

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

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

1. The result of data analysis in students' writing showed the cognitive processes of tenth-grade students in writing. In the planning process, the students chose a title based on the topic given about tourist attractions and historical buildings before doing the planning process. Then, the students composed an outline descriptive text and there are two students composed mind mapping and an outline in planning process. The cognitive processes of tenth-grade students in the translating process showed the students developed their outlines into paragraphs. The students transformed their ideas based on the generic structure of descriptive text referred to the outline that they made in the planning process. The students wrote the first sentence and chose main idea in topic sentence and then the students wrote supporting sentences. Moreover, the students should end the paragraph by summarizing the ideas presented in the topic sentence. However, the students did not conclude the paragraph by presenting a restatement that strengthened the description in the paragraph. Overall, the students attempted to write better based on the paragraph structure, despite committing certain language usage and mechanics errors at the translation stage and supporting sentences that did not match the topic sentence in conveying the title description in the description paragraph. Then,

the cognitive processes in reviewing process of the students revised their translating process. The students' tried to find an error in their text. The researcher reviewed the students' reviewing process based on language use and mechanics aspects. However, it showed that the students still had errors in their text because the students still lack of comprehension language use and mechanics aspect in writing a text.

2. The result of data analysis in an interview with tenth-grade students at SMAS Amir Hamzah Medan showed the reasons for tenth-grade students' cognitive processes in writing. The reason for tenth-grade students' cognitive processes in the planning stage was the students' habits of how they usually think about organizing their writing by determining the title and subject skills of composing an outline descriptive text. The reason of tenth grade students cognitive processes in the translating stage were the different abilities to think in constructing sentences into text structures of descriptive text, namely identification, and description. Then, the students faced difficulties, namely a lack of vocabulary in the translating stage. The reason of the cognitive process of grade tenth students in the reviewing stage were the students had the awareness to rethink their results by reading and reflecting on the text they had written and they revised errors in the text to ensure the results of their writing.

B. Suggestions

Based on the findings of the study, there are some suggestion which might be useful for English teachers, students, and further researchers as follows:

1. For the teachers, the teachers are advised to pay more attention in teaching writing and the teacher can use this study to be reference and insights regarding the cognitive processes of tenth-grade students in writing. This study will also provide teachers with information that it will help to develop English teaching, especially in developing the cognitive processes of tenth-grade students in writing.
2. For students, the tenth-grade students of SMAS Amir Hamzah Medan are suggested to be carefull and pay attention more to the writing they write. They should had understanding about composed a text appropriate and they should had a good understanding the planning, translating and reviewing before and after wrote a text. As cognitive processes, writing quality can be improved by having more ideas or information in the students thinking process related to the text being written and the student need to improve their skill based component of writing.
3. To other researcher, the result of this study can be used as relevant study to conduct research about cognitive processes in writing a text.