



**THE COGNITIVE PROCESS OF DIFFERENT GENDER IN WRITING  
NARRATIVE TEXT AT PRIVATE ISLAMIC SENIOR HIGH SCHOOL  
AL-WASHLIYAH TEMBUNG 2017/2018 ACADEMIC YEAR**

***A SKRIPSI***

***Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic  
University of North Sumatera Medan as a Partial Fulfilment of the  
Requirements for the Degree of Sarjana Pendidikan***

**By:**

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**34.14.3.015**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN**

**2018**



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**MEDAN**

**2018**

Nomor : Istimewa

Medan, 30 - Juni-2018

Lamp : 6 (Enam) sks

Kepada Yth;

Prihal : Skripsi

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Assalamualaikum Wr.Wb

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**Judul : “The Cognitive Process of Different Gender in Writing Narrative Text at Private Islamic Senior High School Al-Washliyah Tembung 2017/2018 Academic Year”**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalam,

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## **PERNYATAAN KEASLIAN SKRIPSI**

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 30 Juni 2018

Yang Membuat Pernyataan

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## ABSTRACT

**Anggi Ramahdani. The Cognitive Process of Different Gender in Writing Narrative Text at Private Islamic Senior High School Al-Washliyah 22 Tembung. A Skripsi. Department of English Education. Faculty of Tarbiyah and Teachers training. State Islamic University of North Sumatera Medan. 2018**

*Keywords: Cognitive Process, Students of different gender, Writing and Narrative.*

The purpose of this study is to describe the cognitive processes of students in writing narrative text. The subjects were thw students of MA Al-Washliyah 22 Medan Tembung from two different genders; they were three female students and three male students. It was descriptive qualitative research designs of which instrument are both writing elicitation and interview. The research administered writing test to the subjects with five various topics in narrative form. A retrospective interview was conducted to the students after analyzing their narrative writing in order to get the subject's cognitive process taking place during the writing of their narrative text. The results of the data analysis showed that the cognitive processes of the students of the two genders were different . The male cognitive process in writing that occurs is in the three stages: (a) selecting the title of the text, (b) organizing the ideas, and (c) translating the text. Besides, the female cognitive process in writing that occurs is in the three stages: (a) organizing the ideas, (b) developing the ideas, and (c) reviewing the text. The cognitive process in writing happen with different process and different reason why does the cognitive process happened the way it does.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise be to Allah, Lord of the worlds, who has given His loving and blessing until he writer can finish her Skripsi. Peace and gratitude may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

This Skripsi is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

The researcher is fully aware that this skripsi can not be finished without other people's help. Therefore, in this opportunity she would like to express her deep gratitude to the following people:

1. Prof. Dr. H. Saidurrahman, M.A, the Head of State Islamic University of North Sumatera Medan.
2. Dr. Amiruddin Siahaan, M.Pd, the Dean of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera Medan. Dr. Sholihatul Hamidah Daulay, S.Ag. M.Hum, the Head of English Education Department
3. Dr. Didik Santoso, M.Pd an adviser I, for his time, valuable guidance, helps, correction, suggestion, and kindness during completing this skripsi.
4. Maryati Salmiah, S.Pd, M. Hum., as an adviser II, for her time, valuable guidance, helps, correction, suggestion, and kindness during completing this skripsi.

5. All lecturers of The Department of English Education who always give their motivation and valuable knowledge and also unforgettable experience during her study at Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera Utara.
6. The writer's parents, Andayani and Roswita Indah Wiya Harahap, and also her sister, her nephew, and her aunt, Danini, Al-Husein Tarendra, Dra. Liza Sari Harahap who have given the greatest love, prayer and everything to support her.
7. The writer's beloved friends Sahri Ramadhan Ritonga, Anisa Arlia Putri, Ade Mentari, Ainul Mardiah, Sri Rahayu, Cikita Rahmadani, Atika Arfah, Aida Saputri, Mutiah and all my classmates of PBI-2 Department of English Education for all of the kindness, friendship, happiness, support, love and never ending humor.
8. Everyone who has helped her in finishing the skripsi and whose names cannot be mentioned one by one.

Finally, the writer realizes that this skripsi is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, March 2018

Anggi Ramahdani

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The national goal of teaching English in Indonesia is to develop the students' ability in communication both in oral or written form. Of all the four skills, writing has become more important in the era of Teaching English as a Foreign Language (TEFL). Writing as one of the language skills must be taught in English classes especially Senior High School students. Through the teaching and learning of writing the students are expected to be able to produce a text well. This is in line with the objective of writing instruction in Senior High School, to develop the students' writing skill in order they can write into English effectively and accurately.<sup>1</sup>

Cognitive process of writing is the act or process of knowing in the broadest sense; specifically an intellectual process by which knowledge is gained from perception or ideas. The process of writing is influenced by cognitive abilities. During the writing, there are some mental process taking place in the student's mind : planning, translating, and reviewing. Dealing with theory, it was also found that while writing a narrative text, cognitive process of the students occurs in planning, translating and reviewing. The cognitive processes of the students of two genders were different in planning, translating and reviewing.

Different people have different perceptions about something, so, they also have different way in writing idea or opinion. Gender differences make different

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<sup>1</sup> Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press. 2007), p. 114

language in conveying the ideas . It means that every people have different ideas about something, especially men and women have different way in convey their ideas based on their perception or experience.

There is verse that state the existence of different gender that be stated in Al-Quran that is:

Surah An-Nisa: 32

لَا وَ تَتَمَنَّوْا مَا فَضَّلَ اللَّهُ بِهِ بَعْضَكُمْ عَلَى بَعْضٍ لِلرِّجَالِ نَصِيبٌ مِّمَّا كَتَبْنَا لِلنِّسَاءِ مِمَّا نَصِيبٌ  
اِكْتَسَبْنَ وَاسْأَلُوا اللَّهَ مِنْ فَضْلِهِ إِنَّ اللَّهَ كَانَ بِكُلِّ شَيْءٍ عَلِيمًا (٣٢)

The meaning: “Do not covet what Allah has conferred more abundantly on some of you than others. Men shall have a share according to what they have earned, and women shall have a share according to what they have earned. Do ask of Allah his bounty. Allah has full knowledge of everything”.

From this verse above, it can take the point that male and female have different characteristics. Male and female have their own advantages and disadvantages. It can be showed from something they do. It is like how they think, act, talk, etc.

For a week, the researcher has practiced teaching English at Madrasah Aliyah Al-Washliyah Medan it is a private Islamic high school. Normally, they are highly motivated to learn any subject at school including English. For grade XI students, they are taught by one English teacher. Anyway, through researcher’s teaching experience as an English teacher there, she senses there is a gap between male and female students to achieve basic and standard writing ccompetencies. She finds that male and female students in classroom learn in gender-specific ways. She

always finds that female students write better than male students in English writing.

From her everyday observation of her students, it was found that the major problem the students encountered, other than the language barrier was idea generation. She found in the students assignment that male write only a few line and it jump to the point and it was difficult for the male students to accomplish their writing task. Most of them would rather copy from other sources than write themselves or only have fewer words to write whenever they are asked to write an essay. But it doesnt happen at female students, they always do the task well even it's not all finish it.

All of the students of Senior High School have different cognitive process, especially between male and female students. Cognitive process is something happening in the student's mind. However, there is an evidence or tendency that female students are smarter than the male students. Most of people or even the teachers themselves belief that the average of female students are better especially in writing than the average of male students. They propose that female students will have best quality in writing than the male students do. We could see that the problem did not lie in the cognitive abilities of the female students are better than male students have. However, it is caused of the different way of their cognitive process of processing something. The ways they express their ideas is not similar and depend on their characteristics.

According to Halpern in Berminger argued that females achieve better scores in verbal tests and are superior in both fluent speech production and writing.

Strong evidence of gender differences in text quality can be found in national writing proficiency assessments that have been conducted in many countries with thousands of students from elementary grades to high school. Students were asked to write essays that were evaluated holistically, and in these studies text quality scores showed a disparity between genders, favoring girls. In the United States, achievement in writing. Student's essays are evaluated on the basis of their ability to accomplish the specific purpose of the text, according to the convention of written English. The latest Nation's Report Card, published in 2008, shows that girls in the 8th and 12th grades achieved higher scores in all writing tasks.<sup>2</sup>

National writing surveys show that girl write better compositions than boys, and this result is consistent with many research findings. In particular, at elementary school, girls's essays, evluated holistically by taking into account assential content, referential cohesion, syntactic complexity, lexical richness, and syntactic and orthographic accuracy, received higher scores fot text quality than those written by boys .The results showed that females outperformed males, attaining better scores in all grades and genres.

In a study conducted with high school students, Gyagenda and Engelhard confirmed the superiority of females in writing. According to Jewell & Malecki in keeping with these findings, other studies have shown that females are often more fluent than males. In these studies girls at elementary and middle school levels achieved better scores in all thee production-dependent measures of curriculum-

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<sup>2</sup> Virginia Wise Berninger. *Past, Present, and Future Contributions of Cognitive Writing Research to Cognitive Psychology*. (Hoboken: Taylor & Francis, 2012), p. 155-156.

based measurement (total words written, words spelled correctly, and correct writing sequences).

The ability to comprehend narrative is a fundamental aspects of human decision making and social interaction. It is also an ability that we expect the educational system to impart to students during their schooling. There is a national expectation that students become able to comprehend and think critically within a domain. On the other hand, narrative text is kind of text in which the process to use our imagination to think outside of the box and craft unique and to foster creativity.<sup>3</sup> As students move through grade school and begin to focus more on informative and argument writing, they should be able to incorporate some of their story-telling abilities. An informative paper full of a list of facts and statistics is much more engaging when the writer is able to relate that information in a narrative way.

As the previous research by Reni Sapitri about the cognitive process of the students in writing argumentative text, the writer is interested to do a research based on senior high school students of different gender, the female students and male students in writing argumentative text. It is assumed that the student from both gender have their own way in expressing their ideas in writing argumentative text as their different own intelligence.

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<sup>3</sup> David Herman. *Basic Elements of narrative*. (United Kingdom: A John Wiley & Sons, Ltd, 2009),p.1-2.



## **B. Research Question**

In relation to the background, the problems are formulated as the following:

1. What cognitive process of different gender occur in writing narrative text?
2. How does the cognitive process of different gender occur in writing narrative text?
3. Why does the cognitive process of different gender occur in writing narrative text is the way it does?

## **C. The Objective of the Study**

1. To find out the cognitive processes of different gender in writing narrative text.
2. To describe a cognitive process of different gender in writing narrative text.
3. To find out the reason why a cognitive process of different gender occurs in writing narrative text.

## **D. The Scope of the Study**

The scope of the study is the cognitive processes' theory; cognitive processes based on the students gender which consist of Female and Male. Cognitive processes' theory is related with the act or process of knowing in the broadest sense; especially an intellectual process by which knowledge is gained from perception or ideas. The theory of writing is elaborated with the theory of narrative text. Thus, this study focused on the proving whether different gender effectively affected cognitive processes of the students in writing narrative text.

### **E. The Signifiiances of the Study**

The finding of the study are expected to be useful for theoretically and practically. Theoretically, the researcher finding is expected to be a contribution for those who wants to carry out further study in relation with cognitive process, particularly in writing narrative text and can be as a reference in order to seek further information dealing with cognitive process in writing of different gender. This study is expected to be able to provide valuable information for those who want to study more about cognitive process in writing narrative text. Practically, since this study focused on students of different gender, female and male of their cognitive process in writing narrative text, this study hopefully will help the students both female and male to construct an effective narrative text by using their individual writing process in appropriate context of genre. The teacher should concern of these differences; they can help learners of the both gender in different ways in writing a text by concentrating on learners' characteristics and provide successful learning situations.

## CHAPTER II

### THEORETICAL ORIENTATION

#### A. Theoretical Orientation

The theoretical orientation of this research will be based on the topic which has been posed above. The theoretical orientation is developed into four main aspects. Cognitive process in writing narrative text, models of cognitive process in writing, process of cognition in writing, and gender difference.

##### 1. Cognitive Process in Writing Narrative Text

According to Bein, cognitive process is any mental process used by an individual to retain, retrieve, use, connect, or manipulate information. The mental process are all the things that individuals can do with their minds. This include perception, memory, thinking (such as ideation, imagination, reasoning, etc), emotion<sup>4</sup>. It is also stated by Jaehyun park that cognitive process means an operation that affects mental contents such as the process of thinking. Thinking brings together information to link the various parts into something comprehensible<sup>5</sup>. And Vivian also stated that cognitive process is the concepts of knowledge and the way individuals use that knowledge<sup>6</sup>. So, it can be concluded that cognitive process is any mental process used by an individual to retain, retrieve, concept the knowledge, manipulate the information.

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<sup>4</sup> Bein Seipel, *The Need, Use, and Future of Cognitive Diagnostic Assessments in Classroom Practice*. (USA: University of Wisconsin, 2018), p. 23

<sup>5</sup> Joehyun Park, *Emphirical Research Methods for Evaluating Affective Satisfaction of Consumer Products*. (South Korea: Pohang University Press, 2015), p. 9

<sup>6</sup> Vivian Johnson, *Handbook of Research on Human Cognition and Assistive Technology: Design, Accessibility, and Transdisciplinary Perspective*. (USA: Hamline University Press, 2010), p. 7

In Holy Al-Qur'an cognitive process also one of the important activity that always used by people in our everyday life. And there is verse that state the existence of cognitive process (thinking) that be stated in Al-Quran that is:

Surah Az-Zumar: 18

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ ۗ أُولَٰئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ ۖ وَأُولَٰئِكَ هُمْ الْأُولِيَاءُ

The meaning: “Those who listen to the word, then follow the best of it. Those are they whom Allah has guided, and those it is who are the men of understanding”

From the verse above, we can conclude that understanding or process of thinking is very important, whether Allah order us to listen (something that we must obey). So, we must think what the meaning of the words. From the thinking process then we can know what the meaning of something.

According to Nunan writing are physical and mental act (it is about discovering ideas, thinking about how to communicate and develop them into statements and paragraphs that will be comprehensible to reader. From the statement above, we can relate it and it can be conclude that cognitive will be occur and can not separate in the process of writing.<sup>7</sup> According to Barli writing is producing or reproducing written message. It is an active process to orgnize and formulate the ideas on the paper<sup>8</sup>. Pincas also states that writing is a way of communicating a message to a reader for a purpose. The purpose of writing are to express one's self, to provide information for one's reader, to persuade the reader,

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<sup>7</sup> David Nunan. *Practical English Language Teaching*. (McGraw Hill Education; 1 edition, 2003), p. 80

<sup>8</sup> Barly Bram. *Write Well: Improving Writing Skills*. (Yogyakarta: Kanisius, 1995), p. 23

and to create a literary work<sup>9</sup>. Based on the writing theories above, it can be concluded that writing is physical and mental act ( it is about discovering ideas, thinking how to communicate into statements and paragraphs) as way of communicating a message to a reader for a purpose.

In Holy Al-Qur'an writing also one of the important skills that should be learned. And there is verse that state the existence of writing that be stated in Al-Quran that is:

Sural Al-Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The meaning: "Nun. By pen and by the (record) which means write.

From this verse above, we can understand that people should study to look for the knowledge. Allah teach human by using the pen. After they are good and smart in using the pen, then many knowledge which are given by Allah. And one of the knowledge is writing.

It is not only stated in the Holy Al-Quran but also in Hadits, especially Hadits by Ad-darimi, the prophet also said as follows

اقْبِدُوا الْعِلْمَ بِالْكِتَابِ

The meaning : " Tie science with writing"

From this Hadits we can understand that writing is very important, likens science like animals that are difficult to control without strong ties. Similarly,

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<sup>9</sup> Pincas. Teaching English Writing: Essential Language Teaching Series. (London: The Macmillan Publisher, Ltd, 1998), p. 56

science can be firmly implanted should be stored in the heart of science seeker. Every science that we know must be written, so that the science will not disappear.

Writing narrative text must has a big creativity and a good memory to find a good storyline to attracts the readers. Narrative text is kind of text in which the process to use our imagination to think outside of the box and craft unique and to foster creativity.<sup>10</sup> As students move through grade school and begin to focus more on informative and argument writing, they should be able to incorporate some of their story-telling abilities. An informative paper full of a list of facts and statistics is much more engaging when the writer is able to relate that information in a narrative way.

According to Rebecca, a narrative text which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, she state that a key to comprehending narrative is a sense of plot, of theme, of characters, and of events, and how they relate. In well-written narration , it is use the writers insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression.

According to Anderson, narrative plays a key role in our cognition in making sense of our everyday experience. Writing narrative text, there are some generic structure that have to be organized. In organizing the generic structure which consist of orientation, complication, resolution, and re-orientation in narrative is fairly strongly determined by domain knowledge (long term memory). Narrative consider a good memory to think the past event to complete the story.

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<sup>10</sup> David. Op. cit., p. 2

So, narrative text is a reflection of cognitive process of logical and creativity to create something as chronologically events in the past.<sup>11</sup>

Besides, the discourse markers specifically used to indicate narrative structure over several conceptual domains, including time reference, event relationship, and perspective/ point of view, as well as such grammatical categories as verb tense. Narrative related to cognitive process (emotions and chronological ordering), the process of producing text, it involves a complex mapping in our mind<sup>12</sup>. So Cognitive process in writing is the act or process of knowing in the broadest sense. Specifically an intellectual process by which knowledge is gained from perception or ideas.<sup>13</sup>

## **2. The Models of Cognitive Process in Writing**

Hedges see the absence of a written model approved by many practitioners, so that the teaching model of writing in the world of language teaching still varies. Language teachers still have different views about writing methods. There are 3 models of writing process that much influence the development of learning process of writing with reference to the activity of writing as cognitive activity. The first model is developed by Hayes and Flower (1980). The second is model from Bereiter and Scardamalia (1987). And the third is model developed by Hayes (1996). The three models are widely used by experts when discussing the development of writing skills. As for the explanations as follows

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<sup>11</sup> Rebecca J. Lukens. *A Critical Handbook of Children's Literature*. (Massachusetts: Pearson Education, 2003), p. 167

<sup>12</sup> Rebecca J. Lukens. *Ten Types in English 2*. (South Yarra: Macmillan Education, 2003), p. 121

<sup>13</sup> David Galbraith, *Cognitive Models of Writing*. German Foreign Language-Journal. Vol. 2 No. 3, 2009, p. 20

## a. Hayes and Flower Models (1980)

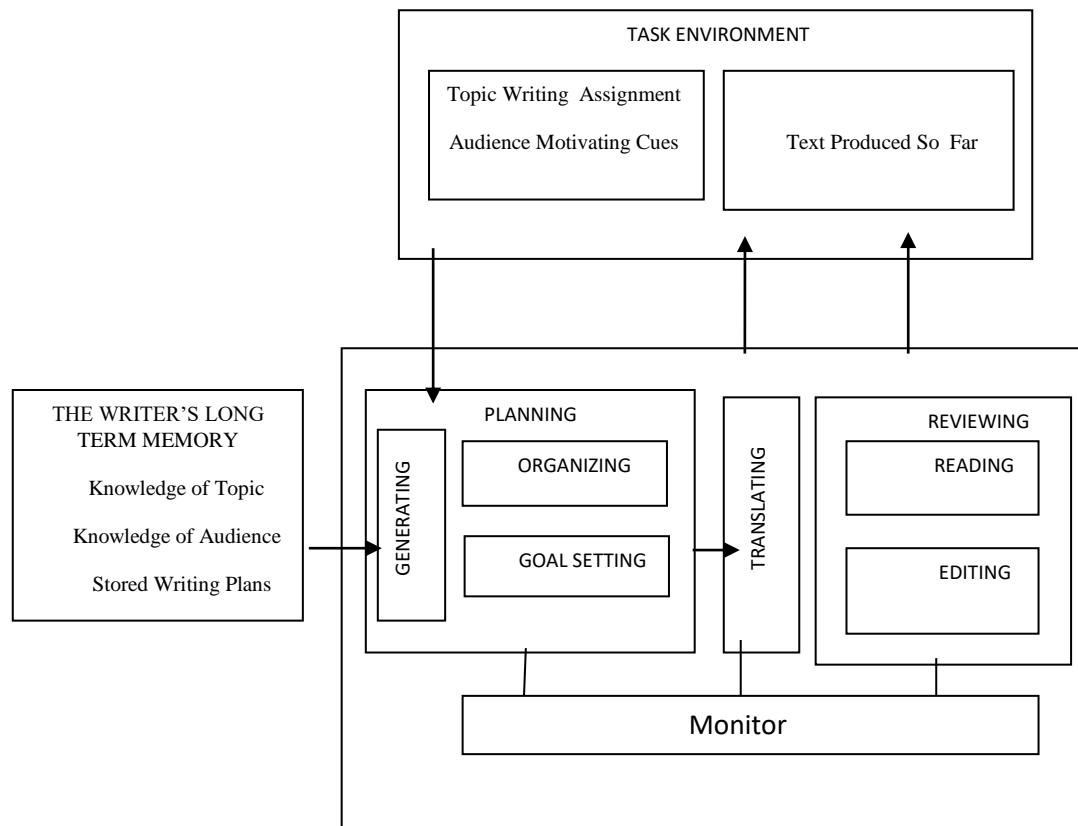


Figure 1. *Figure of Hayes and Flower's Model (1980)*<sup>14</sup>

Hayes and Flower describes its model as a process of writing in the sense of the writing environment which consist of the task environment and the result of writing made. The long-term memory of the author will affect the process of writing. In this case, the long-term memory aspect of the author consists of knowledge of the topics, target readers, and stored plans of writing. A number of cognitive activities will take place in planning, translating, and reviewing. Planning will be translated into a writing.

According to Hayes in Lu , planning process is defined as the process of taking information from the task environment and the long term memory. The

<sup>14</sup> Linda Flower and John R. Hayes, *A Cognitive Process Theory of Writing*. College Composition and Communication. Vol. 32, No. 4, 1981, p. 369-370.



process consists of three successive cognitive planning: generating ideas, organizing, and setting the goal.

Generating ideas means that the writer produces sentences that connected with the plan. The generating ideas follow the plans and consist in the production of the draft. Then organizing means choosing the subject matter retrieved from the environment by the generating process and structuring it into writing. More specifically, the organizing process allows the writer to identify categories, to search for subordinate ideas which develop a current topic, and to search for superordinate ideas which include the current topic. And the last is setting the goal, the process of writing is developed following goals. Goals direct the work and define the standards for reviewing. Setting goals is created by the writer and just as goals lead a writer to generate ideas, those ideas led to new, more complex goals which can then integrated content and purpose.<sup>15</sup>

According to Hayes in Lu , the translating process is defined as the process of transforming the information, ideas and plans into written text.<sup>16</sup> It is noted that the knowledge that a writer wants to express in a draft, may be stored in a wide range variety of forms. Some knowledge is store as language, such as proverb, some is stored as meaning that may be expressed in linguistic forms, some is stored as image or a skills that are hardly to translate into language.

According to Hayes in Lu , the reviewing process is a process of reading and editing what she/he has been produced in order to get a good quality of the text.

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<sup>15</sup> Yanbin Lu. Doctor of Phylosophy: *Cognitive Factors Contributing to Chinese EFL Learner's L2 Writing Performance in Timed Essay Writing*(Georgi: Georgia State University, 2010), p. 14

<sup>16</sup> Yanbin Lu, op.cit., p. 16

Reading is considered as the phase in which the writer his/her draft and found some errors or incorrect sentences. Meanwhile, editing is the systematic process that usually realized at the end used by the writer for checking errors.<sup>17</sup>

After that, editing the text, the author will monitor the process of planning, translating, and reviewing in the writing process. The important aspects of this model is that writing is a recurring process. While writing, someone will reflect on what he has done and come back to the previous step to clarify the unspoken. Thus, the provision of clear instructions in the writing process will be more effective than giving an essay model to the students, then they are asked to follow the model. As for the writing model described by Hayes and Flower patterns can be seen in the chart above.

b. Kellogg's Model (1996)

The objective of Kellogg model is to integrate, in a unique model, writing process and a system of information processing. Concerning the architecture of writing processes, there is a three components, the formulation, the execution and monitoring. Formulation is composed of two processes, the planning and the translating. The first process allows to fix goals that have to be reached, to research relevant domain knowledge units, according to these goals, and to organise the retrieved information. The second one allows the transformation of ideas into linguistic structures. Execution allows the motoric elaboration (programming) and the realisation of the message (executing). The output of the formulation component is then programmed before its transcription. The system of handwriting or typing consists of graphically reproducing the message. The

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<sup>17</sup> Yanbin , op. cit., p. 17

programming and the muscular executing vary as a function of the final mode of emission.

