and its underlying causes. The sentence summarizes the situation in many countries where abortion is a controversial issue. Society generally understands that abortion often occurs in the context of unwanted pregnancies, including in cases of rape. This reflects the generally recognized social reality that women who have been raped are more likely to choose abortion as a response to such traumatic and unwanted circumstances. It also reflects contextual knowledge as it follows the familiar narrative of abortion as a complex issue closely linked to women's reproductive rights. In many societies, there is an awareness that abortion is often a difficult choice that women must face in certain situations, including in cases of coercive sexual violence. Furthermore, the statement reflects a social consensus on the common cause of abortion, namely unwanted pregnancies resulting from rape. This suggests that the sentence conveys information and contains knowledge embedded in the social and cultural context that influences views and policies on reproductive rights.

3.1.2 Opinion and Attitude

Opinion and attitude refer to the beliefs held by the writer which are written into the text produced. The elements of opinion and attitude shown by the students of class XII SMAN 1 Kuta Utara towards the issues raised in the argumentation text show diverse views.

> **In my personal opinion**, I would rather have an abortion than have the child born abandoned because they are not ready to be parents. Abortion should also be done when the mother's life is at stake and endangered. Abortion also benefits victims of rape, because with abortion, rape victims can easily get an abortion when they are not ready to become parents.

In the data above, the author starts with a personal statement by stating *In my personal opinion*, clearly indicates that the view to be conveyed is subjective. This establishes that the argument outlined is the author's perspective. The writer expresses personal choices and values by stating that she would rather have an abortion

than allow a child to be born abandoned due to unpreparedness for parenthood. This is an opinion based on the author's personal view of parental preparedness and the consequences of not being prepared. The author also states the specific circumstances in which she feels abortion is necessary, namely when the mother's life is at stake and endangered. This statement reflects the author's opinion, emphasizing the importance of saving the mother's life in high-risk situations. The author also argues that abortion benefits rape victims because it helps victims who are not ready to become parents. This shows the author's personal views on how abortion can serve as a solution in certain situations involving trauma. Finally, the author states that abortion provides rape victims with the convenience of not becoming parents if they feel they are not ready. This statement emphasizes the author's opinion regarding the ease that abortion offers victims in dealing with difficult situations. Overall, the analysis of this paragraph shows that subjective views and judgments about abortion dominate the author's argument. Each point expressed in the paragraph is an opinion that reflects the author's perspective on the topic.

3.1.3 Character

Characters in social cognition analysis refer to the parties who have a stake shown in the text. In the argumentation text of students of class XII A4 SMAN 1 Kuta Utara, there are characters who are shown to have a stake in the topic discussed. Some of these characters can be seen in the data below.

Legalizing abortion will have a huge impact. Abortions are usually performed by women who are victims of rape. The provision of legalization of abortion against pregnancy due to rape is strengthened in Article 31 paragraph (1) and (2) of PP 61/2014 which, among others, states that abortion can only be done based on pregnancy due to rape and can only be done if the gestational age is at most 40 (forty) days calculated from the first day of the last menstruation.
The conclusion that I can draw is that abortion in Indonesia must indeed be legalized and **the perpetrators** involved punished according to their actions.

The data above discuss the legalization of abortion in the context of rape pregnancies and emphasize the importance of punishment for perpetrators of rape. The character of the perpetrators refers to those who commit the crime of rape. This paragraph explicitly places the perpetrators as responsible and punished accordingly. The author mentions that abortions are often performed by women who are victims of rape. This suggests that pregnancies resulting from these criminal acts are one of the main reasons to consider legalizing abortion. The author concludes that abortion in Indonesia should be legalized in cases of rape, and the author emphasizes that perpetrators involved in rape should be punished accordingly. Thus, the author not only supports the legalization of abortion for rape victims but also emphasizes the importance of law enforcement against sex offenders.

IV. CONCLUSION

The critical discourse analysis of the argumentation text of class XII students of SMAN 1 Kuta Utara on the legalization of abortion in Indonesia shows that the macrostructure of the text consists of an introduction, position statement, central part, and counter-argument part. The introduction includes the introduction of the issue, background, and purpose of the argumentation. The body of the text consists of various supporting arguments based on moral, ethical, legal, health, social, and economic aspects. The closing section includes a conclusion that summarizes the main points that have been made.

Analysis of the social cognition of the argumentation text shows that explicit, implicit, and contextual knowledge are used to ground the situation regarding the issue discussed and strengthen the argument presented. Students' opinions and attitudes towards the topic of abortion legalization are also seen in the text, as well as some of the characters described as being directly involved in the issue, such as the mother, women, and government figures. Thus, this critical discourse analysis shows that the argumentation texts of class XII SMAN 1 Kuta Utara students have a clear structure and use various strategies to strengthen the arguments presented.

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