



A Generic Structure Of Thesis Abstracts Written By Undergraduate Students

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Articles Information Abstrak

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Karena banyaknya informasi akademik yang tersedia di seluruh dunia, abstrak penelitian menjadi sangat penting. Abstrak digunakan oleh pembaca untuk mengakses sebuah artikel, oleh jurnal untuk memilih kontribusi, oleh konferensi untuk menyetujui atau menolak makalah (Lores, 2004 sebagaimana dikutip dalam Al-Khasawneh, 2017). Oleh karena itu, dalam penelitian ini, penulis ingin menganalisis struktur generik abstrak tesis dengan menggunakan model Swales & Feak (2004), yaitu (1) latar, (2) tujuan, (3) metode, (4) hasil, dan (5) kesimpulan. Untuk menganalisis *genre* atau struktur generik abstrak tesis, penelitian ini menggunakan pendekatan studi kasus kualitatif. Sepuluh (10) abstrak tesis bahasa Inggris yang ditulis oleh mahasiswa program studi pendidikan bahasa Inggris dikumpulkan dengan menggunakan *purposive random sampling*. Peneliti memilah abstrak tesis dari dua tahun terakhir dan tesis yang menggunakan metode kuantitatif sebagai metodologinya. Temuan menunjukkan bahwa, gerakan tujuan (M2), gerakan metode (M3), dan gerakan hasil/temuan (M4) adalah gerakan yang paling sering terjadi pada abstrak yang ditulis oleh mahasiswa program studi pendidikan bahasa Inggris. Namun, langkah pendahuluan (M1) dan langkah kesimpulan/diskusi (M5) lebih jarang terjadi. Dapat disimpulkan bahwa sebagian besar abstrak tesis mengikuti pola lima langkah Swales & Feak (2004). Sedangkan pada beberapa abstrak tesis tidak dicantumkan langkah “pengantar” dan “penutup”.

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Abstract

Due to a large number of academic information available throughout the world, research abstracts have become extremely important. Abstracts are used by readers to access an article, by journals to pick contributions, by conferences to approve or reject papers (Lores, 2004 as cited in Al-Khasawneh, 2017). Therefore, in this study, the writer would like to analyze the generic structure of a thesis abstract by using Swales & Feak’s (2004) model, namely (1) background, (2) aim, (3) method, (4) results, and (5) conclusion. In order to analyze the genre or generic structure of thesis abstracts, this study uses a qualitative case study approach. Ten (10) English thesis abstracts written by undergraduate students from English education study program are collected using purposeful random sampling. The researcher sorts the thesis abstracts from the last two years and the theses which have used the quantitative method as their methodology. Findings show that the purpose move (M2), the method move (M3), and the result/finding move (M4) were the most frequently moves that occurred in the abstracts written by undergraduate students enrolled in the English education study program. However, the introduction move (M1) and the conclusion/discussion move (M5) occur less frequently. It could be concluded that the majority of the thesis abstract follows Swales & Feak’s (2004) five-move pattern. While in some thesis abstracts, the move “introduction” and “conclusion” are not included.



INTRODUCTION

A thesis is one of the requirements for students at undergraduate level who want to complete and graduate from their studies their study in the field of academics writing. Academics writing, such as thesis abstracts, has become an important aspect of the educational process. Since the abstract is required at practically every university's undergraduate level, both in terms of EFL and ESL. Thesis abstract is a type of academic writing that necessitates a specific agreement and merits a higher degree of research writing. In addition, thesis abstract is a crucial component of students work because it is one of the first things an examiner will get to see (Paltridge & Starfield, 2007). Along with their critical roles and functions in research areas, thesis abstracts have gotten a lot of attention and they have been studied from a variety of perspectives. Because there are many research articles released online these days, most readers restrict their research to titles and abstracts before deciding which Research Article or thesis abstracts to start reading the rest (Alhuqbani, 2013).

Due to the large number of academic information available throughout the world, research abstracts have become extremely important. Abstracts are used by readers to access an article, by journals to pick contributions, by conferences to approve or reject papers (Lores, 2004 as cited in Al-Khasawneh, 2017). As a new result, new research publication is more likely to be accompanied with more interesting abstracts, allowing them to be accepted into internationally renowned journals. The abstract, in essence, includes all sections of the undergraduate essay, although it should be condensed (Suwarni, 2021). In other words, a reader who reads the abstract must constantly be aware of why the study is important and how the values and implications are created. A good abstract will also help the reader understand why the study was conducted, and why it is necessary.

Therefore, in this study, the writer would like to analyze the generic structure of a thesis abstract by using Swales & Feak's (2004) model, namely (1) background, (2) aim, (3) method, (4) results, and (5) conclusion. In addition, this result of this study is expected to contribute to the literature on the generic structure of English thesis abstract written by non-native English writers.

