

**THE COGNITIVE PROCESS OF DIFFERENT GENDER IN  
WRITING ARGUMENTATIVE TEXT**

**AN ARTICLE**

*Submitted in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan*

**By**

**DELIMA MELPIANA SIANTURI**

**Registration Number: 2151121006**



**ENGLISH AND LITERATURE DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF MEDAN  
2020**

**ARTIKEL**  
**THE COGNITIVE PROCESS OF DIFFERENT GENDER IN**  
**WRITING ARGUMENTATIVE TEXT**

Disusun dan Diajukan oleh:

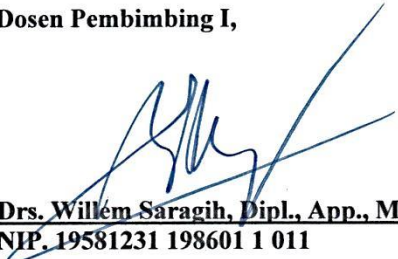
Delima Melpiana Sianturi  
NIM. 2151121006

Telah diverifikasi dan dinyatakan memenuhi syarat  
untuk diunggah pada jurnal online

Medan, Desember 2020

Menyetujui

**Dosen Pembimbing I,**



**Drs. Willem Saragih, Dipl., App., M.Pd.**  
**NIP. 19581231 198601 1 011**

**Ka. Program Studi**  
**Pendidikan Bahasa Inggris,**



**Nora Ronita Dewi, S. Pd., S. S., M. Hum.**  
**NIP. 19800522 200812 2 003**

# THE COGNITIVE PROCESS OF DIFFERENT GENDER IN WRITING ARGUMENTATIVE TEXT

\*Delima Melpiana Sianturi

\*\*Willem Saragih

## *Abstract*

The purpose of this study was to describe the cognitive processes of students in writing argumentative text. The subjects were the students of SMA N 2 Percut Sei Tuan from two gender; they were five female students and five male students. It was descriptive qualitative research designs of which instrument are both writing and restropective interview. The research asked the subjects to write about argumentative text. A retrospective interview was conducted to the students after analyzing their argumentative writing in order to get the subject's cognitive process taking place during the writing of their argumentative text. The results of the data analysis showed that the cognitive processes of the students of two gender were different. The cognitive process of male students in writing was in two stages: (a) organizing the idea, (b) translating the text. Besides, the cognitive process of female students in writing was in three stages: (a) organizing the ideas, (b) translating the text, and (c) reviewing the text. The cognitive process in writing argumentative rext occured with different process and different reason why they wrote the way it does.

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

## **1. INTRODUCTION**

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 is one of the language skills that 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. Hyland (2003) says that writing is seen as a social act that can only occur within a specific situation. It is the refore will influence both by the personal attitudes and social experiences that bring it to the writing.

Cognitive process of writing is the act of knowing in the broadest sense; specifically an intellectual process by which knowledge is gained from perception or ideas. Seipel (2018) states that cognitive process is any mental process used by an individual to retain, retrieve, use, connect, or manipulate information. The mental processes are all the things that individuals can do with their minds. This include perception, memory, and thinking (such as ideation, imagination, reasoning, and emotion. It is also stated by Jaehyun Park (2015) that cognitive processes 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. The process of writing was influenced by cognitive abilities. During the writing, there were cognitive processes taking place in the student's mind: planning,

For three months, the researcher had practiced teaching English, normally, students were highly motivated to learn all subjects at school including English.

By observing through researcher's teaching experience as an English teacher in SMA N 2 Percut, the researcher found out a gap between male and female students on achieving basic and standard writing competencies. The researcher found that female students wrote better than male students in English writing.

Based on the observation and interview with the English teacher at SMA N 2 Percut, the researcher found what were the major problem the students encountered other than the language barrier there was a problem searching for idea. Most of male would rather copy from other sources than wrote themselves or only had fewer words to write whenever they were asked to write an essay. Unlike the male students, female students always did the task well.

Students of Senior High School had different cognitive process, especially between male and female students. Cognitive process is something happening in the student's mind. Most of people or even the teachers themselves believe that the average of female students were better especially in writing than the average of male students. They proposed that female students would had higher quality in writing than the male students. It could be seen from the student's score of assignment. We could see that the problem did not lie in the cognitive abilities of the female students were better than male students. Based on the students' score of assignment the researcher knew that male wrote only a few lines and it jumped to the point without further explanation and it was difficult for the male students to accomplish their writing task. It was caused by the different way of their cognitive process of processing something. The ways they expressed their ideas was not similar and depended on their characteristics. Gyllgard (2006) states that the girls tend to write longer and use more mature sentence structure than boys (sentence

length). Hayes (1981) proposed that there are various activities occur during writing in the long term memory of the writer. In order to achieve the problem solving which conceptualized before in term of information processing, long term memory has various types of knowledge. Knowledge of the topic, knowledge of the audience and stored writing plans.

