

CHAPTER FOUR

CONCLUSION

This study investigates the cohesive ties in the first paragraph of four short stories taken from an anthology entitled Pieces of Life, written by the students of Creative Writing class in 2008. The opening parts of the four short stories were chosen to be analyzed because of the 31 short stories in the book, only these four have the opening paragraph consisting of 90-150 words. The same range of the word number of the paragraphs has made the analysis more acceptable.

In this chapter, the researcher presents some concluding points that are concerned with the purposes of this study, which are (1) to show how the writers achieve cohesion in their texts, (2) to identify the cohesive ties that are used to achieve text cohesion in the data, and (3) to provide the suggested revision of the four texts in order to result in the texts that are more cohesive and show better textures.

As a matter of fact, the analyzed data in this study contain many grammatical mistakes. Nevertheless, the texts are still communicative because of the role of some cohesive ties, namely reference, substitution, conjunction, and lexical cohesion used in the texts.

Only four types of cohesive ties mentioned above are used in Data 1, 2, 3 and 4. Out of the four types, the most frequently used type is reference, whereas the substitution becomes the type that is rarely used by the writers. However, there is no use of ellipsis found in the data.

In Data 1, 2, 3, and 4 reference has been used 50 times whereas conjunction has been used twice and lexical cohesion has been used five times. Many of the reference used by the writers are personal reference. The frequency of reference in all the data shows that most of the instances of reference are personal reference (46), which consists of 18 personal pronouns, 23 possessive adjectives, and 5 possessive pronouns. Compared to reference, substitution has been used only in Data 4. In this data, the writer has used a nominal substitution one.

In addition, the researcher offers some possible reasons for the writers to use the reference type most frequently:

- (1) The use of reference is relatively easier and simpler than the use of the other types of cohesive ties.
- (2) The application of reference is often found in a daily conversation, which makes the reference seem familiar and thus easier to understand by the writers.
- (3) The tendency of using many references is influenced by the form of the composition, in this case, narrative. Narrative writing tends to use reference more frequently than any other cohesive ties because of the presence of many characters in the story.

(4) The writers' limited writing practice may also become their reason for not using other types of cohesive ties frequently.

The last point seems to be the strongest reason for avoiding the use of other types of cohesive ties; on the other hand, it is also true that the use of other cohesive ties, such as substitution, conjunction, and ellipsis, are not as simple as they might seem to be because the writer will need to master more complicated rules.

Besides analyzing the cohesive ties, this study also presents the suggested revisions of the original texts. The revisions deal with grammar, vocabulary, spelling, punctuation and order of sentences. In the suggested revisions, the most frequently revised aspect of all the texts is grammar because grammar has a significant role in forming a good text, which is to achieve text coherence and cohesion. The grammatical improvement suggested by the researcher deals with the use of tenses because most of the writers have used wrong tenses. The writers have also used the wrong relative clauses and the wrong prepositions.

The next revised aspect of the original texts is the order of sentences. This aspect has been revised because some chronological events in the story are placed in the wrong order, which can make the readers confused. The improvement is expected to make the storyline in each text become easier to follow. In other words, the revised texts will be more cohesive.

The researcher is also concerned about the poor vocabulary in the original texts as the inappropriate use of vocabulary will lead the readers to confusion and different interpretations. For example, sentences (1) and (5) of Data 2 have used the inappropriate English expression "I am school in...", which has been revised into "I am studying at..." The word "proud" in sentence (4) of Data 2 has also

been revised into “arrogant” because in the context, this word has a more appropriate sense than “proud.”

Two spelling revisions have also been made by the researcher, which indicates that the writers were rather careless in writing the paragraphs. This poor writing practice can degrade the quality of the texts. For example, the word “weeding” in sentence (8) of Data 1 has been revised into “wedding”, and the word “St. Pettersburg” in sentence (1) of Data 2 has been revised into “St. Petersburg”.

Punctuations are also crucial in a piece of writing but they have been neglected in the data. For example, in the original Data 1, the message of sentence (3) will become clearer if there is a colon after the first clause I have thanks to God. Besides, in the original Data 2, the indication of a new clause My name is Marina Marilova I am school in... in sentence (1) is not clear because there is no full stop (.) at the end of the first clause. Moreover, the use of a hyphen (-) in Data 4 to form a compound adjective is also neglected by the writer.

From all these findings, it can be estimated that the students have made insufficient efforts to practice their writing skills regularly. The findings also reveal that the students’ grammar and vocabulary do not reflect standard English. It would be useful for the students if the writing lecturers gave them additional information about the role of cohesive ties in making a coherent text before the students began to write a text.

This study also concludes that to produce a piece of creative writing, a writer will need not only creative ideas but also mastery of using the four connective features of Quirk et al.: (a) pragmatic and semantic implication, which

involves vocabulary building; (b) lexical linkage; (c) punctuation; and (d) grammatical devices, before they write a text. A writing lecturer is also expected to teach students about using Haliday and Hasan's cohesive ties in writing a text. In practice, all of these expectations may become a challenge for a non-native English writer to produce a good text.

This study has analyzed only the opening paragraph of each of the chosen short stories. In future, more studies are recommended to analyze the whole short stories in order to result in more findings and a deeper discussion and interpretation of the student's creative writing.

(1159 words)