

**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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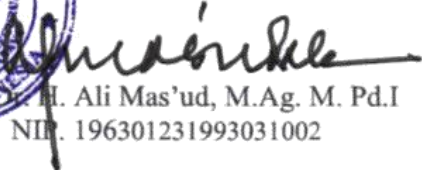
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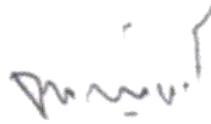
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ABSTRAK

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 retorik, siswa pendidikan*

Langkah Langkahretoris adalah serangkaian karya ilmiah yang memiliki bagian-bagian, yaitu tujuan pengenalan, metode, hasil, kesimpulan. Semua itu harus berurutan dan lengkap untuk membuat abstrak yang informatif. Tujuan penelitian ini adalah untuk mengidentifikasi langkah retorik 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 retorik: Pendahuluan Tujuan (100%), Metode (100%), Hasil (100%), dan Kesimpulan (40%). Juga, penelitian ini menunjukkan perbedaan urutan langkah retorik 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.¹ 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.² 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

¹ John M. Swales – Christine B. Feak, *Academic Writing for Graduate Student* (USA: The University of Michigan Press, 1994), 7.

² John M. Swales – Christine B. Feak, *Academic Writing ...* 7.

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.

1. To identify rhetorical moves of thesis abstract in Education Students of UIN Sunan Ampel of Surabaya.
2. 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,²⁰ 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,²¹ This study defines the rhetorical problem as the

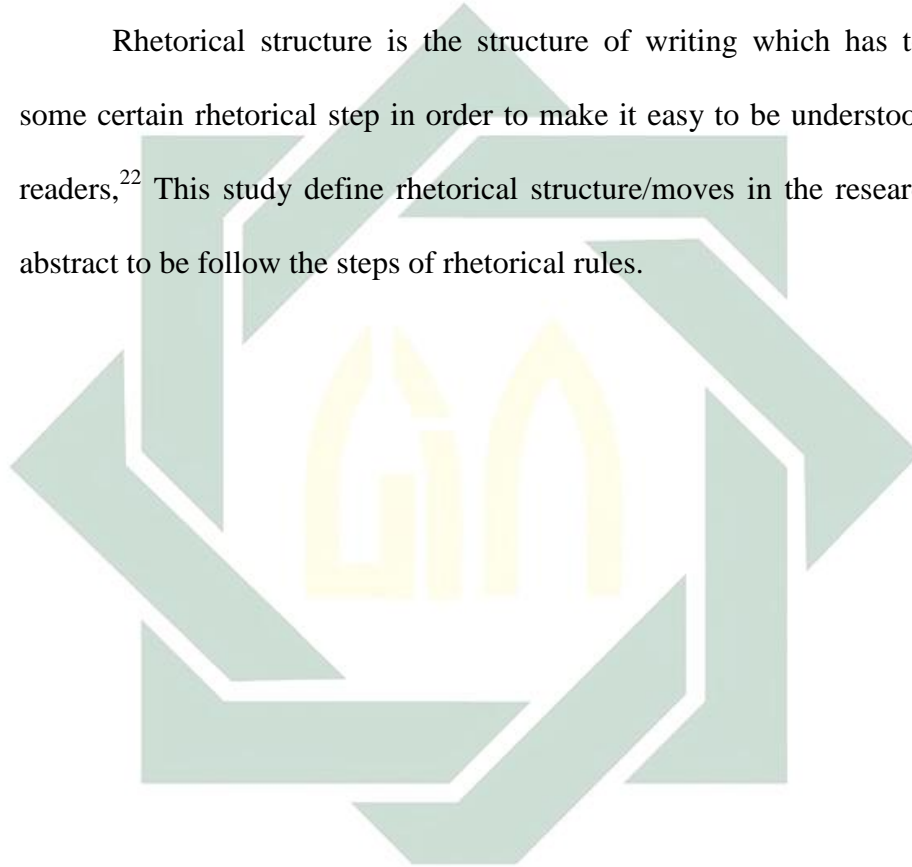
²⁰ The University of Melbourne. "Writing an abstract", (www.service.unimelb.edu.au/academicskills, accessed on January 03, 2015)

²¹ Carey L. J and Flower Linda. Foundations for Creativity in the Writing Process.....2

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,²² This study define rhetorical structure/moves in the research thesis abstract to be follow the steps of rhetorical rules.



