

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusions

Based on the results of the data analysis that has been described in the previous chapter, it is known that the lexical cohesion tools contained in 10 paragraphs of English Paragraph Writing class students whose use is adjusted to their respective functions in order to make meaning relationships in the whole paragraph, so that the result of texts is coherent.

The types of lexical cohesion that contain in descriptive paragraphs of students are repetition, synonymy, hyponymy, general word, and collocation. Type of lexical cohesion that dominantly appears is repetition.

B. Suggestions

After conducting and getting the result in this study, the researchers provide the following suggestions:

1. For students, this research is expected to increase knowledge in the field of linguistics, especially the use of lexical cohesion markers in the text, thus creating a coherent paragraph.
2. For English teacher or lecturers, the results of this study can add insight into English teaching materials, especially with

regard to the use of lexical cohesion in the text. English Language teacher or lecturers can train students in the use of these markers so that can affect students' writing results and improve the quality of essays.

3. For further researchers who are interested in conducting the same research, it is highly recommended that they carry out the analysis process on other English texts, so that they can practice their ability to analyze cohesion devices in a text.

