

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the previous chapters and the suggestions.

5.1. Conclusion

In writing communication, the word *argument* means writing used to convince someone that a statement is true or right. In other words, the goal of an argumentative composition is to convince the reader that the writer's point of view is correct. To create a good and coherent argumentative composition, the presence of transitional markers is very important. Transitional markers help the argumentative writer build coherence sentences by connecting sentences. The types of transitional markers that signal a coherent argumentative composition are transitional markers signaling reason and conclusion.

Dealing with those concepts, the writer analyzed the argumentative compositions belong to the Writing III students of the English Department of Widya Mandala Catholic University Surabaya. She wanted to know the kinds of transitional markers used by the subjects under study based on the functions and forms. Moreover, she also analyzed the inappropriateness or inappropriateness in using the transitional markers and what caused that inappropriateness.

There were one hundred and sixty one transitional makers found in the argumentative compositions under study. Based on its function, there were two kinds of transitional markers: signaling reason and conclusion. According to its

form, the writer only found two types of transitional markers signaling reason; they were word form and phrase form. Yet there were three forms of transitional markers found in the transitional markers signaling conclusion; word form, phrase form, and clause form.

Dealing with the appropriateness use of the transitional markers signaling reason and conclusion, the writer found twenty-six (16.15%) markers that were inappropriately used. The most commonly inappropriateness happened in the presence of comma in the sentences, yet some because of the influence of Bahasa Indonesia sentence structure. It showed that not all of the subjects under study have mastered the uses of the transitional markers.

5.2. Suggestions

In this section the writer would like to give some suggestions to Reading, Writing teachers and the students of the English Department of Widya Mandala Catholic University Surabaya so they can improve their writing skills, especially in writing argumentative compositions. Besides, since she realizes that this thesis has not been perfect yet, the writer would like to give some suggestions that might useful for the further research on the transitional markers.

The first is the writer's suggestion to the writing teachers, especially those who teach writing argumentative compositions. The writing teachers are expected to teach their students how to use the transitional markers signaling reason and conclusion correctly. Moreover, giving some assignments to read and write more about argumentative compositions is considered as a good thing to do to increase

the students' ability to master how to use transitional markers signaling reason and conclusion. Something that is not less important is the suggestion to the Reading teacher. Realizing that students can learn through reading, it is also important to Reading teachers to teach how to use transitional markers appropriately, in this case, the transitional markers signaling reason and conclusion.

Second, the writer's suggestion for the students is to read a lot of argumentative compositions in order to improve their comprehension of how to make a coherent argumentative writing and to use the transitional markers signaling reason and conclusion appropriately. Besides, they also need to practice writing argumentative compositions, especially in using reason and conclusion transitional markers.

Third, because of the her limited ability and energy, the writer expects that in the future there will be other researchers willing to conduct a research on discourse analysis, especially dealing with transitional markers, deeply. The present study observed the kinds and appropriateness of transitional markers signaling reason and conclusion in argumentative compositions. Thus, further researches could be conducted to the transitional markers in other types of writing, such as narration, exposition, description, or process analysis.

Finally, the writer hopes that this study could be a good reference for the readers and especially for the English Department of Widya Mandala Catholic University Surabaya to improve both of the teachers and students' ability in writing argumentative compositions.

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