

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the current study. It also gives suggestion for teaching implications and future research concerning the use of cohesive devices in students' expository writing. These conclusion of the study are made based on the data analysis which is discussed in previous chapter. Some suggestions are also provided in order to obtain information along with the guidance to conduct further in the same issues.

#### 5.1. Conclusions

As has been mentioned in the previous chapter, the purposes of the study are to identify the types of cohesive devices in the nine students' expository writing and to reveal the contribution of cohesive devices to students' expository writing based on the concept of cohesion proposed by Halliday and Hasan (1976).

First, it was found that there were only four types of cohesive devices identified in nine students' expository writing i.e. reference, substitution, conjunction, and ellipsis. Moreover, lexical cohesion is the most frequently used cohesive devices. It is subsequently followed by conjunction, reference, and substitution. On the other hand, no students applied ellipsis as an elliptical device to develop text's cohesion. It is in line with Halliday and Hasan (1976:117) that ellipsis and substitution are used more in speech than in writing, and more in British than American English. In other words, inside the circumstance of academic writing in particular expository writing, the use of substitution and ellipsis is rarely used by the writer. Although most of the students utilize many cohesive devices, it is still problematic since they mostly use inappropriate cohesive devices in their writing. As a result, their texts appear to be difficult to understand.

Second, it was revealed that most students utilize reference to keep track with the participants. This device is also applied by the students to engage the readers to the core argument of the text by pointing something whether it is from within (anaphoric) or outside (exophoric) the text. In order to avoid repetition, reference (comparative reference) is also utilized by the students since it is effective to make the text less redundant. On the other hand, the contribution of conjunction to students' expository writing is to enhance logical connection between parts of the texts by expressing certain meanings which demonstrate the presence of other components in the text. Then, substitution also has a crucial substitution to avoid repetition and text redundancy by substituting one item by another. In terms of lexical cohesion, it contributes to engaging the readers to the core argument of the text. In other words, this device is used by the students to keep track with the topic of the text in particular expository text.

However, the overuse of certain cohesive devices by the students definitely causes redundancy in their writing and reduces their written texts difficult to understand. The students might be encouraged by their teacher of writing and discourse to apply as many cohesive devices as possible to conduct cohesive whole texts. This, in turn, will certainly result in less redundancy in their written texts. Moreover, unlike the English L1 users, the students mainly focus on the word and sentence level and ignore the relations of meaning that exist within the text. This relationship is achieved through relations in meaning that exist within and across sentences. The result of this tendency is the absence of connectedness which makes the flow of thoughts meaningful and clear for readers.

Therefore, cohesion is very fundamental since it gives a sequence of sentences a coherent texture as it shows how semantic relationships are set up by lexical and syntactic features. As a result, the realization of the functions of cohesion in the text will help EFL students to create meaning. It also helps the writer and readers to create communication. In other words, as it is relevant with Thompson (1996) that the writer's knowledge of semantic relation will potentially determine readers' comprehension.

However, even though the cohesive devices are clearly applied by the EFL students, it is still problematic since the students may deal with some obstacles as a result of lack competence. It may also be caused by the teachers who are not able to teach them properly as the result of lack knowledge in teaching writing skill.

This conclusion is similar to those of previous studies that investigated the use of cohesive devices by students in the context where English is taught as a foreign language. These studies include Khalil (1989), Lovejoy (1991), Al-Jarf (2001), Liu and Braine (2005), Olateju (2006), Mojica (2006), Ahmed (2010), Yang and Sun (2012), Ghasemi (2014).

## **5.2. Suggestions**

According to the result of the analysis in the present study, lexical cohesion is the most frequently used cohesive devices. It is subsequently followed by reference and conjunction. Although, most students apply them in their written text to achieve the text cohesion, but it is still problematic since there are still found errors in the use of cohesive devices. There are several suggestions proposed by the present study. The first one are suggestions for English language teaching. Then, the second one are suggestions for further research.