Monitoring implies to read the message and can lead to a possible new editing of this message. The first process (reading) allows to regularly reread/verify the message, during and after its elaboration. The second process, editing means compares the writer's intentions with the output of the different system. All disagreements between, the two lead to a feedback, to component (and its processes) or to preceding process. The editing process allows to detect and to diagnose problems, then to edit a new version of the message, once the problems have been solved.

Besides the definition of writing process and the proposed architecture, the main characteristic of Kellogg's model is to very precisely describe the interaction between writing processes and the different components of working memory. In terms of processing spreading in mnemonic registers, the planning process would necessitate the Visuo Spatial Sketchpad to temporary store conceptual representation and the Central Executive for their processing. The translating of an idea or a concept in a correct sentence requires the Articulatory Loop, the phonological representations of words, selected in a syntactic structure, and stored in the short term buffer of the phonological loop. Moreover, the translating process also needs resources from the central executive, mainly when the writer has to choose correct words and an appropriated syntactic structure. With respect to the execution process, Kellogg postulates that typing or graphic realisation of the message only necessitates the Central Executive and that these activities are not

costly when they are automatized. The reading process, that is the basis process of monitoring, solicits both the Articulatory Loop and the Central Executive.

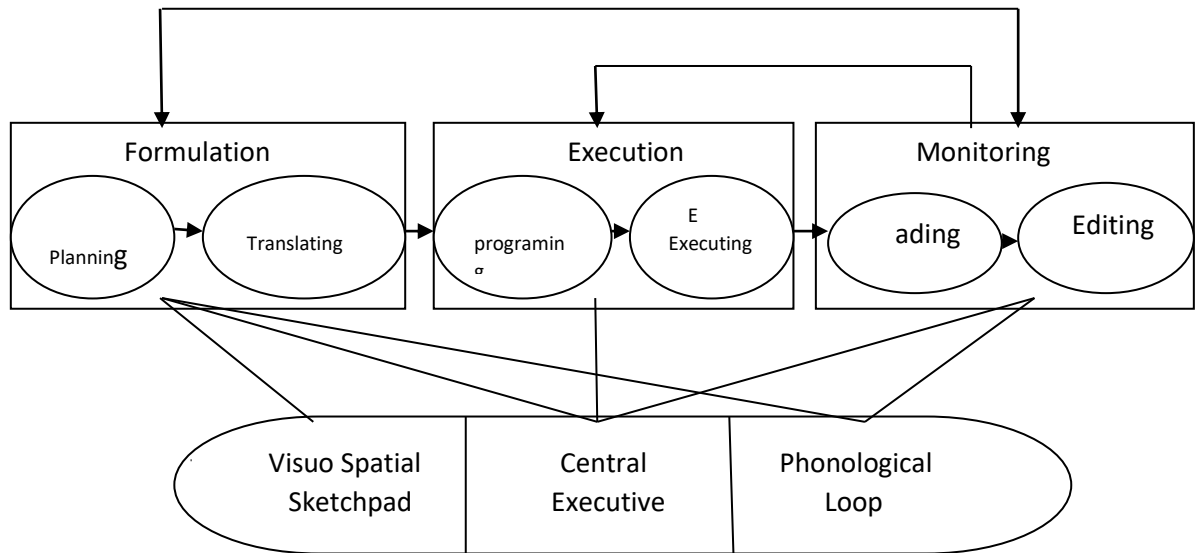


Figure 2. *Figure of Kellogg's Model (1996)*<sup>18</sup>

c. Hayes Model (1996)

The third model presented by Hayes is to review the process of writing and includes two parts : the task based on the environment and tasks based on the individual. The task environment is divided into the social environment and the physical environment. The social environment includes the reader, both real and imaginary, as well parties who cooperate in the writing process. The physical environment consists of the text that influence and furthur attempts the preparation of the text when writing, as well as media for the preparation of writing, for example through hanndwriting or typed computer.

<sup>18</sup> Alamargot. op. Cit, p. 19S

Hayes' writing process sees an important role of motivation in writing that will affect the final outcome of the writing. Process cognitive includes text production. Read also considered as part of an important process in writing. The cognitive processes in the Hayes model include interpretation, reflection, and text writing. Interpretation of the text is a series of internal representation processes which are created based on linguistic and graphical input.

Reflection is a process where the newly created internal representation refers to pre-existing internal representation. Finally, in the writing of text, graphic or linguistic output appears can be generated based on internal representation. These three processes not only include making the design in an article only, but also in the preparation of the revised essay.

Hayes stressed the importance of reading is done to evaluate (reading to evaluate). The author reads the text is critical to find problems that may arise and trying to find a solution to the problem. The cognitive process in reading includes the attempt to decipher the words, words, apply grammatical knowledge, apply semantic knowledge, make a factual conclusion at once, using the schematic from knowledge of the world, applying conventions about the genre, recognizing subject matter, summarizes the author's intent and perspective, and consider the needs of the reader.

The Hayes model is shown as shown in the following chart. The explanation can be read at the bottom of this chart.

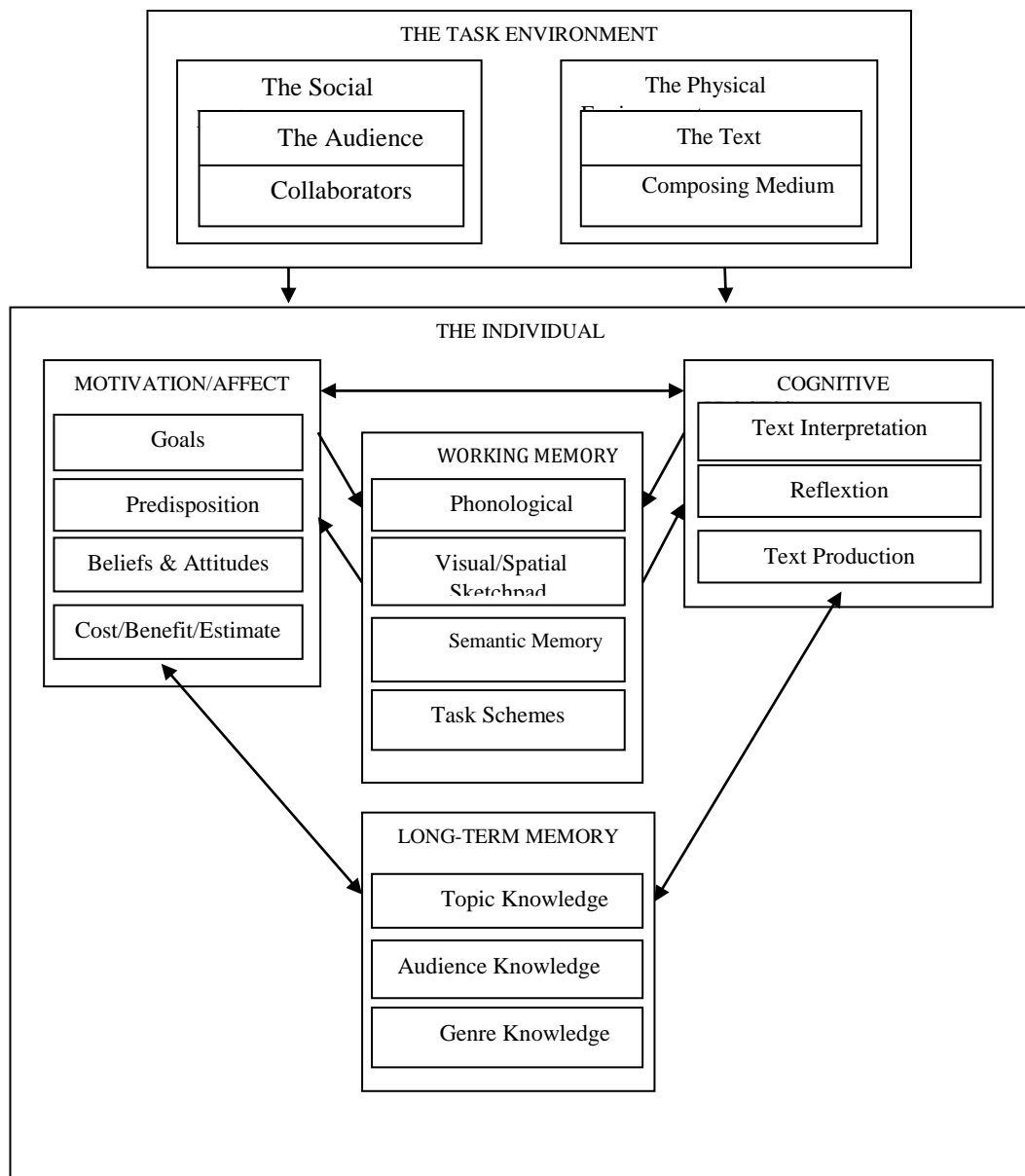


Figure 3. *Figure of Hayes' Model (1996)*<sup>19</sup>

All these aspects are the embodiment of the meaning of writing and the response of the reader to the whole essay. Therefore, some trouble shooting is required probably done in reading to evaluate. Inexperienced authors tend to revise errors local error, but not global error. An example of a level error local is error

<sup>19</sup> Alamargot, op.cit., p. 16.

level sentence. For global namely there is a mistake about the content and the range. There are three reasons for failure to revise globally. First is the weakness of writing skills. Second is insufficient memory to perform concurrent revisions locally and globally. The third is still lack of schematic development to revise, in other words there is no skill to find a global mistake.<sup>20</sup>

### **3. The Process of Cognition in Writing**

The general writing process is composed of three processes that allows to transform domain knowledge in a linguistic product (with their sub-processes and/or associated operations) and a process of control. These processes are:

#### **a. Planning**

During the writing, there is a planning process. According to Hayes in Lu , planning process is defined as the process of taking information from the task environment and the long term memory. The process consists of three successive cognitive planning: generating ideas, organizing, and setting the goal.

Generating ideas means that the writer produces sentences that connected with the plan. The generating ideas follow the plans and consist in the production of the staff for the draft. Than organizing means choosing the subject matter retrieved from the environment by the generating processs and structuring it into writing. More specifically, the organizing process allows the writer to identify categories, to search for subordinate ideas which develop a current topic, and to search for superordinate ideas which include the current topic. And the last is setting the goal, the process of writing is developed following goalss. Goals direct

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<sup>20</sup> Alamargot. op. cit., p 16

the work and define the standards for reviewing. Setting goals is created by the writer and just as goals lead a writer to generate ideas, those ideas led to new, more complex goals which can then integrated content and purpose.<sup>21</sup>

Meanwhile, Kellogg defined planning process as the process of obtaining a goal that have to be retrieved and he also proposed in planning there will organise the retrieved knowledge.

Furthermor, Hayes New Model also added that planning encompasses one strategies, including generating ideas.Ggerating ideas, it involves retrieve information from the writer's long term memory and task environment.

#### **b. Translating**

During the writing, there is a translating processs. According to Hayes in Lu , the translating process is defined as the process of developing or transforming the information, ideas and plans into written text.<sup>22</sup> It is noted that the knowledge that a writer wants to express in a draft, may be stored in a wide range variety of forms. Some knowledge is store as language, such as proverb, some is stored as meaning that may be expressed in linguistic forms, some is stored as image or a skills that are hardly to translate into language.

While Kellogg said that translating is a process of transforming thinking in sentences. In the translating process, the writer needs to adapt the writing plans into formal phase which is explaining briefly the ideas and interpreting nonverbal

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<sup>21</sup> Yanbin Lu. Doctor of Phylosophy: *Cognitive Factors Contributing to Chinese EFL Learner's L2 Writing Performance in Timed Essay Writing*(Georgi: Georgia State University, 2010), p. 14

<sup>22</sup> Yanbin Lu, op.cit., p. 16



material in verbal form, and carrying out instruction.<sup>23</sup> Hayes New Model also mentioned the act in translating is putting the ideas transcribe the ideas of planning into sentences.<sup>24</sup> In conclusion, translating is the process of transforming the ideas into linguistic structure or sentence.

### **c. Reviewing**

During the writing, there is a reviewing process. According to Hayes in Lu , the reviewing process is a process of reading and editing what she/he has been produced in order to get a good quality of the text. Reading is considered as the phase in which the writer his/her draft and found some errors or incorrect sentences. Meanwhile, editing is the systematic process that usually realized at the end used by the writer for checking errors.<sup>25</sup>

Furthermore, according to Kellogg, reviewing process is the process of improving the draft. The process consists of two successive cognitive reviewing, they are: (a) reading, it is reading the draft and (b) editing, it is checking the draft at the end. In the process of reviewing a composition , the writer is not only able to check mistake but also able to change the general plan of the draft itself. In music is difficult reviewing the draft with the sensory modality naturally involved hearing. Reviewing could be done both imagining the sound effect and comparing it with the starting ideas or checking the scores and notes, comparing them with the plans and the principles define.<sup>26</sup>

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<sup>23</sup> Michele Biasutti, op.cit., p. 20

<sup>24</sup> Sih Chieh Chen, op.cit.,p. 7

<sup>25</sup> Yanbin , op. cit., p. 17

<sup>26</sup> Michele, op. cit., p. 21

In addition, Hayes New Model proposed that reviewing is the act of evaluating what has been planned or written. In this process, the writer checks any content written with the aim of correcting anything that would prohibit the text from meeting the objective. It arises self consciously while the writer is setting to evaluate the written text. Reviewing takes place when the writer senses the error or illogical aspects during the act of translating. It is not an impulsive activity but rather one in which the writer makes up mind to devote time to systematic verification of the text.

#### **4. The Reason of Cognitive Process Occur in Writing**

According to Piolet and Pelissier when the cognitive process occur in writing, there are some reasons why it occurs. In writing process there are some stages (planning, translating, reviewing) where the cognitive process will be occurred in each stages. The first stage is planning, planning means to generate ideas to know what to write. Planning is also referred to when the writer thinks about the best way to organize idea and this organization is made as a function of the topic and the audience. In organising the idea, it will use thinking process. It is not as a simple it is, thinking process needs knowledge and a good memory about the topic.

The second stage is translating. Translating means converted the ideas into words, into sentences, into paragraphs and text. Converting the ideas uses memory and learning process. And the last is reviewing. Reviewing is the process of reading and editing what she/he has been produced in order to get a good quality of the text.

Reading is considered as the phase in which the writer read the draft and editing is the systematic process that usually realized at the end used by the writer for checking errors. This process use attention, knowledge. In reviewing also judge and examine of the written output whether it is appropriate or not. In judging and examines, the best cognitive process that will be occurred is problem solving and decision making.<sup>27</sup>

During the process of writing, there are some stage that produce in our mind. According to Stephen cognitive psychologists argue that individuals do not passively respond to stimuli, but actively process information in their brain before responding to the information. They are interested in what happen in the mind between the stimulus and response. And these are stages of cognitive process: sensation, attention, perception, memory, thought, problem solving.

a. Sensation

It refers to our awareness about various stimuli which we encounter in different modalities such as vision, hearing, touch, smell and taste. Various physical energies in the environment act on the sense organs. The receptors in them are stimulated from which nerve impulse are transmitted in the brain. Perception of object and events are produced when this nerve impulse are processed.

b. Attention

As mentioned earlier, during attention we selectively focus on a particular stimulus among many stimuli available to us. For instance while looking the title

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<sup>27</sup> Piolat, A., and Pellisier, A. *Etude de la redaction de texte*" (<http://scielo.conicyt.cl/>. Accessed 5 on february 2007), p. 265

that the teacher given in the whiteboard in the classroom we attend to focus on one title/stimuli, try to ignore the other stimuli/another title.

#### c. Perception

In the case of perception we process information and make out the meaning of the stimuli available to us. For example, we look at one topic and recognize it as an object about something. What one perceives depends on selection, organization, and interpretation of stimuli. An individual selectively attends to certain stimuli and not to other.

#### d. Memory

The information we process and learn is registered and stored in the memory system. Memory also helps us to easily retrieve the stored information when it is required for use. For example, writing about narrative text after studying before. Memory has three components: sensory memory, short-term memory, and long-term memory.

Sensory memory is the shortest-term memory. It is the ability to retain impressions of sensory information after the original stimuli have ended. After information reaches the senses it is briefly registered in the sensory store. Short term- memory hold information longer than sensory memory and has limited capacity. It has been suggested that approximately seven items can be held in short term memory. After a short period (estimated from few seconds to few minutes) the information is either lost from memory. In 1976 Baddeley describes short-term memory as working memory, as he argues, some temporary storage is required for such task as a mental arithmetic, reasoning, and problem solving.

Long-term memory suggested has virtually unlimited capacity. However, the process of remembering or the bringing back into consciousness relevant items of information accurately. Information about meanings, concepts, properties, and events are stored over along time.

e. Thought

in the case of thought we use our stored knowledge to solve various tasks. We logically establish the relationships among various objects in our mind and take rational decision for a given problem. The thought process of selecting a logical choice from the available options. When trying to make a good decision, a person must weight the positives and negatives of each option, and consider all the alternatives. After considering all the alternatives, it will solve the problem.

f. Problem solving

is a mental process that involves discovering, analyzing, and solving problems. The ultimate goal of problem-solving is to overcome obstacles and a solution that best resolves the issue<sup>28</sup>.

According to Flower and Hayes stated that cognitive process occur in writing are: problem solving, and long-term memory. Problem solving has been conceptualized in terms of information processing. Generally, writing problems arise from the writer's attempt to map language onto his or her own thought and feelings as well as expectations of reader. A skilled writer can confront a staggering hierarchy of problems, including how to generate and organize taskk relevant ideas; phrase grammatically correctt sentences that flow; use correct punctuation

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<sup>28</sup> Stephen K. Reed. *Cognition: Theories and Application*. (United states: Wadsworth Publishing, 2009), p. 140-156.

and spelling. Long- term memory is obviously enough, intended for storage information over a long period of time<sup>29</sup>.

#### 4. Gender Difference

According to Robert gender is a term that has psychological or cultural rather than biological connotations<sup>30</sup>. Gender is a social construction organised around biological sex. Individuals are born male or female, but they acquire over time a gender identity. That is what it means to be male or female<sup>31</sup>. According to Hazel gender refers to the social roles that men and woman play and the power relation between them, gender shaped by culture, social relations and natural environment. Thus, depending on values, norms costumes and laws men and women in different parts of the world have evolved different gender roles<sup>32</sup>.

So, from the definitions above, it can be concluded that gender refers to the socially determined ideas and practice of what it is to be female or male. Gender roles of women and men include different labour responsibility, decision making processes, and knowledge. According to their needs, men and women often use and manage resource in different ways.

Language used by people is determined by social classification such as gender, social class, age, ethnicity, education, etc<sup>33</sup>. One of the sociocultural factors shaped by learners in the process of learning a language including writing

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<sup>29</sup> Linda. op. cit., p. 371

<sup>30</sup> Robert J. Stoller. *Sex and Gender: The Development of Masculinity and Femininity*. (London: Maresfield Library, 1984), p. 10

<sup>31</sup> Susan Buckingham. *Gender and Environment*. (London: Routledge, 2000), p. 6

<sup>32</sup> Hazel Reeves. *Gender Development: Concept and Definitions*. (United Kingdom: University of Sussex, 2000), p. 2

<sup>33</sup> Moto Humphrey. *Gender Balance in EFL Textbooks: Graded Readers*. (Accessed on March 14<sup>th</sup>, 2012. Retrived from [www.library.inakanishi.ac.jp/kiyou/gaidai](http://www.library.inakanishi.ac.jp/kiyou/gaidai)).

is gender. The term “gender” clearly reveals the social and contextual expectations which society puts on part of each gender (male or female) culturally and socially and gender consider as a social phenomenon.

According to Camarata a growing body of research has been reported that females are better in academic achievement than boys. In her study on fourth-eight grade teachers and students’ perspective on boys and girls writing competence, it is reported that a superiority of girls writing over boys writing and girls writing was considered as more detailed, descriptive, and having greater conformity to writing conventions<sup>34</sup>.

According to Corner men and women approach problems with similar goals but with different consideration. It means, while men and women can solve problem equally well but their approach and their process are often quite different.<sup>35</sup>

The reason of the different process used by men and women in writing something because the different social roles, culture, natural environment, and brain structure. It make them have different skill in thinking and giving opinion.

#### **a. Female Cognitive Process in Writing**

According to Shlomo females use many pronoun in their writing because female prefer to choose grammatical terms that refer to personal relationships . Female will always want to create a relationship between the writer and the

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<sup>34</sup> Camarata, S., & Woodcook, R. *Sex Differences in Processing Speed: Developmental Effect in Males and Females*. (Accessed on June 10<sup>th</sup>, 2015. Retrieved from <http://dx.doi.org/10.1016/j.intell.12.001>)

<sup>35</sup> G Michele Corner. *Understanding The Differences Between Men and Women* (<http://www.oregoncounseling.org>. Accessed on February 20, 2015), p. 4

reader. For most female, sharing and discussing a problem presents an opportunity to explore, deepen or strengthen the relationship with the person they are talking with. Female are usually more concerned about how problems are solved than merely solving the problem itself. For female, solving a problem can profoundly impact whether they feel closer and less alone or whether they feel distant and less connected. The process of solving a problem can strengthen or weaken a relationship.

Female tend to be intuitive global thinkers. They consider multiple sources of information within a process that can be described as simultaneous, global in perspective and will view elements in the task in terms of their interconnectedness. So, female tend to write from the general into the specific one. Female come to understand and consider problems all at once. They take a broad or "collective" perspective, and they view elements in a task as interconnected and interdependent. Women are prone to become overwhelmed with complexities that "exist", or may exist, and may have difficulty separating their personal experience from problems. According to Maddie Crum, female are more likely to focus on character development while they are writing and female are believed more likely to write about people (as opposed to things).<sup>36</sup> Women tend to be intuitive because they consider multiple sources of information within a process that can be described as global in perspective and will elements in the task

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<sup>36</sup> Maddie Crum, *Infographic: Are Women Better Writer Than Men?* (<http://m.huffpost.com/us/entry/5675866>. Accessed on August 2014), p. 4



in terms of their interconnectedness. Thusm women's text become overwhelmed with complexities.<sup>37</sup>

Female are very adept at recalling information, events or experiences in which there is a common emotional theme. There appears to be a structural and chemical basis for observed memory differences. For instance, the hippocampus, the area in the brain primarily responsible for memory, reacts differently to testosterone in men and it reacts differently to changing levels of estrogen and progesterone in women. Women tend to remember or be reminded of different "emotional memories" and content to some extent as part of their menstrual cycle.<sup>38</sup>

It has been observed that in many cases, female have an enhanced physical alarm response to danger or threat. Their autonomic and sympathetic systems have a lower threshold of arousal and greater reactivity than men. On the other hand, changing estrogen and progesterone levels in women during menstrual cycles can produce a "flood" of memories as well as strong emotions. Increasing or high levels of testosterone can produce an emotional insensitivity, empathic block and increased indifference to the distress others. Female, feel closer and validated through communication, dialogue and intimate sharing of experience, emotional content and personal perspectives.

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<sup>37</sup> Ulla Bunz & Scott W. Campbell. *Accommodating Politeness Indicators in Personal Electronic Mail Message*. (Maastricht: The Netherlands, 2002), p. 13

<sup>38</sup> Steve. op. cit., p. 4

## **b. Male Cognitive Process in Writing**

According to Shlomo male use many more noun and determiners like the, this, that, in their writing. This is because when it comes to conveying specific information, male care more than female do. Male writing more simple as informational. Male approach problems in a very different manner than women. For most male, solving a problem presents an opportunity to demonstrate their competence, their strength of resolve, and their commitment to a relationship. How the problem is solved is not nearly as important as solving it effectively and in the best possible manner. Men have a tendency to dominate and to assume authority in a problem solving process. They set aside their feelings provided the dominance hierarchy was agreed upon in advance and respected. They are often distracted and do not attend well to the quality of the relationship while solving problems.

