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EXPLORING THE ABSTRACT TYPOLOGY IN ONE SELECTED VOLUME OF INDONESIAN JOURNAL OF APPLIED LINGUISTICS (IJAL)

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training
Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment of the
Requirements of Undergraduate Degree



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ABSTRACT

Ukik Triani. 14111310076. EXPLORING THE ABSTRACT TYPOLOGY IN ONE SELECTED VOLUME OF INDONESIAN JOURNAL OF APPLIED LINGUISTICS (IJAL)

This research is concerned in the typology of abstract where exactly discussed the structure and the language of abstract. The study is in the zone of writing. Abstract as an overview should be completely give clear description of thesis. In fact, not all abstracts are exactly.

That is why the purpose of the research is to provide insight and knowledge on abstract writing properly. Where every scientific paper always need the abstract. Abstract must be written well so that can make interest to the reader.

This research designed with qualitative research. The data takes from journal in Indonesian Journal of Applied Linguistics (IJAL) and books that support. The collecting data is identification or analysis. Identification or analysis depends on the supported book.

Twelve journals showed the abstract structure have not follow appropriate role yet. While the language of abstract mostly showed as summary of thesis. In this case, it can be a guide to write abstract.

Keywords: Journal, Abstract, Structure, Language.



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RATIFICATION

This thesis which entitled **"EXPLORING THE ABSTRACT TYPOLOGY IN ONE SELECTED JOURNAL OF INDONESIAN JOURNAL OF APPLIED LINGUISTICS (IJAL)"** written by Ukik Triani, registered numbers 14111310076 has been examined on 02 December 2015. It has been accepted by board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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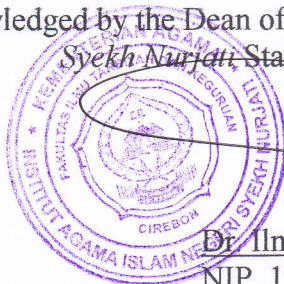
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CHAPTER I INTRODUCTION

1.1 The Background of The Research

This study explored the abstract structure in the Indonesian Journal of Applied Linguistics (IJAL). Abstract met at the beginning of a thesis and dissertation, it is often one of the main backrest to be noticed before the reader to read a thesis and dissertation. From the position of abstract, it is already apparent how important the role of the thesis and dissertation abstracts. As what Cooley and Lewkowicz (2003:112) have said: The abstract is written after the research has been completed and the writer know exactly what is contained in the body of the text. It is a summary of the text and it informs readers of what can be found in the dissertation and in what order, functioning as an overall signpost for the reader. Although it is the last part of a dissertation to be written, it is generally one of the first a reader will look at. Indeed, if the Abstract is not well written, it may be the only part of the dissertation a reader will look at! According to Murray (2002:100), thesis is “an integrated argument that can stand up to critique”.

The abstract is a brief summary (300 to 500 words) of your proposal. It should include the research question to be answered, the proposed methodology and the expected results. If more than one hypothesis is to be tested, this should be stated in the abstract. It is not at all unusual to write the abstract last. If written first, be prepared to change it once the proposal is finished. An abstract allows one to sift through copious amounts of papers for ones in which the researcher can have more confidence that they will be relevant to his or her research. Once papers are chosen based on the abstract, they must be read carefully to be evaluated for relevance. It is generally agreed that one must not base reference citations on the abstract alone, but the content of an entire paper.

Scientific paper such as thesis, dissertations, seminar papers, or scientific manuscripts for publication in the journal requires the writing of

the abstract. In theses and dissertations, abstracts are usually placed after the title of the script with the intention to provide a brief overview of the contents of theses and dissertations. Therefore, the abstract is often also called a brief summary. The information in the abstract is expected to motivate the reader to read the contents of the manuscript as a whole. In other words, the abstract is expected to tempt and convince the reader that the content was interesting and important to read. The abstract should provide information that is taken into consideration for the reader to continue or not to read the entire contents of the thesis and dissertation.