For English language teaching, in order to help students improve their use of cohesive devices to achieve better cohesion in writing, the present study suggests several pedagogical implications. First, it is aforementioned that lexical cohesion is the highest and it is subsequently followed by reference and conjunction. It is problematic because the overuse of certain cohesive devices causes an obstacle where students do not achieve a balance between the uses of the various types of cohesive devices. They tend to overuse some types and ignore others. It seems that students-teachers are in urgent need of being taught how to think English while writing rather than thinking and preparing their ideas in Indonesian and then transferring them into English. The negative transfer caused by stylistic, rhetoric, educational, and cultural differences

leads to the appearance of incoherence in most of the texts written by the participants. The situation is getting worst when they are not aware that logic and rhetoric are not universal. It is because rhetorical processes vary from one culture to another. In order to solve the aforementioned obstacle, the present study suggests the students receive a great deal of exposure to English text written by native speakers which they can critically and analytically comprehend.

Second, the role of cohesive devices is very fundamental in the context of English language teaching as they turn separate clause, sentences, and paragraphs into connected discourse and it helps to create the communication between the writer and the readers. Nevertheless, the use of cohesive devices becomes the problematic issue for EFL/ESL students because the methods applied to teach cohesive devices are properly implemented. Most of the students are not aware that the use of cohesive device should be based on function, semantic, and syntactic relationship. They only have perspectives that the use of cohesive devices is only limited according to its function. They do not possess knowledge about the semantic and syntactic relationship as crucial elements of cohesive devices.

Hence, the present study suggests that the use of cohesive devices should be taught explicitly. It will help students to get more understanding and knowledge concerning the use of cohesive devices. There is a tendency where the teaching methods in the use of cohesive devices is only implemented in a small range. Therefore, the present study suggests more effective strategies to present cohesive devices in English lesson, including the teaching methods in the larger unit of the discourse. As a result, it will help EFL students to properly use cohesive devices to compose their text more cohesive, in particular exposition text in the present study.

Third, there is a need for teachers of writing and discourse to avoid emphasizing on the word and sentence levels, because this will definitely result in non-cohesive text. They are expected to go beyond structure-level analysis and focus on whole texts which

can shift the students' perspective to discourse features that are crucial in achieving the text unity.

There are at best two intentions why the present research is conducted. First, the expository writing is considered hard to learn. Critical thinking is urgently needed to compose the text because it is relevant with its purpose to deliver and justify arguments (Emilia, 2012: 104). Consequently, it is proper to analyze expository writing composed by third grader students of senior high school. It is because the ability to make exposition text will be useful for students when they are later in university level.

Second, the ability to write is not given; it needs practice (Leki, 1991; Truscott, 1996; Rothery, 1996 in Emilia, 2012: 17). There is a tendency which is evidenced by writing samples that the students have not received sufficient training in writing English which helped them become familiarized with the rhetorical means of writing (Rob et al., 1986; Sommers, 1992; Saito, 1994; Schulz, 1996). Because teachers tend to rely on the deductive teaching of writing mechanics and practice at the sentence level, students do not write descriptive passages very often. Furthermore, teachers rarely intervene in the writing processes to guide or help their students, with few of them providing detailed feedback on the written work done (Zamel, 1985). Hence, the students should be guided directly to write the text correctly because writing is different from speaking. Besides that, the writer should be able to understand and create semantic relations in the text to achieve the text cohesion.

The second suggestion is recommended for the further research. The present study only puts an emphasis on one point of view which is the use cohesive devices in students' expository writing. This study recommends the further research to investigate or analyze the use of cohesive devices in different texts or genres i.e. argumentative, recount, etc. It is also recommended for the further research to investigate the coherence in expository writing as it has been stated that coherence is also one of the textures in a text along with the cohesion. Hence, it will involve not only the contribution of cohesive devices but also the contribution of transitivity, mood, and

thematic structure, and also context of culture. Consequently, the research concerning the analysis of expository writing by using the framework of systemic functional linguistics is enriched as it is in the same area of the study.

