

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the study, the problems of the study, the objectives of the study, the significance of the study, scope and limitation of the study, and definition of key terms.

#### **A. The Background of the Study**

An academic life can not be separated from scientific work. The scientific work determines the progress of a college. The more the number of scientific papers produced, the better the quality of the university. Therefore, every academician, both students and lecturers at a university must have the skills in writing a scientific work.<sup>1</sup> As stated by Dorothy E Zemach and Lisa A Rumisek that, “writing is a very important part of university study. Learners will write assignments that may range from one paragraph to several pages long, and will write answers on tests and exams that may be a few sentences long to a complete essay.”<sup>2</sup> Thus, the scientific work can also be regarded as a productivity determinant of an academic community.

A scientific work is an educational product resulted from the process of research and analysis which reported in writing by using a standard reference.<sup>3</sup>

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<sup>1</sup> Mahjoobeh Abarghooeinezhad and Shahla Simin, “Analyses Of Verb Tense And Voice Of Research Article Abstracts In Engineering Journals”, *International Letters of Social and Humanistic Sciences*, Vol. 47, (2015), 139-152.

<sup>2</sup> Dorothy E Zemach & Lisa A Rumisek, *College Writing from Paragraph to Essay* (Oxford: Macmilan, 2003), v.

<sup>3</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Kediri: STAIN Kediri, 2011).

Scientific writing can be divided into several categories. Based on the purpose, scientific writing are composed to complete the academic tasks and to complete a certain level of studies. Scientific writing as a tool to complete the academic tasks can be paper or research report. While the scientific writing as a tool to complete a certain level of studies are in the form of a thesis for undergraduate degree, thesis for master degree, and dissertation for doctorate degree.

In completing an undergraduate degree, every student should be able to do research in accordance with the disciplines under their control and report them by composing a scientific writing in the form of thesis. Thesis can be written by using quantitative or qualitative approach. Quantitative approach summarizes the data in the form of number which are then analyzed statistically.<sup>4</sup> Quantitative research presents the analysis obtained from the statistical processes. Whereas qualitative approach uses data findings in the form of social facts as found naturally in the field. Qualitative research approaches collect data through observations, interviews, and document analysis and summarize the findings primarily through narrative or verbal means.<sup>5</sup> Thus, qualitative approach is always descriptive qualitative research because researchers describe the facts which are found. Quantitative research

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<sup>4</sup> Marguerite G. Lodico et. al., *Methods in Educational Research: from Theory to Practice* (San Francisco: Jossey-Bass A Wiley Imprint, 2006), 12.

<sup>5</sup> *Ibid.*, 15.

is to verify existing theories, while qualitative research is to generate existing theories.<sup>6</sup>

Every thesis as a tool to complete a certain level of studies has systematic or specific structures that must be followed. Thus, by following the systematic, a scientific writing can be said that it is referred to the standard rules.<sup>7</sup> One part which should exist in a scientific writing is abstract.

An abstract is a summary of the thesis<sup>8</sup> which is written in short, solid, and clear. It cannot be separated from any scientific writing. Metaphorically speaking, an abstract is a cover that can attract possible customers' attention and represents the first and only contact with potential readers of the whole piece of writing.<sup>9</sup> It is used for knowing the whole content of the writing in a short time. Therefore, an abstract is very important since it is the key to understand the whole content.

In a research article, an abstract becomes the first part to be read to determine whether it is accepted or rejected in a certain journal. While in a thesis, an abstract is the first part to be read by the examiners.<sup>10</sup> For the

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<sup>6</sup> Mohammad Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa* (Malang: Penerbit Universitas Negeri Malang, 2012), 75.

<sup>7</sup> Azizeh Chalak and Zahra Norouzi, "Rhetorical Moves and Verb Tense in Abstracts: a Comparative Analysis of American and Iranian Academic Writing", *International Journal of Language Studies*, Volume 7 Number 4, (October, 2013), 101-110.

<sup>8</sup> Meltem Eser Ülker, "A Comparative Analysis Of Thesis Guidelines And Master Thesis Abstracts Written In English At Universities In Turkey And In The USA" (Tesis MA, Middle East Technical University, Ankara, 2012), 65.

<sup>9</sup> Diana Krajňáková, "A Structural Analysis Of English Thesis Abstracts In Slovak Academic Setting", *Jazyk a kultúra*, 19-20 (2014), 1.

<sup>10</sup> Brian Paltridge and Sue Starfield, *Thesis and Dissertation Writing in a Second Language: a Handbook for Supervisors* (New York: Routledge, 2007), 155.

readers, an abstract also becomes the first part to be read in order to be considered whether or not they will continue to read the whole writing.<sup>11</sup>

Although the length is limited, an abstract must represent the entire contents of the writing. Thus, the author of an abstract must be able to present the points in his thesis in order to be understood by the readers. Every point in an abstract represents a communicative function which supports the whole writing. The communicative functions of an abstract are realized in applying several moves. The use of moves in abstract represents the whole content of the writing. Therefore, to be able to convey the points well, the abstract authors should implement the moves in the abstract appropriately.

An abstract is written after an author finished writing the whole thesis but it is read in the first time by the reader before the whole thesis.<sup>12</sup> Sometimes, the authors of an abstract, moreover the non native authors, are lack of skill in the writing of abstract. Therefore, the researcher thinks that it is important to analyze abstract specifically on its move structure. It is important to know whether or not the abstracts which are written by the non native English Department student convey the points completely and the moves are applied in appropriate structure.

There are some researchers who have conducted research with the topic moves in the abstract. First, Iman Suroso (2010) conducted research on moves in abstracts of final project report written by Semarang State Polytechnic

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<sup>11</sup> John M. Swales and Christine B. Feak, *Academic Writing for Graduate Students* (Michigan: The University of Michigan Press, 1994), 210.

