CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusions

Organization, coherence, and unity are the key to make the writing clear and understandable. This study was held to investigate the organization of the journals, the cohesive devices used to achieve coherence of the journal, and the unity of the journals. The data were the journals written by Writing B students. The findings showed that most of the journals were organized completely. The findings also indicated that the students preferred to use grammatical cohesion rather than lexical cohesion to achieve coherence in their writing. Lastly, most of the journals written by Writing B students were unified since most of the paragraphs had related to topic sentences and supporting sentences. The researcher concludes that:

1. The students tended to write a complete recount text generic structure.. More than half of recount journals had (76,8%) orientation, sequence of events, and re-orientation. It means that most of the students were already familiar with the generic structure of a recount text and can apply it in their writing. Although more than half of the journals were completely organized, some journals were not completely organized. It means, there were small numbers of students who still didn't understand the generic structure of a recount.

2. The students tended to use grammatical cohesion rather than lexical cohesion. It can be seen from the result of the analysis. There were more

than a half (64,3%) grammatical cohesion devices that occurred in the journals written by the students while there was only 35,7% lexical cohesion used by the students to achieve coherence in writing their journals. It can be said that the students prefer to use grammatical cohesion devices rather than lexical cohesion devices in their writing. It means that lexical cohesion devices need to be more explained because the use of each kind of devices should be balance so that the writing will not be monotone.

3. The students tended to use *reference* rather than *conjunction, ellipsis* and *substitution.* As shown in the findings, the percentage of reference is 33,7% while *substitution* was only 0,1%. The students use the *reference* to simplify their writing and make their writing coherence without much effort as other devices in grammatical cohesion such as *conjunction, ellipsis,* and *substitution*.

4. The students tended to use *anaphora* rather than *cataphora* reference. The percentage of *anaphora* shown in the journals written by the students was 33,6% while *cataphora* was only 0,1%. It can be concluded that the students prefer to write the word or phrase first then put the details in the following sentence rather than write the details in the previous sentence then put the word or phrase in the following sentence. Thus, *cataphora* reference needs special attention and explanation the teaching of writing to make the students more familiar with it.

5. In conjunction, the students tended to use *temporal* conjunction while the least was *adversative*. It is shown in the findings that students wrote

temporal conjunction (35%), *additive* conjunction (27%), *causal* conjunction (21%), and *adversative* conjunction (17%). Since the type of text that the students wrote was recount, the students tended to write more *temporal* words rather than *adversative* words.

6. In lexical cohesion, the students tended to use *repetition* in order to achieve coherence while *hyponymy* was the least. The finding shows that the students used *repetition* (21%), *collocation* (10,3%), *synonymy* (2,3%), *antonymy* (1,7%), and *hyponymy* (0,2%). Since the students were still in their third semester, they were lack of vocabularies. Hence, *repetition* is easier lexical cohesion devices to achieve coherence for them rather than *synonymy, antonymy, meronymy* and *collocation.*

7. The students tended to write unified paragraph. The findings shows that most of the journals (91%) written by the students were unified. Almost all of the paragraphs had topic sentences supported with the supporting sentences. Still, there were some paragraphs (8%) with inconsistent topic sentence and supporting sentences.

5.2. Suggestions

5.2.1. Suggestions for the Lecturers

The findings show that the students understood how to write a recount with a complete generic structure. On the other hand, the students still use simple cohesion devices to achieve coherence such as *repetition, conjunction, reference* and *collocation.* Therefore, the researcher suggests the lecturer to explain more

about coherence and the way to achieve coherence through lexical and grammatical cohesion since most of the students still use simple cohesion devices to achieve coherence in their writing. It can be better if the lecturers can explain and give examples of each device of lexical *and* grammatical cohesion. Thus, the students can have more variations of cohesion devices such as *substitution, ellipsis, synonymy, antonymy, meronymy,* and *hyponymy* to be used in their writing.

Additionally, the findings also show that the students had difficulty to control their ideas from the beginning until the end of the paragraphs. They sometimes wrote paragraphs with inconsistent topic sentence and supporting sentence. Hence, the researcher suggests the lecturer to explain deeper about the way to achieve unity so that the students can develop their ideas easily affectively. As an option, the lecturer can teach the students to make ideas mapping or ideas outline with topic and sub-topics for each paragraph before the students make some writings so that the students can write a text with consistent topic or ideas.

5.2.2. Suggestions for the Future Researcher

Since the findings did not show the percentage of sub-divisions of some devices appeared in the students' journals, the researcher suggests the future researcher to conduct the same study with more detail instrument since some of the devices have sub-division substitution and ellipsis. There are three sub-divisions of substitution and ellipsis: numeral, verbal, and causal. It is better for the future researcher to add some sub-division in the instrument so that the future

researcher can get more detail information about which types of ellipsis and substitution the students tend to use in their writing.

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