Another experts, Bunz and Campbell discuss that male and female have different brain work. They discuss the theory in relation to the processing of information. It means, between men and women have different way in giving opinion and solve the problem. For male, they try to minimize the crucial and the men's text is informational. Male tend to focus on one problem at a time or a limited number of problems at a time. They have an enhanced ability to separate themselves from problems and minimize the complexity that may exist. Male come to understand and consider problems one piece at a time. They take a linear or sequential perspective, and view elements in a task as less interconnected and more independent. Male are prone to minimize and fail to appreciate subtleties that can be crucial to successful solutions. A male may work through a problem

repeatedly, talking about the same thing over and over, rather than trying to address the the problem all at once.

Male tend to recall events using strategies that rely on reconstructing the experience in terms of elements, tasks or activities that took place. Profound experiences that are associated with competition or physical activities are more easily recalled. There appears to be a structural and chemical basis for observed memory differences. For instance, the hippocampus, the area in the brain primarily responsible for memory, reacts differently to testosterone in men and it reacts differently to changing levels of estrogen and progesterone in women.

There is evidence to suggest that a great deal of the sensitivity that exists within men and women has a physiological basis. At the heart of sensitivity is our capacity to form, appreciate and maintain relationships that are rewarding. Even here there are important differences. For male, what demonstrates a solid relationship is quite different from that of most female. Male feel closer and validated through shared activities. Such activities include sports, competition, outdoor activities or sexual activities that are decidedly active and physical. While both men and women can appreciate and engage in these activities they often have preferential differences. Many men tend to find such sharing and involvement uncomfortable, if not, overwhelming.<sup>39</sup>

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<sup>39</sup> Steve. op. cit.,p. 5-6

## B. Related Study

There are some relevant studies conducted by several researchers:

- 1) Sapitri conducted research about cognitive process of different majors in writing argumentative text. The aim of this research is to know the cognitive process of different majors in writing argumentative text. The researcher using qualitative research type case study. The findings of this research showed that the cognitive processes of the students from two majors were different processes of the students from two majors were different in planning, translating, and reviewing. The cognitive process of the students were different because they have different ability in the proficiency of writing vocabulary, and discourse comprehension<sup>40</sup>.
- 2) Ishikawa conducted research about gender differences in vocabulary use in essay writing by university students. The aim of this research is to know gender differences in language use in argumentative essay written by male and female university students on designated topics under controlled conditions. The findings of this research showed there are indeed gender differences in language use in essay writing, suggesting that male students tend to use more nouns related to social economic activities to convey information or facts about the given topics, whereas female students tend to use more pronouns, more intensifiers and modifiers, and words related to

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<sup>40</sup> Reni Sapitri. *Cognitive Process of the Students in Writing Argumentative Text*. Universitas Muslim Nusantara Al-wshliyah. Vol. 2 No. 1, 2017, p. 9.

psychological cognitive process so that they might convey their feelings and develop a good relationship with other people<sup>41</sup>.

The researches above relate to this research as they are concerned on the cognitive process of writing. While Sapitri focus on the student's cognitive process in different majors, some others focus on the student's process in argumentative essay. Yuka concern on university student's ability in essay writing to know the vocabulary use of different gender, this research concern on investigating the cognitive process of the students with different gender in writing narrative text.

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<sup>41</sup> Yuka Ishikawa. *Gender Differences in Vocabulary Use in Essay Writing by University Students*. Procedia-Social and Behavioral Sciences. Vol. 9 No. 2, 2015, p. 593-600

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research method in this study. It covers discussion about research setting, data and data source, research method, technique of collecting the data, technique of analysing the data, research procedure, and establishing the trustworthiness.

#### **A. Research Setting**

This research takes place at Madrasah Aliyah Al-Washliyah. The location of the school is at Jalan Besar Tembung, Medan. Madrasah Aliyah is a secondary level at formal education in Indonesia which managed by Kemenag (Ministry of Religion) while SMA (Senior High School) is a school managed by Diknas (National Education Minister). Madrasah Aliyah curriculums similar with SMA but Madrasah Aliyah have a larger portion of the Islamic religious education. Madrasah Aliyah (Islamic Senior High School) divided into two: State Islamic senior high school and private senior high school.

This research will be starting at 14<sup>th</sup> May 2018 until 28<sup>th</sup> May 2018, the time of the research will be going during 14 days.

#### **B. Data and Data Source**

The data of this research is the result of the writing elicitation, and interview. The data sources are taken from the students (males and females). This research uses snowball sampling to get the data.

Snowball sampling is a sampling technique of data sources that the initially amounted from a small into the big one. This is done because of the number of small data source that have not been able to provide complete data, then look for someone else that can be used as a data source. Initially the researchers only examined one male and one female, but because the data can not show the average result of their writing, the researcher add two male and female to be researched, finally the researcher found the result of the research.<sup>42</sup>

### **C. Research Method**

In this study, the researcher uses descriptive qualitative research where this research described the cognitive process of the senior high school students at second grade in writing narrative text viewed from two different gender (female and male) students.

### **D. Technique of Collecting the Data**

To get the reliable data, the researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. In this study, the researcher will be collecting the data by doing test, depth interview, and documentation.

#### 1) Writing Elicitation

According to Stalpern elicitation is the process of getting information from someone. Elicitation methods are methods for verbal or non-verbal stimulation to attempt an individual to give inconsiderate and irrational reaction which give

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<sup>42</sup> Sugiono, Metode Penelitian Pendidikan: “*Pendidikan Kuantitatif, Kualitatif, dan R&D*”(Bandung: Alfabeta Bandung, 2012),p.300

insight in the primary personal perception of this individual.<sup>43</sup> Writing elicitation means writing that an individual makes to retrieve the information or reactions about something. This data is collected by asking the subjects to write an essay for which they are given a chance to select one of the topics before by the researcher. The topics are: 1) Indonesian Independence. 2) Malin Kundang. 3) Samosir Island. 4) Timun Emas. 5) Snow White. The chance for them to select one of the topics is meant to overcome the problem of lack of knowledge of the content (schemata) which may lead them to failure of writing narrative which in how make the study unable to get the data of research problem.

## 2) Interview

Interview is data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measure in the form of verbal respondents. The researcher use semistructure interview and use retrospective interview technique. Semi structured is interviews that use protocol interview to help guide the researcher through the interview process but also allow the researcher the flexibility to pursue an idea in a response in more detail. According to Jonathan retrospective interview is the technique of eliciting data which will be conducted by interviewing the subjects by keeping on the subjects thinking or the process of

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<sup>43</sup> Roy Egas, Doctoral Dissertation: “*Requirement Elicitation, Which Method in Which Situation: Research & Validation of Elicitation Selection Model*”(Netherland: Open University Netherland, 2015), p. 18



writing.<sup>44</sup> The subjects are given the topics to be written in the form of narrative text and then the interview was conducted.

## **E. Technique of Data Analysis**

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data condensation, data display, and conclusion drawing and verification.<sup>45</sup>

### **1. Data Condensation**

Firstly, selecting and summarizing the relevant documents then encode the data, here the researcher develop a starting coding list based on the theoretical orientations' researcher and then examined the data or it called pattern coding. In data condensation there also memoing steps or make a reflective note, the researcher can write down her thinks and clarifies in relation to the object. And the last is data storage, to keep data there are at least three things to keep in mind: labelling the data, it has a certain uniform or concept and using index numbers with good organized systems. In condensating the data, the writer chose which aspects of the data that appeared in the interview transcription and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research.

### **2. Data Display**

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<sup>44</sup> Jonathan Drennan, *Cognitive Interviewing: Verbal Data in The Design and Pretesting of Questionnaires*. Journal of Advanced Nursing (Ireland: Blackwell Publishing Ltd, 2003). Vol 1. No 42. p, 60

<sup>45</sup> Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook*, Edition 3 (Arizona: Arizona State University), p 109

Data display in the second phase in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing.

The writer displayed the data that have been reduced in order to facilitate for the data interpretation. It displayed in a table with the basic categories such as the result of cognitive process of students writing.

### 3. Conclusion Drawing and Verification

Conclusion drawing involves stopping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the writer drew meaning from the data in a display.

Furthermore, the data have to be checked for their sturdiness and confirmability. The writer checked the validation of the data using triangulation strategy. According to Miles and Huberman, triangulation is a tactic for verifying of confirming finding by using multiple sources and modes of evidence. The writer examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid finding of this study.

## **F. The Research Procedures**

There are several procedures that should be followed in order to get the data, the first step, to elicit the cognitive process, the subject were asked to write a narrative text, then read and examined the students' narrative text to find recurrent pattern, based on recurrent pattern it was inferred to the theory in order to know the cognitive process of the students. After that interviewed the subjects in order to find out how does the process of cognitive while writing a narrative text. It is used to answer the research problem .

## G. The Trustworthiness of the Study

In qualitative research, trustworthiness of a research study is important to evaluate its worth. The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to". According to Lincoln and Guba there are four criteria for establishing the trustworthiness of qualitative data, namely credibility (true value), dependability (consistency), confirmability (neutrality), and transferability (applicability).<sup>46</sup> To get the trustworthiness of the study and to convince that the study is useful, the data was based on.

### a. Credibility

To make the data of the study credible, the researcher use triangulation. According to Denzin, there are four techniques in triangulation. Those are: investigator triangulation, theoretical triangulation, source triangulation, and methodological triangulation. In this study, the researcher only use two triangulation namely source triangulation and methodological triangulation. The triangulation technique in this research is achieved through displaying different data from different resources. Therefore the research took four subjects to be asked to write a narrative text and then interviewed the subjects as well as the students in order to confirm how do they write a narrative text and why did they write in that way. In qualitative research, data can be categorized good data if the data are valid.

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<sup>46</sup> Satyendra C. Pandey, *Establishing Reliability and Validity in Qualitative Inquiry: A Critical Examination*. Jharkhand Journal of Development and Management Studies (2014) Vol. 12, No. 1, p., 5743-5753

b. Transferability

Transferability refers to provide the data base that makes transferability judgements possible on the part of potential appliers. To make the findings of the study transferable to other context, the researcher provided detailed description of the study, such as description of the process, description of the participants. Transferability will be getting by providing the data base or the information related to the research itself.

c. Dependability

Depebdability is the process in examining the process of inquiry and determining its acceptability. To realize the dependability two procedures should be conducted they are: audit trail and audit product. To make the findings dependable the researcher provided the audit trail by deliberaly and completely make sure that the process compared with standard theory to make sure that the process is done pricesely. The second is the researcher provided the product trail by making data notes and data interpretation to make sure that the research findings supported by data.

d. Confirmability

Confirmability was done by using ausit trail and audit product which consist of raw data, reduced data, and reconstructed data. This note is supported by some codes so the readers can easily go through the data. Some appendices are also attached to make the data confirmable.

## CHAPTER IV

### RESEARCH FINDINGS & DISCUSSION

#### A. Research Findings

This research findings are categorized into Male and Female cognitive process in writing :

##### 1. Male Cognitive Process in Writing

Based on the data, there are three findings for male cognitive process in writing: (a) Selecting the title, (b) Organizing the Ideas, and (d) Translating the text.

##### a) Selecting the Title

Selecting the title of writing means that before starting writing, the informant choose one of the title that is regarded by him as an interesting one, based on this title, he develop the writing. This can be seen in the result of the interview as follows: “*Saya memikirkan judul saya dan apa yang mau saya tulis bu*”(Int-S1-DTT/App.7/P.102)

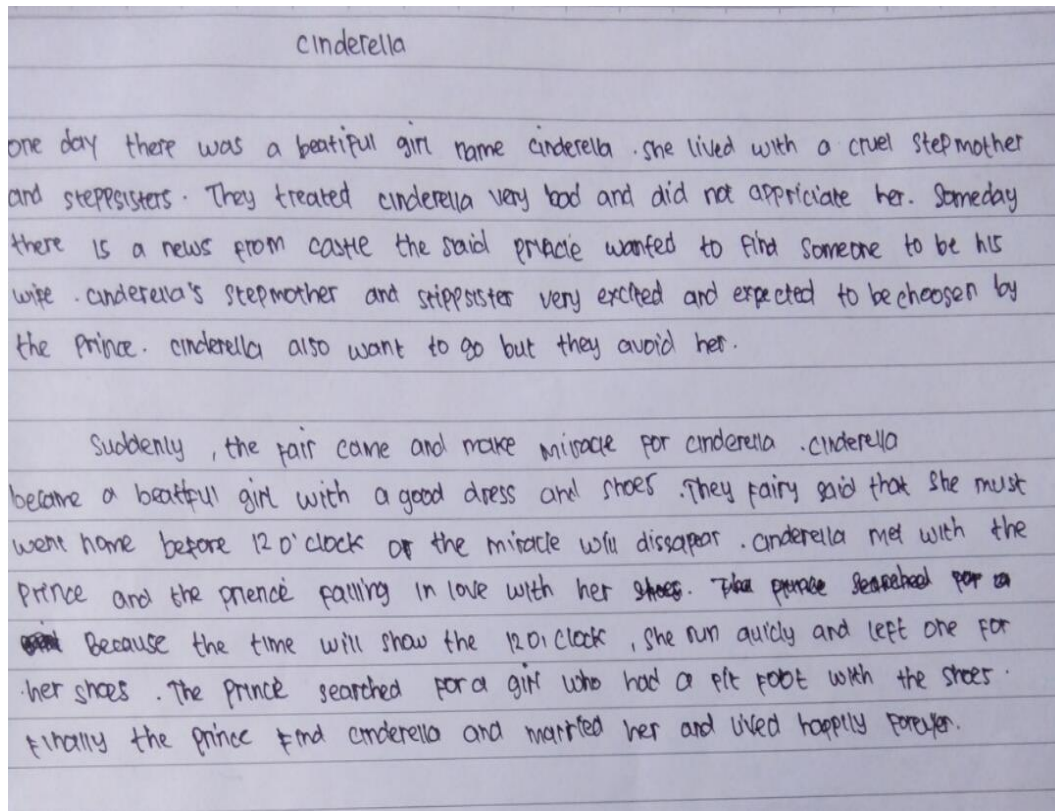
Based on the data above, it was inferred that S<sub>1</sub> found out a title for his writing. He choose the title of Cinderella to be written because he has a memory of this story. This can be seen in the result of the interview as follows:“*Karna paling sering Revan dengar bu. Sering juga liaat di TV sekilas*” (Int-S<sub>1</sub>/App.7/P.103). The process of determining the title of the student’s writing is imagine and remember the story. This can be seen in the result of the interview as follows:

*Dengan memikirkan judul itu saya bisa membayangkan dan mengingat ceritanya, saya kalau sudah lihat judul langsung teringat bagaimana cerita selanjutnya bu. Lalu saya langsung tulislah bu apa yang saya ingat tentang Cinderella* (Int-S1-ITS/App.7/P.102)

Based on the data above, it can be inferred that the process of determining the title of the student's writing was from the student's imaginary. The student imagine the story, after the student imagine the story. The student automatically will remember the whole story, about how the next story will be continued. When the student imagine the story, he used his memory to generate the information from his long term memory, the student long term memory very used to help the student to remember the story, this can be seen in the interview as follows: "*Karna paling sering Revan dengar bu. Sering juga liaat di TV sekilas*" (Int-S<sub>1</sub>/App.7/P.103)

From this data, it can be seen that the student had memory about the title because he often heard the story and he ever watched the story from the television, so this data support the data above which the process of determining the title of the student writing is from the student's imagination that support by the student's memory. As the process happen it will need a reason why does the process happen the way it does. This can be seen in the result of the interviews as follows : "*Karena saya terbiasa memikirkan judul terlebih dahulu sebelum saya menulis ceritanya bu*". (Int-S<sub>1</sub>- WH/App.7/P.102)

As the interview above, the student told that he usually to think the title first before he going to write the story. So it is the reason why the student think about to determine the title of his writing first because of student habitual. The first step that student determining the title of his writing before he start to write the story can be proof by looking the student writing as follows:

Figure 4: Male Student's (S<sub>1</sub>) Narrative Writing

From the student's narrative writing above, it can be seen that the student do determining the title of his writing by looking the figure above. The first thing or step that the student do is write the title of his story which can be seen, the student write his title about Cinderella, so the student merely think about determining the title of his story.

Each of the students have different cognitive process in writing. As a student two, he said that before he was going to write the story , the first step that occurs in his mind was remembering the story. This can be seen in the interview as follows: *"Saya ingat-ingat ceritanya lalu saya tulis bu"* (Int-S<sub>2</sub>-RTS/App.8/P.104)

Based on the data above, it can be inferred that the process of determining the title of the student's writing was from the student's memory. The student remember the story, about how the next story will be continued. When the student remember the story, he used his memory to generate the information from his long term memory, the student long term memory very used to help the student to remember the story. The process of determining the title of the student's writing is remember the story. This can be seen in the result of the interview as follows:

*Saya membayangkan ceritanya, siapa peran utamanya, lalu apa masalah yang terjadi dan apa yang menarik dari cerita tersebut sesuai yang saya ingat bu.*(Int-S<sub>2</sub>-RTS/App.8/P.104)

Based on the data above, it can be inferred that the process of determining the title of the student's writing was from the student's imaginary. The student imagine the story, who is the characters, what is the problem, and the interesting thing from the story. When the student imagine the story, he used his memory to generate the information from his long term memory, the student long term memory very used to help the student to remember the story, this can be seen in the interview as follows: *“Karna saya tau sedikit ceritanya dari membaca buku bu”.*(Int-S<sub>1</sub>/App.8/P105)

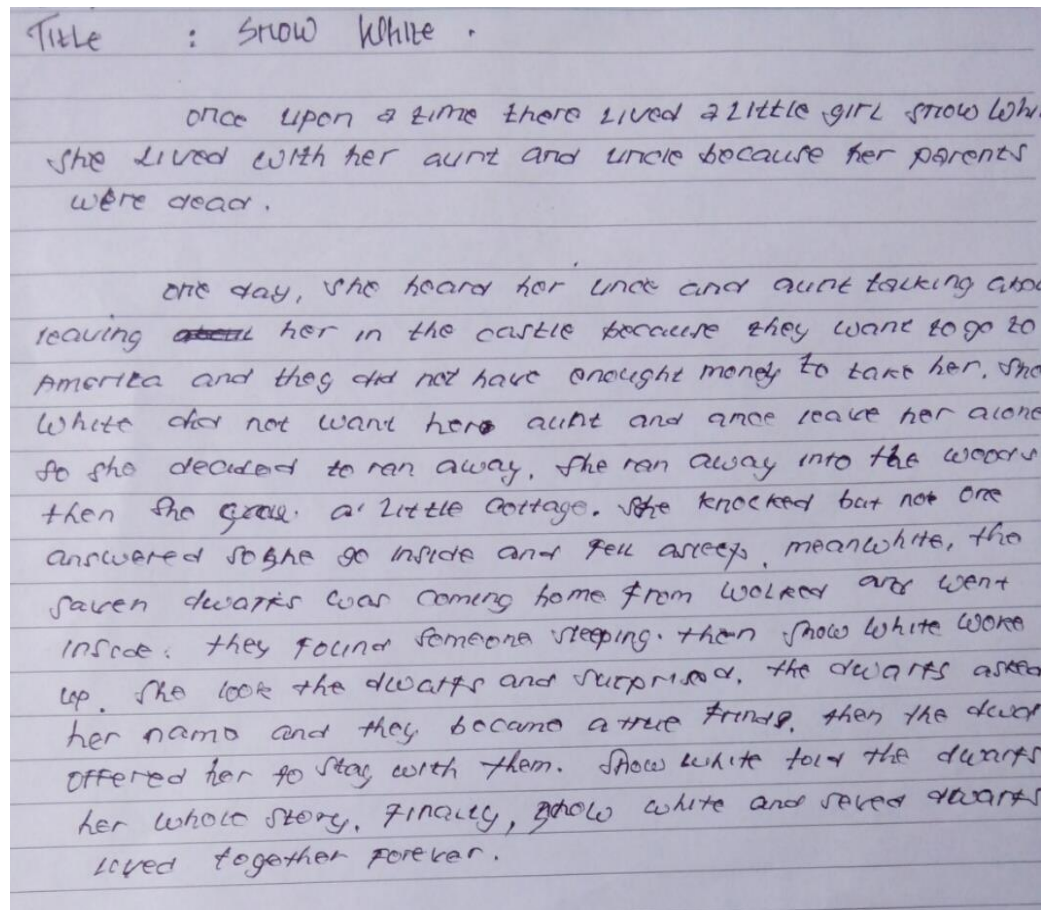
From this data, it can be seen that the student had memory about the title because he knew the story and he ever read the story from the book, so this data support the data above which the process of determining the title of the student writing is from the student's imagination that support by the student's memory. As the process happen it will need a reason why does the process happen the way it does. This can be seen in the result of the interviews as follows : *“Saya enggak*



bisa ngembangin ceritanya kalau enggak ingat ceritanya lah bu. Gitu setahu saya bu".(S<sub>2</sub>/App.8/P.104)

As the interview above, the student told that he can not develop the story without remember the story. So it is the reason why the student think about to determine the title of his writing first because of student habitual. The first step that student determining the title of his writing before he start to write the story can be proof by looking the student writing as follows:

Figure 5: Male Student's (S<sub>2</sub>) Narrative Writing



From the student's narrative writing above, it can be seen that the student do determining the title of his writing by looking the figure above. The first thing or

step that the student do is write the title of his story which can be seen, the student write his title about Snow White, so the student merely think about determining the title of his story.