<sup>12</sup> Brian Paltridge and Sue Starfield, *Thesis and Dissertation Writing in a Second Language: a Handbook for Supervisors* (New York: Routledge, 2007), 155.

students entitled “Moves in the English Abstracts of Students' Final Project Reports”.<sup>13</sup> Second, Fan-ping Tseng (2011) analyzed moves and verb tense in the abstracts of research article with the title “Analyses of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals”.<sup>14</sup> Third, Supachai Saeew and Supong Tangkiengsirisin (2014) conducted a study comparing the rhetorical variation in the abstracts of research article with the title “Rhetorical Variation across Research Article Abstracts in Environmental Science and Applied Linguistics”.<sup>15</sup>

From the previous studies, it is known that there are several researches done on move in the research article abstracts. Meanwhile, the present researcher has not found research on the topic moves in the abstract of undergraduate thesis. STAIN Kediri is the only state college in Kediri. It has several undergraduate departments and one of them is English Department. English Department students in STAIN Kediri are also required to complete their study by writing a thesis in English language in the end of their study. The theses of English Department students of STAIN Kediri are written in English. The students also write an abstract in their theses. Based on these facts, the present researcher is interested in conducting research on moves in the thesis abstract of undergraduate students of English Department of STAIN

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<sup>13</sup> Iman Suroso, “Moves in the English Abstracts of Students' Final Project Reports”, *Ragam Jurnal Pengembangan Humaniora*, Volume 10 No 1, (April, 2010), 17.

<sup>14</sup> Fan-ping Tseng, “Analyses of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals”, *International Journal of English Linguistics*, Vol. 1 No. 2, (September 2011), 27.

<sup>15</sup> Supachai Saeew and Supong Tangkiengsirisin, “Rhetorical Variation across Research Article Abstracts in Environmental Science and Applied Linguistics”, *English Language Teaching*, Vol. 7 No. 8, (2014), 81.

Kediri to fill the gap. Thus, the researcher intends to conduct a study with the title “**An Analysis on Move Structures in Undergraduate Thesis Abstracts of English Department of STAIN Kediri**”.

### **B. The Problem of the Study**

Based on the background above, the problem of the study is related with research questions as follow:

1. What move structures which are used in undergraduate thesis abstracts of English Department of STAIN Kediri?
2. What move structure which is mostly used in undergraduate thesis abstracts of English Department of STAIN Kediri?
3. How move structure is used in undergraduate thesis abstracts of English Department of STAIN Kediri?

### **C. The Objective of the Study**

Based on the problem above, the objectives of the study are stated as follow:

1. To know what move structures which are used in undergraduate thesis abstracts of English Department of STAIN Kediri.
2. To know move structure which is mostly used in undergraduate thesis abstracts of English Department of STAIN Kediri.
3. To know how move structure is used in undergraduate thesis abstracts of English Department of STAIN Kediri.

#### **D. The Significance of the Study**

The result of this study is expected to give new contribution to the teachers, the advisors, the undergraduate students, and the next researchers.

##### 1. The teachers

The study about move structure used in thesis abstracts could be additional topic for teaching writing. Move structure in abstracts should not be underestimated in writing thesis. This is because the implementation of move can support a thesis to be well structured and more understandable. As quoted by Jien-Chen Wu and colleagues in their study that Anthony (2003) pointed out, “research has shown that the study of rhetorical organization or structure of texts is particularly useful in the technical reading and writing classroom”.<sup>16</sup>

##### 2. The advisors

The advisors are expected to be able to give good suggestion to the students who will write abstract for their thesis in the future. The suggestion could be taken from the result of this study about move structure in undergraduate thesis abstract.

##### 3. The undergraduate students

The undergraduate students could be exposed to the use of move structure in the thesis abstract. They could be familiar with the types of move in order to be able to write understandable abstract. By understanding

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<sup>16</sup> Jien-Chen Wu et. al., “Computational Analysis of Move Structures in Academic Abstracts”, *Proceedings of the COLING/ACL 2006 Interactive Presentation Sessions*, (July 2006), 41-44.

the move structure, the undergraduate students will be able to convey the points of the whole of their thesis well.

#### 4. The next researchers

The next researchers are hoped to be able to explore more study on move structure in abstract. This study is expected to be beneficial resource and reference for the next researcher who will analyze the same topic.

### **E. The Limitation of the Study**

This study focuses on analyzing the move structure in abstract. The abstracts are written by English Department students of STAIN Kediri academic year 2014-2015. There are 50 abstracts of undergraduate theses which are going to be analyzed. Hyland's framework of five-move structure is used to analyze the undergraduate thesis abstracts.

### **F. The Definition of Key Terms**

In order to avoid misunderstanding, the writer gives the definition of the key terms on this study. The definitions of key terms will help the readers to understand the content of this study in easier way. The key terms are analysis, move structure, undergraduate thesis, and abstract.



### 1. Analysis

An analysis is a study of something by examining its parts and their relationship.<sup>17</sup>

### 2. Move structure

Move is a functional point which must exist in any genre of writing. It is used for identifying the purpose of each stage in a text. Move structure is structure of each stage in a text.

### 3. Undergraduate thesis

An undergraduate thesis is a scientific writing written in a field of study by undergraduate students of strata 1 (S1) at the end of their study.<sup>18</sup>

### 4. Abstract

An Abstract is a brief description of why research is conducted, how research is conducted, and the main conclusion of the research.<sup>19</sup>

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<sup>17</sup> AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1995) 38.

<sup>18</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Kediri: STAIN Kediri, 2011).

<sup>19</sup> Ibid.