CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter reports about the research findings and discussion of the analysis of rhetorical move of thesis abstracts. It is intended to answer the problem of the study. These include the analysis of thesis abstracts of English Teacher Education Department Students' whether fulfill the requirement of rhetorical moves composition or not and the analysis of significant differences of rhetorical moves among thesis abstracts of English Teacher Education Department Students'.

A. Research Finding

The research was conducted from 5th May – 1st June 2015. Using instrument for analyzing the data, it was set to answer the research question in this research. Those research questions are how English Teacher Education Department Students' thesis abstracts fulfill the requirement of rhetorical moves composition and significant differences of rhetorical moves among thesis abstracts of English Teacher Education Department Students'. The data was gained from English Teacher Education Department Students' thesis abstracts.

The data was collected from English Teacher Education Department Students' who graduated on March 2015. There were 25 students who graduated on March 2015. But, 3 students did not respond the researcher's permission request. Thus, this study analyzed 22 students' thesis abstracts. The results of the findings are classified based on the research question of the study.

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

used move 1 in their thesis abstracts. Nonetheless, there were variations of the step usage in their abstract. For simplifying the result, the data and explanation are represented below:

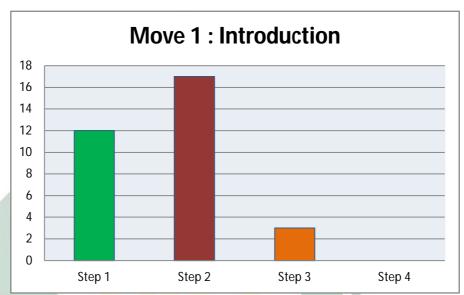


Chart 4.1 The Number of Move I in Thesis abstracts

1) Step 1

Based on chart 4.1, it can be seen that there are 12 students who used "arguing for topic prominence" as the first step. The statement of Arguing for topic prominence presented by Table 4.1 The Analysis Result of Move 1 (Step I).

Table 4.1 The Analysis Result of Move 1 (Step I)

Abstract	Step 1
Document	
3	Writing is one of difficult language skill than the
	other skills, such as; reading, speaking, and listening.
10	This research was about the English teacher's

	strategies of teaching culture at seventh grade and
	the difficulty faced by the English teacher.
11	Nowadays, the focus of education has changed
	from teacher-centered teaching to students-centered
	teaching.
12	Processing the information and distinguish
	information detailed on reading comprehension is
	one of important thing considered in learning
	language.
14	Lesson plan is an important component in teaching
	and learning process.
15	Reading is one of skill that vary important in
	English learning. There is strong correlation
	between reading and academic success.
16	Designing rubric assessment based on learning
	aims is one of the processes that should be done so
	that the teachers can measure the students'
	achievement and progress.
18	Lecturer-students interaction becomes one of the
10	most important communication in learning process.
19	This thesis discusses about the teachers' stages in
	monitoring group work in English teaching and
	learning process for 2 nd Grades Students at SMA
20	Muhammadiyah 2 Sidoarjo. This thesis discusses about the relationship between
20	students' self-esteem and students' motivation in
	writing.
21	Teaching learning process is very important
21	process to achieve students' goals. One of them is
	learning strategies.
1 22	The syllabus helps teachers to select appropriate I
22	The syllabus helps teachers to select appropriate
22	The syllabus helps teachers to select appropriate materials and interactive media for learning process.

Grounded on chart 4.1, it can be seen that there are 17 students who used "making topic generalization" as the first step. The

statement of making topic generalization presented by Table 4.2 The Analysis Result of Move 1 (Step 2).

