

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

The ideas between sentence, sentences or paragraph will coherence if the use of conjunction is correct. Therefore, relating to the finding and discussions of the using of conjunctions in students' thesis background research, the writer presents some conclusions as following.

In this research, the writer find the conjunction used are : and, or, although, even though, as, that, which, when, after, thus, so, therefore, besides, furthermore, who, what, therefore, due, where, because, however, but, who, which, if, how, what, such as, before, that is why, so that, besides, before, moreover, whether, hence. furthermore, the types of conjunction are non basic conjunction, subordinate conjunction, subordinate that express consequence in time, subordinate that express result consequence, subordinate that express cause/reason, subordinate that express circumstances, subordinate that express cohesion, subordinate advertise conjunction, subordinate additive conjunction.

The most used of conjunction in students' thesis background is *and* with *that*. It means the students much more recognize the way adding the ideas with conjunction *and* even actually the students can use *as well as*. Conjunction *that is* the most use to connect the ideas in statement, in which the writer can create use *who* for persons or *where* for place.

In this research, the writer found that the students thesis background use many conjunctions to connect the ideas between words, sentence, sentences or paragraph like

using *but* or *however*, *though* or *although*, *so* or *thus* or *therefore*, *due*, *because* or *the reason*.

The less use of conjunction in students background are ; the words to connect between paragraph such as *further* or *furthermore*, *additionally*, *meanwhile*, *in addition*, *moreover*, or *also*.

## **5.2 Suggestions**

Based on the finding of this research, the writer presents some following suggestions that may be able to facilitate for English students as the teachers candidate, readers, and the next researcher.

These are some points of suggestion:

1. To the EFL students can use this research as feedback for them to use figurative language in traditional songs to enrich learning English especially in linguistics.
2. Students – teacher at teacher training institution would be well informed on the progress in teaching area.
3. For further research is a comparative analysis of pupils where some are using figurative language in traditional songs and where some are not figurative language in traditional songs in showing the rich of traditional culture learning English.

Based on the finding of this research, the writer presents some following suggestions that may be able to facilitate for English students as the teachers candidate , readers, and the next researcher.