

**STUDENTS' THESIS CONCLUSIONS: THE GENERIC
STRUCTURE AND THE USE OF MODAL VERBS**

A THESIS



By

Benedicta Avena

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2019**

Students' Thesis Conclusions: The Generic Structure and the Use of Modal Verbs

A THESIS

Presented to Faculty of Teacher Training and Education
Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for the Degree of *Sarjana
Pendidikan* in Teaching English as a Foreign Language



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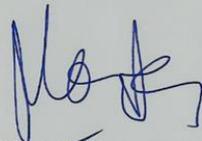
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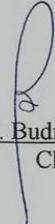


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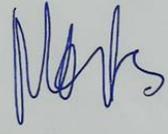
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This thesis was made for the purpose of completing the requirement for the Degree of *Sarjana Pendidikan* in teaching English as a foreign language. The thesis consists of the writer's study about analyzing the generic structure and the use of modal verbs of English Department students' thesis conclusions. Throughout the process of constructing the idea and choosing the topic until the finishing of this thesis, the writer has received great support from the people around her, and she would like to express her gratitude to them.

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The Writer

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ABSTRACT

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Keywords : Thesis Conclusion, Generic Structure, Modal Verbs.

According to Bunton (2005), a thesis conclusion should have three sections: introductory statement, consolidation of research space, and recommendations and implications. To express different parts of the conclusions, the authors may use various types of modal verbs. Biber (1988) differentiates modal verbs into three: possibility modals, necessity modals, and predictive modals. This thesis deals with the generic structure and the use of modal verbs in thesis conclusions. The two questions that lead to this current inquiry are: does the generic structure of thesis conclusions written by English Department students follow the thesis-oriented conclusions by Bunton (2005); and how are the modal verbs used in thesis conclusions written by English Department students.

To answer the two questions, the data were collected from Widya Mandala Catholic University Surabaya repository. Out of 899 theses, 24 thesis conclusions were chosen (12 qualitative studies and 12 quantitative studies). The writer, as the instrument, analyzed each thesis conclusion. The writer first analyzed the generic structure, followed by counting the modal verbs used and analyzing the use of the modal verbs on each sentence.

The result showed that the thesis conclusions written by the students of English Department followed the thesis-oriented theory; however, they were incomplete. There were some parts missing or not stated. The beginning of the conclusions mostly mentioned the summary of results/findings and claims instead of starting the chapter by restating the problem/reason of conducting the study. The modal verbs were also limited to only 3 out of 10 being the most frequently used by the students. Nevertheless, the modal verbs used in each sentence were according to the theory of Biber. In conclusion, the students of English Department have to learn more on how to make a proper thesis conclusion. Also, they have to enrich their knowledge on how to use modal verbs to enhance their writing.