# CHAPTER V

# CONCLUSION

# CHAPTER V

# CONCLUSION

This chapter presents the summary and some suggestions concerning this study.

## 5.1 Summary

The writer found 2,116 Old information and 1,921 New information which were used by Writing C students of the English Department of Widya Mandala Catholic University in their compositions. Not all of the students could use Old information correctly. The writer found some errors in the use of Old information in students' compositions. There were 190 (8.98%) misuses of Old information out of the total 2,116 Old information found in the students' compositions, while the rest 1,926 (91.02%) were correctly used.

The kinds of Old information used by the Writing C students of Widya Mandala Catholic University were categorized into 3 kinds: pronouns, noun phrases that consisted of possessive forms, proper nouns, common nouns, and adverbs which were adverbs of place and adverbs of time.

Out of the total 2,116 Old information, 805 (38.04%) pronouns were all correctly used, while errors were found in 1,038 (49.05%) noun phrases and 273 (12.91%) adverbs in the students' compositions.

The writer found three kinds of noun phrases used by the students in their composition. They were possessive forms, proper nouns, and common nouns. Out of 1,038 noun phrases, 136 (13.10%) possessive forms, 45 (4.34%) proper nouns, and 857 (82.56%) common nouns were found in the students' composition. Out of the total 857 common nouns, there were 51 (5.95%) misuses of common nouns, while the other two kinds, possessive forms and proper nouns, were correctly used. Those misuses happened because the students put the common nouns as New information in the beginning of a sentence or in the place of Old information. The New information should be placed after the Old information in a sentence. According to the percentage of the misuses of common nouns above, the writer found that the students did not have any problem in using common nouns as Old information.

The third kind of Old information related to *adverb* was categorized into two kinds: adverbs of place and adverbs of time. Out of 273 adverbs, 92 (33.67%) adverbs of place and 181 (66.63%) adverbs of time were found in the students' composition. Out of the total 273 adverbs, the writer found 139

(50.92%) misuses of adverbs, while the rest 134 (49.08%) were correctly used.

Out of the total 92 adverbs of place, there were 23 (25.00%) misuses of adverbs of place while out of the total 181 adverbs of time, there were 116 (64.09%) misuses of adverbs of time.

The misuses happened because the adverbs, which were New information, were located in the beginning of the sentence or in the position of Old information. The adverb as New information should be located at the end of the sentence after the verb phrase or another adverbials in the sentence. The biggest percentage of the misuses, 64.09%, comes from the use of adverbs of time. The students were able to use adverbs of place better than adverbs of time. It can be seen from the percentages of the misuses of adverbs between those of adverbs of place and those of adverbs of time above.

Basing on the explanation above, the writer concluded that the biggest problem found by Writing C students is the use of adverbs, especially adverbs of time. They could not put adverbs of time as New information in the correct position, that is after the verb phrase or another adverbial in the sentence. The students did not find any problem in using pronouns, possessive forms, and proper nouns, because they were all correctly used, while the percentages of the misuses of common nouns and adverbs of place