LITERATURE REVIEW

Genre Analysis

In the 1980s, genre analysis was appeared in the field of ESP. Previous research in this field has revealed a variety of impacts on genre analysis, including "genre as social activity," "studying learners' writing," and "genre as a new rhetoric" (Paltridge, 2007). Especially, in literary study, the term 'genre' has been used for many years to refer to different types of literary writings and has been extensively used in related subjects with equal significance. In addition, the genre of a text has major implications to analysis since it implies that a text's relation to types, its generic identity, is a part of the meaning of a text (Eggins, 2004). Accordingly, genre is a concept for categorizing writings and describing how authors use language

to respond to recurring situations (Hyland, 2004). Therefore, it can be concluded that genre has an important role in a text or writing that can help readers recognize the types of text or the meaning of texts. In this study, the focus of genre analysis is on the generic structure of English thesis abstracts written by undergraduate students.

Genre Analysis of Thesis Abstract

Every year, a large number of research papers are produced throughout the world, and research article or thesis abstracts have become a vital tool for readers to choose acceptable studies. According to Martín-Martín (2005, as cited in Kosasih, 2018), the general objective of a research paper or thesis abstract is to give synopsis of the content of the accompanying paper. As a result, he advises authors of research article or thesis abstracts to use a set of rhetorical methods or move structures to provide an abstract in a conventionalized style.

Hyland (2004) proposes five-move generic structure of thesis abstract. Those are introduction, purpose, method, product, and conclusion. In accordance with Hyland (2004), Swales & Feak (2004) also proposes five-move generic structure of thesis abstract, they are (1) background of the study, (2) aim or purpose of the study, (3) method, (4) findings or results, and (5) conclusion. Therefore, in order to analyze the generic structure of 10 thesis abstracts, this study adopts the framework of Swales & Feak (2004) five-move pattern.

Previous Studies on Generic Structure of Thesis Abstracts

A number of studies (Al-Khasawneh, 2017; Kosasih, 2018; Suwarni et al., 2021) have been conducted to analyze the generic structure of thesis abstract written by academicians. Al-Khasawneh (2017) analyzed twenty abstracts written by native and non-native English speakers in the Applied linguistics field. He used Hyland's (2000) model of genre analysis to explore the differences between native and non-native writers in rhetorical structure of research abstracts. From his study, he found that both native and non-native English speakers followed the rhetorical structure of three moves (Purpose, Method, and Conclusion). Therefore, this finding can help students and novice writers in writing the appropriate thesis abstract.

Kosasih (2018) identified the move structure of English abstracts of students' thesis majoring in public administration, management, fisheries management, and mathematics education programs. In this study, the researcher used Bahtia's four-move structure and Swales & Feak's-move structure. There were 40 English abstracts collected and analyzed. This study shows that A-M-R (Aim-Method-Result) move structure is the most frequent abstract move structure used in every discipline across the four disciplines with proportion 35%. While, only 15% abstracts are in line with Swales & Feak's five-move structures, and only 4 (10%) abstracts are in line with Bhatia's four-move structure.

Suwarni et al. (2021) described the pattern and variation moves that appear from the undergraduate thesis abstracts at a specific college. 45 abstracts were analyzed by using content analysis. The results showed

that most abstracts involve rhetorical gestures similar to the previous study. The moves include an initial statement, a clarification of intent and confirmation of the results and explanations for the research's significance. The results also indicated that university students are more mindful of the logical series.

METHOD

This study analyzed the generic structure of thesis abstracts written by students of English Education Study Program at one of private universities in Surabaya. In order to analyze the genre or generic structure of thesis abstracts, this study uses a qualitative case study approach. It agrees with Hyland (2004b) who believes that small-scale research and qualitative methodologies are effective approaches to information regarding genre practices. The sources of data were ten (10) English thesis abstracts.

Table 1. The title of theses written by undergraduate students

Author	Title
Author 1 (2020)	The correlation between listening achievement and speaking achievement of English Department students in Widya Mandala Surabaya Catholic University
Author 2 (2020)	The use of video materials to improve the tenth graders' listening achievement.
Author 3 (2020)	The effect of using mind mapping to improve the fourth graders' vocabulary.
Author 4 (2020)	The effect of charades and pictictionary on noun attainment of 8th grade students.
Author 5 (2020)	The effect of role play technique in improving the speaking ability of grade 8 students.
Author 6 (2019)	Correlation between motivation and English Learning Achievement of XI grade students of a private Senior High School in Surabaya.
Author 7 (2019)	Predictive validity of the intensive course towards the English Skills courses of the English Department of Widya Mandala Catholic University Surabaya.
Author 8 (2019)	The effect of using Grammar Translation Method (GTM) and Jigsaw II in teaching reading on the reading achievement of grade 10 students.
Author 9 (2019)	The Correlation between content schemata and reading comprehension of English Department Students.
Author 10 (2019)	The effect of picture series on students' writing achievement of seventh graders.

