

Exploring Abstract Writing in the EFL Undergraduate Theses: A Construction-Based Analysis

Nunung Nurjati^{a,1*}, Wahju Bandjarjani^{a,2}

^{a)} Universitas PGRI Adi Buana Surabaya, Indonesia

¹⁾ nunung.nurjati@unipasby.ac.id; ²⁾ wahjubandjarjani@unipasby.ac.id

* Corresponding Author: Nunung Nurjanti

ABSTRACT

An abstract is considered a miniature of a whole series of scientific works. The contents of each chapter in the entire scientific result must be represented in an abstract. However, various abstracts have different structures from one another. Thus, writers of scientific papers have a choice with the appropriate abstract form, but at the same time, they also have problems choosing which structure to use. Therefore, this study aimed to explore the designs of abstract writing from the EFL undergraduate students who different academic advisors guide. A qualitative method with content analysis was employed in this study by examining students' scientific work under the guidance of other supervisors in the form of theses with a focus on the abstract part. As a result of the research, it has been identified that most abstracts employed informative type and structured format with different compositions. In addition, the research results would contribute to the description of the abstract structure utilized by the students as the object of this research. Based on these findings, it can be suggested that understanding abstract construction can be employed by introducing different types of abstract and their format in academic writing courses or research methodology. The lecturer can apply the strategy of compiling leading questions for each abstract type. Answering the leading questions has guided the flow of abstract writing ideas in a thesis.

Keywords: abstract, abstract's structure, abstract's format, undergraduate thesis

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1. INTRODUCTION

Writing a thesis is an obligation for final-semester students. Even though it is an obligation, some students have difficulties finishing their scientific papers. A study revealed that many students have problems completing their thesis due to internal obstacles (Rahmiati, 2015). In addition, a preliminary survey conducted by the researchers on students revealed that they had difficulty writing scientific papers due to writing abstracts. When it comes to scientific writing, students are confused when they start working on an abstract for their academic work (Stubbs, 2003); Swales & Feak, 2012; (Rusitayanti et al., 2021).

An abstract is a starting point for writing a scientific paper, and every student should make it a marker of the end of their studies or as a requirement for their graduation from the university or college where they are enrolled as students. In comparison, scientific writing is an academic paper that must follow theoretical principles. It should be outlined consistently with the educational institutions' standards (Basthomi, 2016). So that the applicable rules can be observed, students are required to learn a writing style that is under these applicable rules. Students are highly demanded to understand the substance and procedure of writing. Academic writing at a university can attain this level of understanding and skills (Lowe, 1981).

The abstract is the first significant component of academic writing and plays a crucial role in creating scientific articles and thesis statements. It is a complete work of literature and can serve as the basis for a comprehensive analysis of the scientific findings (Bhatia et al., 1997); (Swales & Feak, n.d.); (Drury et al., 2023); Bouchrika, 2023). To become proficient in abstract writing, students must first master this skill. An abstract's structure and format are crucial to creating a clear and compelling impression (Bertin & Larivière, 2016). It should be communicative, meaning it should be easy for the reader to follow along and comprehend the main ideas without difficulties (Bagli, 2017); (Nugraha, 2022).

To get a more profound and thorough understanding of an abstract, in-depth research must be carried out with various aspects that form the structure of writing an abstract. Recently, many studies have been on the abstract of scientific work written by researchers from multiple institutions. The study (Nugraha, 2022) analyzed how Indonesian students' rhetorical moves and thematic patterns were used in their research. Thematic progression by Paltridge (2012) and Swales' CARS model (2004) was then used as the frameworks for the study. As a result, the study revealed that at least three rhetorical moves were required in the study's abstract. The findings also indicated that students favored continuous and linear thematic patterns. They were most likely to use grammatical subjects and verb phrases.

The research was done (Suwarni, 2021) with the goal of this research to describe the patterns and variations of moves exhibited in the abstracts of undergraduate thesis topics. Hyland's structure (2009) was applied in elucidating the different trends in the abstract. The results showed that many abstracts followed the same rhetorical gestures as the previous study. These included an initial statement and a clarification of the results. The findings showed that students paid more attention to the logical sequence when it came to learning, and the methodology and findings were the most significant abstracts. The language properties and rhetorical movements needed in academic writing were also considered.