were small. It means that most Writing C students could use common nouns and adverbs of place well.
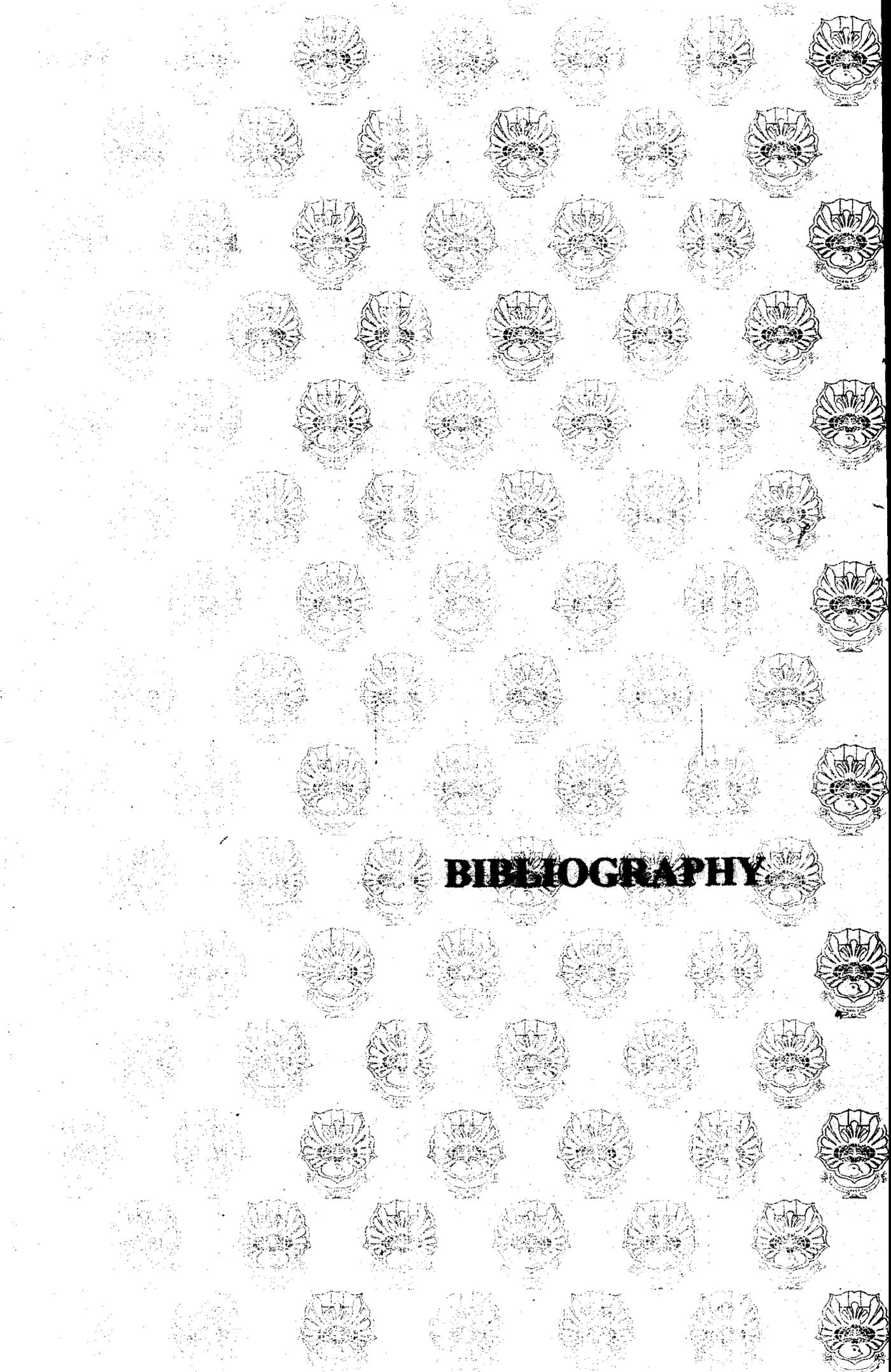
## 5.1 Suggestion

From the result of this study, the writer would like to suggest that narration , which is the basic of writing, should be taught intensively so that the students can make good narrative compositions. It should be noted that the theories of Old and New information should be given within the narration. It is necessary because it can make the students aware of the use of Old and New information in making good narrative compositions.

It is found out that the weakness of the students is in using adverbs of time in their compositions. The lecturers of the Writing subject should pay more attention to the use of adverbs of time. It is very useful so that the students can differentiate between Old and New information and put them in the correct position.

Since this study is still far from perfection, the writer hopes that there will be further studies conducted using samples from different classes and also different picture series, which consist of more various characters. For example, the human characters in the story are more than one. With this, the use of pronouns as Old information will be more complicated. It is

necessarily done by other researchers to find more possible errors made by

the students that come up in their compositions, especially narrtaive.

