

CHAPTER V

SUMMARY, CONCLUSION, AND SUGGESTIONS

This chapter presented the summary, conclusion, and suggestions.

5.1 Summary and Conclusion

In order to accomplish the task to contribute to the society and the knowledge of a particular discipline, a teacher deals with academic writing in the form of research, articles, papers and many others. To get the academic writing published, a writer need to show the significance, this can be done in the introduction part. In introduction, the writer shows the gap that he wants to solve. In indicating the gap, he needs to make use of the adversative conjunctions correctly.

This study was intended to give benefits for all scholars, especially for those who write academic papers or researches. The study was different from the previous and related studies conducted, because the data of this study were written by non-native EFL teachers. This present study focused on adversative conjunction in the introduction part. In addition, the theories and the results of this study might give inputs for improvements of using the adversative conjunctions

In this study, the 20 introductions written by Indonesian EFL teachers from 2002 to 2011 were analyzed based on the categorization of Murcia and Freeman (1999). It was found out that 85% of the subjects misused the adversative conjunctions.

To avoid subjectivity of this study in interpreting the data, the writer did investigator triangulation to limit the subjectivity by having discussions about the analysis in this study to two persons as the co-analysts who had learned about the theories of adversative conjunctions. The writer discussed the data analysis with the two co-analysts. After the triangulation, the writer came out with the final decision of the data analysis in this study.

Adversative conjunctions have different functions that might be not realized by many writers. This fact is based on the finding that 85% of the writers misused the adversative conjunctions in their papers. The errors happened because of two possible causes: false-concept hypotheses of the target language itself and the interference of L1. False-concept hypothesis. This assumption may be caused by the perception that conjunctions are synonym or interchangeable as long as they are in the same category. The understanding that conjunctions are specific is important in English language teaching and learning. As discussed in Chapter II that in academic writing books, there is no explanation of particular conjunctions together with their functions. This way of modeling the use of conjunctions may result in false concept that at the end becomes errors in applying conjunctions. The second possible cause is the interference of L1. The subjects might compose the sentences in L1 which then translated into L2, including the conjunctions.

After finding out the possible causes of the errors, the writer evaluated the level of the errors, whether they belonged to global or local errors. The errors were in

the level of local errors; in other words, the errors did not hindrance the understanding of the message.

In conclusion, according to the findings in this study, the 17 teachers as the subjects of this study misused the adversative conjunctions brought to the inference that the errors occurred because the subjects had false-concept of particular conjunctions and lack of knowledge about the functions and contexts of conjunctions besides the difficulty of the adversative conjunctions themselves.

5.2 Suggestions

The writer would like to give suggestions to the next researchers, S1 English Department students and lecturers.

5.2.1 For Further Studies

Since this study only dealt with adversative conjunction in the introduction part of the academic writing, further studies can investigate the other class of conjunctions such as addtive (and, also, else, in addition, etc), causal (because of this, for this reason, on this basis, to this end, in that case, under the circumstances, in this respect, etc), and temporal (next, finally,a meanwhile, in conclusion, to resume, etc) in other part of the academic writing like in the body or in the conclusion. It is expected that by more studies on conjunctions, the understanding can be developed. Furthermore, the study in academic writing is needed to help scholars to write linguistically correct.

5.2.2 For English Teaching

It is suggested for Indonesian EFL teachers to learn more on conjunctions, especially the adversative conjunctions since their writing is the model for readers and specifically their students.

Later on, the teachers are also expected to teach of S1 English Department students to use to teach types and functions of conjunction, especially for the advanced students of English. The advanced students are expected to write academic writing during their study. Afterward, when they become teachers, they have the responsibility to write papers that acceptably in the content and also in the language used. By using correct conjunctions, one of the requirements is fulfilled. Therefore, conjunction should be taught to the advanced students.

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