In contrast, a study (Male, 2018) looked into the rhetorical patterns and movements found in the abstract section of the analysis to determine if they were similar to those exhibited in the previous study by Bhatia (1993). The research findings indicated that most of the abstracts submitted by English as a foreign language learners supported the results of the study by Bhatia. From those three previous studies, the similarities of those earlier studies have examined the rhetorical moves and genres of the abstracts studied, but with different models as references, such as those by Swales, Hyland, and Bhatia.

This condition can be interpreted that the gap between the previous and current studies might mean that the researchers have not looked into the study disciplines in the abstract writing format, which is easier yet basic enough for the students to work on. For instance, there has not been a lot of research on the construction or structure of such an abstract function. Therefore, this research mainly focused on this subject from the perspective of its function to complement the abstract studies that have been done to date. Then, the research question is raised: How is abstract construction applied in the undergraduate thesis of EFL students? Answering these research questions will provide an overview of how ideas are built in the abstract of a thesis that the object of research has done.

Abstract writing is an essential skill for researchers and academics. An abstract summarises a longer work, such as a research paper or dissertation (Harvey et al., 2019). The purpose of an abstract is to describe the article, not to evaluate or defend it. There are many formats of abstracts, and experts have introduced various kinds of abstract writing. The design of an abstract depends on the discipline in which you are working, and your professor or academic journal may give specific guidelines (Bagli, 2017). Different fields may have slightly different ways of structuring an abstract,

but the main elements remain the same. Some standard formats for abstracts include APA style, which requires a running head, page number, and specific formatting instructions, and structured abstracts, which have particular sections with word limits (Andrade, 2011).

This standard design of an abstract can be seen in various kinds of abstract structures and contents written in students' scientific works in the form of theses. Differences in structure, format, and content of abstracts, as mentioned by Swales & Feak (2009), are due to different types of abstracts, namely research article abstracts, conference abstracts, and dissertation abstracts. Likewise, the views on abstract models are also introduced by several experts. Hence, a lot of research on abstracts follows models presented by experts such as Swales, Hyland, Bhatia, and several more. It is suggested that Swales, Hyland, and Bhatia's abstract models differ in the number of moves and the disciplines they cover. Swales introduced a four-move model for research article introductions, while Hyland introduced a five-move model for research article abstracts. Bhatia's models were not explicitly named for the model. Additionally, Hyland's model was derived from analyzing 800 abstracts across eight different disciplines in science and social sciences, while Santos' model was derived from 94 abstracts in the field of applied linguistics (Darabad & Branch, 2018); Suntara & Usaha, 2013; Bhatti et al., 2019) Even though the difference is also found in the mention of what is referred to as a difference in the genre by following rhetorical moves, it remains that the difference in abstract lies in its structure, format, and content. Overall, an abstract should include a statement of the problem, research method and design, significant findings, and conclusions.

By following what has been conveyed by Swales & Feak (2009) that there are differences in the construction of the three existing types of abstracts, the construction reference must be used when viewed based on the types of abstracts (Bouchrika, 2023). Sirisilla (2022) writes that there are two kinds of abstract: 1) based-on function, 2) based on format. Abstract with based-on function is divided into: informative, descriptive, critical, and highlight abstract. At the same time, abstract with based-on format is divided into structured, non-structured, and semi-structured abstract.

2. METHOD

The qualitative design of this study was carried out through a content analysis method. Content analysis is a research technique used to systematically analyze and interpret the content of qualitative data, such as text, images, or audio. It involves coding and categorizing the data to identify patterns, themes, or meanings (Maher et al., 2018).

The data were in sentences in the student's theses in the abstract section. The data were gathered from the scientific thesis works of the study program's undergraduate students from the English Education Department, selected from the students who passed the thesis examination from 2019-2020. There were ten students' theses selected. Those ten students' theses were taken from five selected supervisors who supervised and guided thesis writing in that period. Each supervisor contributed two student thesis results to the research program's ten randomly chosen works. Data collection was carried out by reading each section of the paper.

The data analysis has undergone several steps in applying content analysis (Bengtsson, 2016). The steps are:

- 1) Familiarization with the data: It urges familiarity with the data set. This step involves reading and reviewing the textual data, such as written documents, interview transcripts, or other forms of communication, to gain a comprehensive understanding of the content.
- 2) Coding: The next step is coding, which involves systematically assigning labels or codes to data segments representing meaningful analysis units. Codes can be assigned based on themes, concepts, or patterns identified in the data. This process helps organize and categorize the data.

