

CHAPTER I

INTRODUCTION

This chapter comprises of five subchapters. They are background of the study, statements of the problem, objectives of the study, significances of the study, and scope and limitation of the study. Those subchapters are important to explain since it covers the whole study.

1.1 Background of the Study

Genre-based analysis has gained popularity for more than twenty years since such analysis was first conducted by John Swales in 1981. The approach to genre-based analysis commonly applied in the teaching of English for Specific Purposes (ESP) and has also been used in the teaching of writing of some school, for example, the *Sidney School*. The increasing attention given to the notion of genre-based analysis is motivated by a need to provide models of academic and scientific texts for the students, so that the students are able to produce a well-structured texts appropriately. (Swales, 1990)

Likewise, academic writing in general and writing of thesis in particular are a number of ways for scholar to communicate their ideas and findings through publications and achieve their degree. As one of the most important genre in the academic community, thesis has been the main interest in this discipline to be analyzed using a genre-based analysis especially for under graduate students. However another study have concerned on the analysis of the schematic structures of the small scale from a paper, it is a research article in terms of its constituent

moves, such as the first genre-based analysis of the introduction section conducted by Swales (1981), in which he offered a four-move model. Another study of genre analysis which investigates article introduction in economics is conducted by Lakic (1997).

According to Swales and Feak (2009), genre has been defined as a type of text or discourse designed to achieve a set of communicative purposes. They also pointed out that thesis is a type of written genre. Furthermore, the other components of the thesis are called part-genres, for example, the abstract section of the thesis. The abstract, a part-genre of the thesis, has gained significant attention in recent years. It can also be analyzed using a genre-based approach.

An abstract is a brief summary accompanying a thesis, research articles, review, or conference proceeding. Based on The American National Standards Institute (ANSI), it is defined as follows: “ [it] is an abbreviated, accurate representation of the contents of a document, preferably prepared by its author(s) for publication with it” (Lorés : 2004). The abstract has become an important part of the thesis as it leads readers to take up a topic, journals to select contributions, or organizers of conferences to accept or reject papers. This is especially true in today’s busy information world. That’s why the existence of abstract is needed.

The abstract found at the beginning of thesis has become an essential part of the paper. In the first place, it tends to be the first part of the paper to be read because it covers all of the whole paper, and, to some extent, it ‘sells’ the paper. Having the appropriate skills of writing an abstract is therefore important for beginning writers to enter the discourse community of their discipline. Likewise, undergraduate students need to know and be aware of the rhetorical organization

in writing abstracts in order to produce an effective abstracts. Abstracts are thus an important genre to study, for both reading and writing purposes.

So far, the research is focused mainly on the rhetorical organization of research article's abstract and there so many cross-linguistics and cross disciplinary studies focused on thesis abstracts for under graduate students, but no one of them took the thesis abstract which is written by under graduate students of English Study Program of University of Trunojoyo Madura as the source of data. The different studies which conducted about the similar research generally uses contrastive analysis approach which compared the rhetorical organizations of two kinds of disciplinary abstract, such as medical research abstract and engineering abstracts, and others might contrasting the grammatical features of the abstract.

For this reason, the writer is interested in analysing the abstracts of thesis produced by English Study Program students of Trunojoyo University using Swales Introduction-Methods-Results and Discussion (IMRD) model and the *Move-Step* model or CARS (Create A Research Space) model are adopted to analyse the macro- and micro-structure respectively. The present study focuses at the rhetorical moves of abstracts of thesis.

1.2 Statements of Research Problem

Related to the description of the background of the study above, the writer investigated the following research problems:

1. What are the constituent moves found in thesis abstracts wrtitten by English Study Program's students of UTM?
2. What are the steps of move used in thesis abstracts wrtitten by English Study Program's students of UTM?

1.3 Objectives of The Study

Related to the statement of the research problems above, this study is intended to:

1. Explain the constituent move found in thesis abstracts wrtitten by English Study Program's students of UTM.
2. Explain the step of the move used in thesis abstracts wrtitten by English Study Program's students of UTM.

1.4 Significances of the Study

By conducting this study, it is expected that this study can give both theoretical and practical contribution on the field of discourse analysis particularly on the analysis of genre-based study. Theoretically, this study is expected to give understanding about genre-based analysis especially on the abstract section of thesis produced by English Study Program's students of Trunojoyo Madura University. Furthermore, the results of this study are expected to be one of references for the next researchers in conducting further researchs in genre-based study and also for people who are interested in discousre analysis disciplin.

Practically, this study is expected to give significant support especially for the students of English Study Program Trunojoyo Madura University in

developing their knowledge and skills in writing thesis abstracts. In the teaching of academic writing, genre-based approach is seen as a good way to provide students with useful writing instructions. Through genre analysis, the students learn how the texts work in particular contexts and the rationale for using rhetorical structure in genre. Thus, this study is expected to help students produce texts or written discourse according to the conventions in the discourse community and achieve the communication purpose of the discourse.

1.5 Scope and Limitation

The scope of this study is in genre-based analysis discipline which focuses on the theory from Swales' IMRD (Introduction-Method-Results-Discussion) model and the *Move-Step* model or CARS (Create A Research Space) model are adopted to analyse the macro- and micro-structure respectively. Then, the limitation of this study is the thesis abstract words written by under graduate students from English Study Program of Trunojoyo University which graduated in the second session of graduation, precisely at September 2016.