Unfortunately, not all of the people have best writing skill. The writing ability is very important in every case. The importance of the ability to write the argument has been presented by experts critical thinking and writing theory Bizzell in Emilia (2009:107) who said that however good the research findings, even in science though, if researchers cannot write it in the argument can be accepted, then the research findings will not be known and thrive. The ability to write arguments is according to Bizzell (1992:9), play the role of which determine the academic discourse. By quoting Thomas Kuhn, Bizzell assert: "One could not say that a theory prevailed because it was presented in discourse so transparent that the convincing power of the evidence supporting the theory was conveyed in the most unfiltered way. Rather, one would have to say that a theory prevailed because it and its supporting evidence were presented in discourse that argued the way scientists were prepared by training, by their socialization to their discipline, to hear a position argued Bizzell (1992:9)."

Abstract arrangement commonly found improper in journal writing abstract. Writing improper not only becomes detrimental to the authors, but also detrimental to the reader. Because it will waste time and would confuse the readers. When writing the abstract is not good, then this will reduce the credibility. When research and writing go on simultaneously, there are three potential benefits. The first is arguing out your ideas in writing will help you to think more constructively about them. It will help you to identify the



process that enabled you to reach these insights, and you will know that you will have to bring them out in your reviews of existing theory or practice. All of this should lead to sharper research questions or hypotheses and better design of your research program. The second benefit is that if you start to write it at an early stage you will be well into your writing before you have done your own surveys or experiments. Therefore, you will not be faced with the formidable task of “getting started” on your writing when you have all but finished your research because you will have started long ago. You will be getting valuable feedback on your ideas and writing throughout your candidature. The third benefit is that it will help you to give shape to your project, including the thesis that reports on it, at an early stage Evans & Gruba (2002:20). Ricahrdson, Morgan dan Fleener (2006:332) said that “We learn more about our field of knowledge as we wrote this book. We discovered ways to express the information that we wanted to share, with readers; before we drafted this text, we did not know all that we would write. In a similar way, readers learn as they read. Because of both reading and writing can assist comprehension”. Eamon Murphy (2007:3) describe the difficulties in writing on his book by the title “Essay Writing Made Simple”, he states “My main problem with writing was that nobody at school or university told me how to write. Many other students like me are never told about the basics of good writing and may in fact have been given well meaning but incorrect advice. (One well-meaning lecturer told me that I needed to have all my ideas very clear in my head before I started to write. This was the worst advice possible. Like many writers I think as I write not before I write) (2007:3)”.

We must realize that how important the writing skill in the world. Almost every information and knowledge we gain we get in the form of an essay. Such as newspapers, tabloids, magazines and other reading books that gives us a lot of information every day which is presented through a written form. Writing is one of the effective ways that we can make as an alternative to deliver news, information, views and ideas to others. then we



ought to make writing more beautiful and able to attract more readers to drift in readings contents.

Indonesian Journal of Applied Linguistics (IJAL) is a publication of the language center of Indonesia University of Education. It is published twice a year in July and January. The journal of Indonesia Journal of Applied Linguistics (IJAL) is presents theoritical and practical studies on First and Second language Teaching and Learning, Language in Education, Language Planning, Curriculum Design and Development, Multilingualism and Multilingual Education, Discourse Analysis, Translation, Clinical Linguistics, and Forensic Linguistics. Indonesia Journal of Applied Linguistics (IJAL) is published by The Language Center of UPI and TEFLIN. It has been accepted to be indexed by SCOPUS.

Indonesian Journal of Applied Linguistics (IJAL) has policy or criteria itself. Where the journal which published is have through blind reviewing. As states in the Indonesian Journal of Applied Linguistics (IJAL) web; The Journal operates a peer review process and promotes blind reviewing, the acceptance or rejection of articles will be decided by the editorial boards based the review results supplied by the reviewers, there are no communications between authors and editors concerning the rejection decision, and authors whose papers are rejected will be informed with the reasons of the rejection. It is mean that Indonesian Journal of Applied Linguistics (IJAL) has policy and certain criteria.