Table 4.2 The Analysis Result of Move 1 (Step 2)

Abstract	Step 2
Document	
1	In managing classroom environment and learning
	process seating arrangements are needed.
2	This research studies about the dominant students'
	problem in speaking at English Teacher Education
	Department.
3	Many students feel that writing is the most difficult
	skill in learning language. Mostly students are
	confused of their capability in writing skills.
4	This thesis focuses on the analysis of second grades
	students' common errors in using transitional
	words in writing paragraph in at SMP Wachid
	Hasyim 7 Sur <mark>ab</mark> aya.
5	Teacher-Students interaction pattern is an example
	of interaction which is very common in language
	classroom setting.
6	Finds difference picture is one of types of visual
	input. It is comparing or describing pictures using
	difference language items, depending on the
	pictures chosen.
7	Cornell note-taking is the systematic method in
	listen to the speakers to record the main point from
	the speakers in writing form.
8	Additional English learning program becomes a
	need for every high school. It is proven by the fact
	that almost every high school in Sidoarjo conduct
	additional English learning program because
	English as compulsory subject is only arranged in
9	two meetings in a week or three hours in a week. Placement test is one of the ways in dividing
9	student into two parts based on their ability, and
	usually this test is conducted in the beginning
	before the teaching – learning process.
11	Therefore, many studies have been conducted to
11	investigate variables which can affect learners in
	learning process.
	Tourning process.

In language learning process, variety of students' achievement is commonly found. This thesis focuses on the analysis of the activities used by the teacher in an outdoor English class at MA Bilingual Krian. Moreover, the readiness of teacher in class can be understood from their lesson plan development. It is regarded as the teachers' professionalism and responsibility to develop the lesson plan based on the students' characteristic, students' need and the situation of the school. Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. In order to maximize the result of the assessment, the development of the assessment rubric is
This thesis focuses on the analysis of the activities used by the teacher in an outdoor English class at MA Bilingual Krian. Moreover, the readiness of teacher in class can be understood from their lesson plan development. It is regarded as the teachers' professionalism and responsibility to develop the lesson plan based on the students' characteristic, students' need and the situation of the school. Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. In order to maximize the result of the assessment,
used by the teacher in an outdoor English class at MA Bilingual Krian. 14 Moreover, the readiness of teacher in class can be understood from their lesson plan development. It is regarded as the teachers' professionalism and responsibility to develop the lesson plan based on the students' characteristic, students' need and the situation of the school. 15 Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. 16 In order to maximize the result of the assessment,
MA Bilingual Krian. 14 Moreover, the readiness of teacher in class can be understood from their lesson plan development. It is regarded as the teachers' professionalism and responsibility to develop the lesson plan based on the students' characteristic, students' need and the situation of the school. 15 Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. 16 In order to maximize the result of the assessment,
MA Bilingual Krian. 14 Moreover, the readiness of teacher in class can be understood from their lesson plan development. It is regarded as the teachers' professionalism and responsibility to develop the lesson plan based on the students' characteristic, students' need and the situation of the school. 15 Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. 16 In order to maximize the result of the assessment,
understood from their lesson plan development. It is regarded as the teachers' professionalism and responsibility to develop the lesson plan based on the students' characteristic, students' need and the situation of the school. 15 Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. 16 In order to maximize the result of the assessment,
is regarded as the teachers' professionalism and responsibility to develop the lesson plan based on the students' characteristic, students' need and the situation of the school. 15 Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. 16 In order to maximize the result of the assessment,
responsibility to develop the lesson plan based on the students' characteristic, students' need and the situation of the school. 15 Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. 16 In order to maximize the result of the assessment,
the students' characteristic, students' need and the situation of the school. 15 Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. 16 In order to maximize the result of the assessment,
situation of the school. 15 Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. 16 In order to maximize the result of the assessment,
Furthermore, the proper employment of summarizing strategies is known to enhance the quality of education. In order to maximize the result of the assessment,
summarizing strategies is known to enhance the quality of education. 16 In order to maximize the result of the assessment,
quality of education. 16 In order to maximize the result of the assessment,
In order to maximize the result of the assessment,
the development of the assessment rubric is
the development of the appending facility is
required so that the assessment rubrics befit the
students and the teachers.
In teaching process, teachers cannot be separated
from management of the classroom.
However, teaching process needs interaction to
communicate with people in classroom and also to
create relationship between lecturer and students in
classroom activity.

