CHAPTER V

THE CONCLUSION AND SUGGESTION

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents the summary of the previous chapters as well as gives the conclusion. In addition, the writer provides the suggestions, especially for the writing teachers.

5.1. SUMMARY AND CONCLUSION

In line with the research problem formulated in Chapter 1, the writer discussed four theories as basic concepts; they are: the Halliday and Hasan' theory of cohesion, argumentation, contrastive and error analysis, and theory related to techniques of teaching cohesion.

Halliday and Hasan's in their book 'Cohesion in English' divide English cohesive devices into five main parts; they are: (1) Reference, (2) Substitution, (3) Ellipsis, (4) Conjunction, and (5) Lexical Cohesion. Then, the writer tried to find out the frequency of each of the parts in the Argumentative compositions written by the fifth semester students of Widya Mandala English Department belonging to the 2001 – 2002 academic year.

Having analyzed the data, the writer found out that **Reference** was the most frequently and **Ellipsis** was the most rarely used both in the Mid-term Test and Final Test. The order of cohesive devices used both in the Mid-term test and Final Test is as follows:

Table 5 – 1   The Frequency of Cohesive Devices Used

Type	Mid – term Test		Final Test	
	Number	Percentage	Number	Percentage
I. Reference	1060	68.65	1133	68.92
II. Conjunction	396	25.65	420	25.55
III. Lexical Cohesion	62	4.02	78	4.74
IV. Substitution	-	-	7	0.43
V. Ellipsis	26	1.68	6	0.36

In terms of the frequency of the sub-type of Cohesive Devices used in the Mid-term Test, the writer found that

1. Personal Pronoun was the mostly used (468 times)

2. Demonstrative Reference showing Neutral (article 'the') was the second mostly used (331 times)

3. Possessive Determiner was the third mostly used (122 times)

4. Possessive Pronoun and Dismissive Adversative Conjunction were the most rarely used (once).

Similarly, in the Final Test

1. Personal Pronoun was the most frequently used (527 times)

2. Demonstrative Reference showing neutral (article 'the') was the second most frequently used (299 times)

3. Possessive Determiner was the third most frequently used (163 times)

4. Possessive Pronoun and Verbal Substitution were the least frequently used (once)

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From the data, then, we can say that there is no significant difference both in the types and the rank of the cohesive devices used. However, the students used more various types of cohesive devices used in their Final Test. Some of the students applied Substitution in the Final Test, although they used fewer Elliptical forms.

The rank of errors made by the students both in their Mid-term Test and Final Test was also the same. It means the students did not make any progress in their competence of using Cohesive Devices. This condition might be due to the similar teaching techniques applied by the responsible teachers and the short interval between the Mid-term Test and the Final Test.

The types and rank of errors made by the students both in the Mid-term Test and Final Test are as follows:

Table 5 – 2   The Frequency of Cohesive Devices Errors

Type	Mid – term Test		Final Test	
	Number	Percentage	Number	Percentage
I. Reference	137	55.47	177	62.77
II. Conjunction	88	35.63	90	31.91
III. Lexical Cohesion	18	7.29	12	4.26
IV. Ellipsis	4	1.62	3	1.06

Specifically, in the Mid-term Test,

1) the most frequent error was Personal Pronoun (50 times)

2) the second most frequent error was Demonstrative Reference showing Neutral or the article 'the' (44 times)

3) the third most frequent error was Simple Additive Conjunction and Causal Conjunction showing Reason (15 times)

4) the least frequent error was Comparative Additive Conjunction, Dismissive Adversative Conjunction, and Nominal and Clausal Ellipsis (once)

Furthermore, in the Final Test,

1) the most frequent error was Personal Pronoun (57 times)

2) the second most frequent error was Demonstrative Reference showing Neutral or the article 'the' (38 times)

3) the third most frequent error was Comparative Reference showing Particular Comparison (37 times)

4) the least frequent error was Demonstrative Reference showing Circumstances and Nominal Ellipsis (once).

