

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After conducting the data collection, identification, and analysis procedures, the last step that needs to be done is drawing conclusions. Conclusions are important for the purpose of providing final information from the analysis. This is achieved based on the analysis of the results that have been carried out in the previous chapter. The conclusions divided into three point based on the questions of research. Firstly, the conclusion is drawn after conducting phrase analysis and performing the functions contained in the prepositional phrases used in 20 students abstracts of English language education thesis at UIN Sultan Maulana Hasanuddin Banten that are a total number of prepositinal phrases is 59.

Secondly, the analysis revealed five different types of prepositional phrase: time, place, purpose, manner, and agent. Among these, preposition of place the most frequently used, appearing 26, highlighting their significance in academic context. Prepositional phrase of time recorded in five occurrences, while Prepositional phrase of purpose appeared 7 and prepositional phrase of manner with a total of 19. Prepositional phrase of agent being least frequent, making only 2 appearances.

The last, Each type has an important function in clarifying and enriching the information in the abstracts, especially as adverbs that provide context regarding time, location, purpose and method. This research underscores the importance of prepositional phrases in conveying a thorough understanding of related academic context, indicating that proper usage is essential for effective communication in scientific writing.

B. Suggestion

For writer, the results of this study can be used as an initial reference to examine the use of language structures, especially prepositional phrases, in students' scientific papers. Although this research only focuses on the abstract part of the thesis, further studies can be developed with a wider scope and a more in-depth approach.

For readers, especially those in the field of English education and linguistics, this study provides an overview of how linguistic analysis can be applied to students' academic texts. In addition, the findings in this study can also be used to review the learning approaches that have been used so far, as well as material for reflection in developing strategies to improve students' syntactic skills in the context of scientific writing.

This study has a limited scope, its implications can extend to various aspects in the academic world, both in the context of further research and

learning development. Hopefully, this research can be the basis for future studies and provide benefits in the development of academic literacy among students.