As the previous research done by Ramadhani (2018) the findings of this research showed that the cognitive processes of the students from different gender in writing narrative text 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.

The ability to comprehend argumentative is a fundamental aspect of human decision making and social interaction. Argumentative text is kind of text in which the process to use our imagination to give an opinion. Therefore, the student's should be able to write argumentative text. However, there will be different language aspects used by male and female.

In this paper, the researcher was interested to do a research on cognitive process of different gender, the female students and male students in writing argumentative text. It was assumed that the students from both gender had their own way in expressing their ideas in writing argumentative text.

## **2. RESEARCH METHODOLOGY**

In this study, the researcher conducted descriptive qualitative research. Creswell (2009) said that qualitative research is descriptive research that the researcher is interested in process, meaning, and understanding gained through

words or pictures. The qualitative research refers to research procedures which produces descriptive data: people own language, or spoken words and observable behaviors. The data was taken from students' writing, interview transcript, field notes, and personal document. Therefore, this research used qualitative research to describe the cognitive process of senior high school students in writing argumentative text based on gender.

The subjects of this research were male and female students in one class of second grade students at SMA N 2 Percut Sei Tuan which consists of 20 students. The writer selected 10 students. There were 5 male students and 5 female students. The writer choose 10 of them by analyzing the qualification of argumentative text, who was the most qualified the generic structure and language feature of argumentative text would be chosen.

Data of this study were the students' writing in writing argumentative text and another one was from the interview results. The source of data were taken from the male and female students of SMA N 2 Percut Sei Tuan.

There were two techniques for collecting the data.

1. writing

Writing was made to retrieve the information or reactions about students' cognitive process. These data collected by asking the students to write an argumentative text. Argumentative text was chosen to be the genre of the writing because this kind of genre is useful to students to learn how to express the opinion about a specific issue. It was useful to know how students especially male and female argue their opinion in the form of writing.

## 2. Retrospective Interview

Interview is data collection technique by way of interviewing students. There were five female and five male who were interviewed. In the interview, the researcher asked some questions about their writing (appendix 11- 20 page 78-98). The questions given were like what they thought about before writing an argumentative text, steps that they did before writing an argumentative text, and the process they did in writing the text.

By doing the interview section, the researcher expected to know the process of male and female cognitive process in writing argumentative text.

After collecting the data by using the technique explained above, they were analyzed by using Newmark's method then clasified by applying the following steps:

1. Identifying student's writing by considering the completeness of the qualification of argumentative text and good writing. The argumentative text should contain thesis, arguments, and conclusion.
2. Analyzing the result of the interview with the students about the reason why they wrote their argumentative text the way they were.
3. Concluding the data based on the writing and interview results with both male and female students that has been chosen as the subject of this study. Analyzing the interview results was done to get the reason of why the cognitive process of different gender occur in writing argumentative text.

### **3.DATA AND DATA ANALYSIS**

#### **A. The Data**

This chapter presents the research findings and discussion dealing with the data that had been collected during the research. As explanation in the previous study the data of this study were 10 students of different gender. There were 5 female students and 5 male students. The data were collected by using writing and introspective interview. Writing did before interviewing the students. After students finished their writing the researcher interviewed them to ask about student's writing. The data was conducted for one week.

#### **B. Data Analysis**

After identifying the students' writing in writing argumentative text, the researcher analyzed the cognitive process that happened in students' mind based on Argamon's theory. There were three processes of cognitive process in writing namely 1) planning; 2) translating; and 3) revising.

The data and data analysis can be seen in appendix as well as the results of interviewing the students.

#### **1. The cognitive process of different gender in writing argumentative text**

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

Based on the data, there were two findings for male cognitive process in writing: (a) Organizing the Ideas, and (b) Translating 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 then put it into statements on the paper will be comprehensible to the reader. Students used his memory to generate the information from his long term memory, the student long term memory really used to help the student to write an argumentative text.

#### b) Translating the Text

Translating the text means change the source language into a target language. Here, the male students changed the Indonesian language into English language helped by the dictionary as a tools to get the meaning. Translating the text is the second step of cognitive process doing by male student whenever they are asked to write an argumentative essay.

### 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. Female tend to be intuitive global thinkers. They considered multiple sources of information within a process that could be described, 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 came to understand and consider problems all at once. Girls tend to write longer and use more mature sentence structure than boys (sentence length) whether women can created new languages of their own.

#### 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. Organizing the ideas means 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 that comprehensible to the reader. Students used his memory to generate the information from his long term memory, the student long term memory very used to help the student to write an essay.

b) 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. Translating the text is the second step of cognitive process doing by female student whenever they are ask to write an argumentative essay.

