

1. The Fulfillment of English Teacher Education Department Students' Thesis Abstracts of Rhetorical Moves Composition

To answer the first research question about how English Teacher Education Department Students' thesis abstracts fulfill the requirement of rhetorical moves composition, the data had been collected through examining graduate students' thesis abstracts. The rhetorical moves of English Teacher Education Department Students in thesis abstracts had been analyzed, it was also organized the data based on each move and its characteristics (*see appendix 2*). Based on the finding, there are 5 move types that appear in English Teacher Education Department Students' thesis abstracts, but those 5 move types have variation sum of the users. The aspect of each move and the variation of total user will be explained below:

a. Move 1 : Introduction

Based on rubric adapted by Saboory and Hashemi from Hyland's theory, the first move in thesis abstracts is "Introduction" (*see appendix 1*). In this move, the total of students who used "Introduction" is 22 students. In "Introduction", there are 4 characteristics called "step" that indicate the existence of introduction as move 1. Those characteristics are arguing for topic prominence, making topic generalization, defining terms, objects, or processes, and identifying a gap in a current knowledge. Although, all of students

5	The subject of the study were two teacher of A and B class and 39 students in each class.
6	This study was conducted at the eighth grades of SMPN 3 Bangkalan. The writer chooses 8E class which consist of 35 students.
7	The researcher took 2 classes of samples. Those are X-MIA 3 (science students) as experimental group and X-MIA 7 (science students) as control group. This study was conducted in the 10 th grade students at SMA Muhammadiyah 2 Sidoarjo.
8	The sources of data were gathered from the teachers of SMAN 4 Sidoarjo.
9	It studies the content validity of English test in placement test during the period 2011 till 2014.
11	This research was conducted at tenth grade of MA. Bilingual Krian, Junwangi, No. 43, Krian, Sidoarjo, East Java. The sample of this research was 3 classes or around 98 students.
12	This research is conducted in reading 4 th class of English Teacher Education Department State Islamic University Sunan Ampel Surabaya.
13	The subject of this study is an English teacher who teaches the first grade students at MA Bilingual.
14	The source data were gathered from the teachers of SMP Muhammdiyah 5 Surabaya.
15	This research was conducted in the reading class of English Education Department which there was followed by 30 of students.
17	This study was held in English outdoor class at MA Bilingual Krian, perticularly at moving class of X Science 2.
18	One class from four classes of English Teacher Education Department in Tarbiyah and Teacher Training UIN Sunan Ampel Surabaya became subject of sample of this research.
21	In this study, the subject of the research is the second semester students of paragraph writing class academic year 2013-2014.
22	The research subject was the speech teacher at SMP Muhammadiyah 5 Surabaya.

Table 4.7 The Analysis Result of Move 3 (Step 3)

Abstract Document	Step 3
2	Questionnaire is used to obtain data from the students by distributing the questionnaire, then analyzing students' answers in the questionnaire. The last instrument which the researcher uses is interview guide. The information about their speaking problems is obtained by interviewing the students.
3	To answer the first research question the researcher used test and first questionnaire related to problems in writing descriptive essay, to answer the second research question the researcher used second questionnaire related to the students' efforts to solve the writing descriptive essay, and to answer the third research question the researcher used interview.
16	This study used descriptive qualitative research and confirmed that the English teachers did some steps in developing the assessment rubrics.
19	To answer the first research question the researcher gains the data through doing observation by using observation note to analyze the teachers' stages in monitoring group work. To answer the second research questions the researcher does interview with the participant to gain the data about teachers' reason in using those stages.
21	While, the data analyzed of SILL Questionnaire through <i>mode</i> , whereas the document analyzed through <i>mean</i> .

d. Move 4 : Result

The fourth move is “Result”; it has a step termed “describing the main features or properties of the solution or product”. In this study, researcher found that all of students stated their purpose in their thesis abstracts. It is presented below:

of the steps based on the theory. They only need to state one or some of the steps because it has presented their words as *Conclusion*. As result, both students' work and Hyland's theory are in line. Although students did not state all steps in thesis abstracts, but it had presented *Conclusion* in their thesis abstracts trough one step or some steps.

Based on the finding above, most of English Teacher Education Department Students' thesis abstracts fulfill the requirement of rhetorical move with the percentage 100% students used Introduction, Method and Product. Also, 95,45% students used Purpose and 63,63% students used Conclusion.

2. The Differences of Rhetorical Move Among English Teacher Education Department Students' Thesis abstracts

The first research question result is the background of this discussion. Because of after knowing the rhetorical move in thesis abstracts, the second research question focused on the number of students who used rhetorical move based on the theory. It can be the evaluation of English Teacher Education Department Students' thesis abstracts more informative.

Based on the finding, researcher found that there were significant different among students' thesis abstracts of English Teacher Education Department. The difference was about the number of move used in their

