

CHAPTER I

INTRODUCTION

In this chapter, the writer discussed about the background of the study, formulation of research questions, purpose of the study, significance of study, scope and limitation of the research, and definition of key term.

A. Background of The Study

The genre method to perceive text has recently received significant attention in English for Specific Purposes area. The reason to perceive text not only how a text is understood but also how it is built, exploited, and applied in specific situations to achieve particular purposes, genre method is the study of language use in a larger sense (Bhatia, 2002). Thus that 'move' is a step of a set of steps composed of a sentence that varies in number and consists of one or more paragraphs. (Flowerdew & Dudley-evans, 2002). A move belong to functions as a semantic and functional textual unit with a predetermined function (Connor et al., 2007). The hierarchical organizational structure of the text schemas is the focus of move-based, it may be argued that move is a semantic unit employed for the author's goals (Nwogu, 1997). The conclusion can be drawn that the concept of move is a structural division that has communicative abilities and the aim is to describe the structure of the text (Swales, 1990).

Several move based studies have looked at how the MA thesis is organized in specific chapters, including the acknowledgement (Yang, 2013), introductions chapter (Nguyen & Pramoolsook, 2014b), introduction and the discussions Chapter (Hopkins & Dudley-evans, 1988), literature reviews chapter (Nguyen & Pramoolsook, 2014a), result and discussions (Nguyen, Thi Thuy & Pramoolsook, 2015) and organization a whole of thesis (Chen & Kuo, 2012). Although this study has provided us with a broad overview of the overall format of the MA thesis.

For students who do not speak English as their first language, writing a thesis in English brings obstacles (Shaw, 1991). English students receive little to no formal instruction on how to write each section of the thesis and are simply given a thesis writing handbook, despite the challenges that emerged through the informal interactions of the thesis writers with their supervisors during the current investigation. Some students format their own theses after consulting instructions, read books on thesis writing, or theses created by students in earlier courses located in their school library. Although the wording of every university's thesis writing instructions varies slightly, they all essentially cover the same fundamental areas that must be included in each thesis chapter. For example, the guidelines for the Conclusion chapter of the thesis provided by every university. The primary conclusions of the thesis should be summarized in this chapter, along with a list of the work's accomplishments, research implications, and suggestions for future study. Instructions and regulations' book that concentrate on thesis writing fail to

explain to students the different options for their theses or provide justification for the decisions taken by thesis writers (Paltridge, 2002).

The summary of the research is included in the conclusion section, along with other crucial information including deduction, implication, and recommendation (Morales, 2012). The Conclusions section has not been included in the discussions despite its significant importance (Posteguillo, 1999). This study is the only one to locate and evaluate the last portion, which is titled "Pedagogical Conclusions and Implications" (Ruiying & Allison, 2003). Also, in the corpora of 44 of Ph.D. dissertation conclusions encompassing several disciplines, and particular, despite the fact that both Science and Technology (ST) and Humanities and Social Sciences (HSS) are thesis-oriented, there are disciplinary differences in terms of movement structures in the Conclusion chapter of Ph.D. dissertations (Bunton, 2005). Particularly, HSS Conclusions highlight the study purpose, research topic, or hypothesis, while ST Conclusions concentrate on the task completed. Similar differences exist in their final stage, where HSS Conclusions provide Practical Implications and Recommendations and ST Conclusions finish with Future Studies. This study developed a framework with four primary movements and impartial movements by comparing the movements and phases within the scope of the Conclusions and Pedagogics sections in Yang and Allison's model (Chen & Kuo, 2012). Refer to another study to analyze the Conclusions chapter of M.A. thesis. In contrast to this models, Chen and Kuo (2012) movement model's initial phase has a communicative goal to convey the chapter's

organization and the objectives of this research, design features, and issues or hypotheses of the present study.

According from previous study, the conclusion pieces written by non-native British authors have not been the subject of any studies. In truth, there are not much research on writings created by authors who don't write in English, particularly Indonesian authors. The general sequential organization of the Conclusion chapters of thesis written by Indonesian students is still being investigated in this inquiry. From the explanation above, the researcher interested to investigate the move in conclusion written by English Department students with title “The Move of Thesis Conclusion Written by English Department Students”.

B. Formulation of Research Questions

In light of the information presented above in the context of the study, the researcher comes up with the following research question:

1. What are the move of thesis conclusion written by English department students?

C. Purpose of the Study

Based on the formulation of research problem above, the purpose of the research can be stated as:

1. To find out the move of thesis conclusion written by English department students.

D. Significance of Study

The research was conducted to provide some benefits. As for the benefits that can be described from this research includes:

1. The Students

The result of this study is the finding of the move of the conclusion thesis was done by the students of the English Department. With this finding, it is hoped that it can be used to overcome errors or deficiencies in writing conclusions, so that students can find out the correct writing of conclusions.

2. The Teachers

The result of this research is the finding of the correct thesis conclusion writing factors. With this finding, it is hoped that it can be used for teachers, especially teachers who become thesis supervisors in compiling conclusions correctly according to existing theories.

3. The Other Researcher

The outcomes of this investigation are supposed to be a guide or reference for other researchers for compiling the same research topic.

E. Scope and Limitation of the Research

To avoid misunderstanding what the authors explain, the authors limit the scope of the research to be more detailed and focused. In this study, it is limited to the move analysis of the conclusion. On the other hand, this study only does not examine the move analysis in the introduction, acknowledgment, literature review chapter, and results and discussion.

F. Definition of Key Term

1. The Move of Conclusion

Move is a common technique for assessing linguistic style, eloquence, and textual arrangement. Move include groups of functional communication duties, in this instance academic writing. The function of a specific text segment in a larger context is compared to the function of a move, which is compared to a step, which is a very specific rhetorical device used to express and actualize the function of motion. The use of move in the conclusion to examined in the moves or steps of the conclusion.

2. Thesis Conclusion

Thesis conclusion is a place to present findings that have been contributed of the study and define its relevance. Conclusion will monitor the findings, how the results can be applied or the benefits of research even research weaknesses and what further research can be done. The conclusion section is located at the end of the thesis; therefore, the conclusion is designed to the reader has an appropriate understanding of the case in the study.