

**TEXTUAL FEATURES OF UNDERGRADUATE THESIS ABSTRACTS
OF ENGLISH TEACHER EDUCATION DEPARTMENT STUDENTS
OF SUNAN AMPEL STATE ISLAMIC UNIVERSITY SURABAYA**

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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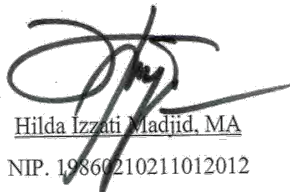
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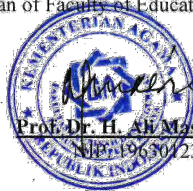
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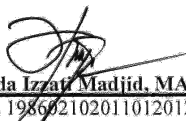
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ABSTRACT

Himmah, Elok Faiqotul. (2018). *Textual Features of Undergraduate Thesis Abstract of English Teacher Education Department Students of Sunan Ampel State Islamic University Surabaya*. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Siti Asmiyah, M.TESOL, Hilda Izzati Madjid, MA

Key Words: *Abstract, Textual features*

Writing a good abstract is important because it is the first thing reader seek whenever they read thesis. To write a good abstract, textual features comprising development of ideas, organization and tense must be fulfilled. This research aims to know the fulfillment of textual features in undergraduate thesis abstract. Fifteen abstracts written by students of English Education Department 2017 were analyzed through close-reading. Then, it were examined based on set of criteria adapted from several resources. Researcher found that most of the abstracts have fulfilled the criteria of development of ideas and organization. In developing its ideas, all of the abstracts have successfully relate the ideas well and elaborate them, while abstracts ranging from 11 to 14 has an effective introduction, smooth transition between sentences, and clear overall point of view. On the other hand, the organization was fulfilled not only through the presence of method and result in all of the abstracts, but also through the appearance of introduction and purpose in 14 and 9 abstracts respectively. Although these two features are fulfilled, researcher also discovered that the appropriate use of tense are mostly not fulfilled . To make a good thesis abstracts, the researcher suggests the student to pay more attention on fulfilling these textual features.

ABSTRAK

Himmah, Elok Faiqotul. (2018). *Textual Features of Undergraduate Thesis Abstract of English Teacher Education Department Students of Sunan Ampel State Islamic University Surabaya*. Pendidikan Guru Bahasa Inggris, Fakultas Pendidikan dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Siti Asmiyah, M.TESOL, Hilda Izzati Madjid, MA

Kata Kunci: *Abstrak, Fitur tekstual.*

Menulis abstrak yang baik merupakan hal yang penting karena abstrak adalah hal pertama yang dicari pembaca ketika membaca skripsi. Untuk menulis abstrak yang baik, fitur tekstual yang terdiri dari pengembangan ide, organisasi, dan *tenses* harus terpenuhi. Penelitian ini bertujuan untuk mengetahui pemenuhan fitur tekstual pada abstrak skripsi. Lima belas abstrak yang ditulis oleh mahasiswa jurusan Pendidikan Bahasa Inggris 2017 dianalisis melalui *close-reading*. Kemudian, abstract tersebut ditelaah menggunakan beberapa kriteria. Peneliti menemukan bahwa sebagian besar abstrak telah memenuhi kriteria pengembangan ide dan organisasi. Dalam mengembangkan ide-idenya, semua abstrak telah berhasil menghubungkan ide-ide dengan baik dan menguraikannya. Selain itu, abstrak mulai dari 11 hingga 14 memiliki pengenalan yang efektif, transisi yang baik antara kalimat, dan sudut pandang keseluruhan penulis yang jelas. Di sisi lain, organisasi terpenuhi tidak hanya melalui kehadiran metode dan hasil penelitian semua abstrak, tetapi juga melalui keberadaan pengenalan dan tujuan masing-masing di dalam 14 dan 9 abstrak. Meskipun dua fitur ini telah terpenuhi, peneliti juga menemukan bahwa penggunaan *tenses* yang benar sebagian besar belum terpenuhi. Untuk menulis abstrak yang baik, peneliti menyarankan agar memperhatikan pemenuhan fitur tekstual tersebut.

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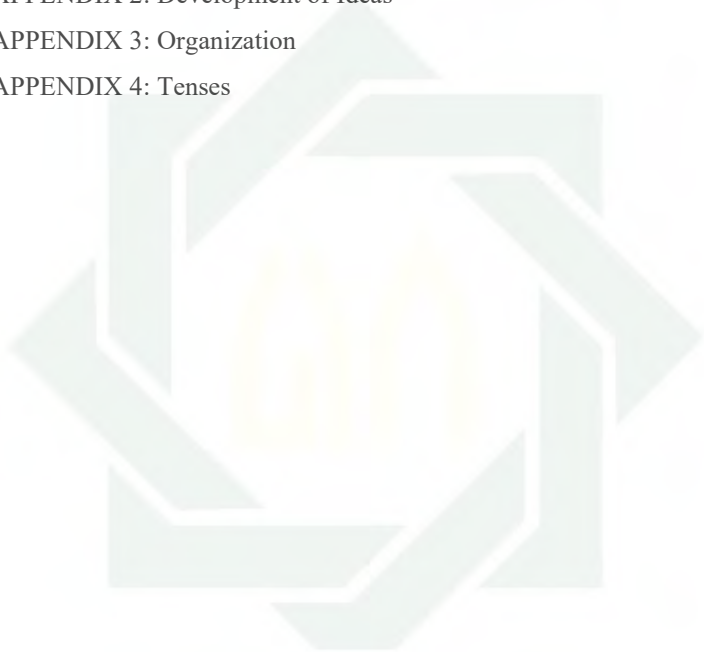
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CHAPTER I

INTRODUCTION

This chapter discusses about research background, including the reason of conducting the study. Afterwards, research questions are formed, followed by objectives of the study to answer the problems given. Then, it is carried on with significance of the study to inform how the study would be beneficial. Scope and limitations of the study draws the limitation of what are consisted on the study. At the end of the chapter, definition of the key terms are given to connect researcher and reader into one point of view.

A. Research Background

As an important section of research article, abstract seems to gain increasing attention in the recent years with the explosion of information in academic field. Abstract becomes important because of its function called “the gateway that leads readers to take up an article, journals, to select, contributions or organizations of conferences to accept or reject papers.”¹ This means that abstract should not be neglected because it is the first thing reviewers see and it gives first impression for readers.

Furthermore, in most online libraries, even abstract is the only part of the research available on display. Some gives a very strict and limited access of the research articles. Therefore,

¹ Fatimeh Saboori-Muhammad Reza Hashemi, “A Cross Disciplinary Move Analysis of Research Article Abstract.” *International Journal of Language Learning and Applied Linguistics World*. Vol.4, No.4, 2013, 483

abstract becomes the only preliminary option for readers to seek and refer to the next step reading. In digital library of Sunan Ampel State Islamic University, however, full access to the research paper or thesis is free for visitors, not only limited to students. Nonetheless, reading abstract can help readers to select the related source more effectively and skip unnecessary information given in limited constrain of time.

As one of the types of research article, undergraduate thesis also includes abstract. In English Teacher Education Department of Sunan Ampel State Islamic University, students are also obliged to write abstract after finishing their undergraduate thesis. In guidelines for thesis writing published by Sunan Ampel State Islamic University Surabaya abstract is put in the beginning part, among others like title, approval sheet, dedication sheet, acknowledgment, etc.²

Besides being placed in the beginning of a thesis, abstract is also the first thing people sought when they want to read a research paper.³ It is readers' first encounter with text to the point at which they decide to read the whole research article or ignore it. Therefore it is important for the author to present a good abstract. Because abstract which gives bad first impression have a big chance to lose potential readers from skimming through the whole research paper.

² Prof. Dr. H. Ali Mudlofir, M.Ag, et.al., *Pedoman Teknik Penulisan Skripsi*, (Surabaya: UIN Sunan Ampel, 2014), 9-34.

³ Latifatul Fajriyah, *Undergraduate Thesis: "Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department"* (Surabaya: UIN Sunan Ampel, 2015),3.

Considering its importance within the academic world, there have been several studies conducted in the field of abstract, in particularly related to its textual features. Organization plays an important role which should not be neglected in thesis abstract.⁴ In addition, Hartley found that although information about the aims, methods, and results are given, researcher tends to neglect other details about the participant.⁵ There also had been an attempt to analyze the linguistic features of abstract.⁶ Most of these studies focused on tenses and verb use in research abstract. While Suwandi concerns more about the development of abstract including the coherence and cohesion of the text.⁷

However, those studies only focused on one of the textual features of abstract. Moreover, a good abstract should cover all of those attributes. Therefore, in this study researcher aims to answer whether thesis abstracts written by students of English education department has covered all of the criteria of good abstract accurately in terms of its textual features, and if it is not, researcher wants to know which part of the thesis does not meet the criteria.

⁴ Latifatul Fajriyah. Representation

⁵ James Hartley-Lucy Bett, "Common Weakness in Traditional Abstracts in the Social Science". *Journal of the American Society for Information Science and Technology*, 60(10):2010-2018. 2009,1.

