

CHAPTER V

CONCLUSION

CHAPTER V

CONCLUSION

In this chapter, the writer would like to give the summary and conclusion of what has been discussed throughout this paper. In addition, she would give some suggestions related to this study.

5.1 Summary

In this study, the writer would like to reveal how far the students can apply their knowledge in writing unified compositions. She dealt with the third semester English Department students of Widya Mandala Catholic University as the subjects of this study and used their final test papers as the data of the study. Then, the writer analyzed those papers to see the unity in their compositions which covers the unity in each paragraph and the unity in the whole composition.

After analyzing the data through identifying topic sentence as well as the relationship between supporting sentences and the topic sentence of each paragraph, the writer found that most paragraphs were disunified while the rest of them were unified. There were two factors that made most paragraphs under study disunified. Firstly, the presence of more than one topic sentence caused some paragraphs under study disunified. Besides that, the other paragraphs were disunified because of the irrelevant relationship between some supporting sentences and the topic sentence.

From the analysis of the unity in the whole composition, it was found that all compositions under study were disunified. There were also some factors causing all compositions under report disunified. They are the absence of the thesis statement as the central idea of the whole composition in the introductory paragraph, the disunity in some paragraphs of composition, and the irrelevant relationship between one or two topic sentences and the thesis statement. Based on these factors, the writer categorized the disunified compositions under study into five models (see Chapter IV).

5.2 Conclusion

Based on the findings of this study, it can be concluded that all students under study have not been able to write unified compositions. Most of them wrote compositions without a thesis statement as the central idea of the whole composition. They also wrote one or two disunified paragraphs in their compositions. Besides that, those who wrote their compositions with one thesis statement provide their compositions with one or two paragraphs which are not related to the thesis statement.

Seeing that the students still have difficulties in writing unified compositions, it can be concluded that the writing teachers should make efforts to make the students able to create unity in their compositions.

5.3 Suggestions

Concerning the result of this study, the writer would like to give the following suggestions to the writing lectures, especially those who teach at the English Department of Widya Mandala Catholic University.

First, as it is difficult for the students to provide their compositions with one thesis statement, it is necessary for the teachers to train the students in forming thesis statement that will be developed in several paragraphs. Before asking them to form good thesis statement, the teachers can give them some examples of introductory paragraphs of which the thesis statement are stated.

Second, since the students find difficulties to elaborate the thesis statement into several topic sentences that must be directly related to it, the teachers may train the students by asking them to make an outline of a composition that shows how the thesis statement will be developed in several paragraphs with one topic sentence for each or how each topic sentence supports the thesis statement.

Third, the teachers should keep training the students to create unity in the paragraph for the result of this study shows that there were still one or two disunified paragraphs in most of their compositions. In this case, the teachers can show them some unified paragraphs so that they can see how unity can be achieved in those paragraphs. In addition, the teachers can give them some exercises by showing some disunified paragraphs and ask them to analyze and find out the factors that violate the unity in the paragraphs. From those paragraphs, it is hoped that the students know various factors that can make a paragraph disunified, such as the irrelevant supporting sentences and the presence

of more than one topic sentence in one paragraph. By knowing the factors that may violate the unity in the paragraph, the students are expected to be able to create unity in their paragraphs.

Fourth, the teachers may show the students a unified composition and ask them too see how it is developed well. Besides that, the teachers may ask them to analyze a disunified composition and find out the factors that violate the unity in that composition. Here, the students should be encouraged to be self correctors. They should also be encouraged to do some peer corrections, so that they will be more aware to find the factors.

Finally, it is also suggested that in further researches, this kind of study will be conducted in other kinds of writing, such as expository and argumentative writing.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Arnaudet , Martin L., and Marry Ellen Barret , 1981. Paragraph Development, Prentice Hall, Inc.
- Ary, Donald, et al., 1979. Introduction to Research in Education , Second Edition , New York : Holt,Rinehart and Winston.
- Best, John W., 1981. Research in Education , Prentice Hall, Inc.
- Brown, Clarence A. and Robert Zoellner , 1976. The Strategy of Composition, New York, The Ronald Pers Company.
- Coffey, Margaret Pogemiller , 1987. Communication Through Writing , Prentice Hall, Inc.
- Corbett, Edward P.J., 1982. The Little Rhetoric and Handbook , Scott , Foresman and Company.
- Daiker, Donald A . and Andrew Kerek , 1986 . The Writer's Options , Harper and Row , Publishers, Inc.
- Fawcett, Susan and Alvin Sanberg , 1984 . A Guide to Writing ; Evergreen , Houghton Mifflin Company.
- Goffman, Watkins, 1990 . Thinking to Write , Heinle and Heinle Publisher , A Division of Wardsworth, Inc.
- Hardaway, John and Francine Hardaway, 1977. Cohesion in English , London : Longman.
- Howell, James F. and Dean Memering , 1993 . Brief Hanbook for Writers , Prentice Hall Inc.
- Kiefer, Kate, 1983. Making Writing Work ; Effective Paragraphs , McGraw - Hill, Inc.
- Kolb Jr., Harold H., 1980. A Writer's Guide , Harcourt Brace Jovanovich , Inc.
- Langan, John, 1984. College Writing Skills , McGraw - Hill , Inc.
- Lannon, John M., 1992. The Writing Process , Harpercollins Publishers , Inc.
- Lorch, Sue, 1984. Basic Writing , Little Brown & Company (Canada) Limited.
- Marshal, C. and Rossman, G.B., 1989. Designing Qualitative Research , London: Sage Publications.
- Mc Mahan, Elizabeth and Susan Day , 1981 . The Writer's Rethoric , New York: McGraw-Hill Book Company.

- Miles, M.B. and Huberman, A.M., 1994. Qualitative Data Analysis, London : Sage Publications.
- Vivian, Charles H. and Bernetta M. Jackson, 1961. English Composition, New York : Barnes and Noble Books.
- Wiener, Harvey S., 1981. Creating Composition, McGraw- Hill Book Company.
- Willis, Hullon, 1964. Structure, Style, and Usage, Holt, Rinehart & Winston Inc.
- Yiyun, Luo, 1989. From Craft to Art - How to Teach Composition, English Teaching Forum, Vol. XXVII, October no. 4.