

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter of this study, the writer would like to review what has been discussed in the previous chapter. She would like to give some suggestions based on her findings that may be useful for both teacher and students in their field of teaching and learning English.

5.1 Conclusion

The fact that there are similarities and differences between the learners' native language and the target language makes the writer interested to conduct this study. In order to know whether or not the Indonesian students, in this case the second semester students of the English department have made common errors in using cohesive devices in their narrative composition. After analyzing, noting, classifying, and counting the encountered errors in using cohesive devices, the writer found that the types which are mostly misused and ranked them according to their frequencies. And having discussed the data in details in the previous chapter; this study can be summarized as follows:

- a) The second semester students of the English department had made omission errors in using cohesive devices. This type of error occurs when the students omit/skip some required elements from the sentence. There were **'180 (63, 82%)' omission errors**. The errors that occur in omission errors are **reference 22 (7, 80%) and conjunction 158 (56, 02%)**.

- b) The second semester students of the English department had made the addition error in using cohesive devices. This type of error occurs when the students added more unnecessary/needless words which ought not to be needed in their sentences, as the sentences have clear meaning already without these items. The students made **'54 (19, 15%)' addition errors**. The students had made **'38 (13, 37%)' addition errors in reference and '16 (5, 67%)' addition errors in conjunction**.
- c) The second semester students of the English department had made the selection error in using cohesive devices. Selection error occurs when the students chose or substituted the wrong item in place of the right one. There were **'42 (14, 89%)' selection errors**. The errors that occur in this type of error are **reference '7 (2, 48%)' and conjunction '35 (12, 41%)'**.
- d) The second semester students of the English department had made the ordering error in using cohesive devices. This type of error occurs when the students disordered one or more items in a sentence context or where element presented are correct but wrongly sequenced. The students made **'6 (2, 13)' ordering error** which happened in **reference '4 (1, 41%)' and conjunction '2 (0, 70%)'**.
- e) The omission errors that the students made are caused by the interference of mother tongue or language transfer. They automatically apply the pattern of their mother tongue Indonesia in native language (English) performance.
- f) While the addition errors that students made are caused by the strategies of second language learning. For example, the students have false concept that all nouns should be followed by 'the'.
- g) And selections and ordering errors are caused by overgeneralize of target language linguistics material. The students often create their own patterns to help them understand the language they are learning, while these patterns help them in the

process of learning at the same time, it can also create another problem as they tend to stick those patterns and ignore the situations and condition, Where those patterns are impossible to use.

5.2 Suggestions

The last part of this chapter, which also closes this study, contains some suggestions concerning the result of this study. The suggestions are given to the teacher and the students of the English Department of Widya Mandala Catholic University in their effort to minimize making mistakes in using cohesive devices and also given for the further researchers. The suggestions are as follow:

- a) The teacher should consider the factors, which influence learning process such as the students' English competence, the learning materials, and the teaching aids.
- b) To minimize the omission error which is caused by the interference of mother tongue, the teacher should explain more about the differences native language (Indonesia) and the second language (English) and give the students more exercises.
- c) To minimize the Addition error, which is caused by the strategies of second language learning, it is advisable that teacher stresses to the students not to translate word by word from their native language into the second, language as it may trap them into unnecessary word.
- d) To minimize the selection/ordering error which is caused by overgeneralization of target language linguistics material, it is suggested that teachers should stress the students to pay attention in the use of cohesive devices itself.
- e) Teach cohesive devices systematically in the composition process from the simplest or easiest to the most difficult or complex one-lexical cohesion is taught firstly,

secondly is substitution, thirdly is ellipsis, next is conjunction, and the last is reference, since to Reid (1988:69) cohesive devices are one of the requirements needed to make a coherent composition.

- f) Review briefly the usage of the of the 5 types of cohesive devices (reference, substitution, ellipsis, lexical cohesion, and conjunction) by giving examples of how to improve the incorrect usage of cohesive devices into the correct ones and by giving the students some exercises in the form of combining sentences cohesively in order to emphasize the important of cohesive devices and improve the students' ability to use cohesive devices correctly in connecting the sentences or ideas in writing.
- g) Remind the students to be thrifty in using the 5 types of cohesive devices (reference, substitution, ellipsis, lexical cohesion, and conjunction) in their writing since the incorrect usage of reference will make the readers confused for the sentences containing the incorrect usage of reference cannot 'stick together', Reid (1988:69). Besides that, the incorrect usage of conjunction in writing cannot indicate the relationship of one idea to another. And the incorrect usage of the substitution, ellipsis, and lexical cohesion will make the readers puzzled and difficult to understand the ideas.
- h) Last, require the students to edit their writing by rereading every time after the students have composed writing and the students should be sure that their writing are coherent and free from the mistakes of the incorrect usage of cohesive devices and another grammatical mistakes and then revise it. In the writer's opinion, by revising their writing, the students are supposed to have understood the errors in order to avoid making the same errors again.

There is always a goal of teaching and learning and this goal is really caused by many factors above. Therefore, how teachers and students achieve the goal really depends on how

good they can incorporate and manage all those things without forgetting that as time changes, the need of every individual also changes.

At last, since this study was limited to the time and samples, the writer of this thesis is not able to claim that the finding of this study are typical to all students of the English Department of any university and all English learners. Thus, the writer suggests it to be continued using more samples from different and broad subjects in order that the result will reflect the more accurate and up dated common errors using cohesive devices encountered in the compositions. And also, the writer would like to suggest that the further study will be carried out

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