CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the present study, which is drawn on the basis of the research problems. This chapter also proposes some suggestions, especially for future research exploring the employment of cohesive devices in literary works.

5.1 Conclusion

As mentioned in the first chapter, this study aims to investigate the realization of grammatical and lexical cohesive devices in *Oedipus the King* as a dramatic text and to reveal the contributions of the identified cohesive devices to the progression of the story. This study is conducted based on the theoretical framework of cohesion proposed by Halliday and Hasan (1976).

This study reveals that all types of cohesive devices are used in *Oedipus the King*. They include grammatical cohesive devices (reference, substitution, ellipsis, and conjunction) and lexical cohesive devices (naming, synonymy, antonymy, hyponymy, meronymy, repetition, and collocation). Grammatical cohesive devices occur more frequently than lexical cohesive devices. There are 1,606 grammatical cohesive devices found, inlcuding reference (1,034), conjunction (483), ellipsis (66), and substitution (22). Meanwhile, in terms of lexical cohesion, there are 341 lexical cohesive devices identified, including naming (11), synonymy (17), antonymy (1), hyponymy (17), meronymy (38), repetition (72), and collocation (185).

This study also identifies six ways in which cohesive devices contribute to the construction of the story. They include (1) keeping track of the participants, which is mainly realized through the uses of reference, naming, hyponymy, and meronymy; (2) avoiding repetition and text redundancy, which is primarily expressed through the use of reference, ellipsis, and substitution; (3) controlling

the discourse direction, which is realized through the use of conjunction; (4) emphasizing an event, which is expressed through the use of repetition; (5) reducing monotony in language use, which is realized through the use of antonymy and synonymy; and (6) adding information on the participants or events, which is realized through the use of collocation. Among those contributions, the tracking of the participants occurs most frequently. On the other hand, the reduction of monotony in language use appears last.

Based on the findings above, it can be said that cohesive devices play an important role in establishing cohesion in the text. First, reference keeps the readers engaged in the entities presented in the text. Ellipsis and substitution reduces unnecessary words, clauses, and sentences. Conjunction controls the discourse direction, and lexical cohesion reduces monotony in language use. Therefore, the findings of this study prove the theory of cohesion proposed by Halliday and Hasan (1976), that cohesive devices have the capacity to construct cohesion in a text.

5.2 Suggestions

On the basis of the results of the present study, some suggestions are proposed both for practical and research purposes. This study reveals that cohesive devices, i.e. linguistic tools used to realize cohesion in a text, contribute to text construction. They help the reader understand the text easily. It is therefore suggested that the use of cohesive devices be exposed to students at school. By understanding how cohesive devices contribute to the construction of a text, the students are expected to be able to understand texts, including literary works, accurately.

This study also proposes some suggestions for further research. First, the present study examines the realization of cohesive devices in one type of literary work, i.e. drama. Further studies may examine the use of cohesive devices in other literary genres such as novels and poems. This study also examines the realization of cohesive devices in a classical literary work. Further research may examine the use of cohesive devices in modern literary works. Finally, the present study

focuses on a literary work published in English. Further research may focus on literary works presented in other languages.