

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the present study related to the research questions presented in Chapter One. This chapter also gives recommendation for further researchers and practitioners.

5.1 Conclusion

The study reveals three findings related to the three research questions formulated in this study, i.e. the students' ability and problems in writing a research proposal, the possible causes of the problems faced by the students, and the possible solutions that can be proposed to solve the problems.

First, despite their ability in the discourse semantic level, most students still have problems in achieving the communicative purpose of each major element/chapter in a research proposal, i.e. introduction, literature review, and methodology. In general, the students' main problem was in presenting arguments in terms of justification. Most students have not been able to justify their research area to fill the gap in previous research, justify the literature review to be correlated to the proposed study, and justify the choice of research methodology to answer the research problems.

Second, the main causes of the problems were the students' unfamiliarity with the elements and its linguistic features in a research proposal and the students' lack of knowledge in applying those elements and linguistic features properly in their research proposals.

Third, the possible solutions that can be proposed to solve the students' problems are guidance, assistance, and explicit teaching in writing the elements and linguistic features of a research proposal to solve their problems in writing a research proposal.

On the basis of findings above, several conclusions can be proposed. First, most students faced difficulties in presenting arguments in terms of justifications. It supports the previous studies by Bunton (2002) and Paltridge and Starfield (2007) finding that presenting arguments in terms of justifications is something many second-language students find difficult to do. Second, most students were not aware that there are standard models in writing a research proposal, especially in terms of its elements and linguistic features, which are widely accepted in the field of English Language Teaching (ELT). Finally, this study supports the extensive research into academic writing that emphasizes the importance of explicit teaching of the structure of specific written genres, particularly a research proposal, to second-language students (Paltridge and Starfield, 2007; Emilia, 2009; Bailey, 2003; Hyland, 2004, among others).

5.2 Recommendation

In line with the topic under discussion, there are two recommendations for further researchers to enhance the richness of aspects related to the students' ability and problems in writing a research proposal. First, as the scope of the text analysis in this study was limited on the elements and linguistic features applied by the students in their research proposals, further researchers are expected to deal with more comprehensive analysis and explore other important factors which were not considered in this study, i.e. the analysis of particular processes in the Transitivity system, especially the behavioural process which was not found in all research proposals; the comparison of low, middle, and high achiever students; and the process of teaching and learning of the subjects related to research and academic writing. Second, further researchers are expectedly to deal with a bigger number of participants to get richer and more reliable data.

Furthermore, concerning the results of the study, it is recommended to the practitioners that all the subjects related to writing and research in this site and other English-major programs should allow students to have the capacity needed in research and academic writing, especially in writing a research proposal.