## RHETORICAL MOVES OF ENGLISH THESIS ABSTRACTS OF EDUCATION STUDENT AT UIN SUNAN AMPEL SURABAYA

## **THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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#### **ABSTRACT**

Anakib, Ahmad Akrom. (2020). Rhetorical Moves of English Thesis Abstracts of Education Student at UIN Sunan Ampel Surabaya. A Thesis. English Language Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: Dra. Hj. Arba'iyah YS., MA and Dr Siti Asmiyah, M. TESOL.

Key words: Thesis abstracts, rhetorical moves, student education

Rhetorical moves are a series of scientific work that has parts, namely the introduction purpose, methods, result, and conclusion. All of those must be sequential and complete to make informative abstracts. The purposes of this research are to identify the rhetorical moves of students' thesis abstract and to describe the rhetorical moves realized in student thesis abstract. This study used qualitative as approach and research design is a content or document analysis. The data was taken from education student's thesis abstract at UIN Sunan Ampel Surabaya. The available data is 10 students abstract. Rubric from Swales Model is used for research instrument. The research finding shows that, there are four move analyses: Introduction Purpose (100%), Methods (100%), Results (100%), and Conclusion (40%). Also, this study indicates the differences sequence of rhetorical moves in their abstract. This indicates that the students know the rhetorical elements in an abstract but they have variations in structuring the elements. Therefore, these are ways that must be done so that the students can improve their ability to write scientific papers, especially in abstract.

#### **ABSTRAK**

Anakib, Ahmad Akrom. (2020). Langkah Retorik Abstrak Skripsi Bahasa Inggris pada Mahasiswa Pendidikan di UIN Sunan Ampel Surabaya. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dra. Hj. Arba'iyah YS., MA dan Dr. Siti Asmiyah, M. TESOL.

Kata Kunci : Abstrak Skripsi, langkahlangkah retoris, siswa pendidikan

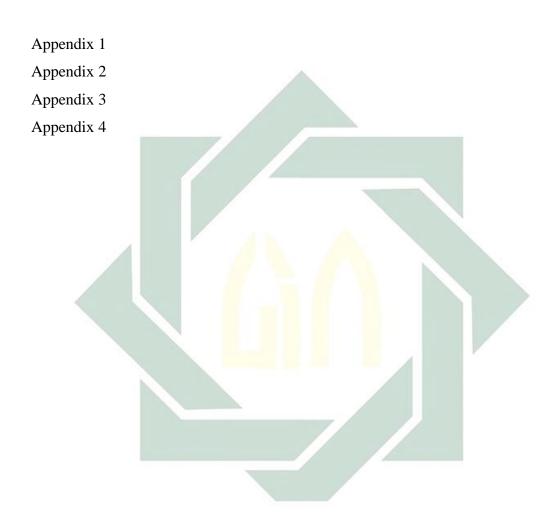
Langkah Langkahretoris adalah serangkaian karya ilmiah yang memiliki bagianbagian, yaitu tujuan pengenalan, metode, hasil, kesimpulan. Semua itu harus berurutan dan lengkap untuk membuat abstrak yang informatif. Tujuan penelitian ini adalah untuk mengidentifikasi langkah retoris abstrak tesis mahasiswa dan mendeskripsikan langkah retorik yang direalisasikan dalam abstrak tesis mahasiswa. Penelitian ini menggunakan pendekatan kualitatif dan desain penelitian adalah konten atau analisis dokumen. Data diambil dari abstrak tesis siswa pendidikan UIN Sunan Ampel Surabaya. Data yang tersedia adaah abstrak 10 siswa. Rubrik dari Model Swales digunakan untuk instrumen penelitian. Ditemukan ada empat jenis langkahlangkah dalam abstrak mereka, yang dibuktikan oleh persentase analisis langkah retoris: Pendahuluan Tujuan (100%), Metode (100%), Hasil (100%), dan Kesimpulan (40%). Juga, penelitian ini menunjukan perbedaan urutan langkah retoris dalam abstrak mereka. Kesimpulannya, sebagian besar siswa pendidikan memahami unsur retorika yang harus ada dalam abstrak namun mereka memiliki variasi dalam penyusunannya. Oleh karena itu, ini adalah cara yang harus dilakukan agar siswa dapat meningkatkan kemampuan mereka untuk menulis makalah ilmiah, terutama dalam abstrak.

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#### **CHAPTER I**

#### INTRODUCTION

This chapter discusses the area of the study covered in some headings of background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition of key terms.

## A. Background of the Study

Graduate students deal with a kind of writing tasks as they work concerning their chosen degree. University students have many projects dealing with writing; it is because they are demanded to develop their critical thinking, to give their opinion about some issues and to combine the theory that they have read to find an innovation or thought based on their field. According to Swales and Feak, writing task varies depending on the degree that students choose. There are two points in depending writing task of graduate students. First, the writing task becomes increasingly more difficult and challenging the freshman who take the program. Second, students should write their writing tasks academically.

Dealing with the writing scientific papers, students' can find difficulties that their writing is not in accordance with the rules of correct writing. This is enough to create problems, while writing scientific papers such as essays, proposals and thesis is sufficiently standard for the existence of correct writing rules. The

<sup>&</sup>lt;sup>1</sup> John M. Swales – Christine B. Feak, *Academic Writing for Graduate Student* (USA: The University of Michigan Press, 1994), 7.

<sup>&</sup>lt;sup>2</sup> John M. Swales – Christine B. Feak, *Academic Writing* ... 7.

emergence of several problems related to academic writing is indeed quite serious, because academic writing aims to express ideas effectively in these writings so that in order to be more optimal it requires an understanding and use of theories and conventions from academic writing. While the problems that have been mentioned above there are still many undergraduate and postgraduate students who have not succeeded in optimizing ideas as well as messages to be conveyed to readers. In other words, they may still find difficulties in organizing their ideas in ways that people in their discipline write; they do not follow the organizational paper of academic writing.

Writing research paper has typical organizational patterns. As Swales and Feak states that, the IMRD (Introduction, Methods, Results, and Discussions) format will be used for research paper.<sup>3</sup> It is purposed for showing writers' concern about positioning the relevant and significance of their study, giving ease for readers to read research paper systematically, and giving contribution in scientific field. Swales and Feak divide eight parts of research paper, they are; title, abstract, introduction, methods, results, discussion, acknowledgments and references. 4 So, abstract is to briefly explain to the reader the contents of the writing about the whole of the scientific or research work and in a short time someone can know the contents of a paper or a scientific work by simply reading the abstract of the paper.

<sup>&</sup>lt;sup>3</sup> John M. Swales – Christine B. Feak, *Academic Writing* ... 155. <sup>4</sup> John M. Swales – Christine B. Feak, *Academic Writing* ... 156.

Swales and Feak also state that in writing research paper, writers should give extensive attention in writing background and discussion because those parts are important parts in research paper. In addition, methods and results are essential to be written because both parts describe the way and the final consequence of the research. Nevertheless, Ren and Li state that theses abstract should not be neglected because it is the first thing that the readers see and gives first impression for they read.<sup>5</sup> First, that is sought when people want to read research paper is abstract. According to Wallwork, first impression is very important because it will represent the whole of something, in research paper case, first impression will be represented by abstract. When researcher can present readable abstract, many people such as librarians and readers will read the abstract even the whole of research paper. When the researchers present bad initial impression, librarians and readers have big opportunity to stop reading the abstract. Even, they will not read the entire of research paper. It is because they think that the paper research is as difficult as the abstract to be understood.

Abstract becomes important since readers always seek and read it, before reading entire of research paper. It is very useful for academic writing because it can present the important issue of the study briefly and understandably. Abstract helps readers to skip unnecessary information to be read in limited time.

<sup>&</sup>lt;sup>5</sup> 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.

