CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about the theories and the previous studies that connects with the analysis of rhetorical move of thesis abstracts. There are two subsections in this chapter, first is the review of related literature that explains the starting point theory which is applied in this research. The second is review of previous studies that describes the differences of this research with other researches which were done by another researcher.

A. Theoretical Foundation

1. Genre

a. The Definition of Genre

In daily life, people often know "genre" as the thing relates to art or literature. Whether it is for music, movie, poem, story, etc. when people talk about music genre, it should be about *pop*, '*rock & roll*', *jazz* music, etc. When people talk about movie genre, it can be about *romance, horror, comedy, etc.* nowadays, according to Johns, "genre" has been operated to describe the *social* character of oral and written communication by diverse academics and experts from applied linguistics.¹ Thus, "genre" in this case is not merely about art or

¹ Ann M. Jhons, "Genre and ESL/EFL Composition Instruction". In Barbara Kroll (Ed.). *Exploring the Dynamics of Second Language Writing*, 195-217. New York: Cambridge University Press, 2003.

literature. It tends to discourse field because according to Hyland, "genre" has communicative practice that can influence reader by the type of the text.²

Cited by Hyland, Swales says that "genres" are not only groups of related texts but those are the schemes that are developed through combined involvements to understand how the texts help build specific framework.³ Based on the theory, genre has many types that writers can use it based on their needs. The writers can use genres depend on what they will write or what they will report. Genre has many types that the writer should select them based on the research they take. Assumptions according to Hyland, "genres" are group of sources which let the writers to write and read text with some permit that they realize what they are dealing with.⁴

Hyland says that genres are rhetorical movements describing on to respond to perceived constant conditions; also recognizing certain forms of language/meaning varieties as indicating effective ways of getting things done in familiar context.⁵ It means that the writers draw

² Ken Hyland, "Genre, discipline and identity". *Journal of English for Academic Purposes*. Vol. 20, No. 02, 2015, 1.

³ Ken Hyland, "Genre, discipline and identity". *Journal of English for Academic Purposes*. Vol. 20, No. 02, 2015, 1.

⁴ Ken Hyland, "Genre, discipline and identity". *Journal of English for Academic Purposes*. Vol. 20, No. 02, 2015, 2.

⁵ Ken Hyland, *Annual Review of Applied Linguistics: Genre: Language, Context, and Literacy* (USA: Cambridge University Press, 2002), 116.

on genre in continual situation that they use rhetorical movement as way to answer and to identify the research based on societies' need.

According to Hyland, there are two central assumptions to analyze genres.⁶ First, the characteristic of an alike group of texts depend on the social context of their formation and use, and the second is that those characteristics can be described in a way that communicates a text to others and to the choices limits acting on text procedures. Thus, genre academics localize member of society at the core of language use and assume that every successful text will present the writers' consciousness of its context and the readers which form part of that context.

Currently, many experts focus on analyzing academic genres. There are some kinds of academic genre that they focus on, they are: grant proposal, research article and abstract.⁷ In line with this research, abstract is one of academic genre that is needed to be analyzed for enriching the discussion about academic genre. This statement supports the reason why the researcher should conduct this research. Thus, this discussion about genre is also important because abstract itself is the branch of genre, specifically academic genre.

⁶ Ken Hyland, *Annual Review of Applied Linguistics: Genre: Language, Context, and Literacy* (USA: Cambridge University Press, 2002), 114.

⁷ Ken Hyland, *Annual Review of Applied Linguistics: Genre: Language, Context, and Literacy* (USA: Cambridge University Press, 2002), 116.

