

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

After analyzing the data in the form of 600 sentences written by the second semester students to complete the chunked sentences, it can be concluded as follows:

- 1) The dominant sentence pattern applied by the students through their anticipatory abilities in Category 1 was taken by Verb Phrase (37.6%) followed by Sentence (19.3%) and, Noun Phrase (18%) belonging to Category 1 (chunked sentences without context).
- 2) The dominant sentence pattern in Category 2 (chunked sentences with context) was taken by Verb Phrase (84%) followed by Sentence (10%) and Modal Verb Phrase (5%).
- 3) There were more verbs used in Category 2 (113 verbs) as compared with Category 1 (98 verbs) with the overlapping words (similar verbs) as many as 25 verbs.
- 4) The choice of low frequency words in Category 2 was influenced by the context provided in the sentences.
- 5) The sentences without context led the students to be more creative in constructing sentences as shown by the percentage in Category 1 (19.3%) as compared with Category 2 (10%).

## **B. The Suggestions**

For the benefit of students and teachers at large, the following suggestions can be offered:

- 1) To enhance the learning process especially in the area of writing, the students' anticipatory abilities should be challenged by giving them chunked sentences to complete either without context or with context,
- 2) When the purpose of improving the students' vocabulary, the chunked sentences with context will be preferable because the context leads them to be creative in searching for low frequency verbs.
- 3) When the purpose of making the students able to construct long sentences, the chunked sentences without context will be preferable.
- 4) It is clear that students have the anticipatory abilities in completing given sentences, therefore, their mistakes should not be the blockage to their creativity in constructing sentences as long as possible.