Chapter 5: Conclusions and Suggestions

The purpose of this chapter to draw lexical cohesion from the entire research results and to offer recommendations for further researchers. The chapter moves firstly on to consider the overall conclusions that are drawn from the findings of the study and the end with the recommendations of the study.

Conclusions

Before embarking this research, lexical cohesion is known as the important aspect to achieve a good writing. As an illustration of cohesion in writing, this research with entitled "Lexical cohesion in students literature review in writing for academic purposes subject were conducted. That was identifying the types of lexical cohesion in students writing specially in their literature review works. This research used Halliday and Hassan (1976) theory that classified 2 types of lexical cohesion namely reiteration (repetition, synonymy or near synonymy, superordinate and general word) and collocation.

Furthermore, this research was a qualitative research. The research used document as a source data. The document was the student's literature works in writing for academic purposes subject at English department, Universitas Negeri Gorontalo in academic year 2019. The conclusion is aimed to review the research question about types of lexical cohesion used in students literature review in writing for academic purposes subject, the researcher found that the chosen student's literature review work as the object used types of lexical cohesion that is reiteration and colocation. From 2 student's literature review works, all the types are used. Although each students writing not necessarily have all types in it.

As noted in findings and analysis in previous chapter, the research found that lexical cohesion appear in students literature review is reiteration and collocation. Repetition is the most frequent that appear in students literature review, there are 129 repetition, synonymy 12, superordinate 2, general word 4 and collocation 12. The data findings show that students mostly used repetition in order to emphasize and prevent the misconception within the idea. Hence, function of repetition as the element of lexical cohesion that mostly occurred in student's literature review works are to add a further piece of information that supports the idea and the statement that previously appear.

Suggestions

After accomplished this research, the researcher suggests this research is directed to the people who involved to this field. This research can add new references for other researcher who interested in lexical cohesion field, like the teacher and further researcher. First suggestion is to English teacher, the teacher might use this research as the reference to teach their students and to give the view of how actually lexical cohesion is used in academic writing and in certain function of lexical cohesion such as in thesis. The teacher has to know about lexical cohesion and the element in order they will able to plan the material for the learning process. This will form the student's knowledge about lexical cohesion and element to fulfil a good writing. As a result, will create an advance writing quality of the students.

The second suggestion is to the further researcher. The current research only focuses in student's literature review works as the object. The researcher

recommends to the next researcher to take the same field, but in different source

of data in the form of literary works or non-literary works such as, film, movie,

drama, novel, or poetry, consistently analyse lexical cohesion.

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