CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the findings and discussion, it can be concluded that:

1. It was found all cohesive devices used in whole text state examination (UN) from years 2010 until 2015 were namely: reference, substitution, ellipsis, conjuction and lexical cohesion

2. Based on the data the dominant types cohesive devices from text English state examination (UN) in years 2010 until 2015 were Reference 321(44.8%)

3. After analyzing 25 texts English state examination (UN) from years 2010 until 2015 with context situation conducted. Found that the context situation used in the texts were of three elements, namely, **field**, **tenor** and **mode** and in Specifically, field used the elements of *arena or social activity , participant's characteristics* and *semantic domain* And in tenor found used three elements from four there were *formality, status or power, affection*. And in mode found used elements *Planning, Distance, Involvement and medium or channel.*

5.2 Suggestion

As what the researcher result shown that the analyzed cohesive device in texts English state examination (UN) from 2010 until 2015. Categorized cohesive good for students of senior high school, it is suggested that:

a. English texts used by the student in the class to learn how to produce good and accepted sentences

b. English teacher and the headmaster can be involved in the process of learning English used texts as knowledge to teaching.

c. For the writer state examination is also expected to involve in controlling the quality of English Text state examination (UN) every years used in test UN. So the students can get knowledge from learning texts in order the student may understand the texts better