ABSTRACT

Fajriyah, Latifatul. (2015). Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel. Advisors: Dra. Irma Soraya, M.Pd. and Hernik Farisia, M.Pd.I

Key words: Thesis abstract, Rhetorical move, English Teacher Education Department (ETED)

Thesis abstract is important because it represents outline of the whole thesis. Thesis abstract is concise, but it should be informative. For knowing informative abstract, the readers should consider about rhetorical moves in it. Rhetorical move is a series of brief information about the whole research that parted as introduction, purpose, method, product, and conclusion. The purposes of this study are to describe theses abstract of English Teacher Education Department (ETED) Students' whether fulfill the requirement of rhetorical moves composition or not, and to investigate the differences of rhetorical moves among thesis abstracts of ETED Students'. This study used qualitative as approach, and the research design is content or document analysis. The data was taken from thesis abstract of English Teacher Education Department Students, who graduated on March 2015, 74th period at State Islamic University of Sunan Ampel Surabaya. The available data is 22 students' abstracts. Rubric from Hyland's theory is used for research instrument. Based on the result finding, the researcher found that there are 5 move types in their abstract, it is proved by the percentage of rhetorical move analysis: Introduction (100%), Purpose (95,45%), Method (100%), Product (100%), and Conclusion (63,63%). Also, the study indicates the difference of thesis abstracts' rhetorical move. It is proved by the different number of move used in students' thesis abstracts. There are 3 differences; there are 59% students who used 5-move (Introduction, Purpose, Method, Product, Conclusion), there are 5% students who used 4-move a (Introduction, Method, Product, Conclusion), and there are 36% students who used 4-move b (Introduction, Purpose, Method, Product). Conclusion, most of ETED Students who graduated on March 2015 fulfill the requirement of rhetorical move on thesis abstract based on Hyland's theory. Thus, it can be model for students of English Teacher Education Department in writing informative thesis abstracts and as authentic material in teaching the abstract genre in the discipline.