Based on the concept of genre and its use in language teaching and learning, Hyland states that genre has two purposes:⁸ The first is to understand the connection between language and its context of use. This case explains that how people use language to get used to and figure out specific communicative conditions and the behavior practices change over time. The second is to use this knowledge in the examination of language and literacy education. This second purpose both pairs research in new literacy studies, which considers literacy as social practice.

b. Element of Structuring Genre

According to Swales and Bhatia (cited by Johansen), there are three element included in structuring genre. Those elements are communicative purposes, moves and rhetorical strategies.⁹ *Communicative purpose* means text-genre that has aim to socialize the rule of the text, knowing the communicative purpose of genre helps the society to recognize the determination of the text. Then, Bhahtia (cited by Johansen) defines *move* as the communicative purpose component the general criteria for a certain text-genre and provide the organization

⁸ Ken Hyland, *Annual Review of Applied Linguistics: Genre: Language, Context, and Literacy* (USA: Cambridge University Press, 2002), 113.

⁹ Winni Johansen – Hermes (Eds), "Review article: Analysing Genre: Language Use in Proffesional Setting". *Journal of Linguistics.No. 19*, 1997, 215.

of a text into a number of constituents.¹⁰ Also, *rhetorical strategy* indicates the option of the writers in arranging their private purposes are non-discriminative strategies which means that the options do not affect or modify the nature of a genre.¹¹

Those three structuring genre elements have relation each other. Communicative purpose is the first element that is being basic founder of genre. It is as the purpose of why the genre exists. Then, communicative purpose has move as constituent that can distinguish the different types of genre. For creating written text based on specific moves, the writers have rhetorical strategy as their strategy to fulfill the need of the content of their writing.

Another term, Rhetorical move has 2 root words, they are *rhetoric* and *move*. *Rhetoric* is the successful use of language, characteristically in the context of public speaking, in a continuous practice successful in return to standard ancient times.¹² The theory of *rhetoric* is the concept that effective claim must be realistic and go along with a structural arrangement to create an opinion of reliability for

¹⁰ Winni Johansen – Hermes (Eds), "Review article: Analysing Genre: Language Use in Proffesional Setting". *Journal of Linguistics.No. 19*, 1997, 215.

¹¹ Winni Johansen – Hermes (Eds), "Review article: Analysing Genre: Language Use in Proffesional Setting". *Journal of Linguistics.No.* 19, 1997, 215.

¹² Alois Heuboek, "Some Aspects of Coherence, Genre, and Rhetorical Structure – and Their Integration in a Generic Model of Text". *University of Reading Language Studies Working Papers* Vol. 1, 2009, 34.

the viewers.¹³ Besides, *moves* are discriminative component of generic structure of the text.¹⁴ In line with the theories, this study discusses about assessing the effective argument placed based on the chronological sequence in thesis abstract.

2. Abstract

There are some kinds of academic genres that they focus on, they are: grant proposal, research article and abstract.¹⁵ In line with this research, abstract is one of academic genre that is needed to be analyzed for enriching the discussion about academic genre. This statement supports the reason why the research should be conducted. Thus, this discussion about genre is also important because abstract itself is the branch of genres, specifically academic genre. The information about abstract is below:

a. The Definition of Abstract

When students write academic writing such as report, article or thesis for undergraduate or post-graduate, they are obliged to write abstract. According to Writing Centre Learning Guide of The University of Adelaide, Abstract is from The Latin *abstractum* that

¹³ "Basic Rhetoric and Writing Strategy" (www. Wpi.edu/image/CMS/Diversity/Basic Rhetoric and Writing Strategy.pdf. accessed on July 24, 2015)

¹⁴ Winni Johansen – Hermes (Eds), "Review article: Analysing Genre: Language Use in Proffesional Setting". *Journal of Linguistics.No.* 19, 1997, 215.

¹⁵ Ken Hyland, *Annual Review of Applied Linguistics: Genre: Language, Context, and Literacy* (USA: Cambridge University Press, 2002), 116.

means a condensed form of a longer piece of writing.¹⁶ It means that abstract is the short script of the extended text. Although abstract is short text, but it explains the whole of the longer writing's content. Abstract contains of important information of the entire paper, but it is concise and informative writing.