⁶ Nabala Kayyisu Khusaini. Undergraduate Thesis: "*Metadiscourse Categories in Students Thesis Abstracts*" (Surabaya: UIN Sunan Ampel, 2017).

⁷ Suwandi, *Coherence and Cohesion: An Analysis of The Final Project Abstracts of the Undergraduate Students of PGRI Semarang* (Semarang: University of PGRI, 2016),

B. Research Questions

1. In what way do the textual features of thesis abstracts written by students of English Teacher Education Department of Sunan Ampel State Islamic University Surabaya meet the criteria of good abstract?

C. Objectives of the Study

1. To know the way in which textual features of thesis abstracts written by students of English Teacher Education Department of Sunan Ampel State Islamic University meet the criteria of good abstract.

D. Significance of the Study

The results of the study are expected to contribute theoretically and practically:

1. Theoretically

This study is intended to contribute theories about abstract as an academic genre, in particular that of undergraduate thesis abstract.

2. Practically

a. For Learners

The study shows the learners about the criteria of good abstract in terms of its textual features and enables students to compare the way in which students thesis abstract meet and do not meet the criteria. By learning from some abstracts that previous learners made, it is

expected to give them an insight on how to avoid similar mistakes and better develop their thesis abstract.

b. For Lecturers

The study can be a reference for lectures, especially ones assisting thesis writing, to anticipate any mistakes that might occur in students' abstract.

E. Scope and Limits of the Study

The scope of this study is on the fulfillment of criteria of good abstract in terms of its textual features including development of ideas, organization, and language of thesis abstract. This study is limited to 15 undergraduate thesis abstracts written by students of English Teacher Education Department of Sunan Ampel State Islamic University 2017.

F. Definition of the Key Terms

This section will let the author and readers to connect into one point of conception and avoid dissimilar understanding of the definition of the key terms:

1. Abstract

Abstract is a brief objective representative of the contents of a document.⁸ In this research, abstract is a short writing represents the thesis written by English Teacher

⁸ America National Standard Information. *Guidelines for Abstract* (Maryland: NISO press, 1997), 1.

Education Department of Sunan Ampel State Islamic University, Surabaya.

2. Textual Features

Textual features are attribute or aspects of a text based on its linguistic resources comprising lexico-grammar, rhetoric, and discourse.⁹ In this study, textual features are the language (lexico-grammar), the organization (rhetoric), and the development of ideas (discourse) emerged in undergraduate thesis abstracts written by students of English Teacher Education Department of Sunan Ampel State Islamic University, Surabaya.

⁹ Vijay Bhatia, *Worlds of Written Discourse: A Genre-Based View* (India: Bloomsbury, 2014), 145.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about theories and previous studies related to the current study. There are two sub sections in this chapter. First is review of the theory underlying the research. Second is review of previous studies which highlights the difference of the research done by other researchers with this study.

A. Theoretical Foundation

1. Definition of Abstract

After finishing report, article, or thesis writing, students are obliged to write an abstract. Writing center learning guide of University of Adelaide argued that the word abstract was derived from the Latin *abstractum* which means a concise form of longer piece of writing.¹⁰ In other words, abstract is a short script of an extended text. Killborn (cited by Koltay) also suggests that abstract signifies a concise, condensed, and abbreviated form of a text which contains the most essential content of an already existed text.¹¹ In other words, despite being reduced, abstract should cover the whole content of longer writing. It presents important information of the whole paper in concise and informative way. In line with this

¹⁰ Latifatul Fajriyah, Undergraduate Thesis: “*Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department*” (Surabaya: UIN Sunan Ampel, 2015), 18-19.

¹¹ Tibor Koltay, *Abstract and Abstracting: A Genre and Set of Skills for the Twenty-First Century* (Cambridge: woodhead Publishing Limited, 2010), 19.

definition, Bond also agrees that abstract is a greatly condensed version of longer piece of writing which highlights its major points and concisely explains the content and scope of writing.¹²

American Psychological Association defines abstract as a brief comprehensive summary of the contents of the article.¹³ Although it is short in presentation, abstract must be comprehensible and covers the whole content of the article. It is also considered to be the most important part in an article.¹⁴

According to ANSI, students should pay attention not to mistaken abstract with some related but distinct terms. (e.g. annotation, extract, summary, and synoptic).¹⁵ In line with ANSI, Koltay states that people often get mixed up of the word abstract with summary. Both terms, respectively, have been used side by side. However, practically, summary is a brief restatement placed within the document (often at the end) of the findings and conclusions and is intended to complete the understanding of readers who read the text.¹⁶ While theoretically, the noun and the corresponding verbs of

¹² Greg Bond, *Writing Abstract for Bachelor and Master's Theses*(Finland: North Karelia University, 2009), 2.

¹³ American Psychological Association, *APA Publication Manual* (Washington, 2010), 25.

¹⁴ American Psychological Association, *APA Publication Manual*.....26.

¹⁵ America National Standard Information, *Guidelines for Abstract* (Maryland: NISO press, 1997), 1.

¹⁶ Tibor Koltay, *Abstract and Abstracting: A Genre and Set of Skills for the Twenty-First Century* (Cambridge: woodhead Publishing Limited, 2010), 25.

abstract and summary can be used as synonyms. To be exact, summary represents a broader category than that of an abstract.

Although it heads the article, Hartley argues that abstract is a piece of writing which written last.¹⁷ This is partly because writing an abstract is not easy; writers should conduct a research and write the entire paper first. After all, they will know what they gain from the research. This way, they will be able to arrange the points which should be covered on their abstract.

Being careful not to mix up abstract with summary, ANSI defines abstract as a brief objective representation of the contents of a primary document or an oral presentation. It means that, abstract is not limited to manuscript only but also an oral presentation. However, students who write a research paper deals with document type of abstract. This type of abstract is also what the study is currently using.

2. Purpose of Abstract

According to ANSI, there are three main purposes of abstract.¹⁸ First, a good abstract helps readers to identify the basic of document quickly. Abstract has content structure called basic document that help reader to skim through quickly. The basic document, according to Koopman, consist

¹⁷ James Hartley, *Academic Writing and Publishing* (New York: Routledge, 2008), 31.

¹⁸ America National Standard Information, *Guidelines for Abstract* (Maryland: NISO press, 1997), 1.

of motivation, problem statement, approach, result, and conclusion.¹⁹ These information give enough detail to the reader in brief way and are presented in the body of the document. Therefore abstract is identified as “mini version” of the original document.²⁰

Second, abstract helps readers to determine its relevance to readers’ interest. That being said, effective abstract describes the content of the document and help potential readers to know whether the document is of their interest or not. Usually, readers are interested in document related to their major or the research they are currently conducting. In conducting a literature search, instead of reading hundreds of papers, abstract lets the readers to select the relevant document quickly.

Third, abstract enables readers to decide whether they need to read the whole document. Only if the content of the abstract seems relevant will readers progress to read the whole document in which the abstract is derived.

In addition, Koopman states that abstracts always have function for selling writers’ works.²¹ He supposes that an abstract should be convincing, to the extent in which it intrigues readers to leave their comfort zone at the office and

¹⁹ Philip Koopman, “How to Write an Abstract” (users.ece.cmu.edu/~koopman/essays/abstract.html accessed on November 22th)

²⁰ Tibor Koltay, *Abstract and Abstracting: A Genre and Set of Skills for the Twenty-First Century* (Cambridge: woodhead Publishing Limited, 2010), 45.

²¹ Philip Koopman, “How to Write an Abstract” (users.ece.cmu.edu/~koopman/essays/abstract.html accessed on November 22th)

go search out a copy of the extended article from the library. It is because nowadays people are addicted to getting things instantly on internet, which he hopes that people are more encouraged to read the paper based document.

3. Textual Features of Abstract

According to Bhatia, textual features mainly include three kinds of linguistic resource comprising lexico-grammar, rhetoric, and discourse.²² In this study, textual features are the language (lexico-grammar), the organization (rhetoric), and development of ideas (discourse).

To write abstract successfully, students should possess a thorough knowledge of the textual features of abstract. To facilitate this, the study will address the most important attributes that all abstract should have. Here, the criteria of good abstract in terms of its textual features will be discussed:

a. Development of Ideas

Since it plays important role in grasping the information of whole research paper, the writing of abstract, therefore should be concise, and the logical connection among sentences is clear or coherent.²³ For holding such significant role, coherence should not be neglected in abstract writing.

²² Vijay Bhatia, *Worlds of Written Discourse: A Genre-Based View* (India: Bloomsbury, 2014), 145.

²³ Suwandi. *Coherence and Cohesion: An Analysis of The Final Project Abstracts of the Undergraduate Students of PGRI Semarang*. (Semarang: University of PGRI, 2016), 253

Furthermore, the importance of coherence is also recognized by American Psychological Association (APA). According to APA, a good abstract should have the following features: accurate, self-contained, concise and specific, non-evaluative, coherent, and readable.²⁴ Among those traits, coherence is clearly mentioned as one of the attribute of good abstract.

