# CHAPTER V

## CONCLUSION

This chapter gives conclusion made based on the result that have been described in the previous chapter. Recommendation for future study is also made in the end of this chapter.

## 5.1 Conclusion

Engaging reader in writing finding and discussion sections of *skripsi* is a way to make the reader understand on what writer write. The writer assume that bringing the reader into the discourse of finding and discussion sections is important because the purpose of finding and discussion sections itself is to present the data and information of the research (James H. McMillan, 2010). In this study, it was found that students have used four from five categories of engagement markers in the finding and discussion sections of *skripsi*, including reader pronoun, directives, personal asides, and appeal to shared knowledge. It indicates that students were aware of their readers' presence and involved them into their text.

This research shows that the most found engagement markers used is appeal to shared knowledge which contributed 60.10% from all total of engagement markers, which means that the students were aware of the readers and positioning into them into the discourse by shared same understanding on knowledge with the

reader. Next, directives were constituted 19.70%, reader pronoun with 12.63%, and the personal aside with the least frequency 7.58%.

In writing finding and discussion sections, English Department students' used engagement markers in various ways. They acknowledge their readers' presence by inviting them to the text as a members who have same position in the community. English Department students' also minimize to show their authority as the ones who are more knowledgeable than their readers'. This was proofed as they preferred to use inclusive pronoun "*we*" with 68% rather than second person pronoun "*you*" with 12%.

To make readers' follow the text, English Department students' also used directives to bring the reader to the text and show the readers how to carry out research processes. It showed from the findings that the highest directives used is "*stated in*" with 46.15%, this phrase instruct the reader to move, see or refer to some part of the text. And also phrase "*by* seeing" with 25.64% is sometimes used by the students, this phrase instruct readers how to carry out research processes. When students want to offer a comment or express their perspective on the text the writer used personal asides, but it less used by students with only 7.58%.

In conclusion, English Department students' have considered about their audiences in their writing on finding and discussion sections. Through the use of engagement markers, students attempted to engage the readers to the discussion, also instruct them to believe and do some actions regarding to the data being

discussed. It's worth mentioning that from 73.803 running words, 198 engagement markers were found in words, phrases, or sentences.

## 5.2     Limitation of The Study

In this research, only eightteen *skripsis* data were taken and analyzed to provide information about engagement markers that were used by ED students in their finding and discussion sections. Therefore, this research cannot be used to indicate how English Department students use this audience – oriented metadiscourse in general. However, the engagement markers found in finding and discussion sections of English Department students' *skripsi* may differ from the ones used by native writer since the data sources are English foreign writers whose language can be influenced by their native language or local languages where they come from.

## 5.3     Recommendation

From this research, the findings will lead to the deeper understanding in engagement markers as a part of pragmatic competence especially for students, so that they will able to use it in writing finding and discussion sections of *skripsi*. In accordance to the limitation above, future research is recommended to explore how engagement markers are used by English Department students in other sections of *skripsi* such as in abstract sections or conclusion sections, or in others academic writing to provide better understanding and insight for this field of study. In addition, since the use engagement markers as audience-oriented linguistic devices

is necessary in academic text, the teaching for engagement markers is suggested in

order to make the students more aware to engage their audiences.