

2. The analysis revealed that students had the difference of the rhetorical move in their abstract. It was about the differences of the number of move used in their thesis abstract. It was proved by the variation of the use of some move types in their abstract. The students use three move types; 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). In line with Hyland, thesis abstract that has 5-move means that it is informative because it presents the overview of the whole of thesis abstract. Whereas, 4-move a does not include in any theory of rhetorical move. But, those who used 4-move b includes in English Teacher Education Department abstract guideline.

B. Suggestion

1. For English Teacher Education Department

The writer suggests to the department to use 5-move as the guideline of writing thesis abstract. Since, 5-move gives more informative and detail report of the whole thesis.

2. For English Teacher Education Department Lecturer

The writer suggests to the lecturer to add the material about writing thesis abstract in subject that had existed, such as: writing proposal or

proposal seminar. It is because those subjects relate to writing final project. Both subjects can be media for teaching rhetorical move using genre-based approach as good method in teaching rhetorical move especially in abstract. Addition, students' thesis abstracts can be authentic material in the writing class.

3. For the Students who take thesis

Knowing the finding, the writer suggests to the students who take thesis to make the previous informative thesis abstracts as the model in writing their thesis abstract.

4. For other researchers

The research about rhetorical move in thesis abstract is rare in Education and Teacher Training Faculty of UIN Sunan Ampel Surabaya, especially in English Teacher Education Department. Thus, the researcher hopes that this study could give insight for the reader and the students of English Teacher Education Department or other departments of UIN Sunan Ampel Surabaya.

In addition, since there are still some shortcomings because of inadequate occasion and time, the researcher suggests to other researcher who are interested in the same or similar field of study to examine language feature of thesis abstract because the researcher found some linguistic feature error while observing this study. Also, it is better for the

