

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. In cohesion, both IPA and IPS students achieved cohesion through the use of personal, demonstrative reference, additive conjunction, adversative conjunction, causal conjunction, reiteration, and chain of collocation across all topics. However, the extended demonstrative reference and complex additive conjunction were only found in IPA students' writing.
2. In coherence, IPA students achieved coherence by using topic sentence and one idea in one paragraph principles in *National Examination* topic. Meanwhile, IPS students achieved coherence in *Wearing Uniform* topic by using the topic sentence and one idea in one paragraph principle also.
3. The students' major was not the factor affecting the cohesion and coherence. But, the factor was the students' interest to the topic. The topic of *National Examination* was more important to IPA students rather than to IPS students, while the topic of *Wearing Uniform* was more important to IPS students rather than to IPA students. This was the reason of why IPA students wrote more cohesive and coherent paragraph on the *National Examination* rather than on *Wearing Uniform*; while the other way around happened to IPS students.

B. Suggestions

Based on the above conclusions, there are some suggestions listed:

1. Teachers should consider the topic which is given to the students because their majors which are realized in their thinking is not enough to see their ability in achieving cohesive and coherent writing.
2. Students should firstly understand types of cohesive devices and principles of coherence to be able to present cohesive and coherent writing.
3. For other researchers, it is important to use more various topics to the students so that the cohesion and coherence can be seen clearly.