

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After analyzing the types of conjunction and the use of conjunction by vocational high school students in their descriptive writing, the conclusions can be drawn as the following:

1. The types of conjunction which were used by the students in writing descriptive text are additive, adversative, and causal. Temporal conjunction is not found in the data being analyzed. The additive conjunction was the predominant of conjunction used by the students in descriptive writing compared to other types. Adversative conjunction shares the same amount of number with causal conjunction.
2. The use of conjunction with overall data was not accordingly used by the students. A conjunction such as “but”, should be used to show the contradiction between the idea, but in this study, the students use it as an affirmation of the idea in their descriptive writing. The researcher concluded 103 conjunctions in the data were corresponding to the structural relation of the sentence or simple additive relation and 2 conjunctions in the data were not corresponding to the structural relation of the sentence or complex additive relation. In the use of adversative conjunction by the students, the researcher concluded 8 utilizations in the data that were not contrasting the writer's structure relation on the sentence or complex adversative relation. The researcher concluded 8 times usage of causal conjunction by the students

in student's descriptive writing and all of it corresponded to the structure relation of the sentence or simple causal relation.

## **B. Suggestions**

### **1. The Teacher**

The teacher is supposed to give more explanation and knowledge related to the conjunction based on Halliday and Hassan (1976). The focus is in the use of conjunction in sentence. The application of conjunction in the students' text is to make the students more understand especially in this case is descriptive text. With the knowledge related to conjunction the students can compose text more cohesive.

### **2. The Students**

The students are expected to learn about grammatical cohesion especially in conjunction. Not all of the students know the use of conjunction in theoretically but sometime they can apply it in their writing. Because when the students know the use of conjunction properly, it helps the students compose a descriptive text as well.

### **3. The Other**

Researcher for the other researcher who wants to conduct an analysis research is expected to master the materials which want to be analyzed to make the composing of analysis research easier.