

## Chapter V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

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

5.1.1 The Cognitive process taking place in students of Natural Science and Social Science is different. The difference occurs in the three stages; in planning, translating, and reviewing.

5.1.2 The cognitive processes of the students of the two majors were different because they have different ability in the proficiency of writing ability, language proficiency related to L2 oral expression ability, L2 vocabulary comprehension ability, and L2 discourse comprehension ability.

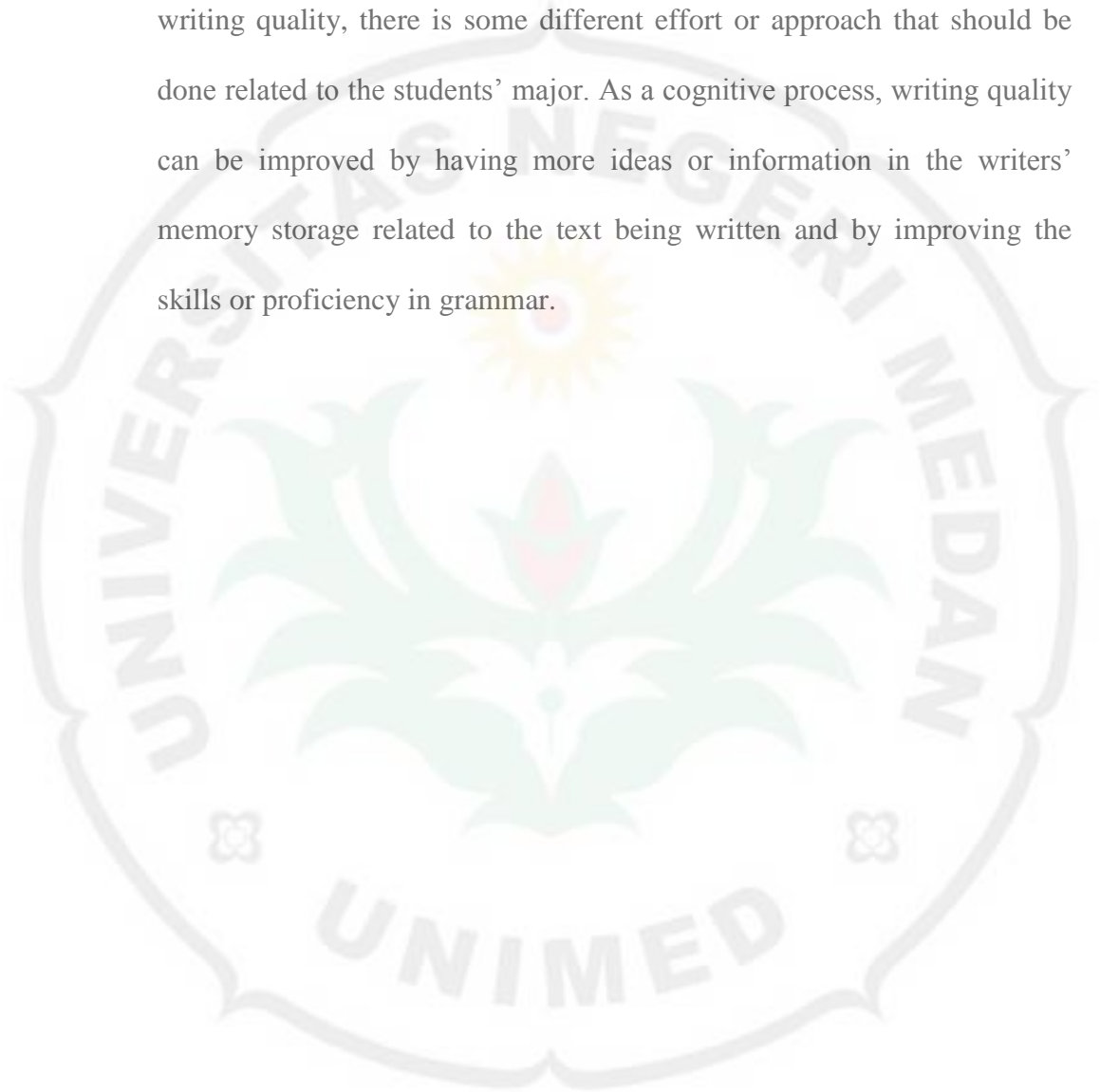
#### 5.2 Suggestions

Based on the above conclusions, there are some suggestions are listed:

5.2.1 The teacher should encourage students to make full use of their L1 writing ability and expertise and writing strategies to facilitate their L2 writing to both students of the two majors. Due to the differences in rhetorical features of the two languages, teacher should introduce the English rhetorical features in the class especially argumentative text.

5.2.2 Based on the result findings, writing is influenced by cognitive processes of the students of different majors. This reality indicates that in improving

writing quality, there is some different effort or approach that should be done related to the students' major. As a cognitive process, writing quality can be improved by having more ideas or information in the writers' memory storage related to the text being written and by improving the skills or proficiency in grammar.



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