CHAPTER V

CONCLUSION

This chapter presents the summary of the previous chapters and suggestions for the lecturers of Writing IV, the students who are taking Writing IV, teaching learning activity about discussion texts and further studies.

51. Summary

A discussion text is a text type in which the writer presents two opposing positions or two different points of view about a controversial issue in balanced way. The writer can state his/her opinion whether he/she agrees or disagrees in the last of paragraph or conclusion paragraph. The link will help the writer to add or introduce the points. There are several types of transitional signals; addition, cause, comparison, concession, clarification, conclusion, contrast, emphasis, result, reason or premise, sequence, example, time, and place. Being aware of the importance of transitional

signals in a discussion text and realizing that there are many types of transitional signals that students may choose and use to construct their text unity and coherently, the writer carry out the study under report. She analyzes the discussion texts of the fifth semester students of the English Department of Widya Mandala Surabaya Catholic University to see what types of transitional signals are used and which types of transitional signals are most frequently used in their discussion texts. The writer conducted a qualitative study in which there is no hypothesis tested but it deals with discussion text. The underlying concept use in this study is the concept of discussion text and transitional signals. In analyzing the source of data, the writer underlined the transitional signals that occurred in the text. Then, she identified the types of transitional signals. The writer used some analysis tables (see set Table 4.1 until table 4.6) to help her describe the types of transitional signals are encountered and which types of transitional signals are most frequently used in discussion texts.

Analyzing the discussion texts of eighteen students in C1 class, the writer found that 75 transitional signals are encountered in discussion texts and from those transitional signals, it can be classified into 8 types of transitional signals. They are reason addition, conclusion, contrast, comparison, emphasis, example, reason/premise, and result. From those types, reason or premise (27,43%) is the most frequently used in discussion texts. For signaling reason or premise signals, most of students used *because* (21,23%). The writer also reclassified the findings into transitional signals showing arguments for and those showing arguments against. The most type of transitional signals frequently used in arguments for in the discussion texts is reason/premise signals. The expression of reason/premise signals for showing arguments for the issue is *because* occurred twenty three times out of sixty six and the percentage is 34,88%. Reason/premise signals is also the most type of transitional signals encountered in arguments against the issue in discussion texts under study. The expression is *because* with occurrence twenty five times out of sixty times and the

percentage is 41,66%. And the transitional signals used as a bridge between arguments for and arguments against are *on the other hand* (42,85%), *but* (14,28%), *although* (14,28%), *for some other people they think that...* (14,28%), and *other against those arguments* (14,28%).

5.2 Suggestions

In line with the findings and discussion of the findings, the writer would like to give some suggestions to the Writing IV lecturers, the fifth semester students of the English Department of Widya Mandala Surabaya Catholic University especially the students who are taking Writing IV, and teaching learning activity about discussion text.

First, the lecturers of Writing IV are highly expected to teach how to use transitional signals in shaping their organization of discussion text and teach various the transitional signals while they are teaching about transitional signals. Besides, the lecturer should give more practices regularly to make the students get the habit of using the transitional signals correctly.

Second, the fifth semester students who are taking Writing IV have to read the example of discussion texts more. So they will know various transitional signals and be able to apply some varieties of types of transitional signals and make it into good discussion texts. Besides, they have to be more creative in using transitional signals.

For the next study, because of the writer's limitation time and energy, she expects that in the future there will be other researchers willing to conduct research on discourse analysis, especially in the transitional signals in the discussion text. Thus, further researchers could be conducted the appropriateness of transitional signals in discussion texts. The present study observed the types of transitional signal are used and which types of transitional signals are most frequently used in the discussion text.

The last, the writer hopes this study could be a good reference for the readers and especially for the lecturer and the students who are taking Writing IV to improve their ability in writing discussion texts.

Bibliography

Anderson, M., & Anderson, K. (1997). *Text Types in English*. Macmillan.

Agustin, L. (2007). *Transitional Markers In The Argumentative Compositions of The English Department Students of Widya Mandala Catholic University Surabaya*. Surabaya: Universitas Katolik Widya Mandala.

Beardsley, M. C. (1976). *Writing with Reason*. New Jersey: PRENTICE-HALL, INC.

Cooper, S., & Patton, R. (2001). *Writing Logically, Thingking Critically with Readings*. New York: Longman.

D'Angelo, F. J. (1980). *Process and Thought in Composition*. Massachusetts: Wintrop Publisher,Inc.

Duke, C. R. (1983). *Writing Through Sequence*. London: Scott, Foresman and Company.

Harris. (n.d.). Retrieved from http://www.virtualsalt.com/transits.htm

Hawley, J., & Tilghman, C. (1992). *Getting Down to Specifics*. New York: HarperCollins.

Heffernan, J. A., & Lincoln, J. E. (1990). *Writing A College Handbook*. New York: W.W Norton&Company.

Hutama, C. S. (2006). *Logical Indicators Encountered In The Argumentative Compositions Of The Student Of The English Department Of Widya Mandala Surabaya Catholic University*. Surabaya: Universitas Katolik Widya Mandala.

Kiefer, K. (1983). *Making Writing Work*. McGraw-Hill Book Company.

Peha, S. (1995). *What is Good Writing?*

St Aloysius College Literacy Strategy:Checklist of genres and text types. (n.d.). Retrieved October 4, 2011, from http://www.sac.sa.edu.au/Library/Library/Topics/Literacy/discussio n.htm

Sudarwati, T. M., & Grace, E. (2007). *Look Ahead 3 on English Course for senior high school students year XII.* Erlangga.

Tukan, S. L., & Palupi, M. R. (2008). *Write With Us Book 4 Discussion and Review.* Surabaya.

White, F. D., & Billings, S. J. (2005). *The Well-Crafted Argument.* Boston: Houghton Mifflin Company.