<sup>&</sup>lt;sup>6</sup> Adrian Wallwork, English for Writing Research Papers (London: Springer, 2011), 177.

<sup>&</sup>lt;sup>7</sup> Adrian Wallwork, English for Writing...,177.

According to American National Standards Institution, abstract has purposes to identify the basic content of a document quickly, to determine its relevance to readers' interests, to decide whether readers need to read the document in its completely.<sup>8</sup> In addition, abstract helps librarians to put it in their indexes,<sup>9</sup> Andrade states that sometimes abstract of research paper are lack of information;<sup>10</sup> it is because some researchers sometimes neglect rhetorical moves as the guidance of writing abstract. According to Kanoksilapatham, one of successful academic writing factors is organization;<sup>11</sup> the organization in abstract is expected to help researchers in writing abstract.

The present study focuses on rhetorical move of abstract in Teacher Education Department UIN Sunan Ampel. There are some reasons for choosing this research area. First, abstract will be first thing that readers seek before reading the whole thesis because it has important information that readers' need. Thus, abstract will be mirror for academic process, especially in academic writing. Second, rhetorical moves can be parameter of the content of abstract, whether the abstract is informative or not. Third, the research is conducted in Teacher Education Department UIN Sunan Ampel because researcher found the problem by preliminary research.

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<sup>&</sup>lt;sup>8</sup> National Information Standards Organization of America, *Guidelines for Abstract* (Maryland: NISO Press, 1996), 1.

<sup>&</sup>lt;sup>9</sup>Adrian Wallwork, English for Writing...,177.

<sup>&</sup>lt;sup>10</sup> 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.

<sup>&</sup>lt;sup>11</sup>Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 1.

There are the previous studies used in this research. First, comparing the rhetorical moves in abstracts of Chinese Master's English these by Hongweo Ren and Yuying Li,<sup>12</sup> They focused five basic rhetorical moves in abstracts. Second, analysis moves has resulted in disclosure that both in English and Persian by Amnui and Wannaruk.<sup>13</sup> This research focused to solve the problem of academic isolation. Third, describing the students' theses abstracts viewed from the rhetorical perspectives by Siyaswati.<sup>14</sup> This research focused the abstracts provided in the university website includes the essential rhetorical moves and whether the moves are presented in the sequence.

Fourth, move structure features and the verb tense of each move by Fan-Ping Tseng,<sup>15</sup> This research focused on variation between abstract of native speakers' and non-native speakers. Fifth, analyzed rhetorical structure in the research article abstracts among three disciplines by Saboori and Hashemi,<sup>16</sup> They focused to assess 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. Sixth, identifying the structural

<sup>&</sup>lt;sup>12</sup> 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.

<sup>&</sup>lt;sup>13</sup> Amnuai and Wannaruk, "The introduction section of medical research articles, 100 American English and 100 Persian were analyzed according to Swales model"

<sup>&</sup>lt;sup>14</sup> Siyaswati, "describing the students theses abstracts viewed from the rhetorical perspectives"

<sup>&</sup>lt;sup>15</sup>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 <sup>16</sup>Fahimeh Saboori – Mohammad Reza Hashemi, "A Cross-Disciplinary Move Analysis of Research

<sup>&</sup>lt;sup>10</sup>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.

organization commonly followed in civil engineering abstract by Budsaba Kanoksilapatham,<sup>17</sup> The research focused showed that the internal organizations are identified as move. Seventh, examine the moving structure in AL abstracts and compare the results with previous research both synchronically by Karabacak and Qin.<sup>18</sup> The research and this study shows that most AL abstracts provide information about the purpose, methodology, and findings of related articles, while about half of the articles omit the introduction of topics and discussions about findings.

Last previous study discusses genre of thesis written by Chinese Students of Binus University by Zein and Harefa. <sup>19</sup> This study aims to describe the steps the thesis abstract and the realization of the experience function. The theory used in this study is a systemic functional and linguistic Swales model of Haling of Creating a Research Space (CARS).

All of the previous studies discussed about rhetorical moves in abstract of research article, master or post graduated thesis, and journal. They collected information about comparing students' writing on abstract, the frequent verb used in this writing abstract. Moreover, students are considered to have factor hindering on how the ways of students in writing abstract. Hence, there are types of writing abstract in different discipline. This research is focused on identify

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<sup>&</sup>lt;sup>17</sup>Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 1

<sup>18</sup> Karabacak and Qin, "Structure of Moves in Research Article Abstracts in Applied Linguistics"

<sup>&</sup>lt;sup>19</sup> Zein and Harefa, "genre of thesis written by Chinese Students of Binus University"

types rhetorical moves of writing abstract within university students at UINSA particularly those of education discipline. Meanwhile, previous studies discussed about rhetorical moves, move structure, rhetorical structure, and genre in other disciplines.

#### **B.** Research Question

Based on the background of the study, research questions are formulated as follows.

- 1. How is the rhetorical move of English thesis abstract of Education Students of UIN Sunan Ampel Surabaya?
- 2. What are the types of abstract in thesis abstract of Education Students of UIN Sunan Ampel Surabaya?

#### C. Objective of the Study

In line with the research question above, the objective of the research is as follows.

- To identify rhetorical moves of thesis abstract in Education Students of UIN Sunan Ampel of Surabaya.
- To find the types of abstract in thesis abstract of Education Student of UIN Sunan Ampel Surabaya.

#### D. Significance of the Study

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

#### 1. Theoretical Significance

The results of the research are expected to enrich the study of academic genre, especially in abstract genre a cross-different disciplines and different context of English users.

#### 2. Practical Significance

#### a) For learners

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

#### b) For lecturers

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

#### E. Scope and Limitation

This scope of the study focuses on analyzing the rhetorical moves in thesis abstract. This research analyzes the types of rhetorical moves that mostly used by the education students in thesis abstract. Furthermore, this study also analyzes type of abstract at education students in thesis abstract. In this study the researcher used theory from Swales in order to know what types of rhetorical moves that mostly used by the student's teacher in thesis abstract.

#### F. Definition of Key term

In order to understand this research the terms are defined as follows.

#### 1. Thesis abstract

The University of Melbourne academic states that abstract is concise summary of research paper or entire thesis, <sup>20</sup> In this research, abstract is defined as short writing summarizing the thesis written in English after the whole thesis was completed by the under graduate Education Student of UIN Sunan Ampel Surabaya. The type of abstract write depends on kind of research work. Therefore, it shows that paying attention to the guideline of abstract move is essential to make coherence. According to University of Adelaide there are three main types of abstract: Indicative, Descriptive, and Informative abstract.

#### 2. Rhetorical problem

Rhetorical is a problem has faced the writers where they engage in difficult knowledge. They transforming operations to adapt they know for meet the rhetorical goals,<sup>21</sup> This study defines the rhetorical problem as the

<sup>&</sup>lt;sup>20</sup> The University of Melbourne. "Writing an abstract", (<u>www.service.unimelb.edu.au/academicskills</u>, accessed on January 03, 2015)

writer difficulties in delivering short summary of their purpose to the readers in writing their research thesis abstract.

#### 3. Rhetorical structure/moves

Rhetorical structure is the structure of writing which has to follow some certain rhetorical step in order to make it easy to be understood by the readers,<sup>22</sup> This study define rhetorical structure/moves in the research thesis abstract to be follow the steps of rhetorical rules.

<sup>&</sup>lt;sup>22</sup> Rakhmawati Ani. English Research Articles by Indonesian Acedemics: Coping with Common Practices and Rhetorical Diversity. (Australia: The University of New England.2010)

#### **CHAPTER II**

#### LITERATURE REVIEW

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

#### A. Theoretical Foundation

#### **Abstract as Academic Genre**

Some academic genres focus on grant proposals, research articles and abstracts. Abstract is an important part of the research. Through abstract readers can know of the contents a research easily and efficiently. Therefore, the author must be careful in preparing an abstract, besides the author must follow the rules that apply to the structure of abstract.

