## CHAPTER V
## CONCLUSION

The previous chapter has been presented the analysis and the discussion towards the finding of schematic structure and linguistic feature of students' hortatory text, the theme progression pattern occurrence, and cohesive devices occurrence along with the meaning and the effect of cohesive device in the students' text. Then, this chapter provides the conclusion of the study and offers some recommendation for further study, in which the brief description of some underlying aspects—background, aims, main finding, and conclusion will be presented in the conclusion section, and the recommendation or some suggestions for the further study of cohesion will be presented in the recommendation section.

## 1.1.  Conclusion

This study focuses on the investigation of cohesion of senior high school students' exposition texts. It aims at investigating how students create cohesive exposition text seen from the exposition's schematic structure and linguistic features. Moreover, this study intends to portray the occurrence of cohesive devices and theme progression pattern in the students' texts along with the effect of cohesive devices employment toward the students' texts.

The findings indicate that the results of the study confirm the previous research by Witte & Faigley (2008), Chen (2008), Azzouz (2009), Sanczyk (2010), Ong (2011), Dastjerdi & Samian (2011), Sadighi & Heydari (2012).

The finding of this study shows that the students are able to create cohesive text seen from the employment of cohesive devices and theme progression pattern. Although the texts produced were written once, the students have been able to fulfill linguistics features of exposition text. It can be seen from the employment of reference and conjunction in order to create cohesive text. However, the employment of Ellipsis seems to be limited in the students' text created which indicated that they are not able to track devices, so the continuity of new information in the text cannot be maintained. In addition, three essential elements of exposition schematic structure can only be achieved by high- and

64

**Nurfitri Habibi, 2014**
*An analysis of cohesion of students' exposition texts*
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

middle- achiever, in which these three elements help the students to create logical and coherent text.

In terms of theme progression pattern, all types of theme progressions are presented only in High-achievement students' texts. The High achievers seem to be able to Multiple Theme pattern indicating that the text produced by High-achiever is well planned or well written. This pattern is also an instance that differentiates High-achievers with Middle- and Low- achievers, in which Middle- and Low- achievers are not able to apply the Multiple Theme Pattern. The high-achievers also can use Reiteration pattern in order to keep the text focus by repeating the same element as a Theme and Zigzag pattern in order to make a cumulative sense in the development of the text.

In terms of cohesive devices' occurrence in the text, lexical cohesion is used most frequently followed by conjunction, reference, and ellipsis/substitution. In terms of lexical cohesion, the highest frequency of lexical ties is repetition, which means it is an indication that the text provides clear focus or it might be the indication that the students have limited knowledge of vocabulary, so some word is repeated many times. Moreover, regarding the reference, personal reference occurs more frequent than the other reference tie, which means that the text is specific because the referent item is recoverable. Then, concerning the conjunction used in the students' texts, the causal conjunction occurs more frequently than another, which indicates that the text produced is united and logical by giving reasoning. Next, in terms of Ellipsis, the only type of Ellipsis existing is WH-Ellipsis of the whole clause indicating that the text displays continuity that signals new information in the text. In addition, the less occurrence and the absence of substitution prove that this cohesive device occur more frequently in dialogic text.

In short, the employment of cohesive devices and theme progression pattern influence the cohesion of the senior high school students' exposition text.

## 1.2.  Recommendation

Relevant to the present study, the researcher intends to propose some suggestions for others researcher to develop similar study particularly in analyzing cohesion of the text. Some suggestions presented derive from the limitation of this study.

Firstly, this study focuses only on the analysis of cohesion in the students' text, so it is recommended that further researcher can develop beyond the cohesive device employment in analyzing students' text. They can further analyzing the coherence of the students' text to reveal the texture of the text and they can apply the theme systems analysis of the students' text along with the theme progression pattern and cohesive device employment in order to investigate the cohesion and coherence of the students' texts.

Secondly, this study is also limited in examining only diagnostic texts. The process to create a cohesive writing never can be achieved perfectly by only examining first draft of writing; hence, it is better for other researcher to examining not only the first draft of writing but also the final draft of the writing, so that the improvement of students' writing would be seen. In addition, the first and final draft can be compared in order to know the differentiation of the cohesive devices employment in the text.

Lastly, this study explains and discusses the student's text only. It should explain and discuss the teaching program as well, so, the further study should investigate the teaching program in order to know the impact of the students' texts written.