CHAPTER I

INTRODUCTION

This chapter discusses about the background of the research that describes the reason why the researcher proposes to analyze rhetorical move of thesis abstracts. Afterward, the problems are formed in the research questions together with the objectives of the study. It is carried on with the significance of the study to enlighten how the result of the research will be beneficial. The limitation about what are consisting in this research is specified in scope and limits of the study. In the end, the last part is definition of key term.

A. Research Background

Graduate students deal with a kind of writing tasks as they work concerning their chosen degree.¹ University students have a lot of projects dealing with writing; it is because they are demanded to develop their critical thinking, to give their opinion about some issues and to combine the theory that they have read to find a new innovation or thought based on their field. According to Swales and Feak, writing tasks vary depend on the degree that students choose. There are two points in deepening writing task of graduate students.² First, the writing task becomes increasingly more difficult and

¹ John M. Swales – Christine B. Feak, *Academic Writing for Graduate Student* (USA: The University of Michigan Press, 1994), 7.

² John M. Swales – Christine B. Feak, Academic Writing ... 7.

challenging the farther students goes in program. Second, students should write their writing tasks academically.

Based on *Panduan Penyelenggaraan Pendidikan Program Strata Satu (S1) th. 2014 UIN Sunan Ampel Surabaya* (guidance book of Undergraduates' Educational Organization year 2014 Sunan Ampel State Islamic University Surabaya), graduate students should do their research paper for getting title degree based on their discipline.³ In English Teacher Education Department, students should pass 120 credits for taking research paper.⁴ Also, they should pass Research Method in the third semester.⁵ This system purposes to apply what students gain in university, to assist students knowing the real problem in the society, and to develop students' critical thinking for seeking the problem solving. Those points will support students' reason for developing their skill, especially in writing academically.

Writing research paper has typical organizational patterns. As Swales and Feak states that the IMRD (Introduction, Methods, Results, and Discussions) format will be used for paper research.⁶ It is purposed for showing writers' concern about –positioning- the relevant and significance of their study, giving ease for readers to read research paper systematically, and giving contribution in scientific field. Swales and Feak divide eight parts of research paper, they are;

³ UINSA Team, Panduan Penyelenggaraan Pendidikan Program Strata Satu (S1) UIN Sunan Ampel Surabaya (Surabaya: UINSA Press, 2014), 28.

⁴ UINSA Team, Panduan Penyelenggaraan... 28.

⁵ UINSA Team, *Panduan Penyelenggaraan*... 28.

⁶ John M. Swales – Christine B. Feak, Academic Writing ... 155.

title, abstract, introduction, methods, results, discussion, acknowledgments and references.⁷

Abstract becomes important since readers always seek and read it, before reading entire of research paper. It is very useful for academic writing because it can present the important issue of the study briefly and understandably. Abstract helps readers to skip unnecessary information to be read in limited time. Ren and Li state that thesis abstracts should not be neglected because it is the first thing that examiners see and it gives first impression for readers.⁸ First thing that is sought when people want to read research paper is abstract. According to Wallwork, first impression is very important because it will represent the whole of something.⁹ In research paper case, first impression will be represented by abstract. When researcher can present readable abstract, many people such as librarians and readers will read the abstract even the whole of research paper. In other hand, when the researchers present bad initial impression, librarians and readers have big opportunity to stop reading the abstract.¹⁰ Even, they will not read the entire of research paper. It is because they think that the paper research is as difficult as the abstract to be understood.

⁷ John M. Swales – Christine B. Feak, *Academic Writing* ... 156.

⁸ Hongwei Ren - Yuying Li, "A Comparison Study on the Rhetorical Moves of Abstract in Published Research Articles and Master's Foreign-Language Theses". Canadian Center of Science and Education. Vol. 4, No. 1, 2011, 162.

⁹ Adrian Wallwork, *English for Writing Research Papers* (London: Springer, 2011), 177. ¹⁰ Adrian Wallwork, *English for Writing...*, 177.

According to American National Standards Institution, abstract has purposes to identify the basic content of a document quickly, to determine its relevance to readers' interests, to decide whether readers need to read the document in its completely.¹¹ Also, abstract helps librarians to put it in their indexes.¹² Andrade in his journal states that sometimes abstract of research paper is lack of information.¹³ It is because some researchers sometimes neglect rhetorical moves as the guidance of writing abstract. According to Kanoksilapatham, one of successful academic writing factors is organization.¹⁴ The organization in abstract is expected to help researchers in writing English abstract.

