

## **CHAPTER V**

### **CONCLUSION**

This chapter presents the summary of the writer's study and the suggestions the writer would like to give that may be useful for the lecturers and the students of English Department Widya Mandala Catholic University Surabaya and also for the future researchers who would like to conduct a similar topic in their study.

#### **5.1 Conclusion**

The writer conducted a study with a title of 'Students' Thesis Conclusions: The Generic Structure and The Use of Modal Verbs'. The writer chose this topic as she thought that students of English Department of Widya Mandala Catholic University Surabaya might not write a proper thesis conclusion based on a theory (in this case, the writer used Bunton's thesis-oriented theory). There is a possibility that the students, when they read the title "Conclusion", directly write the summary of what they have found during their analysis or experiment. Another possibility is that the students don't think it is important to include why they wanted to conduct the study and how they did their analysis/experiment. However, a good thesis conclusion should consist of the points mentioned in Bunton's thesis-oriented theory: introductory statement, consolidation of research space, and recommendation and implication.

The writer also analyzed how the students used modal verbs in their conclusion chapter. There are quite a number of modal verbs which can be used to

enhance their writing. However, some students may use the ones they are comfortable with, for example the modal verb ‘can’ and ‘will’. Therefore, the writer used Biber’s theory of modal verbs to analyze what and how they are used in the thesis conclusions.

First, the writer randomly downloaded 12 thesis conclusions (qualitative study) and another 12 thesis conclusions (quantitative study). From here, the writer divided the analysis into 2: the generic structure – using the thesis-oriented theory by Bunton (2005) – and the use of modal verbs – using the theory of modal verbs by Biber (1988). The writer checked whether each thesis conclusion fulfilled the contents in Bunton’s theory, and also wrote down other contents that might occur aside from the theory. As for the modal verbs, the writer counted the words used and analyzed how they are used in the sentence.

Since the purpose of this study is to analyze the generic structure and the use of modal verbs in the thesis conclusions written by English Department students of Widya Mandala Catholic University Surabaya, the writer hopes that the result can answer her research questions which 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?

The writer’s method in analyzing the generic structure and the use of modal verbs was very simple. She uses a table consisting of the theory of thesis-oriented

conclusions by Bunton (2005) and the theory of modal verbs by Biber (1988). Using those two tables, the writer could get the result and then summarizes it in the previous chapter. Even though the writer did not use any programs to help her analysis, she felt that the simple method really helped her in finishing her analysis in quite a short time.

The result from the analysis related to the generic structure showed that the thesis conclusions written by English Department students of Widya Mandala Catholic University Surabaya fulfilled only few parts of the thesis-oriented conclusions by Bunton (2005). The thesis conclusions lack more than half of the points that were supposed to be mentioned. Most of the thesis conclusions analyzed only consisted of the summary of results/findings and claims, which the writer assumed it being that way because of the title of the chapter itself.

Another result from the analysis related to the modal verbs showed that the thesis conclusions mostly contained the modal verb 'can', 'will', and 'could'. These three modal verbs that are used in the thesis conclusions were according to the theory stated by Biber (1988), which means that the students used the modal verbs based on the functions of the word itself.

## **5.2 Suggestions**

The writer would like to give some suggestions to both the lecturers and students of English Department Widya Mandala Catholic University Surabaya, and also for the future researchers who would like to conduct a similar topic in their study.

### **5.2.1 Suggestions for English Department Lecturers**

Since the writer's study is to analyze the generic structure of the thesis conclusions written by English Department students of Widya Mandala Catholic University Surabaya, she would like to give some important suggestions for the lecturers of English Department. Due to the fact that all of the students' thesis conclusions do not completely follow all the contents mentioned in the thesis-oriented conclusions by Bunton (2005), the writer suggests that English Department lecturers should teach their students – especially those who are in the 7<sup>th</sup> semester or working on their thesis – how to properly write a thesis conclusion (it would be even better if the students can learn how to write a good thesis from the abstract until the conclusion). The purpose of teaching that is for the students to be able to write a good thesis and for others who read their thesis to be able to grasp what they are trying to deliver. If it is impossible to have a particular subject to guide students to write a good thesis, it should be possible to have a 1 or 2-hour session explaining about thesis and also give the students a guide-book on writing a good thesis.

Another suggestion is that the lecturers (or advisors) can check the students writing to make sure that they have a complete package of what should be included in a thesis conclusion. The lecturers, of course, should have their own standard on thesis conclusions; either following an existing theory (using Bunton's thesis-oriented theory, for example) or creating their own theory. The purpose for this is to ease the writer, or those

conducting a similar study, so that they are able to group the type of the thesis (qualitative or quantitative study) without having to look at the first chapter of the thesis itself.

### **5.2.2 Suggestions for English Department Students**

For the students of English Department Widya Mandala Catholic University Surabaya, the writer would like to give some suggestions related to the generic structure and the modal verbs used in thesis conclusions.

Students who are writing their thesis should write their thesis conclusion not based on what they want to write but it has to follow a theory (in this case the thesis-oriented theory constructed by Bunton, 2005). Since the name of the chapter is conclusion, the purpose of writing it is to summarize the whole study; starting from what made them want to conduct the study until the suggestions for future research. Therefore, students are advised to read or practice how to write a good thesis conclusion.

Another suggestion is related to the modal verbs. Based on the findings in the previous chapter, students should be brave enough to use other modal verbs according to their functions instead of using the modal verb 'can' throughout the whole chapter. The writer believes that all students learning English must have known about the use of modal verbs and how to properly use them in a sentence; however, it might be possible that they are not sure how to use them in a sentence. Therefore, the

students need to broaden their knowledge and try to use other modal verbs which show a more complex meaning to their sentences. They can read more about modal verbs on the internet, or they can use the theory from Biber (1988) which is used by the writer to analyze their conclusion chapter. In addition, they can deepen their knowledge through the use of hedging, which will be very helpful for them since it clearly shows the range and variations of strong and weak modal verbs.

### **5.2.3 Suggestions for Future Researchers**

This study of analyzing the generic structure and the modal verbs used in thesis conclusions written by the English Department students of Widya Mandala Catholic University Surabaya is very far from perfect. There are some things that need to be improved; therefore, the writer would like to give a suggestion for the future researchers who would like to conduct a similar study.

Since this study is only limited to analyzing the generic structure and the modal verbs used in a thesis conclusion, the writer suggests those who are interested to conduct a similar topic should not just analyze the generic structure and the modal verbs. Instead, they can broaden their study by analyzing the tenses used in a conclusion chapter. The reason behind this is that when the writer analyzed the generic structure of the thesis conclusions, she found some inconsistencies in their writing. Some used past tense, some used present tense, and some even mixed the tenses. By analyzing the tenses, the writer hopes that in the future the writer will be

able to differentiate which part has to use present tense and past tense and therefore help the students to write a proper thesis conclusion.

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