

## Chapter Five

### Conclusion and Recommendation

There are two parts in this section those are conclusion and recommendation. Finally the researcher concludes from the first chapter until the fourth chapter. In recommendations the researcher will discuss about recommendation for the learners, lecturers, and next researchers.

#### Conclusion

Writing is one of four skills that should be owned in learning English. Meanwhile, writing is not easy to master. In writing there are parts of speech that should be studied by the learner. One of parts of speech that is important in writing is conjunction. Conjunction is a word for connecting other words, phrases, clauses or sentences. In writing we need conjunction to make the word or clause has connection to each others. Apparently the learner still made error in using conjunction. To analyze errors on using conjunction we need error analysis.

The purpose of this research is to find out the student common error on the use of conjunction and find out the types of error that occur that most frequently in students' writing at EED of UMY. There are four types of conjunction namely, additive, adversative, causal, and temporal (Halliday & Hasan, 1976). However the researcher only focused on adversative conjunction (*but*), additive conjunction (*and, or*), and causal conjunction (*because, so*).

This research used quantitative research methodology, and used error analysis as a method in finding the error. The researcher chose student of EED

UMY in academic year 2015/2016 as respondents. To collect the data, the researcher used document analysis. There were 140 recount texts that were analyzed by the researcher. The researcher also used SPSS to analyze the data.

The finding shows that from 140 recount texts there are 2.800 sentences. There are 258 error sentences on the use of conjunction *but*, *and*, *or*, *because*, and *so*. The most frequently errors occurred on the use of conjunction in students' writing was conjunction *and* (40,31%), followed by *but* (27,52%), *so* (26,74%), *because* (5,04%), and *or* (0,39%). In addition, the most frequent types of errors occurred was misuse (65,50%), followed by omission (15,89%), redundant repetition (10,47%), and unnecessary addition (8,14%).

### **Recommendation**

Based on the result about an error analysis on the use of conjunction in student writing at English Education Department of Univeristas Muhammadiyah Yogyakarta, the researcher provides some recommendations for learner, lecturer, and the next researcher.

**For the learner.** The learners are recommended to learn more about conjunction, because conjunction took an important role in writing. If the writer uses conjunction incorrectly in the text, the meaning and relation of the text will not be logic. The learner also should not write conjunction to begin the sentence, because the finding shows that most of error in their writing because they begin a sentence with conjunction *but*, *and*, *or*, and *so*.

**For the lecturer.** The lecturers are recommended to give more explanation about conjunction to the learner. The lecturer also should give explanation about type of error in conjunction and how to use each conjunction on the sentence. The lecturer should teach the learner to differentiate between conjunction *and* and *or*, *so* and *because*, *but* and *yet*, and other similar conjunction. Beside that the lecturer should give feedback from students' writing assignment that relate to the use of conjunction, so the learner will know their error on the use of conjunction. Without feedback from the lecturer, the learner will never know if they made an error in conjunction.

**For the next researcher.** The next researchers who will conduct the same research about conjunction can use other conjunctions beside *but*, *and*, *or*, *because*, and *so*. There are other conjunctions that can be studied for the next researchers. The next researcher is recommended to use other way to collect the data, for the example holding a writing test. Also, the researcher recommends the next researcher to use argumentative essay as data, because in argumentative essay there are various conjunctions that will be found.