

## **Chapter Five**

### **Conclusion and Recommendations**

The last chapter of this research presents two main parts namely the conclusion and the suggestion. For the first, the researcher provides the conclusions of the research. For the second part, the researcher gives several suggestions for the students or reader, teachers and next researcher.

#### **Conclusion**

This study focused to the techniques used to do paraphrasing in annotated bibliography assignment by students of English Education Department at Universitas Muhammadiyah Yogyakarta batch 2013. Based on the findings and discussion, it could be concluded that students in Academic Presentation class batch 2013 of EED at UMY have preference to implemented sentential paraphrase as the technique used to do paraphrasing in annotated bibliography assignment. There were three techniques to do paraphrasing based on the study by Madnani and Dorr (2010), those are lexical paraphrase, phrasal paraphrase and sentential paraphrase. From 20 annotated bibliography assignments and journals related, findings found out those students mostly uses sentential phrases in parts of annotated bibliography. The part which preferred use sentential paraphrase as the technique is methodology in annotated bibliography. The preference of implemented sentential paraphrase as the technique to do paraphrasing in annotated bibliography assignment is answered the research question.

There are also the preference of implemented the technique of paraphrasing for the parts of annotated bibliography. Those parts of annotated

bibliography are the purpose, the methodology and the findings (Emerson, Rees, & MacKay, 2005). First are in the purpose part, the participants mostly use phrasal technique to do paraphrasing. Second is in the methodology part, the participants mostly use sentential technique to do paraphrasing. Third is in the findings part, the participants mostly use sentential technique to do paraphrasing

### **Recommendations**

Based on the result, this research provides several recommendations for the students or readers and the future research.

**Students or Readers.** In order to avoid plagiarism in writing, the researcher suggests them to be aware of using paraphrasing and implemented the techniques that provides by the paraphrasing settings. Especially, it is to enhance the writing skill and proficiency in English at English Education Department of Universitas Muhammadiyah Yogyakarta.

**Teacher.** From the results of this research, the research recommends to teacher to explore and implements the techniques of paraphrasing in teaching. Teacher can explore sub-approaches based on the three main techniques to do paraphrasing. Moreover, applying the various techniques in teaching process makes students become more productive in learning and doing paraphrasing

**Future Researchers.** Based on the findings of the research about the techniques used to do paraphrasing in annotated bibliography assignment by the students at English Education Department of Universitas Muhammadiyah Yogyakarta in Academic Presentation class, the researcher suggests to the future researchers who are interesting in doing the same topic about paraphrasing to

intensely research on the benefits and strategies on doing paraphrasing to explore the steps to do correct paraphrasing.