1.2 The Limitation Of The Research

In the phenomena, the researcher has decided to limit topic of the research will only talking about “Exploring the Abstract Typology in One Selected Volume of Indonesian Journal of Applied Linguistics (IJAL)”. The research focus on the abstract typology, and the language of the abstract (summary versus report). The abstract that taken by the researcher is only the journal in Indonesian Journal of Applied Linguistics (IJAL) volume 4 number 2. (See the appendix A).



1.3 The Questions of The Research

Based on the reason above, the writer tries to close attention to:

- 1.3.1 How are the abstract typology constructed in the journal?
- 1.3.2 How does the language of the abstracts construe the nature of the abstract (summary versus report)?

1.4 The Aims of The Research

Based on the question above, the writer would arrange the aims of the research as follows:

- 1.4.1 To investigate the abstracts typology constructed in the journal.
- 1.4.2 To investigate the language of the abstracts construe the nature of the abstract (summary versus report).

1.5 The Significance of The Research

There are three usefulness of the research, some of which are as follows:

- 1.5.1 For the students

The contribution for students is the students are expected to be able to improve their understanding in writing skill especially when the students face thesis and dissertation. Besides, this study will give a new knowledge for the students how to analyze the abstract and the more details in abstract.

- 1.5.2 For the teacher

This contribution is not only beneficial for the students but also for the teachers. This study encourages English teacher to know how to analyze writing skill especially in the thesis and dissertation because here will be explain more details about the abstracts in the thesis and dissertation and the important thing that if the researcher gets the result of this study, it must be implemented in teaching process.



1.5.3 For the researcher

This study is very beneficial for the researcher and another researcher. It can be added the researchers' knowledge about the importance of abstract in thesis and dissertation. Besides that, it can be a reference for the next future researcher.

1.6 Theoretical Foundation

1.6.1 Definition of Abstract

The word abstract comes from the Latin *abstractum*, which means a condensed form of a longer piece of writing. There are two main types of abstract: the (1) Descriptive and the (2) Informative abstract. The type of abstract you write depends on your discipline area. Berkenkotter and Huckin (1995:34) state "the abstract is a promotional genre. Writers are anxious to underline their most central claims as a means of gaining reader interest and acceptance". Abstract is a summary of the contents of a scientific paper is intended to help the reader to easily and quickly view the purpose of writing. In the academic world, this short article is used by institution or agencies or organizations of education as early information on a study when incorporated in journals, conferences, workshops, or the like. In the virtual world (internet), an abstract is used as a quick overview on a scientific paper/research to be read, as well as a "display" models display clothes to wear seen or tested before purchase. Furthermore, a complete section of a research sold to those who are interested to get it". Abstract very important in first sight because "full texts of scientific papers must often be purchased cause of copyright and/or publisher fees and therefore the abstract is a significant selling point for the reprint or electronic form of the full text" Gliner, Jeffrey A; Morgan, George Arthur (2000:22). Abstract is not only the means by which the thesis will make itself known to the world, it is the set of



expectations by which it will be judged, Pearce (2005:51). Abstract can help the reader to take decision in reading.

Usually the abstract should be stated are:

There is the unique thing in abstract. Abstract is written in the last time after finishing the research but always put front of the research written. As Emilia (2009:149) said “although abstract written in the last time, but writing instructions discussed earlier than other parts, considering this section constitutes the first part thesis and plays an important role in determining the impression the reader to read the thesis or dissertation.

