

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the first section presents the conclusion of the study based on the findings and the discussion. Meanwhile, the second section presents some suggestions for future researchers who have an interest in analyzing rhetorical structures and translation techniques of the abstracts.

#### 5.1 Conclusion

The purposes of this study are to identify the realization of rhetorical structures in 30 Indonesian undergraduate thesis abstracts and their English version written by the Humanities and Hard Sciences students in Universitas Pendidikan Indonesia. In addition, the translation techniques used have also been identified and analyzed to know the process of how the students translated their undergraduate thesis abstracts. This study has addressed three research questions: (1) *What are moves identified from the undergraduate thesis abstracts in Humanities and Hard Sciences?* (2) *What are steps identified from the undergraduate thesis abstracts in Humanities and Hard Sciences suitable with the abstracts writing rules?* and (3) *What are translation techniques used in translating the Humanities and Hard Sciences undergraduate thesis abstracts?*

Regarding the first research question, the results of the analysis show that all moves i.e. Move 1 – *Introduction*, Move 2 – *Purpose*, Move 3 – *Method*, Move 4 – *Product*, and Move 5 – *Conclusion* were found in the undergraduate thesis abstracts written by the Humanities and Hard Sciences students. Not only in Indonesian but those five moves were also found in the English version of the undergraduate thesis abstracts. Regarding the move, both the Indonesian and the English abstracts written by the Humanities and Hard Sciences students had the same percentage of occurrence. In this study, students who studied Humanities and Hard Sciences tend to use Move 3 – *Method*, Move 4 – *Product*, followed by Move 2 – *Purpose* more than the other two moves i.e. Move 1 – *Introduction* and Move 5 – *Conclusion*. On the other hand, students from the Humanities field of study used Move 1 – *Introduction* followed by Move 5 – *Conclusion* more than the Hard Sciences students did.

Then, regarding the second research question, the percentage of steps occurring in both abstracts were also the same. Nevertheless, not all the steps appeared in each move that was used in the abstracts. The analysis found that Move 3 Step 1 – *Describing participants/data sources* and Step 3 – *Describing procedure* were the most steps found in the Humanities and the Hard Sciences undergraduate thesis abstracts. However, some steps were not used at all, namely, Move 1 Step 4 – *Identifying gap* followed by Move 5 Step 2 – *Evaluating the significance of the research* and Step 3 – *Stating limitation*.

In line with the third research question, the study found some translation techniques to be used more by the students in translating their undergraduate thesis abstracts than the other ones. The analysis informs that students from different majors like to translate their abstract word for word with attention to the structural adjustment by using the *Literal translation* technique. Besides that, they also used *Borrowing* as the second translation technique that mostly used in translating their undergraduate thesis abstracts. Meanwhile, only a few of them used unpredictable word and general term in the English version of their undergraduate thesis abstracts by using the *Discursive creation* and *Generalization* technique.

In conclusion, different majors can affect the use of moves and steps in writing the undergraduate thesis abstracts. This happened because students from different majors had a different focus on the points or things they wrote in their abstracts. In addition, the use of translation techniques was also different between students from one major to another. The difference in the technique used in translating the abstract was influenced by their English language skills and it may affect the use of the rhetorical structure in the abstracts. In this case, students who have more ability in using English tend to be able to translate the abstract well so that the meaning in the source language can be conveyed and received well in the target language. Because of that reason, the readers will easily understand the message in the abstracts.

## 5.2 Suggestion

To sum up, some suggestions can be drawn from this present study for further research related to rhetorical structures and translation techniques analysis in

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terms of the abstract. First, the results of this analysis can motivate abstract writers to find another element that contains in the abstracts, such as language features which include tenses, voices, and other language aspects, so that the abstracts they made will be as good as possible. In addition, for example, they can find specific verbs or tenses that are used as a marker of a move or step in the abstracts so that there will be a move marker-list in the abstracts. Second, future similar studies can investigate the rhetorical structure along with the translation technique used by the other majors besides the Humanities and the Hard Sciences to find the differences of the pattern used in writing the abstracts of other disciplines. Later, the tendency of moves and steps followed by the translation techniques used by students in writing the abstracts will be found based on their field of study. Third, future studies can do more extensive study by analyzing the thesis, dissertation, master thesis, or other academic papers. In line with the previous point, this purpose also aims to find the differences in rhetorical structures and translation techniques used by students from different levels of education. Finally, the findings of other studies can be used as a guideline to make a good abstract for those who want to do further research. The study also recommends the university provide an official template for making an abstract so that the students can write good abstracts based on the given rules.