CHAPTER V

CONCLUSION AND SUGGESTIONS

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestions concerning with the used of the connectors in expressing chronological order in students' narrative compositions.

5.1. Conclusion

Writing which is one of the four language skills (speaking, writing, reading and listening) is the encoding process whereby we communicate our ideas, thoughts or feelings through one or the other forms of language. Writing is usually divided into exposition, description, narration, persuasion and argumentation (Vivian, 1961:4). In writing a composition, the students should consider several factors, one of them is the connectors. There are many kinds of connectors. In this study, the writer focuses on the narrative writing. She analysed the students' connectors that expressed chronological order in students' narrative composition.

This study had two objectives. Firstly, was to find out the connectors that were used by the students in making a good chronological order in the narrative composition. Secondly, was to find out the students' reasons for choosing those connectors.

The subjects of this study was 15 narrative compositions of the second semester students of Widya Mandala University. She got the data by asking the students to write a narrative composition about the unforgettable experience in their life. After that, the writer identified the connectors and counted the frequency of the connectors. Then, she

found the most frequently used and least frequently used of the connectors. After that, she

gave the students questionnaires about their reason in using the most frequently used and

the least frequently used connectors. She used the restropection technique in getting the

data.

After the writer has analyzed the compositions, she found out that from 15

narrative compositions made by the second semester students of the English Department,

there were totally 24 connectors that express chronological order in the compositions.

From 15 compositions there were 11 students used **when** in their composition, so **when**

was the most frequently used connector and 7 students used the least connectors : **since**

that time, few days later, by the time, but when, since, but before, before that. The

most students' reason for using **when** in their composition was because it was appropriate

with the sentence, to show the chronological order and it is general.

From the analysis, the writer noticed that sometimes students used the same

connectors in many times. It may have been caused by the frequency of input from their

environment. They often read and hear those connectors. Besides, they have lack of

vocabulary of the connectors. That is why they just use the connectors that they know or

that come up in their mind.

5.2. Suggestion

Based on the findings discussed so far, the following suggestions are given to the

writing lecturers especially those who teach at the English Department of Widya Mandala

University.

First, since the main difficulties is about using the connectors in the composition, it is necessary for the teachers to expose their students to sources of input using variety of connectors. It can be done by giving them passages that contain various connectors and let them read the passages. Besides that, the students may listen to the cassette that contains stories or events. The stories shoud contain connectors.

Second, in this study the writer focuses on the narrative composition, so hopefully before the teacher asks the students to write narrative composition, the teacher should give a narrative pattern and the main points in the narrative composition that includes chronological order and the transitional signal (connectors).

For the students, the writer also suggests that they enrich their vocabulary, especially for the connectors. It can be done by reading a lot of passages or books that contains connectors. Besides that, they should be more creative in using the connectors in writing a composition.

For the other researchers who are interested in the same topic as the writer has done, she suggests that next research involve more subjects from a wider range of proficiency. Besides that, they should use other procedures of data collecting, such as instropection. The researcher may get the data by doing interview with the subjects shortly after they finish the tasks.

BIBLIOGRAPHY

BIBLIOGRAPHY

Angelo, Frank.1980. **Process and Thought in Composition.** New York. John
    Wiley and Sons.

Brooks, Cleanth and Robert Penn Warren. 1979. **Modern Rhetoric.** New York:
    Harcout   Brave J.

Brown,Clarence A.and Robert Zoeiner. 1968.**The Strategy of Composition
    Rhetoric with   Readings.** New York:Ronald Press.

Brown, Douglas H. 1987. **Principle of Language Learning and Teaching.**
    Englewood cliffts, N.J. Prentice-Hall.

Cohen, Andrew D. 1990. **Language Learning.** Boston Massachusetts. Heinle
    and Heinle.

Coffey, Pagemiller and Margaret. 1987. **Communication Through Writing.**
    Englewood cliffts. Prentice-Hall.

Decker, Randall E. 1992.**Pattern of Exposition.** New York:Hasper.

Dulay, Heidi. 1982. **Language Two.** New York. Oxford University Press.

Erlianawati, Widia. 1993. **An Analysis of Coherence Devices on the
    Argumentative Writing of the Sixth Semester Students of English
    Department of Widya Mandala University.**Unpublished S1 Widya Mandala
    University thesis.

Feng Xing, Zhang and Chen Shih J.n. 1989. Technique to Teach Writing. **English
    Teaching Forum.** Vol. XXVII, No. 1 Jan.

Fassler, Barbara walvoord. 1985. **Writing: Strategies for All Disciplines.** New
    Jersey. Prentice-Hall.

Heffernan, James A.W and Lincoln, John E. 1980. **Writing : A College
    Handbook.** New York:Nortone and Co.

Irmscher, William F. 1969. **Ways of Writing.** New York. McGrow Hill Book
Kane, John and George Peters. 1980. **A Suggested Approach to Writing.**
    Washington DC: US Information Agency.