Constructed on chart 4.1, it can be seen that there are 3 students who used "defining terms, objects, or processes" as the first step. The statement of defining terms, objects, or processes presented by Table 4.3 The Analysis Result of Move 1 (Step 3).

Table 4.3 The Analysis Result of Move 1 (Step 3)

Abstract	Step 3
Document	
15	Kirmizi and Akkaya state that summarizing is a
	strategy that activities the thinking process
21	In this study, learning strategy is how the students

increase their own learning.
Syllabus is one of main preparation for teachers before teaching.

Created on chart 4.1, it can be seen that no one student who used "identifying a gap in a current knowledge" as the first step.

b. Move 2: Purpose

The second move is "Purpose"; it has a step termed "stating the purpose directly". In this study, researcher found that 21 students wrote purpose in their thesis abstracts.

Table 4.4 The Analysis Result of Move 2 (Step I)

Abstract	Step 1
Document	
1	This study focuses on
2	This research studies about
3	The aims of this study are:
4	This thesis focuses on
5	This study investigates
6	The purposes of this study are
7	This research consists of two research questions
	those are:
8	This paper discusses about
9	The main purpose in conducting this research is
11	This research examines
12	make researcher want to know what exactly
	this case cause.
13	This thesis focuses on
14	Thus, the lesson plan of the teachers need to be
	analyzed regarding with
15	The objects of this research are
16	This paper examines
17	Therefore, this study examines
18	This study focuses on

19	This thesis discusses about
20	the researcher examines
21	There are two purposes in this research:
22	Thus, this research examined

c. Move 3: Method

Based on rubric adapted by Saboory and Hashemi from Hyland's theory, the third move in thesis abstracts is "Method" (*see appendix 1*). In this move, the total of students who used "Method" is 22 students. In "Method", there are 3 characteristics that indicate the existence of introduction as move 3. Those characteristics are arguing for describing the participant, describing the instrument or equipment, and describing the procedure and conditions. Although, all of students used move 3 in their thesis abstracts. Nonetheless, there were variations of the step usage in their abstract. For simplifying the result, the data and explanation are represented below:

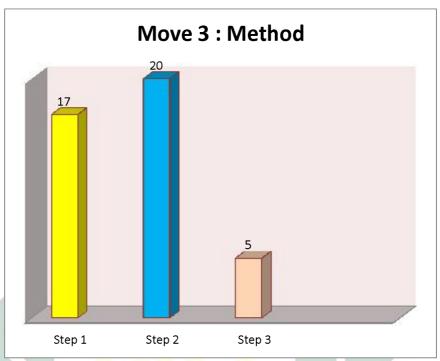


Chart 4.2 The Number of Move 3 in Thesis abstracts

Based on chart 4.2, it can be seen that there are 17 students who used "describing the participant" as the first step. The statement of describing the participant presented by Table 4.5 The Analysis Result of Move 3 (Step I).

Table 4.5 The Analysis Result of Move 3 (Step I)

Table 4.5 The Analysis Result of Move 5 (Step 1)	
Abstract	Step 1
Document	
1	A class of X IIS (Social) - 4 with total 33 students
	becomes the subject of this research.
2	In observation, the researcher observes the situation
	of the class and finds out the information about
	speaking activity.
3	This research focused on the eighth grade students
	of VIIIA-VIIIH classes.

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.
	Bi <mark>lingu</mark> al Krian, <mark>Jun</mark> wangi, 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
21	subject of sample of this research.
21	In this study, the subject of the research is the
	second semester students of paragraph writing class
22	academic year 2013-2014.
22	The research subject was the speech teacher at
	SMP Muhammadiyah 5 Surabaya.

Based on chart 4.2, it can be seen that there are 20 students who used "describing the instrument or equipment" as the second step. The statement of describing the instrument or equipment presented by Table 4.6 The Analysis Result of Move 3 (Step 2).

