

CHAPTER V

CLOSURE

In this chapter, the researcher presents the result of the study which consists of conclusion and suggestion. The first part provides conclusion from the result of the research. The second part presents suggestions for the lecturer, the students and the other researchers.

A. Conclusion

From the discussion explained in the previous chapter, the researcher draws some conclusions as the result of an analysis of paraphrasing by English students in the Introduction section of brief thesis proposals. The researcher found the conclusion as follow:

1. Based on the type of paraphrased identifications by Keck (2014, p. 9) indicated that the students considered to use the minimal revision as the highest frequency (50%). Then followed by moderate revision (38%), and the last were near copy (6%) and substantial revision (6%).
2. From ten strategies of paraphrasing that proposed by the researcher showed that eight strategies that students used by using synonyms as the highest frequency 87.50% or 14 of 16 students, followed by omitting any unnecessary with 75% or 12 of 16 students, then changing word order with the percentage 25% or 4 of 16 students, next followed by changing parts of speech with the percentage at 18.75% or 3 of 16 students, followed by using varied structure and expanding phrase for clarity with the same percentage at 12.50% or 2 of 16 students. The last followed by

separating long sentences and combining sentences only one student used it or 6.25%. Meanwhile, there were no found changing active to passive and changing positive into negative.

B. Suggestions

As mentioned in the previous chapter, the study analyzed the students' paraphrased identifications and strategies in paraphrasing. Therefore, the researcher provides the following suggestions:

1. Suggestion for the lecturer; The lecture is hoped to give more practice and feedback to the students. In order to the students know their mistakes in paraphrasing. Also, all of the lecturers suggest the students to avoid plagiarism even make rules if the students do not paraphrase the academic assignment, the score will be lose.
2. Suggestion for student; The student should be more attention and be more focus in Academic Writing Purposes especially in paraphrasing teaching so student can develop ideas in research writing thesis. Besides, the student should realize the importance criteria for appropriate paraphrase and try to adopt it as a guide when paraphrase. So that, they will be able to improve their paraphrasing skill because based on the finding the paraphrase identification students was in minimal revision and the strategy was mostly using synonym.
3. Suggestion for other researchers; This study has been attempt to investigate on paraphrased identification and paraphrasing strategies. However, due to the limitation of data collection that only using document. Thus, the researcher suggested the others to conduct by

some techniques in collecting data in order to not only based on the assumption's researcher through theory, but also based on other sources either students or lecturers by using questionnaire or interview.