Abstract exist on any article in the journal. Sums up the entire contents ranging study start to end. The main aim of abstract is to give a brief overview on the reader about the objectives, methods and research results. Therefore, a very brief abstract generally, for about 150 words. Sometimes in an abstract person reporting the results of his research with excessive that visits more inappropriate. Abstract length varies by discipline and publisher requirements. Typical length ranges from 100 to 500 words, but very rarely more than a page and occasionally just a few words (Berry; Brunner; Popescu; and Shukla 2011:44). The writer must be careful when write the abstract. Studies comparing the accuracy of information reported in a journal abstract with that reported in the text of the full publication have found claims that are inconsistent with, or missing from, the body of the full article Robert Siebers (2001:149). The readers who read the abstract and feel the article is not related to what is sought or topics of interest, can leave the article in question and look for other relevant articles. But do not be hasty to assume we have to understand the results of the research as a whole, if we only read the abstract alone. Sometimes abstract and do not necessarily reflect in accordance with the contents of the article. Because the author and reviewer also human being likes us. So it can happen to human error. Remember, just by reading the



abstract we cannot be critical of certain research results. Skill researching we also will not grow. For us the student, who is reading the results of research for academic interest, it is best to be avoided. Except for practitioners, who only read the results of the study for any additional insight.

Writing an abstract typology that occurs at this time illustrates the concept of uncertainty or vagueness owned guidelines on the composition of an abstract clear. Reason or views on the differences that occur in the academic world is not discussed in this paper because the current is more important to straighten and or equate the notion of writing a good abstract. Writing an abstract should pay attention to:

1.6.1.1 Paragraph structure.

An abstract is written in a paragraph that explains the overall content of the writing is concise and clear. Writing did indensasi in the first sentence of the paragraph. Single space is owned by the author option to construct a sentence in the paragraph. Deeper, sometimes a mentor Thesis/Dissertation set up on the use of certain typeface and size.

1.6.1.2 The number of words.

Ideally, a paragraph consists of 150 to 200 words. However, consideration of the most appropriate number of words in the thesis writing, thesis, or dissertation usually rely on considerations of the views supervisor (supervisor) who accompanies a student in his writing. A supervisor should not consider the number of words as the main reference for writing paragraphs, because the main part is precisely the content (content) paragraphs.

1.6.1.3 Fill of paragraph.

At the time of supervision, a supervisor puts 4 empirical part of an abstract. First, identification of research focus briefly described for the reader to understand what is observed by a



researcher in the study. Second, the authors should clearly describe the design of the research conducted in the process of finding answers or solutions to the issues raised in the research. Design steps to resolve this problem by students commonly known as the Research Methods. Third, then the author will explain its findings to the reader. Some researchers consider the findings revealed no need to uncover discussion because it will only make the contents of the writing repetition. Clearly meant as part of the discussion of research findings also parsed in the conclusion section. Fourth, the necessity of concluding section in an article also seen in an abstract that still get attention important as the final part of the paragraph. In this section a number of researchers sometimes inserts on research but without lengthy discussion or description. Furthermore, it is not uncommon an abstract completed by the author's name and his counselors, moreover it is written in bold font.

Writing abstracts cannot be solved in one post. Similarly, essay writing, writing abstracts also require training in order to create good writing results. Provide a brief (100-350 word) overview of the proposal that gives a reader a basic understanding of your proposal and encourages her or him to read more. According to Finkelstein Jr, 212-214, Usually between 100 and 200 words, the informative abstract summarizes the paper's structure, its major topics and key points.

1.6.2 The Typology of Abstract

The typology or structure that there are in the abstracts, they are:

1.6.2.1 Background

In background must include the importance of the research or why would a reader be interested in the larger work.

1.6.2.2 Aim

Explain the aim of the research. When the writer conduct the researching so the researcher must know the aim of the



reason the researcher conduct the research. In the aim give the line in the research.

1.6.2.3 Purpose

State in the abstract the primary objectives and scope of the study or the reasons the document was written. Because abstracts are often expected to be read in conjunction with the title, avoid the use of statements that are, or closely resemble, verbatim versions of the title. Refer to earlier research literature only if doing so is essential in order to clarify the purpose of the document.