Table 4.6 The Analysis Result of Move 3 (Step 2)

	4.0 The Analysis Result of Move 5 (Step 2)
Abstract	Step 2
Document	
1	In addition, the researcher uses observation
	classroom checklist and questionnaire as the
	techniques to achieve the aims of this study.
2	The data are collected by using observation field
	note as research instrument.
3	The data were taken from test, questionnaires, and
	interview.
4	To analyze the data, the researcher analyzed the
	students' writing assignment to find the errors, used
	questionnaire to find the factors make the errors
	and interview to solve the problem.
5	The main instrument in this study was the
	researcher who was mentioned with the field note,
	checklist, and video recorded.
6	The instruments of this research are observation
	checklist, questionnaire, and documentation.
7	In collecting the data the researcher used worksheet
	and questionnaire.
8	The interview was conducted to obtain information
	about teachers' beliefs of teaching and learning
	process in English intensive program. Besides, this
	study also used observation to observe the teachers'
	practice in teaching intensive English learning
	program.
9	The instruments used in this research were form of
	the curriculum and characteristic of a good test, and
	certainly the question sheet of each placement tests
	from 2011 till 2014.
10	By observation and interviewing the English

	teachers, the researcher found that the English teachers of SMPN 1 Sooko used scientific reading activities, design of course objectives and Alistair's strategies.
11	Besides calculating the correlation by using SPSS 18, it is also calculated manually.
12	To collect the data, it is conducted by questionnaire, class observation and documentation.
13	The instruments of this study are observation
	checklist, field note, and interview form.
14	The researcher used documentation study and an in-depth interview as the technique to gain the data.
15	The questionnaire is the technique to collect the data of the participants.
17	Observation, field note taking, and interview are used by the reserracher to collect the data.
18	The researcher uses observation and interview as the techniques to achieve the aims of this study.
20	In this study, the researcher uses Rosenberg's questionnaire as the instrument in order to gain the result of the students' self-esteem.
21	Furthermore, the research instrument of this research is SILL Questionnaire and document.
22	In order to answer the research problems, this study used structured interview by triangualtion theories and the second research question used analyzing document by rubric evaluation of well-developed syllabus adapted from O'Brian, Cohen and Millis
	theory.

Based on chart 4.2, it can be seen that there are 5 students who used "describing the procedure and conditions" as the first step. The statement of describing the procedure and conditions presented by Table 4.7 The Analysis Result of Move 3 (Step 3).

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

Table 4.7 The Analysis Result of Move 3 (Step 3)	
Abstract	Step 3
Document	
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
P.	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 mean.

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:

There are 22 students who used "describing the main features or properties of the solution or product" as the only step in this move. The statement of describing the main features or properties of the solution or product presented by Table 4.8 The

Analysis Result of Move 4 (Step 1).

Table 4.8 The Analysis Result of Move 4 (Step 1).

	Table 4.8 The Analysis Result of Move 4 (Step 1).		
Abstract	Step 1		
Document			
1	The result of this study shows that		
2	The result of this study shows		
3	Based on the result of the research, it showed		
4	The result of this research shows		
5	The data analysis found		
6	the teacher introduced find the difference		
	picture media, the teacher explained the		
	material clearly so the students were able to		
	follow the teaching and learning process		
	well		
7	The first result of this study is		
8	The result of analysis on teachers' beliefs and		
	practices about intensive English learning		
	program showed that		
9	The findings were		
10	So, teaching culture have been applied by		
11	The result of calculating by both indicated		
	same result that		
12	Further analysis multiple regression correlation		
	result showed that		
13	The finding showed that		
14	Based on the analysis of the finding		
15	The result of data had shown that		
16	The quality of the assessment rubrics		
	developed were in the strong level which		
	means that		

17	The result of this study shows that
18	The result of this study shows that
19	The result of this research shows that
20	There are three results from this research
21	The finding result shows that
22	The result showed that

e. Move 5: Conclusion

Based on rubric adapted by Saboory and Hashemi from Hyland's theory, the third move in thesis abstracts is "Conclusion" (see appendix 1). In this move, the total of students who used "Conclusion" is 14 students. In "Conclusion", there are 3 characteristics that indicate the existence of conclusion as move 5. Those characteristics are deducing conclusion from result, evaluating value of the research, and presenting recommendation. For shortening the result, the data and explanation are represented below:

