

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

According to the analysis of student writing, the majority of students have sufficient knowledge to use grammatical cohesive devices. All types of grammatical cohesive devices can be found in the argumentative essay written by students. The conjunction is the most commonly used grammatical cohesive device. Furthermore, the second most common type of grammatical device is a reference. The low use of substitution as a type of grammatical cohesive device is due to students' lack of experience and understanding of the type. They are unsure of when, how, and where to use the substitution in their writing.

It is possible to conclude that students are more familiar with the use of conjunctions, despite their ability to use other types of grammatical cohesive devices well. The qualities of a successful essay can be impacted by the use of cohesive devices. Future research as well as English teachers and students at institutions of education can both benefit from this study. It is hoped that this study can be used as a reference for future studies with the same problem or with the same methodology. The proper application of cohesive devices in writing is something that students must understand.

5.2 Suggestion

Based on the findings, the writer suggested that students should be used to using grammatical cohesive devices in accordance with English rules and patterns in their writing. so the students know the significance of cohesion in creating text unity and apply it in their writing activities to weigh the quality of their essays. Moreover, more researchers should conduct comparative studies on cohesion in writing and speaking in order to better define substitution and ellipsis. Due to the small number of samples, the writer suggested research with essays written by non-English students.