

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the the analysis of research, the conclusion is described below:

1. Students' difficulties as the challenges in academic writing

From fifteen difficulties which are divided into two categories, i.e. eight difficulties in general academic writing skills and seven difficulties in language problems, the researcher concluded that there are twelve difficulties faced by students in thesis writing proposal.

In general academic writing skills, the greatest difficulty is searching for appropriate literature using databases and library resources which has high score 3,04, then followed by writing introductions which has score 2,93, then followed by proofreading written assignments which has score 2,85, then followed by reviewing and critiquing the previous research and creating a research space (gap) which has score 2,73, then followed by designing the research methods which has score 2,71, then followed by writing the methods section which has score 2,59. Whereas referring to sources which has score 3,39 is not difficult for most students and writing references / bibliography which has score 2,18 is also not difficult for them.

From 15 difficulties in academic writing, students explained their reflection on the difficulties through interview conducted by the researcher. They also reflect about their attitudes toward the challenges. The researcher concluded their reflection which is briefly described below:

1) The difficulties in general academic writing skills

Students perceived difficult in writing introduction because they were not accustomed in academic writing and lack of ideas.

b) Searching for appropriate literature using databases and library resource

Students perceived hard to find appropriate literature because their topic was rarely discussed. They also did not really know how to search on internet. Besides, the literature and resources in the campus were not adequate.

c) Referring to sources

Students' difficulty in referring to sources is only because a few students did not know the right format to refer to sources and some lecturers taught different formats to refer to sources.

d) Reviewing and critiquing the previous research and creating a research space (gap)

Students perceived difficult to understand previous research they found because they usually consider that the previous research was almost perfect and it was difficult to find appropriate previous research.

e) Designing the research methods

Most students did not really understand research method since some students complained that their lecturer was always absent. Their lecturer gave more theory than practice, and students got the material from other students' presentation.

f) Writing the methods section

A few students perceived difficulties because they did not know the right format to write references / bibliography.

h) Proofreading written assignments

2) The difficulties in language problems

Students perceived difficult in understanding the specific language features of the academic genre because they were not accustomed to reading and writing academic texts and they less read and write academic texts.

Students perceived difficult in using lexical phrases because they have limited vocabulary of lexical phrases and they also did not know the use of lexical phrases.

c) Summarizing / paraphrasing

Students perceived difficult in summarizing / paraphrasing since finding new words/synonyms is hard for them, moreover academic words and they perceived difficult to change/rewrite into their own words agreeing with the meaning of the sources.

d) Writing coherent paragraphs

Students perceived difficult in writing coherent paragraphs because they less read and did not have enough resources, therefore they have lack ideas. If they have lack ideas, they write unnecessary topic in their proposal. They also have difficulty in managing their ideas.

e) Linking sentences smoothly

Students perceived difficult in linking sentences because they less practice in academic writing and not accustomed to using academic connectors.

f) Using proper “academic” language and vocabulary (style)

Students perceived difficult in using academic language and vocabulary since they were not accustomed to academic writing. They were not accustomed reading and writing academic texts.

g) Using the proper grammar

Students perceived difficult in using proper grammar because they always made some errors in grammar especially in tenses such as present, past, and passive sentences.

b. Students' attitudes toward the difficulties in academic writing

Regarding with the students' attitudes toward the challenges in academic writing, the researcher concluded that students have more negative attitudes than positive attitudes based on their reflection since most students (56%) did their writing task in the last minutes before deadline. Most of them (78%) also prefer doing other assignments rather than writing. There are only few students (40%) who are self motivated in writing process and some students (20%) did practice and asking feedback for their writing.

B. Suggestions

After conducting the study, the researcher would give some suggestions to the teachers and for the next researcher.

1. For the Students

Students should keep doing practice in academic writing by writing and reading academic text in order to be accustomed in academic style since they have greatest difficulty in using academic language and vocabulary. In addition, they should be more motivated in academic writing process since it is necessary to improve their academic writing skills.

2. For English Teacher Education Department

The department should give more programs such as workshop about using academic language and style in writing for students since they have greatest difficulty in this aspect. Since most students are not accustomed to using academic language and style, they need more programs in order to have more practice in academic writing and to increase their writing quality. Besides, the department should design the programs to be more comfortable and interesting in order to increase students motivation in academic writing process.

