

CHAPTER V

CONCLUSION

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Introduction

This chapter consists of two parts. The first part is the summary which contains of the main points that have been discussed in the previous chapter. The second part talks about some suggestions that may be useful for English teachers when they want to teach reading comprehension through identifying logical relationships by recognizing cohesive devices and analyzing cohesive chains.

5.1 Summary

It is unanimously accepted that enabling the students to read English textbooks with understanding is the foremost and ultimate goal of teaching English at the SMU. There are a lot of factors interlinked in making students comprehend a reading text easily and well. One of them which is the focus of this thesis is the ability to identify the logical relationships by recognizing cohesive devices and analyzing cohesive chains that make a text meaningful and unified. In reality, however, we

can see many English teachers use their time mostly to explain structures and at most give some factual comprehension questions after the students have read a text. Consequently, many of the students may have a good mastery of English structures and answer the questions by copying informations right from the text although they sometimes do not know the meanings of the questions and their answers as well. This is not quite in like with the main objective of the teaching-learning of English at the SMU, i.e. to enable students to read English textbooks.

The writing of this thesis is of the opinion that one of the ways of enabling the students to read English text with understanding is through identifying the logical relationships by recognizing cohesive devices and analyzing cohesive chains that are found in the text. There are 23 logical relationships that the students must know. They are generalization, interpretation, comparison, contrast, definition, inference, exemplification, cause, summary, related action, conclusion, amplification, evaluation, restatement, result, alternative, evidence, illustration, answer, parallel idea, related idea, specification, and question. These 23 logical relationships can be identified by recognizing cohesive devices and analyzing cohesive chains.

The cohesive devices discussed here consist of 22 types, namely: repetition of key words; use of the article 'the'; use of a personal pronoun as a substitute word; use of a possessive pronoun; use of a demonstrative with a noun; use of a demonstrative as a substitute for several words or an entire sentence; use of demonstrative with another substitute word which describes or summarises material in the previous sentence; a proper name followed by a construction identifying the person or thing named; use of conjunction; use of conjunctive adverb; use of an adverb; use of prepositional phrases; use of synonym to avoid repetition; use of an expression with a slight change of wording to avoid repetition; repetition of an expression with a slight change of wording to avoid repetition; repetition of the same word in a different form; repetition of a construction, but with a change from singular to plural or from plural to singular; use of an expression substituting for the whole; a parallel structure; the name of a place followed by the name of the people belonging to that place; a construction showing class-member relationship; a construction showing whole-part relationship; and semantic connection.

And the cohesive chains discussed here consist of four types, namely: referential chain; chain of ellipsis

and substitution; conjunctive chain; and lexical chain. Referential chain is divided into the participant chain, the process chain, and the circumstantial chain. Chain of ellipsis and substitution is not divided into another types. The conjunctive chain is divided into the spatial chain, the temporal chain, the cause effect chain, and the chain of analysis. The lexical chain is divided into comparison-contrast, definition, and generalization.

The reading you are anxiously to improve is the reading you must do to get information. Since the purpose of most reading is to get information, then successful reading is measured by the amount of information you actually get. This is called reading with comprehension. There are three levels of comprehension, namely: literal comprehension, interpretive comprehension, and creative comprehension. Each level involves more of an active role on the part of the reader. To improve the reading comprehension, there are twelve reading comprehension skills that the students can develop. They are finding the general idea, recognizing reading signal, reading critically, remembering facts, recalling sequence, drawing conclusion, determining cause and effect, evaluating text, evaluating author's techniques, recognizing definition and examples, recognizing headings and subheadings, and outlining. To be able to develop all

of these, the students have to learn to identify the logical relationships by recognizing the cohesive devices and analyzing cohesive chains. By identifying the logical relationships of the written text, they can comprehend the text and do the reading comprehension skills easily and then it will improve their comprehension.

In the teaching of logical relationships in order to be able to develop the reading comprehension skills, there are some steps to be acquired. Each step requires some techniques. The main steps are recognizing the cohesive devices and analyzing the cohesive chains. These two steps will help the students to be able to acquire the next step and this step is the most important one, that is identifying the logical relationships. By identifying the logical relationships that exist in the text, they can comprehend the text easily. So, in order to identify the logical relationships and hence to get the meanings of a text, the students should be trained to pay attention to the cohesive devices and the cohesive chains while they are reading the text; then, they are given reading comprehension skill exercises. They have to identify the logical relationships by recognizing the cohesive devices and analyzing the cohesive chains in order to be able to do the reading comprehension exercises.

5.2 Suggestions

In using these steps to develop the reading comprehension skill exercises, a teacher should get well prepared because he/she should choose the suitable reading text. For example, the teacher asks the students to determine cause and effect, so the reading text that is chosen must be a reading text that contains cause and effect relationship. And if the teacher asks the students to do five reading comprehension skills in one time with the same material. so, he/she has to choose one reading text that contains all the five reading comprehension skills.

Besides, for the first quarter students of the first year of SMU, the teacher can start explaining the cohesive devices, the cohesive chains, and the logical relationships one after another. He/she can begin with the cohesive devices first, after that the cohesive chains, and the last one is the logical relationships, because cohesive devices is the basic one in order to know the cohesive chains and the logical relationships. If there are difficulties to recognize and comprehend the cohesive devices, cohesive chains, and logical relationships, he/she may give examples to make them clearer. Also it is suggested for the first quarter student of the first year of SMU, only given the simple ones. And it increases

according to their levels. So for the second and third year students of SMU, the teacher can give the more difficult ones that will help them to improve their reading comprehension.

Finally, since this thesis is not a field research, it is hoped that there will be an experimental study to prove that teaching logical relationships by recognizing the cohesive devices and analyzing cohesive chains can help the SMU students to comprehend English reading texts more easily and successfully.

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