

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

After analysing the students narrative text about cohesion and coherence devices, the researcher takes the conclusion was as follow:

1. The cohesive devices used by the eleventh grade students of MA Matholi'ul Huda Bugel is grammatical cohesion included references (personal and demonstrative), ellipsis (nominal and verbal) and conjunction (additive, adversative and temporal). There are differences between students who have good and low ability in writing's narrative text. The students who have good ability in English use cohesive devices more than students who have low ability in English.
2. The coherence devices used by the eleventh grade students of MA Matholi'ul Huda Bugel included repeated key noun and transition signal. There are differences between students who have good and low ability in writing's narrative text. The students who have good ability use cohesive devices more than students who have low ability in English.
3. The most dominant cohesive devices found in this research are references. All the students in XI.1 and XI.3 use references in their writing's narrative text and conjunctions are the second dominant in cohesive devices used by the students. While the most dominant coherence found in this research is a repeated key noun. The students who have good ability in English use repeated key noun in their writing more than students who have low ability in English.

#### **5.2 Suggestion**

Based on the conclusion above, the researcher gives suggestions to the teacher, students and other researchers. For the teacher should give more attention to the teaching of cohesion and coherence devices in writing, especially in the use of coherence devices. They also have to give a wider explanation to the students about kinds, functions, and positions of cohesion and coherence devices within or among sentences. The teacher needs to

evaluate students writing performance, construct remedial teaching, and give understanding that students are need continuous and special supervision conducted by teacher during writing activity. For the students, they have to improve their writing skills, especially about coherence. And also the students need to be aware how to write cohesively and coherently and never stop learning and practicing writing a good text. Then for the other researchers, the next researchers can investigate more than this research has achieved. They can look for cohesive and coherent devices in the different types of text.