1.6.2.4 Methodology

Describe techniques or approaches only to the degree necessary for comprehension. Report new techniques or applications when emphasize in the original document.

1.6.2.5 Conclusion/finding

Describe results as concisely and informatively as possible. They may be experimental or theoretical results obtained, data collected, relationships and correlations noted, effects observed, etc. When results are too numerous for all of them to be included, those pertaining to new and verified events or that contradict previous theories should receive priority. Describe the implications of the results, especially how they relate to the purpose of the investigation or the reason for preparing the document. Conclusions can be associated with recommendations, evaluations, applications, suggestions, new relationships, and hypotheses accepted or rejected.

Findings or information incidental to the main purpose of the document but of value outside its major subject area may be included. Report these clearly but in such a way that they do not distract from the main theme. Do not exaggerate in the abstract their relative importance in the source document. Cite



background information from the document sparingly if at all. Do not include information or claims not contained in the document itself. Access services may choose to include further details about the document, such as the presence of extensive tables, illustrations, indexes, and the number of bibliographic references.

1.6.3 The Language of Abstract

In the abstract, found the difference writing. The difference writing found in grammatical of the text, exactly in tense. Many abstracts use the difference tense. Some writer use the simple present and another writer use simple past. Abstract writing with a difference tense, of course, has its own meaning. Cooley and Lewkowicz (2003) in Paltridge & Stairfield (2007:159) discuss the use of verb tense in Abstracts. As they point out, there are two ways the student may view their Abstract: as a summary of their thesis or dissertation, or as a summary of the research that was carried out. The first of it will typically use the present simple tense (This thesis examines ...). The second will typically use the past simple tense (The study revealed that ...) and the present perfect tense (Previous research has shown that ...).

The term tense is a term from Greek 'Khronos' or the Latin 'tempus' (Lyons 1979:304). In English, recognized the distinction between the concept of time with tense. In the science of language, the term time including categories semantics, whereas tense included into category of grammatical. In English, tense is a formal marker types which is generally manifested in the form of inflected verb that its function is to put an event or condition at a time.

1.6.3.1 Summary

The abstract or executive summary provides a summary of the report's essential information, is usually about 100 to 200 word in length and is usually presented on a separate page.



The abstract/executive summary should summarise the background to the problem, the purpose of the problem, the goal of the scientific or commercial objective, brief details of the approach, procedure and/or methods, important results and/or findings, conclusion, and recommendations. The information included in the abstract or executive summary will, however, depend largely on the information that has been included in the report: (Blake & Bly, 1993:118).

1.6.3.2 Report

Report in abstract seen from the use of tenses. As described by Cooley and Lewkowicz (2003) in Paltridge & Stairfield, (2007:159), when the abstract is seen as a summary of the research that has been done, then the author will use the simple past tense. But if the author wants to show the relationship between the present studies with previous research, it is usually the author will use the present perfect tense

1.6.4 The Purpose of Abstract

Abstract goal is to capture the contents of documents essential so that in a short time readers know the information contained in the document. The purpose of the abstract is to provide your readers with an easy-to-understand summary of the entire proposal's focus. Your executives want the bottom line, and they want it quickly. They don't want to waste time deciphering your high-tech hieroglyphics.

1.6.5 Function of Abstract

As a miniature document, abstract serves as a guide to the contents of the document. by reading the abstract reader can know the contents of the document coverage in a relatively short time, so that he can decide whether the relevant documents are relevant or not to the desired, and can decide whether it is necessary or not to read the full document. Besides, abstract allows the reader to read the literature in



large numbers. It is very useful to avoid duplication in research and development.

