

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents the conclusion of her thesis and gives some suggestions regarding the topic discussed.

5.1 Conclusion

In this thesis, the writer discussed about the frequency of the logical connectors and the students' appropriate use of logical connectors showing additive, contrastive, cause and effect, and sequence. Based on the data analyzed, the writer found that the most frequently used connectors showing additive were 'and', 'also', 'such as', 'for example', and the least frequently used connector was 'in other words'.

The writer found that the most frequently used connectors showing contrastive were 'but', 'however', 'even though', 'although', and the least frequently used connectors were 'yet', 'though', 'instead'.

The writer found that the most frequently used connectors showing cause and effect were 'because', 'if', 'so', 'because of', and the least frequently used were 'as', 'due to', 'and if'.

The writer also found that the most frequently used connectors showing sequence were 'when', 'while', 'after', and the students applied other various kinds of logical connectors to show sequence in their hortatory exposition text.

In this study, the writer found that the most appropriately used connector showing additive was connector 'and'. The least appropriately used connector was connector 'in other words'.

The most appropriately used connector showing contrastive was connector ‘but’. The students only made mistakes in using connector ‘although’. As the result, the writer concluded that the students could apply logical connectors showing contrastive very well.

The writer also analyzed the students’ appropriate use of logical connectors showing cause and effect. The writer found that the most appropriately used connector showing cause and effect was ‘because’ and the least appropriately used connector showing cause and effect was connector ‘then’

The least category of logical connector that the writer analyzed was logical connectors showing sequence. The most appropriately used logical connector showing sequence was connector ‘when’ and the least appropriately used logical connectors were ‘eventually’, ‘the second’, ‘in the summary’.

In her thesis the writer drew a conclusion that among four categories of logical connectors, the students could apply logical connectors showing contrastive very well. The writer also concluded that the students still had some difficulties in applying logical connectors showing cause and effect. It can be proven from the data (See Figure 4.1) which shows that logical connectors showing cause and effect had the lowest percentage of appropriate use among all logical connectors.

5.2 Suggestions

Some suggestions are written below for the next writer who wants to conduct a research about logical connectors:

1. In this study the writer had one weakness. The writer did not analyze the data with a rater. The writer suggests to the

next researcher to analyze the data along with a rater so that the result will be more accurate.

2. The writer suggests the next researcher find out the causes which make the students face difficulties in applying logical connectors in their composition.

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