Each of the students have different cognitive process in writing. As a student three, he said that before he was going to write the story , the first step that occurs in his mind was remembering the story. This can be seen in the interview as follows: “*Saya tengok-tengok jugalah bu judul mana yang saya tahu ceritanya*” (S<sub>3</sub>/App.9/P.107)

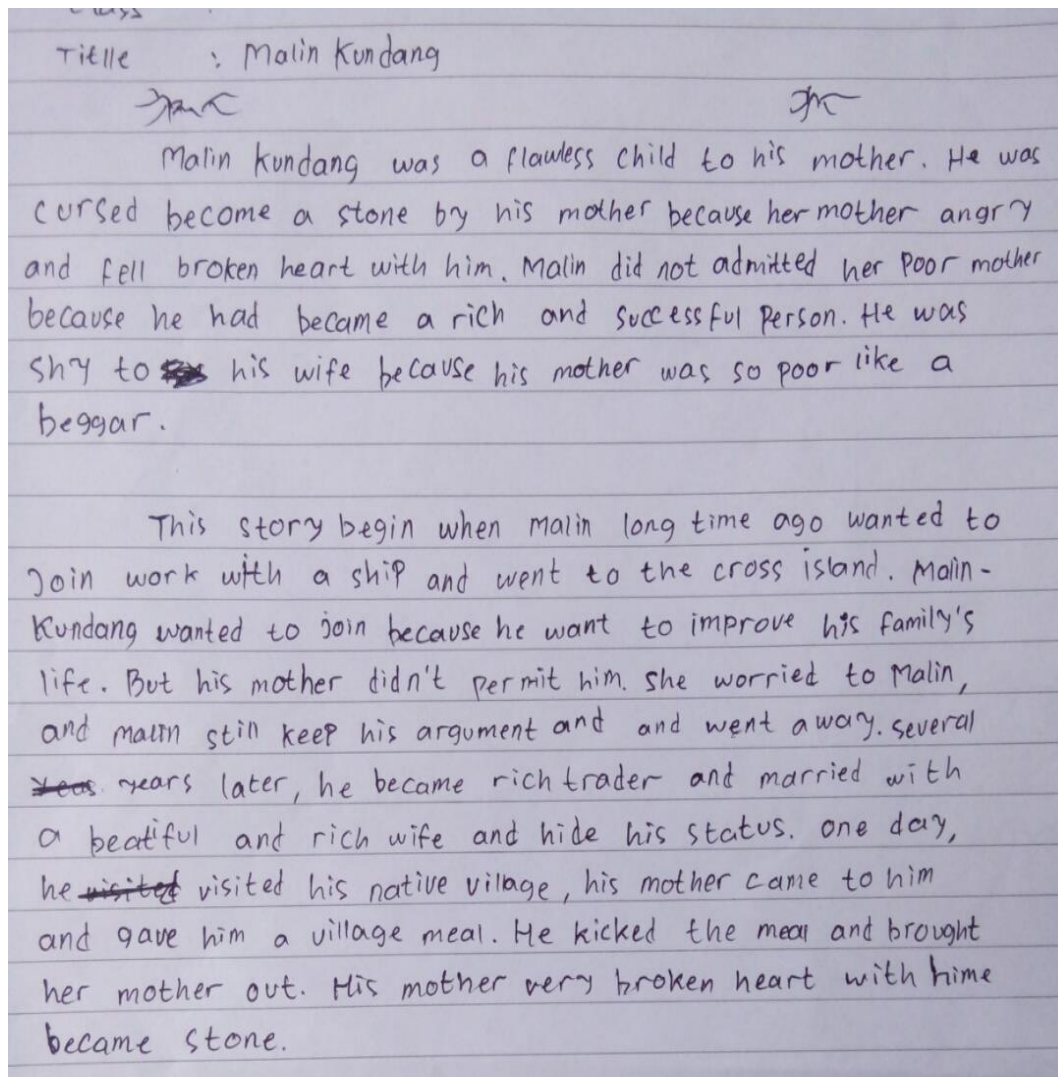
Based on the data above, S<sub>3</sub> was inferred have determined the title of his writing firstly before he start to write his narrative writing entitled Malin Kundang. The process of determining the title of the student’s writing is looking and remember the story. This can be seen in the result of the interview as follows:”*Dengan melihat judulnya saya langsung mengingat cerita dari guru saya tentang Malin Kundang*” (S<sub>3</sub>.DTT/App.9/P.107). Based on the data above, it can be inferred that the process of determining the title of the student’s writing was from the student’s sight. The student look the title, after the student looking the title. The student automatically will remember the whole story, about how the next story will be continued. When the student imagine the story, he used his memory to generate the information from his long term memory, the student long term memory very used to help the student to remember the story, this can be seen in the interview below:

*Karna dulu saya pernah diceritain sama ayah mamak di rumah waktu saya masih seumurannya anak sekolah dasarnya bu. Terus kemaren baru*

*bahas tentang Malin Kundang di kelas sama teman, karna ada tugas kelompok gitu bu (Int-S<sub>3</sub>/App.9/P.107)*

From this data, it can be seen that the student had memory about the title because he knew the story from his parents and he ever discuss the story in group task, so this data support the data above which the process of determining the title of the student writing is from the student's imagination that support by the student's memory. As the process happen it will need a reason why does the process happen the way it does. This can be seen in the result of the interviews as follows : *“Seperti biasa lah bu, kalau enggak ingat bagaimana mau nulis ceritanya”*. (Int-S<sub>3</sub>/App.8/P.107)

As the interview above, the student told that he can not write the story without remember the story. So it is the reason why the student think about to determine the title of his writing first because of student habitual. The first step that student determining the title of his writing before he start to write the story can be proof by looking the student writing as follows:

Figure 6: Male Student's (S<sub>3</sub>) Narrative Writing

From the student's narrative writing above, it can be seen that the student do determining the title of his writing by looking the figure above. The first thing or step that the student do is write the title of his story which can be seen, the student write his title about Malin Kundang, so the student merely think about determining the title of his story.

In conclusion, the first finding of male cognitive process in writing is determining the title of writing. This occurs with different process of each student, and also with different reason why does it occurs the way it does.

b) Organizing the Ideas

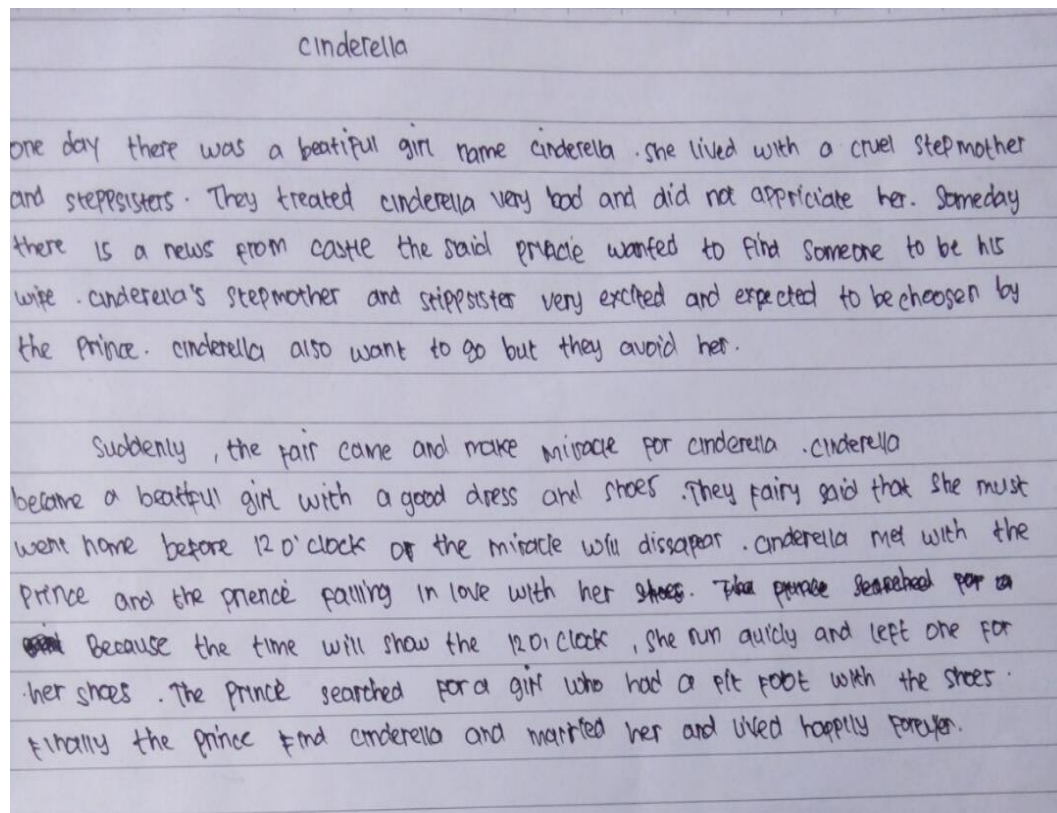
Organizing the ideas means putting the ideas into a logical order or providing the informant the key words that they have been structured on their mind orderly then put it into statements on the paper will be comprehensible to the reader. This can be seen in the result of the interview as follows: “*Lalu saya langsung tulislah bu apa yang saya ingat tentang Cinderella*”.(Int-S<sub>1</sub>- WTT/App.7/P.102)

Based on the data above, it was inferred that S<sub>1</sub> writing the text after he determine the title of his writing. The process of writing the text is write the text down into a paper about what he have remembered. It means the student write his ideas or plans from the title into a paper. This can be seen in the result of the interview as follows:

*Apa yang saya ingat saya tulis ke buku sele-sele dulu bu.* (Int-S<sub>1</sub>/App.7/P.102)

Based on the data above, it can be infereed that the process of writing the text was from the student gathering ideas or plans, after that the students put that ideas into statements or paragraphs. The student write the text into a paper first after that the student rewrite the text into the book. As the process happen, it has to have a reason why does the process happen the way it does. This can be seen in the result of the interview as follows : “*Karna saya takut kalau langsung ditulis di buku nanti banyak yang bersalahan*” (Int-S<sub>1</sub>/App.7/P.102)

As the interview above, the student told that he will make many mistakes and error if he directly write his writing into a book, that is why he write his writing entitled Cinderella into a paper firstly. The step that student writing the text after he determining the title of his writing can be proof by looking the student writing as follows:

Figure 4: Male Student's (S<sub>1</sub>) Narrative Writing

From the student's narrative writing above, it can be seen that the student do writing the text by looking the figure above. The student put his ideas into a written text that has two paragraph in his writing. The student also tell his story while the researcher interview him, and what he tell is same with his writing. This can be seen in the result of interview as follows:

*Tapi yang saya ingat Cinderella cantik, baik, dia tinggal sama ibu tiri dan kakak tiri bu. Lalu dia mau ke pesta dan enggak dikasih tapi ada seorang peri yang datang dan merubahnya jadi cantik, pakai sepatu kaca gitulah bu. (Int-S<sub>1</sub>/App.7/P.108)*

Based on the data above, the student has a same point about Cinderella story, it can be seen based on the interview and the student's narrative writing above. He told that Cinderella was kind, beautiful, and she lived with her stepmother and

stepsister. When she wanted to go to the ball, her stepmother forbidden her until the fairy come and change her became beautiful, and using a glass slipper, and it can be found in the first and second paragraph of his writing.

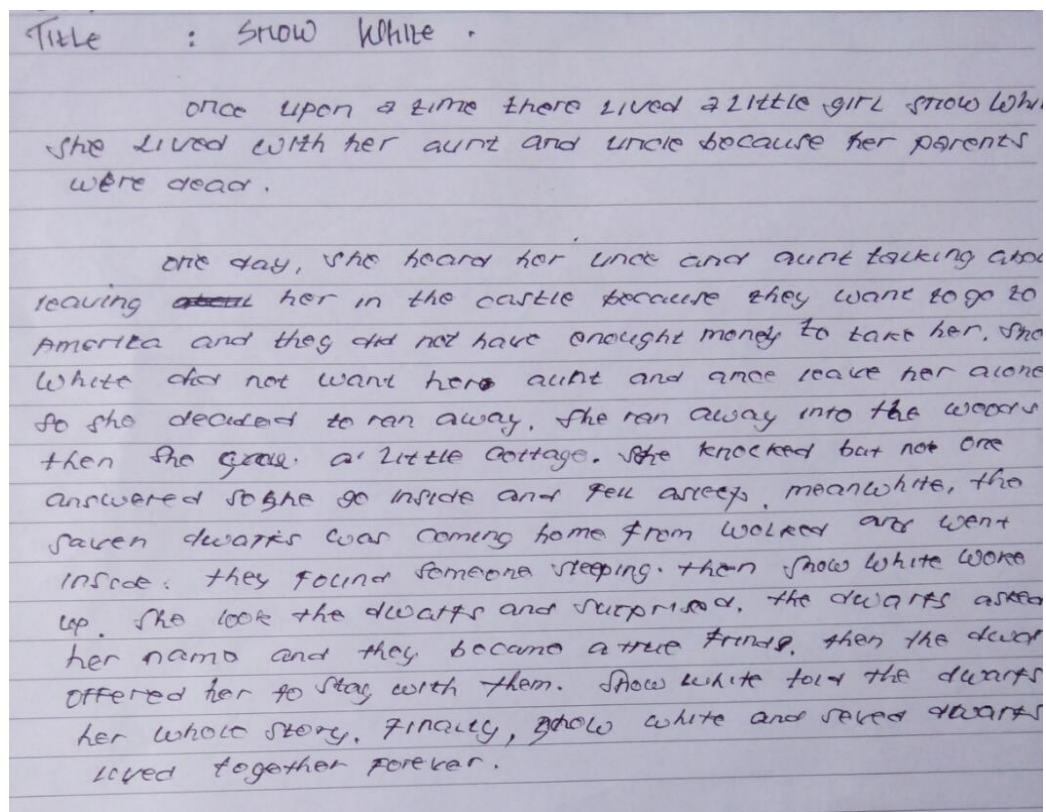
Each of the students have different cognitive process in writing. As a student two, he said that after he determining the title of his writing he was going to write the story . This can be seen in the interview as follows: *“Saya ingat-ingat ceritanya lalu saya tulis bu (Int-S2-WTT/App.8/P.104)*

Based on the data above, it was inferred that S<sub>2</sub> writing the text after he determine the title of his writing. The process of writing the text is write the text down about what he have remembered. The student write his ideas or plans from the title into a paper. He write the text start from telling the main character, and then the problem arise, and the ending of the story which make the reader interesting. This can be seen in the result of the interview as follows: *“Siapa peran utamanya, lalu apa masalah yang terjadi dan apa yang menarik dari cerita tersebut sesuai yang saya ingat bu”*. (S<sub>2</sub>/App.8/P.104)

Based on the data above, it can be infereed that the process of writing the text was from the student gathering ideas or plans, about who is the main characters of the story, what is the problem that arise from the story, and how is the ending of the story, is it interesting or not. After that the students put that ideas into statements or paragraphs.. As the process happen, it has to have a reason why does the process happen the way it does. This can be seen in the result of the interview as follows : *“Dan saya mau tulisan saya itu terarah bu, gitu juga yang selalu ditekankan oleh guru saya bu”*. (Int-S<sub>2</sub>/App.8/P.104)

As the interview above, the student told that he want his writing arranged and guided like what his teacher always told to him. He writes his text guidely start from the main character, then the problem of the story, and the last he tellls about the ending of the story, is the story interest the reader or not then write his writing into a book, that is why he write his writing entitled Snow White as that form. The step that student writing the text after he determining the title of his writing can be proof by looking the student writing as follows:

Figure 5: Male Student's (S<sub>2</sub>) Narrative Writing



From the student's narrative writing above, it can be seen that the student do writing the text by looking the figure above. The student put his ideas into a written text that has two paragraph in his writing. In paragraph one he tell about



the main character, then in paragraph two he start to write about the problem then still in paragrapg two he tell about the ending of the story. The student also tell his story while the researcher interview him, and what he tell is same with his writing.

This can be seen in the result of interview as follows:

*Jadi Snow White itu kan cantik bu, putih jadi banyak wanita lain yang cemburu terutama ibu tirinya, jadi si Snow White mau dibunuh sama ibu tirinya bu sangkin cantiknya. (Int-S<sub>2</sub>/App.8/P.105)*

Based on the data above, the student has a different point about Snow White story, it can be seen based on the interview and the student's narrative writing above. He told that Snow White was beautiful, has a white skin that make many girl jealous with her especially her stepmother, and she want to kill snow white, that is why snow white run away to the jungle. But it is different with the student writing that the content of the story told that snow white lived with his aunt and uncle as seen in the first paragraph, then her aunt and uncle wanted to live her alone while they are going to Amerika, that is whht Snow hite run away to the jungle and met with the seven dwarfs as seen in the second paragraph of the student's writing.

Each of the students have different cognitive process in writing. As a student three, he said that before he determining the title of his writing he was going to write the story . This can be seen in the interview as follows:”*Saya sih langsung nulis ceritanya bu*”. (Int-S<sub>3</sub>- WTS/App.9/P.107)

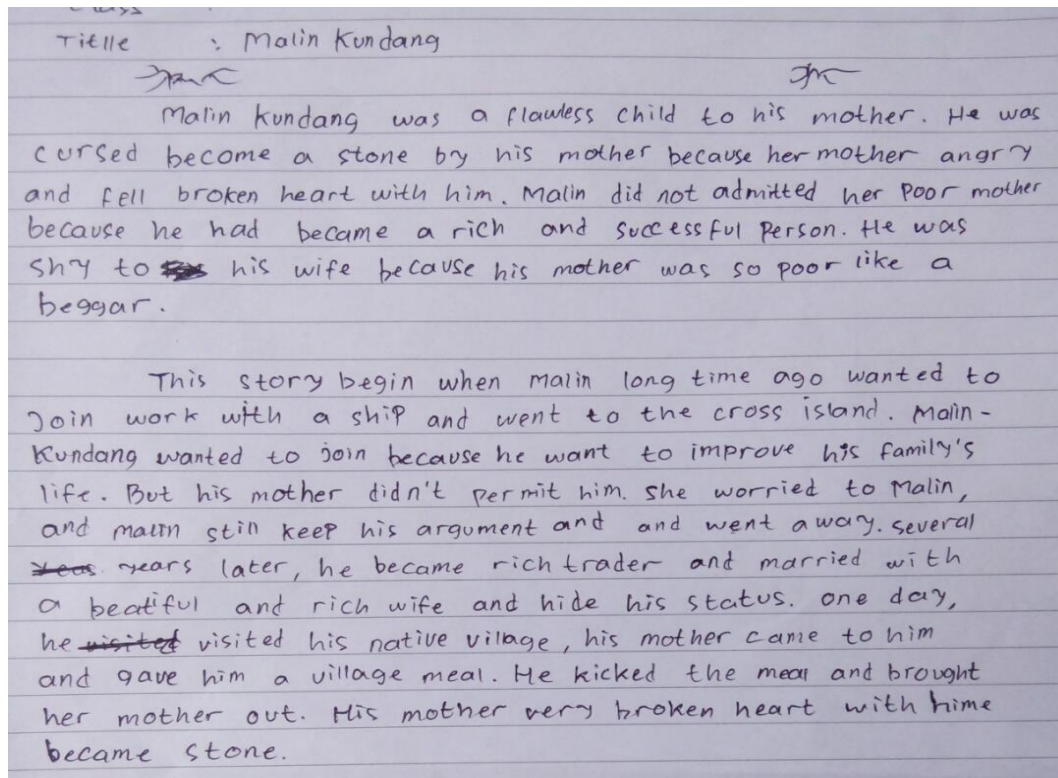
Based on the data above, it was inferred that S<sub>3</sub> writing the text before he determine the title of his writing. He directly write the text in the first step. The process of writing the text is write the organization of the story from the start until

the end of the story. This can be seen in the result of the interview as follows: *"Saya susunlah bu ceritanya muai dari awal sampai akhir"*. (Int-S<sub>3</sub> /App.9/P.107)

Based on the data above, it can be inferred that the process of writing the text was from the student arranging ideas or plans, start from the beginning of the story until the end of the story. After that the students put that ideas into statements or paragraphs.. As the process happen, it has to have a reason why does the process happen the way it does. This can be seen in the result of the interview as follows : *"Biar bagus bu, enggak lompat-lompat ceritanya. Gitulah biasanya yang saya lakukan kalau nulis cerita"*. (Int-S<sub>3</sub> /App.9/P.107)

As the interview above, the student told that he want his writing be good and do not jump unclearly, it is like what he always do when he write a story. He writes his text guidely start from the beginning of the story then the last he tells about the ending of the story, then he write his writing into a book, that is why he write his writing entitled Malin Kundang as that form. The step that student writing the text which start from the beginning until the ending can be proof by looking the student writing as follows:

Figure 6: Male Student's (S<sub>3</sub>) Narrative Writing



From the student's narrative writing above, it can be seen that the student do writing the text by looking the figure above. The student put his ideas into a written text that has two paragraph in his writing. In paragraph one he tell about the main character it means he tell about the beginning of the story, then in paragraph two he start to write about the problem then still in paragraph three he tell about the ending of the story.

In conclusion, after do the research, the finding of male cognitive process in writing that the researcher find is writing the text, this occurs with different process of each student, and also with different reason why does it happen the way it does.

### c) Translating the Text

Translating the text means change the source language into a target language. Here, the male students change the Indonesian language into English language

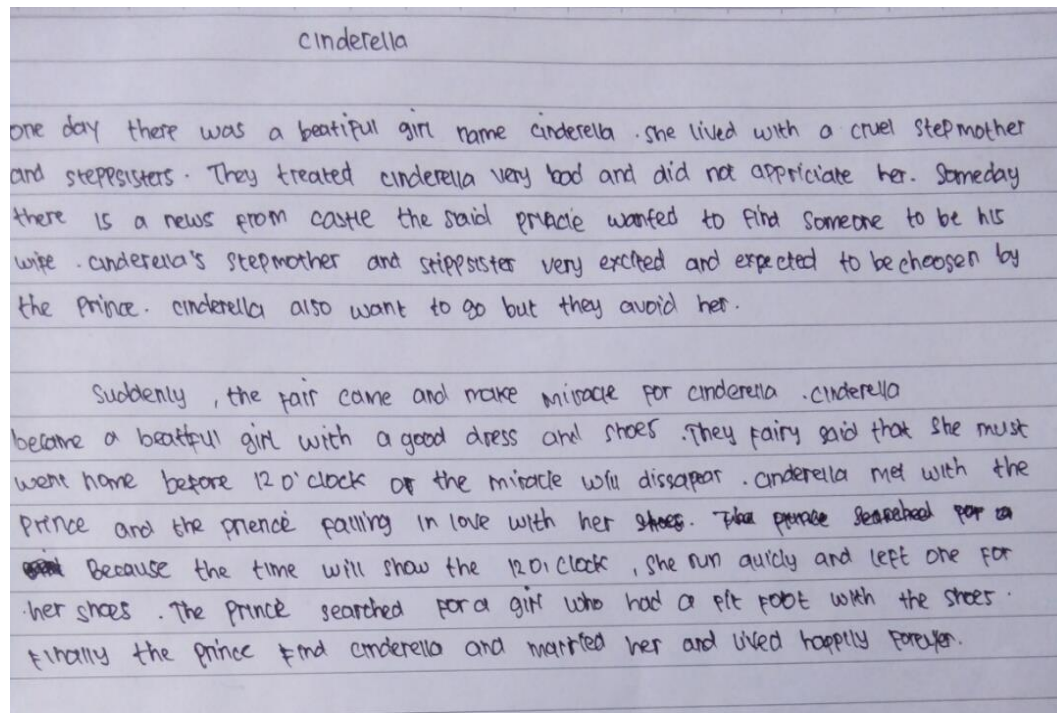
helped by the dictionary as a tools to get the meaning. This can be seen in the result of the interview as follows:”*Saya artikan apa yang saya tulis tadi ke dalam bahasa Inggris bu*”. ( Int-S<sub>1</sub>- TTT/App.7/P.102)

Based on the data above, it was inferred that S<sub>1</sub> do translating the text after he write the text. He translate all he wrote it into a target language namely English language. The process of translating the text shows that the student write the Indonesian text before, after that the student search the meaning of each Indonesian word in the dictionary. This can be seen in the result of the interview as follows: “*Saya tulis Indoneiannya dulu lalu saya cari arti kata di kamuslah bu*”. (Int-S<sub>1</sub>/App.7/P.103)

Based on the data above, it can be inferred that the process of translating the text was started from write the Indonesian language first after that the student search all the vocabulary of Indonesian language then cchange it into English language with the help of the disctionary. As the process hhappen, it has to have a reason why does the process happen the way it does and this can be seen in the result of the interview as follows:”*Karna saya kurang pintar dalam bahasa Inggris bu* “(Int-S<sub>1</sub>/App.7/P.103)

As the interview above, the student told that he was uncapable in English. It means that because his English was not good, so he need a disctionary to help him to translate the Indonesian language into English language. That is why the student translating the text entitled Cinderella. Translating the text, tis process can be proof by looking at the result of student’s writing as follows:

Figure 4: Male Student’s (S<sub>1</sub>) Narrative Writing



Based on the student's narrative writing entitled Cinderella above, it can be seen that the student do translating the text. The student change the Indonesian language into English language. It can be seen in the first paragraph inn line three that the student still use an error grammar, the word "is" must be changed into "was" because this text shows narrative text which use past tense and use verb two. The word" "want" must be added ed in the fifth line of the second paragraph. And the error also found in the word of "find" that must be changed into "found" in the last line and last paragraph.

