

Chapter 5

Conclusion and Suggestions

Conclusion

The results of the research study revealed that the third grade students of Language Study Program at STKIP St. Paulus Ruteng employed four types of cohesive devices; they are **Reference** with the sub-types: personal reference, demonstrative reference, and comparative reference; **Substitution** with the sub-types: nominal substitution; **Conjunction** with the sub-types: additive conjunction, adversative conjunction, causal conjunction and temporal conjunction; and **lexical cohesion** with the sub-types reiteration and collocation. The results of research study also revealed that the students employed a variety of cohesive devices in their cause –effect essay; and **Reference** is the most frequently used with the percentage (**45,38%**), followed by **Lexical cohesion (39, 33%)**, **Conjunction (14, 90%)** and **Substitution (0,37%)**. No instances of Ellipsis were found in the students' essay since according to Halliday and Hasan (1976) ellipsis is mostly used in oral discourse than in written discourse. It is clear that of four cohesive devices employed by

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the students in their essay, Reference devices are the most frequently used, followed by Lexical devices, Conjunction and substitution devices respectively.

Based on the students' errors on the use of cohesive devices in their essay, the students faced several writing problems as the sources of errors. The results of the research study revealed that most of the students committed the errors on **interlingual** or interference errors which results from the mother tongue interference or errors caused by the students' native language transfer and **intralingual or developmental** errors in which the results from faulty or partial learning of the target language rather than from the language transfer. The results indicated that most of the students committed errors on pronoun shift refers to grammatical errors, misuse of plural and singular form of demonstrative pronoun, overuse of cohesive devices, misuse of cohesive devices, run-on sentence, and overgeneralization on the cohesive devices in the students' cause effect essay.

Referring to the results of the research study to know the quality of the students' essay, the students committed errors on the usage of **Reference** with the highest percentage is **(55,85%)**. In accordance with the sub-types of Reference, the highest frequency of errors committed by the students in their

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essay is on the use of Demonstrative Reference with the percentage (41, 84%), followed by Personal Reference (12, 5%), and Comparative Reference with the percentage (0, 54%). **Conjunction** employed by the students in their essay with the percentage is **16,48%**). In the sub-types of Conjunction, the results of the students' essay revealed that the highest frequency of the students' errors is on the use of Temporal Conjunction (6,38%), followed by Adversative Conjunction (5,31%), Additive Conjunction (3,19%), and Causal Conjunction (1,59%). Errors on the use of **Lexical Cohesion** with the percentage is (2,76%). In the sub-types of lexical cohesion, the results revealed that the highest frequency of students' errors is on Reiteration with the percentage (20, 74%), followed by Collocation (6, 91%). So, it is clear that the most predominant error in the students' cause-effect essay is Reference, followed by Conjunction and Lexical Cohesion.

Suggestions

Referring to the results and discussions presented above, the researcher provides some suggestions for both writing teachers and EFL students as the pedagogical implications of this research study. First, since almost of the students committed

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errors on their essay that influence the quality of their writing, that is why the writing teachers are expected to instruct the students employ the proper cohesive devices to make their essay better in constructing simple sentence, compound sentence complex sentence and compound –complex sentence. Second, it is essential for the teacher to inform and remind the students not to employ **interlingual** transfer caused by their native language that makes the quality of writing becomes worse since the results of the research study indicated that one of the errors committed by the students is influenced by the mother tongue language of the students and as a result causes **interlingual** error in their essay. Third, the writing teachers could help the students enrich and enlarge the choice of vocabulary since the findings indicated that the students were eager to repeat the same words in their writing rather than synonyms or antonyms to describe or explain the main points of the topics they wrote in their essay. Fourth, the writing teachers are also expected to help the students to choose proper word choice that they employ in collocation in their writing, especially for word order. Last but not least, the students are expected to bear in mind that the usage of proper cohesive devices can make the quality of writing better. So, it is suggested that the students should learn more and more how to

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engage type of cohesive devices accurately in their cause-effect essay in writing class

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