

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research objective was to find out the cohesiveness and find out the dominant types of cohesion of descriptive text in the English textbook used in the Tenth Grade of Senior High School of SMA Muhammadiyah 8 Kisaran. After collecting of the descriptive text that was found in English textbook at grade X, identifying the grammatical cohesion and lexical cohesion, there are three descriptive texts inside of the book. The problem and objective the study it can be summarized the data analysis show that several findings were found as follows.

1. The explained that there are two kinds of cohesion that occur in descriptive text inside of grade X textbook, they are grammatical cohesion, 65 total number of cohesion from reference (17), Substitution (0), Ellipsis (7), and Conjunction (41); lexical cohesion, there are 28 total number of cohesion from reiteration (13) and collocation (15). The whole types of cohesion occurred in three descriptive text inside of grade X textbook, and the dominant of cohesion is grammatical cohesion with total number 65 items.
2. The total number of cohesion were 93, they came from the percentage in grammatical cohesion devices are; 65 (69%) and lexical cohesion, 28 (31%). Every cohesion were found in the paragraph of descriptive text except substitution. It can be conclude that, the grammatical cohesion dominantly is conjunction, in particular is personal and demonstrative reference. Meanwhile, for the lexical cohesion is collocation dominantly.

B. Suggestions

This research tried to analyze the cohesion of descriptive text in English textbook used in Tenth grade of SMAS Muhammadiyah Kisaran. Based on the result of analysis, grammatical and lexical used dominantly are reference (grammatical cohesion) and repetition (lexical cohesion). then it can be concluded there are several suggestion as follow:

1. For the readers, hopefull the readers can get extensive knowledge about cohesion devices, for grammatical and lexical.
2. For the teachers, this thesis can be a refence to improve knowledge about cohesion devices, for grammatical and lexical.
3. For the researcher, as a guidance to do a related research in another type of genre text and another text book.
4. For Authors of the text books, the finding can be used as a consideration to arrange a good content for a good text book.