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. Based on the data it can be inferred that the process of reviewing the text was from the student carefulness to check or revised the writing after the student finish her writing. 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. Although they do reviewing process, but there are also some mistake in their argumentative writing.

## **2. The reason cognitive process of different gender in writing**

### **Argumentative text the way it does**

Based on the interview results it was known that male students skipped the process of reviewing *“topiknya kan udah ditentukan kak, jadi saya tinggal memikirkan apa yang akan saya tulis kak. Misalnya kalau saya setuju dengan pernyataan itu, tinggal memikirkan alasannya aja kak”*. *“Apa yang saya ingat di pikiran saya itu aja saya tulis kak tapi ke buku sele-sele dulu kak. Habis diterjemahkan dikumpulkan lah kak.* (For instance, I organized the text structured first. Then, I thought about what opinion I could give related to the topic. Here, I agree that bringing handphone to school is permitted. After that, I thought about the reason why I agree. Because the topic had been determined, I just need to think about the reason. I just wrote what came to my mind. After finished translating, I directly collected).

### **C. Research Findings**

1. The results of the analysis showed that there were different cognitive process that applied by male and female students in writing argumentative text. There were three cognitive process in writing namely planning, translating, and reviewing. It was found that from the three cognitive process, male students skipped the process of reviewing in their argumentative text. Meanwhile female students fulfilled the three cognitive process in their argumentative writing.

2. From the analysis it was found that male skipped the process of reviewing.

The cognitive processes of the students of the two genders were different because they had a different reason and factors that affected their mind to write the way it does. The first reason was because their habitual on how they usually think and organized their writing. The second was because they had different ability in writing, and the last was also because they had a different language proficiency related to the second language. Female students applied the three cognitive process in writing because they belong to intuitive global thinker and somehow could create new language to complete their writing.

#### **D. Discussion**

There were three cognitive process happened in writing those are planning, translating, and revising (Weigle, 2002). First, planning was the process of collecting information within writer's thought. Second, translating in Cognitive process in writing is the act of composing. This process occur when a writer has something to say in mind then he or she tried to transform the ideas into sentences. Third was reviewing. This also comprises reading and editing process.

In this study, researcher specifically analyzed about the cognitive process in male and female mind of senior high school students. Apparently the results did fully fulfilled the theory distributed by Weigle. For male students, there were only two processes that was happened when they were writing namely planning and translating. On the other side female students fulfilled the whole process of cognitive process when they were writing.

## **4.CONCLUSIONS AND SUGGESTIONS**

### **A. Conclusions**

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

1. There were three cognitive processes that happened in writing argumentative text. There were planning, translating, and reviewing. The cognitive process taking place in female students and male students were different. The cognitive process of male students in writing was in two processes: (a) organizing the text, (b) translating the text. Meanwhile the cognitive process of female students in writing was in the three processes: (a) organizing the text, (b) translating the text, and (c) reviewing the text.

The process of male and female students cognitive in writing had a different and similarity. The different occur in the last step of writing process, and the way they wrote an argumentative text. Female student mostly did revising while male student did not revise their text. Beside that, the similarity occur in the process of organizing the ideas and translating the text. Both gender did organizing the ideas in the process of writing and translating their text. However, there was also the different process in the way they wrote the text. Male students wrote the text to the point. They just followed the generic structure of argumentative text because they did not remember about the vocabulary. While female students wrote their text by giving more supporting argument about something. They wrote longer than male students. states that the boys tend to write shorter than girls(sentence length) which use more mature sentence structure and women can create new languages of their own, and whether speaking, reading, and writing.

## **B. Suggestions**

1. The tenth grade students especially male students of SMA N 2 Percut are suggested to be careful and pay attention more to the writing they write. They should review their text before they collect it. They need to check about their writing intensively to make sure that everything has been completed. 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.
2. To other researcher, the results of this study can be used as a relevant study to conduct research about cognitive process especially of different gender.

## **REFERENCES**

- Adams, A.-M., Simmons, F., & Willis, C. 2015. *Exploring relationships between working memory and writing: Individual differences associated with gender. Learning and Individual Differences.*
- Anggraini, H. W. 2016. *The Differences Among Writing Anxiety, Gender And Writing Achievement Of English Study Program Students.* English Education Study Program, FKIP, Sriwijaya University.
- Berninger. 2012. Past, Present, and Future Contributions of Cognitive Writing Research to Cognitive Psychology. (Hoboken: Taylor & Francis).
- Coates, J. 1997. *Woman, Men and Language*, 2<sup>nd</sup> eds, Harlow, Longman.
- Galbraith, D. (2009). Cognitive Models of Writing. GFL Journal.
- Hayes, In Lu. 1981. A Cognitive Process Theory of Writing. College Composition and Communication.
- Wood, J. T. 2009. *Gendered Lives: Communication, Gender, and Society.*
- Zimmerman. 1987. *Gender and Society.* Sage Publications.