

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the research on cohesion analysis in Alwasilah's articles after which the recommendations are given. However, a summary of the main findings is sketched. The summary is based on the nature of the problems which were formulated in the study. They are to identify variety of cohesive devices that are employed within and inter-paragraphs of the articles of Alwasilah, and to investigate the cohesiveness of the texts.

5.1 Conclusions

This section presents the main findings and the conclusions drawn from the analysis results. This study is completed by using two theoretical frameworks of Halliday and Hasan's, and Eggins'. A qualitative method was employed in the analysis, which would emphasize on the "process". It analyzed three texts, they are: *Resurrecting Literature in Schools* (Text #1), *Lament for Minor Languages* (Text #2), and *Ways to Better RI English Skills* (Text #3).

Based on the analysis, the study found that:

- a. Cohesive devices that were employed within paragraphs in the texts are: reference, lexical relation, conjunction, and ellipsis. There was no employment of substitution in the texts. Overall, there are 1092 devices that were employed within paragraphs. As regards types of the devices, reference is the most prevalent device that was employed in the texts, with 687

occurrences (63%). This indicates that the writer tries to keep track of participants of the texts in facilitating the reading (Hoover 1997 as cited on Essem Educational Limited 2007).

- b. Cohesive devices that were employed inter-paragraphs in the texts are: reference, lexical relation, conjunction, and ellipsis. There was no employment of substitution in this text. Overall, there are 500 devices that were employed inter-paragraphs. With regard to the type of the devices, unlike the devices within paragraphs, lexical relation is the most prevalent device that was employed inter-paragraphs, with 300 occurrences (60%). From the lexical cohesion analysis, a very tight pattern of cohesion inter-paragraphs of the texts was identified. Lexical is the central device for making texts hang together experientially, defining the aboutness of a text (Halliday and Hasan 1976:288). By being the most prevalent device, lexical relation in those texts indicates that writer tries to keep track of topics of the texts in facilitating the reading.
- c. The analysis of the meaning of the employment of the devices exposes that (1) there is a clear focus on the Text #1 and #2, with only a couple of major participants' chains developed in each text (Eggins 1994:321). In Text #1, the major participants are literature and students while in Text #2 are we/our (the addressed writer and readers) and the ethnic/minor language. However, Text #3 indicates a more diverse number of participants, with four major participants. It indicates that this text has unclear focus. (2) There is a continuity of topics of all the texts between the major participants of retrieval

systems and topics of lexical relation. So the texts are cohesively related each other. (3) The writer's concern is to tell his readers the supplementary information in order to improve or to make it complete. They are also high in internal and non-adjacent link, as well as very few of the decoding works are left to the readers. With regard to the texture of the analyzed texts (Halliday and Hasan 1976:297), it has relatively been the characteristic of Alwasilah's periodic rhythm in writing his articles, which extends a dense cluster of cohesive ties within the paragraphs and leaves the texture inter-paragraphs relatively loose. The results of the analysis of the level of cohesiveness are exposed that among those texts, Text #1 is the most cohesive texts, "Resurrecting Literature in Schools" (January 22, 1998), where 94% of the devices are anaphorically interpreted, and only 6% are exophorically interpreted. Thus, it is more intelligible to the readers than the other texts (Crane 2000). The second place is Text #3, where 88% of the devices are anaphorically interpreted, and 12% are exophorically interpreted. The last is Text #2 "Lament for Minor Languages" (December 13, 1997), where 84% of the devices are anaphorically interpreted, and 16% are exophorically interpreted.

Based on the main findings above, this study concludes that all the analyzed texts are cohesive where mostly cohesive ties in the texts are identifiable, except the substitution. Without the ties, sentences or utterances would seem to lack any type of relationship to each other and might not be considered text (Halliday and Hasan 1976:4). Therefore, much of the relevant

information the readers might need that related to the topics is contained within the texts and thus, they are relatively easy to read.