As a theoretical construct in text structure, coherence refers to the underlying relations that hold between assertions and how they contribute to overall discourse.²⁵ Lepionka defines coherence as the quality of sequence and integrity or togetherness.²⁶ It determines that the sentences connect in logical arrangement and work together to develop main idea of the paragraph. Besides, the connection of the sentences in the text should be connected logically in order to avoid jumping ideas or mismatch. Each sentence should flow smoothly into the next one.²⁷

Chiang mentioned that coherence, as theoretical construct in text structure, refers to underlying relations that hold between propositions and how they are contribute to the

²⁴ American Psychological Association, *APA Publication Manual* (Washington, 2010), 26.

²⁵ Steve Y. Chiang, Assessing Grammatical and Textual Features in L2 Writing Samples: The Case of French as a Foreign Language. *Modern Language Journal*, 83, 1999, 223.

²⁶ Mary Ellen Lepionka. *Writing and Developing Your College Textbook: A Comprehension Guide to Textbook Authorship and Higher Education Publishing (2nd Edition)*. (New York: Atlantic Path Publishing, 2008), 118

²⁷ Murray Rockowitz, et al. *How to Prepare for the GED High School Equivalency Exam (13th Edition)*. (New York: Barron's Educational Series Inc, 2004), 168

overall discourse theme. From this definition, the relations are described in the following features:²⁸

- 1) The beginning sentence is an effective introduction of the text.
- 2) Ideas are well-related one another.
- 3) The causal relationship between ideas is clear.
- 4) Different ideas are effectively compared.
- 5) Ideas mentioned are elaborated.
- 6) Transition between sentences flows smoothly.
- 7) The writer's overall point of view is clear.
- 8) The ending gives definite sense of closure

According to Meyer (cited by Chiang), coherence is responsible for giving its prose to discourse organization. In this case, the relationship of ideas represented in complexes of propositions which tend to be logical or rhetorical, they are: collection, causation, comparison, and description. Collection shows the relation of ideas on the basis of some commonality. Causation represents the cause-effect relationship between ideas. Comparison has to do with differences or similarities between ideas. While description refers to giving more information about a topic.²⁹ Items (2), (3), (4) and (5) are direct operations of these discourse traits. Additionally, in order to give a free flowing sense of the text,

²⁸ Steve Y. Chiang, Assessing Grammatical and Textual Features in L2 Writing Samples: The Case of French as a Foreign Language. *Modern Language Journal*, 83, 1999, 223.

²⁹ Steve Y. Chiang, Assessing Grammatical and Textual Features in L2 Writing Samples: The Case of French as a Foreign Language. *Modern Language Journal*, 83, 1999, 223.

transitions are necessary. Transitions are conjunctions or conjunctive adverbs, which link two ideas or propositions together semantically, where the interpretation of the second idea depends on the understanding of the first one.³⁰ Thus, by using transitions, writers are able to show how parts of a text, sentences, or paragraph, connected to each other. This trait contributes to item (6) mentioned previously.

However, these functions are not necessarily well served when the abstract does not have an effective opening sentence. The beginning sentence is helpful to facilitate readers the forthcoming messages. To fulfill the introductory function, the sentence should be direct and relevant to the topic.³¹ Not unusually, the beginning sentence is obscure by being not direct and focus on the topic. Because abstract is meant to be brief and has limited word count, it is important to avoid sentences which are not directly related. Item (1) is representation of this particular trait.

Similarly, the final section is necessary to announce the reader that that discourse is coming to a close.³² However, this trait will not be fulfilled when the abstract still try to provide more descriptions or elaborations of the central theme of the thesis. Since abstract is also called “mini-thesis”, it should reflects the same pattern of thesis. Therefore, the

³⁰ Supong Tangkiengsirisin, *Postgraduate thesis: “Enhancing Cohesion in Thai Postgraduate Students’ Expository Writing Through Feedback Delivery and Revision.* (The University of Nottingham, 2010), 83.

³¹ Steve Y. Chiang, *Assessing Grammatical and Textual Features.....*223

³² Ibid

final section provides conclusion of the abstract. It is, then, what contributes to item (8).

All these traits, however, do not necessarily make the writer's purpose is clear. It would appear that unless it conveys a clear sense of overall purpose, an abstract will hardly be viewed as coherent.³³ This condition means that the purpose of the writer's research should be relevant to the findings of the research. Not unusually the findings are not entirely answer the purposes. This particular trait refers to item (7).

b. Organization

The exploration in textual organization is marked by attempts to identify patterns of organization in terms of rhetorical structure.³⁴ Rhetorical structure or move is an essential element in structuring a genre. As part of academic genre, thesis abstract has a distinct feature of organization. Therefore, research on abstract also includes studies focusing on the organizational pattern in terms of its constituent moves.³⁵

³³ Ibid

³⁴ Vijay Bhatia, *Worlds of Written Discourse: A Genre-Based View* (India: Bloomsbury, 2014), 10.

³⁵ Fatimeh Saboori-Muhammad Reza Hashemi, "A Cross Disciplinary Move Analysis of Research Article Abstract." *International Journal of Language Learning and Applied Linguistics World*. Vol.4, No.4, 2013, 483.

A detailed model of move which has been influential for lots of studies was proposed by Hyland.³⁶ Not only that the model is a statement of empirical results, but also is a statement of argument. Also, it fits the nature of thesis abstracts for being informative. ANSI has mentioned that documents pertaining experimental investigations, inquiries and surveys should be informative by condensing the contents of the document.³⁷ Therefore, the writing of thesis abstracts should include 5 major element of thesis, they are introduction, purpose, method, result, conclusion. Similarly, this model consists of the following five moves:

1) Introduction

The purpose of this move is to establish context of the paper and motivates the research.³⁸ There are four stages which could indicate the presence of introduction in abstract. First stage is “Arguing for topic prominence.” In this case, the researcher can describe the importance of the topic of the study. For example, “Writing is important in the process of language learning.” Second stage is “Making topic generalization”. In this part, researcher can explain about the overview of

³⁶ Fatimeh Saboori-Muhammad Reza Hashemi, “A Cross Disciplinary Move Analysis of Research Article Abstract.” , 486.

³⁷ America National Standard Information. Guidelines for Abstack. (Maryland: NISO press, 1997), 3

³⁸ Fatimeh Saboori-Muhammad Reza Hashemi, “A Cross Disciplinary Move Analysis of Research Article Abstract.” , 486.

the study. For instance, “Focus of education has changed from teacher-centered to student-centered teaching.”

Third stage is “Defining terms, objects, or process.” In this step, researcher can define the terms, object, or process of the study. For example, “Melting pot paradigm in education refers to the integration of local cultural values in learning activities”. then, the last stage is “Identifying a gap in current knowledge”. In this part, researcher can explain about the difference of current study with the previous ones. For example, “Detailed checklist and questionnaire have been used in the past to assess the quality of structured abstracts in the medical science.”

2) Purpose

This move indicates reason, idea or assumptions, outlines the intention of the paper.³⁹ In this stage, researcher can directly states the purpose. For example, “The purpose of the study is.....”, “This study aims to.....”, “The research studies about.....”, etc.

3) Method

This move provides information about design, procedure, approach, data, etc.⁴⁰ There are three steps to indicate the presence of this move, they are:

³⁹ Fatimeh Saboori-Muhammad Reza Hashemi, “A Cross Disciplinary Move Analysis of Research Article Abstract.” , 486.

⁴⁰ Fatimeh Saboori-Muhammad Reza Hashemi, “A Cross Disciplinary Move Analysis of Research Article Abstract.” , 486.

“Describing participants”, “Describing instruments or equipment”, and “Describing the procedure and conditions.” For example, “Data were collected from pre-test and post-test to measure the use of CIRC technique.

4) Product

The main purpose of this move is to states main findings or the result, the argument, or what was accomplished.⁴¹ It can be done by describing the features or properties of the solution or product. For example, “Based on the result of the analysis, the mean score of experimental class in post test is 87.16, while it is of the control class is 81.76.”

5) Conclusion

This move aims to interpret or extend result beyond scope, draw inferences, point out the applications. It is marked by three following steps, including: “Deducing conclusion from result”, “Evaluating value of the research”, “Presenting recommendations”. for example, “From the result above, it can be concluded that there is a significant effect of the use of CIRC technique for students’ achievement in reading.”

⁴¹ Fatimeh Saboori-Muhammad Reza Hashemi, “A Cross Disciplinary Move Analysis of Research Article Abstract.” 486.

c. Language

Abstracts follow complex linguistic rule. The language used in abstracts is characterized by the use of the following features:

1. Tense

When writing thesis abstract, writers should choose which tenses to use. Bhatia states that the patterns of verb tense has become one of the most obvious aspects of language (lexico-grammar).⁴² From the chosen tenses, readers receive two kinds of information. One concerns time: it is about when (past, present, or future). The other relates to whether an even or process is open or closed.⁴³

According to Tseng, the tenses used in abstracts are different on each moves.⁴⁴ The use of tenses in abstract is explained as follows:

a) Present tense

As introduction needs to include background of information which is accepted as a fact in a discipline and explains what makes the research important, it is

⁴² Vijay K. Bhatia, *Worlds of Written Discourse: A Genre-Based View* (India: Bloomsbury, 2014), 16.

