CHAPTER V

CONCLUSION

This chapter provides the conclusion of the findings and the discussions in the previous chapter. In completing this section, the suggestions for his research also includes in this chapter for future research.

5.1 Conclusions

The present study investigated rhetorical move and linguistic features in hard-science (Biology, Physics, Computer Science, Chemistry, and Mathematics) undergraduate thesis abstracts and undergraduate students' research article abstracts from Universitas Pendidikan Indonesia. Hyland's model (2000) was applied as the guideline of the analysis. Based on the analysis, the results show similarities and differences regarding the realization of moves, steps, and linguistic features.

Generally, both the undergraduate thesis abstracts and research article abstracts applied all of the five moves proposed by Hyland's (2000). The results of the study show some variations regarding the realization of move, step, and linguistic features. First, in terms of occurrences, both data groups show that Move 3- Method remains as the most dominant move with a very slight gap of 1% between undergraduate theses and research articles. On the other hand, authors from both groups tend to omit Move 5- Conclusion in their abstracts. The result also reveals no move is obligatory in all sets of data. Only Move 1- Introduction and Move 3- Method reached their obligatory status in three research article abstracts.

Regarding the realization of steps, Move 3 Step 3- Describing procedure and context is the most manifested step followed by Move 1 Step 2- Making topic generalization. Like move, no steps obtained an obligatory status in all the examined data. Only Move 3 Step 3 and Move 1 Step 1 gained their obligatory status in some abstracts. The rest of the steps occurred in no more than 7% of the abstracts and gained conventional or optional status.

In terms of configuration and pattern, the data groups share varying results. For the step-based configuration, Move 1, Move 3 and Move 5 could be presented through one-step configuration (1S), two-step configuration (2S), and three-step configuration (3S). The one-step configuration (1S) with either Step 1, Step 2, or Step 3 pattern was dominantly used. For the move-based configuration, the preferred pattern in undergraduate thesis abstracts and research article abstracts is 1-2-3-4 or Introduction-Purpose-Method-Result.

The classifications of moves and steps may be considered as a guideline to help the authors to write the informative abstracts in related disciplines. Therefore, based on the findings, it is safe to say that some variations emerge in terms of realizing moves and steps.

In analyzing the data, there are some linguistic features pointed out in the present study which are tense, verb, voice, and modal auxiliary. In general, there is no significant difference in terms of linguistic features. First, for the tense, both undergraduate theses and research articles preferred to use present tense in the abstracts. In addition, the two groups utilized present tense in explaining the general information of the related topic. Interestingly, research article abstracts tend to use present tense and past tense equally in Move 3. Meanwhile, past tense is used in Move 4 in undergraduate thesis abstracts and Move 3 in research article abstracts. Second, the use of voice in both groups is active voice that dominated Move 2. However, both undergraduate theses and research articles preferred describing the procedure and context of the study in passive form. Third, regarding the verbs, there is a slight difference between the two groups. Undergraduate thesis abstracts tend to use relational verb, whereas research article abstracts tend to use action verb. Mental verb is the least type of verbs that were used in both abstracts. Lastly, undergraduate thesis authors and research article authors use less modal auxiliaries in presenting the explanation. Modal auxiliaries is mostly used in describing the general information of the related topic (Move 1).

In conclusion, the present study suggests that the rhetorical moves and linguistic features could be useful as a guideline for science undergraduate students in writing an undergraduate thesis or published research article. Future researchers

may gain some insights regarding how to write an informative abstract in hard-science based on its requirement; whether it is aimed to be published or unpublished. In addition, the authors need to pay attention to which part to be more highlighted. However, this study also suffers from some limitations. Therefore, future research is needed since this study only employed a small-scale corpus of the abstracts.

5.2 Suggestions

There are some suggestions that might be useful for future research. First, since the study comes from limited data, using more data to get further results is needed to be taken into account. Second, choosing the context of the data, such as discipline and culture, seems to play an important role to obtain the result applicable in various settings.