

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1. Summary**

This study dealt with the coherence found in argumentative compositions of the English Department students of Widya Mandala Catholic University Surabaya. The subjects were the students of the English Department of Widya Mandala Catholic University Surabaya. The source of data was the argumentative compositions that the students wrote during the final examination.

The first analysis, the writer analyzed the coherence within each paragraph. It concerned with the logical connection between the topic sentences (claims) and the supporting details (proofs) (Moody, 1981:197). The supporting details in the paragraph have to be logical connected to the related supporting details. McWhorter (2008:1) also adds that the supporting details are the facts and ideas that explain or prove the topic sentence. When the topic sentences and the supporting details were related, it produced the coherence in the paragraph level.

In the second analysis, the writer analyzed the coherence in the whole composition. It dealt with the logical connection among the title, opening, thesis statement, claim, refutation, concession, and conclusion. When the title, opening, thesis statement, claim, refutation, concession, and conclusion were logical connected each other, it led to the coherence in the overall level.

## **5.2. Conclusion**

It can be concluded then that the quality of coherence in a composition is still weak. In addition, most students still find difficulties to produce good compositions, especially in making connection between their thesis statement and topic sentences. It is also concluded that the quality of coherence in students' paragraphs is low. Many students have written more than one unrelated supporting sentences in a paragraph that it makes the incoherent paragraph.

## **5.3. Suggestions**

Based on the findings previously presented, some suggestions for teaching writing to Indonesian students and future research are given. This section is then devoted to these suggestions.

### **5.3.1. For Teaching Writing to Indonesian Students**

In connection with the result of the study, the writer would like to give suggestions to Writing lecturers as follows:

To help students to write good argumentative compositions, students should give good and bad argumentative compositions to be analyzed. The students are asked to identify the thesis statements and topic sentence. And then, students are asked to justify whether the thesis statement and topic sentences are related or not.

To train the students to know the coherence of each paragraph, students are given good and bad model of argumentative paragraph. And then, students are asked to determine whether the topic sentence and the supporting details are related or not.

Based on the model, students are asked to produce their own argumentative compositions. First, they are asked to produce a paragraph and then a complete composition that consists of several paragraphs.

### **5.3.2. For Future Research**

The writer realizes that this study still has shortages and needs some improvements. Then, the writer would like to give some suggestions that will be useful for further study. In this study, the writer took the subjects only in a class. It will be better that the next study will use more than one class as the subjects to get better valid data. Since this study analyzes the argumentative composition, the writer expects that there will be another study about the other type of composition, especially in analyzing coherence.

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