

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the finding and conclusion from the result of the research.

5.1 Conclusion

English language students of STKIP PGRI Sidoarjo used various types of grammatical and lexical cohesive devices on their background of thesis written. The students used all devices such as reference, substitution, ellipsis, conjunction in grammatical cohesive device. Moreover, in lexical cohesive devices, they used repetition, synonym, hyponymy, metonymy, antonym which are categorized as reiteration lexical. Reiteration and collocation were also used on their background of thesis.

On their background of thesis, the researcher found all types of cohesive devices. There are two types of cohesive devices. The first one is the grammatical cohesive devices that consists of four types. The most frequently used are reference (60,89%), and the following are conjunction (23,83%), substitution (0,51%), and ellipsis (0,15%). The second one is the lexical cohesive device that consists of two types. The most frequently used is reiteration (9,78%) and the following is collocation (4,84%).

In this research, the researcher found some errors on the use of cohesive devices. They are in reference (55,55%) and conjunction (44,44%). The type of errors in reference are addition (22,22%) and inappropriate use (33,33%) of cohesive devices. Moreover, the type of errors in conjunction is wrong mechanism (44,44%).

Furthermore, there are some interesting facts in the findings :

First, The demonstrative reference “the” is the most frequently used because the definite article refers to specific object in the earlier sentence. Because the major background is teaching, the definite article “the” is often used to refer to component language of teaching and learning such as student, teacher, classroom, text and method.

Second, The first person singular pronoun or possessive pronoun such as ‘I’, ‘me’, ‘my’, are rarely used by the student because the research hardly ever addressed himself in their writing. Furthermore, The students also hardly ever used pronoun “you” addressed the reader. The first and second pronoun are never use because this is a formal academic writing.

Third, that majority of students prefer to use conjunction ‘and’ to express addition in writing rather than other devises such as in addition, moreover and furthermore. to make varieties in writing, the student could have used different types of additive conjunction.

Fourth, The researcher rarely found metonymy. The probable reason is that the student are not familiar with metonymy. Moreover, there is an interesting finding in the use repetition. The student repeated some words several time. Substitution, ellipsis, reference and metonymy could have been used to make better writing.

5.2 Suggestion

This study in general yields some suggestions for the students, teacher and other researchers in regard to the use of cohesive devices in teaching and learning English. For the students, they are to use understand and apply varieties of cohesive devices as to improve their writing quality. Moreover, for the teachers, it is important to introduce students different and various types of cohesive devices and explain how to use them appropriately.

For further researcher, similar research can also be done in chapter 4 since it deals with students' idea in explaining findings. Moreover, this study does not focus on examining incorrect use by interviewing the students to find out why certain mistakes have been produced, a research that includes Interviews on why incorrect cohesive devices are produced can also be conducted.