America National Standards Information states that abstract is a brief and objective presentation of a document or an oral presentation.¹⁷ It means that abstract is not only for manuscript only, but it is for oral presentation also. However, students who write academic writing or research paper are dealing with document type. It is mentioned that the characteristics of abstract are brief and objective. In this case, brief means short that contains of all important information in the paper. Also, objective means that students or researchers should have neutral point of view in writing research paper even abstract.

Another opinion about abstract comes from Tufts University, Abstract is a summary of the research that can be categorized and searched by subject and keywords.¹⁸ Looking for someone's academic

¹⁶Writing Centre Learning Guide, "Writing an Abstract", (<u>www.adelaide.edu.au/writingcentre/</u>, accessed on January 11, 2015)

 ¹⁷ American National Standards Institute, *Guidelines for Abstract* (Maryland: NISO Press, 1996), 1.
¹⁸ Academic Resource Center. *How To Write An Abstract*.
(http://www.google.co.id/url?q=http://uss.tufts.edu/arc/HOW%2520TO%2520WRITE%2520AN%252
0ABSTRACT%2520for%2520Tufts%2520Symp.pdf&sa=U&ei=nZ0cVYjAMcHXmAWXloDABA&

work in library or internet, readers need to know category or keyword at abstract. Thus, it will help them to find abstract that they need. Also, students should aware to write good abstract through following scientific steps. Koopman states that abstracts always have function for "selling" students' or writers' work.¹⁹ Although, abstract is quiet brief, but the students should follow check list consisting of: motivation, problem statement, approach, result and conclusion. Those lists will help them to arrange systematic writing that also helps readers to classify the content of text easily. For making good scientific report, students' abstract should meet the criteria and the standard of good abstract.

According to Hartley, abstract is the head of academic writing that is written last.²⁰ It is because writing abstract is not easy, they should research, and then they write the whole research paper first. After all, students have known what they achieved in their research. Thus, it will help them to arrange abstract simply because they know what to do and what they achieve in their research. Also, Hartley recommends using basic structure (rhetorical move) in writing abstract because it will help students to write easier.

<u>ved=0CBQQFjAA&sig2=1KCeDftPsZp9hwuj9uQOzA&usg=AFQjCNHs_zlFK8Hs-</u> <u>x3xYGjRPE23trXK9w</u>, assessed on January 3, 2015)

¹⁹Philip Koopman, "How to Write an Abstract" (<u>www.ece.cmu.edu/-koopman/essays/abstract.html></u> accessed on January 11, 2015)

²⁰ James Hartley, Academic Writing and Publishing (New York: Routledge, 2008), 31.

The University of Melbourne believes that abstract is an original work that must be fully-contained and make sense.²¹ It does not contain references, but it has main content: research purpose, importance of work and the main result. It is usually well-developed single paragraph about 250 words in length. Thus, this writing product is so brief, but it should be meaningful and understandable for readers because it summaries all information about whole research paper.

b. The Purposes of Abstract

Abstract is important part of reports and research papers and sometimes in academic assignment.²² It is because abstract has significant role to inform and to promote reports, research papers or academic assignment to be read by readers. Usually, abstract is written in the last process in writing research paper because students will have clearer representation of all their findings and conclusions. Abstract can help readers to get a quick outline of whole paper. Also, it tells the readers what to suppose that based on students' paper.

Based on National Information Standards Organization (NISO) of America, abstract has three purposes.²³ The first is identifying the basic document quickly. Abstract has content structure called basic

²¹ The University of Melbourne, Writing an abstract: Understanding and developing abstract (www.service.unimelb.edu.au/academicskills, assessed on January 3, 2015)

²²Writing Centre Learning Guide, "Writing an Abstract" (<u>www.adelaide.edu.au/writingcentre/</u>, accessed on January 11, 2015)

²³ American National Standards Institute, *Guidelines for Abstract...* 2.

document that help reader to read speedily. Those basic documents according Koopman are motivation, problem statement, approach, result and conclusion.²⁴ Those components have important role to guide readers having good understanding in brief information. The second is determining abstract's relevance to readers' interests. Not all research papers are appropriate for all readers because the readers have their own interest. Usually, readers are interested in paper that in line with their major. Thus, they need to read abstract to match their interest and research paper. The third is deciding whether readers need to read the document entirely. If readers' interest and abstract that they read are matching, they will read further whole paper.

