

CHAPTER V

CONCLUSION AND SUGGESTION

The first section of this chapter discusses the study's conclusion, which is based on the findings and discussion from the previous chapter. The last section is a proposal for further research in the subject of abstract analysis.

5.1 Conclusion

The aims of this study are to analyze and compare the rhetorical moves, to analyze the genre development, and to know the background that influence the writing of the abstracts of master theses and dissertations of soft science lecturers and hard science lecturers in Universitas Pendidikan Indonesia. This study has addressed three research questions about the representation of rhetorical structures, linguistic features, and the relation between genre knowledge development and the rhetorical patterns employed in the abstracts of master's theses and dissertations in hard and soft sciences.

For the answer of the first question, both hard science and soft science fields contained all moves in their abstracts, as did all text types. Each field and text type, on the other hand, had distinct inclinations when it came to employing Move. Move 1 – Introduction and Move 3 – Method are common in hard scientific and master's theses abstracts, while Move 4 – Product and Move 1 – Introduction are common in soft science and dissertation abstracts. The rationale for this discovery is that each field may include a critical point that needs to be emphasized.

There were no significant differences between hard and soft science abstracts in the step analysis. In both fields and both text types, Step 2 of Move 1 – *Making topic generalizations* commonly used. In their dissertation abstracts and hard science abstracts, lecturers prefer to use Step 1 of Move 3 – *Describing participants/data source*. However master's theses and soft science abstracts used Step 3 of Move 3 – *Describing procedure and context* commonly. Meanwhile the application of step in

Move 5 across fields and text type are different. Lecturers tend to use Step 1 – *Deducing conclusion* in dissertation and soft science abstracts. However, lecturers incline to employ Step 4 – *Presenting recommendation or implication* in hard science and master thesis abstracts. Because this step is frequently present in expert writers' academic journal publications, all abstracts did not apply Step 3 of Move 5.

To answer the second question about linguistic features analysis, all lecturers prefer to use the active voice rather than the passive in their abstracts across fields and text types. However, the present tense is preferred by hard science lecturers and used much more in master thesis abstracts, whereas the past tense was often used by soft science lecturers and in the dissertation abstracts.

Concerning the third question about the relation of genre knowledge development and the rhetorical move. The findings demonstrated that all of the lecturers from both fields employ all the moves from Introduction Move to Conclusion Move. The lecturers used various steps in each move and applied more steps in the dissertation abstracts.

However, in the writing process, there was not a marked gap between the rhetorical patterns among the lecturers across disciplines. They can write a good and readable paper. Nevertheless, the genre knowledge development is clearly seen across text types. The lecturers tend to use and to explore more moves and steps on their dissertation abstracts. The increasing usage of moves and steps make an assumption that the higher someone's education, the better their writing.

5.2 Suggestion

The findings of this study could be used as a basis for future research and could add to the body of academic writing literature. Because of the small amount of data in this study, it's possible that some of the conclusions will be skewed. Further research into more fields in hard science and soft science is strongly advised in order to arrive at a more thorough comparison and result. It's also a good idea to look over the abstracts

of undergraduate, master's theses, and dissertations to check if the genre knowledge is clear. Inferring from the findings of this study, novice writers can learn and grasp the manifestation of move, step, and linguistic aspects in abstracts from other disciplines in order to write more logical and well-structured abstractions in the future.