⁴³ The University of Melbourne, Using Tenses in Scientific Writing.: Tenses Consideration for Scientific Writing, (www.services.unimelb.edu.au/academicskills), accessed on November 28, 2017)

⁴⁴ Fan Pin Tseng, Analysis of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals. *International Journal of English Linguistics* vol.1 no.2, September 2011, 27.

usually presented by using present tense.⁴⁵ For example: Reading comprehension is the ability to read text, process it, and understand its meaning.

In structuring aims of the study, present tense is used. For example: The purpose of the study is to examine students' ability in writing argumentative essay. Meanwhile, APA added that present tense is also used to describe conclusion.⁴⁶ For example: In conclusion, reading strategies gives significant contribution to students' improvement in reading comprehension.

b) Past tense

Wallwork believes that past tense is the most commonly used tense in all kinds of abstracts to describe what researchers did or achieved.⁴⁷ It means, the use of past tense is mainly in these two parts: method, and result.

Even though there are three different ways of describing the method of the research, the use of tense is similar in all these ways.⁴⁸ First, the way to describe about the method is by describing the participants. For example: The subjects were students enrolled in speaking class. Another way to explain the method is by describing the procedures of the

⁴⁵ Fan Pin Tseng, Analysis of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals.....27

⁴⁶ American Psychological Association, *APA Publication Manual* (Washington, 2010), 26.

⁴⁷ Adrian Wallwork, *English for Writing Research Paper* (Switzerland: Springer International Publishing, 2016), 225

⁴⁸ Lincoln University.

research. For example: Twenty students were examined using a TOEFL simulation test. Meanwhile, it is also advised to use past tense to explain the detail of results obtained. For example: Result indicated that the students lacked the ability in building a coherence paragraph. As another example he also cited an abstract from the author of “incompetence” which was using past tense to explain what he found (e.g., the authors found that.....)

Similarly, APA suggested the use of past tense to describe variables manipulated or outcomes measured.⁴⁹ The discussion of variables manipulated is in the body of research method, while outcomes take place in result. Therefore, it is advised to use past tense in these two important parts of thesis abstract.

c) Perfect tense

Although the most common tenses used in research abstracts are present and past tense, it should be noted that there is a possible case of using present perfect tense.⁵⁰ This can be seen from introduction which contains reporting past research. In this case, the use of present perfect best suited to deliver the argument. For example: ‘Abduction’, a concept

⁴⁹American Psychological Association, *APA Publication Manual* (Washington, 2010), 26.

⁵⁰Fan Pin Tseng, Analysis of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals. *International Journal of English Linguistics* vol.1 no.2, September 2011, 27

from the philosophy of Charles Pierce, has become extremely popular in linguistics in the last three decades.

B. Previous Studies

Before going further to this study, researcher found 3 previous studies related to this study. All of those former studies mainly focusing only in one or two aspects of textual features of abstract while this study covers all of the aspects. The studies are explained as follows:

First is a study written by Latifatul Fajriyah entitled: “Representation of Rhetorical Move of Thesis Abstracts in English Education Department.” This qualitative content analysis research analyzed the move structure in 22 undergraduate thesis abstracts written by students of English Teacher Education Department. The result of this study shows the different moves used by students and indicates that most of the students who graduated on March 2015 has fulfill the requirement of rhetorical move on thesis abstract based on Hyland’s theory.

The current study differs to this previous one in its scope. The former study only focused in one of the textual features which is organization, while this study discusses about all of the features. Although both uses similar theory, this current study simplifies meet Hyland’s theory.

The second former study is “Coherence and Cohesion: An Analysis of the Final Project Abstracts of the Undergraduate Students of PGRI Semarang” written by Suwandi. This qualitative

study attempts to reveal how each sentences connected to make logical relation and discover the right use of cohesive devices. The result shows that 3 abstracts analyzed have not satisfactorily achieved coherence through some cohesive devices. In addition, some grammatical errors are also found.

The current study and this previous study also differs in its scope. This current study explore all textual features in students abstracts, while the former one only focused on its coherence and cohesion. Besides, the current study does not specifically discuss about cohesion but transition word/junction which is an essential part in signaling the coherence.

The third is a study written by Vi Linh Taylor entitled: “Tenses Usage in Academic Writing: A Cross-Disciplinary Study.” This study applies two research methods. A quantitative analysis was conducted to establish and compare pattern use within and across each disciplines. Then, it was followed by contextual analysis to identify factors that affect tenses choice. The results reveal consistency in usage within each discipline but systematic variations across each discipline due to differences in content each discipline deals with. It has also shown the relevant aspects of general tense grammar and how they can be applied in rhetorical uses in academic writing.

This study differs from the former study in its scope and limitation. The previous study explains about tense use in body of thesis across disciplines, while this current study only focused in

thesis abstract. Besides, it also examines other textual features including development of ideas and organization.



CHAPTER III

RESEARCH METHOD

A. Approaches and Research Design

This study is qualitative research because it focuses on total description rather than breaking it into variables. Also, it describes about holistic picture and depth understanding rather than analysis of numeric data.⁵¹ In this study, researcher describes thesis abstract: the definition of abstract, the purpose of abstract, the type of abstract, and the quality of good abstract.

The research focuses on content or document analysis because it aims to identify specified characters of materials. Tharenou, et.al., showed that content analysis is a technique to systematically describe and analyze written, spoken, or visual material.⁵² The materials analyzed are vary. They could be a textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any other types of documents.⁵³ In addition the content analysis which is often used is made of material already available, such as public or other documents.⁵⁴

Ary suggested that content analysis is organized through descriptive approach to get a depth understanding. In this study,

⁵¹ Donald Ary, et.al., *Introduction to Research in Education* (Canada: Nelson Education, 2010), 29.

⁵² Phyllis Tharenou, et.al., *Management Research Method* (New York: Cambridge University Press, 2007), 269.

⁵³ Donald Ary, et.al., *Introduction to Research...*457

⁵⁴ Phyllis Tharenou, et.al., *Management Research Method...*262

researcher will analyze common weakness in students thesis abstract. It means that it will require depth explanation about the quality of good abstract it self to be able to evaluate the weakness of students thesis abstract. In addition, the research will also points out the extent in which the thesis abstract written by students of English Teacher Education Department meet the criteria of good abstract.

B. Setting of the Study

The study conducted is a library research with data obtained from digital library of UIN Sunan Ampel Surabaya (www.digilib.uinsby.ac.id). The researcher will analyze the way in which textual features of undergraduate thesis abstract written by students of English Teacher Education department meet and do not meet the criteria of good abstract.

C. Subject of the Study

The subject of the study is undergraduate thesis abstracts written by students of English Education Department of Sunan Ampel State Islamic University, Surabaya. Researcher uses 15 undergraduate thesis abstracts written in 2017. The reason for choosing particular subject is to have better representation of students thesis abstract by using abstracts written by the most recent graduated students. .

D. Data and Source of Data

1. Data

To answer research questions, researcher uses mainly one data. The data used in this study is undergraduate thesis abstracts written by students of English education department of State University for Islamic Studies graduated in 2017.

2. Source of Data

The data is taken from digital library of UIN Sunan Ampel Surabaya, and experts' theory. Here, the researcher will download thesis abstracts written by students of English education department of State University for Islamic Studies graduated in 2017.

E. Data Collection Technique

One of the aspects of qualitative data collection is to identify the types of data that will address research question.⁵⁵ The study is intended to answer only one research question which require intensive reading. Therefore, document is used as part of content analysis research.⁵⁶

Content analysis is a research method for the subjective interpretation of the context of through systematic classification of

⁵⁵ John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Edition* (Lincoln: University of Nebraska, 2012), 212.

⁵⁶ Donald Ary, et.al., *Introduction to Research in Education* (Canada: Nelson Education, 2010), 503.

coding and identifying themes of pattern.⁵⁷ It is also known as a method of analyzing document. The document here is thesis abstract written by students of English education department of state university for Islamic studies Sunan Ampel Surabaya graduated in 2017. The abstracts will be obtained from digital library of the university, where students have submitted their thesis, including thesis abstract, as part of graduation requirements.

F. Research Instrument

According to Arikunto, Research instrument is a tool used by researcher while collecting the data to ease his work and get better result, complete and systematic in order to make the data easy to process.⁵⁸ To get data and draw conclusion for the researcher, researcher uses research instruments. Research instrument is also known as measuring tool that potentially ease researcher in collecting data. Soon, the data which had been collected would be analyzed in the research. The research instruments used by the researcher are discussed in following details:

1. Checklist

The first instrument is checklist. The researcher will use the criteria of textual features that has been modified from several sources including development of ideas which was adopted from Chiang, organization which adopts Hyland's

⁵⁷ Hossein Hashemnezad, Qualitative Content Analysis Research: A Review Article. *Journal of ELT and Applied Linguistics*. Vol.3 issue-1. March, 2015, 59.

⁵⁸ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Penerbit Rineka Cipta, 2010), 192.

theory of rethorical moves, and language which is taken from wallwork's theory of tense use in abstract writing (see appendix 1).

