

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter deals with how the present study provides a conclusion concerning the use of transitional phrases in student writing of SMA IT Darul Hikmah, Bekasi. This is followed with several recommendations in respect to the limitations of the study that can be improved by the next research in the area of transitional phrases in English writing.

5.1 Conclusions

In general, it can be concluded, despite the weaknesses of the study, that the use of transitional phrases in English writing of SMA IT Darul Hikmah, Bekasi is still low. This is indicated by the fact that students used only few examples of the transitional phrases proposed in the literature review of the present study, namely *“in addition”*, *“and”*, *“likewise”*, *“too”*, *“not only...but also”*, *“additionally”*, *“also”*, *“besides”*, *“again”*, and *“moreover”* which belong to addition transitional phrases; *“while”*, *“after”*, *“and then”*, *“meanwhile”*, *“during”*, *“from time to time”*, *“later”*, *“first”*, *“now”*, *“at the present time”*, and *“until”* which belong to time transitional phrases; *“here”*, *“there”*, *“wherever”*, *“nearby”*, *“beyond”*, *“adjacent to”*, *“above”*, *“below”*, *“opposite to”*, and *“behind”* which belong to place transitional phrases; *“to illustrate”*, *“for example”*, *“specifically”*, *“e.g.”*, *“as an illustration”*, *“as an example”*, *“in particular”*, *“such as”*, *“to*

demonstrate”, and *“for instance”* which belong to exemplification transitional phrases; *“in like manner”*, *“by the same token”*, *“likewise”*, *“similarly”*, *“in the same way”*, *“in similar fashion”*, *“just as”*, *“neither”*, *“comparable to”*, and *“in conjunction with this”* which belong to comparison transitional phrases; *“yet”*, *“nonetheless”*, *“however”*, *“after all”*, *“though”*, *“nevertheless”*, *“but”*, *“otherwise”*, *“on the other hand”*, and *“on the contrary”* which belong to contrast transitional phrases; *“that is to say”*, *“to put it another way”*, *“seems clear from this”*, *“to clarify”*, *“to explain”*, *“stated differently”*, *“in other words”*, *“simply stated”*, *“in another way”*, and *“to rephrase it”* which belong to clarification transitional phrases; *“because”*, *“since”*, *“on account of”*, *“on the condition that”*, *“even if”*, *“due to”*, *“while”*, *“because of”*, *“in that case”*, and *“for that reason”* which belong to cause transitional phrases; *“therefore”*, *“thereupon”*, *“thus”*, *“consequently”*, *“hence”*, *“accordingly”*, *“as a result”*, *“in that case”*, *“henceforth”*, and *“under those circumstances”* which belong to effect transitional phrases; *“in order that”*, *“in order”*, *“so”*, *“for this purpose”*, *“for the purpose of”*, *“for that purpose”*, *“so that”*, *“to that end”*, *“to this end”*, and *“in order to”* which belong to purpose transitional phrases; *“indeed”*, *“certainly”*, *“it is important that”*, *“for sure”*, *“to be sure”*, *“it is true that”*, *“in fact”*, *“of course”*, *“without doubt”*, and *“it is true that”* which belong to emphasis transitional phrases; *“to summarize”*, *“in conclusion”*, *“to conclude”*, *“finally”*, *“ultimately”*, *“in a summary”*, *“to sum up”*, *“in brief”*, *“in summary”*, and *“in short”* which belong to conclusion transitional

phrases. However, of all the examples of all the types of transitional phrases proposed in the literature review of the present study, there are only four types of transitional phrases appear in two of three groups of the present study. It means that only four of twelve types of transitional phrases are occasionally used in the students' English writing, namely "and" which belongs to transitional phrase of addition; "in", "from", and "there" which belong to transitional phrases of place; "because" which belongs to transitional phrase of cause; and "for" which belongs to transitional phrase of effect. This infers that most of the students understand only few examples of transitional phrases.

In another side, their teacher argued that generally he has already taught them about transitional phrases to his students. This proof is taken from the interview transcript. This could be considered that even though he has taught them about the use of transitional phrases, the drilling is not strong enough to stimulate the students to be aware in using appropriate transitional phrases, especially in English writing. Also, most of the students admit that they have lack of vocabulary related to the examples of transitional phrases which could affect their inability in using various examples of transitional phrases.

5.2 Recommendations

This study focuses on finding out the frequency of the occurrences of transitional phrases in the students' writing in Senior High School level,

especially at SMA IT Darul Hikmah, Bekasi. The frequency of the occurrences consisted of the appropriate and inappropriate forms of transitional phrases only in the students' writing which has been analyzed by using the micro skills criteria for assessing the writing proposed in the literature review.

Also, this study does not emerge all examples of transitional phrases in the questionnaire and interview sessions. This study just uses two examples as the representatives of each type of transitional phrases that have been proposed in the literature review.