According to The University of Melbourne, there are purposes of abstracts.<sup>23</sup> 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

<sup>&</sup>lt;sup>23</sup> The University of Melbourne, Writing an abstract: Understanding and developing abstract (www.service.unimelb.edu.au/academicskills, accessed on January 3, 2015)

catalogues accessed through the library facilitate readers to search abstract.<sup>24</sup> Readers should know the key term of research that they look for because it can match the abstract.

#### 1. 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 center learning guide of The University of Adelaidie, abstract from Latin abstractum that means a condense form a longer piece of writing. 25 It means that abstract is a short script of the extended text. Although abstract is short text, but it explains the whole of the longer writing is content. Abstract contains of important information of the entire paper, but it is concise and informative writing.

National Information Standards Organization of America states that abstract is a brief and objective presentation of document or oral presentation, <sup>26</sup> It means that abstract is not only for manuscript, but it is for oral presentation also. However, students who write academic writing or research papers 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

<sup>&</sup>lt;sup>24</sup> Ibid.

<sup>&</sup>lt;sup>25</sup>Writing Centre Learning Guide, "Writing an Abstract", (www.adelaide.edu.au/writingcentre/, accessed on January 11, 2015).

<sup>&</sup>lt;sup>26</sup> National Information Standards Organization of America, *Guidelines for Abstract* (Maryland: NISO Press, 1996), 1.

the paper. In addition, 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,<sup>27</sup> Looking for someone's academic 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. In addition, students should aware to write good abstract through following scientific steps. Koopman states that abstracts always have function for "selling" students' or writers' work, <sup>28</sup> although, abstract is quiet brief, but the students should follow checklist 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 Swales, an abstract as commonly understood, is a description or factual summary of the much longer report, and is meant

accessed on January 11, 2015).

<sup>&</sup>lt;sup>27</sup>AcademicResourceCenter."*HowToWriteAnAbstract*".(http://www.google.co.id/url?q=http://uss.tufts. edu/arc/, assessed on January 3, 2015) <sup>28</sup> Philip Koopman, How to Write an Abstract (www.ece.cmu.edu/-koopman/essays/abstract.html>

to give the reader an exact and concise knowledge of the full article. It contains information on the following aspects of the research that it describes. (1) What did the author did, (2) how the author did, (3) what the author found, and (4) what the author conclude.

Swales in Bathia stated that in order to find out how information on all these four aspects of research is put together in a concise manner, we can answer the four questions by using the following four moves.<sup>29</sup>

- 1. INTRODUCTION PURPOSE: This move gives a precise indication of the author's intention, thesis or hypothesis, which forms the basis of the research being reported. It may also include the goals or objectives of research or the problem that the author wishes to tackle.
- METHOD: In this move the author gives a good indication of the experimental design, including information on the data, procedures or methods used and, if necessary, the scope of the research being reported.
- 3. RESULT: This is an important aspect of abstract here the author mentions his observations, findings and suggests solution to the problem, if any posed in the first move.

<sup>&</sup>lt;sup>29</sup>John M. Swales – Bathia's , A Genre Analysis of Thesis Abstract.

 CONCLUSION: This move is meant to interpret result and draw inferences. It typically includes some indication of implication the present findings.

#### 2. The Purposes of Abstract

Abstract is important part of reports and research papers and sometimes in academic assignment,<sup>30</sup> It 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. In addition, 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.<sup>31</sup> The first purpose is, identifying the basic document quickly. Abstract has content structure called basic document that help reader to read speedily. Those basic documents according Koopman are motivation, problem statement, approach, result and conclusion,<sup>32</sup> those components have important role to guide readers having good understanding in brief information. The second is

<sup>&</sup>lt;sup>30</sup>Writing Centre Learning Guide, "Writing an Abstract" (<u>www.adelaide.edu.au/writingcentre/</u>, accessed on January 11, 2015)

<sup>&</sup>lt;sup>31</sup> National Information Standards Organization of America, *Guidelines for Abstract...* 2.

<sup>&</sup>lt;sup>32</sup> Philip Koopman, "How to Write an Abstract" (www.ece.cmu.edu/-koopman/essays/abstract.html> accessed on January 11, 2015)

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. However, if they are interested in the abstract, they will look for the entire paper and read it. In addition, abstract facilitates free-text searching in an electronic environment and supports application of controlled indexing vocabularies in access service, 33 Nowadays, abstract is not only accessed in library, but also it can be accessed in electronic situation. Searching research in internet 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.

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 $<sup>^{\</sup>rm 33}$  National Information Standards Organization of America,  $\it Guidelines$  for Abstract... 2.

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 could make readers leave their comfort zone in the office. He supposed that the readers go hunt down a copy of the paper from 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.<sup>34</sup> First, abstract can be selection tool for readers. Abstract allow 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 facilitate readers to search abstract.<sup>35</sup> Readers should know the key term of research that they look for because it can match the abstract.

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<sup>&</sup>lt;sup>34</sup> The University of Melbourne, *Writing an abstract: Understanding and developing abstract* (www.service.unimelb.edu.au/academicskills, accessed on January 3, 2015)

#### 3. The Types of Abstract

Therefore, it shows that paying attention to the guideline of abstract move is essential to make coherence. According to University of Adelaide there are three main types of abstract: (1) Indicative, (2) Descriptive, and (3) Informative abstract. The type of abstract you write depends on kind of research work.

#### 1) Indicative abstract

Abstract type that describes about the problems contained in a paper or complete report. The purpose of this indicative abstract is to explain the contents of the original information in a concise, concise manner, and only convey an indication of the target scope of the writing.

#### 2) Descriptive abstract

Descriptive abstract are generally used from humanities and social science papers or psychology essays. This type of abstract is usually very short 50-100 words. Most descriptive abstract have certain key parts in common. They are background, purpose, particular interest/focus of paper, overview of contents (not always included)

#### 3) Informative abstract

Informative abstract are generally used for science, engineering or psychology reports. You must get them essence of what your

report is about, usually in about 200 words. Most informative abstract also have key parts in common. Each of these parts might consist of 1-2 sentences. The parts include background, aim or purpose of research, method used, findings/result, and conclusion.

#### 4. Model of Abstract Move

The previous subchapter, explained about the difference genre based on the disciplines. In line with it, the 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.<sup>36</sup>

#### 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.<sup>37</sup> Based on the theory, Swales suggests the student writers to use CARS in writing introduction. In addition, he

<sup>&</sup>lt;sup>36</sup> 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. <sup>37</sup> Ibid.

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:<sup>38</sup>

- (a) Move 1 (Introduction Purpose)Step 1 stating the scene for current researchStep 2 stating the purpose directly
- (b) Move 2 (Method)

  Step 1 describing the participant

  Step 2 mentioning the research design

  Step 3 describing the procedure in short
- (c) Move 3 (Result)

  Step 1 summarizing the main findings
- (d) Move 4 (Conclusion)Step 1 Deducing conclusion from resultStep 2 drawing the indication of implication of the present findings

#### 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

<sup>38</sup> Ibid.

conclude.<sup>39</sup> Based on Bhatia's view, Saboori and Hashemi conclude that there are four move in identify abstract:

- (a) Introducing purpose
- (b) Describing methodology
- (c) Summarizing result
- (d) Presenting 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 are 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 statement of the argument;<sup>40</sup> 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 to establish context of the paper and motivates the research.<sup>41</sup> Hyland, Koopman also mentions in his theory about motivation that also known as introduction, he states that this part should include the

<sup>40</sup> Fahimeh Saboori – Mohammad Reza Hashemi, "A Cross-Disciplinary Move Analysis..., 485.

<sup>11</sup> Ibid

<sup>&</sup>lt;sup>39</sup> Ibid, 485

importance of the work, the difficult of the area, and the impact of the study it is successful,<sup>42</sup> Therefore, this segment is recommended to write for helping reader to seek detail and informative abstract.