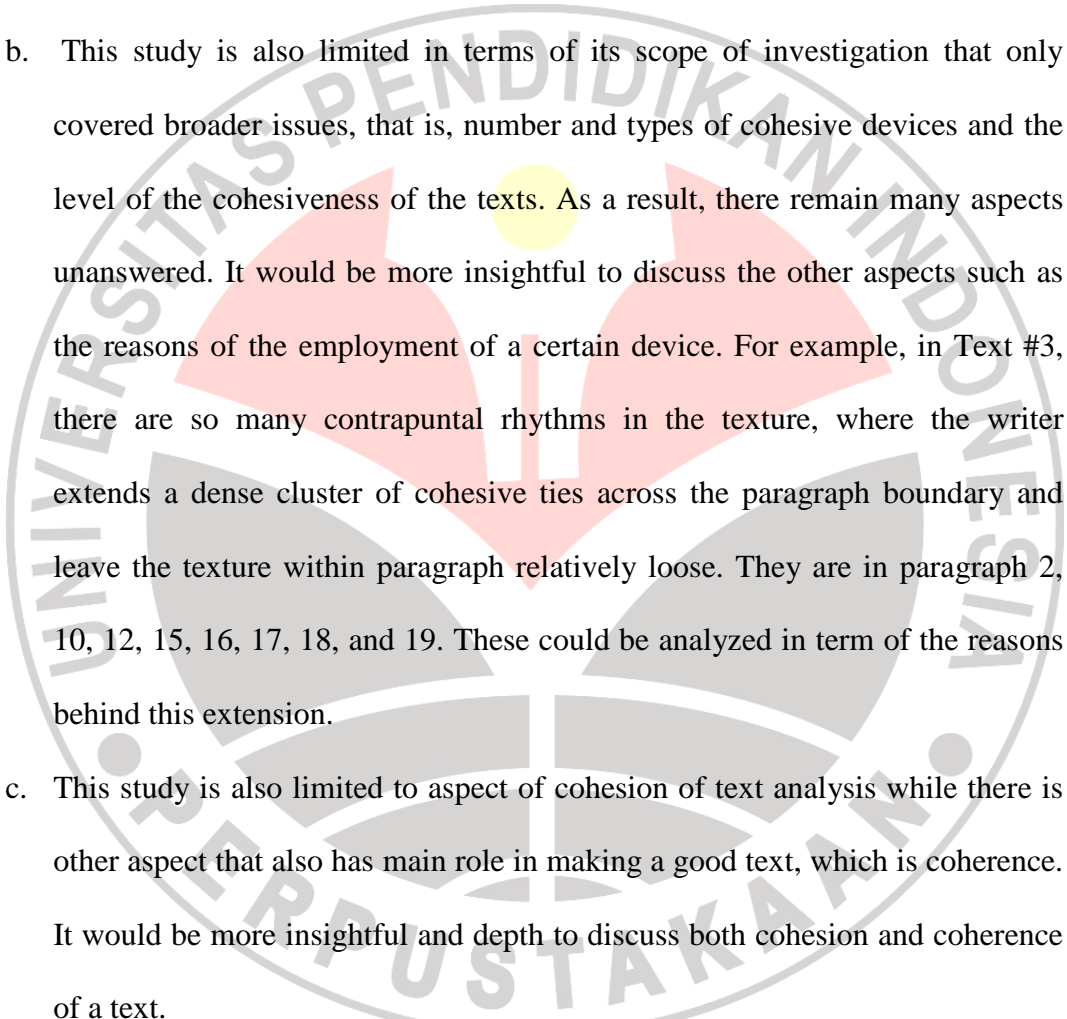
Cohesion analysis has shown what principles exist that creates semantic links within text between sentence and paragraph boundaries. This analysis is helpful in improving the understanding of cohesion in English texts for writers especially the beginners and in creating coherent and cohesive texts. This analysis also contributes to the readers' ability to achieve a coherent interpretation of a text where they must be able to interpret the semantic relations lying beneath the surface text.

Hence it is quite necessary for teachers to spend some time in introducing and teaching cohesion to students in improving their writing skills, at least in the area of textual cohesion.

5.2 Recommendations

Cohesion, a method developed by Halliday and Hasan (1976), is the grammatical and lexical relationship within a text or [sentence](#). It can be defined as the links that hold a text together and give it meaning. As according to Eggins (1994: 88), if cohesive tie is not able to identify, it is this absence of semantic ties between elements in the paragraph that prevents it from hanging together internally as a piece of language.

This study has examined the employment of cohesive devices in three texts, the meaning of the devices, and the level of cohesiveness of the texts. There are some important things that need further consideration for future research.

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- a. This study is limited in the terms of the sampled texts and subject. There are only three texts written by one subject. As the results, there are many things that cannot be explained such as the variation of cohesive devices that are employed by the subject in his other kinds of texts, or how the cohesive devices are employed in text written by another subject.
- b. This study is also limited in terms of its scope of investigation that only covered broader issues, that is, number and types of cohesive devices and the level of the cohesiveness of the texts. As a result, there remain many aspects unanswered. It would be more insightful to discuss the other aspects such as the reasons of the employment of a certain device. For example, in Text #3, there are so many contrapuntal rhythms in the texture, where the writer extends a dense cluster of cohesive ties across the paragraph boundary and leave the texture within paragraph relatively loose. They are in paragraph 2, 10, 12, 15, 16, 17, 18, and 19. These could be analyzed in term of the reasons behind this extension.
- c. This study is also limited to aspect of cohesion of text analysis while there is other aspect that also has main role in making a good text, which is coherence. It would be more insightful and depth to discuss both cohesion and coherence of a text.