Each of the students have different cognitive process in translating the text. As a student two, he said that after he write the text he directly translate the text into English language. This can be seen in the interview as follows: "*Saya awalnya buat dulu ceritanya dalam bahasa Indonesia lalu saya terjemahkan ke dalam bahasa Inggris bu*".(Iint-S2- TTT/App.8/P.104)

Based on the data above, it was inferred that S<sub>2</sub> do translating the text after he write the text. He translate all he wrote it into a target language namely English language. The process of translating the text shows that the student write the Indonesian text before, after that the student search the meaning of each Indonesian word to make sure that his English text correct. This can be seen in the result of the interview as follows:

*Disiapkan karanganya dalam bahasa Indonesia dulu bu, biar lebih yakin menterjemahkannya ke bahasa Inggris bu, tapi karna ada kata-kata yang gak ada di kamus makanya jadi segini saja bu tulisan saya.*  
.(Int-S<sub>2</sub>- TTT/App.8/P.104)

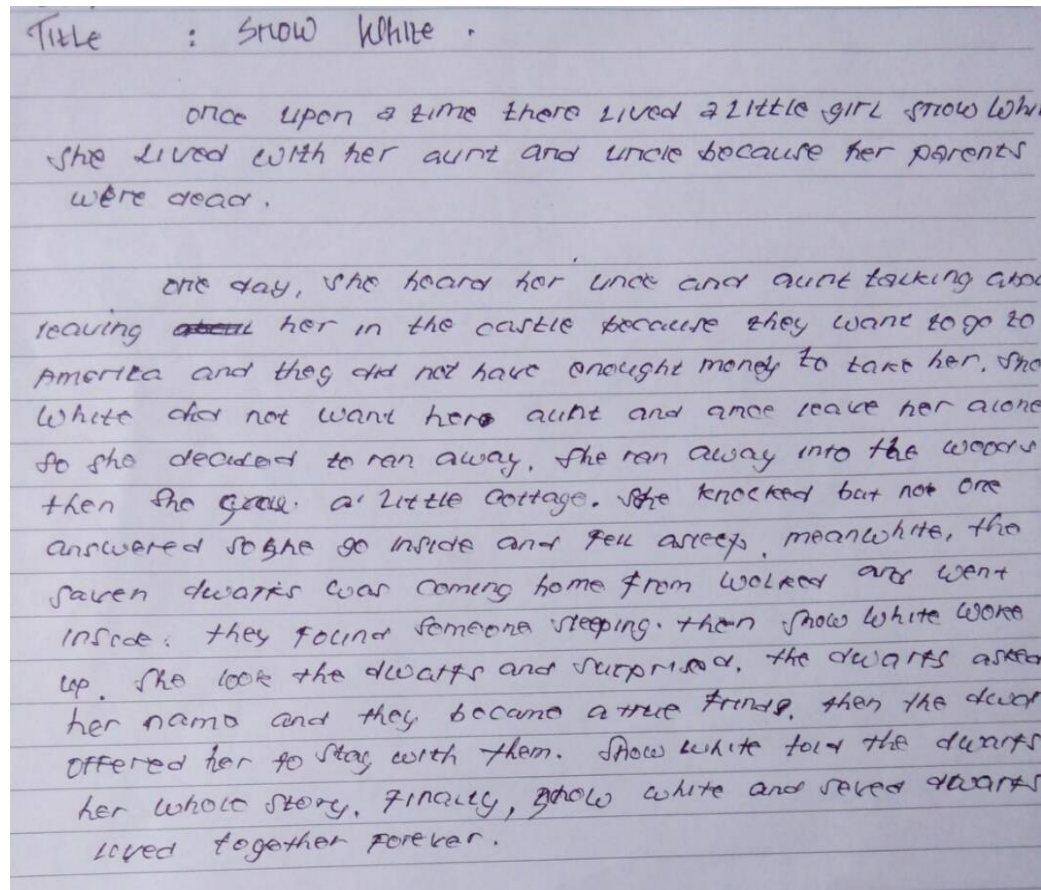
Based on the data above, it can be inferred that the process of translating the text was started from write the Indonesian language first after that the student change Indonesian language into English language to make sure that what he translate correct, and he said because of many of words can not find in the dictionary so he said that he only make his writing become short. As the process happen, it has to have a reason why does the process happen the way it does and this can be seen in the result of the interview as follows:

*Saya enggak taulah artiinya bu, jadi kata guru saya boleh kalau saya tulis ceritanya pake bahasa Indonesia lalu diartikan ke bahasa Inggris bu* (Int-S<sub>2</sub>- TTT/App.8/P.104)

As the interview above, the student told that he was did not know the meaning. So his taught by his teacher to make it Indonesian text first after that he asked to search the meaning in dictionary. It means that because his English was not good, so he need a disctionary to help him to translate the Indonesian language into English language. That is why the student translating the text

entitled Snow White. Translating the text, this process can be proof by looking at the result of student's writing as follows:

Figure 5: Male Student's (S<sub>2</sub>) Narrative Writing



Based on the student's narrative writing entitled Snow White above, it can be seen that the student do translating the text. The student change the Indonesian language into English language. And by looking this document, the student merely do some errors and his writing was so short. It can be seen in the second paragraph in line two that the student still use an error grammar, the word "want" must be changed into "wanted" because this text shows narrative text which use

past tense and use verb two. The word” “look” must be added ed in the tenth line of the second paragraph.

Each of the students have different cognitive process in translating the text. into target language. This can be seen in the interview as follows: “*Terus saya artikanlah buk*”. (Int-S<sub>3</sub>- TTT/App.9/P.107)

Based on the data above, it was inferred that S<sub>3</sub> do translating the text after he write the text. He translate all he wrote it into a target language namely English language. The process of translating the text shows that the student write the Indonesian text before, after that the student search the meaning of each Indonesian word into English. This can be seen in the result of the interview as follows: “*Saya nulis Indonesinya dulu baru diubah ke Inggrisnya*”.(Int-S<sub>3</sub> - TTT/App.9/P.107)

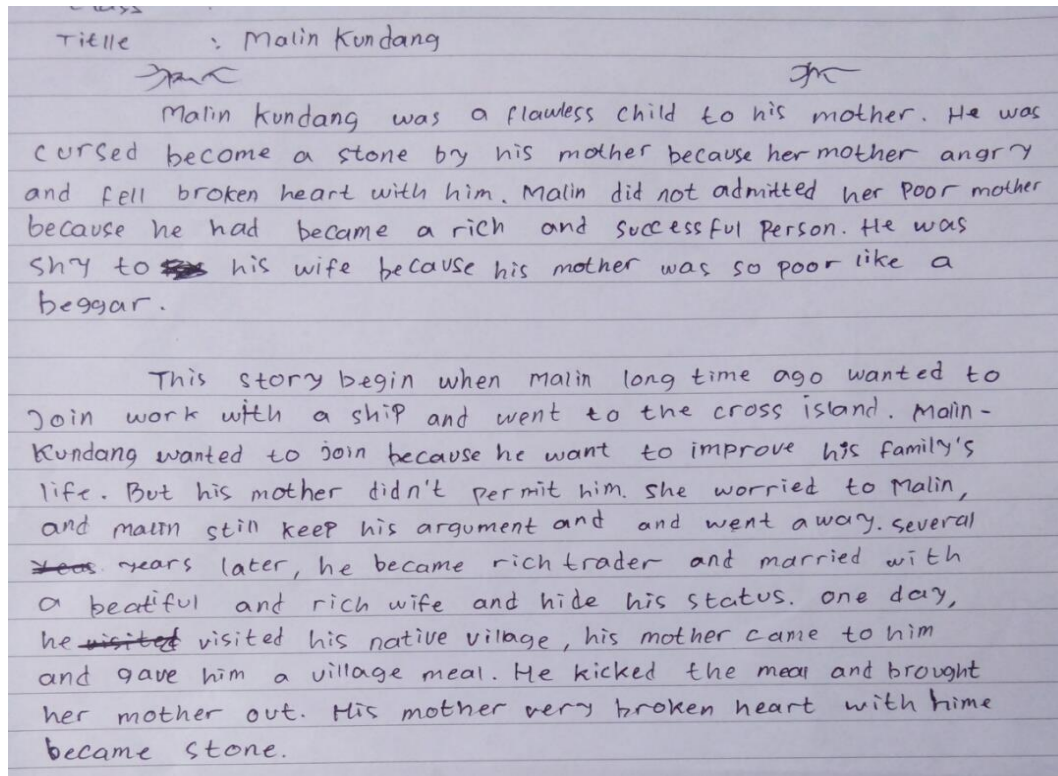
Based on the data above, it can be inferred that the process of translating the text was started from write the Indonesian language first after that the student change Indonesian language into English language to make sure that what he translate correct. As the process happen, it has to have a reason why does the process happen the way it does and this can be seen in the result of the interview as follows: “*Iya buk, karna saya lemah dalam menulis bahasa Inggris*”. (Int-S<sub>3</sub> - TTT/App.9/P.107)

As the interview above, the student told that he was weak in English writing. So he make it Indonesian text first after that he change it into English language. It means that because his English was not good and his vocabulary was low, so he need a disctionary to help him to translate the Indonesian language into English language. That is why the student translating the text entitled Snow White.



Translating the text, this process can be proof by looking at the result of student's writing as follows:

Figure 6: Male Student's (S<sub>3</sub>) Narrative Writing



Based on the student's narrative writing entitled Malin Kundang above, it can be seen that the student do translating the text. The student change the Indonesian language into English language. And by looking this document, the student merely do some errors in his writing. It can be seen in the first paragraph in line two that the student still use an error grammar, the word "become" must be changed into "became" because this text shows narrative text which use past tense and use verb two. The word "fell" must be changed into "felt" in the third line of the first paragraph. The word "begin" must be changed become "began" in the second paragraph line one, the word "want" must be added ed in the second

pragraph in line three, and his writing has many stretch show that he unneat in translating the text.

In conclusion, after do the research. The last finding of male cognitive process in writing is translating the text, with different process of each students and different reason why does the cognitive process occurs the way it does.

## 2. Female Cognitive Process in Writing

Based on the data, there are three findings for female cognitive process in writing:

(a) Organizing the Ideas (b) Developing the Ideas (c) Reviewing the Text.

### a) Organizing the Ideas

Organizing the ideas means putting the ideas into a logical order or providing the informant the key words that they have been structured on their mind orderly and the informant start to organize the writing properly which start by the opening of the text, about the content, and the ending of the story that appropriate with what the student think. This can be seen in the result of interview as follows:

*Pertama sekali saya memikirkan tentang judul saya yaitu Cinderella. Saya menyusun dan membuat kerangka pikiran gitu bu (Int-S<sub>4</sub> - MSF/App.10/P.109)*

Based on the data above, it was inferred that S<sub>4</sub> do making story framework of the text first before she start to write her narrative writing entitled Cinderella. The process of making the story framework is thinking about the main ideas of each paragraph of the writing entitled Cinderella. This can be seen in the result of the interview as follows:

*Seperti pokok pikiran disetiap paragrafnya bu. Kan kalau narrative teks itu punya cara untuk membuat tulisan dapat dipahami melalui generic structure (Int-S<sub>4</sub> -MSF/App.10/P.109)*

Based on the data above, it can be inferred that the process of making story framework was from the student ways in organizing the writing to be arranged. The student said that means of making story framework was put the main ideas of each paragraph of her writing. She emphasize that narrative has an own way to make the writing become organized and understandable through its generic structure. She also told a little about Cinderella story in the interview to support the data above which means the story framework or main ideas of each paragraph use. This can be seen in the result of interview as follows:

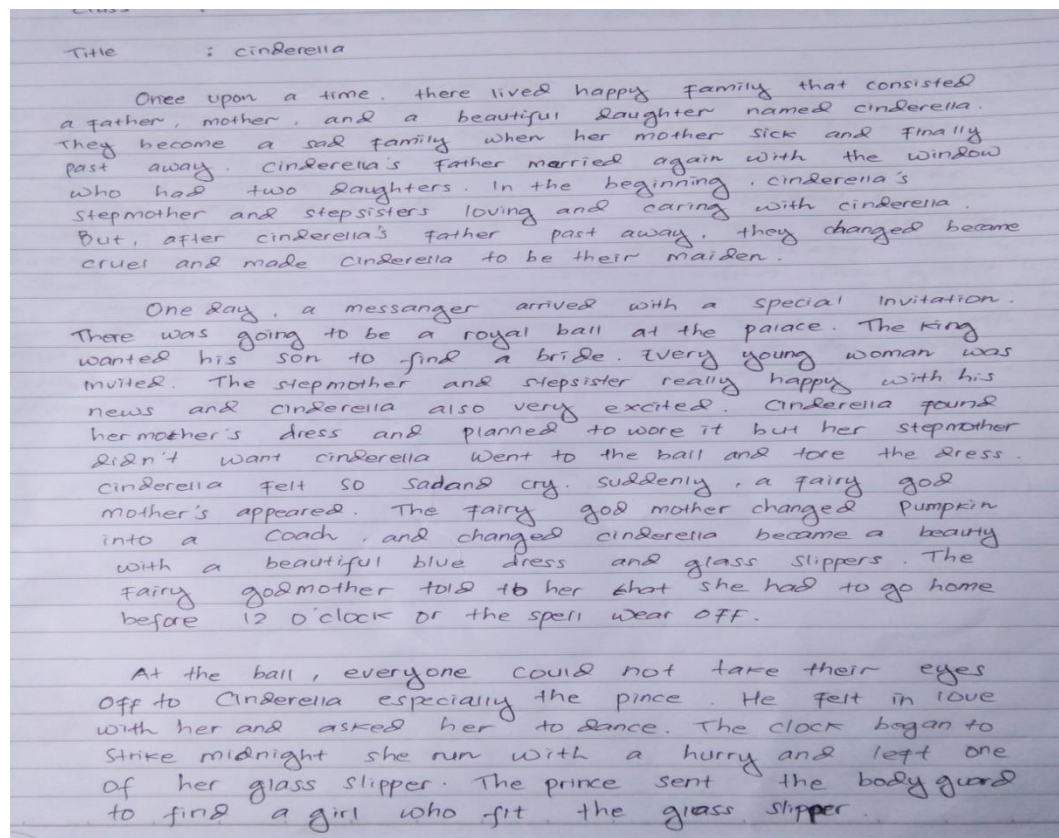
*Begini bu. Pertama saya jelaskan siapa Cinderella, lalu masalah apa yang menyimpannya, setelah itu bagaimana solusi dari masalah yang ia hadapi. (Int-S<sub>4</sub> -MSF/App.10/P.109)*

This data above, support the data before that the student explain about meanns of making story framework itself. She explained in her narrative writing that the story begin with telling the characters, then the problem, and the last is the solutions of the problem. As the process happened, it has to has a reason why does the process happen the way it does and this can be seen in the result of the interview as follows:

*Karna saya lebih mudah menjabarkan ceritanya apabila ada pokok pikirannya. Dan sudah kebiasaan saya melakukan ini bu. (Int-S<sub>4</sub> -MSF/App.10/P.109)*

As the interview above, the student told that she making the main ideas of each paragraphs is to make her easy to elaborate the story. She also told that by making story framework is as her habitual when she start to write a text. That is why the student making story framework of the tet entitled Cinderella is to make the writing organized. This process can be proof by looking at the result of the student's writing as follows:

Figure 7: Student (S<sub>4</sub>) Narrative Writing



From the figure above, it can be seen that there are three paragraphs in the text, the first paragraph tell about the main character of the Cinderella story, the second paragraph tell bout the problem that arise, and the last paragraph tell about

the solution of the problem, it is seen like the generic structure of narrative writing which starts from the orientation or the opening of the story, then the complication same with the problem arises, and then the resolution means the solution of the problems in the story involved.

In conclusion, after doing the research. The first finding of female cognitive process in writing is making story framework of the text, with different processes of each student and different reasons why the cognitive process occurs the way it does.

Each of the students has a different cognitive process in making story framework of the text. As a student five, she said that the first thing she does before starting to write the writing is making a story framework. This can be seen in the interview as follows: "*Pertama saya membuat kerangka ceritanya*". (Int-S5-MSF/App.9/P.112)

Based on the data above, it was inferred that S<sub>5</sub> does making story framework of the text first before she starts to write her narrative writing entitled Snow White. The process of making the story framework is thinking about the whole story beginning with the opening of the story, about the content of the story, and the ending of the story. This can be seen in the result of the interview as follows:

*Gini bu. Tia kan memilih tentang Snow White, jadi Tia buatlah kalimat untuk membuka cerita, lalu apa isi cerita saya, dan endingnya yang bagaimana.* (Int-S5-MSF/App.9/P.112)

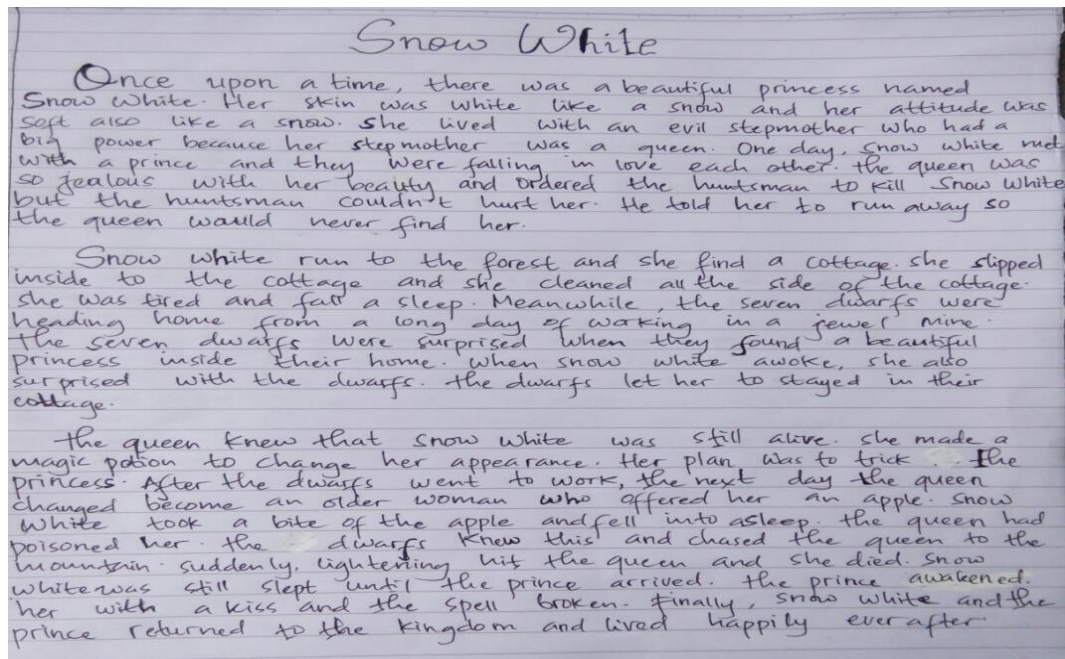
Based on the data above, it can be inferred that the process of making story framework was from the student's ways in organizing the writing to be arranged.

The student said that means of making story framework was organizing the opening of the story, the content of the story and the ending of the story properly of her writing. She emphasize that narrative has an own way to make the writing become organized and understandable through its generic structure. As the process happened, it has to has a reason why does the process happen the way it does and this can be seen in the result of the interview as follows:

*Saya ingin memastikan tulisan saya tersusun dengan baik bu sesuai apa yang saya baca harus ada generic structurenya bu, dan ini memang selalu saya lakukan setiap kali menulis karna beginilah yang diajarkan oleh guru saya di kelas. (Int-S<sub>5</sub>-MSF/App.9/P.112)*

As the interview above, the student told that she making a story framework by telling how to open the story, hat is the content and how is the ending of the story because she always do that to make her writing arranged properly suitable with its generic structure of narrative text. She also told that making story framework is taught by her teacher in the class when learning in the writing class. That is why the student making story framework of the tet entitled Snow White is to make the writing organized. This process can be proof by looking at the result of the student's writing as follows:

Figure 8: Student's (S5) Narrative Writing



From the figure above, it can be seen that there are three paragraphs in the text, the first paragraph tell about the opening of the Snow White story by telling the characters, the second paragraph tell bout the problem that arise, and the last paragraph tell about the solution of the problem, it is seem like the generic structure of narrative writing which start from the orientation or the opening of the story, then the complication same with the problem arise, and then the resolution means the solution of the problems in the story involved.

Each of the students have different cognitive process in making story framework of the text. As a student six, she said that the first thing she do before start to write the writing is making a story line and same with story framework. This can be seen in the interview as follows: “*Saya sebenarnya waktu itu bu, saya*

*memikirkan jalan ceritanya, maksudnya jalan cerita ,Malin Kundang bu”.*(Int-S<sub>6</sub>MSF/App.12/P.114)

Based on the data above, it was inferred that S<sub>6</sub> also making story framework of the text first before she start to write her narrative writing entitled Malin Kundang. The process of making the story framework is thinking about the whole story begin with the origin of the characters Malin Kundang, about the content of the story means what happen to him, and the ending of the story means why he become a stone. This can be seen in the result of the interview as follows:

*Begini bu. Putri mikir tentang asal usul Malin Kundang, apa yang terjadi padanya, kenapa dia bisa dikutuk menjadi batu. (Int-S<sub>6</sub>MSF/App.12/P.114)*

Based on the data above, it can be inferred that the process of making story framework was from the student ways in organizing the writing to be arranged. The student said that means of making story framework was telling about the origin of the characters of Malin Kundang, the content of the story means the problem of what happen to him and the ending of the story means the solution why he become a stone.

As the process happened, it has to has a reason why does the process happen the way it does and this can be seen in the result of the interview as follows:  
*“Biasanya kalau guru ngasih materi menulis khususnya text, dia selalu ajari kami bagaimana membuat jalan ceritanya bu”.* (Int-S<sub>6</sub>-MSF/App.12/P.114)

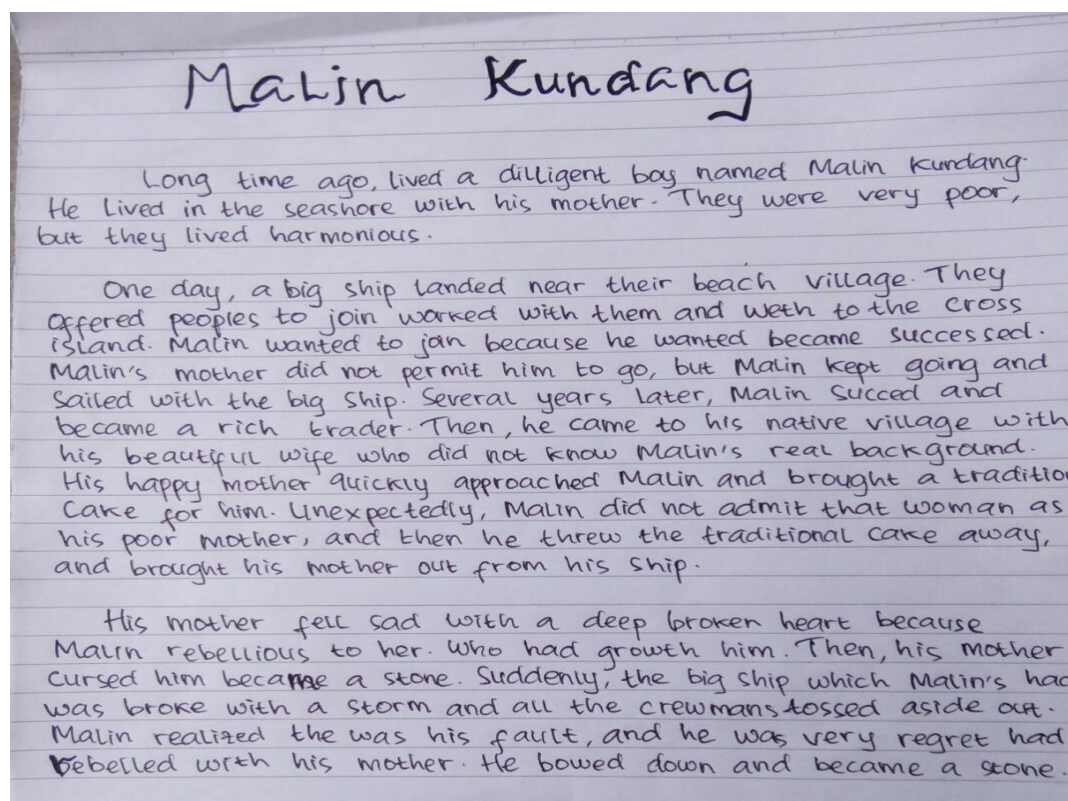
As the interview above, the student told that she making a story framework by telling how is the origin of Malin’s story, the problem arise means what



happen to him and how is the ending of the story that she explained why he became a stone.

The student making a story framework because she told by her teacher when give the lesson about the text in the class when learning in the writing class . That is why the student making story framework of the tet entitled Malin Kundang is to make the writing organized. This process can be proof by looking at the result of the student's writing as follows:

Figure 9: Stuuident's (S<sub>6</sub>) Narrative Writing



From the figure above, it can be seen that there are three paragraphs in the text, the first paragraph tell about the opening of the Malin Kundang story by telling the the origin of Malin Kuundang, the second paragraph tell bout the problem that arise means what happen to him, and the last paragraph tell about the solutioon of the problem means why he became a stone, it is seem like the generic

structure of narrative writing which start from the orientation or the opening of the story, then the complication same with the problem arise, and then the resolution means the solution of the problems in the story involved.