3) Development of coding scheme: In this step, the researchers create a coding scheme or framework that outlines the categories, concepts, or themes to be used during coding. The coding scheme provides a systematic structure for organizing and analyzing the data. It may be developed before data collection or refined during analysis.

4) Data reduction and synthesis: After coding the data, the researchers engage in data reduction, which involves condensing and summarizing the coded data into manageable units. This process helps identify common patterns, themes, or relationships across the data set. The researchers may also synthesize data, integrating the findings from multiple sources to generate comprehensive insights.

5) Interpretation and analysis: In this step, the researchers interpret the coded data, looking for underlying meanings, connections, or explanations. They analyze the relationships between codes, themes, or categories and draw conclusions based on their interpretations. This process involves identifying patterns, deviant cases, and exceptions to generate rich insights.

6) Validity and reliability: The researchers consider validity and reliability throughout the data analysis. Validity refers to the accuracy and truthfulness of the findings, while reliability concerns the consistency and repeatability of the analysis. Researchers employ strategies such as member checking, peer debriefing, and intercoder reliability checks to enhance the rigor of the analysis

Data analysis was conducted to compare and contrast the content presented in the abstract section with the descriptions provided by Sirisilla (2022) and Bouchrika (2023) in Table 1.

Table 1. Description of Type of Abstract

Based on Function	Based-on Format
1. Descriptive abstract <ul style="list-style-type: none"> consists of 50-100 words. content: background, purpose, focus of research, and overview of the study It provides a brief description of the major points and findings 	1. Structured abstract <ul style="list-style-type: none"> has a paragraph for each section: Introduction, Materials and Methods, Results, and Conclusion displays in an informative abstract
2. Informative abstract <ul style="list-style-type: none"> contains 200-250 words content: background, purpose or research question, methodology, result, conclusion, and recommendation 	2. Semi-structured abstract <ul style="list-style-type: none"> written only in one paragraph
3. Critical abstract <ul style="list-style-type: none"> 400 to 500 words due to analytical commentary. provides an analysis of the paper's findings and an overview of the whole thing. refer to compare and contrast the results. 	3. Non-structured abstract <ul style="list-style-type: none"> a type that does not involve divisions. suitable for descriptive abstracts.
4. Highlight abstract <ul style="list-style-type: none"> an uncommon type of abstract not designed to provide a comprehensive paper summary. aims to catch the reader's attention by highlighting the research's unique aspects. 	

Source: Bouchrika (2023) and Sirisilla (2022)

The mapping of abstract constructions in each thesis studied can be identified based on the indicators in each type of abstract category.

3. RESULT AND DISCUSSION

3.1 RESULT

The section on research results is actually to cope with the answers to the research question about how the abstract construction is applied in the undergraduate thesis of EFL students. The tables

below provide an overview of the study's findings and the theoretical framework used to analyze the abstracts. This type of analysis was previously not widely used in research. The infrequency of research extensively using the theoretical framework mentioned by Bouchrika (2023) and Sirisilla (2022) can be seen in the few studies discussing its use. A more detailed description of the research results can be seen from the following findings.

3.1.1. Type of Abstracts Identified in Student's Theses

Ten abstracts were analyzed to identify the structure using the model quoted and implemented from the models mentioned by Bouchrika (2023) and Sirisilla (2022). This study combines the two models for analysis purposes to obtain review results with a broader scope. The followings are the results of the analysis.

Table 2. Type of abstract identified in student's theses

Datum	Abstract based-on function				Abstract based-on format		
	Descriptive	Informative	Critical	Highlight	Structured	Semi-structured	Non-structured
1		v			v		
2		v			v		
3		v			v		
4		v			v		
5		v			v		
6		v			v		
7		v			v		
8		v			v		
9		v			v		
10		v			v		

Source: Result of Data Analysis

Table 2 displays the content analysis results of the abstracts studied, showing the same result as the analyzed abstracts. Based on their function, all abstracts have a structure that is categorized as an informative type of abstract, in which this classification is based on the indicators displayed by all the abstracts studied which have these characteristics, namely: 1) the number of words is more than 100 words but not exceeding 400 words, 2) has a content structure that includes background, purpose or research question, methodology, result, conclusion, and recommendation. In terms of the number of words, none of the abstracts studied contained less than 100 words. If the abstract uses less than 100 words, stating the concept in scientific writing will be challenging because it is a miniature of the entire scientific paper. In terms of content, the abstract under study writes down the elements of thought that should be displayed in a scientific work which must show the background of the study, objectives or can be in the form of research questions, research methods, research results, conclusions and implications of the research.