In line with Andrade's statement, because of lack of information, abstract should be paid attention in its content. Minimalizing the absence of information in abstract, several researchers recommend rhetorical move as the alternative for avoiding missing important information that will be delivered. Rhetorical move is the effective argument placed based on the chronological sequence in thesis abstract. Rhetorical move becomes important since it helps the readers to distinguish important information appeared in abstract about the whole thesis briefly. The relation between rhetorical move and abstract is about the communicative purpose and the content. When abstract has communicative

¹ America National Standards Information, *Guidelines for Abstract* (Maryland: NISO Press, 1996), 1.

¹² Adrian Wallwork, English for Writing...,177.

¹³ Chittaranjan Andrade, "How to Write a Good Abstract for a Scientific Paper or Conference Presentation". *Indian Journal of Psychiatry*. Vol. 3. No. 4-6, 2011, 172.

¹⁴ Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 1.

purpose to inform the important information dealing with thesis briefly, rhetorical move plays role to organize the important information presented in abstract.

In line with the statement before, researcher found 4 previous studies related to this research. First, *A Comparison Study on the Rhetorical Moves of Abstracts in Published Research Articles and Master's Foreign-Language Theses* by Hongwei Ren and Yuying Li. The study discussed about comparing the rhetorical moves in abstracts of Chinese Master's English theses and published research articles in applied linguistics.¹⁵ The result of the study is researchers found five basic rhetorical moves in abstracts written by both expert and student writers. But, the experts more selective, so they use basic rhetorical moves to best promote their paper. Whereas, students writers tend to use all rhetorical moves.

The second previous study is *Analysis of Move Structure and Verb Tense of Research Article Abstract in Applied Linguistics Journals* by Fan-Ping Tseng. This study examined the move structure features and the verb tense of each move. The result is that there is variation between abstract of native speakers'

¹⁵ Hongwei Ren – Yuying Li, "A Comparison Study on the Rhetorical Moves of Abstract in Published Research Articles and Master's Foreign-Language Theses". *Canadian Center of Science and Education*. Vol. 4, No. 1, 2011, 162.

and non-native speakers. For the tense, simple present can be found at move number 1, 2 and 5. Whereas, move number 3 and 4 use simple past.¹⁶

The next study is *A Cross-Disciplinary Move Analysis of Research Article Abstracts* by Saboori and Hashemi.¹⁷ They analyzed rhetorical structure in the research article abstracts among three disciplines: applied linguistics, applied economics, and mechanical engineering. In their study, Saboori and Hashemi used 63 published abstracts (21 from each discipline) as their focus. The result of the study, they assessed and distinguished the main move pattern of each field, their unique moves/steps, the characteristic voice and tense of verbs active in each move, and the differences concerning the self-mention. In conclusion, they found that the study had significant academic implication for the experts in ESP and EAP fields.

The last previous study is *Generic Characterization of Civil Engineering Research Article Abstract* by Budsaba Kanoksilapatham. The study is about identifying the structural organization commonly followed in civil engineering abstract and identifying a set of linguistic features commonly associated with a particular type of information presented in the abstract.¹⁸

¹⁶ Fan-Ping Tseng, "Analysis of Move Structure and Verb Tense of Research Article Abstract in Applied Linguistics Journals". *International Journal of English Linguistics*. Vol. 1, No. 2, 2011, 27 ^{17 17} Fahimeh Saboori – Mohammad 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.

¹⁸ Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 1

These 4 studies focus on expert writer and novice writer, but those who are in post-graduated program and discipline. The studies focus on linguistic features and only focus on rhetorical move. Meanwhile, studying a rhetorical move is significant in genre writing in particular for genre teaching in education field. Thus, this study serves to fill thesis gap.

The present study focuses on rhetorical move of abstract in English Teacher Education Department of State Islamic University of Sunan Ampel. There are some reasons for choosing this research area. First, abstract will be first thing that readers seek before reading the whole thesis because it has important information that readers' need. Thus, abstract will be mirror for academic process, especially in academic writing. Academic writing tends to be a fundamental emphasis of communicative competence that can be challenging for many students taking higher educational courses through the means of English as an additional language.¹⁹ Second, rhetorical moves can be parameter of the content of abstract, whether the abstract is informative or not. Third, the research is conducted in English Teacher Education Department as the only department that requires the students to write English abstract directly in State Islamic University of Sunan Ampel, especially in educational field. Addition, the problem was found by researcher through preliminary research.