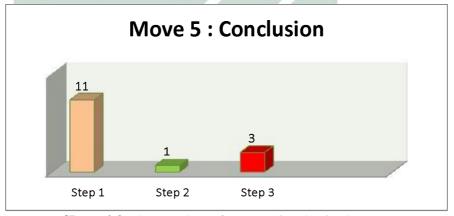


Chart 4.3 The Number of Move 5 in Thesis abstracts

Based on chart 4.3, it can be seen that there are 11 students who used "deducing conclusion from result" as the first step. The statement of deducing conclusion from result presented by Table 4.9 The Analysis Result of Move 5 (Step 1).

Table 4.9 The Analysis Result of Move 5 (Step 1).

Table 4.9 The Analysis Result of Move 5 (Step 1).		
Abstract	Step 1	
Document		
2	From those problems above, the difficulty in expressing information in mind becomes a dominant students' problem which is faced by	
	the students of English Teacher Education Department at UIN Sunan Ampel Surabaya.	
4	According to the result or research findings and discussion, the writer concludes that the most factor causing students' errors in using Transitional Words are Interlingual and Intra Lingual Transfer. To solve the problem, teacher can give extra feedback to the students, more corrections on the assignments and also more texts to be read by students to adopt the	
	use of the Transitional Words from the text.	
6	The writer concludes that the implementation of find the differences pictures as media in teaching speaking at the eighth grades of SMPN 3 Bangkalan was very useful;	
7	It concluded that the treatment was successful.	
10	So, teaching culture have been applied by the English teachers' of SMPN 1 when teaching English but there was a limitation facilities to get the best echivement of students understanding of English Culture.	
11	Based on interpretation of Correlation Coefficient (r) Pearson Product Moment, 0,762 is included in strong relationship. In other word, the correlation between students' self- efficacy and English speaking skill are	

	significant and strong.
12	It is means that students' learning approach is
	less influence on students' reading
	achievement.
14	Furthermore, the combination of two
	curriculums in the lesson plans was success.
20	The correlation Kendal Tau shows that the
	correlation is -, 21 which means the quantity of
	the relationship is small.
21	In the contrary, there are students having good
	macroskills but the microskills is poor. It
	proves by the average of the participants ate
	3.66 from 5.00 scale.
22	About the syllabus product was considered as
	exemplary level which means the syllabus
	could be used as good example for teaching
	speech.

Based on chart 4.3, it can be seen that there are 1 student who used "evaluating value of the research" as the second step.

The statement of deducing conclusion from result presented by Table 4.10 The Analysis Result of Move 5 (Step 2).

Table 4.10 The Analysis Result of Move 5 (Step 2).

Abstract Document		Step 2	2	
1	Furthermore, arrangement in prefer.			

3) Step 3

Based on chart 4.3, it can be seen that there are 3 students who used "presenting recommendation" as the third step. The

statement of presenting recommendation presented by Table 4.11 The Analysis Result of Move 5 (Step 3).

Table 4.11 The Analysis Result of Move 5 (Step 3).

Abstract	Step 3
Document	
4	To solve the problem, teacher can give extra
	feedback to the students, more corrections on
	the assignments and also more texts to be read
7/	by students to adopt the use of the Transitional
	Words from the text.
9	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.
14	While the difficulties in developing lesson plan
	found in time allotment and the selection of the
	material.

