

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter gives conclusion based on the result and issues of this research that has been described in detail in previous chapter as well as the recommendation towards the study – related matters and suggestion for the future research.

#### **5.1. Conclusion**

This research has analyzed the use of interpersonal metadiscourse used by students' Skripsi in Chapter Four of Skripsi (Finding and Discussion Section). It unveils all Skripsi from 2014 use all type of Interpersonal Metadiscourse carrying their finding in Chapter Four of Skripsi. Hedges as the most dominant feature used Skripsi indicate that the findings and discussion section likely to be presented as opinion to open a negotiation with the readers. In addition, the using of hedges is very useful to withhold commitment that makes the audience open a dialogue in their mind which indirectly engaged the readers to the text. Boosters as the second number are also important to make sure the audience about the findings and thoughts of the researcher. It shows the researcher's certainty in delivering the finding and discussion to be related to the theoretical basis.

Meanwhile, Attitude Markers become the least feature used by student's Skripsi. They refer to the researcher's affective and feeling toward the Skripsi. From the result, it can be concluded that the researchers tend to deliver the finding and discussion section without thinking about what the researchers feel.

## **5.2. Recommendation**

Regarding the use of interpersonal metadiscourse, the researcher has some suggestion for the future research due to the researcher's limitation. Since this research focus only to interpersonal meadiscourse markers used in Finding and Discussion Section of Skripsi, perhaps there might be difference result in other section such background of study or abstract. Based on Crismore and Mauranen in 1993, writer's language background affects the use of metadiscourse within the text. In addition, the quality and quantity of this feature is different in various genres (Abdi 2002). As a result, the investigation of interpersonal metadiscourse markers can reveal the norm of various cultures and genres. Moreover, there might be any differences between English Language and Education Study Program (ELESP) students and English Language and Literature Study Program (ELLSP).