CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer presents the conclusions and suggestions concerning the data analysis and discussion.

A. Conclusions

After analyzing the students recount text about cohesion devices, the writer found that the most frequent types of cohesive devices made by the participants included reference (29%), conjunction (70%), substitution (1%) and ellipsis (0%).

First, research of the result shows the types of cohesive devices made by the tenth grade students of Senior High School Gajah Mada are conjunction 144 items (70%), as the highest rank found in the students writing than others devices, additive conjunction (81 items), adversative conjunction (11 items), causal conjunction (27 items) and temporal conjunction (25 items). The second position is reference with 59 items (29%), they are personal pronoun (20 items), possessive determiners (27 items), possessive pronoun (1 item) and demonstrative reference (11 items). The highest frequency of the used reference was possessive determiners. The next frequently used references were substitution and ellipsis, found used in students writing. There were one substitution device found. It means that the students had good enough competence in producing cohesion in their writing text, because they utilized all the types of cohesion at their writing text except ellipsis and also substitution was hardly found.

B. Suggestions

Based on the conclusion above, the writer would like to give suggestions to the teacher, students and other researchers. For the teacher, they should give more attention to the teaching of cohesion devices in writing, especially in the use of cohesive devices. They also have to give a wider explanation to the students about kinds, functions, and positions of cohesion devices within or among sentences. The teacher needs to evaluate students writing performance, construct remedial teaching, and give understanding that students are in need of continuous and special supervision conducted by teacher during writing activities. For the students, they have to improve their writing skills, especially about cohesive devices. And also the students need to be aware of how to write cohesively and never stop learning and practicing writing good texts. Then for the other researchers, he or she could investigate the use of cohesive devices writing other type of text. This study is also suggested to be conducted further as references.