2. Researcher

Sugiyono states that the instrument used in qualitative research is the researcher herself.⁵⁹In this study, only the researcher conducts the research from beginning to end. Therefore, researcher plays as an instrument throughout research process

In addition, Lincoln and Guba (1986), as cited by Sugiyono, also identify researcher as human instrument, stating that:⁶⁰ *“The instrument choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation maybe used in later phases of the inquiry, but the human is the initial and continuing mainstay.”*

It seems that researcher plays an important role as human instrument in controlling the whole process of a research, from data collection to data analysis.

G. Data Analysis Technique

As research design, content analysis could be a technique in data analysis as well. According to Bungin (cited by Fajriyah), content analysis highlights on how researcher observes at a stable

⁵⁹ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta CV, 2007), 222.

⁶⁰ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*......223.

communication through descriptive data and understand the content of communication, read symbols, decode the content of symbolic collaboration happen in communication.⁶¹

Content analysis research can play both as data collection technique and data analysis technique. This comes down to the fact that while collecting data, researcher inevitably analyze it through close reading. The data obtained from observation are examined through the following details:

1. Data Reduction

Data reduction is to select and concentrate on the main topic of the research.⁶² In reducing the data, researcher coded the documentary by close reading to know which abstracts meet and do not meet the criteria of good abstract in terms of its textual features. The textual features here include development of ideas, organization, and language.

2. Data Display

After reducing the data, then researcher decides the technique to display the data. By displaying data, it will make the researcher to better comprehend the data that have been classified before. Data display are formed in short essay, graphic, matrix, network, flowchart, etc.⁶³ In this study, the

⁶¹ Latifatul Fajriyah, Undergraduate Thesis: *“Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department”* (Surabaya: UIN Sunan Ampel, 2015), 46.

⁶² Latifatul Fajriyah, Undergraduate Thesis: *“Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department”*.....47.

⁶³ Latifatul Fajriyah, Undergraduate Thesis: *“Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department”*..... 48.

data will be presented based on the findings in students thesis abstract which fulfill and not fulfill the criteria of good abstract in terms of the development of ideas, organization, and language. It will be displayed in form of essays, table and chart.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reports the research findings and discussion on whether or not the abstracts written by English teacher education department students have fulfilled the criteria of good abstract in terms of its textual features. In addition, it will also give details of the way in which they have or have not fulfilled the criteria.

A. Research Findings

To answer research question about the way in which thesis abstracts written by English teacher education department students fulfill the criteria of good abstract in terms of its textual features, researcher shows the criteria in each textual features which were adapted from some theoretical sources. The analysis of textual features will be break down as follow.

1. Development of Ideas

In this research, development of ideas deals with the coherence of the abstracts. The analysis includes the way the ideas are developed and organized. Chiang's discourse feature measurement scale was adapted for the analysis. The criteria and examples of the abstracts that fulfill the criteria are explained below.

a. Fulfilled criteria of development of ideas

- 1) The beginning sentence is an effective introduction to the subject.

The first criteria proposed by Chiang deals with the introduction. He argued that the beginning sentence is very important in helping the reader to anticipate forthcoming messages.⁶⁴ Thus, it facilitates the reader in understanding the text better. After analyzing the data, there are 11 abstracts (A1, A2, A3, A4, A5, A6, A7, A9, A12, A13, A14) fulfill the criteria (See appendix 2). The criterion is exemplified by the following sentence.

“Material development is the way the teacher develops the material (any media or text) which is suitable with students’ need, goal and subject in order to facilitate better learning”—Abstract 1, sentence 1

This sentence is effective in introducing to the topic. As this abstract entitled focuses on “the appropriateness of material developed in civil aviation and safety engineering of Surabaya to students’ needs”, the presentation of ideas related to “material development” and “student needs” in the first sentence of the abstract can effectively introduce the readers to the main focus of the abstract.

- 2) Ideas are well-related one another

⁶⁴ Steve Y. Chiang, Assessing Grammatical and Textual Features in L2 Writing Samples: The Case of French as a Foreign Language. *Modern Language Journal*, 83,1999, 224

The second criterion is the way the ideas connected in the basis of commonality.⁶⁵ There are 12 abstracts (A1, A2, A3, A4, A7, A8, A9, A11, A12, A13, A14, A15) fulfill the criteria. For better understanding, the criterion is exemplified by the following sentence:

“Anxiety is one of the affective factors which is essential in a foreign language learning. A great numbers of EFL students in University experience anxiety during their English language classrooms including the ones who are taking English Major.”— Abstract 2, sentence 1-2

The ideas presented in this sentence are well related one another. Both of the sentences share commonality which is the repetition of keywords about anxiety and foreign language learning. Sentence 1 discusses about the important role of anxiety in foreign language learning. While in sentence 2, it was specified to anxiety which is experienced by students during English language classroom.

3) The causal relationship between ideas is clear

The third criterion is clear causation between ideas. Causation here represents the cause-effect or antecedent-consequent relationship between ideas.⁶⁶ Among 15 abstracts analyzed, 6 of them was found to have this relationship in its ideas and 3 abstracts (A8, A11, A13) are correct. One of them is presented below:

⁶⁵ *ibid*

⁶⁶ *ibid*

“Learning English as a foreign language is more challenging than learning first language. Therefore, it will cause errors in learning the foreign language.” – Abstract 11, sentence 1-2

These sentences share clear causal relationship. It means that the phenomenon occurs in sentence 2 happens because of the event in sentence 1. In this case, the errors students make which is mentioned in sentence 2 is the effect of difficulty of learning foreign language which was mentioned in sentence 1. Additionally, the effective use of transition word “therefore” better emphasizes the causal relationship between sentences

4) Different ideas are effectively compared

The next relationship of ideas in the criteria is comparison. It has to do with differences between ideas.⁶⁷ Five abstracts (A2, A3, A6, A10, A14) were spotted to have this type of relationship in developing the ideas. The example is given as follow.

“Classroom climate is one of the important things that should be considered by all the teachers in teaching learning process. But, there is still poor evidence that justified those issues.” – Abstract 10, Sentence 2-3

5) Ideas mentioned are elaborated

⁶⁷ ibid

The next in the criteria is how the ideas mentioned are being elaborated.⁶⁸ This type of relationship of ideas is called description because the writer gives more information by presenting attributes, specifics, manners, or settings. All 15 abstracts develop the ideas by using this relationship. One of the examples is given below:

“The result shows that students’ paraphrases are relatively low. Specifically, there were 48% paraphrases as somewhat inappropriate and 33% paraphrases as inappropriate.” — Abstract 3, Sentence 12-13

These sentences denote the relationship of elaboration by presenting the specific. In sentence 12, the result of the research explained that the majority of students’ paraphrase skill is low. Then, in following sentence, the word “low” is described through two categories which are “somewhat inappropriate” and “inappropriate”. Also, percentage of the students in each category is given to emphasize the argument that the students’ paraphrases are “relatively low”.

6) Transition between sentences is smooth

The next criterion deals with the transition.⁶⁹ Although the previous ones dealt with internally coherent domain of propositions, transition between these propositions is also necessary to give a free-flowing sense to the text as a whole. There are 12 abstracts (A1, A2, A3,

⁶⁸ *ibid*

⁶⁹ *ibid*

A4, A5, A7, A8, A9, A11, A13, A13, A15) which fulfill this criterion. Here is one of the examples.

(1) *It is very essential for student teachers to convey clear instructions during their microteaching class to prepare themselves better in the real teaching process at school.* (2) *Therefore, student teachers need to have specific techniques to give instruction.* (3) *The most advantageous technique is gesture because gesture can clarify unclear teacher talk and give visual aids in comprehending the instruction.* (4) *Specifically, conversational hand gestures are associated to promote students' better understanding that may lead to better involvement in the class activity.* (5) *There are four types of conversational hand gestures that can be used to mediate instruction: iconic, metaphoric, deictic, and beat."*

—Abstract 9

The transition between sentences in this abstract is smooth, even those between different coherent domain of propositions which represent causal relationship, commonalities, and elaboration. To show causal relationship in sentence 1 and 2, transition “therefore” is used. Although transition word is not used to connect sentence 2 and 3, these two sentences flow smoothly by sharing commonalities which is the repetition of word “technique”. Then, transition word “specifically” in sentence 4 is used to specify gesture to conversational hand gesture. Sentence 5 does not necessarily have transition

word. However, the sentence is clear to elaborate the previous sentences.

7) The writer's overall point of view is clear

All the conditions given above, however, do not seem to guarantee that the writer's overall purpose is clear. Not unusually, the content of the text becomes obscure with too many ideas, even ones that are interrelated. Unless it conveys a clear sense of the whole purpose, a text can hardly be seen as coherent.⁷⁰ Among the abstracts, there are 14 abstracts (A1, A2, A3, A4, A4, A6, A7, A9, A10, A11, A12, A13, A14, A15) which fulfilled the criterion and it will be exemplified by the following abstract.

