

CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter is presented to give the conclusion of what have been discussed before and give some suggestions concerning to this study.

5.1. Conclusion

As mentioned in the previous chapter, this research is carried out to find out which cohesive devices are mostly used and wrongly used in the students' persuasive compositions. To achieve this purpose, the writer analyzes 19 papers from the fifth semester students of the English Department of Widya Mandala University who take Writing V. The analysis is supported by several theories such as theory of persuasive writing, theory of discourse analysis, theory of cohesion and cohesive devices. The writer makes two tables for each paper. Table A is for the analysis of cohesive devices based on general theory, while table B is based on rhetorical logic. After analyzing the paper one by one and counting the total number of cohesive devices in each table, the writes categorizes the papers by using the criteria of low,

average and high to find out which cohesive devices are mostly used in each criteria.

From the result of this study, it can be concluded that cohesive devices are consistently used in all criteria. It means that the use of cohesive devices is almost correlative between high, average and low. The ones which were mostly used in the students' compositions are conjunction and personal reference in general theory, and cause-effect, exemplification in rhetorical logic. Nevertheless, this result indicates the immaturity of the students' writing because most of them use coordination frequently. Another which can be concluded is that the use of cohesive devices are mostly correct although there are still some errors in the personal reference and conjunction. Although the cohesive devices were correctly used by the students, this does not mean that they are able to create good composition because there are still many aspects in writing which affect the product of writing.

5.2. Suggestions

In line of the study above, the writer would like to give some suggestions for the improvement of teaching methodology, students' writing, the

Institution of Widya Mandala, and further research related to this study.

The First suggestion is for teaching methodology. It is necessary to focus the teaching of cohesive devices especially for the writing subject to help the students improving their achievement of using cohesive devices correctly to make good writings. The writing teacher should give the students more exercises in the usages of cohesive devices especially in reference and conjunction. Since the incorrect usage of reference will make the readers confused and the incorrect usage of conjunction cannot indicate the relationship of one idea to another. To make exercises, the teacher of writing can cooperate with the grammar teacher.

Second suggestion is made for the improvement of students' writing. To achieve good result in writing students should pay more attention to the use of cohesive devices which connect ideas between sentences and paragraphs. They can be asked to proofread their writing to make sure that their compositions are cohesive and free from errors.

Third, the writer would like to suggest the Institution of Widya Mandala to provide more textbooks related to cohesive devices. It will help the lecturers

and the students to increase their knowledge about the correct use of cohesive devices which is useful for the improvement of their way of teaching and their writing.

The last suggestion is for the further research of this study. Realizing the limited time and subject, the writer of this thesis is not able to claim that the findings of this study are typical to all students of the English Department of Widya Mandala University. Therefore, the writer suggests to continue this study by using different subjects.

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