

## CHAPTER V

### CONCLUSION

This chapter covers the conclusions of the findings and the discussion in the previous chapter. In completing this section, the suggestions for this research are also included in this chapter for further research.

#### 5.1 Conclusion

This study addressed two research questions: How are the rhetorical moves and steps realized in abstracts across degrees? And what techniques are used to translate the abstracts across degrees from Indonesian into English? Regarding the rhetorical moves and pattern, this study applied Hyland's (2000) model as the framework of the analysis. Thus, the findings demonstrate that all of the moves and their steps were included in the three degrees abstracts. However, based on the analysis, some differences between the rhetorical moves and steps used across degrees also occurred.

In general, the abstracts of students from the three degrees manifested all of the five moves proposed by Hyland (2000). However, some variations regarding the realization of move and step were found in three data sets. In terms of occurrences, the study revealed that Move 3 (Method) was the highest-manifested Move in undergraduate and postgraduate abstracts, meanwhile, for graduate abstracts the highest occurring Move was Move 4 (Product). It can be implied that while undergraduate and postgraduate degree students put emphasis more on the procedure applied in conducting the research, graduate students are more likely to give more elaboration of the research findings. However, despite these differences of occurrences, this study found that in three degrees, these two moves were considered obligatory as it was manifested in all the abstract data. On the other hand, it also revealed that Move 5 (Conclusion) was the least manifested Move in abstracts of undergraduate and graduate students. Meanwhile, for postgraduate students, Move 5 appeared in a quite higher percentage than in the other two

degrees. Move 2 (Purpose) was least manifested compared to the other four moves. Overall, it seems that undergraduate and graduate students tend to emphasize the Introduction, Methodology, Findings, and Purpose of their research in their abstracts and put less attention on the Conclusion. Meanwhile, postgraduate students tend to give extensive information in their abstract including stating the Conclusion. As a result, it seems to appear that postgraduate abstracts were more likely to manifest the five moves than the other two degrees' abstracts.

Regarding the step realization, the three levels of education manifest a quite similar preference of steps in their abstracts, except the steps of Move 5 which mostly appeared in postgraduate abstracts. First, the most occurring step across degrees was Step 3 of Move 3 (Describing procedure and context). This step was also the only step considered obligatory across degrees. It seems that regardless of any degree, students agree that presenting clear and credible stages of research is crucial in writing abstracts. Furthermore, in terms of the least manifested step, this study found that Step 3 of Move 5 (Stating limitation) was not manifested at all in three data sets. It may imply that it is still unusual for students across degrees to explain the limitation of their research in their abstracts. Besides this step, in undergraduate and graduate degrees, it was found that Step 4 of Move 1 (Identifying gap) and Step 2 of Move 5 (Evaluating the significance of the research) were also not manifested in the students' abstracts. In addition to that, one more step was also not found in the graduate abstract which was Step 4 of Move 5 (Presenting recommendation or implication). Thus, this study suggests that even though there are some commonalities among degrees, differences of degree may affect move and step realization in thesis or dissertation abstract. Furthermore, students across degrees have a quite different preference or tendency to manifest certain moves and steps in their abstracts.

Therefore, since this study used parallel Indonesian and English abstracts, this study also showed that there were some minor differences in move and step occurrences between the English and Indonesian versions of abstracts. As in the undergraduate degree, it was found that the English version of abstracts had lower

occurrences of Move 1 (Introduction) by 2% than the Indonesian version. In the graduate degree, the difference of occurrences appeared in the percentage of Move 3 (Method) which was higher by 1% in the English version of abstracts. Meanwhile, in the postgraduate degree, more than one move had a different percentage of occurrences in Indonesian and English versions, those are Move 1 which is higher by 1% in the English version, Move 3 which is higher by 2% in the Indonesian version, and Move 4 which is higher by 1% in the English version. It is assumed that these differences of occurrence in parallel abstracts may occur due to the translation technique applied by the translator in translating the abstracts from Indonesian into English.

From that point, this study also investigated the translation technique applied in translating the abstracts across degrees. Regarding the translation technique, it was revealed that literal translation was the most used technique across degrees. Even though not always the case, the use of literal translation technique in translating is regarded as vulnerable to error since it only translates word-for-word. Other techniques which used in high percentage were Established equivalent in undergraduate degree, borrowing in graduate degree, and transposition in postgraduate degree. Thus, it seems that those choices of translation techniques may be the cause of the difference of occurrences of Move in Indonesian and English abstracts. Furthermore, for the least applied technique of translating abstracts, this study revealed that there were three techniques which were not applied at all to translate the abstracts, those are description, substitution, and variation. Concerning the explanation of those techniques, these findings were quite understandable since those three techniques seem unlikely to be applied to translate scientific text such as abstracts. Thus, students need to apply suitable techniques in translating their abstracts so that the exact original meaning will be delivered and accepted well by the readers of the translated version of the abstracts.

## **5.2 Suggestions**

There are some suggestions that might be useful for future research. For future research, it is suggested for authors to investigate rhetorical moves and steps of students' abstracts from different branches of science. An investigation on translation errors made by students in translating abstracts may also be conducted in the future. Furthermore, the author concludes that the findings of this study may be used by students from different levels of education. It is recommended for students to include more types of Move and Step in their abstracts. Also, it is recommended for universities to provide a template for making good abstracts for their students. Regarding the translation of abstracts, it is suggested that students pay more attention to the use of translation techniques so that the translation will be more easily understood and acceptable. By understanding the use of rhetorical moves and translation techniques, hopefully, students can make a good abstract for their thesis and/or dissertation.