In introduction move, four steps can indicate the existence of introduction. The first is Step 1, arguing for topic prominence, in this case, researcher can explain about the importance the topic of the study. For example, "Nowadays, the focus of education has changed from teacher-centered 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 teacher-centered teaching students-entered teaching. Therefore, many studies have been conducted to investigate variables, which can affect learners in learning process. Affective 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

<sup>&</sup>lt;sup>42</sup> Philip Koopman, "How to Write an Abstract" (www.ece.cmu.edu/-koopman/essays/abstract.html> accessed on January 11, 2015)

process of 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". Moreover, the last step is *Identifying a gap in 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, outline the intention after paper.<sup>43</sup> In this case, the researcher can state the purpose directly. The following are the example.

- 1. This study focuses on identify students' performance.
- 2. This research studies.
- 3. The aims of this study.
- 4. This study investigates the pattern.

#### (c) Method

Hyland (cited by Saboori and Hashemi) views that this move is this stage provides information on design, procedures, assumption, approach, data, etc.<sup>44</sup> Koopman strengthens that Method or approach discuss about simulation,

 <sup>&</sup>lt;sup>43</sup> Fahimeh Saboori – Mohammad Reza Hashemi, "A Cross-Disciplinary Move Analysis..., 486.
 <sup>44</sup> Ibid.

analysis of field data, variable control, ignore or measure, <sup>45</sup> 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.

#### (d) Product

In this move, Hyland (cited by Saboori and Hashemi) states that product is main findings or result, the argument, or what was accomplished.<sup>46</sup> It has one step for describing the main features of properties the solution or product. This step explains the move itself. For example:

- a) From seven categories of lecturer talk, there are three
   biggest percentage of categories that researcher found.
   The result of this study shows.
- b) The result of this research shows that the teacher uses some.
- c) There are three results from this research. First, the result shows.
- d) Conclusion

<sup>&</sup>lt;sup>45</sup> Philip Koopman, "How to Write an Abstract" (www.ece.cmu.edu/-koopman/essays/abstract.html> accessed on January 11, 2015)

<sup>&</sup>lt;sup>46</sup> Fahimeh Saboori – Mohammad Reza Hashemi, "A Cross-Disciplinary Move Analysis..., 486.

The last move according to Hyland is for more Conclusions, it means that in the end of abstract, the researcher can interpret or extends result beyond the scope of the paper, draws inferences, point to applications or wider applications, <sup>47</sup> 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."

Moreover, 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.

<sup>47</sup> Ibid

For example, in solving the problems, especially for grammar, mechanics, and vocabulary students do.

- a) Students are always practice write sentences using simple present tense for grammar.
- b) Students are always careful to put the punctuation, recheck the capital letter, and open the dictionary in spelling for mechanics.
- c) Student has always read book, article, and blog in English to enrich the vocabulary.

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 Swales' theory. <sup>48</sup> Thus, the researcher chooses this theory. In addition, this study can be the evaluation for Education Students' abstract. It can support the improvement of academic writing, especially in writing abstract. Thus, they write abstract through applicable theory.

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<sup>&</sup>lt;sup>48</sup>John M. Swales – Bathia's , A Genre Analysis of Thesis Abstract.

## **B.** Previous Study

Several of researches investigate the rhetorical moves of abstract. For instance, Hongwei Ren and Yuying Li who investigate about comparing rhetorical moves are written of Chinese master's English Thesis and published research article,<sup>49</sup> the method use is linguistics the finding reveals that the differences with this research is the method used. This research used content analysis different from the previous research.

Fan-ping Tseng conducted another previous research,<sup>50</sup> He examines about the move structure and verb tenses are used in writing abstract. The object of this research is native speaker and non-native speaker. The result presented that most of linguistic applied journal abstract used four-model moves and there are. Some variations verb tenses used.

In addition, Saboori and Hashemi conducted the previous study,<sup>51</sup> He investigates 63 published abstract from three disciplines such as applied linguistic, economic, mechanical engineering. The finding of the research is move pattern. The difference with this current research is the focus of the research in which the research merely focused on three major as the subject. The

<sup>&</sup>lt;sup>49</sup>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

<sup>&</sup>lt;sup>50</sup>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 <sup>51</sup>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.

similarity is this research analyzed the university students from across major who write abstract in English.

Four previous studies from Budsaba Kanoksilapatham, <sup>52</sup>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*.

The five previous study conducted Karabacak and Qin.<sup>53</sup> This study aims to examine the moving structure in all abstracts and compare the results with previous research both synchronically and diachronically. The author collects fifty abstracts from articles published in English for Specific Purposes (ESP) journals between 2011 and 2013. Sentences are encoded using a five-step scheme adapted from previous research. Combining the results of the previous research and this study shows that most all abstracts provide information about the purpose, methodology, and findings of related articles, while about half of the

<sup>&</sup>lt;sup>52</sup>Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 1

<sup>53</sup> Karabacak and Qin, "Structure of Moves in Research Article Abstracts in Applied Linguistics"

articles omit the introduction of topics and discussions about findings. It was also found that the author often violated the order of displacement expected by the current scheme. This finding is consistent with prior research showing that future researchers informed by mobile analysis must explore the relationship between the findings of mobile analysis and teaching materials for academic writing. This study has similarity with this current research in which it also focused on analyzing thesis abstract.

The sixth previous study was conducted by Zein and Harefa.<sup>54</sup> This study discusses genre of thesis written by Chinese Students of Binus University. This study aims to describe the steps and steps of the thesis abstract and describe the realization of the experience function. The theory used in this study is a systemic functional and linguistic Swales model of Creating a Research Space (CARS). The method used in this study is a descriptive qualitative method by collecting data from 10 abstract theses written by university students majoring in Mandarin. The results showed that eight Mandarin thesis abstract genres consisted of five abstract structured genre patterns and three non-structured abstract genres. Abstract genre is contributed by Relational process (43.5%) and followed by Material process (39.1%). The conclusion of this study is that 50% of the abstract thesis genre in Binus University students is not based on the CARS Swales model, and the dominant abstract of the Relational genre thesis process shows that the thesis writer uses verbs to relate one entity to another, such as time,

<sup>&</sup>lt;sup>54</sup> Zein and Harefa, "genre of thesis written by Chinese Students of Binus University"

location, type, role, function and point of view. This thesis also has similarities on the theory used to analyze the thesis abstract.

The seven previous studies conducted by Amnuai and Wannaruk.<sup>55</sup> The introduction section of medical research articles, 100 American English and 100 Persian were analyzed according to Swales model. This analysis moves has resulted in disclosure that both in English and Persian, Introduction section of English and Persian medical research articles are similar regarding their move frequency, but the realization of these three moves are radically different in these two language. Even if the previous study has same topic but the object is quite different in which the previous research analyzes moves structure in research introduction article discussions published and journals mean while the current research only focused on rhetorical moves in thesis abstracts.

The last previous study was written by Siyaswati.<sup>56</sup> She examined whether the abstracts provided in the university website include the essential rhetorical moves and whether the moves are presented in the sequence according to Hylands five move classification (Introduction, Purpose, Method, Product, and conclusion) of rhetorical moves. Eighty abstracts of the research articles written by the students were collected using purposive sampling. The findings revealed that 53.57% of the abstracts were found out to be written in accordance with the structure. Most abstracts give formation on the purpose, methodology, and

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<sup>&</sup>lt;sup>55</sup> Amnuai and Wannaruk, "The introduction section of medical research articles, 100 American English and 100 Persian were analyzed according to Swales model"

<sup>&</sup>lt;sup>56</sup> Siyaswati, "describing the students theses abstracts viewed from the rhetorical perspectives"

findings of the associated article. About half of the articles omit introduction of the topic and discussion of the findings. Moves "product" and "conclusion" were missing in a few abstracts. Some rhetorical moves appeared to have higher incidence of occurrences than the others did. The findings lend further insights into the needs of professional development among academics; particularly in academic research report writing. This study has similarity with the writer. Siyaswati observes and analyses rhetorical moves in thesis abstract. The difference is the theory used by researchers. This study is same in the use of research data types and the method, so that from this study, the researcher gets contribution in applying the method and makes it easy to collect the data.

