

Chapter V

CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion of the study and the further suggestions for the lectures, the students, and further studies.

5.1. Conclusion

Using conjunctions in a text often makes the students confused, even for the students who are now at the university level. Knowing how complex it is, the writer conducted this research.

There are two questions that the writer tries to find out through this research. First question is “what types of conjunction errors appear in descriptive texts made by the students of English Department of Widya Mandala Catholic University Surabaya?”. The second question is “what are the possible causes of the errors?”. These two questions become the basic guidance in conducting this research.

The result of the research, referring to the first question of the research, shows that there are three kinds of error committed by the students in their descriptive texts. They are omission, addition, and misformation. Misformation is found to be the most frequent errors made by the students with 20 errors (45%), followed by omission in the second place with 14 errors (32%) and addition in the third place with 10 errors (23%).

The second question “what are the possible causes of the errors?” leads the research to the findings that there are three possible causes of these errors committed by the students in their descriptive texts. They are ignorance of rule restriction, incomplete application of rules, and L1

interferene. The most common cause of the errors is ignorance of rule restriction with 30 errors (60%). It causes the students to commit the misformation type of error (40%) and addition type of error (20%) in their descriptive text. Incomplete application of rules comes in the second place with 14 errors (28%). This type of cause becomes the most cause for omission type of error. L1 interference (12%), which refers to a transfer knowledge of their native language, is in the third place.

These findings can be used as a reference for students and teachers. As they are now in the university level, these errors should be anticipated and minimized. Although it is not taught directly, the use of conjunction can not be ruled out. It has to be reminded in every writing session.

5.2. Suggestions

The writer found out that there were still some errors in the descriptive texts made by third semester students of Widya Mandala University. Based on the findings, the writer proposes suggestions addressed to the following parties: the lecturer, the students, and further studies.

5.2.1 For the Lecturer

The writer suggests that in every writing session conjunctions should be mentioned for it is also an essential part in writing a text. Based on the findings, the students only use the familiar conjunctions such as “and”, “but”, “because”, and “so” on their descriptive texts. There are still many conjunctions that they can use instead of using those three conjunctions continuously.

Whenever the students make a conjunction error in their texts, the lecturer should directly correct them and propose the better use of conjunction. In other words, the lecturer should provides feedbacks for every students' writing. The feedbacks help the students to know the errors that they have made. Moreover, the lecturer should introduces and encourages the students to use other conjunctions instead of using the same conjunctions all the time.

Introducing the other conjunctions is not enough. It should be followed with the explanation of how it is used. What kind of sentence that comes after and before those conjunctions. The writer believes that those suggestion can help the students minimize the conjunction errors in their writing. As a result, the students can write a text which is coherent, unified, and understandable.

5.2.2 For the Students

A half, 25, of third semester students of Widya Mandala Catholic University Surabaya do not know how to use the conjunctions correctly even though they know that the conjunctions help their writing to be coherent, unified, and understandable.

For that reason, they have to learn more about how to use the correct conjunction and what kind of clause come after and before the conjunctions. Reading the English literature more often helps the students learn how to use proper conjunctions.

5.2.3 For Further Studies

For the further studies, the writer suggests to analyze the use of conjunctions in the students handbooks, Junior High or Senior High. We know that the students use the handbooks, that are also used by the teachers in a school, as a primary source. With this in mind, we agree that the handbooks should not contain error materials including conjunction errors.

Moreover, since this study only used one topic for the students to write descriptive texts, the further studies may use various topics to give chances for the students to use more conjunctions.

The further studies may also be about the analysis in different text genres like procedure, narrative, anecdote, or report and also in different level of semester.

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