In conclusion, after do the research. The first finding of female cognitive process in writing is making a story framework, with different process of each students and different reason why does the cognitive process occurs the way it does.

#### b) Developing the Ideas

Developing the ideas means that the informant elaborate or expand the ideas of the text in detail so that the informant can continue to write the whole ideas completely and the writing will be comprehensible to the reader. This can be seen in the result of the interview as follows: "*Terus saya tulis yang udah saya rencanain tadi lalu saya kembangkan dengan struktur kalimat yang baik bu di buku catatan*". (Int-S<sub>4</sub> -WTT/App.10/P.115)

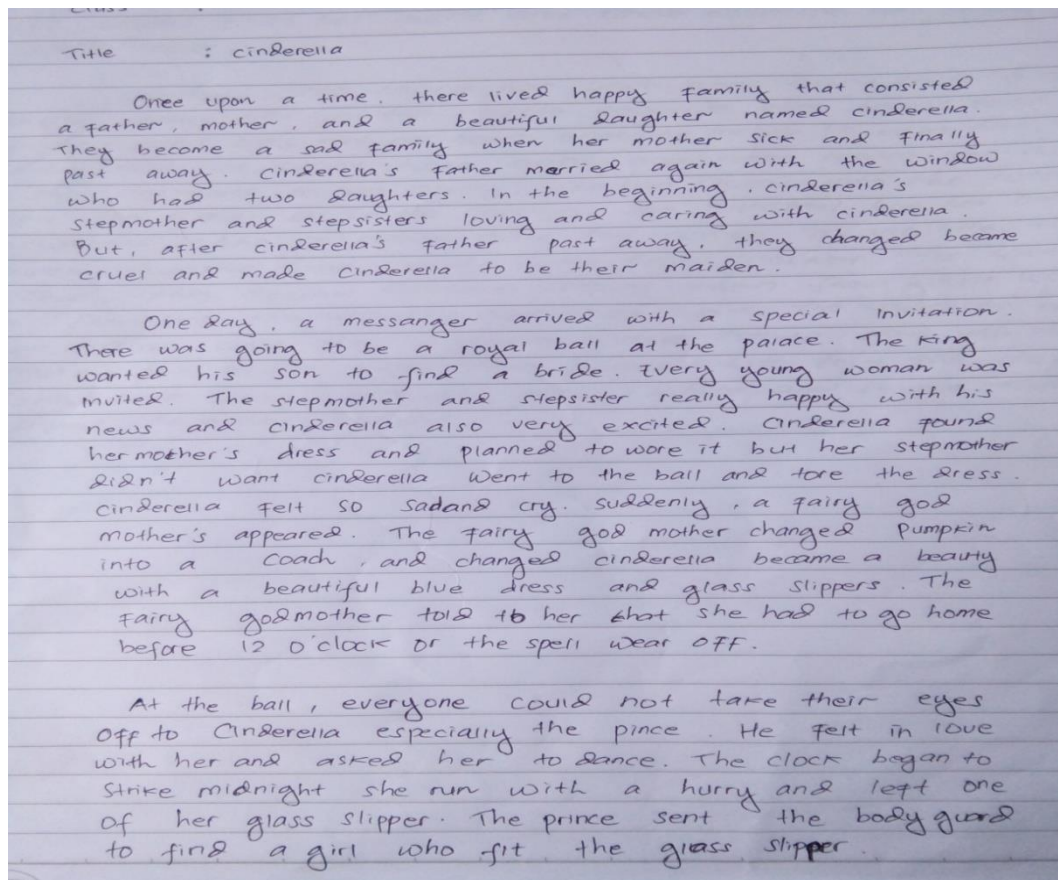
Based on the data above, it was inferred that S<sub>4</sub> writing the text after she making a story framework as she planned before. The process of writing the text is write all what she planned then develope it into a good structure of the sentence on the note book. It means that she write the text after that she develope the main ideas of the sentence of each paragraphs of the text. It means that she use a correct grammar, and suit the tense with the text, because the text is narrative text so the tense must change into past tense . This can be seen in the result of the interview as follows :

*Ya Saya tulis dengan grammar yang baik dan benar bu. Apalagi narrative teks kan pakai kata kerja kedua bu, pasti banyaklah yang harus diubah bu. .(Int-S<sub>4</sub> -WTT/App.10/P.115)*

Based on the data above, it can be inferred that the process of writing the text was from the student's gathering plans or ideas after the student put that ideas into each paragraphs. The student develop the sentence and make it into a good and correct structure with a suitable grammar of narrative text namely verb two. As the process happen, it has to has a reason why does the process happen the way it does. This can be seen in the result of the interview as follows: "*Ya karna kitakan dituntut untuk menulis dengan kalimat yang baik dan benar bu, gitu saya diajarkan oleg guru saya bu*".(Int-S<sub>4</sub> -WTT/App.10/P.115)

As the interview above, the student told that she forced by her teacher to always use a good and correct structure in a sentence. That is why she write her narrative writing entitled Cinderella properly. This can be proop by looking at the result of student's writing as follows:

Figure 7: Student (S4) Narrative Writing



From the student's narrative writing entitled Cinderella above, it can be seen that the student do writing the text by looking the figure above. The student put his ideas into a written text that has three paragraph in her writing. In paragraph one she tell about the main character it means she tell about the beginning of the story, then in paragraph two she start to write about the problem then still in paragraph three he tell about the ending of the story.

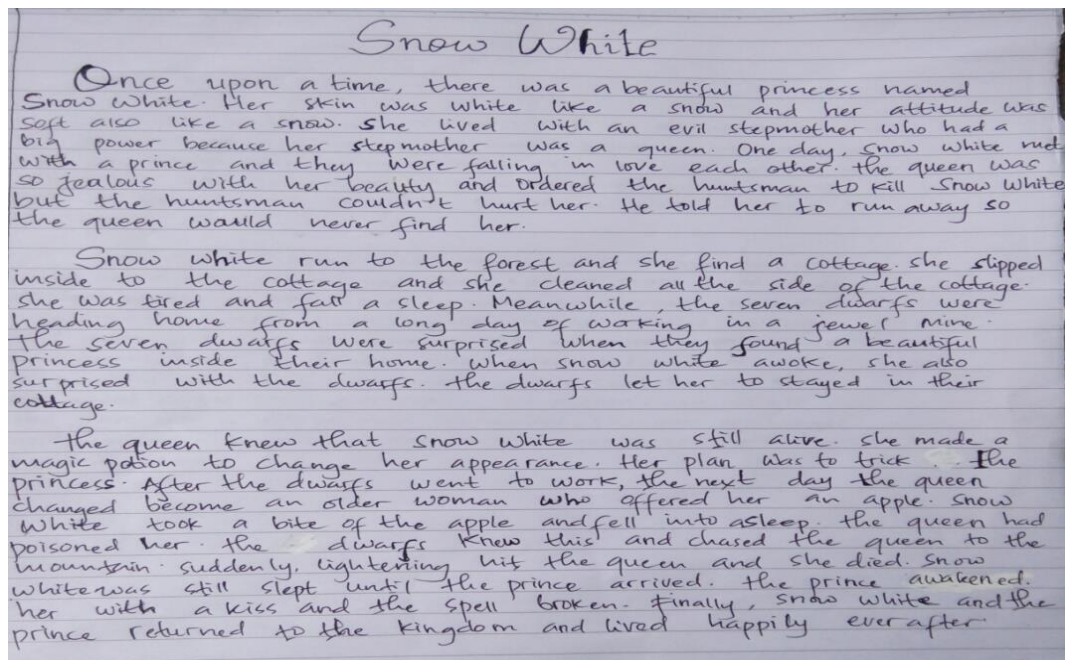
Each of the students have different cognitive process in writing the text. As a student five, she said that after making a story framework the last step is writing the text. This can be seen in the interview as follows: "Tia kembangkanlah bu, Tia

*tulis dibuku dengan rapi dan teratur sesuai yang sudah direncanakan*". (Int-S5-WTT/App.11/P.112). Based on the data above, it was inferred that S<sub>5</sub> writing the text after she making a story framework as she planned before. The process of writing the text is write all what she planned then develop it neatly and arrangely. It means that she write the text after that she develop the main ideas of the sentence of each paragraphs of the text. It means that she use a correct grammar, and suit the tense with the text, because the text is narrative text so the tense must change into past tense . This can be seen in the result of the interview as follows :

*Jadi semua yang udah tia buat di pokok pikiran, saya kembangkan lagi dengan rapi dan sesuai , dengan grammar dan struktur kata yang benar bu.* (Int-S<sub>5</sub>-WTT/App.11/P.112)

Based on the data above, it can be inferred that the process of writing the text was from the student's gathering plans or ideas after the student put that ideas into each paragraphs. The student develop the sentence and make it into a good and correct structure with a suitable grammar of narrative text namely verb two. As the process happen, it has to has a reason why does the process happen the way it does. This can be seen in the result of the interview as follows:"*Karna nanti dimarahin guru bu kalau enggak sesuai yang diajarkannya*".(Int-S<sub>5</sub> - WTT/App.11/P.113)

As the interview above, the student told that she forced by her teacher to always use a good and correct structure in a sentence. That is why she write her narrative writing entitled Snow White properly. This can be propo by looking at the result of student's writing as follows:

Figure 8: Student's (S<sub>5</sub>) Narrative Writing

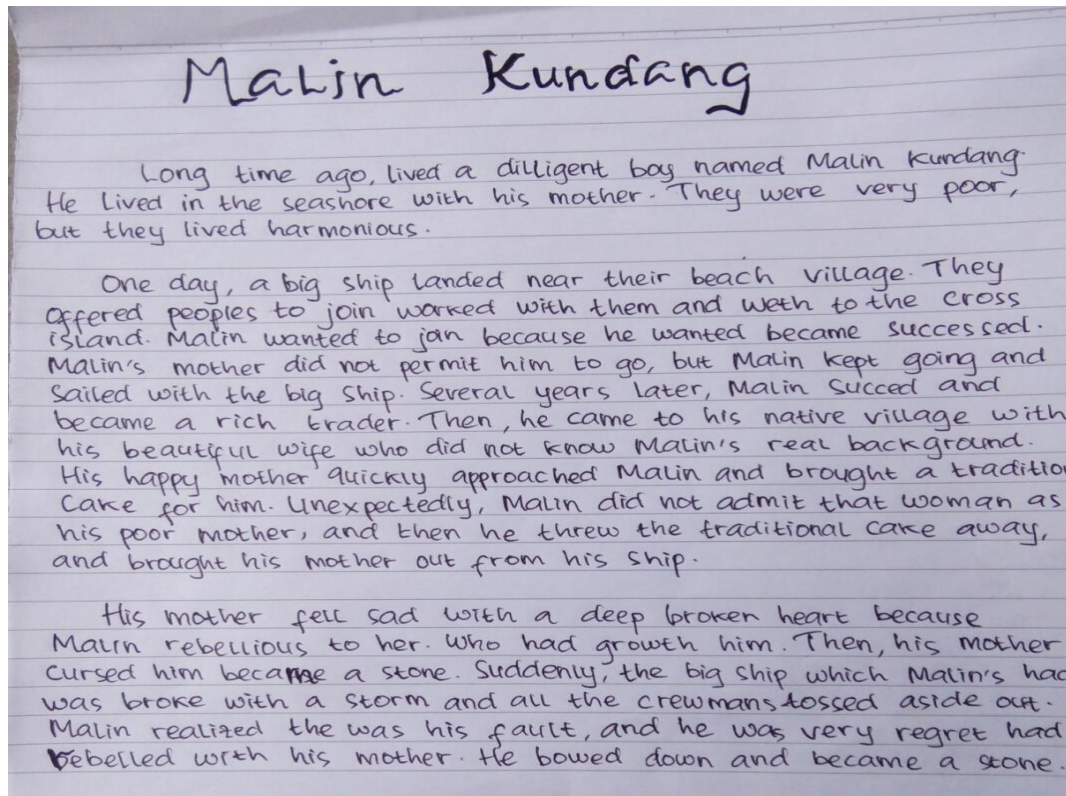
From the student's narrative writing entitled Snow White above, it can be seen that the student do writing the text by looking the figure above. The student put his ideas into a written text that has three paragraph in her writing. In paragraph one she tell about the main character it means she tell about the beginning of the story, then in paragraph two she start to write about the problem then still in paragraph three he tell about the ending of the story.

Each of the students have different cognitive process in writing the text. As a student six, she said that after making a story framework the last step is writing the text. This can be seen in the interview as follows: "Ya setelah itu saya tulis dan kembangkanlah bu sesuai dengan jalan cerita yang saya pikirkan tadi bu". (Int-S<sub>6</sub>-WTT/App.12/P.115). Based on the data above, it was inferred that S<sub>6</sub> writing the text after she making a story framework as she planned before. The process of writing the text is write all what she planned then develop it neatly and arrangely. It means that she write the text after that she develop the main ideas of

the sentence of each paragraphs of the text. It means that she use a correct grammar, and suit the tense with the text, because the text is narrative text so the tense must change into past tense . This can be seen in the result of the interview as follows : “*Saya kembangkan ceritanya dengn menggunakan struktur kalimat yang benar bu*”. (Int-S<sub>6</sub> -WTT/App.12/P.115)

Based on the data above, it can be inferred that the process of writing the text was from the student’s gathering plans or ideas after the student put that ideas into each paragraphs. The student develope the sentence and make it into a good and correct structure with a suitable grammar of narrative text namely verb two. As the process happen, it has to has a reason why does the process happen the way it does. This can be seen in the result of the interview as follows: “*Karena itu cara yang selalu saya lakukan ketika menulis dari dulu bu*” (Int-S<sub>6</sub> - WTT/App.12/P.115)

As the interview above, the student told that she forced by her teacher to always use a good and correct structure in a sentence. That is why she write her narrative writing entitled Snow White properly. This can be proop by looking at the result of student’s writing as follows:

Figure 9: Student's (S<sub>6</sub>) Narrative Writing

From the student's narrative writing entitled Snow White above, it can be seen that the student do writing the text by looking the figure above. The student put his ideas into a written text that has three paragraph in her writing. In paragraph one she tell about the main character it means she tell about the beginning of the story, then in paragraph two she start to write about the problem then still in paragraph three he tell about the ending of the story.

In conclusion, after do the research. The finding of female cognitive process in writing after making storry framework is writing the text, with different process of each students and different reason why does the cognitive process occurs the way it does.

### c) Reviewing the Text



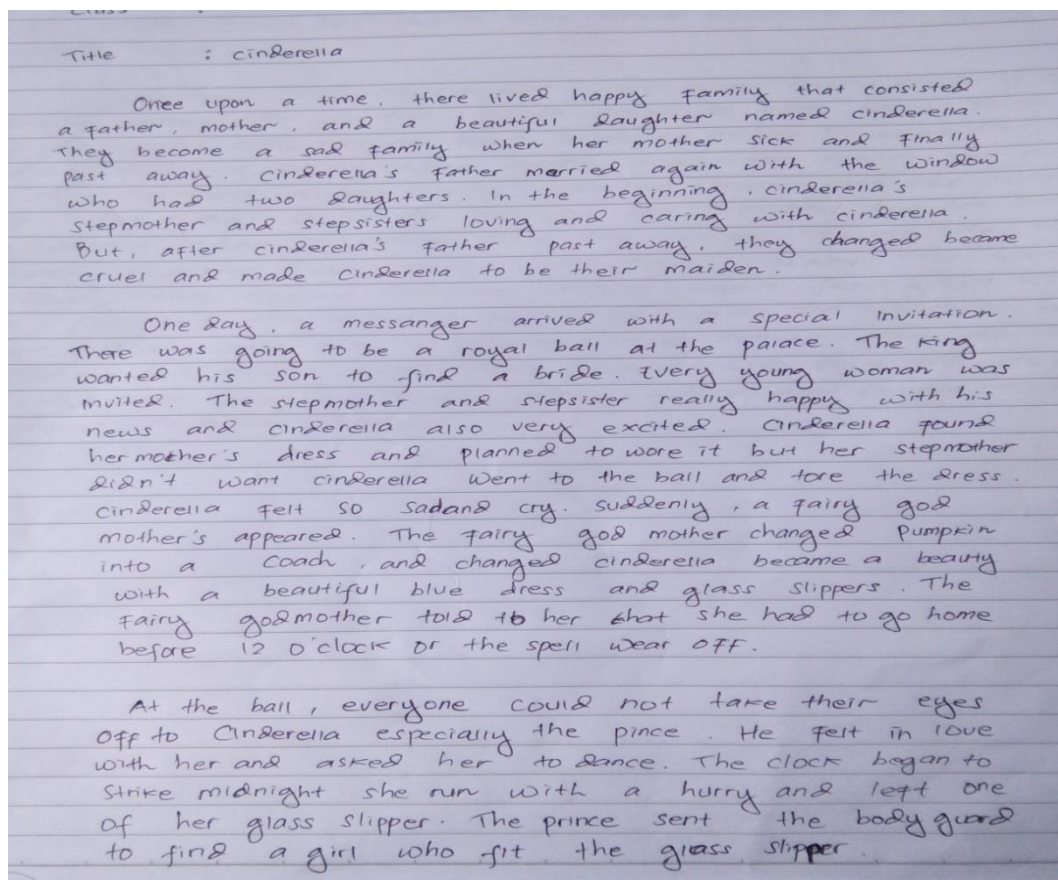
Reviewing the text means re-read and revised the text that already finish to make sure that the text of writing is correct and avoid the errors. This can be seen in the result of interview as follows: “*Saya periksa dulu mana tau ada yang salah*”. (Int-S<sub>4</sub> -RTT/App.10/P.110). Based on the data above, it was inferred that the student (S<sub>4</sub>) do reviewing the text after she already finished her narrative writing entitled Cinderella. She said that after she finish her writing, she check or revised again whether there were an error in her writing. The process of reviewing the text is read from the beginning of the writing until the end of the writing. After that check whether there are some mistakes then change it into a correct one. This can be seen in the result of interview as follows: “*Saya baca dulu bu dari awal sampai akhir lalu saya ubah yang salah biar benarliah bu*”. (Int-S<sub>4</sub> - RTT/App.10/P.111)

Based on the data above, it can be inferred that the proces of reviewing the text was from the student carefulness to check or revised the writing fter the student finish her writing entitled Cinderella. Based on the data above, she said that she read the text from the beginning until the end of the text. If there is a mistake, she will revised and change the mistakes to be the right one. As the process happen, it has to has areason why doeas the process happen the way it does. This can be seen in the interview as follows:

*Ya kalau tulisan kita bagus kan dapat nilai yang baik juga bu. Lalu saya melakukan iini karna sebelum mengumpul guru nyuruh kami untuk memeiksannya lagi bu. Pastilah tulisan kita ada yang salah.* (Int-S<sub>4</sub> - RTT/App.10/P.111)

As the interview above, the student told that she review her ttext to get a high score. She said that if we have a good writing, so we will get a high score too. And she review the text because of her teacher always remind for all the students to check the writing before collect it. This can be seen as the result of student's writing as follows:

Figure 7: Student (S<sub>4</sub>) Narrative Writing



From the student's narrative writing entitled Cinderella above, it can be seen that the student do reviewing the text by looking the figure above. The student review the text so that the text written perfectly without any mistakes. It can be seen in the first paragraph, that the students use a correct grammar, and correct sentences. This also happen in the second paragraph and the last

paragraph. It shows that there is not an errors in her writing and her writing is so neat and understandable to the reader. Researcher also could not find the stretch in the student's writing.

Each of the students have different cognitive process in reviewing the text. As a student five, she said that the last thing she do after finishing her writing is reviewing the text. This can be seen in the interview as follows: "*Tia periksa dulu tulisan Tia bu*". (Int-S<sub>5</sub>-RTT/App.11/P.113)

Based on the data above, it was inferred that the student (S<sub>5</sub>) do reviewing the text after she already finished her narrative writing entitled Snow White. She said that after she finish her writing, she check or revised again whether there were an error in her writing. The process of reviewing the text is read all the text whether there are uncoherence sentence or word. And whether there is an error grammars. So, she change it into a correct one. This can be seen in the result of interview as follows:

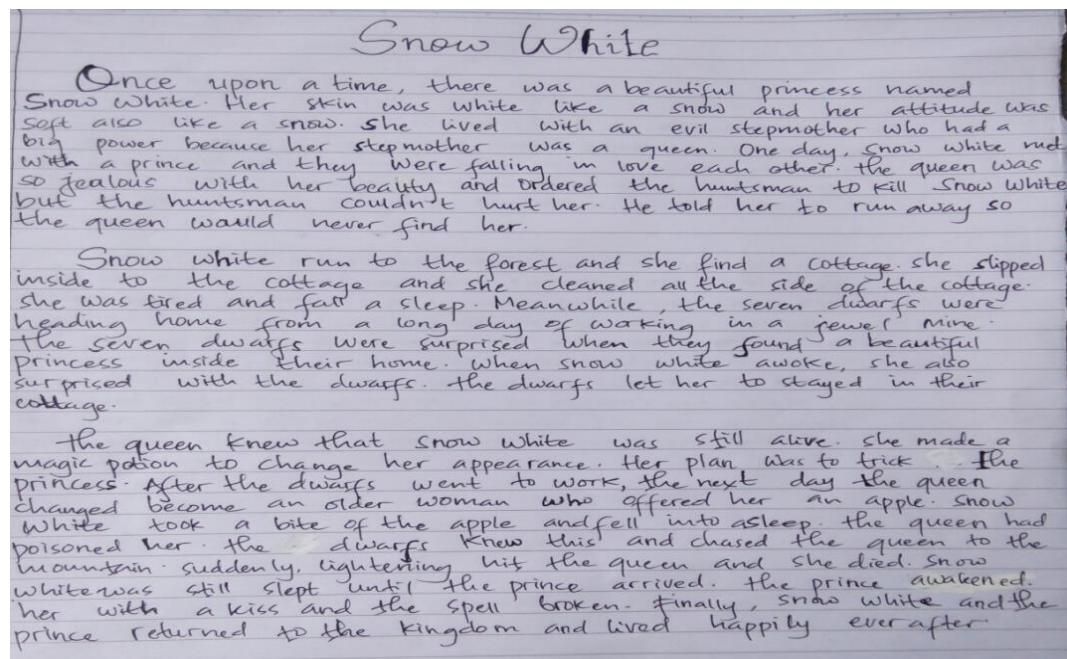
*Tia baca baca lagi bu, mana tau ada yang salah atau kalimat yang janggal dan tidak nyambung, tenses yang salah lalu Tia perbaiki, biasanya banyak yang salah bu* (Int-S<sub>5</sub>-RTT/App.11/P.113)

Based on the data above, it can be inferred that the proces of reviewing the text was from the student carefullness to check or revised the writing after the student finish her writing entitled Snow White. Based on the data above, she said that she read the text to find out the uncoherence sentence or words and she also said that she wanted to check whether there was an error grammars. She believed that there was many mistakes on her writing. As the process happen, it has to has areason why does the process happen the way it does. This can be seen in the

interview as follows: “*Saya udah terbiasa seperti itu bu, sebelum ngumpul harus diperiksa dulu, enggak boleh terburu-buru*”.(Int- S<sub>5</sub>-RTT/App.11/P.113)

As the interview above, the student told that she review her text because of her habitual. She said that before she is going to collect her narrative writing, she will check and revised her narrative writing first before she collect it. She doesn't want to be in hurry to do something. This can be seen as the result of student's writing as follows:

Figure 8: Student's (S<sub>5</sub>) Narrative Writing



From the student's narrative writing entitled Snow White above, it can be seen that the student do reviewing the text by looking the figure above. The student review the text so that the text written perfectly without any mistakes. It can be seen in the first paragraph, that the students use a correct grammar, and correct sentences. This also happen in the second paragraph and the last paragraph. It shows that there is not an errors in her writing and her writing is so

neat and understandable to the reader. Researcher also could not find the stretch in the student's writing.

