

## **CHAPTER V**

### **CONCLUSION**

As the conclusion of this study, the writer would like to summarize everything discussed in the previous chapters. Then she would like to give some suggestions on how to overcome the problems found in this study

#### **5.1 Conclusion**

Being interested in how students used sentence variety in their writing, the writer decided to conduct a research to find out how students of writing IV, the last series of writing classes, begin their sentences. There were nine types of sentence beginnings namely Subject-first, infinitives phrases, present participle phrases, past participle phrases, prepositional phrases, adverbs, dependent clauses, transitional words, and inversions.

After collecting the data, the writer analyzed the data together with her triangulators. Then put them in the tables. She also found out the percentage of each beginning type used by the students and ranked them from the highest to the lowest.

There were 1410 sentences made by Writing IV students. The sentence beginnings were grouped into nine categories according to the theory of sentence variety by William & Blake. This study found out that most of Writing IV students used subject-first sentence with 63.26%. The second was transitional words with 10.64%. In the third place there were prepositional words with 9.79% of the sentences. The fourth was dependent clauses with 7.87% of the sentences.

In the fifth place, there were adverbs with 5.39 % of the sentences, followed by sentences with inversion which was 1.85% of the sentences, while sentences which began with infinitive phrases was 0.78% of the sentences, and sentences which began with present participles was 0.28% of the sentences, and the least sentence beginnings used by Writing IV students was past participles with 0.14% of all the sentences.

## **5.2 Suggestions**

The following suggestions are addressed to lecturers, the students, and further studies as well.

### **5.2.1 Suggestion for the Lecturers**

Writing lecturers can give students more exercises about sentence variety so that they can be accustomed to using sentence variety to begin their sentences. The lecturers can give them more worksheet about sentence variety especially about infinitives phrases, present participle phrases, and past participle phrases since less than one percent of the students use those types of sentence variety.

### **5.2.2 Suggestion for the Students**

The writer suggests that the students can find books in the library about exercise for grammar, so that the students can practice more and learn about sentence variety. The students can also go to Self-Access laboratory in Widya Mandala University to start self-learning activities and do worksheet about sentence variety. The students also can read books in English in order to improve their language skills since reading helps the students to write better.

### **5.2.3 Suggestion for Further Research**

The further researchers can analyze how students use other types of sentence variety. Further researchers can analyze sentence variety in the sentence length. The essays of the other writing classes can also be used as the source of data. Perhaps the further researcher could find the reason why most of the students begin their sentence with subject-first.

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