“Learning English as a foreign language is more challenging than learning first language. Therefore, it will cause errors in learning the foreign language. Because of that reason, the researcher intends to conduct a study about the students' errors. This research aimed to investigate the derivational suffixes errors in the students' writing assignment of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya. This research contained two research questions, they are: what are derivational suffix errors in the students' writing assignments of English teacher education department of

⁷⁰ ibid

State Islamic University of Sunan Ampel Surabaya?; what are the most frequent derivational suffix errors in the students' writing assignment of english teacher education department of State Islamic University of Sunan Ampel Surabaya? By applying descriptive qualitative study approach, this research used documentation to collect the data. The researcher only took three students' writing assignments to be analyzed. The results of the study showed that all the students make error in the use of derivational suffixes in their writing assignment. The researcher found that there were 133 error words in form of derivational suffix and it is classified into four types, they were nominal suffix error, verbal suffix error, adjectival suffix error and adverbial suffix error. From the analysis, it also shows that the most frequent error occurs on nominal suffix with 60 frequencies (45.112%), the second most frequent error is adjectival suffix with 52 frequencies (39.097%), the third is adverbial suffix with 13 frequencies (9.774%) and the least frequent error happens to verbal suffix with 8 frequencies (6.015%). In other words, the most dominant of error was in nominal suffixes.”– Abstract 11

The overall purpose of the writer is clear. To know whether the purpose is clear or not, the results must answer back to the purpose of the study. In this abstract, the result of the study clearly reflects the aim in which the writer intended to achieve. It can be seen that the aim of the study

is to investigate the derivational suffixes errors in the students' writing assignment which is formulated through 2 research questions. This aim is achieved in the result section by giving details about the types of derivational suffixes errors students make in their composition.

8) The ending gives definite sense of closure

Not only that the beginning sentence is important, but also is the closing. The final section should announce the reader that the discourse is coming to a close.⁷¹ There are only 5 abstracts which fulfill this point (A1, A4, A8, A9, A12). One of them is stated as follow:

“Student-teachers tend to concern towards teachers’ feedback rather than peer-feedback so that the researcher formulate two research questions to be investigate (1) What are students-teachers attitudes towards feedback from their peer? (2) To what extent does the peer-feedback affect in student-teachers following teaching practice performances? Pickens stated in Ramadhan’s research that the aspects of attitude are belief, emotion, motivation, and performance or behavior. Both of the theories there almost have the same opinions because when we talk about attitude, there will be always affective perspective that will dealing with belief, emotion and also behaviorism. This research used descriptive-qualitative method. The data collected by using interview and documentation of student-teachers

⁷¹ *ibid*

performance video and written peer-feedback. The result of this research showed that (1) based of belief, emotion and motivan aspects student-teachers had positive attitudes toward peer-feedback in the teaching practice class; (2) the peer-feedback can improve student-teachers' teaching performance in teaching practice class. Therefore the researcher suggested that student-teachers to be more concern to the peer-feedback. Finally, it was expected that the finding of this research will be beneficial for both the teacher and further researchers dealing with attitude and peer-feedback in teaching practice class."

It can be seen that the abstract sums up the text by deducing the conclusion from the result. Through this sentence, the reader knows that the text is coming to its close.

b. Unfulfilled criteria of development of ideas

1. The beginning sentence is effective introduction to the subject

There are 6 abstracts (A5, A6, A8, A10, A11, A12) which do not fulfill this point. Here is one of them:

"Learning English as a foreign language is more challenging than learning first language." – Abstract 11, sentence 1

This is an ineffective introduction to the subject. It is because the sentence is less specific and direct. The sentence given here talks about a broad topic which is "the

difficulty of foreign language learning compared to first language learning”. However, the main topic of the research is the errors student make in writing assignment, specifically in derivational suffixes error.

2. Ideas are well-related one another

There are 3 (A5, A6, A10) abstracts which do not fulfill this criteria. One of the examples is given below:

“After conducting research, the result identified that there are 2 classrooms which is categorized as having a positive classroom climate. A female class is categorized as negative as the researcher found that there is bad competition, alienation, and hostility which is scored 81% of the positivity occurred in the classroom but more disposed to the negativity of classroom climate. A male class even categorized as poor classroom climate which there are very low indication of positive classroom climate but also cannot be categorizing as negative because it is also below the negative.”— Abstract 10, sentence 10, 12, 13

The ideas presented in these sentences are not well related to one another. This is because there are two different results given in the abstract. In sentence 10, it was given that the result is positive in 2 classrooms. However, in the next sentence, it was explained that both female and male classroom had negative classroom climate. Moreover, the object of the study is only “single gender classroom” which means that the participants are either “all female

classroom” or “all male classroom” despite the fact that there are 4 classrooms taken. Unless the object “two classrooms” mentioned in this sentence is different kind of classroom than the other and that this is comparative study between “multiple gender classroom climate” and “single gender classroom climate”, this statement would make no sense. Therefore, the idea presented in this sentence contradicts each other.

3. The causal relationship between ideas is clear

There are 3 abstracts (A5, A10, A14) which do not fulfill this criteria. Here is one of them:

“The result of the study shows that the teacher tends to implement the characteristic of Flipped Classroom model because teacher left one of the characteristic of this model which deliver online material and instruction after school. The reason behind leaving that character is because the teacher uses the online material during the class on standard school day”— Abstract 5, sentence 7-8

The causal relationship between ideas is unclear. First, sentence 7 explains the characteristic of flipped classroom model is that the online materials are delivered outside school hour, but then the following sentence stated that this particular characteristic is left. Also, in sentence 8 it was mentioned that the online materials are delivered during regular school hours, which contradicts the previous sentence. Although the sentences are connected with

transition word “because” to build up the causal relationship, the ideas presented here contradicts one another.

4. Transition between sentences is smooth

Among 15 abstracts analyzed, few sentences in 3 abstracts (A6, A10, A12) seem to not have a free flowing sense. One of the examples is:

“ESP then should meet the students’ specified needs and make the students’ learn something based on their reason for learning. A good syllabus must be suitable to the student needs”—Abstract 6, sentence 2-3

There is jumping ideas between these sentences. Sentence 2 talks about ESP, but the next sentence discusses about a good syllabus. Although both of them share common ideas that both good syllabus and ESP should meet students need, the transition between one idea to other is not smoothly. It should be related to avoid jumping ideas.

5. The ending does give definite sense of closure

Out of 15 abstracts, 10 (A2, A3, A5, A6, A7, A10, A11, A13, A14, A15) were identified as not giving a definite sense of closure. An example is given below.

“It was shown that from 15 respondents, 7 respondents showed that they were intrinsically motivated, 5 respondents showed that they were extrinsically motivated and 3 respondents showed that the advancement of

technology influence them to read.”— Abstract 13, sentence 16

This ending does not give sense of closure as this sentence still elaborate about the result by giving its details. A closing paragraph should inform the readers that the text is come to an end.

2. Organization

Organization here is the rhetoric aspect of the textual feature. To analyze the fulfillment of organization in students' thesis abstract, the theory of rhetorical move proposed by Hyland is used. The rhetorical move here consists of introduction, purpose, method, product, and conclusion. The result or analysis of abstracts organization will be presented below:

a. Fulfilled criteria of organization

1) Introduction

The first move is introduction. According to Hyland, there are 4 steps to structure an introduction, they are: "arguing for topic prominence", "making topic generalization", "defining terms, objects, or process", and "identifying gap to current knowledge". Out of 15 abstracts which were analyzed, 14 of them (A1, A2, A3, A4, A6, A7, A8, A9, A10, A11, A12, A13, A14, A15) has fulfilled the introduction move (see appendix 3). It means that only 1 abstract did not have an introduction. The way in which the students structure introduction will be explained as follow:

a) Arguing topic prominence

One of the steps to structure an introduction is to explain the importance of the study. Among 15 abstracts analyzed, there were 8 abstracts (A1, A2, A3, A4, A7, A9, A10, A13) use the step. Here is one of the examples:

“Anxiety is one of the affective factors which is essential in a foreign language learning.” — Abstract 2

In this sentence, the underlined word “essential” is the keyword which denotes the topic prominence.

b) Making topic generalization

The second step of introduction is by making topic generalization. There are 8 abstracts use (A2, A3, A4, A7, A8, A13, A14, A15) this particular step. Below is one of the example.

“Public speaking anxiety is becoming the common problem which is faced by students”— Abstract 14

The word “common” in this sentence signals the topic generalization.

c) Defining terms, objects, or process

Another step to structure an introduction is by defining terms, objects, or process. Out of 15 abstracts analyzed, 10 abstracts (A1, A3, A6, A7, A8, A9, A10, A11, A12, A14, A15) were found to favor this step. The example is presented below.

“Timeline is a visual media that can be used in teaching and learning process, especially in learning tenses.”—

Abstract 12

This sentence gives definition of the term “timeline” which is the main focus of the research. Several hints which are associated with timeline are presented such as “visual media”, “it is used in teaching and learning”, and “its usage in teaching tenses.”

a) Identifying gap to current knowledge

The last way to structure the introduction is by identifying the gap to current knowledge. Two abstracts (A8, A11) apply this particular step. It is exemplified by the following sentence.

