CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents the conclusion in section 5.1 and suggestions in section 5.2.

5.1. Conclusion

This study is conducted to analyze the erroneously used conjunctions in discussion texts by Writing-IV students. The writer took the students of the English Department of the academic year of 2014/2015 with the total subjects of 50 students.

There is one statement of the problem discussed in this study. That is "What types of conjunctions are erroneously made by the students in writing their discussion text?". Referring to the statement of the problem, the writer found that there were 667 conjunctions used in students' discussion text writing. There are four types of conjunctions which were identified: Additive, Adversative, Causal and Temporal. The students used additive conjunctions 237 times (35.54%), adversative conjunctions 127 times (19.05%), causal conjunctions 167 times (25.03%) and temporal conjunctions 136 times (20.38 %).

From the data analyzed, the writer found that additive conjunctions used were *"and", "or", "for example", "not only…but also", "moreover", "such as", "in addition", "beside", "also", "for instance", "means"* and *"furthermore"*.

Then, adversative conjunctions used were *'however', but', 'on the other hand',* *'actually', 'in this case', 'even though', 'rather than', 'in other words',* *'although', 'in other side', 'instead', 'in fact', in contrast',* and *'yet'.* Causal conjunctions used were *'because', 'if', 'so', 'so that', 'therefore' 'whether', 'as a result', 'thus',* and *since'.* Temporal conjunctions used were *'first', 'as', 'the second', 'in conclusion', 'the last', then', 'after', 'before', to sum up' 'the third', 'next', 'to sum', 'in sum', meanwhile', to conclude' fourth', 'finally', 'firstly', 'secondly',* and *'lastly'.*

After analyzing all of the data, the writer found that additive conjunctions with the total of 237 times in students writing have 99 times wrongly used by the students or 41.78%, 138 times rightly used or 58.22%. Adversative conjunctions with the total of 127 times have 87 times rightly used or 68.50%, 40 times wrongly used or 31.50%. Causal conjunctions with the total of 167 times have 22 times wrongly used or 13.18% and 145 times rightly used or 86.82%. Temporal conjunctions with the total of 136 times have no errors or 100% right in the students' writing.

From the finding above, the writer found that the most wrongly used conjunctions were *'and'* 70 times, followed by the conjunction *'but'* 19 times. The conjunctions *'or'* and *'however'* have the same number of errors 17 times followed by the conjunctions *'on the other hand'* and *'because'* 6 times of errors. The conjunctions *'if'* and *'so that'* also have the same number of errors 4 times, followed by the conjunctions *'so'* and *'whether'* 3 times. The conjunction *'moreover'* was wrongly used 2 times in students' texts, followed by the

conjunctions *'for example', 'in addition', 'beside', 'also', 'on the other hand', 'in this case', 'rather than', 'in other side', 'therefore'* and *'since'* have the same number of error 1 time in students' texts.

The rightly used conjunctions in students' writing referring to the additive conjunctions were *'such as', 'for instance', 'means',* and *'furthermore'*. The adversative conjunctions were *'actually', 'even though', 'in other words', 'although', 'instead', 'in fact', 'in contrast'* and *'yet'*. The causal conjunctions were the conjunction *'thus'* and the temporal conjunctions were *'first', 'as', 'the second', 'in conclusion', 'the last', 'the first', 'then', 'after', 'second', 'before', 'to sum up' 'the third', 'next', 'to sum', 'in sum', meanwhile', to conclude', ' fourth', 'finally', 'firstly', 'secondly',* and *'lastly'*.

From the result of the study, it can be seen that the students have already mastered some of the functions of the conjunctions especially temporal conjunctions. On the other hand, some students still have difficulties and lack knowledge in using the right conjunctions into their text. According to Halliday and Hasan (1976), conjunction is one of the four kinds cohesive devices. One we should notice is the function of the conjunction itself. If we understand the function of the conjunctions, we will not have difficulties in placing them in our texts or misuse them in our context. From the data analyzed, the writer concludes that the most common error is caused by the misuse of conjunctions to the context in the students' texts.

5.2 Suggestion

There are three points of the suggestions: suggestions for lecturers, suggestions for students and suggestions for further studies.

5.2.1   Suggestions for Lecturers

Based on what the writer found in this study, the writer suggests that Writing-IV lecturers should give more practice to the students to write a discussion text especially in the use of conjunctions. Writing-IV lecturers should give more explanations about conjunctions because there are many kinds of conjunctions to deliver arguments for both sides of an issue which are pros and cons in the students' writing because if the students mastered the conjunctions well, it would minimize the errors of conjunctions in their writing. It can be done by giving the examples of discussion texts with the right conjunction used based on the context.

In discussion text, conjunctions belong to the one of the language features. The writer also suggests that Writing-IV lecturers can teach the variations of the conjunctions which have the same meaning so that the text would be richer on the conjunction choices. The writer also suggests that Writing-IV lecturers can use peer-checking method to help the students learn conjunctions from other students.

5.2.2   Suggestions for Students

Based on what the writer found in this study, the writer suggests that the students should study more on the functions of the conjunctions because there are some students who are still confused to combine their sentences using the right

conjunctions. The students must pay attention to how to construct a text which has cohesive meaning. The writer also suggests that students should use the uncommon conjunctions because there are so many conjunctions which can show pros and cons in writing a discussion text. The students can also give some alternative conjunctions so that the passage would be richer.

5.2.3 Suggestions for Further Studies

The writer suggests that further studies can analyze the conjunctions used by students from different text genre like recount, narrative, description, report, new items, procedures, exposition and review texts which are taught in University level. By doing that, it can be seen later whether the errors of conjunctions also appears in those genres and whether the different semester students have the same result or not. The writer also suggests that further studies can analyze the conjunctions used by Junior High Schools students or Senior High School students because they also have already learned about conjunctions in writing some kinds of text genre which include in their school's syllabus especially on the English subject.

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