

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

As it was state in Chapter I, the objectives of this research is to analyze the narrative text written by 11th grade of SMAN 1 Gabus based on Halliday and Hasan's cohesion theory. Based on the theory, there are two cohesive devices. They are grammatical cohesive device and lexical cohesive device. The highest number of the cohesive devices is grammatical cohesion with 319 devices or 77.04%. It happened because the students mostly already understand the grammatical structure of the narrative text such as tense, conjunction, and type of pronoun. Then, conjunction becomes the most dominant grammatical cohesion with 188 devices or 59%. It became the most dominant because the students understood that conjunction was needed to make sequence of time. So, the events in the narrative text became understandable and clear. The second domination is reference with 60 devices or 19%. The third domination is ellipsis with 43 devices or 13%. The last domination is substitution with 28 devices or 8%. This became the least number because the students mostly repeated some words in the text rather than substituted the words.

The least number is lexical cohesion with 93 devices or 22.96%. This condition happened because the students had limited vocabulary; so, they could not apply various vocabularies in their text. Repetition becomes the most domination in the data with 87 devices or 72%. It happens because the writers

tended to use word from general to specific. The least number is antonym, hyponym and meronym with 1 device or 28%. The synonym is not found in the data since most the writers are used less lexical or word choices in writing. They made the writing monotonous when someone reading it.

Moreover, the benefits that can be gained are the cohesion can show clearly the coherence of the text. In the end, it can help the readers of the text comprehend about the idea and information that is delivered by the writers. Besides, it makes the writers use appropriate grammar and word choices in the text.

5.2 Suggestion

This study may not perfect or complete because this study presented cohesion in narrative text written by 11th grade of SMAN 1 Gabus that focused only on cohesion based on Halliday and Hasan's theory. This study can be an input for the English teacher in teaching writing, or to teach how to response and present the coherence through cohesion in a text. Moreover, English teachers have to be more open-minded about the other learning sources as additional supports of knowledge in the teaching process.