Abstract can facilitate readers to come closer to the research paper through overview in abstract content. It can be the way for readers to keep their time efficiently because they do not need to read unnecessary information in paper. But, if they are interested in the abstract, they will look for the entire paper and read it. Also, abstract facilitates free-text searching in an electronic environment and supports application of controlled indexing vocabularies in access service.²⁵ Nowadays, abstract is not only accessed in library, but also it can be accessed in electronic situation. Searching research in internet

²⁴ Philip Koopman, "How to Write an Abstract" (<u>www.ece.cmu.edu/-koopman/essays/abstract.html></u> accessed on January 11, 2015)

²⁵ American National Standards Institute, *Guidelines for Abstract...* 2.

will serve readers to abstract online, before they find the paper that they look for. They will read the abstract first. Thus, if the abstract match with their interest, they can download the whole paper or directly go to the shelf that is provided the paper.

In other hand, Koopman has his own opinion about the purpose of abstract. He states that although abstract serve the function of "selling" writers' work. He expected that abstract not only convincing the readers to reads the rest of attached paper, but also he expected that abstract can make readers leave their comfort zone in the office. He supposed that the readers go hunt down a copy of the paper from a library. It is because in these days, readers are so addicted to instant way, such as using internet. Thus, Koopman wanted to the readers using the document based paper.

According to The University of Melbourne, there are purposes of abstracts.²⁶ First, abstract can be selection tool for readers. Abstract allows readers who are interested in the study to decide whether the abstract are relevant with their interests or not. If it is relevant, usually readers will read the whole paper. Second, abstracts help indexing. Most of research paper catalogues accessed through the library

²⁶ The University of Melbourne, *Writing an abstract: Understanding and developing abstract* (www.service.unimelb.edu.au/academicskills, accessed on January 3, 2015)

facilitate readers to search abstract.²⁷ Readers should know the key term of research that they look for because it can match the abstract.

c. Kinds of Abstract

According to American Information Standard Organization (ANSI), abstract are commonly explained as either informative or indicative, considering the way or perception in which they are written.²⁸ In the informative kind, the original document is summarized, reproducing its quality and contents. An abstract written in the indicative way explains rather than summary the original document and its contents. The way used in a specific condition depends on the purpose of the abstract. Both types of abstract should report as much as possible of the important information covered in the text.

1) Informative abstract

It is mostly used for documents relating to experimental investigations, inquiries, and surveys. These abstracts include the purpose, methodology, results, and conclusions appeared in the original document. While most abstracts explaining experimental work can be formed in this classification, the peak classification may depend on the audience for whom the abstract in mostly

²⁷ The University of Melbourne, *Writing an abstract: Understanding and developing abstract* (www.service.unimelb.edu.au/academicskills, accessed on January 3, 2015)

¹⁸ American National Standards Institute, *Guidelines for Abstract* (Maryland: NISO Press, 1996), 3.

expected. For example, a result-oriented arrangement, in which the most important results and conclusions are placed first, may be useful for some audience.²⁹

2) Indicative abstract

It is the best applied for less-structured documents, such as editorials, essays, opinions or descriptions; or for lengthy documents, such as books, conference proceedings, directories, bibliographies, lists, and annual reports. Indicative abstract are typically written for documents that do not contain information concerning to methodology or results. The abstract should, however, define important background material, the approaches used, and/or arguments presented in the text.³⁰

In line with the purpose of the abstract kinds, this research focuses on informative abstract that summarize the thesis based on the investigations, inquiries or surveys because thesis that English Education Department Students conduct using those methods. Thus, the thesis abstract should be constructed on sequence; it means that English Education Department Students' thesis abstract should be informative.