1.6.6 The advantages of abstract

The advantages of abstract are:

- 1.6.6.1 Make it easy for readers to get the latest information about an area of interest, without having to read the entire document
- 1.6.6.2 Save time readers
- 1.6.6.3 Continuing to read or not
- 1.6.6.4 Avoiding duplication Keyword posts
- 1.6.6.5 Facilitate the electronic storage

Abstract contains about motivation, problem formulation, purpose, method/approach, as well as the expected results. Maksimum consists of 300 words, should not be written reference and is followed by the keyword at least 3 keywords

1.6.7 Indonesian Journal of Applied Linguistics

The journal which taken by the researcher is from Indonesian Journal of Applied Linguistics (IJAL) volume 4. Indonesian Journal of Applied Linguistics (IJAL) is a publication of the language center of Indonesia University of Education. It is published twice a year in July and January. The journal of Indonesia Journal of Applied Linguistics (IJAL) is presents thoeritical and practical studies on First and Second language Teaching and Learning, Language in Education, Language Planning, Curriculum Design and Development, Multilingualism and Multilingual Education, Discourse Analysis, Translation, Clinical Linguistics, and Forensic Linguistics. Indonesia Journal of Applied Linguistics (IJAL) is published by The Language Center of UPI and TEFLIN. It has been accepted to be indexed by SCOPUS.

Indonesian Journal of Applied Linguistics (IJAL) has policy or criteria itself. Where the journal which published is have through blind reviewing. As states in the Indonesian Journal of Applied Linguistics (IJAL) web; The Journal operates a peer review process



and promotes blind reviewing, the acceptance or rejection of articles will be decided by the editorial boards based the review results supplied by the reviewers, there are no communications between authors and editors concerning the rejection decision. The author whose papers are rejected will be informed with the reasons of the rejection. It is means that Indonesian Journal of Applied Linguistics (IJAL) has policy and certain criteria.

1.7 The Previous Studies

On the paper created by Hranush Ginosyan and Victoria Tuzlukova from Sultan Qaboos University, Oman 2014. The study talking about enhancing omani university students' writing and study skills: discussion forum module. The study reports the results of a study conducted among first-year Foundation Program English Language (FPEL) students, English teachers and FPEL course coordinators at Sultan Qaboos University (SQU) in Oman with the aim to examine the use of Moodle forums for advancing writing and study skills of the students in higher level FPEL courses by participating in asynchronous discussions, interacting with other students and/or the teacher, and exchanging ideas by posting comments. Data were collected by interviewing teachers and course coordinators, conducting an online survey for students, monitoring students' participation in forum activities and analyzing the policy documents related to writing and study skills components of FPEL 0560 course.

The results of the study corroborate some significant findings of the previous work in the field, and clearly demonstrate that Moodle forums support writing fluency, allow students more time for developing ideas and working on their writing and study skills' assignments.

1.8 The Methodology of The Research

In this section, the researcher would arrange methodology of the research in this study. Some of which are as follows:



1.8.1 The Objective of Research

The purposes of this research are to know the typology of abstract in the journal, and the language of the abstracts construe the nature of the abstract (summary versus report). From the title “Exploring The Abstract Typology In One Selected Volume Of Indonesian Journal Of Applied Linguistics (IJAL)”.

1.8.2 The Place and Time of the Research

This research starts from May until the middle of August. The research will need for about four months to finish this research. First month for writing research proposal, research instrument, conducting research. In June is for collective data. July is for data analysis. In the middle of August will finishing the thesis. In the August thesis examination and the last of August is thesis revision.

Table 1.1 Time of the Research

| No | Activity | May | June | July | August-October | November |
|----|---|-----|------|------|----------------|----------|
| 1. | Writing Research Proposal and Consultation | | | | | |
| 2. | Proposal Seminar and Research Instrument | | | | | |
| 3. | Conducting Research sample, validity, and reliability of data | | | | | |
| 4. | Collecting of Data | | | | | |
| 5. | Data Analysis | | | | | |
| 6. | Finishing thesis writing | | | | | |
| 7. | Thesis Examination | | | | | |
| 8. | Thesis Revision | | | | | |



1.8.3 The Source of Data

In this research, the researcher adopted from the Donal Ary et al, (2010:486) which states that the research should be based on primary and secondary resources. The source and type of data as follows:

