Chapter 5

Conclusion and Suggestion

This chapter covers the summary of the previous chapter, the final conclusion, and some suggestions.

Conclusion

Communication can be carried out in spoken and written. Those kinds of communication have different systems which are used to convey the message. The spoken communication is more spontaneous and can be directly corrected. Written communication takes more effort in its production while spoken does not since writers need to explain things clearly and unambiguously.

Writing is the representation of ideas in a written form. Writing is also a skill which requires many context throughout life (Bowker, 2007). Writing academic English is mostly needed in a higher education. Academic writing is a kind of writing which is important for graduate students. As the other types of writing,

academic writing has 3 major parts: introduction, body, and closing.

Introduction is the key of the academic writing success since this part might be the overview of the whole writing. The introduction should encourage the reader to read the writing until the last. Moreover, an introduction serves as an opportunity to shape the reader's opinion about the writer's main idea before the reader gets into the thesis statement. A good introduction paragraph must be coherent. The coherence can be achieved using some strategies and devices.

The study was held to investigate the strategies and devices used to achieve the values of coherence in EFL academic writing introductions. The data was the introductory paragraph of the academic writing essays. To collect the data, the researcher asked permission from the Academic Writing lecturer. Then, the researcher wrote a formal letter to get permission from the lecturer. After getting the permission, the researcher copied the students' academic writings from the lecturer to be analyzed.

The findings showed that most students used non-deductive strategy and the rest used neither deductive nor non-deductive. Indeed, the students used devices like substitutions, transition signals to link ideas, parallelism, the definite article *the,* repetition of key nouns, and purpose signals to achieve the coherence. Some students might use more devices, but some less. Substitutions were mostly used while purpose signals were rarely used. Students used more substitutions to simplify their writing and they did not use any purpose signals since most readers understood that the last part of the introduction is usually the thesis statement.

Besides strategies and devices, educational background, background knowledge related to the topic, and theories of academic writing are other factors which help to achieve the coherent introduction. These factors just the supportive factors to achieve a coherent introduction, but cannot change the usage of coherence strategies and devices.

Suggestions

Trustworthiness in a qualitative research is important. Therefore, inter rater was used as the triangulation of this research. Nevertheless, a research in coherence is closely related with propositions related to the writers' thought pattern. In order to know about the writers' thought pattern, the researcher needs to add more instruments to get the information about the writers' thought pattern in the further research. Therefore, the researcher suggests holding up a study with the similar topic, but by completing the triangulation with interview and questionnaire since the characteristics of the subjects study had not been deeply dig in this study. Later, the researcher could get deeper information about the subjects' habit, reading habit, life background, and other information to improve and complete the finding descriptions. Besides, the participants are expected to tell deeper about their writing, like the reason of using certain strategy, their understanding related to the topic, their knowledge of devices, and the reason of using those devices.

The results of the study are expected to be beneficial for both teachers and the students. For teachers, the result would give input about how the students absorb the knowledge about academic writing which had been explained in the classroom. By looking at the findings, teachers could reflect on their way of teaching in making the students understand the material. Besides that, teachers could make more activities which help the students in understanding the material, then give beneficial feedback to improve their academic writing. For students, the result would help them reflecting how their introductions were and how to improve it. This information could give some inputs about how good their writings were. By knowing it, they could have appropriate improvements to their further writing.

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