¹⁹ Ian Bruce, "A role for genre-based pedagogy in academic writing instruction?: an EAP perspective" (www.textjournal.com.au>issue21>Bruce, assessed on August 9, 2015)

In preliminary research, researcher took 10 thesis abstracts of English Teacher Education Department Students who graduated on October 2014. Based on the analysis, there were two types used of rhetorical move. They were 4-move and 5-move. Then, two thesis abstracts that consist of those moves read by 6 students of seventh semester of English Teacher Education Department. 5 students chose 5-move as informative, detail, and structured abstract. Whereas, a student said that 4-move is informative. Based on the preliminary research, most of students preferred understood in reading thesis abstract with 5-move. Then, the researcher looked for theory that in line with the preliminary research. Hyland's theory answered the preliminary research. The theory consists of 5-move; Introduction, Purpose, Method, Product and Conclusion.²⁰ Thus, the researcher used the theory for analyzing further research.

Based on the problems, the researcher comes up with the question about analyzing the fulfillment of rhetorical move requirement composition in English Teacher Education Department thesis abstracts and analyzing the difference among the thesis abstracts. Those questions can help the researcher to know how the students fulfill the requirement of rhetorical move composition and to distinguish the difference among thesis abstracts. After knowing the result, the thesis can be the model of informative abstract for English Teacher Education Department Students.

²⁰ Fahimeh Saboori – Mohammad 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, 486.

B. Research Questions

Based on the background stated previously, the writer has two questions:

- 1. How do thesis abstracts of English Teacher Education Department Students' fulfill the requirement of rhetorical moves composition?
- 2. Are there any differences of rhetorical moves among thesis abstracts of English Teacher Education Department Students'?

C. Objectives of the Study

As stated at the problem above, the writer achieves objective to answer the problem of analysis:

- 1. To describe thesis abstracts of English Teacher Education Department Students' whether fulfill the requirement of rhetorical moves composition or not.
- To investigate differences of rhetorical moves among thesis abstracts of English Teacher Education Department Students'.

D. Significance of the Study

The results of the research are to expect beneficial both theoretically and practically:

1. Theoretically

The results of the research are expected to enrich the study of academic genre, especially in abstract genre.

2. Practically

a. For learners

This research shows to the learners of the use of abstract, especially abstract's rhetorical moves. Thus, when they write abstract in their final project, they will write brief and informative outline about their thesis.

b. For lecturers

This research shows the result of students in writing abstract. This research can be reference for lecturers especially who assist thesis writing, because they can direct their students to arrange informative abstract through using rhetorical move.

E. Scope and Limits of the Study

The scope and limitation of the study are limited to the subject and object investigated. In this research, researcher only focuses on abstract written in English language. The abstracts are written by undergraduate students who graduated on March 2015 of English Teacher Education Department, State Islamic University of sunan Ampel Surabaya. Also, specific study that is investigated is about rhetorical moves in undergraduate thesis abstracts. In this case, researcher uses Hyland's theory about thesis abstracts that contains of *Introduction, Purpose, Method, Product, and Conclusion*.

In this research, researcher chooses thesis abstract of former students of English Teacher Education Department who graduated on March 2015. The reason choosing this period because researcher considers the changing of thesis writing rule at the department. Thus, the researcher decided to choose the latest graduated students of English Teacher Education Department Students. There are 25 students who had graduated on March 2015, but the available data are 22 data from 25 students.

F. Definition of the Key Terms

This is the acknowledgement that connecting the researcher and the reader to be well-organized in one point of conception to avoid dissimilar understanding about definition of key term of this thesis.

1. Thesis abstract

In this research, abstract is defined as short writing that is written after whole thesis done by undergraduated-student of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya.

2. Rhetorical moves

Rhetorical move in this study is about the content classification of abstract that have some members (Introduction, Purpose, Method, Product, and Conclusion) in English Teacher Education Department Students' thesis abstracts.

3. English Teacher Education Department

English Teacher Education Department is one of departments in Faculty of Education and Teacher Training at State Islamic University of Sunan Ampel Surabaya.

