

CHAPTER V

CONCLUSION

This chapter is organized into four subchapters. First, the conclusion section provides a brief overview of the background, objectives, key findings, and overall conclusion of the study. Second, the implications of the study are discussed, highlighting several impacts of the research. The third subchapter outlines the limitations of the study. Lastly, the final subchapter offers suggestions for readers and researchers in the same field.

5.1 Conclusion

As presented in Chapter I, this study aimed to analyze the cohesion of thesis abstracts written by postgraduate students. The analysis focused on rhetorical moves, linguistic features, cohesive devices, and theme progression patterns. Seven abstracts were selected. The study addressed two research questions: the first focused on cohesion through rhetorical moves and linguistic features, and the second on the use of cohesive devices and theme progression patterns. This study used a qualitative content analysis design. The data of this study were collected through document analysis. The abstracts were obtained from the University Repository website and analyzed using Swales and Feak's (2009) theory on rhetorical moves, Zhang et al.'s (2012) framework on linguistic features, Halliday and Hasan's (1976) theory on cohesive devices, and Eggins' (2004) concept of thematic progression.

The analysis revealed that not all postgraduate students produce cohesive abstracts through effective organization of rhetorical moves, appropriate use of linguistic features, and the strategic application of cohesive devices and theme progression patterns. Notably, rhetorical moves, particularly Move 2 (Purposes), Move 3 (Method), and Move 4 (Result), were fully implemented in all of the thesis abstracts, demonstrating a strong adherence to conventional abstract structure. However, the absence of Moves 1 and 5 in certain abstracts may reflect the individual preferences and writing styles of the thesis authors. These preferences in

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linguistic features align with the specific rhetorical moves employed, further enhancing the overall cohesion of the abstracts.

Regarding theme progression patterns, the most frequently occurring pattern is the Reiteration theme, followed by the Zigzag pattern and the Multiple Theme pattern. Regarding the Multiple Theme pattern, it has been identified that its implementation is often problematic. Specifically, improper use of this pattern was observed, where the thematic focus was not clearly established at the outset.

Cohesive devices in the abstracts were categorized into grammatical and lexical cohesion. Lexical cohesion was more frequent than grammatical cohesion, with 349 occurrences compared to 175. Repetition and synonyms were the most commonly used lexical cohesive devices, while conjunctions and references were the predominant grammatical cohesive devices. The absence of ellipsis supported the theory that it is primarily used in spoken dialogue rather than written text.

In summary, the organization of postgraduate students' abstracts, as seen through rhetorical moves and linguistic features, reflects a well-structured composition. The presence of cohesive devices and theme progression patterns enhances the cohesion of the abstracts, aiding readers in understanding the text by integrating information between sentences.

5.2 Implication of the Study

The results of this study offer valuable insights for abstract writers on the effective arrangement of rhetorical moves and the implementation of cohesive devices in their abstracts. Moreover, these findings are expected to guide postgraduate students in appropriately using cohesive devices when writing thesis abstracts.

5.3 Limitation

Several limitations of this study should be considered for future research. First, the data collection and participants are limited in scope. Second, the analysis of rhetorical moves, linguistic features, cohesive devices, and theme progression was conducted manually, which is time-consuming. Third, the theoretical

framework for cohesion was restricted to only one theory per aspect. Therefore, the results of this study might not be generalizable to all kinds of abstract cohesion analysis at the university level.

5.4 Suggestion

Based on the findings, conclusions, and limitations of this study, several recommendations are made for postgraduate students. First, it is crucial to prepare their abstract writing with a focus on cohesion. Students should pay particular attention to the arrangement of rhetorical moves and the use of linguistic features. Moreover, to enhance reader comprehension, the suitable implementation of cohesive devices and theme progression is essential. This approach will help ensure that the abstract is well-structured, coherent, and effectively communicates the main ideas of the research.