“Student-teachers tend to concern towards teachers’ feedback rather than peer-feedback so that the researcher formulate two research questions to be investigate (1) What are students-teachers attitudes towards feedback from their peer? (2) To what extent does the peer-feedback affect in student-teachers following teaching practice performances?” —

Abstract 8

2) Purpose

This move termed by stating the purpose directly. There are 9 abstracts (A2, A3, A5, A6, A9, A10, A11, A12, A15) include this move. One of the examples is stated as follow:

“This thesis aims to find out the implementation of Blended learning, kind of Blended learning used and students’ attitude toward the implementation of Blended learning.”—

Abstract 5, Sentence 1

In this sentence the purpose of the research is stated directly by using the expression “this thesis aims to...”

3) Method

Based on chart above, it can be seen that all of the abstracts have “method” move in its body. Nonetheless, there are different variations in the way the method was applied by which will be divided into these following steps:

a) Describing participant

The first step to structure a “method” is by describing the participants of the study. There are 13 abstracts (A1, A2, A3, A4, A5, A6, A9, A10, A11, A12, A13, A14, A15) use this particular step. Here is one of the examples.

“The participates were from nineteen students of eleventh and twelfth grade.”— Abstract 6

In this sentence the participants are explicitly described by using the word “participants.”

b) Describing instrument/equipment

The second step in wording the method is by giving the details of the instrument to obtain the data. This particular step was spotted in 14 abstracts (A2, A3,

A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A14, A15). The given example is below.

“Questionnaire and interview guideline are the instruments in this research.”— Abstract 13

In this sentence, the word “instrument” is used explicitly to describe instrument of the research.

c) Describing procedures and conditions

The third step that signal the presence of method is by describing the procedures or steps and conditions of the research. Only 5 (A5, A6, A7, A9, A15) abstracts were found to have this step. Here is one of the examples.

“In the research, 36 students are filled in the questionnaire, and the teacher of English subject in accounting program is interviewed. The writer analyzes the data based on the students’ needs, then the writer compared with the existing syllabus.” — Abstract 6, sentence 9-10

4) Product

One of the most important moves is product or result. Result represents the main features or properties of the solution or product. It can be seen from the analysis of students’ abstracts that none of them miss this move. Here is one of the examples.

“After conducting research, the result identified that there are 2 classrooms which is categorized as having a positive classroom climate”— Abstract 10

In this sentence, the result is presented directly using the expression “The result identified that.....”

5) Conclusion

The last move is conclusion. After analyzing the abstracts, 8 abstracts (A1, A4, A5, A8, A9, A11, A12, A15) were found to have this move. There are 3 ways which signal the presence of conclusion in the body of an abstract, they are:

a) Deducing conclusion from result

Using this way, 6 abstracts (A1, A4, A9, A11, A12, A15) conclude and emphasize the result of the research. One of the examples is given.

“In other words, the most dominant of error was in nominal suffixes.”— Abstract 11

b) Evaluating value of the research

The second one is by evaluating the value of the research. However, none of the abstracts which were analyzed use this particular step.

c) Presenting recommendation

The last step is by presenting recommendation or suggestion. Only one is seen to include this step. Here is the statement.

“Therefore the researcher suggested that student-teachers to be more concern to the peer-feedback”— Abstract 8

a. Unfulfilled criteria of organization

1) Introduction

In the chart which was displayed above, it can be seen that only abstract 5 missed this move. Therefore, to know whether the introduction is presence or absence in the body of abstract, the full abstract text is provided below.

(Purpose) *“This thesis aims to find out the implementation of Blended learning, kind of Blended learning used and students’ attitude toward the implementation of Blended learning. (Method)The subject of this study is tenth grade students of visual communication design of SMK plus NU Sidoarjo. This study uses qualitative descriptive method. To collect the data, the study uses classroom observation, questionnaire and documentation. In analyzing the data, the researcher writes the implementation of the strategies in clear and brief sentence in field note and uses questionnaire to find out about students’ perception about the strategies and count the result using Guttman Scale and the Theory of attitude. To check the validity of the study, the researcher uses triangulation and is helped by the teacher to confirm the data that are found during the observation.*

(Product)*The result of the study shows that the teacher tends to implement the characteristic of Flipped Classroom model because teacher left one of the characteristic of this model which deliver online material and instruction after school. The reason behind leaving that character is because the teacher uses the online material during the class on standard school day. Teacher integrates technology during her offline class. In implementing the strategies, the teacher does it well and based on the theory. For the students' attitude about the implementation of the learning model, most of the students show positive perception toward the strategies. The positive perception means that the students have positive opinion and judgment towards the learning model that is implemented by the teacher in the classroom.”*

— Abstract 5

It can be seen from the abstract above that introduction is absent in the body. The sentence begins directly into the statement of purpose. Therefore this abstract does not fulfill the “introduction” part of the organization. In addition, not only that introduction is absent in the text, but also conclusion.

2) Purpose

There are 6 abstracts (A1, A4, A7, A8, A13, A14) in which this move is not present at. Here, one of the abstract is provided as follow.

(Introduction) *“Material development is the way the teacher develops the material (any media or text) which is suitable with students’ need, goal and subject in order to facilitate better learning. Considering the importance of students’ need in material development, this research takes the focus of the appropriateness of materials in Civil Aviation Safety and Engineering of Surabaya to students’ need. This research is conducted at Civil Aviation Safety and Engineering of Surabaya. This academy used English for Specific Purpose (ESP) because the teaching learning English is focus on specific board. That board is aviation. The students learn English focus on English in aviation. In ESP, a need analysis helps the teacher to identify the key features of the local context that must be addressed by the materials. Before developing material, the teacher has to consider the students’ need. This research analysed material that teacher developed whether appropriate with students’ need or not. (Method) This research is conducted using qualitative descriptive method. The researcher surveyed 22 students and interviewed the teacher of Air Traffic Controller (ATC) at Civil*

Aviation Safety and Engineering of Surabaya. This study analysed material that is used by the teacher in teaching learning English. (Product)The result shows that students of ATC considered that they learn ESP and they learn English for their board. Specifically, there were 86.36% of respondents argued that their goal of learning English is to master spoken and written English for job. For the material, the teacher selected Youtube video and news, adopted textbook “Aviation English” and created module. (Conclusion)Analysis of these materials and students’ need shows that the materials used by the teacher meet students’ need.”—Abstract 1

As it has been stated before that purpose is stated directly, therefore, it can easily be spotted in abstract. However, in this abstract, purpose is not present. The organization of the abstract only consists of introduction, method, and result, and conclusion.

3) Conclusion

There are 8 abstracts (A2, A3, A5, A6, A7, A10, A13, A14) which do not fulfill this move. Here is one of the abstracts:

(Introduction) *“Anxiety is one of the affective factors which is essential in a foreign language learning. A great numbers of EFL students in University experience anxiety during their English language*

classrooms including the ones who are taking English Major. **(Purpose)**The present study was aimed to determine the levels of students' ELCA (English Language Classroom Anxiety). Moreover, this study was also aimed to find out the ways that the students do to overcome their ELCA. **(Method)**This study was carried out on 22 undergraduate students of 4th semester in English Education Department, State Islamic University of Sunan Ampel Surabaya, East Java, Indonesia during academic period of 2017/2018. The FLCAS (Foreign Language Classroom Anxiety Scale) and a semi open-ended questionnaire were used to obtain the data. **(Product)**Although the findings show that 91% of the students experience moderate level of ELCA, there was also found a little number of the students who experience high and low level of ELCA. Five kinds of different ways used to overcome students' ELCA were found as well. They are: a. Developing positive self-talk (self encouragement). This includes positive thinking, trying to be confident, and not thinking of the negative results. b) Relaxation. This includes deep breathing, keep calm and be confident, using nervous laughter. c) Prepare well. This includes prepare the script before presentation, practicing to speak before presentation, and study the previous lesson before

taking tests. d) Seek help from others and e) praying to God.” — Abstract 2

The conclusion part is absent from the body of abstract above. It only consists of introduction, purpose, method, and result.

3. Language

Appropriate use of tenses is important to signal time and whether the event is open or closed. Therefore, using tenses guideline in abstract writing proposed by wallwork, the tense use among the abstracts were analyzed and explained as follows:

a. Fulfilled criteria of tenses

1) Present tense

a) Introduction

According to wallwork, present tense is commonly used to explain about an established knowledge/well-known situation and the writer’s opinion about the situation. There are 14 abstracts (A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A15) which fulfill this point (see appendix 4). The example of the abstract is given below.

“Classroom climate also refers to the model of interpersonal relationship between teachers and students, the relationship between students, and the classroom management style as well.” — Abstract 10

b) Purpose

This move is used in 9 abstracts, and 4 of them (A5, A6, A9, A15) use the tenses appropriately.

“This research aims to find particular techniques that students use to meet the appropriateness level in paraphrasing.”— Abstract 3

c) Conclusion

There are 7 abstracts which include this move and 5 of them (A1, A4, A5, A9, A12) have appropriate tense use.