While, if seen from its format, all abstracts studied can be called a structured type of abstract with undeniably seen of the separate paragraph of its part. Most abstracts are divided into two or three paragraphs to differentiate between them. None of the abstracts studied has one paragraph. This format shows the characteristics of a structured abstract type. Another determinant that can be identified in a structured abstract type is the presence of content that shows concepts with different content, as seen in the introduction, material, method, result, and conclusion. This feature is almost the same as shown in the informative type of abstract.

3.1.2. The Description of the Identified Type of Abstracts of Student's Theses

Table 3. The Description of the Identified Type of Abstract of Student's Theses

Datum	Informative Abstract		Structured Abstract	
	No. of words	Content	No. of Paragraphs	Content
1	209	- No Background - Aims - Method - Result - Conclusion	3	- No Introduction - No Materials - Method - Result - Conclusion
2	251	- Background - Aims - Method - Result - Conclusion	3	- Introduction - No materials - Method - Result - Conclusion
3	251	- Background - Aims - Method - Result - No conclusion	2	- Introduction - Materials - Method - Result - No Conclusion
4	163	- No background - Aims - Method - Result - No conclusion	3	- No Introduction - No materials - Method - Result - No Conclusion
5	269	- Background - Aims - Method - Result - Conclusion	2	- Introduction - Materials - Method - Result - Conclusion
6	214	- Aims - Background - Method - Result - Conclusion	3	- No Introduction - No Materials - Method - Result - Conclusion
7	238	- Background - Aims - Method - Result - No Conclusion	3	- Introduction - Materials - Method - Result - No Conclusion
8	258	- Background - Aims - Method - Result - No Conclusion	3	- Introduction - Material - Method - Result - No Conclusion
9	137	- Background - Aims - Method - Result - No Conclusion	3	- Introduction - No Materials - Method - Result - No Conclusion

Datum	Informative Abstract		Structured Abstract	
	No. of words	Content	No. of Paragraphs	Content
10	151	- Background - Aims - Method - Result - No conclusion	3	- Introduction - No Material - Method - Result - No Conclusion

Source: Result of Data Analysis

Table 3 provides a detailed description of the findings. These include the categories of informative and structured types of abstracts that are examined. In the number of words, according to the count of words made up of the abstract, the fewest number of words is 151, followed by the most at 257. It shows that the abstracts studied have similar characteristics to the informative category, ranging from 200 to 250 words. Even though the number of words in the abstracts that fall under the informative category is not exactly 200 to 250 words, it is still close to that range.

In terms of content that builds the abstract, there are variations in filling the contents. Not all abstracts studied have a complete range, as shown in indicators of informative type abstracts, ideally containing Background, Purpose or Research Questions, Methods, Results, and Conclusions. Some abstracts do not display the entire contents of the subject. Six out of ten abstracts studied did not write a concluding statement. This result means that 60% of them did not come up with a conclusion. Another part that is not displayed is the background. However, the absence of background was only found in two (2) abstracts studied.

If the focus is on the paragraphs that make up the abstract, what is interesting is that the abstract under study comprises a pattern of two (2) and three (3) paragraphs. When referring to Bouchrika's (2023) and Sirisilla's (2022) opinions, a structured abstract should have a number according to its contents. If the abstract features are Introduction, Materials, Method, Result, and Conclusion, then five paragraphs should feature these sections. However, what happens is that several parts are combined into one paragraph. Generally, the first is the introduction with the purpose or research question, the second is the material and method, and the last is the result and conclusion. So, generally, an abstract consists of three paragraphs. It is identified from the abstracts studied that eight abstracts show three paragraphs, meaning that 80% of the abstracts follow a pattern of three paragraphs.

And the last thing that is of concern is the arrangement of content from a structured abstract, where the complete formation should contain an Introduction, Materials, Method, Result, and Conclusion. However, some abstracts do not write down some parts. The most that the author did not write was the conclusion, in which there were six (6) abstracts without a conclusion or equivalent to 60% of the total abstracts studied. This description indicates that although the abstracts studied are categorized as structured abstract types, not all of them fulfill the characteristics of being structured abstracts with the absence of several parts that should be the completeness of a structured abstract.

