

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

In this final chapter, the writer draws conclusion and gives some suggestions. The conclusion sub-chapter deals with the summary of what has been presented in this thesis, while the suggestions deal with recommendations.

#### **5.1 Conclusion**

Writing is an important part of everyday life. It is a means of communication. People can communicate ideas, feelings, and opinions through writing. McMahan and Day (1984:4) state, “The reason for putting words on paper in the first place is to communicate, to convey ideas, information, or impressions from your mind to the minds of your readers.” People have their own style to express their thoughts. Yet, a good writing should be lively and interesting; it should not be monotonous. Many ways can be done to express an idea into a sentence. One of them is through varying sentence types. There are, as many experts explain, four form-based types of sentences, namely, simple sentences, compound sentences, complex sentences, and compound-complex sentences.

Grammar, vocabulary, cohesiveness, coherence, or unity of the composition are not the only things that matter to make a good composition. They are important. However, the way the students put an idea or thought into a sentence is essential as well. If the students keep dominantly writing a certain type of sentence, their writing will be boring and uninteresting. That is why, it is important to use various sentence types in their writing.

The study which the writer conducted was descriptive study which aimed at knowing what form-based sentence types are found in the compositions of the third semester students of the English Department of Widya Mandala University. The data in this study were taken from students' compositions. Specifically, the data were from their Writing II Mid-term test of 2011-2012 academic year. They were required to write a descriptive text. There were three writing classes, A, B, and C with 50 students in total. The writer took ten works as the representative of each class, so there were thirty students' writings.

In this study, the writer collected the data using the following procedures. First, the writer borrowed the students' Mid-term test from the lecturers who taught Writing II. Then, she copied the students' writings. The writer took ten writings from each class (A, B, C). From the total writings in each class, she took ten writings in order from the top. She read and observed the students' writings carefully. After that, she analyzed the data by classifying each form-based sentence type found in students' writings. The writer also used triangulation, so when the findings were different, she cross checked and discussed with the co-analysts until they came to an agreement. Last, the writer calculated the percentage of each type.

The findings were that from the four form-based sentence types, simple sentences occurred the most, in other words, this kind took the first place with the total occurrence of 521 (43,38%), followed by complex sentences with the total occurrence of 435 (36,22%), while compound-complex sentences took the third place with the total occurrence of 137

(11,41%), and compound sentences the last place with the total occurrence of 108 (8,99%).

In conclusion, the third semester students of the English Department of Widya Mandala University mostly produced simple sentences. In writing a good composition they should avoid the dominant use of a certain sentence type, specifically, the use of simple sentences. The students can actually use more various and complex sentence types in order to make their writing more interesting, dynamic, and engaging to read.

## **5.2 Suggestions**

After conducting a study on form-based sentence types found in the compositions of the third semester students of the English Department of Widya Mandala University, the writer provides some suggestions which hopefully can give contribution to the lecturers, the students, and further studies as well.

### **5.2.1 Suggestion for the Lecturers**

The students can be given some additional exercises in writing class about building sentences, so they can learn more how to build more various sentences, how to make two simple sentences become one compound sentence, or develop simple sentences into complex sentences. Students' writing will be more interesting to read if it contains variety of sentence types. Besides giving exercises in the classroom, the lecturer can also assign the students to visit the SAC (Self-Access Center) to do exercises about sentence types.

### **5.2.2 Suggestion for the Students**

The students should read more extensively because it is believed that the more one reads, the better he writes and speaks. If the students read a lot, they will know what a good composition is like. They can also learn various sentence types from their reading to be used in writing a composition. As a result, the students will be able to write a good composition. To get good reading materials to read, the students of English Department of Widya Mandala Catholic University can go to the Reading and Writing Laboratory where examples of each genre of text are available.

### **5.2.3 Suggestion for Further Research**

The writer realizes that there are still things to be improved in this study. Therefore, the writer would like to give some suggestions for further researchers:

First of all, in this study, the writer only found form-based sentence types in the compositions of the third semester students of the English Department in general. That is why, the writer hopes that further researcher will not only investigate the types of sentences found in students' compositions – whether they are simple, compound, complex, or compound-complex - but more detailed on the sentence pattern of each sentence type.

Second, since this study only deals with finding what form-based sentence types are found in the compositions of the third semester students of the English Department, the writer hopes that further research will investigate why certain sentence types are found in the students' compositions. By doing so, we do not only know the types of sentences

found in the students' composition, but also the causes why the students produce so.

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