

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research finding and discussion. Moreover, it also presents the suggestions for the English lecturer, students, and further researcher who want to study about discourse markers.

A. Conclusion

The conclusion in this study is based on the research problems and findings that are found. From the research findings, the writer can draw some points of conclusion as follow:

1. There are four types of discourse markers by Bruce Fraser that used in the research background. Those are *Contrastive Markers*, *Elaborative Markers*, *Inferential Markers*, and *Temporal Markers*. the most occurrences are from *Inferential Markers*, with 35 occurrences, with the discourse markers *so that*, *because*, *therefore*, and *hence*. The most *Inferential Markers* that occur are *so that* with the 14 occurrences. Then, the researcher found 15 occurrences of *Contrastive Marker* with the discourse markers *but*, *on the other hand*, *however*, *on the contrary*, and *whereas*. The *Contrastive Markers* that most occur are *but* with 7 occurrences. And then, the researcher found 14 occurrences of *Elaborative Markers* with discourse markers *and*, *moreover*, and *besides*. The *Elaborative Markers* that most occur are *and*, with 6

occurrences. Finally, the researcher found 5 occurrences of *Temporal Markers* with discourse markers *meanwhile*, *then*, and *while*. The *Temporal Markers* that most occur are *meanwhile*, the occurrences are 3 occurrences. From all of discourse markers, *so that* has most occurrences in this research because when a writer make a research background, they need to make a conclusion for their statement or others explanation related to their reason of their research background.

2. All of 69 data on the use of discourse markers concord with the function in the sentences, it means that all of students in STAIN Kediri can use the discourse markers correctly, because they can put the discourse markers and connect it correctly. So, it made their sentences become concord.

B. SUGGESTIONS

The research is far from perfectness, by the result of this research, the researcher hopes:

1. For the English teacher

By knowing the result of this study, the researcher hopes that the result of the study will be useful for the teacher to more understand about discourse markers. The teacher needs to know what are discourse markers and what is the function of discourse markers. It becomes basic of knowledge to know more about discourse markers, because discourse

markers are the part of writing a text. If the teacher knows more about discourse markers, it makes their writing better.

2. For the Students

The result of this study hopefully can improve writing skill of the students and give more knowledge about discourse markers, because without discourse markers they cannot make their sentences concord and it can maintain the coherence and unity of their text. So, the students need to learn more to make their writing better.

3. For the next Researcher

The researcher offer some suggestion that the next researcher would find the newest research about discourse markers, more innovative, and hopefully the next researcher are able to get understanding in discourse analysis. For the example, in discourse markers and from the result of this study, hopefully this research can becomes a beneficial contribution and relevant reference, who will analyze the same case.