

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

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

1. The cognitive process took place in male and female students was different in stages of planning.

a. The cognitive processes that occurred during the writing process of male students were: (1) In the planning stage, five male students (AO, MF, SD, RA, and RF) generated ideas to start developing their plan. Four of these students (AO, SD, RA, and RF) then organized the ideas, while one student (AO) set a goal for his writing. (2) In the translating stage. During the translating stage, all five male students (AO, MF, SD, RA, and RF) worked to translate their writing plan into a draft. (3) In reviewing stage. This stage consists of reading and editing subprocesses.

Three of the male students (AO, MF, and RF) read their final text as part of the reviewing. Meanwhile, only one male student (MF) edited his final text.

b. The cognitive processes that occurred during the writing process of female students were: (1) In the planning stage, five female students (NI, SN, ZS, KN, and CD) generated ideas. Then, three of these students (NI, SN, and KN) organized the ideas, while one female student (NI) set a goal for her writing. (2) In the translating stage, all five female students

(NI, SN, ZS, KN, and CD) translate their writing plan into draft. Finally, (3) In the reviewing stage, three of female students (NI, ZS, and KN) read their final text, while there was only one female student (NI) who edited her final text.

2. The manner of males and females cognitive process in writing narrative text had differences and similarities. Similarities in the cognitive process methods occur in male and female students, namely at the prewriting, first draft, and subsequent drafts stages. Meanwhile, differences were seen in the number of students who activate this cognitive process manner. This can be seen in the activation of the cognitive processes of organizing and translating which were more often carried out by male students. Based on the results found, it can be concluded that the cognitive process manner used by male students were more oriented towards outlined ideas plan activities and reading and editing activities during translating ideas into written form compared to female students.

## **B. Suggestions**

In line with the conclusion, the researcher would like to provide some suggestions as follows:

1. This study found that male and female students rarely engaged in the cognitive processes of organizing ideas, setting goals, and reviewing/editing as part of their writing process. Therefore, it is suggested that teacher in order to provide structured guidance and

planning guides to help each student improve their abilities in these parts. Conducting regular evaluation and feedback will help monitor students' cognitive development. Teaching methods should be adapted to each students' abilities, such as demonstrations, exercises, group work, and examples. The aim is for students to progressively develop the ability to plan their writing independently, with teacher guidance.

Students sometimes have trouble writing stories because they struggle with grammar, vocabulary words, and making a good plot. It is suggested to the teacher in order to check each student's weaknesses separately. Then help them with just what they need work on. One good way is to teach important parts of stories through fun activities. For example, teachers can show good examples for students to copy. Partners editing each other's drafts focusing on grammar rules, word choices, and how the story goes also helps. Doing activities like this will help students learn how to properly write their own stories.

2. For other researchers, the results of this study can be used as a relevant study to conduct research on cognitive processes, especially in male and female students. It is recommended that further research focus on comparing the cognitive processes of students based on age and academic achievement.