CHAPTER V

CONCLUSION

This chapter contains the researcher's conclusion made based on the object of the study that has been explained in details in previous chapters as well as the recommendation towards the study-related matters and suggestions for the future research.

5.1. Conclusion

This present study was conducted to answer the proposed research questions by analysing the interacticve metadiscourse used by English Department postgraduate students in their finding and discussion section of theses. Based on the findings, it is evident that all types of interactive metadiscourse were used by the theses writers as a device to help them in organizing the text into coherent and cohesive writing as well as assisting them in making the flow in their writing. It indicates that the postgraduate students are aware of linguistics features in writing a thesis. All the used types include; transitions, frame markers, endophoric markers, evidentials and code glosses.

The analysis of data allowed us to draw some conclusions; the result of the research analysis on the interactive metadiscourse as well as its types can be seen in the appendix provided in this paper. According to the result, the most dominantly types used in finding and discussion section is transition markers with 634 words. It can be concluded that the writers prefer to use this marker in their theses writing since transitions is needed to turn the text into coherent and

convincing written text. As well as that transitions could probably fulfil the essential part of thesis writing; connecting the ideas or arguments within sentences and paragraphs.

5.2 Limitation and Suggestion

In this study, there are, indeed, a limitation does exist which further research could take into account. The limitation will be discussed along with the suggestions for future study. As mentioned, there are only ten finding and discussion sections of thesis were randomly chosen and have been analysed. In other words, the data were limited. As the consequence, the findings drawn in this present study may not be used to indicate how English Department postgraduate students use the interactive metadiscourse device in general. Thus, it is required a further research to reach the generalization by examining the large samples as well as to ensure the validity of the findings. However, the researcher suggest that metadiscourse, especially interactive metadiscourse could be taught in a classroom as part of language subject to enrich the students' linguistics awareness of metadiscourse in order to make their academic writing be better.