Referring to the previous studies above, in this research it same the topic but different in the method, object and theory. The same topic from this study is about rhetorical moves and moves structure in thesis abstract. The different from this study the researcher applied rhetorical move to writing thesis abstract in education student but the previous study is not applied in education. This current research merely analyzes on rhetorical moves in undergraduate students' theses abstract at UINSA.

#### **CHAPTER III**

## RESEARH METHOD

This section presents and discusses some aspects of the research methodology. They are including approach and research design, research presence, research location, data and sources of the data, research instrument, data analysis technique, checking validity and findings, and research stages.

# A. Approach and Research Design

The approach of this study was qualitative because this study was focusing on the total description rather than breaking it down into variables. Also, it discussed holistic picture and depth understanding rather than analysis of numeric data,<sup>57</sup> the research was done as natural as possible to observe the abstract component in thesis abstracts. This study examined about describing of theses abstract among students' abstracts. In observing finding, the researcher did not use special treatment to analyze rhetorical move that appears at thesis abstracts since the researcher merely focused to analyze types of rhetorical moves are presented in writing thesis abstract.

The research design of this study was content or document analysis because the purpose of this research is identifying specified characteristics of the material, <sup>58</sup> In this case, researcher analyzed about abstract that was also known as

<sup>58</sup>Donald Ary, et.al., *Introduction to Research*... 457.

<sup>&</sup>lt;sup>57</sup> Donald Ary, et.al., *Introduction to Research in Education* (Canada: Nelson Education, 2010), 29.

document. It is proved by Ary and others; they say that materials that can be analyzed are textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, and other types of document.<sup>59</sup> The Research looked at graduated students' written work to classify the rhetorical move in their work.

Additionally, this research deals with the research of students' fulfillment of rhetorical move in their abstract and the significant difference of rhetorical move in their thesis abstracts. It means that it would require deepness explanation connected to the rhetorical move instrument itself. In line with Ary, this content analysis organized thorough descriptive approach to get a depth understanding, <sup>60</sup> Descriptive approach would identify whether the students' thesis abstracts fulfill the requirement of rhetorical move composition or not and find the significant different that appear among students' thesis abstracts. Therefore, the type of qualitative content analysis with descriptive approach was used in this research with intended to investigate the fulfillment of rhetorical move composition and significant different among students' thesis abstracts.

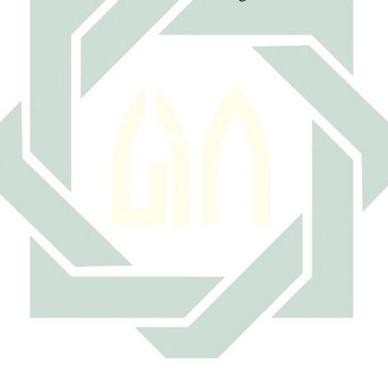
## **B.** Subject and Setting of Study

This study was conducted at Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. In term of getting subject of this study, purposive sampling was used in this research. The subject of this study is 10

<sup>59</sup>Donald Ary, et.al., *Introduction toResearch*... 457.

<sup>&</sup>lt;sup>60</sup>Donald Ary, et.al., *Introduction to Research* ... 29.

abstract undergraduates' theses from education student. The reason for selecting them is based on the consideration that abstract is the first thing that readers look up for knowing the overview of thesis before reading a whole thesis. The focus of the study is about the representation of rhetorical moves and significant different of the use of rhetorical moves among students' theses abstracts.



#### C. Data and Source of Data

## 1. Data

The main data of this research was from students' rhetorical moves based on sentences in writing thesis abstract in English.

## 2. Sources of Data

The source of data was from undergraduate students' theses. This research identified 10 theses and the focus of the analysis was only on the abstract.

## D. Data Collection Technique

In this study, the researcher used instrument for collecting data. The instrument is for analyzing thesis abstract of Students Education.

- To answer the first research question about how thesis abstract of teacher education students fulfill the requirement of rhetorical moves composition, thesis abstracts of Education Students were gained and observed by using rhetorical move rubric from Swales theory.
- 2. To answer the second research question about type of abstract in thesis abstract of education students the researcher used the result of data analysis to identify the type of abstracts.

#### E. Research Instrument

In case of collecting data of the research, it totally needs an instrument.

Thus, the researcher designs the instrument for investigating research questions by adapting from the theory.

In document study, the researcher needs instruments. The researchers make the instrument by adapting CARS model by Swales. It is a table of checklist, which can be used to analyses rhetorical moves structure in thesis abstract in (appendix 1).

Rhetorical moves structure, table contains some columns, which each column consisting of the list moves of structure ideally in thesis abstract, the indicators of each rhetorical move used in the students' thesis abstract. The preliminary research of this study proved that 10 students of Students Education that abstract have four move is more understandable. The rubric was designed having four moves and in each move has some characteristics that indicate the existence of rhetorical move in abstract.

## F. Data Analysis Technique

Consistent with qualitative approach, this study examined the data descriptively. As research design, content analysis could be technique for analyzing the data also. According to Bungin content analysis highlights on how the researcher observes at stable communication through descriptive data on how

the research understands the content of communication, read symbols, decode the content of symbolic collaboration happen in communication, <sup>61</sup>

To draw conclusion, the researcher descriptively placed the explanation concerning the data to be discussed into the findings of the research with constantly relating to the research question as confirming way whether the questions are answered or not. The data gained from observation was examined trough theses following detailed techniques:

#### 1. Data Reduction

Data reductions applied to select the primary data required by the researcher. Data reduction is to select and to concentrate on the main topic of the research, <sup>62</sup> In the event of reducing the data, the researcher coded the data as follows:

- Categorizing the move based on the rubric; Introduction, Purpose, Method, Product, and conclusion.
- b. Categorizing the move type based on the number of used move; move-5, move-4, and soon.

#### 2. Data Display

After conducting the technique of reducing data, then the researcher decided the technique to display the data. Data display are formed in short

Burhan Bungin, *Penelitian Kualitatif*. (Jakarta: Kencana prenada media group, 2007), 167.
 I'anatul Avifah, Thesis: "Teachers' Self-efficacy in Managing Classroom Behaviour Program". (Surabaya: Sunan Ampel State Islamic University), 63.

essay, graphic, matrix, network, flowchart etc.<sup>63</sup> by displaying the data, it would make better the researcher to comprehend the data that have been classified before. In this study, the researcher displayed the data as follows:

- a. Rhetorical move of students' thesis abstract based on the requirement.
  - 1) Firstly, researcher used the data of the number students who used rhetorical move in their thesis abstract, and created it into chart. It helps the data to be understandable.
  - 2) Secondly, the researcher showed the finding of each move and the number of students who used the move based on the characteristic they used on chart form.
- b. Students' thesis abstract based on the number of rhetorical moves used.
  - 1) Firstly, the researcher tabulated the data of students who used the number of rhetorical move used in their thesis abstract.
  - 2) Secondly, the researcher concluded the result of the students who used the number of rhetorical move used based the model. Besides, the researcher concluded result of the student who used the number of rhetorical move used on chart form, using percentage.

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<sup>&</sup>lt;sup>63</sup> I'anatul Avifah, Thesis: "Teachers' Self-efficacy in Managing Classroom Behaviour Program". (Surabaya: Sunan Ampel State Islamic University), 64.

# **CHAPTER IV**

## **RESULTS AND DISCUSSION**

This chapter presents the data analysis, research findings and the discussion of data. It is intended to answer the problem of the study. These include rhetorical move are found and types of abstract in thesis abstract of education students.