The researcher sorts the thesis abstracts which have used quantitative method as their methodology. To analyze the generic structure of ten (10) English thesis abstracts, this study adopts the framework of Swales & Feak's (2004) five-move pattern.

Table 2. Swales and Feak's (2004) five-move pattern

Moves	Implied Questions
Introduction	What do we know about the topic? Why is the topic important?
Purpose	What is this about?
Methods	How was it done?
Results/findings	What was discovered?
Conclusions/Discussion	What do the findings mean?

Therefore, the data were analyzed as follows. First, the researcher read the thesis abstracts in repository to sort out which thesis used the quantitative method. The arrangement of thesis abstracts as a whole was given focus attention. Second, the researcher analyzed the generic structure of thesis abstracts

and coding the parts of thesis abstracts organization in order to classify each part of thesis abstracts into its generic structure.

RESULT AND DISCUSSION

The findings of this study are presented in this section. It starts with presenting the frequency of move occurrences in thesis abstracts written by undergraduate students enrolled in the English education study program.

Table 3. Frequency of the occurrences of the abstracts' moves

Moves	Total (out of 10 thesis abstracts)
Introduction	7
Purpose	10
Method	10
Results/findings	10
Conclusions/Discussion	7

As shown in the table 2, the purpose move (M2), the method move (M3), and the result/finding move (M4) were the most frequently moves occurred in the abstracts written by undergraduate students enrolled in the English education study program. However, the introduction move (M1) and the conclusion/discussion move (M5) occurred less frequently. This demonstrates that not all authors follow the conventional structure of abstracts. Then, the next section presents the results of each abstract move in details.

Move one - Introduction

The introduction move often outlines the research by providing current knowledge and discussion certain topics related to the field. There were only seven samples of Move 1 found in the 10 abstracts. These are the examples of this move:

Teaching vocabulary is not just about giving a list of vocabulary and asking students to memorize the words, but it is to make students comprehend the meaning and use the words they have learned. The fact is most of the students still have a lack of vocabulary. It becomes a challenge for a teacher to be able to teach the vocabulary simply and interestingly. (Abstract 3)

The Intensive Course (IC) is one of the several courses in the curriculum of the English Department. So far, IC has undergone several changes in the credits of the study, the coursebook, and the material used. The Intensive Course in the academic year of 2017-2018 is different from the previous year. (Abstract 7)

The four language skills are listening, reading, speaking, and writing. One of those important skills is reading. There are some factors must be concerned by a teacher as the students are doing reading test. If students are not familiar with the topic or they don't have the background knowledge, it will be harder for them to comprehend the text. (Abstract 9)

Those results are consistent with Swales & Feak's (2004) framework that the introduction move consists of the background of the study and why this study is important to conduct. Moreover, the writers often begin their thesis abstracts with the introduction or purpose move as the first move in the abstract. This indicated that authors consider the background of the study as an essential part of the abstract.

Move Two - Purpose

The purpose move is to present the objective of the study. The objective of the study is categorized into two types: descriptive (which focuses on reporting the research's aspects) and purposive (which employs language like "the aim" or "the purpose"). There were 10 abstracts which were stated the purpose of the study. These are several examples of purpose move stated in written abstracts:

The study was aimed to find out whether there is a positive correlation between listening achievement and speaking achievement of English Department students of Widya Mandala Surabaya Catholic University in the academic year of 2016-2017. (Abstract 1)

This research was conducted in order to find out the use of video materials to improve the tenth graders' listening achievement. (Abstract 2)

This research aims to discover the effect of Charades and Pictionary on nouns attainment of 8th-grade students. (Abstract 4)

The purpose of this study is to find out whether grade 10 students who are taught reading using Jigsaw II technique have a higher reading achievement than those who are taught reading using Grammar Translation Method (GTM). (Abstract 8)

All writers followed the same move of abstracts, as seen above. This means that in the abstract genre of Applied Linguistics, the purpose move is a required move (Van Bonn & Swales, 2007 as cited in Al-Khasawneh, 2017).

