

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion of what have previously been discussed and some suggestions regarding this study.

5.1 Conclusion

The competency to write a good academic writing is very important for students. During their study periods, students have to make many writings. Students have to write to do their assignments and their exams during their study period. Then, in their last year they have to write a thesis as partial fulfillment of the requirements for their degree. So far, however, there has been little discussion about academic writing, especially thesis conclusion, so the writer decided to conduct research on students' thesis conclusions.

The purposes of the current study are to investigate the structures of undergraduate students' thesis conclusions and to investigate the lexical phrases of undergraduate students' thesis conclusions.

There are two research questions in this study. They are:

- (a) What are the structures of undergraduate students' thesis conclusions?
- (b) What are 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 the document files, 20 undergraduate English Department academic year 2006 students' thesis

conclusions. 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 (Bunton, 2005 in Paltridge & Starfield, 2007). The writer analyzed the data based on the template.

The most obvious finding emerging from this study is 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 (Bunton, 2005 in Paltridge & Starfield, 2007). 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.

In addition, 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.

Moreover, 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. If the Research Questions or hypotheses (RQ) are not stated in the thesis conclusion, the readers may be unable to understand what the Research Questions or hypotheses (RQ) in the thesis exactly are. In consequences, the missing of Research Questions or hypotheses (RQ) gives significant impacts to the readers in gaining information from the thesis conclusions.

Furthermore, this study finds that generally there are 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.

5.2 Suggestions

5.2.1 For Future Research

The writer would like to suggest other researchers to conduct further studies on this topic. Future research may investigate the same topic, but with different data, for example: future researcher might investigate the undergraduate English Department year 2007 students' thesis conclusions, so that the result will be more valid. In addition, it will be interesting to compare the undergraduate students' thesis conclusions and the graduate students' thesis conclusions in terms

of the structures and the languages or lexical phrases. Moreover, further investigation into other part of thesis, such as Discussion is strongly recommended.

5.2.2 For Practical Implications

The findings of this study have a number of important implications for future practice, for the lecturers and for the thesis advisors of Widya Mandala Catholic University Undergraduate School

a. For the lecturers

The evidence from this study suggests that the lecturers should teach how to write a thesis conclusion and give more references about writing thesis conclusion because there is no thesis conclusion of the students which exactly matched the Bunton template of thesis conclusion structure.

b. For thesis advisors of Widya Mandala Catholic University

The results of this research support the idea that the thesis advisors should give some advice to the advisees in making their thesis conclusions. So, students' thesis conclusions might have sufficient information needed and the thesis conclusions could be constructed in the logical way.

5.2.3 Limitation of the Study

The current investigation is limited by time, so the writer did not go deeper in the discussion of languages of students' thesis conclusions. The writer suggests next researchers to go deeper in the discussion of languages of students' thesis conclusions when they conduct research on the same topic.

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