

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter includes several subchapters that conclude the overall outcome of this study. Those are Conclusion, Implication of the Study, Limitation of the Study, and Recommendation for Future Research. The first subchapter, Conclusion, sums up the findings of this study whilst Implication of the Study, the second subchapter, provides a brief conclusion of pedagogical implication discussed in the previous chapter. As for the third and fourth subchapters, Limitation of the Study and Recommendation for Future Research, provide what can be improved from this study as well as suggestions for the upcoming research concerning text cohesiveness.

5.1 Conclusion

Students across the three levels of proficiency namely low, middle and high achieving have demonstrated massive utilisation of both grammatical and lexical cohesion in their analytical exposition texts. Having lexical devices as the most frequently employed cohesive devices, the utilisation of reference and conjunction follow in the second and third place. They are dwarfing substitution and ellipsis as the least used cohesive devices. The abundance of lexical devices followed by references and conjunctions is expected as in writing exposition text, students are required to elaborate their arguments by presenting relevant information and evidence using lexical devices. They also utilise reference and conjunctions to make their texts effective, identifiable, as well as cohesive with proper sequencing of arguments.

Nonetheless, the high number of cohesive devices employed across six students' texts does not ultimately indicate that the texts are cohesive. This is because among those cohesive devices found, there are still plenty of them that are inaccurately utilised. Concerning this, the biggest contributors of these inaccurate uses are misuse which frequently occurs when students utilise references and conjunction, and also redundant repetition which dominantly appear in lexical cohesion.

The inaccurate use of cohesive devices both grammatical and lexical cohesion which include misuse, redundant repetition, omission and unnecessary addition signal that students still have issue in their interlingual and intralingual ability to compose written texts. This reflects the students' lack of exposure to the target language (English), lack of practice in organising and creating a sense of text cohesiveness, and confusion in employing cohesive devices. Therefore, it is highly critical for English educators in Indonesia to better equip students with adequate text cohesiveness knowledge, proper teaching strategy, and sufficient constructive feedback regarding ways to create texts' meaningfulness using cohesive devices.

5.2 Implication of the Study

The findings of this study have revealed that, as discussed in Chapter IV, students' inaccurate use of cohesive devices in analytical exposition texts are due to lack of language transfer skills, limited vocabulary and exposure to the English language, and students' confusion as well as hesitation in employing cohesive devices. In regards to overcoming those obstacles, there are several implications for English teachers and educators in Indonesia which should be taken into consideration.

In order to enhance students' ability to employ proper cohesive devices in analytical exposition text, teachers must be able to help students to think directly in English by exposing students to numerous authentic English written materials. Not to mention that this is also beneficial in exposing them to new vocabularies which will help them eliminate redundant repetition. Furthermore, it is crucial that the study of text cohesion be included in the curriculum. So, instead of teaching text types as a whole, students could be taught more about constructing cohesive text; hence, resulting in a better outcome. Moreover, constant support, feedback and motivation also play an integral part alongside proper training and practices of cohesive devices.

5.3 Limitation of the Study

Despite yielding a number of constructive pedagogical implications for English teachers and educators in Indonesia regarding the use of cohesive devices

in analytical exposition text, this study has a limitation. That limitation is the short period of time available to conduct this research. Having done less than a month during the researcher's pre-service teaching program, students' utilisation of cohesive devices was observed through a cautious observation of their analytical exposition texts. Considering the limited time, this study did not include interview sessions as data collection. Thus, regarding this, there might be personal factors that contribute to the inaccurate use of cohesive devices that are not identified.

5.4 Recommendation for Future Research

Based on the limitation of this study briefly explained at the previous subchapter, it is recommended for future researchers who are willing to conduct similar research concerning cohesive devices in exposition text, to also include interview sessions. It is recommended that the interview sessions not only focus on students' standpoints but also take into account the teachers' views regarding issues that might contribute to their inaccurate use of cohesive devices and their suggestions to better enhance students' understanding of text cohesion. Doing so, a more progressive and far-reaching pedagogical implication could be established.