

ABSTRACT

Sihombing, Essiana Ketty, Registration Number 2203321002, Cognitive Process of Male and Female Students in Writing Narrative Text by the Eleventh Grade Students, A Thesis, English Educational Program, Faculty of Language and Arts, Universitas Negeri Medan, 2024.

This research aimed to find out 1) The cognitive processes of male and female students occurred in writing narrative text and 2) The manners of cognitive process of male and female students in writing narrative text. The research was done by using descriptive qualitative design. The data sources of the research were the 5 male and 5 female students grade eleventh of SMA Negeri 1 Medan. The instruments for collecting data were Think Aloud Protocol (TAP) and retrospective interview. The data were analyzed by using Miles, Huberman and Saldana theory which are consisted of four activities such as data collection, data condensation, data display, and conclusions drawings/verification. The results of this research showed that 1) there were similarities in the cognitive process in writing narrative texts for male and female students in: generating ideas, setting goals, translating, rereading, and editing the final work. While the difference was in the cognitive process of organizing. 2) the manner of cognitive processes of male and female students in narrative writing showed some differences in translating. During the translating process, males were more active in developing their drafts by frequently revising and modifying the initial sentences. In contrast, females prioritized efficiency over intensive drafting. Specifically, females translated ideas directly into drafts without extensively reviewing or editing their work. They aimed to complete writing tasks expediently without taking time for revision.

Keywords: *Cognitive Process, Students, Writing, Narrative*

