CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the study and some recommendations. The conclusion and recommendations in this chapter are drawn based on the data analysis which is discussed in the fourth chapter of this thesis.

5.1 Conclusion

The major conclusions from the analysis of coherence and cohesion in the background section of the thesis are taken from the data analysis in Chapter Four. First of all, the results of this study revealed that some students showed their ability to write a background section using generic structure of research paper and thematic progression whereas some other failed in establishing generic structure in the background section and showed disconnected of ideas in their writing. This means some students actually have been able to show their skill on writing the background section of thesis using generic structure of research thesis of CARS Model which is proposed by Swales and Feak (1994), Paltridge and Starfield (2007), and Emilia (2008) also using thematic progression as proposed by SFG (Eggins, 2004).

In term of generic structure of research thesis, the most common rhetorical Move employed by students in their background section were Move 1a which deals with establishing research territory and Move 3a which is related to statement of purpose of their study. However, the data showed that some background section have not completed the Move structure. There are missing Moves structure that found in the background text analysis. This indicated that some students do not aware to employ generic structure of research paper and that some background sections were not properly applied the standard of CARS Move structure.

From 12 background sections of the theses, the result indicated that students have used various types of theme and thematic progression patterns. The mostly used

Theme in the background section were unmarked topical Theme. Marked theme was also employed in the background section but were less used then unmarked topical Theme. Other types of Theme such as textual and interpersonal Theme were also applied in the background section, but these two Themes were less found in Background section. The use of unmarked topical theme can be interpreted that students tried to provide clear topic focus in their background section by repeating the same element of the Theme. Yet, as the result showed, the frequent use of unmarked topical Theme triggered the sense of monotony in the background text.

In addition, the result of background section analysis clearly signified that Reiteration pattern is the most prominent thematic progression used in the background section. The frequent use of Reiteration pattern indicated that background section lacks in elaboration of information. There were also the use of Zig Zag patterns, yet, this pattern was not the prominent pattern employed in the background section. This suggests students need to practice in employing Zig Zag pattern in their writing.

Then, in cohesive device analysis, the result indicated that Reference is the most prominent device used in the background section. The use of Reference in the background section showed that students have been able to provide linguistic source to related each participants in the background text.

Thus, in conclusion of coherence and cohesion analysis in the background section of the thesis, some texts that lacks of generic Move structure can be considered as a failure in providing research space and unity. Moreover, the lack in establishing thematic progression affected the unity and coherence of the background text.

Finally, it can be sum up that there are two aspects that influenced the lack in coherence and cohesion, the first was the absence of generic Move structure of research paper, the second was disconnectedness in thematic progression which means that students have not fully maintained the thematic progression in their writing. These two points has affected the coherence and cohesion in the background section.

This finding, overall, supports the previous studies in coherence and cohesion of academic writing context like the research conducted by Emilia (2005, 2010), Watson, Khongput, and Darawasang (2007), Akmal (2009), Jones (2009) and Widiastuti (2010).

99

5.2 Suggestions

Drawing from the conclusion above, what can be suggested from overall background section analysis is that it might be better if teachers can assist and control students writing in applying CARS Model and thematic progression pattern. Applying thematic progression and CARS Model might increase the value and quality of research paper as well as prevention to the lack of coherence disconnected information in the text. Both theories may be helpful for students to write a better background section in the thesis coherently and cohesively.

In addition, the suggestion to be made in terms of background writing in particular is that supervisor should help their students to be aware and familiar with typical elements of Move structure in the background section (Swales and Feak, 1994; Paltridge and Starfield, 2007; Emilia, 2008). The supervisor and teacher should remind their students about applying Move structure in the background section. Direct telling, such as introducing the notion of CARS Model, showing the example of recent theses, or regular practice in research writing, can be implemented to make students familiar with typical rhetorical Move in the background section of the thesis. Furthermore, explicit teaching in writing a good research paper using generic structure and thematic progression is effective to train student to be familiar with the convention of research paper as well the academic writing, so that, in the end of their study, students can improve the quality of their thesis writing.

Direct telling, explicit teaching, showing the example of research paper, and guidance in writing generic Move structure in the background section can be used to enhance students' ability in writing research paper (Emilia, 2008; Paltridge and Starfield, 2007). As a result, when students realize the significant of maintaining Move structure in the background section, coherence and cohesion in their writing can be achieved.

This can be assumed that besides students effort to update her/his own knowledge about the theory in the research area, feedbacks and guidance from the supervisor particularly on previous studies and well established theory in the research

100

area become a great help for students. To put it simply, the supervisor and teacher play significant role to inspire, update, and guide their students about the old and new development in the research area. In another word, teacher and supervisor's expertise is needed to assist students to be able to write coherently and cohesively.

Finally, to conclude there are many important attributes of successful undergraduate thesis writing but coherence, cohesion, and generic convention in the research paper should be given a proper attention. The success of completion in students' thesis writing is not only determined based on their ideas and elaboration of it but also based on other positive element that contribute the quality of research thesis and students' writing skill.