

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data, the conclusions could be stated as the following:

1. The cognitive process took place in female students and male students was different. The male cognitive process in writing that occurs are are: 1) generating, 2) organizing, 3) translating, 4) goal setting and 5) reading. Meanwhile, the female cognitive processes in writing that occurred are: (1) generating, 2) organizing, 3) goal setting, 4) translating, 5) reading, and 6) editing.
2. The cognitive process in writing of different gender had a different and similarity. The differences occurred in the first step and in the last step of writing process. The male students tended to generate the ideas from the long term memory by the knowledge of the topic and stored writing plans through brainstorming and the result of that brainstorming were organized by outlining based on the generic structure and then read it as setting goal. In developing ideas, they wrote the ideas by following the generic structure such as thesis, argument, and conclusion. In the process of writing they did reading and editing words and sentences have been arranged well. In the end of their writing, they tended to read their writing result to make sure. While the female students had different way with male students where in the planning process, they generated the ideas by brainstorming then, they developed the points by outlining the ideas and the ideas were improve the quality by reading and

revising the ideas. In the translating process, they tended to develop their writing by structuring it based on the argumentative generic structure without reading and editing because they tended to write it fluently. In reviewing, they did reading the text to check all words and sentences. In addition, they revised the error words and sentences which were found.

3. The cognitive processes of the two genders had similar and different cognitive process way so they have similar and different reason and factors that affect their mind to write the way it does too. In the planning stage, they have similar factors affecting their cognitive process in constructing it. Those factors are L1 writing ability, writing strategy and working memory capacity. L1 writing ability was used as the basic in constructing the writing argumentative text. The writing strategy was used by them in order to write the writing easily because it was a guide for them to write the argumentative writing. This writing strategy was pushed by working memory capacity which stored in their mind. In the translating stage, their cognitive process affected by L2 language proficiency, writing strategy and working memory capacity. Their L2 language proficiency which stored in their memory about the argumentative was applied in their writing so they tended to write based on the generic structure. Meanwhile in the reviewing stage, male students didn't active editing process of their cognitive process due to they thought that it just completed the researcher's task so they weren't care about it. While the female students tended to review by reading, checking, and revising their writing. Their cognitive process affected by their L1 writing ability, L2 language proficiency and pushed by their working memory capacity.

5.2 Suggestions

In line with the conclusions, the suggestions are offered as follow:

1. Dealing with the cognitive process found between male and female in writing argumentative text are different, it is highly suggested to the students in order to have the scientific writing training about the argumentative text supported by their teachers at school. It aims to increase the students' ability in building the specific cognitive process in their mind when they write the argumentative text so they have same perspective activating their cognitive process in writing. And in teaching this topic, teachers must use the different way in approaching the students due to the students between male and female tend to have different types of the cognitive process in their mind in writing argumentative text due to the difference ability in their brain.
2. Referring to the problems that the students faced in writing argumentative text such as grammar, vocabulary, and diction so they affected the cognitive process of them in writing. It is suggested to the teacher in order to facilitate the students by teaching a new method in structuring good sentences grammatically and make a pocket dictionary to enrich their vocabularies. It is like a mini dictionary which can be put in the pocket and can be brought wherever the students go. The two things can help the students to lessen the problems in their writing argumentative text so they don't stuck and silent thinking in choosing the diction and link each sentences.
3. It was reported that the factors affecting the cognitive process were three factors. It is suggested to the further researcher to use more variant topics

given to the subjects, consider the subject's cultural and personality factors in the ways of the cognitive process to enrich the findings of the cognitive process of different gender in writing argumentative text.