After knowing the variation use of rhetorical move above, for helping the reader understand easily about the total students used variation rhetorical move in their abstract. The data is formed as percentage. It can be seen on **Chart 4.4** Percentage of Rhetorical Move Analysis below:

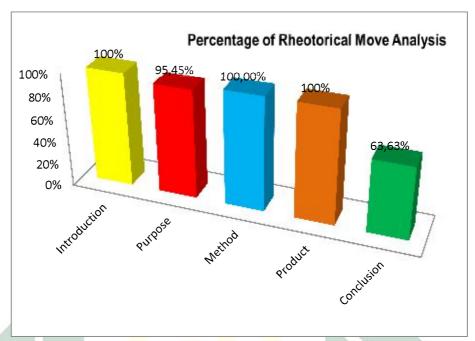


Chart 4.4 Percentage of Rhetorical Move Analysis

Based on the chart 4.4, English teacher Education Department Students' thesis abstracts fulfill the requirement of rhetorical move composition. The data presents that there are 5 move types in their abstract, but they have different percentage of each move. Based on 22 data, all of students used Move 1, Move 3 and Move 4 in their thesis abstracts. It is proved by 100% in yellow, blue and brown chart. In other hand, move 2 has small different percentage from previous moves. 95,45% students used this move in their thesis abstracts. It means that only a person that used this move. Whereas move 5 has far difference from four moves, there are 63, 63% students used this move in their thesis abstracts.

2. The Differences of Rhetorical Move Among Thesis Abstracts

To answer the second research question, researcher used the same method to answer the first research question. In this case, the researcher reclassified the data based on the use of moves in English Teacher Education Department Students' thesis abstracts. Look at Diagram 4.5 below; it presents the percentage of rhetorical move types used in English Teacher Education Department Students' thesis abstracts.

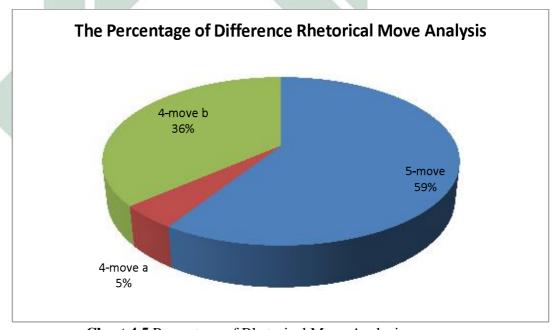


Chart 4.5 Percentage of Rhetorical Move Analysis

Based on the chart above, there are three types of the use of rhetorical move in English Teacher Education Department Students' thesis abstracts. The result shown that thesis abstracts of English Teacher Education Department Students has different significant. It is proved by the kinds of rhetorical move that they used; 5-move, 4-move a and 4-move b. those will be presented below:

a. 5-move

The first finding, researcher found that 59% students wrote their thesis abstracts using 5-move. They used *Introduction, Purpose, Method, Result and Conclusion* in writing their abstract (*see appendix 4*). Comparing the result of three kinds of rhetorical move usage, 5-move has the highest percentage. It means that most of English Teacher Education Department Students have informative abstract.

b. 4-move a

In other hand, for the second finding of second research question, 5% students used 4-move a that contain moves: *Introduction*, *Method, Result*, and *Conclusion (see appendix 5)*. Based on the chart 4.5, the student rarely used this type. Thus, this move usage type is uncommon in Teacher Education Department Students' thesis abstracts.

c. 4-move b

The last kind of move usage is 4-move b. In this type, the abstract misses *Conclusion (see appendix 5)*. This type does not explain about writers' assumption based on the result of the study. Based on chart 4.5, 36% students used this type.

B. Research Discussion

Just in case of having similar understanding between the reader and the researcher regarding the finding of the research, this section review those findings by displaying on some theories connected to each following problem. Thus, the discussion is classified based on the research questions of the study.

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

As stated in the background, abstract is important since readers always seek and read it, before reading entire of research paper. It becomes the last thing that students write after finishing their thesis, but it will be the first thing that readers seek. Nevertheless, the content of abstract is more important because if it is lack of information about their research. The reader can be able to stop reading their abstract even their thesis. In line with the problem, this study focused on examining the content of thesis abstracts through the rhetorical move existence.

In this study, researcher used model of rhetorical move by Hyland. It is because Hyland's model is more elaborate and fluent for lots of studies. Hyland's abstract model includes *Introduction*, *Purpose*, *Method*, *Product* and *Conclusion*. Also, Hyland's model is strengthened by

-

¹ 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.