# A. Research Finding

The data in this research were taken from 10 abstracts of student's theses of education department's student of UIN Sunan Ampel Surabaya. The data were analyzed by identifying and describing them applying rhetorical moves proposed by Swales. The table below showed rhetorical moves of student's thesis abstract. The total of rhetorical moves used in 10 theses is presented in the table below.

Table 4.1 Total rhetorical moves used by undergraduate students.

Data	Introduction	Methods	Result	Conclusion
	purpose			
Doc 1	1. v	2. v	3. v	4. v
Doc 2	5. v	6. v	7. v	8. v
Doc 3	9. v	10. v	11. v	12
Doc 4	13. v	14. v	15. v	16
Doc 5	17. v	18. v	19. v	20. v

Doc 6	21. v	22. v	23. v	24
Doc 7	25. v	26. v	27. v	28
Doc 8	29. v	30. v	31. v	32
Dec 0	22 **	24 **	25	26
Doc 9	33. v	34. v	35. v	36. v
Doc 10	37. v	38. v	39. v	40

Table 4.1 shows that total number of rhetorical moves on abstract used by students is four moves. From that number all of the abstracts used the writing pattern in IPMRD. The majority of rhetorical moves pattern used by students in the abstract are introduction purpose, methods, and result. The conclusion is only presented by four students using all of the moves in writing thesis abstract and six students only use three moves for writing thesis abstract.

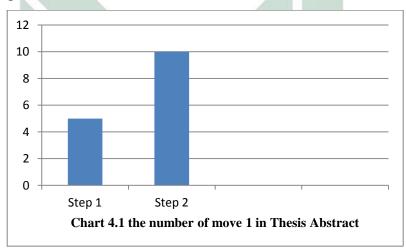
# Rhetorical move of English thesis abstract of Education Students of UIN Sunan Ampel Surabaya

To answer the first research question about how education student's theses abstract fulfill the requirement of rhetorical moves composition, the data had been collected through examining graduate student's thesis abstracts. The rhetorical moves of Education Students in thesis abstract 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 4 move

types that discovered in Education Students' thesis abstract, however those 4 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 purpose

Based on rubric adapted by Saboory and Hashemi from Swales' theory, the first move in thesis abstract is "Introduction purpose" (see appendix 1). In this move, the total of students who used "Introduction" is all of the students. In "Introduction", there are 2 characteristics called "step" that indicate the existence of introduction as move 1. Those characteristics are stating the scene for current research and stating the purpose of the study. Although, all of students used move 1 in their thesis abstract. Nonetheless, there were variations of the step use in their abstract. For simplifying the result, the data and explanation are represented below:



# 1) Step 1

Based on chart 4.1, it can be seen that there are five students who used "Stating the scene for current research" 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)

Abs	tract		Step 1		
AUS	uacı	1	Step 1		
	1		Teacher must use proper method in teaching learning		
			process such as asking students to do charity at least		
			once or twice a week.		
	3		The use of this yellow book is not only to introduce the		
			world of pesantren but also to introduce how the		
			learning of previous ancestors		
	7		Motivation or encouragement. Motivation is something		
			that is in someone, which encourages the person to		
			behave and act in order to achieve a certain goal.		
	8		The background of this research is because the intensity		
			of Islamic studies in public school is less than Islamic		
			school or madrasah.		
	9		Learning achievement is describe as the level of student		
			mastery of the learning objectives on the topics studies,		
			experiment, measure by the number of specific scores.		

Table 4.1 shows that all of the students write down the moves of introduction purpose with the total number 5 documents in their research writing. It attached on students' document number 1, 3, 7, 8, 9. Those statements were categorized into introduction purpose. As presented in the following example.

Students' Introduction Purpose (Document 8)

"The background of this research is because the intensity of Islamic studies in public school are less than Islamic school or madrasah."

The example shows that the researcher intended to provide information to the reader about the reason of the research undertaken. The expression "The background of this research" shows that the writer is introducing the research.

The same finding is also presented in other abstracts which entitled "Influence of Learning Madrasah Diniyah to the result of study Fiqih in Yayasan Masjid Assalafiyah (YAMASSA) Islamic Elementary School of Surabaya".

"In achieving an educational goal, someone needs motivation".

The expression shows general idea about motivation in education in order to lead the readers the main topic of the research which is about the

intensity of Islamic studies in public school are less than Islamic school or madrasah.

# 2) Step 2

Grounded on chart 4.1, it can be seen that there are 10 students who used "stating the purpose directly" 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
1	This research are how the implementation.
2	This thesis focuses on the aims and objectives.
3	These theses there are 4 things that are discussed.
4	The purpose of this study is to know how ownership.
5	This study aims to determine the relationship.
6	The purpose of this study was to find out how much the relationship.
7	This research was conducted to determine the effect.
8	This research is how the practice is learning.
9	Therefore, the authors conducted research on the effect.

10	The aim of this research is to examine the correlation.

As described in 4.2 indicates that all of the students write down the moves of purpose with the total number 10 documents in their research writing. It attached on students' document number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Those statements were categorized into the move purpose. As presented in the following example.

Students' Purpose (Document 3)

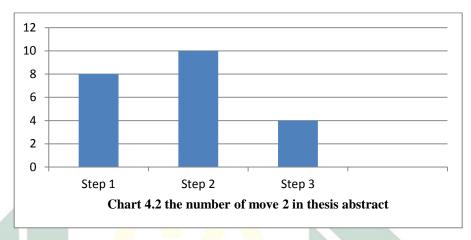
"In achieving this thesis there are 4 things that are discussed."

The example of expression points out that the researcher intended to provide the aim of the research is being observed.

#### Move 2: Method

Based on rubric adapted by Saboory and Hashemi from Swales' theory, the second move in thesis abstract is "Method" (*see appendix 1*). In this move, the total of students who used "Method" is all of the students. In "Method", there are 3 characteristics that indicate the existence of introduction as move 2. Those characteristics are describing the participant, mentioning the research design and describing the procedure in short. Although, all of students used move 2 in their thesis abstract. Nonetheless, there were variations of the step

usage in their abstract. For simplifying the result, the data and explanation are represented below:



# 1) Step 1

Based on Chart 4.2, it can be seen that there are 8 students who used "describing the participant" as the first step. The statement of describing the participant presented by Table 4.3 The Analysis result of move 2 (Step I).

Table 4.3 the Analysis Result of Move 2 (Step I)

Abstract	Step 1
1	This research is conducted in tenth grade of MA Salafiyah
	Syafi'iyah and the subjects are 72 respondents.
2	In this study no sample was taken because the population was too small.
4	The number of population is 119 students of Islamic Education Study Program of 2014 State Islamic University Sunan Ampel Surabaya.
5	The population in this study was students of the management University Ma'arif Hasyim Latif Sepanjang Taman Sidoarjo

	by taking a sample of 85 students.		
6	The respondents in this study were teachers with a total of 64.		
7	In this study using a sample taken 10% error rate of 478, namely 45 MTs Al Ihsan Krian students.		
8	The Population and sample in this research is the student of		
	YAMASSA Islamic Elementary School of Surabaya with		
	354 students in total.		
10	Total of the sample is 25 teachers of MTs. Manbaul Ulum Bungah.		

Regarding to Table 4.3 finds out that students who write down the moves of method by describing the participant are 8 documents in their research writing. It occurs on students' document number 1, 2, 4, 5, 6, 7, 8, 10. Those statements are categorized into the move of method. As attached in the following example.

Students' Method (Document 1)

"This research is conducted in tenth grade of MA Salafiyah Syafi'iyah and the subjects are 72 respondents."

