

CONCLUSION AND SUGGESTION

A. Conclusion

1. The analysis discovered that English Teacher Education Department Students who graduated in 2014 – 2016 applied most of metadiscourse categories in their thesis abstracts. The researcher found the use of metadiscourse in their thesis abstracts including *transitions, frame markers, evidential, code glosses, hedges, boosters, attitude marker, self-mentions, and engagement marker*. The result showed comparison between interactive metadiscourse and interactional metadiscourse is 52,21% and 47,79%. It means that interactive metadiscourse was applied more frequent than interactional metadiscourse.

[illegible]

3. The interview result showed that 2 of 6 students who were interviewed worried about their readers whether their readers would understand their thesis abstracts or not. They used transitions to make their writing coherent, to relate one sentence or argument to other sentences or arguments, and to organize their writing well. And the last, self-mentions were used because it was only made their writing more formal, due to common usage of self-mentions in English Teacher Education Department are the researcher/the writer, and to tell the reader that the abstract was written by the researcher.

B. Suggestion

1. For English Teacher Education Department Lecturer

The researcher suggests to the lecturer to add the material about metadiscourse in subject that had existed, such as: discourse analysis or writing class, especially argumentative writing class.

2. For the Students who take thesis

Knowing the finding, the researcher suggests to the students who take thesis to make the previous informative metadiscourse in thesis abstracts as the model in writing their thesis abstract by applying metadiscourse categories in thesis abstracts to convince and engage the readers.

3. For other researchers

The research about metadiscourse categories in thesis abstract is rare in Education and Teacher Training Faculty of UIN Sunan Ampel Surabaya, especially in English Teacher Education Department. Thus, the researcher hopes that this study could give insight for the reader and the students of English Teacher Education Department or other departments of UIN Sunan Ampel Surabaya.

In addition, the researcher suggests to other researcher who are interested in the same or similar field of study to examine metadiscourse use in other disciplinarians and different data, for instance, essays in writing class.