The unstated examples are "*in addition*", "*likewise*", "*too*", "*additionally*", "*also*", "*besides*", "*again*", and "*moreover*" which belong to addition transitional phrases. Therefore, this study recommends other later researches focusing on this topic to emerge all examples of transitional phrases of addition during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

Besides not emerging the examples of transitional phrases of addition, this study does not emerge all examples of the transitional phrases of time, such as "*while*", "*after*", "*meanwhile*", "*from time to time*", "*later*", "*first*", "*now*", "*at the present time*", and "*until*". Therefore, this study recommends other later researches focusing on this topic to emerge all examples of transitional phrases of place during the questionnaire and interview sessions.

This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

The other unstated examples are “*there*”, “*wherever*”, “*nearby*”, “*beyond*”, “*adjacent to*”, “*above*”, “*opposite to*”, and “*below*” which belong to transitional phrases of place. Thus, this study recommends other later researches focusing on this topic to emerge all examples of transitional phrases of time during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

Besides not emerging the examples of transitional phrase of addition, time, and place, this study does not emerge all examples of transitional phrase of exemplification such as “*to illustrate*”, “*specifically*”, “*e.g.*”, “*as an illustration*”, “*as an example*”, “*in particular*”, “*to demonstrate*”, and “*for instance*”. Therefore, this study recommends other later researches focusing on this topic to emerge all examples of transitional phrases of exemplification during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

Besides that, this study does not emerge other examples of transitional phrase of comparison, such as “*in like manner*”, “*by the same token*”,

“likewise”, “similarly”, “in similar fashion”, “just as”, “comparable to”, and “in conjunction with this”. Hence, this study also recommends other later researches focusing on this topic to emerge all examples of transitional phrases of comparison during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

The other unstated examples are *“yet”, “nonetheless”, “after all”, “though”, “nevertheless”, “otherwise”, “on the other hand”, and “on the contrary”* which belong to contrast transitional phrases. Therefore, this study recommends other later researches focusing on this topic to emerge all examples of transitional phrases of contrast during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

Besides that, this study does not emerge all examples of transitional phrase of clarification, such as *“that is to say”, “to put it another way”, “seems clear from this”, “to clarify”, “to explain”, “stated differently”, “simply stated”, and “to rephrase it”*. Thus, this study recommends other later researches focusing on this topic to emerge all examples of transitional phrases of clarification during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the

participants are able enough to use the transitional phrases or not in making their writing.

Besides that, this study does not emerge all examples of transitional phrase of cause, such as *“on account of”, “on the condition that”, “even if”, “due to”, “while”, “because of”, “in that case”, and “for that reason”*. Hence, this study recommends other later researches focusing on this topic to emerge all examples of transitional phrases of cause during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

Besides not emerging all examples of transitional phrase of addition, time, place, exemplification, comparison, contrast, clarification, and cause, this study does not emerge all examples of transitional phrase of effect, such as *“thereupon”, “thus”, “consequently”, “hence”, “accordingly”, “in that case”, “henceforth”, and “under those circumstances”*. Hence, this study recommends an improvement for other later researches focusing on this topic to emerge all examples of transitional phrases of time during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

The other unstated examples are *“in order that”, “in order”, “so”, “for this purpose”, “for the purpose of”, “for that purpose”, “to that end”, and “to this end”* which belong to purpose transitional phrases. Thus, this study

recommends other later researches focusing on this topic to emerge all examples of transitional phrases of purpose during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

Besides that, this study does not emerge all examples of transitional phrase of emphasis such as "*certainly*", "*for sure*", "*to be sure*", "*it is true that*", "*of course*", "*without doubt*", and "*it is true that*" which belong to emphasis transitional phrases. As a result, this study recommends other later researches focusing on this topic to emerge all examples of transitional phrases of emphasis during the questionnaire and interview sessions. This recommendation is taken to gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

Besides not emerging the examples of transitional phrase of addition, time, place, exemplification, comparison, contrast, clarification, cause, effect, purpose, and emphasis, this study does not emerge all examples of transitional phrase of conclusion, such as "*to summarize*", "*to conclude*", "*finally*", "*ultimately*", "*to sum up*", "*in brief*", and "*in summary*". Therefore, this study recommends other later researches focusing on this topic to emerge all examples of transitional phrases of conclusion during the questionnaire and interview sessions. This recommendation is taken to

gather deeper information whether the participants are able enough to use the transitional phrases or not in making their writing.

In conclusion, for later studies, these weaknesses should be covered and improved by emerging all examples of all types of transitional phrases in the questionnaire and even in the interview in order to obtain deeper information of students' knowledge toward the use of transitional phrases in English writing.

Besides recommending an improvement for the later studies, this study would recommend the teachers provide more practices for students to make writing by using appropriate and various transitional phrases. Because by accustoming the students to write effectively, they could gradually make a better writing progress.