

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTION

The present chapter discusses the conclusion related to the rhetorical styles employed by the English Department students of Yogyakarta State University in writing the introduction section. In addition, this chapter also displays the implications and provides several suggestions related to the rhetorical styles to be incorporated within the academic writing class.

5.1 Conclusions

The English Department students of Yogyakarta State University employs Move 1, Move 2, and Move 3 of the Create a Research Space (CARS) model within the introduction sections. However, it appears that most of the introduction sections largely utilize Move 1 and Move 2. The dominant steps employed within the introduction sections are making topic generalization from Move 1 and indicating a gap from Move 2. It is also pivotal to state that some steps of CARS model are unimplemented within all of the introduction sections. Those unimplemented steps are reviewing items of previous research from Move 1, counter-claiming from Move 2, question-raising from Move 3, announcing principal findings from Move 3, and indicating structure of the paper from Move 3. The absence of those steps is likely to appear due to two factors. The first factor is the scarcity of control over the writing process. The second factor is the scarcity of linguistic resources to recognize the stages of writing (Mirahayuni, 2001). The aforementioned factors are also likely to be the major determinants of

the English Department students to not implement numerous steps of CARS model in writing the introduction section.

It is also revealed that the English Department students of Yogyakarta State University are able to build a cohesive introduction section. Moreover, they are also able in presenting a convincing argument to portray the importance of the research article. Furthermore, most of the English Department students are also able in writing coherent introduction sections with the utilization of linking markers or cohesive devices. However, this research has also shown that the English Department students are likely to delay the topic introduction. This is due to the fact that most of them implement the circular rhetoric in writing the introduction section of research article.

5.2 Implications

Firstly, the research findings imply that the Create a Research Space (CARS) model by Swales (2004) provides a clear format of rhetorical moves. In addition, it also provides comprehensible micro and macro structures of rhetorical styles. The detailed structures of CARS model are considered able to be employed within the introduction section. Thus, the CARS model is also expected to be a functional and applicable framework to analyze the rhetorical styles of the research articles, particularly the introduction section.

Secondly, the undergraduate students are expected to be the potential contributors within a specific field of interest. Therefore, it is significantly important for them to recognize the stages of academic writing. Above all, it is also crucial for them to employ the rhetorical styles in writing the introduction

section. By mastering the stages of writing and rhetorical styles, they are likely to successfully justify the research importance within the introduction section.

Thirdly, the necessity to master the organized academic writing strategy is considered as an essential aspect. This is due to the fact that the undergraduate students are expected to evaluate, argue, respond, analyze, and justify their opinions related to the research topic. Furthermore, it is also pivotal to introduce the concept of rhetorical styles in writing a research article within the academic writing class. By doing so, the undergraduate students are likely to be able to specify the worthiness of the research articles. Additionally, they are also able to engage the interest of the readers within a specific field of interest. As a result, the readers are likely to read not only the introduction section but also the overall sections of the research articles.

5.3 Suggestions

The present research is expected to be theoretically and practically advantageous. Theoretically, the research findings are supposed to provide more data and further discussion about rhetorical styles. Specifically, related to the rhetorical styles employed by the English Department students of Yogyakarta State University in writing the introduction section. Practically, the research findings are supposed to be the authentic source of rhetorical style research.

To be specific, for the undergraduate students, this research is expected to offer and provide the concept of rhetorical styles. Therefore, they are likely to employ the CARS model in writing a cohesive, comprehensive, and convincing research articles. In addition, for the academic writing teachers and lecturers, this research is expected to contribute to the new perspective of academic writing.

Thus, the concept of rhetorical styles is likely to be included and incorporated within the academic writing class. Above all, for the other researchers, this research is expected to offer further as well as deeper data and insights of rhetorical styles. As a result, they are able to observe and explore more about the concept of rhetorical styles to be employed within the other types of academic writings.