The example of expression points out that the researcher describes the participant. In addition, the expression indicates about the associative research method. The clue of word often found is "the total of correspondent"

2) Step 2

Based on Chart 4.2, it can be seen that there are 10 students who used "Mentioning the research design" as the second step. The statement of mentioning the research design presented by Table 4.4 the analysis result of move 2 (Step 2).

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

Abstract	Step 2
Abstract	Step 2
1	The associative research method is used in this research.
2	This research is included in the type of quantitative
	research.
3	This type of research is field research using quantitative
	methods with simple linear regression statistical analysis
	techniques.
	1
4	To achieve that goal, a quantitative research approach is
	used.
5	This study uses a quantitative approach to the type of
	field study approach that is casual correlation
6	This research is a correlation quantitative research that
	uses two variables X and Y, and analyzed using product
	moment analysis.
	D
7	Research uses a quantitative approach.
8	This is a field research using quantitative approach.
	This town of warrant is an attacking with the
9	This type of research is quantitative with linear regression
	statistic technique.
10	This research used quantitative approach.
10	This research used quantitative approach.

Dealing with table 4.4 shows that the students who write down the moves of method by mentioning the research design in their research

writing. It attached on students' document number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. As presented in the following example.

Students' Method (Document 3)

"This type of research is field research using quantitative methods with simple linear regression statistical analysis techniques."

The example of expression points out that the researcher describes the type of research design used in the research. The clue of word often found is qualitative, quantitative, mix-method.

# 3) Step 3

Based on Chart 4.2, it can be seen that there are 4 students who used "Describing the procedure in short" as the first step. The statement of describing the procedure in short presented by Table 4.5 the analysis result of move 2 (Step 3).

Table 4.5 the Analysis Result of Move 2 (Step 3)

T		~ .		
Abs	stract	Step 3		
- 2	1	For data collection techniques are observation,		
A		interviews, and questionnaires.		
		interviews, and questionnaires.		
	2	Data collection techniques used was observation,		
		-		
		interview, questionnaires, and documentation. While the		
		data analysis technique uses a simple linear refression		
		formula.		
		Tornian.		
	4	The method used in this research is observation,		
		questionnaire, and documentation. While for data		
		processing validity test using simple linear regression		
		formula.		
		7//		
	9	While the data collection method that I use is Interview		
		and Questionnaire.		
		and Questionnaire.		

Dealing with table 4.5 shows that the students who write down the moves of method by describing the procedure in short in their research writing. It attached on students' document number 1, 2, 4, 9. As presented in the following example.

Students' research method (Document 2)

"Data collection techniques used was observation, interview, questionnaires, and documentation. While the data analysis technique used a simple linear regression formula"

In the example, the expression points out that the researcher explains how the procedure to examine the data till the data is valid. Moreover, the clue of word shows the characteristic of describing the procedure "observation, interview, questionnaires, and documentation, recording, using formula based on the theory or expert".

## b. Move 3 : Result

The third move is "Result"; it has a step termed "Summarizing the main findings". In this study, researcher found that all of students stated their purpose in their thesis abstract. It is presented below:

## 1) Step 1

There are 10 students who used "Summarizing the main findings" as the only step in this move. The statement of summarizing the main findings is presented in Table 4.6 the Analysis Result of Move 3 (Step 1).

Table 4.6 The Analysis Result of Move 3 (Step 1).

Abstract	Step 1
1	The hypothesis by using a significant test of product moment correlation which is consulted with

2	This is based on data that produces data analysis that produces		
3	Based on the problems described above, after analyzing the results it shows that		
4	The results of this study show that		
5	The results showed that the quality of		
6	The test results have been carried out using		
7	The results showed that		
8	The result that has been obtained in		
9	The results showed that		
10	The findings of this research are		

In respect to the table 4.6 indicates that the students who write down the moves of result by summarizing the main finding in their research writing. It attached on students' document number 1, 2, 3 4, 5, 6, 7, 8, 9, 10. As explained in the following example.

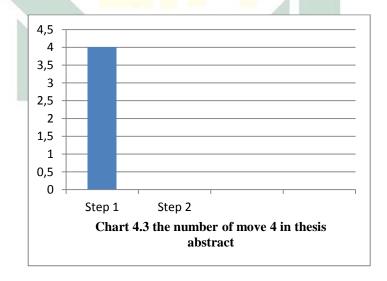
Students' Analysis Result (Document 4)

"The results of this study show that..."

In the example, the expression point out that it describes the finding that has been carried out by the researcher. Moreover, the clue of word often found "the result shows, indicates, have been conducted, the findings are." Thus, the expression indicates about summarizing the main findings of the research.

## c. Move 5 : Conclusion

Based on rubric adapted by Saboory and Hashemi from Swales' theory, the fourth move in thesis abstract is "Conclusion" (*see appendix 1*). In this move, the total of students who used "Conclusion" is 4 students. In "Conclusion", there are 2 characteristics that indicate the existence of conclusion as move 4. Those characteristics are Deducing conclusion from result and Drawing the indication of implication of the present findings. For shortening the result, the data and explanation are represented below:



## 1) Step 1

Based on Chart 4.3, it can be seen that there are 4 students who used "deducing conclusion from result" as the first step. The

statement of deducing conclusion from result presented by Table 4.7 The Analysis Result of Move 4 (Step 1).

Table 4.7 The Analysis Result of Move 4 (Step 1).

Abstract	Step 1
Document	
1	This study indicates that there is a high correlation between the fiqh learning in schools with the behavior of student's alms.
2	Which means self-confidence affects the performance of Islamic Education teachers.
5	The analysis conducted indicates that there is a relationship between the quality of academic and administrative services with student satisfaction at the University Ma'arif Hasyim Latif Sepanjang Taman Sidoarjo.
9	This shows that the positive influence between the intensity of internet use for PAI students with student achievement of PAI 19.18%. While other factors are personal self-students, family, environment, and community environment, and so on.

In respect to the table 4.7 proves that the students who write down the moves of conclusion by deducing the conclusion from the result in their research writing. It attached on students' document number 1, 2, 5, 9, as explained in the following example.

Students' Conclusion (Document 9)

"This shows that the positive influence between the intensity of internet use for PAI students with student achievement of PAI of 19.18%.

While other factors are personal self-students, family environment, and community environment, and so on."

In the example, the expression indicates that it describes the finding that has been carried out by the researcher. Moreover, the clue of word often found "the result shows, indicates, have been conducted, the findings are." Thus, the expression indicates about summarizing the main findings of the research.

# 2) Step 2

Created on Chart 4.3, it can be seen that no one student who used "Drawing the indication of implication of the present findings" as the first step.

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 Table 4.8 Percentage of Rhetorical Move Analysis below:

**Table 4.8 Percentage of Rhetorical Move Analysis** 

Types of Rhetorical moves	Total
Move 1	10
Move 2	10
Move 3	10
Move 4	4

Regarding to the table 4.8 indicates that, Education Students' thesis abstract fulfill the requirement of rhetorical move composition. The data presents that there are 4 move types in their abstract, but they have different percentage of each move. Based on 10 data, all of students used move 1, move 2, and move 3 in their thesis abstract. It is proved by 10 students in move 1, move 2, and move 3 in the table. Whereas move 4 has far difference from three moves, only 4 students used this move in their thesis abstract.

# 2. The type of Abstract in Thesis Abstract

Based on the data, it found some type of Abstract. The type of Abstract found in thesis Abstract follow.

No	Туре	Data
1	Indicative	
2	Descriptive	6
3	Informative	4

#### 1. Indicative abstract

Abstract type that describes about the problems contained in a paper or complete report. The purpose of this indicative abstract is to explain the contents of the original information in a concise, concise manner, and only convey an indication of the target scope of the writing. From the analysis of all abstracts being the source of data in this study, there is no single abstract included in indicative abstract.