Table 4. Samples of analysis of the abstract of student's theses (Datum 1)

Abstract	function	format
The purpose of the study was to describe the teacher applied project based learning model on teaching speaking for seventh grade at UPT SMP Negeri 8 Gresik. Speaking become another skills that made students felt afraid and unconfident to speak English because they worried to make some mistakes. The researcher used project based learning as the learning model on teaching speaking.	209 words Informative - No Background	3 paragraphs Structured - No Introduction

Abstract	function	format
<p>The researcher used descriptive qualitative. The data on this study was teaching learning speaking process and the source of the data was the students of VII K and the teacher at UPT SMP Negeri 8 Gresik. The researcher collected the data from participant observation, questionnaire and interview.</p> <p>The result of the study that is from the participant observation the observer answered that the researcher had been done applied project based learning model on teaching speaking steadily. Then, from the questionnaire said 58% represented answered strongly agree about project based learning applied on teaching speaking also from the interview the students interested with using project based learning model on teaching speaking because they can use their innovation and creativity to make the project and learn how speaking is funny. So, it can be concluded that project based learning model can be applied at UPT SMP Negeri 8 Gresik</p>	<ul style="list-style-type: none"> - Aims - Method - Result - Conclusion 	<ul style="list-style-type: none"> - No Materials - Method - Result - Conclusion

3.2. DISCUSSION ON RESEARCH RESULT

The findings of the research presented in Table 3 and Table 4 mentioned above, which were based on the views of Bouchrika (2023) and Sirisilla (2022), concluded that they fall under the category of informative abstracts and structured abstracts composed of indicators of construction that build the abstracts. This finding seems predictable because the results generally show the uniformity of the feature-forming elements of each abstract studied. Regarding diversity, regarding abstract building blocks, various characteristics make it different from other types of abstracts. However, the University of North Carolina Writing Centre (2023) argues that an informative abstract is not limited to social science. It can be used in all academic papers, and it summarizes the main findings or trends of the study. It should also include a brief explanation of the main idea of the research, the procedure for carrying out the study, and the results. An informative abstract includes the information in a descriptive abstract, such as the purpose, methods, and scope, but also consists of the author's results, conclusions, and recommendations. While descriptive abstracts only describe the work, informative abstracts present and explain the work's main arguments, results, and evidence. Therefore, an informative abstract can be used in any discipline, not just social science.

The uniformity in the structured and informative forms of abstract categories is commonly found in abstracts written in social science thesis (Bouchrika, 2023). In social science studies, an abstract must be well-written. It helps the reader get the essence of the article or paper quickly and lets them decide whether or not they should read the entire thing (University of Wisconsin, 2023). Although social sciences do not have a specific word limit, an abstract should ideally not exceed 150 to 400 words (UNC, 2023; University of Wisconsin, 2023). An informative abstract is composed of various key components. These include the study's main findings, the research methodology, the conclusions, and the value added by the work (UNC, 2023; University of Wisconsin, 2023). However, according to the results of several studies (Becker et al., 2017), the components written in the abstract are not always as complete as those written as the ideal components that make up the abstract. This current study identifies this description, where only one abstract comprises full details.

To be more comprehensive, another type of abstract can be applied. It is a type of critical abstract. It is also used in social science studies. Sirisilla (2022) suggests that an abstract for a scientific study should use the essential type category to describe its subject, as it requires a more precise and comprehensive explanation. It should also have words that can cover up to 500 words. It is doubled in the informative category of the abstract. Critical abstracts are evaluative summaries that compare and contrast the paper's weaknesses and strengths. They are longer than informative or descriptive

abstracts, and they usually contain a lot of analysis. They are commonly used in social science studies (USC, 2023; Study Smarter, 2023). Critical abstracts are documents that evaluate a given paper rather than merely describing it. They should encompass an examination of its methodology, results, conclusions, and findings, as well as a perception of its significance and quality. Such abstracts should be written after a researcher has completed the study, reflecting on the findings' limitations and implications. This abstract should state the study's reliability, validity, completeness, or usefulness (Atanassova et al., 2016). It should be regarded as a published work and should not exceed 150 to 400 words. It should be able to provide a quick summary of the paper without needing a reader to go through the entire text (Wisconsin, 2023; McCombe, 2019; Andrade, 2011). Critical abstracts should be formatted in a way that makes the most of the information presented in the article. They should be concise and should be able to be easily understood by non-specialists. Furthermore, they should contain information about the study's theoretical framework, methods, and research area (Harvey et al., 2019).

