

CHAPTER V

CONCLUSION AND RECOMMENDATION

Previous chapter has presented the findings and discussion according to the result of the analysis of the students' two versions of writing. The conclusion and recommendation of the study are elaborated in this chapter.

5.1 Conclusion

This study attempts to discover the use of cohesive device conjunction in students draft writing and final writing of Hortatory Exposition Text and how their utilization improve their draft and final draft of Hortatory Exposition writing. This study was conducted based on the theoretical framework of cohesion proposed by Halliday and Hasan (1976).

This study reveals that all the three types of cohesive device conjunction were used in students' draft and final draft in writing Hortatory Exposition Text. They include Enhancement, Extension and Elaboration. Enhancing conjunction occurred more frequently than Elaboration and Extension. There were 67 Enhancing conjunctions in the draft writing including sub-type manner (1), spatio-temporal (28) and causal conditional (38). And it decreased to 65 occurrences in the final draft, it includes manner (1), spatio temporal (26) and causal-conditional (38).

This study also identifies that students' improvements in using conjunction contributed to the way students presented and elaborated their argument. There are three aspects in which cohesive devices contributed to the students' draft and final draft of Hortatory Exposition writing, they include (1) emphasizing and illustrating the subsequent sentence; (2) enhancing the logical connection between parts of the text systemically and (3) enhancing logical connection between preceding part with the next part of the text orderly.

In regard to the feedback given to the students, it was found that most students responded positively to the feedback given. Based on the findings and the result of the differences of the students' draft and final draft of Hortatory Exposition writing, the application of feedback is moderately effective in improving the appropriate use of conjunction in the students' Hortatory Exposition Writing. The effectiveness was proven by several different uses of some conjunction in the students' draft and the final draft.

5.2 Limitation of the Study

This study is limited in the following aspects. First, the analysis of students' writings was limited to the Hortatory Exposition Text type. Second, the analyzed aspect was limited to the use of conjunction in the students' writing. In addition, the number of participants were a small number of students. And the last is, the time for the data collection was three weeks, it included the time for providing feedback for students. Longer period of data collection should provide more in-depth insights into the study.

5.3 Implication of the Study

There are several pedagogical implications for this study. First, the teacher should use more explicit teaching to expose the students' proper use of conjunction. This means that the teacher should provide proper teaching materials regarding the use of conjunction in the learning activities. It is not only covering the kinds of conjunction, but also the use, meaning and the functions of each conjunction.

Second, the students should be made more attentive to the functions and meaning of cohesion in their writing. Students should be taught how each conjunction can give different connection to clauses. By being familiar with the functions of different types of conjunction, students will be able to write a cohesive writing.

5.4 Recommendation

Relevant to the results of the present findings, discussion and conclusion of the study, some suggestions are proposed both for practical and research purposes. This study found that cohesive device conjunction gives significant contribution in elaborating argument in writing a Hortatory Exposition Text. It helps join the first element or argument to another and makes the elements to be linked cohesively one another. By understanding the contribution of how cohesive device conjunction to the process of writing Hortatory Exposition, the students are expected to be able to relate their argument cohesively. In addition, the teacher should emphasize the writing activity to its process, not the product, so that students will be able to learn more regarding the writing skill.

This study also proposes some suggestions for further research. First, the present study examines the realization of conjunction in one type of text, which was Hortatory Exposition Text. Further studies may examine the use of conjunction in another type of text, such as Report Text and also other grade levels. Finally, the present study focuses on students' writing skill in English; therefore, further research may focus on spoken mode of language production where the conjunction functions differently.

5.5 Concluding Remark

This chapter has presented the conclusions, limitation of the study, implication of the study, and the suggestions for further research based on the findings and the discussion in the chapter IV.