From the data, we can see that Reference, especially **Personal Pronoun** and the **article 'the'** were the most problematic cohesive devices for the students. As we know that the article 'the' does not exist in Indonesian language. In addition, the system of using Personal Pronoun in Indonesian and English is different. In English, the Personal Pronoun must be in agreement with the form of the verb, whereas in Indonesian, the Personal Pronoun has nothing to do with the verb form. As a result, many students make many errors in these two types of Reference.

Furthermore, the second most problematic cohesive device was Conjunction, especially: **Simple Additive Conjunction, Simple Adversative Conjunction, Causal Conjunction showing Reason, Causal Conjunction**

showing Conditional, and Appositive Additive Conjunction. Each of these Conjunctions carries several meanings and functions. In fact, many students are not able to differentiate the meanings and functions well. As a result, they often use conjunctions inappropriate to the context.

Based on the related theories, the writer found out that the students' errors were caused by:

1. Interference of Indonesian language

2. Overgeneralization

3. Performance errors

4. Teacher Induced Error.

Having analyzed the data and studied the distributed questionnaires, the writer assumes that the students' errors are caused not only by the four conditions above but also by the following condition:

5. The confusion of the parts of speech.

6. The un-internalized rules

7. The effort to recode the speech into writing

8. The students' over-dependence on the readers to find out what they refer to.

9. Lack of Reading

10. Lack of practice in Writing

11. The students' inability to recall what they have written when they move to another part of sentence.

5.2. SUGGESTIONS

The result of this thesis contributes to Writing and Grammar areas. As we know that Writing is the most complicated skill comparing to the other four skills. It requires not only logical ideas, but also continuity of thought between the ideas. The way to maintain the continuity of thought is by using cohesive devices. In other words, the cohesive devices will make the sentences in compositions run smoothly.

In spite of the importance of cohesive devices, many students are not able to apply the cohesive devices appropriately. Even, the simplest and the most common cohesive devices, such as: Personal Pronouns and Conjunctions are still problematic for many students. It seems that many of them find difficulty to arrange and connect their ideas logically as well as to produce grammatically correct sentences.

Based on the data, the writer found that many of the students' sentences contain syntactic errors, such as: disagreement between the pronoun and the verb, loss of subject, broken coordination, and so on. Many linguists suggest that many of the learners' syntactic problems will disappear simply with more writing. Thus, to overcome the grammatical problems, the writing teachers should give a great deal of practice to their students. The practice can be in the form of paragraph completion or sentence combining. The paragraph completion will give a practice for the students to apply correct forms of cohesive devices in their compositions. Furthermore, the sentence combining exercises will train the student to make long, smooth, and mature sentences.
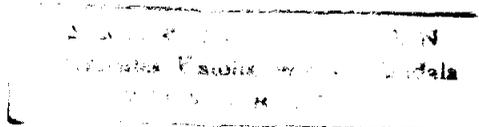
Compared to the other modes of composition, argumentative compositions can be considered as the most complicated one. It requires not only grammatical but also logical competence. From the data, the writer has found that some of the students' sentences are grammatically correct, but logically false. They have committed either formal or informal fallacy (fallacy by content). Therefore, the writing teachers need to pay attention not only to the syntactic part of the students' composition, but also to the logical ideas. Thus, the teachers are expected to give more practice as well as explanation in producing 'sound' or logical arguments.

The writing skill is closely related to reading skill. By reading a passage, the students will be encouraged to pay attention to the cohesive devices as well as the vocabulary used. According to Shaughnessy (1977), the students need to practice to read as their vocabulary grows slowly with the accumulation of contexts acquired as a result of reading. So, on one side, the students need to learn the allowable contexts of individual words by practicing a lot, not by memorizing. On the other side, the teachers should explain why certain words are not appropriate to be applied in particular sentences. These explanations should involve semantic as well as grammatical concepts, including the concepts of parts and basic patterns of the sentence.

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