“The positive perception means that the students have positive opinion and judgment towards the learning model that is implemented by the teacher in the classroom.”— Abstract 5

2) Past tense

a) Method

This tense is used to explain the writer’s contribution in the study or the field, mostly about what he did in the research. There are 6 abstracts use the tense appropriately. Here is one of them.

“By applying descriptive qualitative study approach, this research used documentation to collect the data.” — Abstract 11

b) Result

Similarly, past tense is also used to present the result. Wallwork argues that the use of past tense for explaining result is because research was done by the

time the abstract is written. After analyzing abstracts, 7 were found to favor the tenses. One of the examples is given below.

“Based on the findings and the discussion, this research figured out that there were four types of appropriateness level made by students.”— Abstract 3

3) Perfect tense

This particular tense is used in explaining background information which is true until the present. Only 1 abstract used this method. Here is the statement:

“The use of World Wide Web over the past decade has been dramatically increasing in education.”— Abstract 4

b. Unfulfilled criteria of tenses

1) Present tense

This type of tense is commonly used in introduction, purpose, and conclusion.

a) Introduction

In structuring introduction, only one abstract use incorrect tense which is explained below.

“Public speaking anxiety is becoming the common problem which is faced by students” — Abstract 14, sentence 1

The aim of the sentence is to show the phenomenon of “public anxiety in becoming common problem among students” which is considered to be a general fact.

Therefore, it is advised to use simple present tense instead of progressive tense.

b) Purpose

Among 9 abstracts which include this move, 5 abstracts (A2, A3, A10, A11, A12) were using inappropriate tense.

“The present study was aimed to determine the levels of students” ELCA (English Language Classroom Anxiety)”—Abstract 2, sentence 3

This sentence is not only inappropriate because it is supposed to use present tense. Therefore, the appropriate sentence is “the present study aims to....”

c) Conclusion

There is one abstract which does not fulfill this criteria. Here is the sentence:

“Student teachers’ teaching ability is mostly achieved meet expectation.”—Abstract 15

The sentence has a poor grammar. Because it is unclear whether the sentence is originally intended to be in present or past tense. Beside, this particular form of auxiliary is used in passive tense, which this sentence did not seem to aim for.

2) Past tense

a) Method

In the use of past tense for method, 9 abstracts (A1, A5, A6, A7, A9, A10, A13, A14, A15) had inappropriate tense use. The example is provided below.

“Researcher do six meeting observation within the classroom, researcher analyses ten lesson plans of English teacher”—Abstract 7

The underlined words are incorrect. This sentence is supposed to be using past tense because it tells about what the researcher has done. So, the correct would be “did” and “analyzed”.

b) Result

Among 15, 8 abstracts (A4, A2, A5, A6, A7, A9, A14, A15) use inappropriate tense. Here is one of the examples.

“Although the findings show that 91% of the students experience moderate level of ELCA, there was also found a little number of the students who experience high and low level of ELCA”—Abstract 2

This sentence use tense inappropriately. Results are supposed to be presented using past tense. This is because the results are known by the time abstract is written.

B. Discussion

Writing a good abstract is important because it is the first thing readers will pick whenever they read documents, especially thesis.

To become a good abstract, it is required that all the abstracts fulfill its textual features comprising development of ideas, organization, and language. The fulfillment of each features are presented bellow;

1. Most abstracts fulfill criteria about good development of ideas.

To have good development of ideas, Chiang says one should have: (a) an effective introduction, (b) well related ideas, (c) clear causal relationship, (d) effective comparison of ideas, (e) elaborations, (f) clear overall point of view, (g) smooth transitions, (h) definite sense of closure from an ending.⁷²

Among 8 criteria, most abstracts range from 11 to 15 meet point a, b, e, f, g, h. On point c and d, the abstracts meet the criteria although only for 3 and 5 respectively, because not all abstracts in the research use those two types of relationship in developing its ideas. This positive finding has an opposite result compared to coherence and cohesion analysis in abstract which was done by Suwandi. In his research, most abstracts did not satisfactorily meet the criteria because they lack sentence adverbials, which is included in this research as transition words, like furthermore, in addition, moreover, yet, etc. Although both research share the same area of study, the different outcomes achieved in both studies are understandable due to different criteria which are used to analyze the documents.

⁷² Steve Y. Chiang, Assessing Grammatical and Textual Features in L2 Writing Samples: The Case of French as a Foreign Language. *Modern Language Journal*, 83,1999, 223

2. Most abstracts fulfill criteria about organization. Hyland states that the body of abstract should consist of introduction, purpose, method, result, and conclusion.⁷³ Among those 5 moves in organizing abstract, method and result are included in all of the abstracts. While introduction and purpose present in most of the abstracts with total of 14 and 9 abstracts respectively. The conclusion, however, is the part where students' abstracts are lacked of with 8 missing the particular move, although the gap to the ones fulfilled the criterion is only one from 15 abstracts in total. This is similar findings to previous study that not all abstracts use 5 moves. However, there is slightly different result in the use of introduction and conclusion move between this current study and previous one. In this study, introduction is missing in one of the abstracts while on previous study it presents in all of the abstracts. Although both research share the similarity about small gap between the abstracts which fulfill and not, the conclusion is fulfilled by the abstracts on previous study, while on current study it is not fulfilled.
3. Most abstracts do not fulfill criteria about tenses. As proposed by wallwork, an abstract should use present tense (introduction, purpose, and conclusion), past tense (method and result), and perfect tense (introduction involving past research/ knowledge

⁷³ Fatimeh Saboori-Muhammad Reza Hashemi, "A Cross Disciplinary Move Analysis of Research Article Abstract." , 486.

which is true to the present).⁷⁴ It can be seen that tense use relates closely to organization of abstracts. As to determine the tense use also depends on the presence of each moves, therefore, not all 15 abstracts are being analyzed for this criteria. Among those criteria, only the use of present tense in introduction and conclusion is fulfilled by the abstracts with just one abstract had an inappropriate tense use. Although criteria like the use of present tense in purpose, and the use of past tense in method and result are not fulfilled, the gap between abstracts with appropriate and inappropriate tense use are small ranging from 1 to 3 abstracts in total. This outcome, however, might be different to some research in the same area due to different theory use. Even Wallwork has stated on his book that some authors use different tense use for reasons. But the purpose of the research is to see tenses appropriateness using wallwork's theory

⁷⁴ Adrian Wallwork, *English for Writing Research Paper* (Switzerland: Springer International Publishing, 2016), 225

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of the research and suggestion from the researcher in relation to textual features in abstract writing.

A. Conclusion

Based on the findings of research problem which had been presented above, it can be concluded that most of the abstracts have fulfilled the criteria in development of ideas and organization. However, the abstracts do not fulfill the language criteria, although with small gaps between those with appropriate and inappropriate tense use. This conclusion is proven by the number of abstracts which fulfill and do not fulfill the criteria in each feature which explained as follows:

1. In development of ideas, all 15 abstracts have fulfilled point (2) ideas are well related one another and (5) ideas mentioned are elaborated, while abstracts ranging from 11-14 fulfilled point (1) the beginning sentence is an effective introduction of the text, (6) transition between sentences flows smoothly, and (7) the writer's overall point of view is clear. Besides, although only 5 abstracts use point (4) different ideas are effectively compared, it is used properly. While in point (3) the causal relationship between ideas is clear, 3 of the 6 abstracts which use it made it correctly.

2. In organization of the text, all of the abstracts have include method and result, while respectively, 9 and 14 abstracts have purpose and introduction in their body. However, conclusion is only included in 7 abstracts.
3. In language appropriateness, most abstracts do not fulfill the appropriate tense especially in purpose, method, and result with total only 4, 6, and 7 abstracts fulfilling, respectively.

B. Suggestion

This thesis is intended to be beneficial for students of English teacher education department especially those who take thesis, lecturers of English teacher education department especially ones who assist thesis writing, and future researcher who hopes to conduct research in the same area of study. For the students, the writer suggests to pay attention more on textual features of abstracts. Because each feature play big role in making a good quality abstract. By having a good development of ideas, the coherence of the text can be fulfilled which allow readers to understand the text well. While having complete organization makes the abstract more informative, the tense use is helpful to signal the time constraint of the research. In other words, the writer hopes that this research become useful source for the students to refer to when they write abstracts for their undergraduate thesis.

This task mentioned above, however, cannot be done alone without the assistance of the lecturers of English teacher education

department. Therefore, the writer also feels the needs to give words to the lecturers. As a specific genre in academic writing, it is best that the writing of abstract is included into the curriculum or into a related class which is already existed like thesis proposal seminar. As another option, it can be included into thesis writing intensively. This because referring to experiences, abstract is the least part of the thesis students pays less attention to. Also, the writer suggests the lecturers to put more emphasize on the features where students are mostly lacked of.

The writer hopes that this research intrigue future researcher to conduct the same area of study, especially on tenses. This because not many studies, in fact it is none, discuss about tense appropriateness in abstract. Most of the abstracts just aiming to find out which tenses are mostly used in each moves or within same and different disciplines. The writer think that it is necessary to look into different theory of tense uses and see how they are used in abstracts. Further, they can also be compared to see which theory are most commonly used.

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