Each of the students have different cognitive process in reviewing the text. As a student six, she said that the last thing she do after finishing her writing is reviewing the text. This can be seen in the interview as follows: "*Saya periksalah tulisan saya bu*". (Int-S6-RTT/App.11/P.115)

Based on the data above, it was inferred that the student (S<sub>6</sub>) do reviewing the text after she already finished her narrative writing entitled Malin Kundang. She said that after she finish her writing, she read or revised again whether there were an error in her writing. The process of reviewing the text is read what she already written due to avoidd the errors after that the student put it into another paper so that the writing is not shattered. This can be seen in the result of interview as follows:

*Saya membaca lagi bu apa yang telah saya tulis, karena ada rasanya yang kurang ya jadi saya betulin dengan menuliskannya lagi ke kertas lain biar enggak coret-coretan bu..* (Int-S<sub>6</sub>-RTT/App.11/P.116)

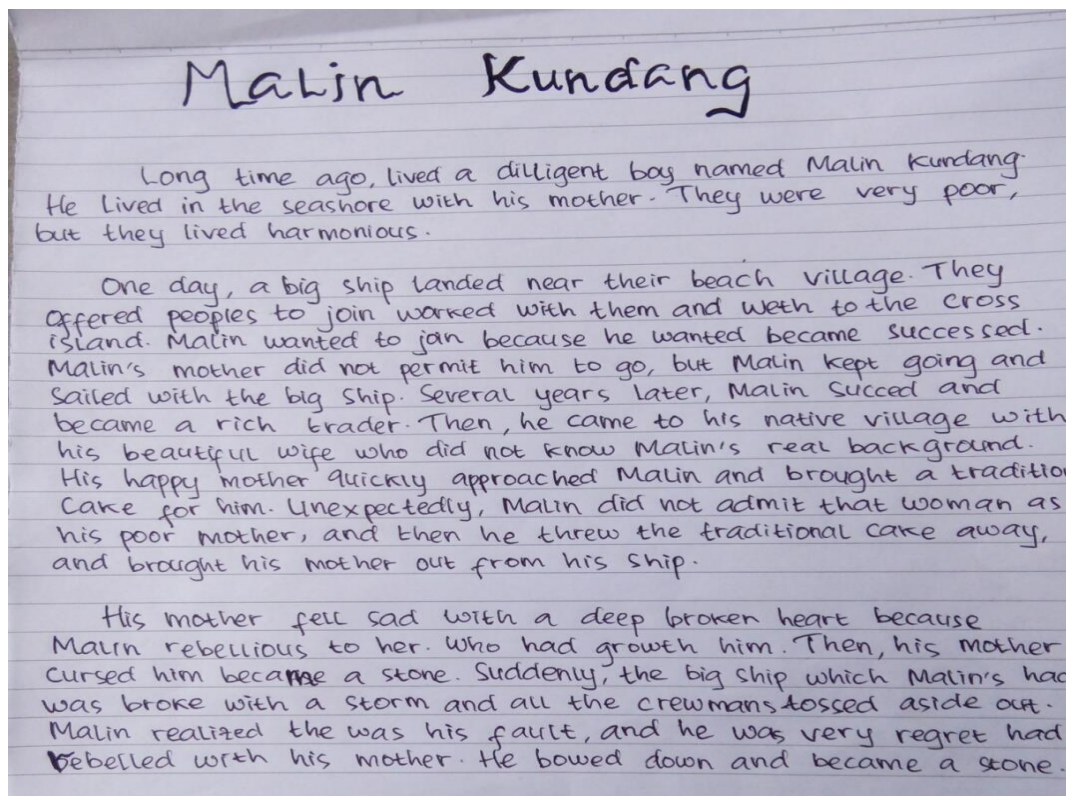
Based on the data above, it can be inferred that the proces of reviewing the text was from the student carefullness to check or revised the writing fter the student finish her writing entitled Mlin Kundang. Based on the data above, she said that she read the text what she already written due to avoid the errors then she revised into the correect one into another paper, so that her writing become neatly. As the process happen, it has to has areason why does the process happen the way it does. This can be seen in the interview as follows:

*Kalau enggak diperiksa nnti ada yang salah gimana bu, enggak boleh terburu-buru, gitulah kata guru saya waktu dulu ngajarkan saya bu.*

(Int-S4-RTT/App.11/P.116)

As the interview above, the student told that she review her text to avoid the mistakes or errors and she tell that do not be hurry in writing. And she review the text because of her teacher always remind for all the students to check the writing before collect it. This can be seen as the result of student's writing as follows:

Figure 9: Student's (S<sub>6</sub>) Narrative Writing



From the student's narrative writing entitled Snow White above, it can be seen that the student do reviewing the text by looking the figure above. The student review the text so that the text written perfectly without any mistakes. It can be seen in the first paragraph, that the students use a correct grammar, and correct sentences. This also happen in the second paragraph and the last

paragraph. It shows that there is not an errors in her writing and her writing is so neat and understandable to the reader. Researcher also could not find the stretch in the student's writing.

In conclusion, after do the research. The last finding of female cognitive process in writing is reviewing the text, with different process of each students and different reason why does the cognitive process occurs the way it does.

After analyzing the data presented above, the findings can be stated as follows:

1. The cognitive process taking place in male students and female students is different. The male cognitive process in writing that occurs is in the three stages: (a) determining the title of the text, (b) writing the text, and (c) translating the text. Besides, the female cognitive process in writing that occurs is in the three stages: (a) making story framework of the text, (b) writing the text, and (c) reviewing the text.
2. The process of cognitive in writing of different gender are categorized as follows:

The cognitive process of male student that occurs in writing are:

- a. Selecting the title means decided and chose what the title that regarded the student as the interesting one to write. The process of selecting the title of the text is starting by imagine and remember the story which supported by their long term memory about that story.
- b. Organizing the idaes means putting the ideas into a logical order or providing the informant the key words that they have been structured on

their mind orderly then put it into statements on the paper will be comprehensible to the reader. The process of writing the text is starting by write down their ideas into the paper suitable with what they have remembered and planned.

- c. Translating the text means change the source language into a target language. The process of translating the text is starting by changing the Indonesian language into English language.

The cognitive process of female students that occurs in writing are:

- a. Organizing the ideas means putting the ideas into a logical order or providing the informant the key words that they have been structured on their mind. The process of making story framework is starting by make the text into some paragraf and each paragraphs have the main ideas which tell the story consists of the opening, the content, and the ending.
- b. Developing the ideas means that the informant elaborate or expand the ideas of the text in detail so that the informant can continue to write the whole ideas completely and the writing will be comprehensible to the reader. The process of writing the text is starting by develop the sentence and make it into a good structure which written on the paper.
- c. Reviewing the text means re-read and revised the text that already finish to make sure that the text of writing is correct. The process of reviewing the text is starting by re-read the story from the beginning until the end then revised the errors and revised it.



3. The cognitive processes of the students of the two genders were different because they have a different reason and factors that affect their mind to write the way it does. The first reason is because their habitual on how they usually think and organize their writing. The second is because they have different ability in writing, and the last is also because they have a different language proficiency related to the second language .

## **B. Discussion**

Cognitive process in writing is the act or process of knowing in the broadest sense, specifically an intellectual process by which knowledge is gained from perception or ideas. As stated by Hayes & Flower during the writing, there are some mental process taking place in the student's mind, they are planning, translating, and reviewing<sup>47</sup>. Dealing with the theory, the researcher also found that but with a little different stages while the students writing a narrative text. Cognitive process of the different gender occurs in the three stages, male cognitive process that occurs in writing are : (1) determining the title of the text, (2) organizing the text, (3) developing the text, and (4) translating the text. While female cognitive process that occurs in writing are: (1) outlining the text, (2) developing the text, and (3) revised the text.

As stated that writing is not easy skill for students due to the process of writing itself which is influenced by cognitive activities, Hayes in Lu propose that there are several factors which affect the process of writing they are cognitive

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<sup>47</sup> Linda Flower and John R. Hayes, *A Cognitive Process Theory of Writing*. *College Composition and Communication*. Vol. 32. No. 4, 1981, p. 369-370.

activities of the writer and knowledge of the topic<sup>48</sup>. Dealing with the theory of cognitive activities of the writers that mentioned the process of writing is influenced by cognitive activities. The difference between writers are related to the differences in text quality. It was also found that female students and male students are different in writing narrative text. The differences are their stages or steps in organizing narrative text. Female students organized and generates the ideas well while male students did not organize and generate ideas well.

According to Maddie Crum females use many pronoun in their writing because female prefer to chose grammatical terms that refer to personal relationships. Female will always want to create a relationship between the writer and the reader. Dealing with the theory of cognitive process of different gender in writing. Female use many pronoun, as the researcher examined the document of female and male's writing. Female put nineteen pronounwhile male only put fourteen pronoun in their same topic of writing entitled Cinderella.<sup>49</sup>

According to Camarata a growing body of research has been reported that females are better in academic achievement than boys. In her study on fourth-eight grade teachers and students' perspective on boys and girls writing competence, it is reported that a superiority of girls writing over boys writing and girls writing was considered as more detailed, descriptive, and having greater conformity to writing conventions<sup>50</sup>. Dealing with this theory of cognitive

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<sup>48</sup> Yanbin Lu. Doctor of Phylosophy: *Cognitive Facctors Contributing to Chinese EFL Learner's L2 Writing Performance in Timed Essay Writing* (Georgi: Georgia State University, 2010), P.14

<sup>49</sup> Maddie Crum, *Infographic: Are Women Better Writer Than Men?* (<http://m.huffpost.com/us/entry/5675866>. Accessed on August 2014), p. 4

<sup>50</sup> Camarata, S., & Woodcook, R. *Sex Differences in Processing Speed: Developmental Effect in Males and Females*. (Accessed on June 10<sup>th</sup>, 2015. Retrieved from <http://dx.doi.org/10.1016/j.intell.12.001>)

process of different gender in writing mentioned that females are better in writing than boys. Based on the research, female's writing was considered as more detailed, female write more complex and female write the text with many line but male only write few line of their writing. Female can develop their writing perfectly than boys.

According to Corner men and women approach problems with similar goals but with different consideration. It means, while men and women can solve problem equally well but their approach and their process are often quite different<sup>51</sup>. Dealing with this theory of cognitive process of different gender in writing. It is mentioned that the process of both gender are different. The result shows that male start writing with the process of determining the title of the text, organizing the text, developing the text, and translating the text. While females write their writing start with the process of outlining the text, developing the text, and revised the text. Furthermore, the theory that explained the process of writing is influenced by topic knowledge of a writer and varying one another, it was also found from the students of two genders. Female students use the information in the assignment to organize the text then relate it with their old knowledge and information about the topic. Whereas, male students do not really know about the topic so they can not develop their topic.

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<sup>51</sup>G Michele Corner. *Understanding The Differences Between Men and Women* (<http://www.oregoncounseling.org>. Accessed on February 20, 2015), p. 4

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

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

1. The cognitive process taking place in female students and male students is different. The male cognitive process in writing that occurs is in the three stages: (a) determining the title of the text, (b) writing the text, and (c) translating the text. Besides, the female cognitive process in writing that occurs is in the three stages: (a) making story framework of the text, (b) writing the text, and (c) reviewing the text.
2. The process of cognitive in writing of different gender have a different and similarity. The different occurs in the first step and in the last step of writing process, male student mostly do selecting the title of the writing while female student rather do directly organizing the ideas and developing it. In the last step of writing, male student mostly do translating the text (Indonesian language into English language) while female student mostly do reviewing the text. Besides, the similarity occurs in the process of organizing the ideas. Both gender do organizing the ideas in the process of writing. However, there is also a different process in writing the text. Male student start by write down their ideas into a paper suitable with what they have remembered and planned while female student start by develop the sentence and make it into a good structure which written on the paper.
3. The cognitive processes of the students of the two genders were different because they have a different reason and factors that affect their mind to write

the way it does. The first reason is because their habitual on how they usually think and organize their writing. The second is because they have different ability in writing, and the last is also because they have a different language proficiency related to the second language .

### **B. Suggestions**

Based on the above conclusions, there are some suggestions that 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 different genders. Due to the differences in rhetorical features of the two languages, teacher should introduce the English rhetorical features in the class especially narrative text. Based on the result findings, writing is influenced by cognitive procesess of the students of different gender. This reality indicates that in improving writing quality, there is some different effort or approach that should be done related to the student's gender. 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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**INSTRUCTION**

Writing Elicitation

Name :

Class :

Choose and write down a narrative text based on the following titles

1. Malin Kundang
2. Cinderella
3. Samosir Island
4. Timun Emas
5. Snow White

Example:

**CINDERELLA**

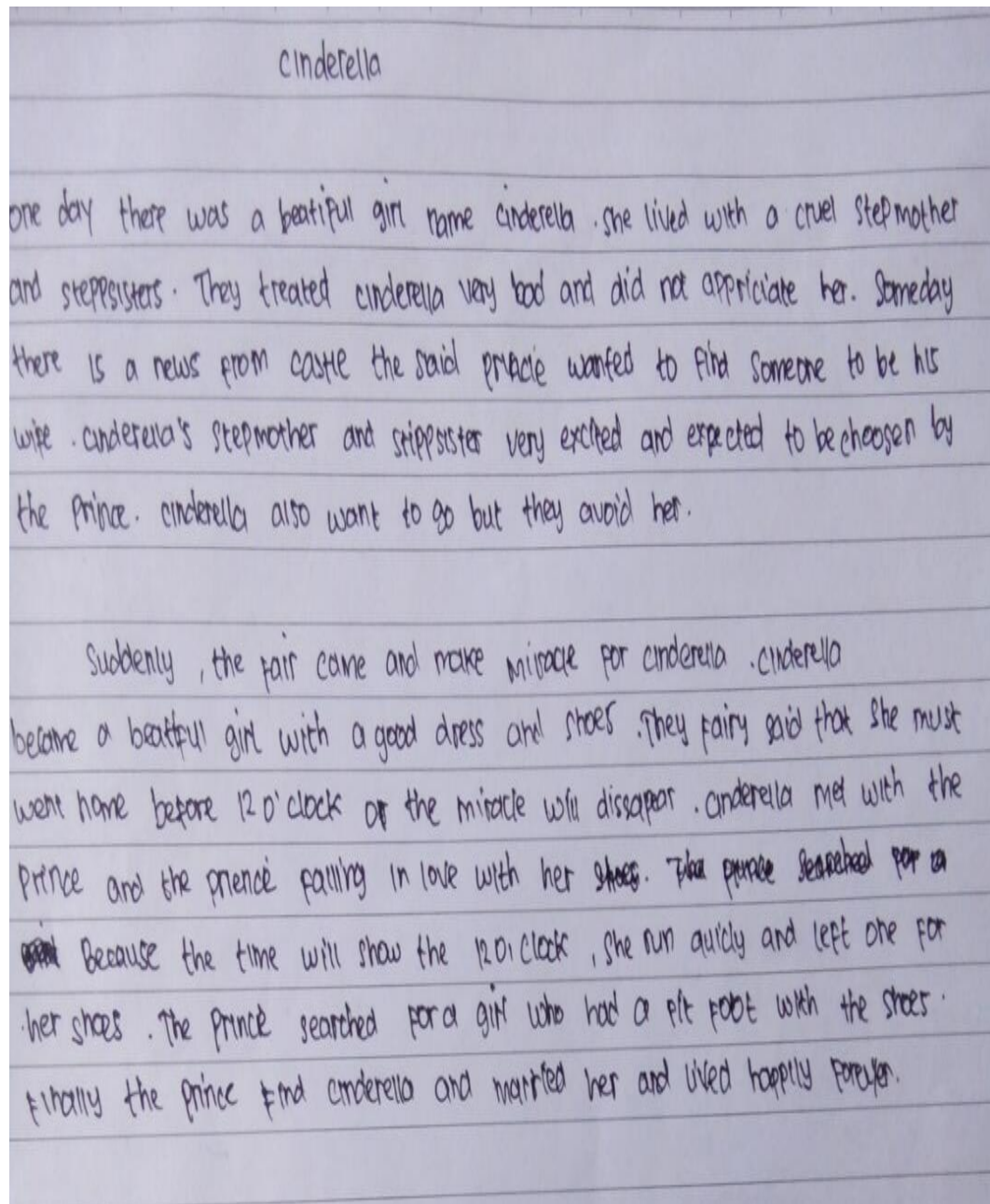
*Write down a narrative text from the selected title above, then write the text with maximum 300 words!*

**Appendix 1**

## Male Student's Writing

Subject : RR

Title : Cinderella



**Appendix 2**

Male Student's Writing

Subject : RA

Title : Snow White

Title : Snow White .

once upon a time there lived a little girl snow white she lived with her aunt and uncle because her parents were dead .

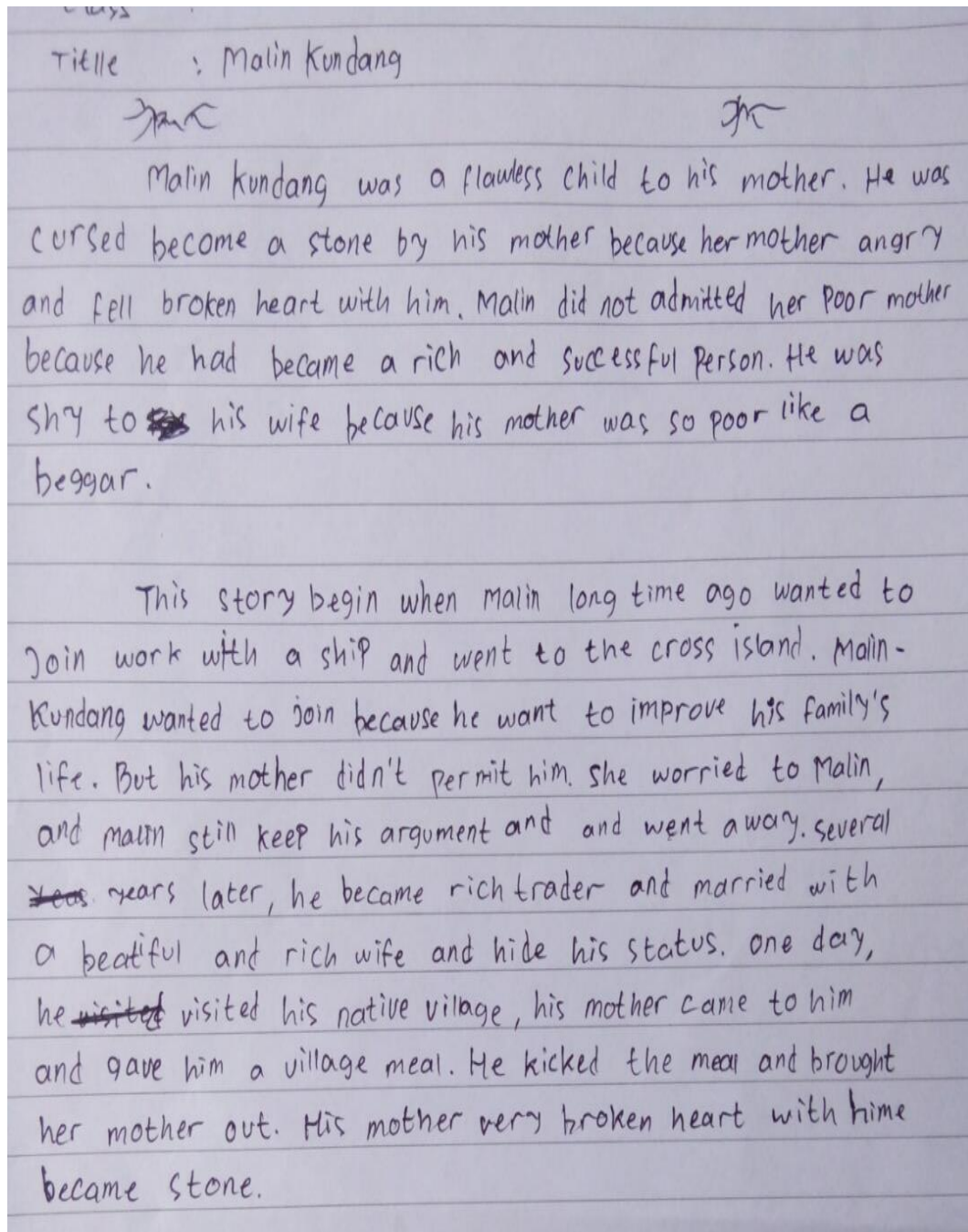
one day, she heard her uncle and aunt talking about leaving ~~at~~ her in the castle because they want to go to America and they did not have enough money to take her. Snow White did not want her aunt and uncle leave her alone so she decided to run away, she ran away into the woods then she found a little cottage. she knocked but no one answered so she go inside and fell asleep. meanwhile, the seven dwarfs was coming home from work and went inside. they found someone sleeping. then snow white woke up. she look the dwarfs and surprised, the dwarfs asked her name and they became a true friends, then the dwarf offered her to stay with them. Snow white told the dwarfs her whole story, finally, snow white and seven dwarfs lived together forever.

