

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

In this chapter, based on the analysis of research findings, the researcher concludes that EFL students faced difficulties developing thesis statements for their argumentative essays. These difficulties are categorized into three main themes: conceptual challenges in writing a thesis statement, cognitive and emotional barriers, and linguistic and expression-related difficulties. Most of the students faced balancing specificity and scope, adapting to evolving arguments, writer's block and uncertainty, and also language proficiency issues. However, EFL students also have strategies to encounter these difficulties, such as using knowledge-building strategies (identifying relevant sources, making and looking for an outline), bottom-up writing (body-first drafting), technology integration (using applications of natural language processing), furthermore evaluation and collaborative reflection (self-assessment, brainstorming with peers and guidance and feedback from lecturers).

5.2 Suggestions

Based on these conclusions, the researcher has several suggestions. For EFL lectures, this research found that students need help from their lecturer as a guide and correcting mistakes. Lecturer should provide feedback in teaching argumentative essay writing, especially to create better thesis statements so that EFL students do not often have difficulties during practice. For EFL students, use

strategies in this study such as identifying relevant sources then making and looking for an outline to balance the thesis statement, also adapting to evolving argument, then use applications of natural language processing if unsure with grammar or lack of academic vocabulary, and brainstorm with peers when faced with writer's block and uncertainty, also ask for guidance and feedback from lectures for a better thesis statement. For further studies since this study focused on EFL students in a short period, future research could examine the long-term impact of including AI-powered tools like natural language processing (NLP) based applications on the writing skills of EFL students. Research could also extend to peer review or lecturer intervention based personalized feedback systems for thesis statement development, for instance. In addition, examining the effect of cross-cultural writing strategies in EFL contexts as they affect argumentation styles enables significant additions to this area of research.