

SKRIPSI



**A MOVE ANALYSIS OF BACHELOR THESIS ABSTRACTS
WRITTEN BY ENGLISH PROGRAM AND NON-ENGLISH
PROGRAM STUDENTS OF UNIVERSITAS MURIA KUDUS**

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UNIVERSITAS MURIA KUDUS**

2023



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OF UNIVERSITAS MURIA KUDUS**

SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirement for Completing
the Sarjana Program in the English Education Department**

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2023

MOTTO AND DEDICATION

Motto:

"Go underground, make them surprised"

Dedication:

This Skripsi is dedicated to:

1. Universitas Muria Kudus
2. English Education Department of UMK
3. Everyone I love and respect

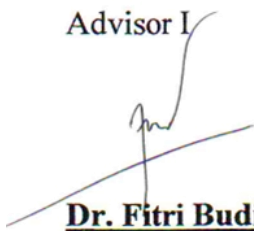


ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Amalia Tasya Kusumawardhani (201932024) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, 20 June 2023

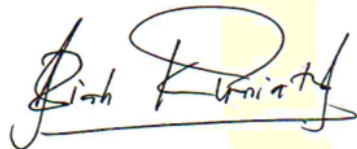
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Kudus, 3rd July 2023

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5. My family and friends for their indescribable support and understanding when I made this skripsi.
6. All people who gave invaluable guidance and advice through all the difficulties up to this stage.

The researcher realizes that this skripsi still has many flaws and is far from perfect. The researcher hopes there is constructive criticism so that researchers can correct existing mistakes. Therefore, a better skripsi can be created in the future.

Kudus, 5th July 2023



Amalia Tasya Kusumawardhani

ABSTRAK

Kusumawardhani, Amalia Tasya. 2023. “*A Move Analysis of Bachelor Thesis Abstracts Written by English Program and Non-English Program Students of Universitas Muria Kudus*”. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing : (1) Dr. Fitri Budi Suryani, S.S., M.Pd. (2) Dr. Diah Kurniati, S.Pd., M.Pd.

Kata Kunci: *Gerak Retorika, Abstrak, Skripsi*

Pada jenjang pendidikan S1, seorang mahasiswa diwajibkan untuk menyelesaikan sebuah skripsi. Idealnya penulisan abstrak skripsi harus sesuai aturan. Namun, abstrak yang ditulis oleh mahasiswa S1 tidak selalu sesuai dengan format yang ada. Kebanyakan dari mereka hanya membaca abstrak yang ditulis oleh peneliti lain untuk mendapatkan referensi tentang cara menulis abstrak yang baik. Hal ini akan menyebabkan kurangnya inovasi, berpikir kritis, dan kreativitas.

Terkait dengan latar belakang tersebut, penelitian ini bertujuan untuk mengetahui bagaimana gerak retorika dalam abstrak skripsi yang ditulis oleh mahasiswa Program Bahasa Inggris dan non-Bahasa Inggris di Universitas Muria Kudus. Model dari Hyland (2000) digunakan untuk menganalisis abstrak skripsi. Model oleh Hyland meliputi lima gerak yaitu, pendahuluan, tujuan, metode, hasil, dan kesimpulan.

Penelitian ini adalah studi kualitatif dengan dokumen sebagai instrumen untuk mengumpulkan data. Dokumen tersebut berupa abstrak skripsi yang ditulis oleh mahasiswa S1 Program Bahasa Inggris dan non-Bahasa Inggris Universitas Muria Kudus. Terdapat 30 abstrak yang dianalisis. 15 abstrak diambil dari Program Bahasa Inggris (Pendidikan Bahasa Inggris) dan 15 abstrak dari Program non-Bahasa Inggris (Manajemen, Psikologi, dan Hukum; masing-masing 5). Abstrak-abstrak tersebut didapat secara online melalui [eprints.umpk.ac.id](#) yang diterbitkan dalam tiga tahun terakhir (2020-2022).

Hasil penelitian menunjukkan bahwa gerak retorika pada abstrak bervariasi pada 4 struktur yaitu P-M-Pr, I-P-M-Pr-C, I-P-M-Pr, dan P-M-Pr-C. Struktur gerak yang paling banyak digunakan oleh mahasiswa Program Bahasa Inggris adalah model Hyland atau I-P-M-Pr-C (91,7%), sedangkan struktur gerak yang paling disukai oleh mahasiswa non-Bahasa Inggris adalah P-M-Pr (77 %). Mahasiswa Program Bahasa Inggris kebanyakan menggunakan Pendahuluan dan Kesimpulan, sementara mahasiswa Program non-Bahasa Inggris jarang menggunakan kedua langkah ini dalam abstrak tesis mereka.

Berdasarkan temuan tersebut, peneliti menyarankan agar mahasiswa S1 menyadari pentingnya struktur gerak retorika saat menulis abstrak skripsi. Guru dan dosen EFL juga tidak boleh mengabaikan pentingnya mengajarkan aturan tentang gerak retorika. Apabila aturan tentang gerak retorika dipahami sepenuhnya, diyakini siswa akan dapat menulis abstrak dengan lebih efektif.

ABSTRACT

Kusumawardhani, Amalia Tasya. 2023. “A Move Analysis of Bachelor Thesis Abstracts Written by English Program and Non-English Program Students of Universitas Muria Kudus”. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors : (1) Dr. Fitri Budi Suryani, S.S., M.Pd. (2) Dr. Diah Kurniati, S.Pd., M.Pd.

Key Words: *Rhetorical Moves, Abstracts, Bachelor Thesis*

At the undergraduate level of university, a student must complete a thesis. Ideally, the writing of thesis abstract should follow the features of the abstract genre. However, abstracts written by bachelor students do not always comply with the existing format. Most of them only read abstracts written by other researchers to get ideas about good structures and the way to write. This will cause to lack of innovation, critical thinking, and creativity.

In connection with the background, this research aimed to know how the rhetorical move of the bachelor thesis abstracts written by English Program and non-English Program students of Universitas Muria Kudus. Hyland's (2000) framework of the five-move structure was used to analyze the bachelor thesis abstracts. The five moves include the introduction, purpose, method, product, and conclusion.

This research was a qualitative study with the document as the instrument for collecting the data. The documents were the bachelor thesis abstracts written by English Program and non-English Program students of Universitas Muria Kudus. There were 30 thesis abstracts that were analyzed. 15 abstracts were selected from English Program (English Education) and 15 abstracts from the non-English Program (Guidance and Counseling, Management, and Psychology; 5 each). They were retrieved from the electronic database of eprints.unm published in the last three years (2020-2022).

The findings showed that the move pattern varies in 4 structures. They are P-M-Pr (13 abstracts), I-P-M-Pr-C (12 abstracts), I-P-M-Pr (3 abstracts), and P-M-Pr-C (2 abstracts). The most preferred move structure used by English Program students was Hyland's model or I-P-M-Pr-C move pattern (91,7%), while the most preferred move structure used by non-English Program students was the P-M-Pr move pattern (77%). The English Program students mostly used Introduction and Conclusion in their abstracts, while non-English Program students rarely used these two moves in their thesis abstracts.

Based on the findings, the researcher suggested that bachelor students should be aware of the importance of rhetorical move structure when writing a thesis abstract. Also, EFL teachers and lecturers should not neglect the importance of teaching the rule in move. Once the features of rhetorical moves are fully understood, it is believed that students will be able to write the abstract more effectively.

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