CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FURTHER STUDIES

This chapter presents the conclusion, limitations of the study and recommendation for further studies. Initially, Section 5.1 presents the conclusion of the study presenting the dominant choices as well as the functions of attitude, engagement and graduation in constructing argument in introduction section doctoral theses. Section 5.2 and 5.3 respectively discuss the limitations of the study and reccomendations for further studies.

5.1 Conclusions

The conclusion of the study is that despite some limitations, this study successfully addresses the questions unpacking the dominant choices and the functions of attitude, engagement and graduation to construct argument in introduction section of doctoral theses.

With regard to the dominant choices of attitude, the result of analysis reveal that the texts seemingly follow the pattern of argumentative genre indicated by the dominant use of appreciation signaling a strong preference for evaluating process/product (appreciation) rather than judging human behavior (judgement) or expressing feeling (affect) in constructing argument (Hood, 2004; Lee, 2006; Nakamura, 2009).

With respect to the functions of attitude, this study observes the crucial role of attitude to construct a sound argument as it potentially fits to to be used "to sell one research" (Swales & Feak, 1990, p. 257) to persuade the reader that the topic is important and interesting, which, as can be observed in the data, can be accomplish through: 1) indicating problem in the research area; (2) showing the centrality of the topic; (3) signaling problem in the research site; (4), stating gap in previous research; (5) indicating the need to conduct the study; and (4) informing the significance of the study. To counstruct a solid argument, attitudinal values can be either explicitly or implicitly realized. Implicit articulation of attitude is frequently accomplished in four different ways, those are, manipulating resource of graduation, articulating prosody of attitude, exploiting resource of modulation, and encoding "multi-layering" (Hunston, 2000; Lee, 2006, p. 256) values. In addition, with regard to the impact of the use of attitude in

facilitating the writers to construct arguments, this study notes that multi-layering articulation of attitude and prosody of attitudes are potentially effective to generate a solid argument.

Regarding the utilization of engagement, this study notes that academic texts tend to be interactive indicated by a preference to activate multi-voiced (heteroglossic) rather than a single voice (monoglossic), which, to some extent, signifying the writers' awareness for constructing dialogue with reader to establish an academic stance.

With respect to the functions of engagement, the result of analysis explicates the important roles of monoglossic resource of factual assertion for providing information which requires "no dialogic alternatives" (White, 2003, p. 270). Meanwhile, another type monoglossic of focal proposition can be used to represent the writers' voice, that, in some points, is potentially effective for communicating more evaluative issues.

Moreover, this study recognizes the benefit of heteroglossic to construct dialogue with readers (Martin & White, 2005; White, 1998). It also potentially becomes a powerful element of persuasion which enables the writers to express the claim with precision, caution, and humility (see Hyland, 1996), which to some extent, can be achieved by balancing the writers' claim with tentativeness so that he/she can "avoid the embarrassment of being proved wrong after making claims that are too strong" (Cooley and Lewcowicz, 2003, p. 78 as cited in Emilia, 2010, p. 103; Hyland, 1998). Additionally, in academic writing, the deployment of engagement can be used to shape the writers' position in the academic dialogue so that he/she can be accepted as a member of a particular academic community (Bratshchi, 2010). At the same time, this study also notes that engagement plays a central role to construct a solid argument as it can increase the degree of validity of the argument which can be accomplished by, one of them, attaching multiple sources of voices in the proposed argument.

In terms of the deployment of graduation, this study observes the dominant occurrence of force used "to make compelling claims" (Hood, 2004, p. 123) regarding a particular issue. This study also locates the role of graduation as "a resource for evaluation" (Lee, 2006, p. 342; Hood, 2010, p. 91) used for triggering positive/negative evaluation in the absence of attitudinal value. Lastly, with respect to the impact of graduation, the result

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of analysis spots the benefit of graduation of quantification realized in a list of multiple references to facilitate the writers to construct a solid argument.

5.2. Limitations of the Study

The limitations of the study can be detected in three issues, those are, data analysis technique, samples, and restriction length of thesis report. First, the limitation of the study has dealt with data collection technique that merely used textual analysis which potentially rises issues concerning subjectivity in the results of analyses (Ivanic and Weldon, 1999, as cited in Emilia, 2005). Additionally, a single deployment of textual analysis as data analysis technique can not be used to unfold "the causal effects of texts and the specifically effects of texts" (Fairclough, 2003, p. 15). With regard to the limits of textual analysis, Fairclough (2003) suggests that analytical categories and frameworks which are adequate for text description can be one of the alternative solutions of the limitation. In line with this suggestion, this study employs appraisal theory which is regarded as a "systematic and comprehensive" (Xinghua& Thompson, 2009, p. 3; Nakamura, 2009, p. 53; Padmanabhan, 2011, p. 89) analytical framework that can be used to investigate the deployment of interpersonal resource in academic writing.

The second limitation of the study has concerned with the data samples used in this study which simply cover a small part of a thesis, that is, introductory section of doctoral thesis. This, to some extent, cannot be used to comprehensively depict the role of interpersonal resources as attitude, engagement, and graduation in constructing a sound argument in a doctoral thesis. The last limitation of the study has concerned with the maximum length of research report which means that not all part of the texts can be presented in the report.

5.3 Recommendations for Further Studies

This study invites further studies on appraisal theory in different sections of doctoral thesis. Firstly, since moves analsysis in this study has not been deeply explored, further studies investigating rhetorical moves in introduction section in doctoral theses are needed to be conducted to unfold therhetorical strategies employed by the doctoral theses writers to shape the stance in order to be accepted by the readers of a scholar community. Additionally, with regard to the result of analysis revealing the benefit of interpersonal resources as well as the challenges faced by several writers in

manipulating interpersonal resource to construct a solid argument, this study encourages further research to conduct a study embracing appraisal theory in the teaching of academic writing.