# BIBLIOGRAPHY

# BIBLIOGRAPHY

Azar, Betty S. 1992. *Fundamentals of English Grammar* $2^{nd}$ *ed.* London: Prentice Hall.

Balian, Edward S.. 1988. *How to Design, Analyze, and Write Doctoral or Masters Research*. New York: University Press of America, Inc.

Brooks, Cleonth, and Robert Penn Warren. 1972. *Modern Rhetoric*. New York: Harcourt Brace Jovanovich, Inc.

Brown, Gillian and George Yule. 1989. *Discourse Analysis*. Cambridge: Cambridge University Press.

Chafe, Wallace L. 1982. 'Integration and Involvement in Speaking, Writing and Oral Literature'. In D. Tannen (ed.) *Spoken and Written Language. Exploring Orality and Literacy*. Ablex, Norwood, NJ. Pp. 35-53.

Cook, Guy. 1990. *Discourse*. Oxford: Oxford University Press.

Cooper, Allene. 1988. Given-New: Enhancing Coherence through Cohesiveness, in *Written Communication Journal 5.3*, p. 353-67.

Erlinawati, Widia. 1993. *An Analysis of Coherence Devices on the Argumentative Writing of the Sixth Semester Students of the English Department of Widya Mandala Surabaya*. Surabaya: Unpublished Thesis, Widya Mandala Catholic University Surabaya, FKIP.

Glatt, Barbara S. 1982. Defining Thematic Progressions and Their Relationship to Reader Comprehension, in Martyn Nytrand (ed.) *What Writers Know: The Language, Process, and Structure of Written Discourse*. London: Academic Press.

Grimes, Joseph E. 1975. *The Thread of Discourse*. New York: Mouton Publishers.

Halliday, M.A.K. 1985. *An Introduction to Functional Grammar*. London: Arnold Publishers.

Halliday, M.A.K., and Ruqaiya Hasan. 1984. Cohesion in English. New York: Longman Inc.

Harwell, Charles W. and James F. Dorrill. 1981. *Models and Methods: A Guide to Effective Composition.*

Haryadi, Lispin. 1998. *The Effect of Using Picture Series with Oral Questions on the Narrative Writing Achievement of the English Department Students of Widya Mandala University.* Surabaya: Unpublished Thesis, Widya Mandala Catholic University Surabaya, FKIP.

Irmscher, William. F. 1969. *Ways of Writing.* New York: McGraw Hill Company.

Kakonis, Thomas E., and John Scally. 1978. *Writing in An Age of Technology.* New York: Macmillan Publishing Company, Inc.

McMurrey, David A. and M. Sue Campman. 1983. *Writing Fundamentals.* New York: Macmillan Publishing Co., Inc.

Renkema, Jan. 1993. *Discourse Studies: An Introductory Textbook.* John Benjamins Publishing Co.

Riley, Philip. 1985. *Discourse and Learning.* New York: Longman Inc.

Shir, Nomi Erteschik. 1979. Discourse Constraints on Dative Movement, in Talmy Givon (ed.) *Syntax and Semantics Vol. 12: Discourse and Syntax.* NewYork: Academic Press.

Soedjatmiko, Wuri. 1990. *Beberapa Metode Penelitian Kualitatif.* Surabaya: Unpublished Paper.

van Dijk, T.A. 1977. *Text and Context.* London: Longman.

Warrier, John E. and Richard M. Ludwig. 1977. *Advanced Compositions: A Book of Models for Writing.* Harcourt Brace Jovanovich Inc.

Wiener, Harvey S. 1987. *Creating Composition.* McGraw Hill Book Company Co.

Winkler, Anthony C. and Jo Ray McCuen. 1988. *Rhetoric Made Plain*. New York: Harcourt Brace Jovanovich, Inc.