

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the analysis, the conclusions as stated as follows:

1. The subject of cognitive process in prewriting phase are different from the experts' statement in the theory. The cognitive process was especially relate to the writers' claim. In the cognitive process of prewriting phase, the subjects use four cognitive process instead of which is propose by Kellog (1986). The four cognitive process consist of: (1) creating ideas by retrieving information from prior Knowledge, (2) creating sporadic ideas, (3) stating pre-claim and (4) creating claimless ideas. The strategy which the subjects use in doing the cognitive process is interactional strategy.
2. There are four reasons why the cognitive process in prewriting phases should be applied, they are: (1) The subjects have misconception of argumentative writing, they may think that writing argumentative writing does not need reasons, empirical evidences to support their claim.(2) The subjects do not realize or do not have the knowledge the generic structure of argumentative, and consequently they just list what ever coming up in their mind. (3) The subjects do not realize that in argumentative writing, the writer should talk the controversial part of the topic, and consequently they just write their opinions as if they were explaining something; not arguing something. (4) The subjects do not know that they have to state explicitly their standing point towards an issue and provided the reasons, facts, and emvirical evidences to support their claim. Consequently, the

formulation of their standing points is not explicitly stated in the form of claim but preclaim.

5.2. Suggestion

In relation to the conclusions, suggestion are offered as the following:

1. For education field
 - a. Students are suggested to have cognitive process in prewriting phase of argumentative writing for their specific claim and knowledge so that their writing achieves the goal of argumentative writing.
 - b. Lecturers, especially those who teach writing skill as a productive skill, are suggested to include the material of cognitive process in writing, and train the student to have good prior knowledge and ideas so that their students are able to enhance their argumentative writing through good prewriting phase
2. For further researcher.

Further researchers are suggested to use more variant topic and genre given to the subjects, consider the subjects' cultural factors and another genre to find the cognitive process in order to enrich the findings of cognitive process in prewriting phase.