

CHAPTER V

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In this chapter, the writer presented the summary of the previous chapters, conclusion of the research findings and some suggestions.

5.1. Summary

Related to the background and the objectives of the study, there were two main theories used. They were expository writing theory and cohesive devices theory. Expository writing is a kind of writing that exposed an information or ideas by giving examples, by comparing and contrasting, by classifying, by describing a process, by examining a process, by examining cause and effect, or by defining (Decker, 1992, Loewe, 1978, and Taylor, 1991). In this case, the writer only observed the expository writing by giving examples or exemplification and by describing a process. In these two types of expository essay, the cohesive devices were applied in order to achieve the continuity of the idea. The cohesive devices used here consisted of five types, namely: reference, substitution, ellipsis, conjunction, and lexical cohesion (Halliday and Hasan, 1976).

In this study, the writer used the students of English Department of IKIP Malang who took writing III, in the academic year of 1997/ 1998. The sample of this research were the two groups of fourth semester student, namely group A and group

B. The group A consisted of 24 students while group B consisted of 26 students, so the total number of the students used as a sample was 50 students.

In analyzing the data, first of all the writer classified the words according to the types of cohesive devices. Second, she tallied and counted the number of each type and each sub-type of cohesive devices used and wrongly used. Third, the writer counted the percentage of the frequency she had already got by using the respective formula and interpreted it. Finally, the writer found the functions and the examples of cohesive devices either used or wrongly used.

5.2. CONCLUSION

The research finding of this study comprised four things. They are the types of cohesive devices used, the types of cohesive devices mostly used, the functions of cohesive devices, the types and the most frequent error.

The types of cohesive devices used in exemplification and process essays were personal reference, demonstrative reference, comparative reference, nominal ellipsis, verbal ellipsis, nominal substitution, verbal substitution, clausal substitution, additive conjunction, adversative conjunction, causal conjunction, temporal conjunction, subordinator conjunction, lexical cohesion, introducers, and quantifiers.

The type of cohesive devices mostly used in exemplification essay was personal reference (26,18%). While the cohesive devices leastly used was verbal and clausal substitution (0.03%). The sub-type of cohesive devices mostly used was

personal pronoun (19.64%) and the sub-type of cohesive devices leastly used was also verbal and clausal substitution (0.03%).

The type of cohesive devices mostly used in process essay was also personal reference (37.44%). The type of cohesive devices leastly used was clausal substitution (0.02%). The sub-type of cohesive devices mostly used in process essay was personal pronoun (27.98%) and the sub-types of cohesive devices least used was clausal substitution, epithet, verbal ellipsis, contrastive and corrective adversative (0.02%). However there was no verbal substitution in process essay.

Each of the types of cohesive devices has their own functions. The functions of each of the cohesive devices used in exemplification and process essay were follow.

1. Personal reference is used to refer person and object.
2. Possessive determiner and possessive pronoun is used to denote possession
3. Demonstrative reference is used to point the place, time, and location of person or object.
4. Comparative reference is to show likeness or unlikeness and comparability in quantity or quality.
5. Nominal and verbal ellipsis is used to avoid repetition and to intensify effectiveness of the sentence.
6. Nominal, verbal, and clausal substitution is used to substitute the respective items.
7. Additive conjunction is used to introduce further ideas.
8. Adversative conjunction is used to express a contradiction.

9. Causal conjunction is used to express reason, result, or purpose.
10. Temporal conjunction is used to express chronological order or sequence.
11. Subordinator conjunction is used to relate the main clause to the sub clause.
12. Lexical cohesion is used to clarify and link to the previous information.
13. Introducer is used to introduce the topic.
14. Quantifier is used to the quantity of the objects mentioned.

Inspite of this, there were also some errors in the usage of reference, nominal substitution, conjunction, and quantifier. From these types, the most frequent error both in exemplification and process essays were demonstrative reference (25.53%) and additive conjunction (28.79%) respectively. While the least frequent error in exemplification and process essays were adversative (0.85%) and comparative reference (0.78%) respectively. However there was no error of nominal substitution in process essay because this substitution was not found in process essay.

5.3. SUGGESTIONS

Having observed the data, the writer would like to give some suggestions to the English teachers, especially the writing teachers.

1. In giving examples to the students, the writing teacher should not use only the common types of cohesive devices, like reference and simple conjunction, but also the uncommon type of cohesive devices, like nominal and verbal ellipsis, nominal and verbal substitution, and lexical cohesion. So that the students know the usage of these types and use them in their composition later. By using the

various types of cohesive devices, the sentences in their composition can be more interesting and comprehensive.

2. Besides that, the writer found that most of the students only used the simple type of conjunction. Therefore, the writing teacher should explain the types and the usage of another conjunctions, like: complex additive, contrastive adversative, sequential conjunction, and others.
3. The teacher should also give more attention to the usage of 'simple' cohesion since the writer has found that many student still made errors in using the cohesive devices, even the simple ones, like: personal pronoun, demonstrative reference, and others.
4. The cohesive devices are really important in writing a composition. However, the cohesive devices are only one of the means to achieve a good composition. Therefore, the writing teachers should also give more attention to the logical ideas and the grammatical items, like: tenses, vocabularies, and mechanics.

In addition to this, the writer would like to give some suggestions for further studies.

1. The writer has found that there are two types of cohesive devices that are not found in Halliday and Hasan's theory, namely *Introducers* and *Quantifiers*. Therefore, the writer hopes another researcher will complete the Halliday and Hasan's theory.
2. In this study, the writer analyzed the essays based on the general types of cohesive devices. However, there are still more sub-types of the cohesive devices.

Therefore, the writer suggests another researcher to examine the data deeper. In another words, they should analyze and classify the data in more detail.

3. The cohesive devices here can be applied to other types of composition even in skills, such as: speaking and reading. Therefore, it is suggested that the further research study the usage of the cohesive devices in another types of essay or another types of skill.
4. Due to the limited time, the writer did not analyze and classify the errors in specific. Besides that, the writer only used some examples taken from the students' papers. Therefore, the writer suggests another researcher to analyze the errors in more detail and use more examples, so that the achievement of the cohesive devices can be presented more accurately.