**Appendix 3**

## Male Student's Writing

Subject : MH

Title : Malin Kundang

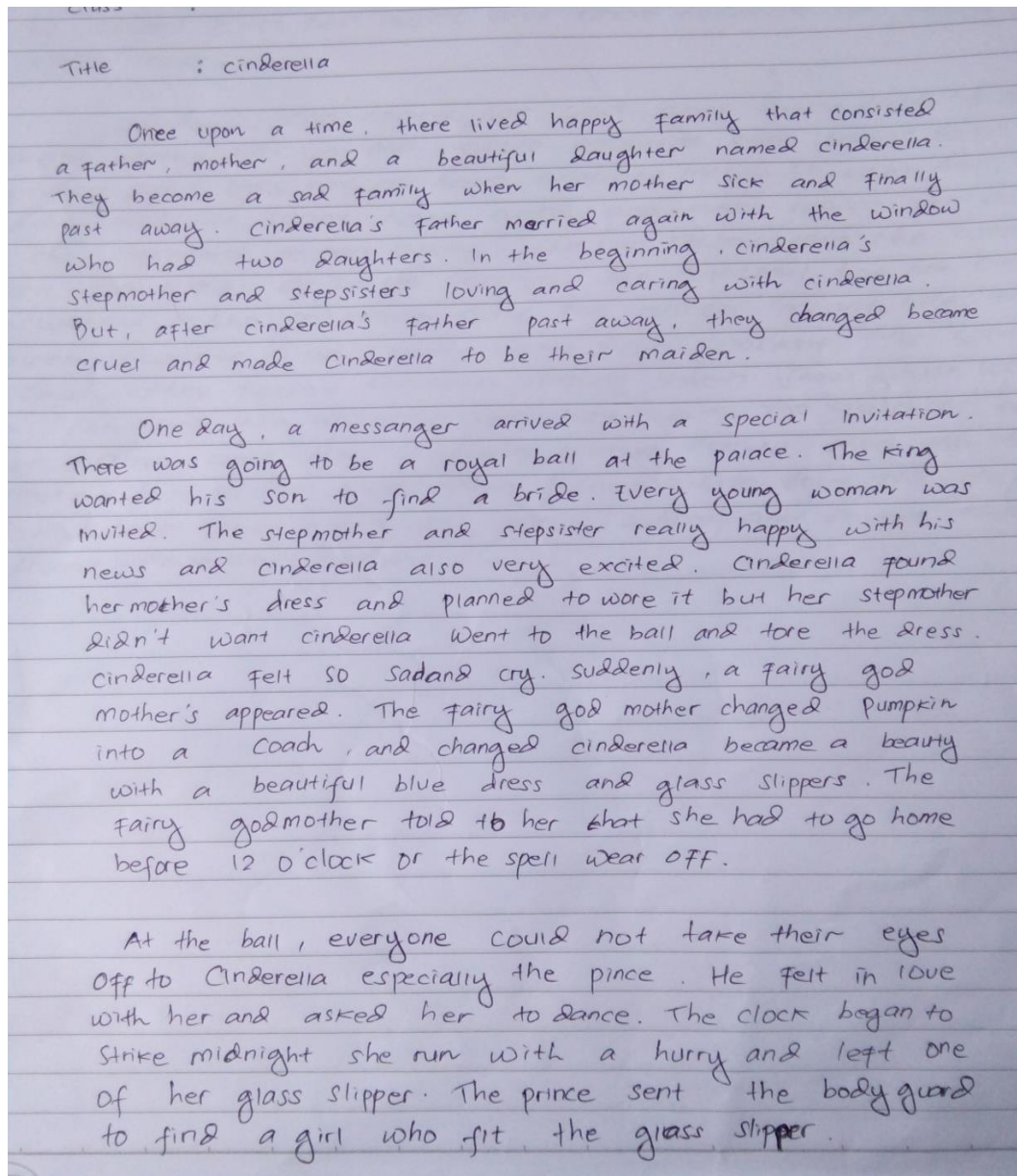


## Appendix 4

### Female Student's Writing

Subject : SA

Title : Cinderella

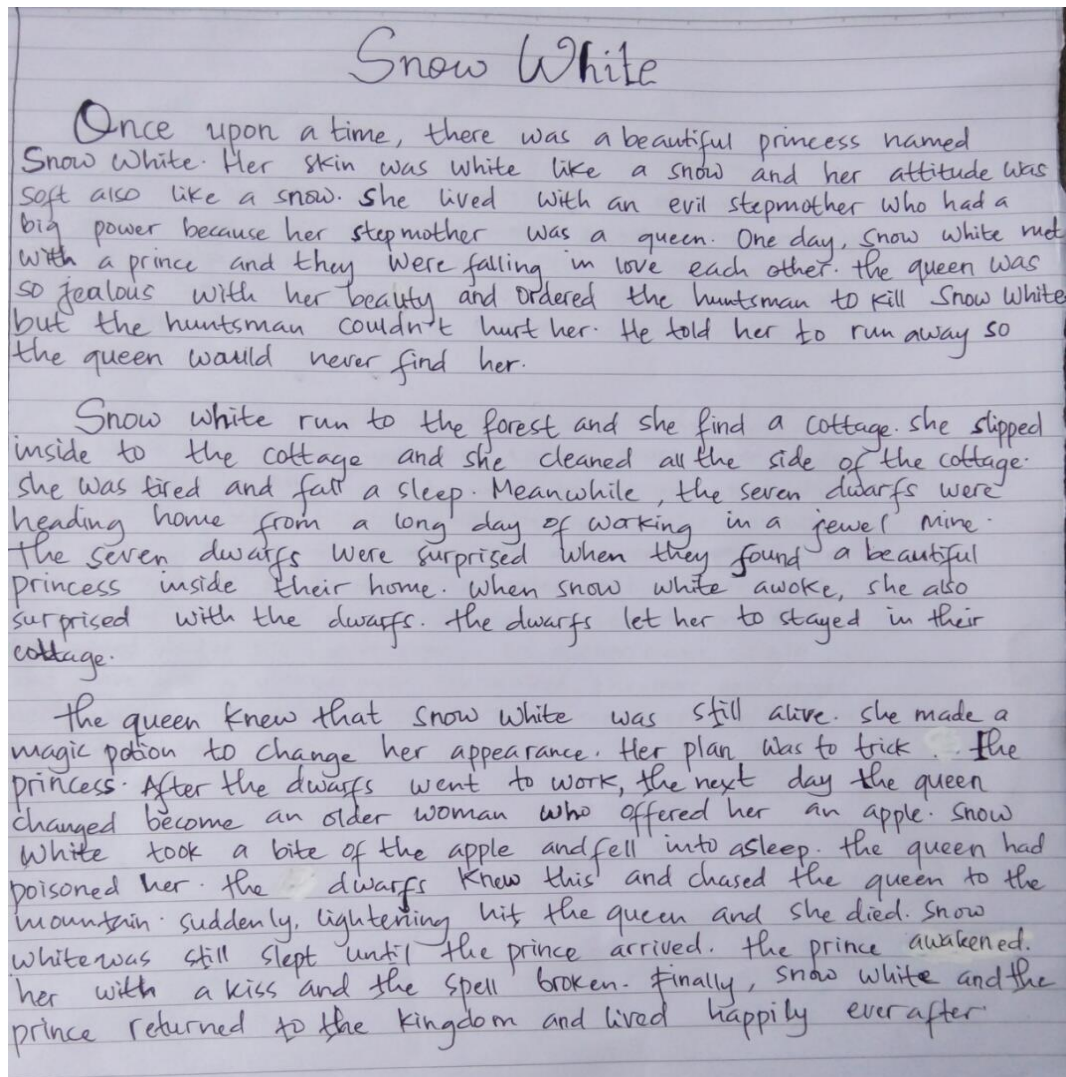


## Appendix 5

Female Student's Writing

Subject : TM

Title : Snow White



**Appendix 6**

Female Student's Writing

Subject : PO

Title : Malin Kundang

## Malin Kundang

Long time ago, lived a dilligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived harmonious.

One day, a big ship landed near their beach village. They offered peoples to join worked with them and weth to the cross island. Malin wanted to join because he wanted became successed. Malin's mother did not permit him to go, but Malin kept going and sailed with the big ship. Several years later, Malin succeed and became a rich trader. Then, he came to his native village with his beautiful wife who did not know Malin's real background. His happy mother quickly approached Malin and brought a tradition cake for him. Unexpectedly, Malin did not admit that woman as his poor mother, and then he threw the traditional cake away, and brought his mother out from his ship.

His mother fell sad with a deep broken heart because Malin rebellious to her. Who had growth him. Then, his mother cursed him because a stone. Suddenly, the big ship which Malin's had was broke with a storm and all the crewmans tossed aside out. Malin realized the was his fault, and he was very regret had rebelled with his mother. He bowed down and became a stone.

## Appendix 7

### Interview Transcript

Name : S-1  
 Day : 18<sup>th</sup> May 2018  
 Time : 09.00-09.30  
 Interviewee : Male Student  
 Class : XII-IPA  
 Title : Cinderella

---

Interviewer : Selamat pagi Revan, apa kabar?  
 Interviewee : Sehat bu.  
 Interviewer : Ibu minta waktunya untuk tanya-tanya sedikit tentang tulisan Revan yang kemarin itu. Bisa kan Revan  
 Interviewee : Iya bu. Bisa  
 Interviewer : Ibu sudah baca tulisan Revan yang kemarin. Apa sih yang Revan lakukan pertama sekali sebelum menulis.  
 Interviewee : Eee...apa ya? Ya saya memikirkan judul yang saya dan apa yang mau saya tulis bu  
 Interviewer : Maksudnya memikirkan gimana Revan?  
 Interviewee : Ya, bagaimana ceritanya bu. Dengan memikirkan judul itu saya bisa membayangkan dan mengingat ceritanya, saya kalau sudah lihat judul langsung teringat bagaimana cerita selanjutnya bu. Lalu saya langsung tulislah bu apa yang saya ingat tentang Cinderella  
 Interviewer : Mengapa hal yang pertama sekali kamu lakukan dengan memikirkan judul itu?  
 Interviewee : karena saya terbiasa memikirkan judul terlebih dahulu sebelum saya menulis ceritanya bu.  
 Interviewer : Coba kamu ceritakan secara singkat apa yang kamu tulis.  
 Interviewee : Emm..dah agak lupa bu. Tapi yang saya ingat Cinderella cantik, baik, dia tinggal sama ibu tiri dan kakak tiri bu. Lalu dia mau ke pesta dan enggak dikasih tapi ada seorang peri yang datang dan merubahnya jadi cantik, pakai sepatu kaca gitulah  
 Interviewer : Setelah itu apa yang kamu lakukan?



- Interviewee : Saya artikan apa yang saya tulis tadi ke dalam bahasa Inggris bu.
- Interviewer : Bagaimana mengartikannya?
- Interviewee : Yaa.. saya tulis di sele-sele bahasa Indonesianya dulu baru saya artikan ke dalam bahasa Inggris satu persatu bu.
- Interviewer : Mengapa kamu lakukan demikian?
- Interviewee : Karna saya kurang mampu dalam bahasa Inggris bu, enggak tau kosakatanya.
- Interviewer : Jadi, kemarin apa yang Revan lakukan setelah selesai menulis teks ini?
- Interviewee : Gak ada bu. Enggak sempat lagi karna waktu yang terbatas bu
- Interviewer : Jadi kenapa Revan memilih cerita ini?
- Interviewee : Karna paling sering Revan dengar bu. Sering juga liat di TV sekilas
- Interviewer : Oh, gitu. Makasih ya Revan
- Interviewee : Iya bu. Sama-sama

## Appendix 8

### Interview Transcript

Name : S-2  
 Day : 18<sup>th</sup> May 2018  
 Time : 09.30-10.00  
 Interviewee : Male Student  
 Class : XII-IPA  
 Title : Snow White

---

Interviewer : Selamat pagi Risky, apa kabar?  
 Interviewee : Pagi bu. Baik  
 Interviewer : Ibu mau tanya sedikit tentang tulisan Risky yang kemarin, boleh ya?  
 Interviewee : Iya bu. Gak apa bu  
 Interviewer : Ibu sudah baca tulisan Risky yang kemarin. Tulisan Risky kok sedikit ya?  
 Interviewee : Hhhh..., iya bu semalam itu terburu-buru  
 Interviewer : Apa sih yang pertama sekali yang Risky lakuin sebelum menulis cerita ini  
 Interviewee : Apa ya bu. Ya gitu aja bu, saya ingat-ingat ceritanya lalu saya tulis bu  
 Interviewer : Maksud kamu ingat-ingat bagaimana?  
 Interviewee : Saya membayangkan ceritanya, siapa peran utamanya, lalu apa masalah yang terjadi dan apa yang menarik dari cerita tersebut sesuai yang saya ingat bu.  
 Interviewer : Mengapa yang kamu lakukan pertama sekali itu mengingat ceritanya?  
 Interviewee : Yaa...Risky enggak bisa ngembangin ceritanya kalau enggak ingat ceritanya lah bu.  
 Interviewer : Coba kamu ceritain sedikit apa yang kamu tulis kemarin Risky.  
 Interviewee : Udah lupa sedikit bu. Jadi Snow White itu kan cantik bu, putih jadi banyak wanita lain yang cemburu terutama ibu tirinya, jadi si Snow White mau dibunuh sama ibu tirinya bu sangkin cantiknya.

- Interviewer : Jadi bagaimana kamu menuliskan ide-ide ini ke biar bisa tersampaikan ditulisan ini
- Interviewee : Saya awalnya buat dulu ceritanya dalam bahasa Indonesia lalu saya terjemahkan ke dalam bahasa Inggris bu.
- Interviewer : Maksudnya?
- Interviewee : Disiapkan karanganya dalam bahasa Indonesia dulu bu, tapi karna ada kata-kata yang gak ada di kamus makanya jadi segini saja bu tulisan saya
- Interviwer : Kenapa kamu enggak langsung nulis pake bahasa Inggrisnya
- Interviewee : Saya enggak taulah artiinya bu, jadi kata guru saya boleh kalau saya tulis ceritanya pake bahasa Indonesia lalu diartikan ke bahasa Inggris bu
- Interviewer : Setelah selesai menulis apa yang kamu lakukan
- Interviewee : Enggak ada bu. Saya langsung kumpulkan ke teman
- Interviewer : Jadi apa alasan kamu memilih judul ini?
- Interviewee : Yaa..karna saya tau sedikit ceritanya bu.
- Interviwer : tau sedikit bagaimana?
- Interviewee : Iya bu dulu guru saya sering menjelaskan di kelas.

## Appendix 9

### Interview Transcript

Name : S-3  
 Day : 18<sup>th</sup> May 2018  
 Time : 10.00-10.30  
 Interviewee : Male Student  
 Class : XII-IPA  
 Title : Malin Kundang

---

Interviewer : Selamat siang Fachri, bagaimana kabarnya?  
 Interviewee : Siang bu. Sehat bu  
 Interviewer : Ibu mau nanya sedikit boleh ya? Tentang tulisan yang kamu buat kemarin itu  
 Interviewee : Iya bu. Bole aja  
 Interviewer : Apa yang Fachri lakukan pertama sekali sebelum menulis?  
 Interviewee : Fachri sih langsung nulis ceritanya bu.  
 Interviewer : Nulis ceritanya bagaimana si fachri?  
 Interviewee : Fachri susunlah bu ceritanya muai dari awal sampai akhir Fachri ingat ceritanya lalu Fachri tulis bu.  
 Interviewer : Kenapa harus kamu susun ceritanya?  
 Interviewee : Biar baguslah buk, enggak lompat-lompat dia buk.  
 Interviewer : Tadi fachri bilang nyusun ceritanya sesuai yang fachri ingat, jadi maksudnya fachri ingat dululah ceritanya baru nulis.  
 Interviewee : Iya bu, kalau enggak ingat bagaimana mau nulis ceritanya  
 Interviewer : Bagaimana kamu bisa ingat ceritanya?  
 Interviewee : Saya tengok-tengok jugalah bu judul mana yang saya tahu ceritanya  
 Interviewer : Oh...jadi kamu memikirkan judulnya dulu ya  
 Interviewee : Iya bu, melihat judulnya saya langsung mengingat cerita dari guru saya tentang Malin Kundang  
 Interviewer : Lalu apalagi yang kamu lakukan Fachri?

- Interviewee : Terus saya artikanlah buk . Tapi saya nulis Indonesinya dulu baru diubah ke Inggrisnya
- Interviewer : Kenapa demikian?
- Interviewee : Iya bu, karna saya lemah dalam menulis bahasa Inggris
- Interviewer : Setelah menulis apa yang kamu lakukan Fachri?
- Interviewee : Fachri langsung ngumpul bu.
- Interviewer : Jadi, apa alasan Fachri memilih judul Malin Kundang Fachri?
- Interviewee : Karna dulu saya pernah diceritain sama ayah mamak di rumah waktu saya masih seumuran anak sekolah dasarnya bu. Terus kemaren baru bahas tentang Malin Kundang di kelas sama teman, karna ada tugas kelompok gitu bu
- Interviewer : Ohh..gitu. Terima kasih ya Fachri
- Interviewee : Iya bu.

## Appendix 10

### Interview Transcript

Name : S-4  
Day : 17<sup>th</sup> May 2018  
Time : 08.00-09.30  
Interviewee : Female Students  
Class : XII-IPA  
Title : Cinderella

---

Interviewer : Selamat pagi Sylvia, bagaimana kabarnya hari ini?  
Interviewee : Selamat pagi bu, baik bu  
Interviewer : Ibu sudah baca tulisan Sylvia yang kemarin yang judulnya tentang Cinderella. Pertama sekali apa sih yang kamu lakukan sebelum menulis?  
Interviewee : Pertama sekali sih saya memikirkan tentang judul saya yaitu Cinderella. Saya menyusun dan membuat kerangka pikiran gitu bu.  
Interviewer : Maksudnya memikirkan judul itu bagaimana ya sylvia?  
Interviewee : Ya, karna memikirkan judul mengingatkan saya dengan isi ceritanya bu  
Interviewer : Tapi kenapa kamu harus memikirkan judul diawal menulis?  
Interviewee : Begitulah kebiasaan saya sebelum memulai nulis, saya memikirkan judulnya dulu bu  
Interviewer : Lalu maksud dari membuat kerangka pikiran yang bagaimana Sylvia?  
Interviewee : Seperti pokok pikiran disetiap paragrafnya bu. Kan kalau narrative teks itu punya cara untuk membuat tulisan dapat dipahami melalui generic structure  
Interviewer : Kenapa harus memikirkan pokok pikirannya ?  
Interviewee : Karena saya lebih mudah menjabarkan kalimat kalau sudah ada pokok pikiran itu bu  
Interviewer : Coba kamu jelaskan lagi lebih detail tentang pokok pikiran yang Sylvia maksud.

- Interviewee : Begini bu. Pertama saya jelaskan siapa Cinderella, lalu masalah apa yang menimpanya, setelah itu bagaimana solusi dari masalah yang ia hadapi. Saya karanglah bu di buku coret coret
- Interviewer : Setelah itu apa yang Sylvia lakukan?
- Interviewee : Terus saya tulis yang udah saya rencanain tadi lalu saya kembangkan dengan struktur kalimat yang baik bu di buku catatan.
- Interviewer : Maksud struktur tulisan yang baik itu bagaimana Sylvia, bisa dijelaskan lagi
- Interviewee : Ya Sylvia tulis dengan grammar yang baik dan benar bu. Apalagi narrative teks kan pakai kata kerja kedua bu, pasti banyaklah yang harus diubah bu.
- Interviewer : Kenapa kamu harus menulisnya dengan struktur kalimat yang benar?
- Interviewee : Ya karna kitakan dituntut untuk menulis dengan kalimat yang baik dan benar bu, gitu saya diajarkan oleg guru saya bu.
- Interviewer : Setelah selesai menulis ada lagikah yang kamu lakukan.
- Interviewee : Hhhmm..saya periksa dulu mana tau ada yang salah,
- Interviewer : Bagaimana kamu memeriksanya?
- Interviewee : Saya baca dulu bu dari awal sampai akhir lalu saya ubah yang salah biar benarlah bu.
- Interviewer : Kenapa kamu melakukan ini, kan buat kamu capek?
- Interviewee : Ya kalau tulisan kita bagus kan dapat nilai yang baik juga bu. Pastilah tulisan kita ada yang salah.
- Interviewer : Dari beberapa judul yang ibu kasih, kenapa kamu memilih judul Cinderella?
- Interviewee : Yaa.. karna Sylvia dulu pernah menulis tentang Cinderella juga bu. Dikasih tugas guru. Jadi itu yang paling saya ingat bu.

## Appendix 11

### Interview Transcript

Name : S-5  
 Day : 17<sup>th</sup> May 2018  
 Time : 09.30.10.00  
 Interviewee : Female Students  
 Class : XII-IPA  
 Title : Snow White

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Interviewer : Selamat pagi Tia, apa kabar?  
 Interviewee : Pagi bu. Sehat saya bu.  
 Interviewer : Boleh ya Ibu tanya betar tentang tulisan Tia yang kemarin itu?  
 Interviewee : Iya boleh bu.  
 Interviewer : Apa sih yang Tia lakukan sehingga bisa menghasilkan tulisan seperti ini?  
 Interviewee : Pertama saya membuat kerangka ceritanya, lalu saya memikirkan apa tujuan dari cerita yang mau Tia buat bu.  
 Interviewer : Bisa Tia jelaskan lagi.  
 Interviewee : Gini bu. Tia kan memilih tentang Snow White, jadi Tia buatlah kalimat untuk membuka cerita, lalu apa isi cerita Ayu, dan endingnya yang bagaimana.  
 Interviewer : mengapa kamu membuat kerangka pikiran ini?  
 Interviewee : Saya ingin memastikan tulisan saya tersusun dengan baik bu sesuai apa yang saya baca harus ada generic structurenya bu.  
 Interviewer : Nah, setelah Tia membuat kerangka pikiran, apa lagi yang Tia lakukan?  
 Interviewee : Tia kembangkanlah bu, Tia tulis dibuku dengan rapi dan teratur sesuai yang sudah direncanakan.  
 Interviewer : Maksudnya bagaimana?  
 Interviewer : Jadi semua yang udah tia buat di pokok pikiran, saya kembangkan lagi dengan rapi dan sesuai , dengan grammar dan struktur kata yang benar bu.



- Interviewee : Kenapa harus seperti itu?
- Interviewee : Karna nanti dimarahin guru bu kalau enggak sesuai yang diajarkannya.
- Interviewer : Apa yang kamu lakukan selesai menulis Tia?
- Interviewee : Tia periksa dulu tulisan Tia bu
- Interviewer : Periksa bagaimana Tia?
- Interviewee : Tia baca baca lagi bu, mana tau ada yang salah atau kalimat yang janggal dan tidak nyambung, tenses yang salah lalu Tia perbaiki, biasanya banyak yang salah bu
- Interviewer : Kenapa harus diperiksa lagi?
- Interviewee : Saya udah terbiasa seperti itu bu, sebelum ngumpul harus diperiksa dulu, enggak boleh terburu-buru.
- Interviewer : Jadi, mengapa Tia memilih judul Snow White?
- Interviewee : Karna Tia dulu pernah nonton dibioskop tentang Snow White bu, lalu Tia juga punya kasetnya bu. Jadi Tia lumayan ingat ceritanya bu.
- Interviewer : Oh gitu, Apakah pernah belajar juga di sekolah tentang cerita ini?
- Interviewee : Pernah juga bu, waktu dulu ada kerja kelompok, kami disuruh guru buat drama bu. Terus kami pilih Snow White
- Interviewer : Baiklah. Terima kasih ya Tia sudah mau meluangkan waktunya
- Interviewee : Iya bu. Sama-sama

## Appendix 12

### Interview Transcript

Name : S-6  
 Day : 17<sup>th</sup> May 2018  
 Time : 10.00-10.30  
 Interviewee : Female Students  
 Class : XII-IPA  
 Title : Malin Kundang

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Interviewer : Duduk dulu Putri, kabarnya bagaimana hari ini?  
 Interviewee : Makasih bu, Alhamdulillah sehat bu  
 Interviewer : Ibu mau tanya-tanya sedikit tentang tulisan Putri yang kemarin boleh ya?  
 Interviewee : Iya bu. Boleh bu  
 Interviewer : Ibu sudah baca tulisan Putri yang kemarin. Biar tulisannya bisa begini, kemarin apa yang Putri lakukan pertama sekali?  
 Interviewee : Apa ya? Hhhmm..itu bu, saya sebenarnya waktu itu bu, saya memikirkan jalan ceritanya, maksudnya jalan cerita ,Malin Kundang bu.  
 Interviewer : Jalan cerita yang bagaimana maksud Putri?  
 Interviewee : Begini bu. Putri mikir tentang asal usul Malin Kundang, apa yang terjadi padanya, kenapa dia bisa dikutuk menjadi batu.  
 Interviewer : Kenapa kamu harus memikirkan jalan ceritanya put?  
 Interviewee : Biasanya kalau guru ngasih materi menulis khususnya text, dia selalu ajari kami bagaimana membuat jalan ceritanya bu  
 Interviewer : Lalu apa lagi yang kamu lakukan Put?  
 Interviewee : Saya jelaskan juga bu, cerita ini apa tujuannya.  
 Interviewer : Maksudnya?  
 Interviewee : Gini bu, kan cerita ini bu tidak hanya menceritakan saja tapi ada nilai moral dari cerita itu bu.  
 Interviewer : Kenapa kamu membuatnya begitu, apa alasannya/

- Interviewee : Ya saya suka kalau membaca cerita ada pesan moralnya bu, tujuan dari cerita tersebut bu.
- Interviewer : Lalu setelah itu apa yang Putri lakukan?
- Interviewee : Ya setelah itu saya tulis dan kembangkanlah bu sesuai dengan jalan cerita yang saya pikirkan tadi bu.
- Interviewer : Maksudnya bagaimana?
- Interviewee : Saya kembangkan ceritanya dengan menggunakan struktur kalimat yang benar bu.
- Interviewer : Kenapa harus seperti itu?
- Interviewee : Karena itu cara yang selalu saya lakukan ketika menulis dari dulu bu.
- Interviewer : Jadi, setelah siap menulis apalagi yang kamu lakukan untuk memastikan apa yang kamu tulis sudah tersampaikan Putri?
- Interviewee : Saya periksalah tulisan saya bu.
- Interviewer : Bagaimana caranya?
- Interviewee : Saya membaca lagi bu apa yang telah saya tulis, karena ada rasanya yang kurang ya jadi saya betulin dengan menuliskannya lagi ke kertas lain biar enggak coret-coretan bu.
- Interviewer : Kenapa kamu harus memeriksanya?
- Interviewee : Kalau enggak diperiksa nnti ada yang salah gimana bu, enggak boleh terburu-buru , gitulah kata ibu saya waktu dulu ngajarkan saya bu.
- Interviewer : Oiya Putri. Apa sih alasan Nur memilih cerita Malin Kundang?
- Interviewee : Putri suka aja ceritanya sejak saya masih kecil bu. Karna guru Putri dulu sering cerita tentang Malin Kundang bu, jadi saya dari dulu ingatnya kalau cerita naratif atau legenda ya Malin Kundang bu. Lebih menguasai.
- Interviewer : Terima kasih ya Putri