

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research findings, it could be concluded that there are five kinds of lexical cohesion. They are repetition, synonymy, antonymy, meronymy, and hyponymy. The total number of the types of lexical cohesion that appeared in the text was 154 occurrences. These types of lexical cohesion are repetition with 39 occurrences or 26%, then synonymy with 28 occurrences or 19%, the next is antonymy with 17 occurrences or 12%, after that is hyponymy with 15 occurrences or 11%, and then meronymy with 10 occurrences or 8%, and the last is collocation with 35 occurrences or 24%.

The result showed that students mostly used repetition in their writing compared to other lexical cohesive devices. Repetition was found in all of the students' writing. Unlike the repetition, other components as meronymy and hyponymy were rarely used by them and even there are some students did not use meronymy and hyponymy in their research background. This kind of writing may trigger boredom to the readers when they find the writer use the same words over and over again. It is sure that the lexical cohesive devices use is very important in writing to maintain the meaning's continuity. Hence, it is important for the students to be introduced more about the use of lexical cohesion especially other components besides repetition to produce better and qualified writing.

5.2 Suggestion

Based on the research results and conclusions, the writer suggested to students that they really need to study important language components such as structure, contextual meaning, and other literary sources. Lexical Cohesion is one of them. Students could improve their writing skills in writing academic essays or other writing products by studying lexical cohesion. Students should try to learn the variations of lexical cohesiveness so that they can use other categories of lexical

items besides repetition in essay writing.

For the lectures, the researcher hoped to be mentors/tutors to other researchers. It assisted them in obtaining lexical cohesion research references. It could also guide for future research. They should help students who desire to conduct research in the discourse field. Furthermore, the lecturer could teach or guide students in written and spoken form on lexical cohesion so that they have a better understanding of how to apply it. The teacher must teach the students that the Repetition categories are Synonym, Antonym, Hyponym, Metonymy, or Collocation in order to improve the essay or other writing product.

The researcher also hoped that future research, especially in the field of discourse analysis, would focus on lexical cohesion. It has the potential to make an important contribution to the language teaching and learning. The researcher advised that future researchers working on lexical cohesion use samples from academic writing classes or that students continue to learn how to essays. Hopefully, future researchers may discover others research topic and better approaches to improve discoveries in the language teaching and learning process. Thus, future research on lexical cohesion would complete existing investigations.