

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the purpose of the study, the research questions, the related literature, the definition of terms, and the limitations.

1.1 Background of the Study

In writing final project, students should write a thesis, or do a research. Oxford dictionary defines research as the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. There are two kinds of research, namely descriptive and experimental research. Descriptive research means that the research is done to prove that a theory is correct or incorrect, whereas experimental research means that the research is done to prove the hypothesis made by the writer about the implementation of a theory in a target sample is correct or does not have any significance (null hypothesis).

A thesis typically consists of five chapters: chapter I (Introduction), chapter II (Review of Related Literature), chapter III (Research Methodology), chapter IV (Findings and Discussion), and chapter V (Conclusion and Suggestion). Each chapter should provide a clear explanation of the topic discussed. In this study, the writer would like to do a descriptive research to prove a theory of writing a thesis conclusion.

Writing conclusions is important in order to form a summary and suggestions for further research. However, writing a thesis conclusion is not as simple as that. There are theories that should be followed to write a good thesis conclusion. The conclusion of a research paper should offer the reader more than a mere summary (Lester & Lester, 2015, p.231). The thesis-oriented conclusions theory developed by Bunton (2005) focuses mainly on the thesis itself, beginning with a restatement of purpose and summary of findings and claims (Paltridge & Starfield 2007, p.151).

A study by David Bunton in 2005 entitled "*The Structure of PhD Conclusion Chapters*" raises the writer's curiosity about thesis conclusions which made her want to conduct this study. In his study, Bunton uses a theory of a conclusion model developed by Yang and Allison (2003) to analyze 45 theses from the University of Hong Kong (HKU). The result of the study showed that most of the theses conclusions follow the pattern of the conclusion model, while only a few did not. Therefore, the writer concludes that not all students can write a proper thesis conclusion. Some might have difficulties in writing a proper one. In this case, the writer would like to analyze whether the students of the English Department Widya Mandala Catholic University Surabaya are able to write a proper thesis conclusion following the theory developed by Bunton (2005) which will be explained in chapter II.

The writer would also like to analyze the grammatical feature of a thesis conclusion, specifically the use of modal verbs. Modal verbs have different functions, based on the theory of Biber (1988) which will also be explained in

chapter II. In writing a thesis conclusion, modal verbs are frequently used in giving suggestions. A study by Fazira A. Kakzhanova in 2010 entitled “*What Modals are: Modal Verbs, Modal Words, and Auxiliary Modals*” provides explanations needed by the writer about the different types of modals and the use of modal verbs. The reason why the writer would like to analyze the use of modal verbs is because students sometime use modal verbs without knowing the meaning and how to use them properly in a sentence. Therefore, the writer conducts the study to see how the students of English Department use modal verbs in their thesis conclusions.

1.2 The Purpose of the Study

The purposes of this study are:

1. To analyze the generic structure of thesis conclusions written by English Department students using the thesis-oriented conclusions theory by Bunton (2005); and
2. To analyze how modal verbs are used in thesis conclusions written by English Department students.

1.3 Research Questions

The research questions for this study are:

1. Does the generic structure of thesis conclusions written by English Department students follow the thesis-oriented conclusions by Bunton (2005)?
2. How are the modal verbs used in thesis conclusions written by English Department students?

1.4 Related Literature

In this part, the writer refers to some theories about the generic structure of a thesis conclusion as well as the classifications of modal verbs. Table 1.1 shows the generic structure of a thesis conclusion, following the thesis-oriented conclusions theory by Bunton (2005). In the thesis-oriented conclusions theory, there are three main points which have to be explained in a thesis conclusion. However, not all writers have all three points explained in their thesis conclusion. Some might only explain two main points of the generic structure, and some might only use one point in their thesis conclusion. For a thesis conclusion to be complete and well-written, it is suggested to use Bunton's thesis-oriented conclusions theory.

Table 1.1 The structure of a thesis-oriented conclusion

Section	Content
Introductory statement	Restatement of the issue being researched, work carried out, purpose of the study, research questions or hypotheses
Consolidation of the research space	Summary and evaluation of methods, summary of results/findings and claims
Recommendations and implications	Future research, practical applications, limitations of the study

Source: Bunton (2005)

To analyze the use of modal verbs in a thesis conclusion, the writer uses the classifications of modal verbs by Biber (1988) in table 1.2 below.

Table 1.2 The classifications of modal verbs

Type	Modal Verbs
Possibility modals	can, may, might, could
Necessity modals	ought, should, must
Predictive modals	will, would, shall

Source: Biber (1988)

1.5 Significance of the Study

The significances of this study are:

1. Students have to be aware of how to properly write a thesis conclusion;
2. Students have to be aware of how to use modal verbs according to the functions in a thesis conclusion; and
3. Further researchers who want to make similar thesis can use this study as a reference for their study.

1.6 Definition of Key Terms

1. Thesis conclusion

The conclusion part of a research article or thesis provides not only an outline of the study conducted, but also other significant elements such as implications and recommendations (Sandoval, 2010).

2. The generic structure of a conclusion

The generic structure of a conclusion, according to the thesis-oriented conclusions by Bunton (2005), consists of the introductory statement (restatement of the issue being researched, work carried out, purpose of the study, research questions or hypotheses), the consolidation of the research space (summary and evaluation of methods, summary of results/findings and claims), and the recommendations and implications (future research, practical applications, limitations of the study).

3. Modal verbs

The modals are units of surface structure that evaluate only the actions that a human being intends to realize. Modals determine the necessity, possibility, or certainty of realizing these actions (Kakzhanova, 2010).

1.7 Limitations

This study analyzes the generic structure and the grammatical feature, which is the modal verbs, of thesis conclusions written by English Department students of Widya Mandala Catholic University Surabaya. The samples taken to be analyzed are 24 theses conclusions from the year 2017 (4 qualitative studies and 4 quantitative studies), 2018 (4 qualitative studies and 4 quantitative studies), and 2019 (4 qualitative studies and 4 quantitative studies).