Move Three - Method

Writers utilized the method move to provide the population and sample, materials and instruments, research procedures, and design of the study to describe the process of conducting their research. In the present study, all writers included the method move in their research abstracts. These are the examples of method move:

The method used was quantitative. The design of this research was quasi-experimental. The total sample of this study was 34 students. The experiment group consisted of 17 participants, the control group consisted of 12 participants, and the last 5 participants included were in the pilot group. The instrument was the vocabulary tests. The test consisted of pre-test and post-test. The data obtained were analyzed using T-test. (Abstract 4)

The writer used pre experimental one group pretest posttest. This study was implemented in grade 8 of X Junior high school in Surabaya which consisted of 16 students as the subjects. (Abstract 5)

In this study, the writer used quantitative approach. The method used in this study was correlation methodology which has relation between two variables. The instrument used were questionnaire and reading comprehension test. After giving the test and questionnaire to the subjects, the writer calculated the mean of each score and correlated it using Pearson Product Moment formula. (Abstract 9)

The data were taken from the questionnaire distributed for the samples and the One year academic English learning achievement of the samples used in this research. The writer constructed the questionnaire by referring to a book entitled "Teaching and Researching Motivation" written by Zoltan Dornyeii (2011). The questionnaire consisted of 35 questions along with 4 scales (Strongly Agree, Agree, Disagree, and Strongly Disagree), while the One year academic English learning achievement was borrowed from the school file. The correlation level of the motivation and the English learning achievement was then calculated using Pearson Product Moment Analysis and Kolmogorv Sminov. (Abstract 6)

As previously stated, practically all analyzed abstracts included the method move, according to all abstracts. In addition, this move is required in every research abstract, and it would be extremely difficult to grasp the research if it were not included (Pho, 2008 as cited in Al-Khasawneh, 2017).

Move Four – Result/Finding

The result or finding move is used to convey and summarize the study's primary findings in a concise way. It might also include arguments or a description of the objective of the research goals that were met. In the present study, all writers included the result or finding move in their research abstracts. These are the examples:

The result of the class observation showed that most of the students enjoyed the activities in the teaching and learning process. They were active to answer some questions related to mind mapping. In addition, the result of the T- Test statistical calculation shows that there was a significant improvement in the students' vocabulary scores after they were given treatments with mind mapping. When the pre-test was held, the lowest score was 63 and the highest score was 100. After the researcher gave the treatment to them three times, their post-test scores show that the lowest score was 93 and the highest score was 100. (Abstract 3)

Based on the data output, the experimental group had an average gain score of 10,06 and the control group had an average gain score of 13.48. It was also found that the P-value was larger than the significance level ($0.17 > 0.05$). (Abstract 8)

Based on this analysis, it is known that the correlation between content schemata and reading comprehension is 0,71 which means that Null hypothesis (H0) is rejected and Alternative hypothesis (H1) is accepted. (Abstract 9)

The result of T-test showed that there is a significant difference on students' writing achievement. It means that the picture series technique facilitates the students to improve their writing achievement. The picture series technique might be an alternative way of teaching writing in class. For t-test calculation result, it showed that t-observation (t_o) was -5, 167 and the t-table was 1, 695. (Abstract 10)

These findings coincide with Al-Khasawneh (2017) who reported that all studied abstracts contained the result/finding move. Therefore, it is believed that the result/finding move is an important part in the thesis abstract.

Move Five - Conclusion

Writers use the conclusion move to make statements about the study and describe the conclusions taken from the findings. In the present study, there are seven out of ten thesis abstracts included the conclusion move in their research abstracts. These are the examples:

As a conclusion, mind mapping could improve students' vocabulary achievement significantly. (Abstract 3)

Therefore, Charades and Pictionary improved 8th-grade students' nouns attainment. Moreover, the result of Cohen's d effect formulation was 2.773, based on the indicator the result meant that Charades and Pictionary have significant effect on the student. (Abstract 4)

Thus, the Null hypothesis (H_0) was accepted which means that there was no significant difference between the reading achievement of the tenth graders who were taught reading using Jigsaw II technique and those who were taught reading using GTM. (Abstract 8)

From these findings, the writer concluded that Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_0) was rejected. In another word, there is a significant improvement between the writing achievements of seventh grade students before and after they are taught using picture series. (Abstract 10)

These result of this study in line with the result found in Suwarni's et al. (2021) who found that the conclusion move is more likely absent in some thesis abstracts. Most students tend to end the abstract by stating the result of their study.

CONCLUSION AND SUGGESTION

This study was conducted in order to analyze the generic structure of thesis abstracts written by undergraduate students of English education study program. It concludes that the purpose move (M2), the method move (M3), and the result/finding move (M4) were the most frequently moves occurred in the abstracts written by undergraduate students enrolled in the English education study program. However, the introduction move (M1) and the conclusion/discussion move (M5) occur less frequently. In other words, the analysis revealed that the majority of the thesis abstract follows Swales & Feak's (2004) five-move pattern. While in some thesis abstracts, the move "introduction" and "conclusion" are not included.

Considering the findings, it may be beneficial to students, particularly those who are new to academic writing, and it may contribute to the effort of these beginner writers in completing and publishing their research. A guide to better understanding textual changes in terms of moves, the sequence of moves, and the role played by each move in a thesis abstract may be provided by the findings for authors as well as for researchers.

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