

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The revelations of investigating academic phrases in 20 *skripsi* introductions from ELESP and ELLSP have led to a conclusion that both study programs share similarities in terms of the application of some phrases in some functions. In ELESP, 27 patterns of reused academic phrases were found to carry out 8 out of 12 communicative functions. Meanwhile in ELLSP, 37 patterns of reused academic phrases were found in performing all twelve of communicative functions. Although not all were the functions completed in the former study program, the use of the phrases appeared to be as near that in the latter where all functions were present.

In 10 *skripsi* introductions from ELESP, the most occurred pattern of academic phrases was found in carrying out the function of stating the focus, aim and purpose of the study. However, the writer noticed that the frequent occurrence of some phrases within some functions might have been due to the repetition which resulted in these phrases being scattered all over the place. A stark contrast also appeared—only in some *skripsi*—that some of the functions were not presented; hence, the academic phrases unidentified. Implications thus surfaced: either (1) the functions with the corresponding phrases had gone missing, or (2) the writer opted to leave them out.

Meanwhile in 10 *skripsi* introductions from ELLSP, however, none of the functions were overlooked resulting in a higher number of the patterns of academic phrases. A wide variety of academic phrases was found in the same function of stating the focus, aim and purpose of the study. Yet again, this great deal might reinforce the first assumption that some of these performing phrases were repetitive in forms and places. After all, some academic phrases, though out of pattern, were still found variously in functions with rare occurrence.

5.2. Suggestion

This study was conducted in the hope of making a contribution to the intended members of academic community. Studying into various kinds of academic phrases that can be used in serving textual, communicative functions within a research paper is highly suggested. This practice will not only provide student writers with a broader spectrum of the general phrases for their studies, it also promotes the development of their skills especially in writing. Student writers will not have to fear of committing intellectual crime such as plagiarizing since all those skeletal phrases are content free and can be recycled. Therefore, using academic phrases as well as conducting additional studies to those interested are encouraged.