

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of research findings and suggestions based on the research.

A. Conclusion

The study indicates that the students of the English Education Department at UIN Sultan Maulana Hasanuddin Banten employed grammatical cohesion to write the background of the study on their thesis. The kinds of grammatical cohesion written by English education department students interpreted as follows 75 reference items (55,81%), 9 substitution items (6,98%), 1 ellipsis item (0,78%), and 47 conjunction items (36,43%). Reference is the most common type of grammatical cohesion in the background of the study written by English education department students at UIN Sultan Maulana Hasanuddin Banten.

Cohesive devices when used correctly, can help a writer construct a work with strong cohesiveness. As a result, if a piece makes sense to the reader, the writer has used the cohesive device correctly. Students conducted the cohesive devices, according to the findings of this study. To achieve a better level of coherence, students must enhance their usage of cohesive devices, particularly in grammatical cohesion. Based on the data and comments shown above, it can be stated that reference has the greatest

number of occurrences when compared to other components. Conjunction remains in second place, followed by substitution, and finally, ellipsis. Furthermore, pupils are likely to become more familiar with the usage of reference, conjunctions than with other types of grammatical cohesive devices.

B. Suggestion

Several suggestions could be created dependent on the discussion of the results and the conclusion.

Firstly, for instructors, the results of this study can be utilized to determine which grammatical cohesive devices are used most frequently and which are used less frequently by students, as well as to determine the students' capacity to apply a variety of grammatical cohesive devices in their writing projects.

Secondly, to improve their writing, pupils should vary the usage of grammatical cohesive devices in their writing activities. Following the analysis of discourse on grammatical cohesion devices. It is proposed that the investigator broaden his or her knowledge and pull up a range of linguistic input on discourse analysis.