²⁹ American National Standards Institute, *Guidelines for...* 3

³⁰ American National Standards Institute, *Guidelines for.*. 3

d. Model of Abstract Move

Abstract also has different model based on its discipline. Nevertheless, this study investigates about abstract in a discipline. The researcher needs to observe this study to convince, whether in a discipline. Students writer use same abstract model or they have different of abstract model. Based on the total of the move, Saboori and Hashemi divided 3 models of abstract:³¹

1) CARS/Swales' model

According to Bhatia and Samraj (Cited by Saboori and Hashemi), CARS (Create a Research Space) or Swales' model has affected many future studies on the structure of introduction including abstract.³² Based on the theory, Swales suggests the student writers to use CARS in writing introduction. Also, he recommends the students writers to use CARS in writing their abstract.

This model involves of three rhetorical moves, and each move has several steps as follows:³³

³¹ 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, 485.

³² 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, 485.

³³ 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, 485.

(a) Move 1 (Establishing a territory)

Step I Claiming centrality

Step 2 Making topic generalization(s)

Step 3 Reviewing items of previous research

(b) Move 2 (Establishing a niche)

	Step 1A	Counter-claiming
	Step 1B	Indicating a gap
	Step 1C	Questioning-raising
	Step 1D	Continuing a tradition
(c) Move 3 (Occupying the niche)		
	Step 1A	Outlining purposes
	Step 1B	Announcing present research
	Step 2	Announcing principal findings
	Step 3	Indicating article structure
2) Dhatia's model		

2) Bhatia's model

According to Bhatia (cited by Saboori and Hashemi), abstract gives information on four aspects: 1. What the author did, 2. How the author did, 3. What the author found, and 4. What the author conclude.³⁴ Based on Bhatia's view, Saboori and Hashemi conclude that there are 4 move in identify abstract:

- (a) Introducing the purpose
- (b) Describing the methodology
- (c) Summarizing the result
- (d) Presenting the conclusion
- 3) Hyland's model

As stated at the background, Hyland's model is used as the rubric in this research. This model is more detailed than others therefore Hyland's model is effective for lots of studies. It is because this model is not only a statement of empirical result, but also a statement of the argument.³⁵ This model consists of five moves: *Introduction, Purpose, Method, Product, and Conclusion*.

Those moves have constituent steps as following:

(a) Introduction

In this move, Hyland (cited by Saboori and Hashemi) states that introduction purpose is to establish context of the

³⁴ 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, 485.

³⁵ 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, 485.

paper and motivates the research.³⁶ in line with Hyland, Koopman also mentions in his theory about motivation that also known as introduction, he states that this part should include the importance of the work, the difficult of the area, and the impact of the study if it is successful.³⁷ Therefore, this segment is recommended to write for helping reader to seek detail and informative abstract.

In introduction move, there are 4 steps that can indicate the existence of introduction. The first is Step 1, *Arguing for topic prominence*, in this case, the researcher can explain about the importance of the topic of the study. For example, "Nowadays, the focus of education has changed from teachercentered teaching to students-centered teaching." Then, the next step is *Making topic generalization*, in this step, the researcher can discuss about the overview of the study. For example, "Focus of education has changed from teachercentered teaching to students-centered teaching. Therefore, many studies have been conducted to investigate variables which can affect learners in learning process. Affective

³⁶ 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, 485.

³⁷ Philip Koopman, "How to Write an Abstract" (<u>www.ece.cmu.edu/-koopman/essays/abstract.html></u> accessed on January 11, 2015)

variables are assumed to have more significant effect in language learning than intelligence, teaching method, or time spent in learning."

