THE STRUCTURES OF THESIS CONCLUSIONS WRITTEN BY UNDERGRADUATE STUDENTS OF ENGLISH DEPARTMENT

A THESIS

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APPROVAL SHEET

(I)

This thesis entitled **The Structures of Thesis Conclusions Written by Undergraduate Students of English Department** prepared and submitted by Kristanti Wijayanto (8212710042) has been approved to be examined by the Thesis Board of Examiners.

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This thesis entitled **The Structures of Thesis Conclusions Written by Undergraduate Students of English Department** prepared and submitted by Kristanti Wijayanto (8212710042) has been approved and examined by the Thesis Board of Examiners.

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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, January 14th 2012

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ABSTRACT

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The competency to write a good academic writing is very important for students. Students need to have enough knowledge and skills to make good academic writings. After making many writings during their study periods, at last they have to write a thesis as a partial fulfillment of the requirements for their degree. However, too little attention has been paid to academic writing, particularly thesis conclusions, so the writer decided to conduct a research on students' thesis conclusions.

The purposes of this study are to investigate the structures of undergraduate students' thesis conclusions and to investigate the lexical phrases of undergraduate students' thesis conclusions. This study uses descriptive qualitative research approach. In this investigation, the writer used documents as the data, so this investigation is a documentary study. In this study, the writer used 20 undergraduate English Department academic year 2006 students' thesis conclusions as the source of data. This study is dealing with text analysis particularly discourse analysis. The instrument of this study is the writer herself and the tool of this study is a template of Typical Structure by Bunton (Paltridge & Starfield, 2007).

This study reveals that there are 16 types of structures found in the students' thesis conclusions and there is no thesis conclusion of the students which exactly matched the Bunton template of thesis conclusion structure. Those 16 types of structures can be classified into three major types of structures. They are (a) I-C-R (Introductory statement-Consolidation of the research space-Recommendations and implications) (b) I-C-I-R (Introductory statement-Consolidation of the research space- Introductory statement-Recommendations and implications) (c) C-I-R (Consolidation of the research space-Introductory statement-Recommendations and implications). The most common type from the 20 undergraduate English Department academic year 2006 students' thesis conclusions is I-C-R (Introductory statement-Consolidation of the research space-Recommendations and implications) which has 14 variations. The other two types of structures have no variation. Moreover, from the 20 undergraduate English Department academic year 2006 students' thesis conclusions, 19 thesis conclusions have incomplete subsections based on Bunton template and only one thesis conclusion has complete subsections based on Bunton template. It is Data 17. Furthermore, the missing subsections in the 20 undergraduate English Department academic year 2006 students' thesis conclusions are mostly Research Questions or hypotheses (RQ). Research Questions or hypotheses (RQ) may be considered as important parts in thesis conclusions. In addition, this study reveals some lexical phrases which are often used by the undergraduate students of

English Department Widya Mandala Catholic University. Many variations of lexical phrases are used to express the subsections in each section of students' thesis conclusions. All lexical phrases are appropriate to the functions.

The current findings add substantially to our understanding of the causes why the students did not follow the logical pattern of thesis conclusion. First, they did not get any references about how to make a logical thesis conclusion. Second, the students might be just following the previous thesis conclusions' structures when they made their own thesis conclusions.

The current study is limited by time, so the writer did not go deeper in the discussion of languages of students' thesis conclusions. Future researcher might investigate the undergraduate English Department year 2007 students' thesis conclusions. Moreover, future researchers can compare the undergraduate students' thesis conclusions and the graduate students' thesis conclusions in terms of the structures and the languages or lexical phrases. Next, further investigation may investigate other parts of thesis, such as Discussion.