

CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter includes the conclusion of this study and also the suggestions.

5.1. Conclusion

After analyzing the argumentative compositions of the sixth semester students, the writer also interprets the findings. She gets many kinds of fallacies and many words that lead to fallacies. By looking at the tables, the writer concludes that most students express their ideas or opinions without enough evidences or using the strong words, such as *always* and *must*. The students also often make mistakes in connecting a cause and a result. Sometimes the cause and the result are not logically connected. So there are many conjunctions that are wrongly used, for example *because*, *so*, *as a result*, and also *therefore*. All in all, the highest presentage of fallacies and the words which lead to fallacies are caused by the way in expressing ideas or opinions.

5.2. Suggestions

The result of this study shows that the cause of

making fallacies is the way in expressing ideas or opinions. The statements that the students make appear to be logical but actually reflect error in the reasoning process. After looking at the conclusion stated above, the writer wants to suggest many ways in avoiding fallacies. First, before writing an argument, it is good for the students to practice making statements that do not reflect error in the reasoning process. They can read many theories on fallacies which are stated by different authors. The writing teacher also helps them in making the statements that do not reflect errors in reasoning process by explaining and giving them exercises. By doing this, hopefully the students can write good argumentative compositions without any errors in the reasoning process. Second, she wants to suggest that it is better for the sixth semester students to have the "Logika" subject which is presented in English and to use books on logic written in English. Therefore, before the argumentative writing is taught, the students have already understood how to think logically. This way can help the students avoid making fallacies in writing an argument. Third, the writer wants to suggest that the writing teacher also have to explain words which can lead to fallacies such as because, so, therefore, as a result, always, must and usually by giving examples and exercises

in making sentences that avoid the words which lead to fallacies.

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