

CHAPTER V

CONCLUSION

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This chapter is divided into two parts: summary and suggestions. In the summary, all main points from each chapter are summarized. Some suggestions are then put forward in the next section.

5.1 Summary

Based on the findings, the writer presumed that the fourth semester students of the English Department of Widya Mandala University still have the tendency to use the same transition signals to show additional information in their expository composition works. The writer then proceeds to set out a research with the following objectives:

1. To list the transition signals showing additional information which are most frequently used in the expository composition of the fourth semester students of the English Department of Widya Mandala University.
2. To list the transition signals showing additional information which are least frequently used in the expository composition of the fourth semester students of the English Department of Widya Mandala University.
3. To describe the accurateness of transition signals showing additional information as they are used by the students of English Department of Widya Mandala University in their expository composition.

To achieve these objectives, the writer borrowed some test papers from a lecturer, then she examined them by noting all transition signals showing

additional information that were used by the students found in those test papers. Next, she listed those transition signals to find out how many times each of them was used.

Using the occurrences of transition signals showing additional information encountered in the papers being analyzed as the parameter, the writer found that:

1. *And* is the transition signal showing additional information that is most frequently used by the students. It was one hundred times or 59.80% of all occurrences used in the expository composition of the students' papers.
2. Transition signals *and thus, in addition, after that, and furthermore* have the same percentage of being the transition signal which are least frequently used by the students to show addition. It was one time or 0.60% of all occurrences used in the expository composition of the students' papers.
3. Most transition signals used to show addition in the students' paperwork were used accurately. Generally, most of the students have understood the use of the transition signals because they only made minor mistakes. It could be said the correct answer of the students was 86.83%.
4. The possible underlying reasons why it is that 13.17% of incorrect answers or variation in using transition signals to show addition are:
 - a. The teachers probably seldom encourage students to use many kinds of transition signals showing additional information.
 - b. Students are probably too ignorant to find out about other forms of transition signals besides those they have got familiar with. The students are lacking of the knowledge about the variation of transition signals.

It means that the students were familiar with the use of the ten transition signals showing additional information.

- c. Students probably prefer shorter forms of transition signals whenever possible to longer transition signals that consist of two-words or more, or conjunctions that have phrases forms.

5.2 Suggestions

At the end of this thesis, the writer would like to give some suggestions that hopefully will be useful for the readers, particularly the English writing teachers at the English Department of Widya Mandala University.

1. Teachers are to teach, remind, and emphasize students about the large variety of transition signals that can be used to show addition in their composition works, and how to use them.
2. Teachers are to suggest their students to do a lot of reading, to recognize and find forms of transition signals showing additional information other than what they have known and are familiar with.
3. Teachers are to ask students to make sentences or paragraphs using those new transition signals they have found, so that students would also become familiar with these transition signals to use them in their works later on.
4. Teachers are to assign the students to write their compositions at home so that they do not do it under time pressure.

The writer hopes that these suggestions can be useful for the readers, especially the students and the English writing teachers in influencing their students to use variations of transition signals in their composition works.

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