Wallwork's judgment; he states that qualified abstract covered the relevant points: *Background/Context, Research Problem/aim, Method, Result,* and *Implication and/or Conclusion.*²

In this case, researcher investigated the fulfillment of English Teacher Education Department Students' thesis abstracts of rhetorical moves requirement composition. The researcher found that students of English Teacher Education Department used some or all moves below in their thesis abstracts. It is proved by explanation below.

a. Move 1: Introduction

Based on the finding above, researcher found that all students used *Introduction* as the beginning of their thesis abstracts. *Introduction* move was found in 22 abstract (100%). The students used *Introduction* move for starting framework of the paper and persuading the research. This condition was in line with Hyland's theory that the first thing that is stating in abstract is *Introduction*.

The students had many variations in stating their *Introduction*. Some of them were exploring for subject distinction, creating subject simplification, and describing word and idea. Again, Hyland's model

² Adrian Wallwork, English for Writing Research Papers (London: Springer, 2011), 193.

³ 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.

has 4 constituent that can present the steps as "Introduction".⁴ They are arguing for topic prominence (step 1), making topic generalization (step 2), defining terms, objects, or process (step 3), and identifying a gap in current knowledge (step 4).

From students' work, the researcher found 3 similarities in students' thesis abstracts and Hyland's theory. Both stating about step 1, step 2 and step 3. Nevertheless, the researcher did not find step 4 as the explanation of "Introduction" in this research. Based on Saboori and Hashemi's finding, researcher usually understood through one step and simultaneous use of more than two steps in the same abstract was almost not always examined. It means that the students do not need to state all 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 "Introduction". This result confirms studies by Ren and Li, Tseng, Kanoksilapatham, and Hyland in suggesting good move of abstract.

b. Move 2: Purpose

In this study, the researcher found that 21 students (95,45%) stating aim of the study in the next arguments after *Introduction*. Coherent with Hyland's model, the next move and

^{4 4} 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.

⁵ Fahimeh Saboori – Mohammad Reza Hashemi, "A Cross-Disciplinary Move Analysis ... 490.

the only step is *stating purpose directly*. The students stated their purpose explicitly using word: *This study focuses on*, *this research studies about*, *the aims of this study*, *this study investigates*, *the purposes of this study*, *etc*.

In line with Kanoksilapatham's finding, the researcher also found "this study" as the key word in *Purpose* move. Knowing all of students used this move in their thesis abstracts; the researcher determined that most of English Teacher Education Department Students who graduated in 74th period had known about the urgency of the purpose in thesis abstracts.

c. Move 3: Method

After stating *Purpose*, the researcher found that students explained about subject of the study, method of the research, data collecting technique, and procedure of research. Those explanations called move *Method* in Hyland's theory. It was proved by 3 constituents in *Method* move that similar with the finding; they are *describing the participants*, *describing the instruments or equipment*, and describing the procedure and conditions. In this move, the researcher found that 22 students

.

⁶ Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 5

(100%) used this move in their thesis abstracts. Although some of them did not use all steps in this move.

It is in line with Saboori and Hashemi that researcher usually understood through one step and simultaneous use of more than two steps in the same abstract was almost not always examined.⁷ It means that the students do not need to state all 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 *Method*.

Consequently, knowing all of English Teacher Education Department Students who graduated in 74th period using *Method* move in thesis abstracts, the researcher concluded that they had known about the importance of *Method* in thesis abstracts.

d. Move 4: Product

The next statement that researcher found in thesis abstracts was main finding or result. It was proved by most of the students used reporting verb: *The result of this study shows, The data analysis found, etc.* according to Kanoksilapatham's finding, he also found that reporting verb indicate *Product* move. Lined up with Hyland's theory, students' thesis abstracts explained about

⁷ 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.