The third step is *Defining terms, objects, or processes,* in this step, researcher can describe what the term, object or process of the study. For example, "Self efficacy is a person's judgment of his/her capabilities to complete a specific task with the skills he/she possesses". And the last step is *Identifying a gap in a current knowledge*. In this discussion, the researcher can explains about the difference between the former study and the current study.

(b) Purpose

Hyland (cited by Saboori and Hashemi) states that purpose indicates reason, idea or assumption, outlines the intention after the paper.³⁸ In this case, the researcher can state the purpose directly. For example:

This study focuses on identifying students' performance...

This research studies about...

The aims of this study are...

This study investigates the pattern of...

³⁸ 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.

(c) Method

Hyland (cited by Saboori and Hashemi) views that this move is this stage provides information on design, procedures, assumptions, approach, data, etc.³⁹ Koopman strengthens that Method or approach discuss about simulation, analysis of field data, variable control, ignore or measure.⁴⁰ In this move, Hyland declares that there are 3 steps that can indicate whether it is move 3 or not. The first is *Describing the participant*, when the researchers mentions participant in their studies, it indicates that their studies have move 3. For example:

The sources of data were gathered from the teachers of SMAN 4 Sidoarjo.

This research is conducted in reading 4th class of English Teacher Education Department State Islamic University Sunan Ampel Surabaya.

 Here, the researcher interest to analyze the activity that are used in an outdoor English class at MA Bilingual Krian which has applied outdoor class in teaching learning process.

³⁹ 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.

⁴⁰ Philip Koopman, "How to Write an Abstract" (<u>www.ece.cmu.edu/-koopman/essays/abstract.html></u> accessed on January 11, 2015)

Then, the next step is *Describing the instrument or equipment*. For example, "The instruments of this study are observation checklist, field note, and interview form". And for the last step is *Describing the procedure and conditions*. If it is potential, the researcher can convince the reader to give informative abstract through explaining procedure and condition of the study. For example, "Then, the researcher analysis the data by reducing the data, displaying the data, and drawing conclusion/verification."

(d) Product

In this move, Hyland (cited by Saboori and Hashemi) states that product is main findings or results, the argument, or what was accomplished.⁴¹ It has one step for describing the main features or properties of the solution or product. This step explains the move itself. For example:

- From seven categories of lecturer talk, there are three biggest percentage of categories that researcher found. The result of this study shows...

⁴¹ 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.

- The result of this research shows that the teacher uses some...
- There are three results from this research. First the result shows...
- (e) Conclusion

The last move according to Hyland is Conclusion, it means that in the end of abstract, the researcher can interpret or extends results beyond the scope of the paper, draws inferences, point to applications or wider applications.⁴² In this move, it indicates one of or all of steps bellow. First, Deducing *conclusion from result*, it means that researcher can assumes the end of the research from the finding. For example, "Furthermore, separated table seating arrangement is found in mostly students' prefer". Then, the next step is Evaluating value of the research. it means that the researcher can assess the worth of the study whether it is important or nor for future research. For example, "Therefore, by conducting this research the researcher hopes that there will be improvement in placement test to make it more valid in dividing student into excellent and regular class."

⁴² 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.

And the last step is *Presenting recommendation*, after knowing all the result of the study. For useful and broad field to discuss, the researchers prefer to give recommendation or suggestion for further research or reader. For example, In solving the problems, especially for grammar, mechanics, and vocabulary students do; (1) students are always practice write sentences using simple present tense for grammar, (2) students are always careful to put the punctuation, re-check the capital letter, and open the dictionary in spelling for mechanics, and (3) students always read book, article, blog in English to enrich the vocabulary.

Besides, English Teacher Education Department has thesis abstract guideline also. In this discussion, the researcher mentions about ETEDS' abstract model.⁴³

- 1) Problem Statement
- 2) The Importance of The Research
- 3) Approach and Research Method
- 4) Result

⁴³ Program Studi Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya, *Pedoman Teknik Penulisan Skripsi*, (Surabaya: Program Studi Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya, 2014), 18.

