

CHAPTER V

CONCLUSION

This chapter presents the summary of this research and the suggestions from the writers that might be useful for the English Department students and the future study with the same topic.

5.1 Summary

The first chapter of this study explains the writer's motivation in conducting this study. Students of English Department may find that it is difficult to write their thesis abstract since the purpose of abstract is to summarize the whole contents of the thesis in a much shorter text than the thesis. One problem that troubles them is they do not know the generic structure of abstract. Besides that, students also find some difficulties in choosing the appropriate vocabularies and sometimes commit some errors in their grammar. These problems can affect the quality of their thesis abstracts, Therefore, the writer conduct this study with the aim to know whether the generic structure of English Department students used five parts of abstract's generic structure or not. Beside the generic structure, the writer also analyzed the lexico-grammatical features of the students' abstract to measure the quality of their abstracts.

The second chapter of this study relates this study with some studies with a related topic, thesis abstracts analysis. The theories of academic

writing, generic structure of thesis abstract, and lexico-grammatical features of abstract are explained to support the writer's study.

The following chapter three and four explains the methods used in this study and the results. It is found that some English Department students miss one or two parts of five parts of abstract's generic structure. The lexical analysis, lexical density and the most frequent lexical items, generates a result that the lexical density of the thesis abstracts comes with the average of 8.09. The most frequent lexical item found in the thesis abstracts is noun with a dominant percentage, 50%. The grammatical features, which are the modals and the passive voices, are used not too frequently by the students.

It is predicted that some of English Department students still do not know how to write the appropriate thesis abstracts. It can be seen from the missing parts of the generic structure of abstract and the low value of lexical density. Overall, most of them have already written good quality thesis abstracts.

5.2 Suggestion

The results of this study show the generic structure and lexico-grammatical used in the thesis abstracts of English Department students. Therefore, the writer would like to prescribe some suggestions for the English Department students who will write their thesis abstracts in the future and future studies which analyze the same topic as this study's, the analysis of English Department students' abstract's generic structure and lexico-grammatical features.

5.2.1 Suggestion for English Department Students

Overall, the results of this study show that English Department students are able to write good thesis abstracts. However, there are some minor number of students who have not written some of the structure of thesis abstracts. Their abstract are written carelessly with less contents and some errors in grammar.

Writing a thesis abstract should be done after the thesis is done. The abstracts should describe the background, purpose, method, result, and conclusion of the study. The only way for you to persuade people to read your thesis is by providing them a good and well-informed thesis abstract. Never hesitate to consult your abstract to your advisor since your advisor has more knowledge about your study than what you think you have.

5.2.2 Suggestion for Future Studies

The writer hopes that in the future, more students will be interested in the similar study. Further study can analyze the shallow features, lexical features, and grammatical features besides the lexical density, lexical items, modals, and voice. The writer would likely to recommend the future studies to analyze the reason why students of English Department prefer using some certain modals by interviewing the authors in qualitative study. It is also possible to conduct similar study with the subject from the other department.

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