CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer deals with the conclusion of the results of the analysis and its discussions and she also gives her suggestions.

5.1 Conclusion

As human beings, we need language to communicate and interact with other people around us, to share our ideas, motivation, desires, and to maintain a good social relationship with them. We need language because language is a part of our life and language is also one of our basic needs. Language plays an essential role in our everyday life. We use language to reveal or conceal our personal identities, our characters, and our background, often wholly unconscious that we are doing so.

Since there are two kinds of communication – oral and written, the writer only emphasizes in written communication through media. People have been communicating a lot using media. Printed media such as, newspaper, magazine, journals, books, were the first media to communicate and to share ideas to public. However in this study, the writer only uses journals written by English native speakers and Indonesian writers to be analyzed.

As mentioned before in chapter one, there are three statements of the problems that the writer would like to answer. Here in the conclusion, the writer gives the results of the analysis based on the statements of the problems.

1. Do noun phrases written by English native speakers have more tokens than those written by Indonesian speakers?

   In doing her thesis, the result shows that Indonesian speakers write more noun phrases than English native speakers. (English native speakers = 5, 58 tokens; Indonesian writers = 6 tokens).

2. Do prepositional phrases written by English native speakers have more tokens than those written by Indonesian speakers?

   For the second statement of the problem, the result shows English native speakers write more prepositional phrases than Indonesian writers. (English native speakers = 7, 55 tokens; Indonesian speakers = 7, 23 tokens).

3. Do clauses written by English native speakers have more tokens than those written by Indonesian speakers?

   Finally for the last statement, the result shows that English native speakers write more clauses than Indonesian writers. (English native speakers = 15, 65 tokens; Indonesian writers = 15, 54 tokens)

After analyzing all the journals, the writer concludes that Indonesian speakers write more noun phrases whereas English native speakers write more prepositional phrases, and clauses. Many people sometimes underestimate the ability of Indonesian writers because English is only their foreign language and Indonesian people do not use English all the time in their daily activities. However, the result in this study shows that Indonesian writers might have the same ability as English native speakers in writing long sentences That is why, the

writer expects that Indonesian writers want to make more English written texts as many as they can.

5.2 Suggestions

Here, at the end of the thesis, the writer wants to give some suggestions for further research and practical application.

5.2.1 Suggestion for Further Research

The writer realizes that her study is far from perfect. Therefore, she would like to share her experiences to be able to give recommendation for further study. In order to be more intensive, the writer only uses six journals of three fields for this study written by English native speakers and Indonesian writers. Therefore, the results are limited only to those journals. Since this study only based on the written communication by using journals, the writer suggests that the next researcher can make a study for the oral communication. For example, an analysis of noun phrases, prepositional phrases, and clauses between the English newsreaders and Indonesian newsreaders to find out how many token there are in oral communication.

5.2.2 Suggestion for Practical Application

Since the result of this study shows that Indonesian writers are more or less equal to English native speakers, the writer concludes Indonesian writers have also the same ability as English native speakers. In other words, Indonesian writers can write English written texts as well as English native speakers.

Therefore, non-native speakers should learn English more mainly grammar instructions in order to increase their competence in writing long sentences. By learning grammar instructions intensively, hopefully non-native speakers can understand and be familiar with parts of sentences which are complexity.

BIBLIOGRAPHY

Allen, Harold. (1958). *Readings in Applied English Linguistics.* New York: Alfred.A. Knopf, Inc.

Astika, Gusti. (2003). A Discourse Approach to Teaching Structure in Proposal Writing. *English-EDU, Journal of Language Teaching and Research*, 2(1), 13-32.

Azar, Betty. (1989). *Understanding and Using English Grammar*. New Jersey: Prentice Hall, Inc.

Azar, Betty. (1992). *Fundamentals of English Grammar*. New Jersey: Prentice Hall, Inc.

Beebe, Leslie. (1988). *Issues in Second Language Acquisition*. Boston: Heinle & Heinle Publishers.

Bulut, Sencer. (2002). Counselling in Turkey. *Anima, Indonesian Psychological Journal*, 17(3), 227-233.

Francis, Nelson. (1958). *The Structure of American English*. Ronald Press Company.

Hunston, Susan. (2002). *Corpora in Applied Linguistics*. Cambridge Press.

Lutfi. (2001). Board Structure, Managerial Ownership, and Shareholder Wealth: A Review of Empirical Evidence. *VENTURA, Journal Ekonomi Bisnis dan Akuntansi*, 4(2), 32-40.

Macmillan. (1965). *The Key to English*. New York: Collier Macmillan International Ltd.

Maria, Agnes. (2002). The Cognitive Model and Interventions for Specific
   Reading Disorder. *Anima, Indonesian Psychological Journal*, 17(4), 311-317.

Minor, James. (2002). Incorporating Service Learning Into ESOL Programs.
   TESOL JOURNAL, 11(4), 10-14.

Monahan, Steven. (2002). Discussion of The Value Relevance of Revenue of
   Internet Firms: Does Reporting Grossed-up or Barter Revenue Make a
   Difference? *Journal of Accounting Research*, 40(2), 479-484.

Quirk, Randolph. (1973). *A University Grammar of English*. London: Longman
   Group.