1.8.3.1 Primary Source

The data in primary source that investigated by the researcher is abstract in the journal. Because the researcher use analysis document. The journals in the Indonesian Journal of Applied Linguistics (IJAL) are volume 4, number 2 which is published in January 2015. It provided 12 journals of various research of applied linguistics. The journals are: the first journal by the title *Retrospective Data Collection: Can Students Remember?* It is written by Paul Leeming; The second is *Web-Based Journals in the Classroom: Motivation and Autonomous Learning*, it is written by Andrew Pollard; The third is *Students' Attributions on their English Speaking Enhancement*, the writer is Yustinus Calvin Gai Mali; The fourth is *Confronting Challenges in Implementing E-Portfolio via Facebook in a Philippine University* which is written by Philippe John F. Sipacio; The fifth is *Enhancing Omani University Students' Writing and Study Skills: Discussion Forum Module* which is written by Hranush Ginosyan & Victoria Tuzlukova; The sixth is *Evaluating Visual Elements in Two EFL Textbooks*, it is written by Ali Roohani & Mohammad Sharifi; The seventh is *Speech Act of Iltifat and its Indonesian Translation Problems* and the writer is Zaka Al Farisi; The eight is *Politeness Strategies in Responding to Compliments in Javanese* and it is written by Sukarno; The ninth journal is *Making Extensive Reading Even More Student Centered* which is written by George M. Jacobs; The tenth is *A Sociocognitive-Transformative Approach to Teaching Writing* and the writer is



Jessie Barrot; The eleventh is *Profiling the Vocabulary of News Text as Capacity Building for Language Teachers* and the writer is Gusti Astika; And the twelfth is *Seven Issues and Dilemmas in Literature Teaching in EFL Context: Lessons from Indonesia* which is written by Bachrudin Mustafa. (For the table see the appendix B)

1.8.3.2 Secondary Source

As secondary resource, the researcher took from history books. The secondary source makes the data more accesible to determine what others have already reported about particular research topic. The history book that used by the researcher are:

1. Emilia, E. (2009). "Menulis Tesis dan Disertasi". Bandung: Alfabeta Press.
2. Paltridge, B., & Satrfield, S. (2007). Thesis and dissertation writing in a second language. A hanbook for supervisors. London: Routledge.

1.8.4 The Method of the Research

The method that use in this research is qualitative research. According to Donald, Ary, Et.al(2010:442-444) there are many characteristic of method of qualitative research, they are: concern from context and meaning, naturally occurring setting, human as instrument, descriptive data, emergent data, and inductive data. The method that use by the researcher is inductive data qualitative, because from this investigate the researcher should collect much data does to investigation.

1.8.5 The Instrument of Collecting Data

The investigation of this research is qualitative research. Because the discussion in this research is qualitative research so the researcher will use some instruments like books that supported, and journals. The researcher also input the data into the charts and the tables.



1.8.6 The Techniques and Collecting Data

In this research the technique and collecting data is using journal paper from Indonesian Journal of Applied Linguistics (IJAL). According to Fraenkel and Wallen (2009:425-426), there are several steps to collecting data, such as:

1. Identification of the phenomenon to be studied

The researcher selects the phenomena to investigate. Because of qualitative research is the method in this research. So, the researcher begins with a general topic of interest. The researcher found the phenomena to know the abstracts typology constructed in the journal, and the language of the abstracts construe the nature of the abstract (summary versus report).

2. Identification of the participants in the study

For supporting this investigation, the researcher should review the relevant journal which related with this case in order to increase more about abstract and insight into the phenomena and to determine what research may already have been done.

3. Data collection

Data are not collected at the end of the study. Rather, the collection of data in a qualitative research study is on going.

4. Data analysis

Next step is analysis data, so the researcher wills analysis the data from Indonesian Journal of Applied Linguistics (IJAL). The researcher organizes and categorizes the data.

5. Interpretations and conclusions

The last step is the researcher will investigate the abstract and also will make a conclusion from the phenomena that have investigated.

