

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the important points of the whole discussion in this study. Furthermore, it also suggests some recommendations for academic teaching and for further research.

#### A. Conclusions

The objectives of this study are to identify the cohesion found and also the most frequently of correctly and incorrectly used in recount text that written by second semester students IAIN Tulungagung. Based on the findings, the conclusion is drawn from the analysis showing that the two categories of cohesion used in the recount texts are grammatical and lexical cohesions. Based on the statement of the research problem, the result shows:

1. In correctly used of cohesion, the writers' predominant use of lexical cohesive devices than grammatical cohesive devices. In the data the writer more often use lexical cohesive devices. So the variety types of lexical cohesive devices more often occur than types of grammatical cohesive devices.
2. In the used of incorrectly cohesion, the grammatical cohesive devices more often occur than lexical cohesive devices. The main error used by writers are confusion in using of the appropriate conjunction.

3. The highest frequency of the use of cohesion is conjunction in grammatical cohesive devices. But all of the frequencies show that ellipsis and substitution are the most problematic area concerning the other cohesive devices. The frequencies are follows: reference 11,0%, substitution 0%, ellipsis 0%, conjunction 42,8%, repetition 39,7 %, Synonym 0,5%, Hyponymy 1,1%, Metonymy 0,6%, Antonym 2,0% and collocation 2,2% . And the incorrectly use of cohesion are follows: reference 8,8%, substitution 0%, ellipsis 1,3%, conjunction 88,6%, repetition 0 %, Synonym 1,3%, Hyponymy 0%, Metonymy 0%, Antonym 2,0% and collocation 0%.

## **B. Suggestions**

For the reader especially English Department students, it is suggested to be more aware of the importance of cohesion which exists both in spoken and written forms of language. Moreover, the relation both through the grammatical and lexical cohesions contribute to the connectedness and unity within the elements as a whole as well as a way functions to create meaningful language in which is one of the most prominent usefulness of language itself to be able to percept and interpret in a proper way. Therefore, English learners cannot only create understandable text but also interpret it in understanding a complex text.

Obviously, further research remains to be made, notably concerning the specific cohesion focus. For instance, the concept of cohesion relation and the translation or meaning interpretation in written text in order to better qualify

dealing with cohesion function and principle. The researcher does hopes that the result of this study can lead the next researchers who conduct research in the same field as the reference or comparison that might be informative to the researches. Hopefully, further researchers are going to be interested in using actual and more corpuses to cover the limitation of this research.

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