²² 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.²³ 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

²³ The University of Melbourne, *Writing an abstract: Understanding and developing abstract* (www.service.unimelb.edu.au/academicsskills, accessed on January 3, 2015)

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,²⁷ 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,²⁸ 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

²⁷AcademicResourceCenter. "HowToWriteAnAbstract". (<http://www.google.co.id/url?q=http://uss.tufts.edu/arc/>, assessed on January 3, 2015)

²⁸ Philip Koopman, How to Write an Abstract (www.ece.cmu.edu/~koopman/essays/abstract.html) accessed on January 11, 2015).

4. **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,³⁰ 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.³¹ 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,³² those components have important role to guide readers having good understanding in brief information. The second is

³⁰Writing Centre Learning Guide, "Writing an Abstract" (www.adelaide.edu.au/writingcentre/, accessed on January 11, 2015)

³¹ National Information Standards Organization of America, *Guidelines for Abstract... 2.*

³² Philip Koopman, "How to Write an Abstract" (www.ece.cmu.edu/~koopman/essays/abstract.html), accessed on January 11, 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

conclude.³⁹ 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;⁴⁰ 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.⁴¹ Hyland, Koopman also mentions in his theory about motivation that also known as introduction, he states that this part should include the

³⁹ Ibid, 485.

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

⁴¹ Ibid.

importance of the work, the difficult of the area, and the impact of the study it is successful,⁴² 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

⁴² 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 explain 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.⁴³ 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.⁴⁴ Koopman strengthens that Method or approach discuss about simulation,

⁴³ Fahimeh Saboori – Mohammad Reza Hashemi, “A Cross-Disciplinary Move Analysis...”, 486.

⁴⁴ Ibid.

analysis of field data, variable control, ignore or measure,⁴⁵ 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.⁴⁶ 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

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

⁴⁶ Fahimeh Saboori – Mohammad Reza Hashemi, "A Cross-Disciplinary Move Analysis...", 486.

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, re-check 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.⁴⁸ 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.

⁴⁸John M. Swales – Bathia's , *A Genre Analysis of Thesis Abstract*.

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

Four previous studies from Budsaba Kanoksilapatham,⁵² 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.⁵³ 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

⁵²Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 1

⁵³ Karabacak and Qin, "Structure of Moves in Research Article Abstracts in Applied Linguistics"

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.⁵⁵ 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.⁵⁶ 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

⁵⁵ Amnuai and Wannaruk, "The introduction section of medical research articles, 100 American English and 100 Persian were analyzed according to Swales model"

⁵⁶ Siyaswati, "describing the students theses abstracts viewed from the rhetorical perspectives"

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.

1. 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,⁶¹

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,⁶² In the event of reducing the data, the researcher coded the data as follows:

- a. 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

⁶¹ Burhan Bungin, *Penelitian Kualitatif*. (Jakarta: Kencana prenada media group, 2007), 167.

⁶² 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.⁶³ 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.

⁶³ I'anutul 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 purpose	Methods	Result	Conclusion
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. -
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.

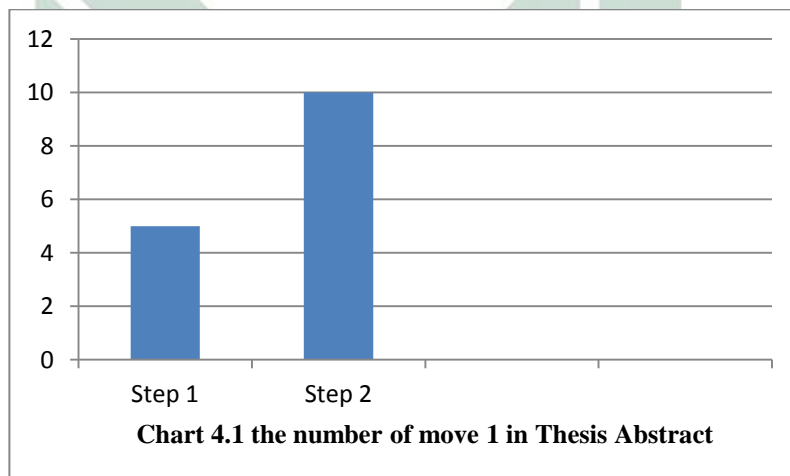
1. Rhetorical move of English thesis abstract of Education Students of UIN Sunan Ampel Surabaya

