

CHAPTER V

CONCLUSION AND SUGGESTIONS



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The last chapter of this thesis deals with the conclusion and some suggestions.

5.1 Conclusion

In writing one needs to make connections between words, sentences, or clauses. The students can use conjunctions as connectors. By using conjunctions students can construct unified and meaningful paragraphs.

It is clear that most of the students are able to combine the words, sentences, or clauses by means of conjunctions. However, they used the conjunctions quite variously and the occurrences of each item of conjunctions in the students' compositions are not equally used.

Based on the result of the data analysis of this study, it is concluded that the students mostly used coordination conjunctions especially "and", "or", "but", and "so". The conjunctive adverbs that the students mostly used are besides, for example, however, therefore, and then. While, the correlative conjunctions mostly used by the students is "not only...but

(also)" , while "both...and" is seldom used and "either...or", "neither...nor" are never used.

The rank order of the three types of conjunctions shows that coordinating conjunction is 82,1%, conjunctive adverb is 15,7%, and correlative conjunction is 2,2%. It means that the first rank is coordinating conjunctions, the second rank is conjunctive adverbs, and the last rank is correlative conjunctions.

The coordinating conjunction "and" has a great number of occurrences. It is about 464 times. It can be said that the students have not fully known and mastered the three types of conjunctions that join grammatically equal in their compositions. They do not use the other possibilities such as besides, furthermore, moreover, or in addition. Most of the students use the coordinating conjunction "and" all the time so there is a gap among the other types of conjunctions. In other words, the occurrences among the three types of conjunctions are not equally used.

The table classification in chapter IV shows that most of the students use only the most common conjunctions like "and,but,or". They use those items monotonously in their compositions. As a result, the monotone of using a certain coordinating conjunction such as "and" can make the compositions not interesting and boring.

5.2 Suggestions

After knowing the number of the occurrences of the three types of conjunctions, the writer would like to give some suggestions concerning the result of this study. These suggestions are given especially to the teaching of writing and for further research.

At the beginning of writing class (writing I), it should be more emphasized on recognizing types of conjunctions. It is necessary to give the table of classification of conjunctions based on their types as well as the examples, after that explaining the use and the function in sentences or maybe in a paragraph.

For further teaching, it is also important to ask the students to practice writing using the conjunctions step by step. First, the students are asked to combine and relate two or more words using conjunctions, second they are asked to combine sentences or clauses. The last they are asked to write a paragraph.

For higher level of writing, it can be given more exercises in the form of combining and relating paragraphs with the suitable conjunctions. The purpose is to practice the students' mind in their composition later.

In each step or exercise above, the teachers check or discuss the students' works to make the students understand the use of conjunctions and ask the

students to revise their compositions before they are given the next tasks.

Since this study has many shortcomings due to limited time and samples, the writer would like to suggest that this study would be continued by using more samples in order to get more sophisticated findings.

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