

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and offers some suggestions for future study.

5.1 Conclusions

This study was prompted by the important role of writing in literate society and the status of writing as cognitive task, as well as the uncommon study on thinking within writing so called cognitive strategies. While the goal was to explore the cognitive strategies and, if any, metacognitive strategies in argumentative writing, with a focus on investigating three English student debaters. Further, under the term of narrow conceptualization or problem solving, this study took qualitative study to provide an in-depth exploration within the topic.

From the study, it was found that the five problems, i.e. intention, process, gist, organization and language use offered in the Cumming's problem solving model were emerged in the participants' writing process. The automaticity pertaining to the problems of intention, process, organization, and language use, make the cognitive strategies were used mostly towards the problem of gist. Further, the strategies mostly included pertaining to the problem was retrieval. However, the metacognitive strategies also emerge towards the problem. It supports the Cumming's model of strategies (1989) where he suggests that

strategies may include the control of problem solving and the problem solving mechanism.

In the case of the third participant, the strategies were emerged as to form a fixed sketch she had made along the on-going process. On the other hand, the first and second participant used it as they were about to define elements embedded within the assigned topics.

Meanwhile, besides automaticity, the metacognitive strategies also emerged towards the former problems of intention, procedural, and organization.

5.2 Suggestions

The emergence of automaticity within the process has proven that writing is not an impossible skill to achieve. Writing instruction in fact has a positive effect on the participants' writing process that it makes them more focus on ideas. Further, the ideas may presumably be influenced by the nature of the topic assigned. In order to enhance the skill, teachers as the task giver may consider the topic to take. The common grounded topic may somehow produce a common text as well. Further, the form of topic offered in question can at least make students endeavor to find the answer.

However, besides the contribution, the recent study perhaps has included some weaknesses and limitations. Accordingly, further study can be conducted pertaining to this one. As the present study only explored the strategies in the terms of argumentative text within English debaters, the further study may take

other kinds of text and different participants. Besides, longitudinal study may only be taken to see the influence of knowledge development on the strategies.