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:



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

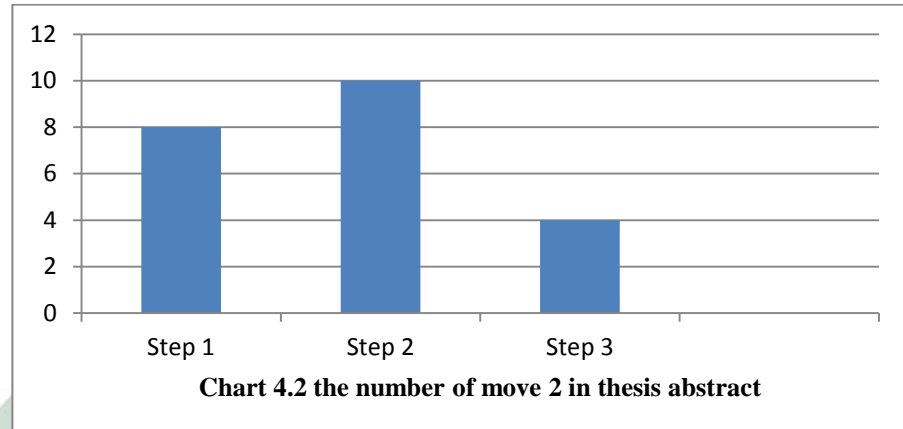
2) Step 2

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.

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
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.
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.
7	Research uses a quantitative approach.
8	This is a field research using quantitative approach.
9	This type of research is quantitative with linear regression statistic technique.
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

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)

Abstract	Step 3
1	For data collection techniques are observation, 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.
4	The method used in this research is observation, questionnaire, and documentation. While for data processing validity test using simple linear regression formula.
9	While the data collection method that I use is Interview 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)

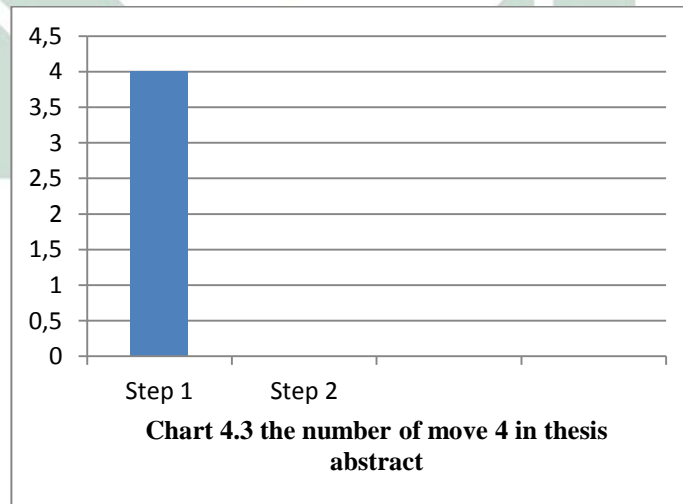
“The results of this study show that...”

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 I*). 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

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	Type	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.

1. 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*.⁶⁴

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

⁶⁴ 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.

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.⁶⁷ 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

⁶⁷ 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.⁶⁸ 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*.⁶⁹

⁶⁸ Budsaba Kanoksilapatham, "Generic Characterization of Civil Engineering Research Article Abstract". *The Southeast Asian Journal of English Language Studies*. Vol. 19, No. 3, 6

⁶⁹ 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*.⁷⁰ 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.⁷¹ 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 through one step.

⁷⁰ 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.

⁷¹ 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.

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.

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