⁸ Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 6

main finding or result that have same aim with *Method* move's step; describe the main features or properties of the solution or product.⁹

In *Product* move, the researcher found in 22 students used this move. According to Kanoksilapatham, *Product* move plays importance role in abstract because the result of his study proved that 91.66% his participant used this move. In line with Kanoksilapatham's research result, this study also has complete result (100%) of the 4-move usage. Thus, all students aware of the significance of this move in thesis abstracts.

e. Move 5: Conclusion

Based on the discovery above, researcher found that some of students used *Conclusion* as the closing of students' thesis abstracts. *Conclusion* move was found in 63.63% out of 22 students' thesis abstracts. Some of students used *Conclusion* move for concluding the result, assessing importance of the research, and suggesting recommendation. This condition was in line with

-

⁹ 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, 490.

Hyland's theory that the last thing that is stating in abstract is Conclusion.¹⁰

The students had many variations in stating their *Conclusion*. Some of them were concluding the result, assessing importance of the research, and suggesting recommendation. Once more, Hyland's model has 3 constituent that can present the steps as *Conclusion*. They are *deducing conclusion from result* (step 1), *evaluating value of the research* (step 2), and *presenting recommendation* (step 4).

From students' work, the researcher found 3 similarities in students' thesis abstracts and Hyland's theory. Both stating about step 1, step 2 and step 3. Nevertheless, the researcher found that there was the only user of step 2 in this move. Based on Saboori and Hashemi's finding, researcher usually understood through one step and simultaneous use of more than two steps in the same abstract was almost not always examined. 12 It means that the students do not need to state all

1

¹⁰ 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.

¹¹ 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.

¹² 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, 490.

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

abstract. The researcher discovered that there were three move types among them.

First, 59,09% students used 5-move in their thesis abstracts. The moves include *Introduction, Purpose, Method, Product, and Conclusion*. In this case, the finding was in line with the Hyland's theory that mentions there are 5-move in thesis abstracts.

Second, 4,54% students used 4-move a. According to Andrade, the reason why thesis abstracts is less informative is because some researchers sometimes neglect rhetorical moves as the guidance of writing abstract.¹³ In this case, 4-move a is not in line with Hyland's theory that include 5-move in thesis abstracts. 4-move a has members; Introduction, Method, Product, and Conclusion. Comparing with Hyland's theory, 4-move a misses "Purpose" move in thesis abstracts.

In line with Hyland, the importance of "Purpose" in thesis abstracts shows reason, idea or assumption, plans the objective at the back of the thesis. ¹⁴ If the student does not state the purpose in their thesis abstracts, it will make reader confused, because the reader cannot examine whether the research achieved or not the research result through "Purpose" in thesis abstracts, before they read the whole thesis.

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.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

¹⁴ 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 is 36,36% students who used 4-move b in their thesis abstracts. In this case, the students missed a move. Comparing with Hyland's theory, 4-move a misses "Conclusion" move in thesis abstracts.

According to Hyland, The significance of "Conclusion" in thesis abstracts is to clarify or develop results further than the scope of the thesis, describes suggestions, informs on solicitations or varies presentations. This move can help reader to know about the summary of the result, also it can help the reader to imagine or to know the recommendation that relates to the research. Overall, conclusion gives more detail information beyond the result of the research. If the students do not state this move, the reader cannot have detail information about the further research and recommendation. After knowing the result and matching the theory, both 4-move a and 4-move b do not fulfill the rhetorical move of Hyland's theory.

Based on the result of rhetorical move used in students' thesis abstracts, 59,09% students used 5-move means that most of students' thesis abstracts are informative. Besides, those thesis abstracts which are not in line with the theory do not mean that those are uninformative. It is because there are some theories dealing with the rhetorical move of abstract. For example, 4-move b includes English Teacher Education

.

¹⁵ 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.

Department guideline that has 4-move in abstract content. Whereas, 4-move a does not match with theory of abstract rhetorical move.

According to abstract types, research that use experimental investigation, inquiries, and surveys include informative abstract which pay attention to the quality and the content. In line with the theory, English Teacher Education Department students tend to use experimental investigation, inquiries, and surveys in their research. Thus, it is better to use informative abstract guideline to write thesis abstracts.