

CHAPTER V

CLOSURE

A. Conclusion

Based on the explanation in the previous chapters, this research was carried out to analyze and classify students' writing organization, which are coherence and text structure in a paragraph writing. The result was classified based on Oshima and Hogue's and Smalley's theory. The researcher concluded as the following:

1. The result of writing organization analyzed that were made by the students of the Fourth Semester at English Department UIN Antasari Banjarmasin in their writing is presented from the highest percentage to the lowest. In coherence of writing, there are repeating key nouns, using consistent pronouns, using transition signal, and logical order. Whereas, in text structure, there are missing concluding sentence, missing topic sentence, and missing supporting sentence. From the percentages of coherence in the writing, using consistent pronouns is the most frequent type among all types of coherence with 210 times or 63,83%, using transition signal with 46 times or 13,98%, repeating key nouns with 43 times or 13,07%, and the last logical order with 30 times or 9,12%. From the frequency of each text structure types, missing concluding sentence was the error which most frequently produced by the students. It took 17 errors or 68% of the total errors. Moreover, 8 times or 32% errors

missing topic sentence are found, whereas, there is no missing supporting sentence.

2. The common problem of the students' writing organization:
 - a. In coherence, the students still have problem in repeating key nouns. Most of them, make a little of repeating key nouns. Whereas, if the students make more repeating key nouns, it can make readers will easily expect the topic that is being written. From the findings, the less frequent type of coherence is logical order. Because in the 30 descriptive paragraphs analyzed in this research are in the same topic, which describe something around them, or related to their experiences, then each of the paragraph involves chronological order.
 - b. In the text structure, the problem is most of the students still have difficulties to make concluding sentence. But actually, concluding sentence can begin pulling back into more general information that restates the main points of the writers' argument or wrap up what have been discussed in the paragraph before.

B. Suggestion

After the researcher carried out the research, she would like to give some suggestions related to this result of research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

1. The researcher hopes the teacher should have brainstorming as warming-up before she starts teaching learning in classroom in order to make the students happy and relax. It also can help the students to switch their concentration from the previous class-subject to focus on the material.
2. The teacher should give feedback to the students' assignment in order that the students know about the text structure and the coherence in their writing.
3. The teachers have to pay attention to the students' coherence and text structure and make them aware about that so they can make correction by themselves and will not do the same error.
4. Writing is a skill which needs a process and practice. Therefore, the students should practice writing starting from the simplest one such as writing a daily activity like descriptive text or writing their past experience like recount text.