

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The findings of this study show that the rhetorical move structure in English Education abstracts tends to emphasize methodological explanation and research findings. Among the five rhetorical moves proposed by Hyland (2004), the Method move appears as the most dominant move, followed by the Product move. This indicates that writers in this subfield strongly prioritize explaining research procedures, instruments, and data analysis techniques, reflecting the empirical and classroom-based nature of English Education research. In addition, the Product move is frequently used to present measurable or descriptive findings related to students' learning outcomes. However, the Introduction and Conclusion moves are less consistently realized, as several abstracts omit background information and interpretative statements. This finding suggests that although the writers demonstrate awareness of essential research components, some abstracts still lack rhetorical balance and complete communicative effectiveness.

The rhetorical move structure found in English Linguistics abstracts demonstrates a strong orientation toward analytical procedures and theoretical frameworks. Similar to English Education abstracts, the Method move is the dominant move, followed by the Product move. The findings indicate that writers in Linguistics research tend to focus on analytical

methods, data sources, and theoretical approaches such as discourse analysis, pragmatics, and speech act theory. In addition, the Product move is used to present categorized and analytical findings related to linguistic phenomena. Interestingly, the Conclusion move appears as the least frequent move, showing that many writers end their abstracts immediately after presenting findings without providing interpretation or implications. This pattern suggests that English Linguistics abstracts prioritize analytical clarity and conciseness rather than rhetorical completeness and interpretative closure.

Meanwhile, the rhetorical move structure in English Literature abstracts reveals a different rhetorical tendency compared to the other subfields. The Product move appears as the dominant move, followed closely by the Method move. This finding indicates that writers in Literature abstracts strongly emphasize interpretation, thematic analysis, and analytical findings related to literary texts. The Method move is commonly realized through theoretical and interpretative frameworks such as semiotics, psychoanalysis, feminism, and qualitative thematic analysis. In contrast to the other subfields, the Conclusion move is relatively more frequent, indicating stronger awareness of interpreting findings and presenting implications. However, some abstracts show inconsistent rhetorical organization, particularly in the placement of the Introduction move, where several writers begin directly with the Purpose move. This

demonstrates that English Literature abstracts tend to be more flexible and interpretation-oriented in their rhetorical organization.

Overall, the findings demonstrate that rhetorical move realization varies across English research subfields due to differences in disciplinary orientation and communicative priorities. Although all abstracts generally reflect Hyland's (2004) five-move model, each subfield emphasize different rhetorical functions. English Education abstracts focus more on methodological explanation and practical findings, English Linguistics abstracts emphasize analytical frameworks and concise presentation, while English Literature abstracts highlight interpretation and thematic analysis. These variations indicate that disciplinary conventions significantly influence how EFL undergraduate students construct thesis abstracts and realize rhetorical moves in academic writing.

B. Suggestions

This study has several limitations that may affect the scope and depth of the analysis. Due to limited research time, this study only focused on analysing rhetorical moves in undergraduate thesis abstracts without conducting interviews with thesis writers or supervisors. As a result, the researcher could not obtain deeper information regarding the writers' considerations, difficulties, and awareness in constructing rhetorical moves within their abstracts. In addition, this study only analysed fifteen thesis abstracts from three English research subfields at one university, which may limit the generalization of the findings to wider academic contexts.

Furthermore, the analysis was limited to rhetorical move realization based on Hyland's (2004) five-move model and did not examine other linguistic aspects in detail, such as lexical signals, tense usage, and grammatical patterns.

Despite these limitations, this study is expected to contribute to the development of knowledge in the field of genre analysis and EFL academic writing, particularly in rhetorical move studies of thesis abstracts. The findings provide insight into how disciplinary differences influence the realization of rhetorical moves across English Education, English Linguistics, and English Literature abstracts. In addition, this study may serve as a reference for academic writing lecturers, thesis supervisors, and curriculum developers in improving students' rhetorical awareness and abstract-writing competence. The findings also enrich existing discussions regarding disciplinary discourse practices and the application of Hyland's (2004) rhetorical move framework in undergraduate academic writing contexts.

For future researchers, it is recommended to conduct similar studies with larger amounts of data and broader institutional contexts in order to obtain more comprehensive findings regarding rhetorical move realization in EFL thesis abstracts. Future studies are also encouraged to include interviews with thesis writers and supervisors to gain deeper understanding of the reasons behind the use, omission, and variation of rhetorical moves in abstract writing. In addition, future researchers may

investigate other linguistic aspects related to academic abstracts, such as metadiscourse markers, lexical bundles, tense usage, hedging expressions, and grammatical patterns. Researchers may also combine rhetorical move analysis with other analytical approaches or frameworks in order to produce more comprehensive and varied findings in the study of academic writing.