

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher will present some conclusions and suggestions drawn from the previous results and findings.

#### **A. Conclusions**

Based on the results and findings in the previous chapter, there are some conclusions that can be drawn from the analysis of cohesive devices in students' writing in Indonesian EFL classroom. The conclusions are as follows.

First, the result of the study reveals that the most frequently used of cohesive devices in students' writing are reference and conjunction. Reference takes the percentage of 43,52 and the number of devices 299 words. The next is conjunction as the second most used cohesive devices that covers 31,73 %. Through the findings, it shows that Indonesian students are already familiar with the use of personal reference and additive conjunction as those devices are the most used ones. Meanwhile, there is a huge difference with the use of ellipsis and substitution. Students seem still unfamiliar in using ellipsis and substitution. There were not so many mistakes made by students in using the cohesive devices even though they lack in the diversity of the use of cohesive devices.

Second, after assessing students' essay quality, students already followed the generic structure of analytical exposition text and the assessment of how

students used cohesive devices shows that overall students use the correct cohesive devices. There were just few errors made by some students in using cohesive devices. However, due to the lack of cohesive devices variety use, it is still important to improve students' writing by teaching cohesive devices in Indonesian EFL classroom.

### **B. Suggestions**

Based on the conclusion of the study, the researcher would like to give some suggestions as follows:

1. For the students and the writer, they should notice the importance of the use of cohesive devices to create a cohesive writing. It is important to be aware of the specification and how to use them correctly in a sentence.
2. For the teachers, in this paper the researcher would suggest the teaching of cohesive device should be done explicitly in the writing classroom. When the students are aware with the kind and use of cohesive devices, it would be easier for them to create a cohesive text.
3. For next researchers, along with cohesion, it would be a great thing to conduct study on the coherence of students' writings.

### **C. The Implications of The Study**

Tahsildar and Yusoff (2018) in their study on the impact of teaching cohesive devices on L2 students' language accuracy in written production stated that the teaching of academic text cohesive devices does have a significant impact on

language accuracy, it was effective in creating more cohesive devices writings and could improve the overall quality of writing accuracy. The researchers recommend learners' prior knowledge of cohesive devices activation to enhance the writing. The similar result was drawn by Marashi (2021), in their study it is stated that teaching materials about cohesive devices could help students understand on writing proper materials.

With the good impacts stated above of teaching cohesive devices, this analysis study of cohesive devices found in students' writing might be a good start to establish the awareness of the importance of cohesive devices that both students and educators should understand.

#### **D. Limitations of the Study**

In conducting the analysis of cohesive devices in high school students' writing, the researcher draws two limitations that might be consideration for the future study. First, the researcher did the cohesive devices items counting and analysis manually. It took several times to make sure there were no cohesive devices items left. The second limitation is that this study only focuses on the cohesive devices and cohesion only and not focus on the coherence aspect.