

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to analyse the rhetorical move structures in the introduction sections of undergraduate theses using Swales' CARS (Create A Research Space) model. The analysis focused on identifying the types of rhetorical moves applied (Move 1, Move 2, and Move 3), the challenges students faced in implementing them, and the common mistakes found in their use.

Based on the findings and discussions, the following conclusions can be drawn:

1. Rhetorical Move Realization

Most students successfully realized Move 1 (Establishing a Territory), reflecting their general awareness of introducing the research topic. However, move 2 (Establishing a Niche) and Move 3 (Occupying the Niche) were frequently underdeveloped or incompletely applied. Many students failed to clearly present a research gap or to state the purpose and structure of their study effectively. Essential rhetorical steps such as Step 1B (Indicating a gap) and Step 3 (Indicating RA structure) were often omitted or vaguely written.

2. Challenges in Implementation

The main challenges students encountered included limited understanding of rhetorical function, difficulty in formulating research gaps, and lack of exposure to academic rhetorical models such as Swales' CARS. These factors contributed to the inconsistent and incomplete application of rhetorical moves, particularly in Move 2 and Move 3.

3. Common Mistakes

Frequent mistakes included skipping Move 2 altogether, presenting general or unclear research purposes, disorganizing the logical flow of moves, and omitting the structure of the thesis. These issues suggest that students lack a full comprehension of how to compose a coherent, persuasive, and structured academic introduction.

In general, although students demonstrate basic awareness of rhetorical organization, the findings highlight the need for more explicit instruction in academic writing, particularly in applying genre-based rhetorical frameworks like Swales' CARS model. Strengthening this aspect of instruction is essential for improving the clarity, structure, and academic quality of students' introductory writing.

B. Suggestion

Based on the conclusions above, the researcher proposes the following suggestions:

1. For Students:

Students are encouraged to actively engage with academic texts and journal articles to better understand rhetorical conventions. Participating in academic writing workshops or genre-based writing training can also help improve their ability to construct effective introductions based on rhetorical structure.

2. For Lecturers and Supervisors:

Lecturers and supervisors are advised to provide structured and step-by-step guidance in academic writing, especially in teaching how to review literature critically, formulate research gaps, and present research objectives. Incorporating rhetorical models such as Swales' CARS into writing instruction may greatly enhance students' rhetorical awareness.

3. For Future Researchers:

Further studies may expand the analysis beyond the introduction section to include other components of the thesis, such as the discussion or conclusion, to gain a more comprehensive understanding of students' academic writing. Comparative studies involving theses from different departments or institutions could also offer broader insights.