

CHAPTER V

CLOSURE

The researcher presents the study's findings in this chapter, which includes a conclusion and recommendations. The first section concludes based on the research findings. The second section contains advice for the lecturer, students, and other researchers.

A. Conclusion

As a result of an analysis of reporting verbs category by English students in their thesis proposals, the researcher draws some conclusions from the previous chapter's discussion. The researcher's conclusion is as follows:

1. The reporting verbs category appears and being used by male students in the students' thesis proposal based on the type of paraphrased identifications is the students considered the discourse acts on factive sub-category; state, define, describe, and discuss.
2. The reporting verbs category appears on female students in the students 'thesis proposal from the three categories that were proposed by the researcher who showed that there are slight differences in male and female writing reporting verbs, in the writing of male students, totaling 20 respondents, there were two male students who used the Cognition Acts category, while female students who totaled There were 43 respondents who did not use the

Cognition Acts category at all. And the use of the Research Acts category focuses on several reporting verbs; show, observe, analyze, and explore.

3. The differences between male and female student's perception for writing reporting verbs in their thesis proposal from determining the various perceptions of the response to the use of the reporting verb, it is their previous knowledge or background that influences the selection. Stereotype factors determine and direct them to focus on selecting several stereotypes that exist in their respective environments. In addition, the selectivity factor perception between male and female students has slightly different based on the influencing factor of the situation and needs. Furthermore, the emotion and self-concept factor direct students in updates and accurate reporting verbs. This difference is also based on the fact that academic writing classes do not specifically classify the types and purposes of reporting verbs.

B. Suggestions

The study, as mentioned in the previous chapter, examined the students' reporting verbs category identifications. As a result, the researcher makes the following recommendations:

1. Suggestion for the lecturer; it is expected that the lecture would provide additional practice and feedback to the students. For the students to comprehend how the students are paraphrasing.

All of the lecturers instruct students to prevent plagiarism and to begin utilizing additional reporting verbs in professional writing.

2. Suggestion for student; students should focus more and concentrate on Academic Writing Purposes, particularly in paraphrase instruction, therefore that they can develop ideas in research writing the thesis. Furthermore, the learner should recognize the significance of acceptable reporting verb criterion and attempt to use it as a guide when paraphrasing. As a result, they will be able to strengthen their writing skills since the reporting verbs identified by the student were in more than one category Discourse Act.
3. Suggestion for other researchers; this study aimed to examine gender variations in the identification of reporting verbs. However, due to data gathering limitations, only documents are used. Consequently, the researcher advised the others to perform data collection procedures based not only on the researcher's assumptions through theory, in addition on other sources including such students or lecturers through the questionnaire.