CHAPTER V

CONCLUSION, IMPLICATION, RECOMMENDATION, AND LIMITATION

This chapter presents the conclusion, implication, recommendation, and limitation of the study. The conclusion part covers the concluding remarks of the major discussion of the findings presented in chapter IV and the final consideration regarding the study. The implication part covers the importance and the contribution of the study to the development of English language teaching, specifically in teaching academic writing. The recommendation covers some suggestions for English lecturer, graduates' students, and future researchers under the topic of writing an abstract for publication. Lastly, the limitation covers the weakness of this study.

5.1 Conclusion

This study has addressed two research questions: *"How are the graduates' understandings of abstract writing reflected in their writings? what are the challenges the graduates faced in writing the abstracts?* This study concludes five points: (1) all of the students are aware of five-moves model of abstract structure proposed by Hyland (2000) and know some steps of move 1 to 5; (2) Most of the abstracts only used four-moves model, Introduction – Purpose – Methodology – Discussion while in terms of step, move 1 (introduction), in the abstracts are found the use of Step 1 (arguing for topic significance), Step 2 (topic generalization), and Step 4 (Gap identification). It was also found less abstracts incorporated the step of move 5 (conclusion). The study only found the abstract only used two types of steps, Step 1 (conclusion) and Step 4 (recommendation or implication); (3) Most students tend not to show alignment between their understandings of moves and steps in abstract writing and the actual writing due to some reasons such as level of familiarity, no specific requirements of abstract writing, lack of linguistic skill, and different perspectives and preferences; (4) The elements of the move-step in abstract do not limit to Hyland's (2000) model. There are many different ways of

writing them; and (5) The language related challenges are the most common problems encountered by the students in abstract writing. it includes writing an infomative abstract, summarizing the main points of the abstract, using academic vocabulary, and writing a coherence and a clear paragraph. Overall, not all the published abstracts are well-structured, so the students need to be critical before using it as references or guidelines. Make sure that the abstract written at least follow the international standard criteria of abstract writing such as PMRC, Hyland, Swales, or IMRD.

5.2 Implication

The finding of the study has the potential to provide better insight regarding the students' understandings of the abstract construction and the types of move-step elements used by the students. Thus, the implication for English language teaching is on the sense of giving an idea about the course or materials that should be included in academic writing and to develop a new creative strategy to teach writing for publication based on the challenges faced by the students.

5.3 Recommendation

There are some recommendations for English lecturer, graduates' students, and future researcher related to abstract writing as mentioned in the following:

5.3.1 English lecturers

Based on the feedback given by graduates' students, the teaching of abstract writing normally taught implicitly or just to the extent of giving brief information regarding its content. Thusly, I strongly recommend the lecture to integrate the teaching of abstract in other subjects such as writing for publication or research writing. The materials taught can be around how to concisely and effectively write all main points of the research (introduction, aims, methods, finding, and conclusion) into maximally 250 words. Additionally, for the sake of improving and adding the students' skills in writing, it is also expected that the lecture could give feedback and assessment on their writing (abstract). So, the course of academic writing should cover the whole aspects such as knowing how to write a good

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abstract until writing a good reference and theories on the types of elements of move-step in the abstract

5.3.2 Graduates' students

Many problems encountered by the students during abstract writing is on the part of writing all the main points of the research in 250 words. Thus, it would be better to read a lot of examples of abstract writing in a reputable source such as Wiley & Sons, Tesol Quarterly, science direct, and etc at first. Read the guidelines relate to the format, style, and content that should be included. Then, consult the final product writing (abstract) with the expert (academic advisors or journal reviewer). Other than that, the students also suggested following some conferences, courses, or training related to writing for publication to enhance their writing skills and have a lot of practice.

5.3.3 Future researchers

This study focused on analyzing the students' understandings of move and steps in research article abstract based on Hyland's (2000) theory and compared it to the students' actual writing. This study also investigated the challenges encountered during writing abstract. Thus, the further research can be carried out in other aspects such as conducting a similar study using different theory such as Swales' theory, conducting a similar study using different participant, instrument, and data analysis, or analyzing s of the abstract according to target readers point of view. The findings of this research are also expected to serve as supporting data, reference, and comparison in conducting an expanded study about abstract evaluation or analysis.

5.4 The limitation of the study

The data source of this research were only taken from ten graduates' students majoring in English Education major so the elements of move-step manifested in the abstract do not reflected their understandings. Thus, the further

study can be done in the non-languge major or linguistic major where the concept of move-step does not exist.