Knowing some models of abstract move, the researcher chose to use Hyland's theory for assessing English Teacher Education Department Students' abstract move. 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.⁴⁴

Concluding from the theory and reality, the researcher cannot distinguish one, two, three or other theories. It is because the researcher tends to look at the reality that showing the positive response for Hyland's theory. Thus, the researcher chooses this theory. Also, this study can be the evaluation for English Teacher Education Department Students' abstract. It

⁴⁴ 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.

can support the improvement of academic writing, especially in writing abstract. Thus, they write abstract through applicable theory.

B. Previous Study

Before going further to this study, researcher found 4 previous studies related to this research. The first is *A Comparison Study on the Rhetorical Moves of Abstracts in Published Research Article and Master's Foreign-language Theses* by Hongwei Ren and Yuying Li.⁴⁵ In this study, Ren and Li examined about rhetorical moves in the abstract of Chinese Master's English theses and published research articles in applied linguistics. They compered about the practice of student writers and expert writers in accomplishing the rhetorical goal of abstracts to shed light on the degree to which students proper to the applies of their own discipline and to provide relevant ESP materials for both experts and student writers of applied linguistics, especially persons who write in English as a foreign language.

By comparing the rhetorical moves in the abstract of Chinese Master's English theses and published research articles in applied linguistics, the researchers found that both experts and student writers commonly used five basic rhetorical moves in their abstract. Nevertheless, the experts were likely to be more selective in using move because they used is for seeking the best way to

⁴⁵ 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

promote their paper. While, the student writers tend to use all moves because it would be informative to the readers.

The difference of Ren and Li's study and this study is about the subject. Ren and Li's study examined about the comparison between published research article and master foreign-language theses, though this study examined about undergraduate thesis.

The second former study is *Analyses of Move Structure and Verb Tense* of Research Article Abstract in Applied Linguistics Journals by Fan-ping Tseng.⁴⁶ Tseng observed 90 research article abstracts in three applied linguistics journals from two measurements: the move structure features and the verb tense of each move. The result of the study presented that the most of linguistic applied journal abstract used four-model move. Also, the next finding explained about the verb tense of each move. The researcher found that there were some variations between the abstract written by native speaker and non-native speaker. Generally, present tense was used in move 1 (Background), 2 (Aim), and 5 (Conclusion). Whereas, past tense was used in move 3 (Method) and 4 (Result).

The difference between Tseng's study and this study is about the subject field and the scope of the study. The subject field of Tseng's study is linguistics applied, whereas this study is in educational field. Then, the scope of Tseng's

⁴⁶ 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

study is about move structures and verb tense. While, the scope of this study is only about rhetorical move.

The previous study is *A Cross-Disciplinary Move Analysis of Research Article Abstracts* by Saboori and Hashemi.⁴⁷ 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 difference between Saboori and Hashemi's study and this research is in the subject. The previous researchers examined three disciplines, whereas this study observed only in a field. Also, the previous study examined about 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. While, this study is only focuses on rhetorical move.

⁴⁷ 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.

The last previous study is *Generic Characterisation of Civil Engineering Research Article Abstract* by Budsaba Kanoksilapatham.⁴⁸ Kanoksilapatham observed 60 English abstracts that were appropriate to civil research articles chosen from the topmost journals in civil engineering was listed and examined with reference to Swales' genre analysis. The purpose of the study were 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 abstract. The result showed that the internal organizations are identified as move. The common moves that often appeared are five moves, the structure are: *Background, Purpose, Method, Result* and *Discussion*. Also, Kanoksilapatham's study revealed what applicable academic style of writing in civil engineering abstract.

The difference about Kanoksilapatham's research and this research is in theory that is used for analyzing the data. In this case, the researcher used Hylan's theory for constructing the instrument. Nevertheless, Kanoksilapatham's study used Swales' genre analysis for analyzing his data.

⁴⁸ Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 1