

CHAPTER V

CONCLUSION AND SUGGESTION

There are two points in this chapter. They are conclusions and suggestions.

5.1 Conclusion

Based on the results of data analysis that have been discussed in the previous chapter, the researcher makes some conclusions about the second grade student ability to identify conjunction in analytical exposition text at SMAN 1 Ranah Batahan Silaping as follows:

1. In general, the third-year students have poor ability in identifying conjunction in analytical exposition text at the SMAN 1 Ranah Batahan Silaping. It was indicated by the data that more than 50% students had poor ability. In detail, there were 1 (2.86%) student had very good ability, 1 (2.86%) students had good ability, 1 (2.86%) students had moderate ability, and 32 (91.43%) students had poor ability in identifying conjunction in analytical exposition text.
2. The second-grade students' ability in identifying coordinating conjunction in analytical exposition text was poor. It was supported by the fact that 32(91.43%) students had poor ability.
3. The second-grade students ability in identifying subordinating conjunction questions in analytical exposition text was still poor. It was proved by the fact that more than a half 26 (74.29%) students had poor ability.
4. The second grade students ability in identifying correlative conjunction in analytical exposition text was poor. It was represented by the fact that 33 (94.29%) students had poor ability.

5.2 Suggestions

Based on the conclusions above, the writer would like to offer several suggestions:

1. To the teacher

The students demonstrated poor ability in identifying conjunctions, including coordinating, subordinating, and correlative conjunctions. It is recommended that teachers provide more in-depth explanations on how to identify these conjunctions. For example, teachers could use topics such as the benefits of using smartphones, the advantages of laptops, the role of virtual reality in education, etc. This will help students understand the use of conjunctions in analytical exposition texts more effectively.

2. To the students

Students are encouraged to pay closer attention to the teacher's explanations about conjunctions in analytical exposition texts. They should practice writing and reading analytical exposition texts using conjunctions correctly. Additionally, students need to engage in more exercises related to identifying type conjunction in analytical exposition text.

3. To the researchers

The researcher encourages future studies to further investigate related topics, particularly focusing on students' abilities to identify conjunctions in analytical exposition texts across various contexts.

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