

CHAPTER 5

CONCLUSION,IMPLICATIONS DAN SUGGESTIONS

5.1 conclusion

This study was conducted to explore the difficulties faced by third-semester students of the English Education Study Program at Universitas Muhammadiyah Bengkulu when formulating thesis statements and to examine the factors associated with these difficulties.

The findings indicated that students encountered several challenges, including identifying and developing the main idea, narrowing a topic, establishing an appropriate controlling idea, organizing arguments, and expressing ideas clearly in their thesis statements. Problems related to language use, such as grammar, vocabulary, word choice, and sentence construction, also influenced the clarity and overall quality of their thesis statements. The study further revealed that these difficulties were associated with cognitive, linguistic, and affective factors. Among these, **cognitive factors were the most prominent**, particularly in students' ability to analyze topics, generate and develop ideas, and arrange arguments in a logical manner. In addition, linguistic limitations and affective factors, including a lack of confidence, hesitation, and writing anxiety, also contributed to the difficulties experienced by the students.

Overall, the findings suggest that producing an effective thesis statement requires more than language competence. It also involves critical thinking, the ability to structure ideas systematically, and confidence in presenting academic arguments.

5.2 Implications

The findings of this study provide several important implications for the teaching and learning of academic writing, particularly in improving students' ability to formulate effective thesis statements.

First, the results reveal that cognitive factors represent the most dominant source of difficulty experienced by third-semester students. This finding indicates

that writing instruction should not solely emphasize linguistic accuracy but should also focus on developing students' critical thinking skills. Students need guidance in analyzing topics more deeply, narrowing the scope of discussion, and organizing their ideas logically before constructing a thesis statement. Therefore, writing courses should include learning activities that train students to identify the main idea, determine the controlling idea, and formulate clear and focused argumentative statements. Students were able to introduce a general topic, but they frequently failed to clearly connect the main idea with a specific controlling idea. As a result, their thesis statements tended to be broad and lacked a clear argumentative direction. This condition suggests that students still require more guidance in analyzing topics, narrowing the focus of discussion, and developing logical arguments before composing a thesis statement.

Second, the presence of linguistic difficulties, particularly in grammar and vocabulary mastery, demonstrates that language competence remains an essential aspect of academic writing. Limited vocabulary and uncertainty in using grammatical structures can influence the clarity and precision of students' written expressions. Consequently, writing instruction should also integrate language support, such as academic vocabulary enrichment and relevant grammar practice, to assist students in producing clearer and more accurate thesis statements.

Third, although affective factors were not identified as the most dominant difficulty, psychological aspects such as lack of confidence and hesitation still influence students' writing performance. This condition suggests that a supportive learning environment is necessary to encourage students to express their ideas more confidently in written form. Constructive feedback, opportunities for revision, and continuous guidance from lecturers can help students strengthen their confidence in composing thesis statements.

Overall, the findings of this study imply that improving students' ability to write effective thesis statements requires an integrated instructional approach that combines the development of critical thinking skills, the strengthening of linguistic competence, and appropriate pedagogical support. Through such an approach,

students are expected to develop stronger academic writing skills and become more confident in expressing their arguments in written form.

5.3 Suggestions

Based on the findings of this study, several suggestions are proposed for students, lecturers, and future researchers.

1. For Students

Students are encouraged to strengthen their understanding of thesis statement structure, particularly the relationship between the main idea and controlling idea. Since cognitive difficulties emerged as the dominant issue, students need more practice in brainstorming, narrowing topics, and organizing arguments before drafting a thesis statement. In addition, students should improve grammatical awareness and expand academic vocabulary through regular writing practice and reading exposure. Developing confidence in expressing arguments independently is also important to reduce hesitation and writing anxiety.

2. For Lecturers

Lecturers are suggested to provide more explicit instruction and guided practice in thesis statement writing, especially concerning focus, specificity, and argumentative clarity. Since many students struggle with controlling ideas and critical thinking, classroom instruction should incorporate activities that develop analytical thinking, such as topic analysis, argument mapping, and thesis revision exercises. Continuous feedback is also essential to help students recognize weaknesses and improve their writing more effectively.

3. For Writing Instruction

The findings imply that writing instruction should not only emphasize grammar correction but also integrate cognitive and affective dimensions of writing. Teaching practices should support idea development, critical reasoning, and students' confidence alongside linguistic accuracy. More scaffolded writing

activities may help students gradually develop independent competence in academic writing.

4. For Future Researchers

Future researchers are recommended to investigate students' thesis statement difficulties using broader participants or different research designs to enrich understanding of this issue. Further studies may also explore instructional strategies or interventions specifically designed to improve students' cognitive and linguistic competence in thesis statement writing.

In conclusion, improving students' ability in writing thesis statements requires attention not only to language proficiency but also to critical thinking development, structured guidance, and affective support.