1.8.7 The Technique of Analysis Data

According to Donald, Ary (2010:481), “Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often



done concurrently or simultaneously with data collection through an iterative, recursive, and dynamic process.” and then Donald, Ary also divides three stages to analysis the data, those are: organizing and familiarizing, coding and reducing, and interpreting and representing.

1. Organizing and Familiarizing

Here, in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. Then, the researcher must be familiar with the data through reading and rereading notes and transcripts, viewing and reviewing the journals and so on. The researcher must be immersed in the data. Such as Field notes, dictionary, journals paper, and other data must be put into a form ready for analysis by the researcher.

2. Coding and Reducing

Coding and reducing is the core of qualitative analysis and includes the identification of categories. The codes describe general categories that can be used to organize the information contained in the data itself. Also, with the codes the reader can be understood easily. According to Al-Wasilah (2012:114) coding has some benefits, as a follow:

- 1) To identification the phenomena
- 2) Make the researcher ad reader easy in count the frequent of phenomena
- 3) A code of frequent phenomena indicate the preference the problem
- 4) To help the researcher arrange the category and sub-category

3. Interpreting and Representing

After the researcher gathering information from the journals and some sources, the results obtained from the paper will analyzed with the help of grounded theory. The data from the paper of journal will be collected and analyze how are the



abstracts typology constructed in the journal, and how does the language of the abstracts construe the nature of the abstract (summary versus report)..

After analyzing the data, the researcher checking the result in descriptive interpretation and conclusion of “Exploring the Abstract Typology In One Selected Volume of Indonesian Journal of Applied Linguistics”.

1.8.8 The Validity of Data

Credebility, dependability, transferability, and promoting action and collaboration conducted by the researcher, where the credibility similar with validity and dependability similar with reliability (Lodico, Spaulding, & Voegtle, 2006). The researcher limits the investigation and the object of the research. As the explanation before, the abstract of the journals are from Indonesian Journal of Applied linguistics (IJAL), exactly volume 4, no 2 which is published in January 2015. It is 145 pages. No 1 of volume 4 is published in July, it is means that in a year Indonesian Journal of Applied Linguistics (IJAL) publishes twice, that are in January and July. Thus, in one volume contained 12 papers. For the collecting the data, those are taken from a website ejournal.upi.edu/index.php/IJAL. In Addition, the new policy that Indonesian Journal of Applied Linguistics (IJAL) published twice in January and July, but in each volume is comprised 16 papers.





CHAPTER IV

CONCLUSION

4.1 Conclusion

Based on the research results, it can be concluded that:

1. The typology of abstract in journal from Indonesian Journal of Applied Linguistics (IJAL) volume 4, number 2, is used background, aim/purpose, reason, methodology and finding/conclusion. From twelve abstracts, already consists of background with the range 100%. Where the using of methodology is almost complete but only ten abstracts that used it. It is mean only 83% of abstract. While the conclusion is only exist in 83% or nine abstracts. From the abstracts, be found six aim of the study so 50% of the abstract, and there are only two reason of the study with the range 17%.
2. The language of the abstract in journal from Indonesian Journal of Applied Linguistics (IJAL) volume 4, number 2, is consists of summary and report. From twelve journals that have complete language of abstract is only 16%. From the rate, it is mean that only there are two abstracts which state a summary and report. Besides, there are nine abstract which stated as summary with the range 75%. So the abstract which stated as report is only five abstracts with the range 41%.

4.2 Suggestion

The result of this research hoped that will be used as an inspiration for the next future research in the areas of Writing. Especially in abstract writing but the researcher realized that this analysis has been not perfect. The researcher taken this data from Indonesian Journal of Applied Linguistics (IJAL) in volume 4 number 2.

Further, there are so many journal that can be analysed. So, for the future researchers are hoped to be more focus on analysis of writing not only in abstract but also can analysed acknowledgement, etc.



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