CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

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

5.1. Conclusions

The purpose of this research is to analyze the contributions of cohesive devices to the cohesiveness of students’ abstracts. The cohesive devices are analyzed by using Halliday and Hasan’s theory about cohesion (1976). It is used to investigate the occurrences of cohesive devices, namely reference, substitution, ellipsis, conjunction, and lexical cohesion on students’ abstracts and to find out the contributions of each device students used to build cohesiveness of their abstracts.

The major conclusions from the analysis of cohesion in students’ abstracts of the thesis are taken from the data analysis in previous chapter. First of all, the result of the study revealed that there are only four cohesive devices used by the students in their abstracts, which are reference, conjunction, lexical cohesion and substitution. There is no elliptical cohesion or ellipsis found in students’ abstracts. Reference as the first device is the most frequently used device in the 42 abstracts. It is continued by the occurrence of conjunction, and then the use of lexical cohesion and the last is the appearance of substitution.

Then, in term of the contribution of cohesive devices in students’ abstracts, each of devices gives significant contribution to the cohesiveness of the abstracts. Reference is used to keep track of the participants that had been introduced earlier in the text. It is also used to point to something within or outside of the text, where the readers had the same shared knowledge.
Additionally, conjunction contributes to the cohesiveness of students’ abstracts in connecting the preceding part of the abstract with the next part systematically. Meanwhile, substitution contributes to the process of substituting of one item by another. Then, the last device found, lexical cohesion contributes to the cohesiveness of students’ abstracts in the form of keeping the continuity of the text.

5.2. Recommendations

This study has examined the employment of cohesive devices in students’ abstract and the contribution of each device in creating a cohesive abstract. There are several important recommendations that need further consideration for further research. First, this study only focuses on cohesion in students’ abstracts. For further researchers willing to do research on similar field in the future, it is recommended that future researchers conduct a research about coherence or other linguistics systems in abstracts. Therefore, it will involve not only the contribution of cohesive ties but also the contribution of transitivity, mood, and the thematic structure, and also context of the culture. Thus, the study about the analysis of undergraduate students’ abstract by using systemic functional linguistics is enriched. Second, this present study only concerns on one kind of students’ writing which is students’ abstracts. Due to cohesiveness in students writing, it is suggested that future researcher apply the study of cohesion in other writing genre, i.e. expository writing, recount, etc. consequently, the research concerning the analysis of cohesion of students writing is enriched. Third, in term of academic writing, especially thesis writing, it would be useful to investigate cohesiveness of another part of the theses.

For pedagogical purposes, it is recommended that student who wants to write an abstract or particularly a whole thesis study comprehend the theory of cohesion for a good writing. This way, students are expected to pay attention to the importance of cohesion in a text and find out how to use cohesive devices appropriately to create a cohesive text.