

V. CONCLUSIONS AND SUGGESTIONS

This chapter covers the conclusions of the data analysis and also suggestions for improving the students to finding out the cohesive ties of the English text.

5. 1 Conclusion

In line with the result of data analysis and discussion, a number of conclusions are drawn in the following points.

1. Based on the result of the data analysis the problems that arouse during teaching the recognition of cohesive ties the researcher has found that the factors that make the students have difficulty in finding out the cohesive ties, were: 1) Lack of Content - this made the participants more difficult when they found some new or unfamiliar vocabularies in the text, they felt difficult neither to understand the text nor to find out the cohesive ties of the text; 2) Lack of vocabulary – this made the participants more difficult in finding out cohesive ties since the participants always checked the unfamiliar vocabulary on the dictionary; 3) Lack of interest – this made the participants were lack of interest in reading the text as the text was not suitable to fulfill their need and interest; 4) Lack of reading technique – this made The participants' incapability of using reading techniques affected their effort in finding out the cohesive ties.

2. The problems of the findings the result of test, the researcher has found the kind of text that the participants' found most difficult in finding out the cohesive ties that. It might due to the fact that, its content and vocabularies were unfamiliar. It was difficult for the students to recognize and identify cohesive ties in the given texts when they did it in two or three of the member in group. Almost similarly, they still found it not easy to do it even though the teacher guided them to the nearly exact answer. There were that the results of test using *Narrative text* were only 13 pairs who could find reference and 7 pairs difficult to find the reference in the texts. In the substitution, the result between the pairs that could find and difficult find the cohesive ties in reading texts showed the same number. 8 pairs could find ellipsis, and 12 pairs could not fine the ellipsis in the reading texts. 9 pairs could find lexical cohesion and 11 pairs difficult to find the lexical cohesion in the reading texts. 12 pairs could find conjunction and 8 pairs could not find conjunction in the texts.
3. The students' opinion and feeling based on the first and second questionnaires can be divided into *before* and *after* the implementation. English was a subject that most students like much. The skill most students prefer was conversation, and some like reading skill as well. Before implementing, all of them stated that they did not know at all about cohesive ties and had never heard of it. As they had been taught the material of cohesive ties, they found it easier to understand reading texts than ever before. For they lack of vocabulary and do not deeply master the cohesive ties, they still got trouble in recognizing and identifying cohesive

ties in the texts given. They expected cohesive ties could have been taught longer and be given to them as one aspect in learning English at schools.

5. 2 Suggestions

Based on the conclusions above, the writer would like to purpose the following suggestion that:

1. The teacher should edit, modify or create materials which is suitable for the participants to improve their vocabulary, to develop their reading technique and make them accustomed to any content of text. The teacher should provide participants with feedback as needed.
2. Students should be exposed to various with more English reading materials at schools in order to train them to recognize and identify cohesive ties. This is for the sake of the students so that they can understand reading texts very well.
3. The teachers are suggested to manage the class as well as possible in order to invite the students' motivation in exploring their opinions and the ideas. The teacher also should help the students to improve their vocabulary that can help them to finding the cohesive ties, guessing the meaning of the sentences or paragraph. The teacher should make the students to understand cohesive ties in comprehending the text, and the teacher should prepare all the materials and the lesson plan well inside or outside the classroom.

4. It would be better if cohesive ties could be taught from the first year up to the third year of senior high schools. It would be better if the given cohesive ties be more simplified for high school students' consumption.