CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two different points: conclusions and suggestions. The findings of the present study, which have been explained in the previous chapter, are summed up in the conclusions. Meanwhile, the suggestions contain recommendation for further studies on this particular topic.

5.1 Conclusions

Related to the formulation of problems in the chapter I, the findings in the chapter IV, and the theory of cohesive devices, the present study concludes some notable points which are described as follows:

First, all the types of cohesive devices are written by the students in their texts, namely grammatical and lexical cohesive devices. The items of each cohesive device also correlate to the theoretical framework of Halliday and Hasan (1976) and some other related theories. Furthermore, the variety of text genres (descriptive, recount, response essay, complaint letter, and spoof) assists the present study to enlighten the use of cohesive devices. The findings show that even though cohesive devices generally were found in the texts, the number of occurrences for each cohesive device is different. These occurances represent how strong semantic relations in a particular genre.

Second, one of the aims of the present study is to reveal the function cohesive devices that were found in the students' texts. Starting from reference the first cohesive device that is investigated. Reference is classified based on expression and pointing "*phora*". It is used to point out a retrieved identity of things and to reduce numbers of repetition in a text. Based on the expression, all the types of reference (personal, demonstrative, and comparative) are found in the texts. Personal reference 'I', demonstrative 'the', and comparative 'more' have the highest total number of occurrences in the students' texts. The personal reference

'I' is frequently used in the recount, descriptive, and response essay. The use of 'I', as the first person, indicates that the students want to make their stories are more subjective. In addition, the use of personal reference 'I' helps the readers more focusing on the topics.

For the demonstrative reference, 'the' and 'it' are mostly written in the texts. However, subject 'it' in the texts is not only used for pointing out a specific noun, that has been mentioned previously, but also for times or a situation contextually. This phenomenon is called "ambient" subject in which the referent is not obviously written in the text, but the readers comprehend to which 'it' refers to. Lastly, comparative item 'more' has the highest total number among other items. 'More' in the texts is used for pointing out a particular quality thing is stronger than others.

Meanwhile, based on "*phora*", *endophoric* is mostly used in the texts. On the other words, the referents are obviously in the texts either in the form of *anaphoric* or *cataphoric*. Therefore, the identity of a referent is obtainable from within a text itself.

Third, conjunction 'and' and 'but' are the most written items in students' texts. 'And' is for saying an action following another action, while 'but' for saying contrast. The use 'and' and 'but' represents that most of ideas in the texts are extending topic. In correlation to function, conjunctions, in the texts, are not only for linking one idea to another, but also for leading readers to the climax of the story.

The last types of grammatical cohesive devices that are rarely found in the texts are ellipsis and substitution. Ellipsis can be defined as a form of substitution that an item is replaced by nothing. Ellipsis involves the omission of a noun or noun group, a verb or verbal group, or a clause. The findings show that there are two nominal elliptical sentences and one nominal substitution in which these sentences are found only in the recount texts.

For lexical cohesion, repetition, *meronymy*, *hyponymy*, and collocation are mostly used in the texts. The use of *synonymy* and *meronymy*, especially in the

descriptive texts, is for giving the detail information of a thing or an event. These lexical cohesive devices are employed for avoiding monotony language use in the texts.

The present study contributes a new insight to cohesive devices discussion which is the use of cohesive based on several genres. Some of the genres use particular cohesive devices which correlate to a genre characterization for example the use of personal reference 'I' in the descriptive, response essay, spoof, and complaint letter texts. Meanwhile, *synonymy* and *meronymy* are frequently written in the descriptive ones.

To conclude, the use of cohesive devices in the present study is quite strong. This notion correlates to Tilney (2008) and Halliday and Hasan (1976) which believe that the more cohesive devices are used in a text, the chains are also stronger. The strong chains can support the clarity of information and comprehensibility of the texts.

5.2 Suggestions

Based on the conclusion above, there are some suggestions proposed for further studies. First, it is expected that the present study is able to use as a reference for English students, mainly for students of Language and Literature Program, to enrich and empower their knowledge on language use, focusing on cohesive devices as the basic tools of a text making.

Second, the present study which focuses on cohesive devices in written texts have been a considerable research. Thus, it is recommended to conduct a research of cohesive devices on oral texts, such as TV or radio news report, and a students' presentation. In addition, there is an interesting point of cohesive devices that is not comprehensibly investigated: collocation. Therefore, further research can observe collocation intensively.