While the highlight type of abstract is rarely described in abstract discussions, some discussions of abstract topics do not discuss the existence of the fourth type of abstract, which is a highlight type of abstract. Even, Labaree (2018) only introduces three kinds of abstract: informative, descriptive, and critical. This type of single paragraph is usually composed to highlight the key content areas, research purpose, relevance or importance of the work, and primary outcomes (Halpern & Phelan, 2017; Study Smarter, 2023). Instead of presenting a comprehensive summary, highlight abstracts aim to catch the reader's attention. They do so by emphasizing the unique aspects of the research (Study Smarter, 2023). This type of abstract is not found in the abstracts that are the object of this research. This description becomes clear because the highlight abstract only applies to abstracts that interest readers with surprising findings or outcomes and has a limit of fewer than 150 words.

By understanding the abstract type and all its supporting components as introduced by the experts, students working on writing their final thesis will be helped to put their ideas and concepts into coherent abstract writing according to the characteristics of each component. By understanding the characteristics of each element in the form of leading questions, the abstract writer will be directed by their concept of thinking through the answers to the questions for each component. For example, in the Background component, the following questions will be asked: *What is the nature of your topic/study, and why did you do it?* In Method can be asked: *What methods did you use to conduct your research?* In Result can be asked: *What are the results of your study?* These are some of the questions that should be answered when designing an abstract. By answering these questions, the writers can ensure that their abstract accurately reflects the data and provides valuable insights into the research topic.

For lecturers in academic writing courses or academic advisors for student thesis writing, understanding the format and structure construction of abstracts will benefit as follows: 1) it can help lecturers teach students how to write abstracts that are relevant to their projects, which can help them to assess longer work relevance to their project, 2) it can help lecturers to teach students how to write informative, meaningful, and impactful abstracts, which is essential as an abstract is the first thing readers will see and they will most likely start to form an opinion about the project research based on it, and 3) overall, teaching abstract writing can effectively help lecturers to improve their students' writing skills, which can benefit them in their academic and professional careers (Sanganyado, 2019); (The University of North Carolina, 2023).

It is highly recommended that lecturers introduce various abstract constructions to students so that they understand the correct structure and format in abstract writing. One way the lecturer can do this is to provide abstract examples of previous research and discuss them with students. This description can help students understand how an abstract should be made and how to arrange each required abstract part.

In addition, lecturers can provide guidelines or written guidelines regarding the format and content of abstracts that students must meet. This guide should include information on the permitted length of the abstract, which parts should be included, and how to organize the data presented in the abstract. Thus, students will have an apparent reference of what is expected of their abstract. In addition to providing examples and guidelines, lecturers can give constructive feedback on student abstracts. This feedback should include information about what went well in the abstract and what needs to be improved to make it more effective. This feedback can help students improve their ability to write abstracts and provide helpful experience in writing scientific documents in the future.

4. CONCLUSION

It can be concluded that the types of abstracts used in writing the thesis under study are categorized as informative abstracts and structured abstracts, as indicated by component indicators based on their function and format. To construct an abstract, one should remember that it is a summary of a research paper, usually about a paragraph long, that should be intelligible on its own without the reader having to read the entire paper. From the results of this research, it is essential to know that the abstract in a thesis is a summary of the contents of the whole thesis, which provides a brief description of the topic, objectives, methodology, findings, and conclusions of the research. Therefore, the abstract must contain all the essential information in the thesis and meet the format standards set by the academic institution.

In addition, abstracts must also meet specific requirements set by academic institutions. For example, some require an abstract length of no more than 250 words or set particular structures, such as stating the research problem, research objectives, research methodology, findings, and conclusions. Therefore, students must ensure that their abstract meets all the format and content requirements of the academic institution where they complete their thesis. By complying with these standards, the abstract will accurately and effectively represent the contents of a complete thesis.

It is suggested that the lecturer provide the students with written guidelines to help them create compelling and informative abstracts. This guideline should include information about the type of information that should be included in the abstract and how to organize it. More important is designing the leading questions to guide the flow of ideas. A clear understanding of what is expected of the paper's abstract can help students make informed decisions when writing their academic papers.

Further research can be carried out by increasing the number of respondents taken from various disciplines to determine the differences in the results of the abstract construction of theses made by students. In addition, it also adds to the scope of theses that do not only come from specific scientific disciplines so that the mapping of abstract constructions written by students can better describe the actual conditions in the field.

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