

CHAPTER V

CONCLUSION & SUGGESTIONS

This chapter presents the conclusion and the suggestion based on the research findings and discussions. The first section is the conclusion of the research. It concludes the findings that have been discussed in the previous chapter. The second section is the suggestion for further research, which aims to recommend further research for the better one.

5.1 Conclusions

This present research aims to analyze the contribution of cohesive ties to the cohesion of students' expository writing. Halliday and Hasan's concept of cohesive ties (1976) is used in the research as frameworks. The concept of cohesive ties was used to find out the occurrences of cohesive ties (reference, substitution, ellipsis, conjunction and lexical cohesion) on the students expository writing, to find out the contribution of each tie on students' expository writing and to find out the way students got the information about the use of cohesive ties on their expository writing.

The result of the analysis shows that reference the most frequently occurred tie in the nine students' expository writing. It was continued by the occurrence of conjunction, and then the occurrence of lexical cohesion and the last was the occurrence of substitution. There was no elliptical cohesion found in the nine students' expository writing. Although most of the students applied more than one cohesive tie, there was still found the failure of applying the tie itself.

Most of the students used reference was to keep track with the participants that had been introduced in the earlier and also to point to something which is outside of the text, where the readers had the same shared knowledge. Meanwhile,

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the contribution of conjunction to the students' expository writing is to express certain meanings which exemplify the presence of other components in the text. In terms of substitution, it contributes to the process of demonstrating a meaningful pattern between clause and section in their expository writing. In the other side, the contribution of lexical cohesion to students writing is to keep the continuity of the text and help the reader to keep track with the topic of the expository writing.

Although the four cohesive ties give contribution to the students' expository writing, most of the students faced difficulty to choose the appropriate cohesive tie on their expository writing. It relates to how the cohesive ties were understood by the students. From the result of the interview, it can be concluded that the students understood the use of cohesive ties from their school English teachers or their course English teacher. Yet, the cohesive ties were taught inside a topic or material. It means, the students only spent a little time to know the function of cohesive ties in their English class. Consequently, the students were lack of competence about how to build a cohesive expository writing.

However, understanding how cohesion functions in the text to create semantic links could be beneficial to EFL students to help creating meaning. Besides that, cohesive ties help the writer to communicate well with the readers. Although it was found that for EFL students, the use of cohesive ties is still problematic. It is because the learner may encounter some problems as a result of lack of competence, inexperience and lack of dedication to duty of the teachers.

5.2 Suggestions

Based on the findings and the conclusion of the present research that the occurrences of references was the highest and there were still some failure in the use of cohesive ties, there are some suggestion suggested by the writer. There are

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two things that are suggested from this present research. The first one is for English language teaching and the second one is for further research.

For English language teaching, the role of cohesive ties is very important, as they turn separate clauses, sentences, and paragraphs into connected discourse and it helps the writer to communicate with the readers. However, the use of cohesive ties has been found to be problematic for EFL/ESL students because the methods used to teach the ties have been misleading. Most of students understood the use of cohesive ties according to function, they almost had no idea about the semantic and syntactic relationship of cohesive ties.

Therefore, this present study suggested that in English language teaching, cohesive ties should be taught explicitly, so that the students have more understanding about the use of the ties. Besides that, more effective strategies are suggested for presenting these cohesive ties in English lesson, including methods of teaching which is not only about the use of the ties in small scale, but also in the larger unit of the discourse. Therefore, perhaps it will help EFL/ESL students to use cohesive ties appropriately to make their expository text more cohesive.

There are at least two reasons why the study is conducted. The first reason is that expository writing is considered hard to learn. It is because when students make the text, they have to develop their critical thinking ability (Emilia, 2012, p.104). In addition, the purpose of exposition is to deliver and justify arguments. Expository text can be found in essay, editorial, and debate (Emilia, 2012, p.104). Therefore, it is appropriate to analyze expository writing made by the third grader of senior high school because the ability to write expository writing will be useful for students when they are in university level.

The second reason is that the ability to write is not given; it needs practice (Rothery, 1996 in Emilia, 2012, p.17). The students should be guided directly to write the text correctly because writing is different from speaking. It is because there is a delayed-information taken by the readers. Therefore, the writer should be able to create semantic relations in the text to make their writing

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comprehensible. It is concluded that the teaching of expository writing should be improved.

The second suggestion is for further research. This present research only focuses on one point of view which is the contribution of cohesive ties to expository text's cohesion. It is highly recommended that further research can examine or analyze the expository text in terms of its coherence. Therefore, it will involve not only the contribution of cohesive ties but also the contribution of transitivity, mood, and thematic structure, and also context of culture. Thus, the research about the analysis of expository text by using systemic functional linguistics is enriched.

