

CHAPTER V

CONCLUSION AND DISCUSSION

This chapter presents the conclusions dealing with the result of the study discussed in the previous chapter. This part also gives suggestion that can be used in gain better insight.

5.1 Conclusion

As a matter reminder, the objectives of this research is to identify the cohesive devices used by students of academic year 2009 of study program of English Universitas Brawijaya in writing their thesis abstract and to find out the dominant type of cohesion that occurs in the thesis abstract written by student of academic years 2009 of English study program of Universitas Brawijaya. The writer used theory of cohesion devices proposed by Renkema (1993) to categorize and analyze the type of cohesion devices.

According to the research that is conducted, the writer concludes that not all the types of cohesion devices used by student. In term of grammatical cohesion devices, the students use reference (personal, demonstrative, and comparative), and conjunction (additive, clausal and temporal). In terms of lexical cohesion devices, the students use repetition, hyponymy, and antonymy. From table 4.1, it can be seen that the biggest part of grammatical cohesion used by student in their abstract is conjunction 52% then, followed by reference 48%. While, the biggest part of lexical

cohesion used by student in their abstract is repetitions 61%, then followed by hyponymy 25% and the last followed by antonymy 14%.

According to the result, in order to make meaningful text, cohesion is something which cannot be neglected because by using cohesion, the text will be united. Therefore, after doing this research, the writer considers that this study of cohesion is very important so that everybody can know how to write a good text especially writing thesis abstract.

5.2 Suggestion

Based on the research, the suggestion concerning of this study can be given to other researchers who want to conduct further research in the same field. Because the writer realized that this research is far from perfect.

First, the writer suggests to other researchers who is interested in cohesion analysis. The writer expected that it provides information for language users in learning and applying good grammatical and lexical cohesion in both speech and written forms. Second, it is suggested that the next researchers with similar topic can enrich the data and the theories, the approaches or methods, and the analysis about coherent so that it can make this topic more interesting to be analyzed. The third is for the lecturers, hopefully this research can used to enrich their teaching material about discourse analysis, especially in cohesion devices.

Finally, the writer hopes that this thesis becomes a reference, alternative information, additional information, and comparison for the students of study

program of English Universitas Brawijaya and generally for everybody who studies English especially discourse analysis.