## 2. Descriptive abstract

Descriptive abstract are generally used for humanities and social science papers or psychology essay. This type of abstract is usually very short 50-100 words. Most descriptive abstract have certain key parts in common. They are background, purpose, particular interest/focus of paper, overview of contents. The researcher found 6 students using Descriptive abstract. The features existing in these four descriptive abstracts include in document 3, 4, 6, 7, 8 and 10 this can be seen from the following moves and expressions.

The finding shows that the types can be found in documents 3, 4, 6, 7, 8 and 10. The detail information is described in the following section. Students write the content very short so the abstract document 3, 4, 6, 7, 8 and 10 are descriptive type.

#### 3. Informative abstracts

Informative abstract also have key parts I common. Each of these parts might consist of 1-2 sentences. The parts include background, aim or purpose of research, method used, finding/result, and conclusion. Only four student using Informative abstracts; those are document 1, 2, 5 and 9.

For the document 1, 2, 5 and 9 it is informative abstract because use all of the part. Base on the example it shows that student abstract using science and have 2 sentences so the type of abstract is informative abstract.

Based on the data students education not of all using the same type. For descriptive abstract six students using the type and for informative abstract only four students using this type.

#### **B.** 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.

# Rhetorical move of English thesis abstract of Education Students of UIN Sunan Ampel Surabaya

As stated 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 lack 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 abstract through the rhetorical move existence.

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

In this case, researcher investigated the fulfillment of education students' theses abstract of rhetorical moves requirement composition. The researcher found that education student used some or all moves below in their theses abstract. 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 abstract. *Introduction* move was found in 10 abstracts. The students used *Introduction* move for starting framework of the paper and persuading the research. This condition was in line with Swales' theory that the first thing that is stating in abstract is *Introduction*. <sup>64</sup>

The students had many variations in stating their *Introduction*. Some of them were exploring for subject distinction, creating subject

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<sup>&</sup>lt;sup>64</sup> 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.

simplification, and describing word and idea. Again, Swales' model has 2 constituent that can present the steps as "Introduction". They Stating the scene for current research (step 1), and stating the purpose of the study (step 2).

From students' work, the researcher found 2 similarities in students' thesis abstract and. Both state about step 1, and 2. Based on Saboori and Hashemi's finding, researcher usually understood through one step and use of 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". As result, both students' work and Swales' theory are in line. Although the students did not state all steps as "Introduction" characteristic, their writing had presented "Introduction" in their thesis abstract trough one or some steps.

#### b. Move 2: Method

After stating *Introduction Purpose*, the researcher found that students explained about subject of the study, method of the research, data collecting technique, and procedure of the research. Those explanations called move *Method* in Swales' theory. It was proved by 3

<sup>&</sup>lt;sup>65</sup> 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.

<sup>&</sup>lt;sup>66</sup> Fahimeh Saboori – Mohammad Reza Hashemi, "A Cross-Disciplinary Move Analysis ... 490.

constituents in *Method* move that similar with the finding; they are describing the participants, *Mentioning the research design*, *Describing the procedure in short* In this move, the researcher found that 10 students used this move in their thesis abstract. 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 use of more than two steps in the same abstract was almost not always examined.<sup>67</sup> 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 of education students who graduated in using *Method* move in thesis abstract, the researcher concluded that they had known about the importance of *Method* in thesis abstract.

#### c. Move 3: Result

The next statement that researcher found in thesis abstract 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

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<sup>&</sup>lt;sup>67</sup> 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.

verb indicate *Result* move.<sup>68</sup> Lined up with Swales' theory, students' thesis abstract explained about main finding or result that have move's step; *Summarizing the main findings*.

In *Result* move, the researcher found in 10 students used this move. According to Kanoksilapatham, *Result* move plays importance role in abstract because the result of his study proved that 10 students' 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 abstract.

#### d. Move 4: Conclusion

Based on the discovery above, researcher found that some of students used *Conclusion* as the closing of students' thesis abstract. *Conclusion* move was found in 4 students' thesis abstract. Some of students used *Conclusion* move for concluding the result, assessing importance of the research, and suggesting recommendation. This condition was in line with Swales' theory that the last thing that is stating in abstract is *Conclusion*. <sup>69</sup>

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<sup>&</sup>lt;sup>68</sup> Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 6

<sup>&</sup>lt;sup>69</sup> 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 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, Swales' model has 2 constituent that can present the steps as *Conclusion*. They are *deducing conclusion from result* (step 1), and *Drawing the indication of implication of the present findings* (step 2).

From students' work, the researcher found 2 similarities in students' thesis abstract and Swales' theory. Both state about step 1, and step 2. Nevertheless, the researcher found that there was not only use 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. 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 *Conclusion*. As result, both students' work and Swales' theory are in line. Although students did not state all steps in thesis abstract, but it had presented *Conclusion* in their thesis abstract trough one step.

<sup>&</sup>lt;sup>70</sup> 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.

<sup>&</sup>lt;sup>71</sup> 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.

Based on the finding above, most of education students' thesis abstracts fulfill the requirement of rhetorical move with the percentage 10 students' using of Introduction purpose, Method and result. Also, 4 students' abstracts are using conclusion.

# 2. The Type of Abstract in Thesis Abstract Education Student

The first research question result is the background of this discussion. Because of after knowing the rhetorical move in thesis abstract, the second research question focused on type of Abstract in education student thesis abstract.

Based on finding, researcher found that there were significant different among students' theses abstract of Education Student. The difference was about the number of type abstract they use. The researcher discovered that there were three types abstract.

First, Indicative abstract type Abstract that describes about the problems contained in a paper or complete report. All of student not use the type for writing abstract.

Second, descriptive abstract have certain key parts in common. They are background, purpose, particular interest/focus of paper, overview of contents. Six student using the type, they use part of descriptive abstract.

Third, Informative abstract also have key parts in common. The parts include, background, aim or purpose of research, method used, findings/result, conclusion. Four student use informative abstract in their thesis writing.



#### **CHAPTER V**

## CONCLUCION AND SUGGESTION

This chapter presents the conclusion of the researcher findings and suggestion.

The conclusion section describes the main findings of the research and proposes several suggestions for the students, lecturers, and further researchers.

#### A. Conclusion

As described the research findings and discussion section, there are essential points about how the student is writing in the abstract and the types of rhetorical moves used in writing abstract of research thesis. The points are:

- 1. The findings indicates that the majority of undergraduate students present three rhetorical move types for writing thesis abstract rather than using four rhetorical moves. Three rhetorical moves used are introduction, purpose and result. It shows that the way the students write down the abstract are not in accordance Swales's Theory. Whereas, Swales covers the pattern of rhetorical moves in writing abstract such as introduction, method, result and conclusion. However, this research finds out that the majority of students do not attach the conclusion in writing abstract of research.
- 2. In this point reveals types of abstract in writing thesis abstract consist of indicative abstract, descriptive abstract, informative abstract. However, dealing with 10 theses have identified, the majority of the students used is descriptive abstract. It indicates that student tends to use descriptive abstract

due to the students only aimed to conduct the research for examining and explaining dealing with the result of the study without providing the judgment to be written on the thesis abstract.

## **B.** Suggestion

Regarding with the findings of this study, the current research proposes some suggestions for the undergraduate students, UIN Sunan Ampel Surabaya, the lecturers and the future researcher.

#### 1. For the students

The students are expected to learn more and be aware and be aware about how to write down thesis abstract in academic writing by considering the pattern of rhetorical moves.

#### 2. For the lecturers

The lecturers need to explain clearly the procedures on how to write down thesis abstract properly. The lecturer who taught about seminar proposal can explain by giving feedback and require their student to practice in their academic writing.

## 3. For future researchers

For future researchers who are interested in examining the same topic. As this study found that, the most patterns of rhetorical moves and types of abstract used are three moves and descriptive abstract. The future researchers can allow investigating the factors and reason that encourage students to choose that pattern of rhetorical moves. Besides, the future researcher can find out the barrier of writing thesis abstract.

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