

Technium.

50/2023



The 7th International Conference on Social Sciences
Organized by Faculty of Social Science
and Law Manado State University

The Innovation Breakthrough
in Digital and Disruptive Era



Powered by

PLUS
COMMUNICATION



The Analysis of Writing Format and Abstract Structure of Dissertation Written by Ph.D Students of State Universities, Surabaya

Sukirmiyadi^{1*}, Erwan Adi Saputro^{1,2}, Susilowati^{1,2}, Silvana Dwi Nurherdiana^{1,2}

¹ Master of Environmental Science, Faculty of Engineering and Sciences, Universitas Pembangunan Nasional Veteran Jawa Timur, Indonesia

² Study Program of Chemical Engineering, Faculty of Engineering and Sciences, Universitas Pembangunan Nasional Veteran Jawa Timur, Indonesia

Abstract. As one of the most important part in one research, an abstract should be written as well as possible to make the readers be capable of comprehending and assessing whether its quality is good or not. Based on Koopman (1997: 1) and Owen D Williamson (2007: 3) that one of the criteria of good abstract is that it should have the complete abstract structure, that is Introduction, Objective or Aim, Methodology, Findings/Results and Conclusion written within 5 (five) paragraphs. In fact, not all abstract written by Ph.D students have those 5 (five) aspects and format. Referring to the problem stated above, this research is aimed at finding and describing some variations of writing format and abstract structure written by Ph.D students of State Universities in Surabaya. Meanwhile, the methodology employed in this research was descriptive qualitative. The data were taken from 15 dissertation abstracts written by Ph.D Students: 8 abstracts taken from the Faculty of Civil Engineering and Planning/FTSP-ITS and the 7 others were from Medical Science of Airlangga University Surabaya. The data collected were the writing format dealing with the number of paragraphs of each abstract and its abstract structure. Furthermore, having been analyzed and discussed, among those 15 abstract texts, it was found that the writing format and its variations of abstract structure of dissertation was: [a] in accordance with the number of paragraphs: 6 texts (40%) written in 3 paragraphs, 4 texts (26,66%) written in 5 paragraphs, 3 abstracts (20%) written in 4 paragraphs, 2 texts (13,33%) written in 1 paragraph; [b] Meanwhile in accordance with the number of abstract structures: most of the abstracts: 9 abstract texts (60%) were not completed with 'conclusion', 5 texts (33,33%) with no 'objective', only 4 texts (26,66%) were completed with 5 abstract structure, 4 texts (26,66%) were not supported with the 2 abstract structure: 'objective and conclusion' and 1 text (6,66%) did not have an 'introduction'. Finally, it was found that there were several variations dealing with the writing format of dissertation abstracts both in line with the number of paragraphs and and its abstract stucture. You should leave 8 mm of space above the abstract and 10 mm after the abstract. The heading Abstract should be typed in bold 9-point Arial. The body of the abstract should be typed in normal 9-point Times in a single paragraph, immediately following the heading. The text should be set to 1 line spacing. The abstract should be centred across the page, indented 17 mm from the left and right page margins and justified. It should not normally exceed 200 words.

1 Introduction

Abstract (Noun) is a short account, e.g. of the chief points of a piece of writing, a book, speech, etc', Hornby (1974: 4). Then, based on Webster's Desk Dictionary of the English Language, the word 'abstract' is said as a summary of a statement, etc' (Webster, 1983: 4). However, for the broader meaning, there are 2 [two] ideas that could be noted. The first was Judith Kilborn (1998: 1) that said that an abstract was a condensed version of a longer piece of writing that highlights the major points covered, concisely describes the content and scope of the writing, and reviews the writing's contents in abbreviated form'. The second one, abstract means a short informative or descriptive summary of a longer report which has been simplified into condensed version of an original work, such as a book, journal article, technical report, patent,

or sometimes a speech or an interview, Susan Gilbert (1985: 1)

In line with several definitions above, it could be assumed that abstract means a very brief writing/report telling about an activity that has just been conducted and completed by someone in advance having a certain objective or goal. Some written forms that can be abstracted are a book, article for a journal, technical report etc, including research report itself. Furthermore, viewed from its function, abstract can be classified into 2 (two) kinds, descriptive and informative abstract. Descriptive abstract refers to the one that reports/tells a short information about a report, an article/paper, or some other alike covering its objective/aim, methodology, the field or content of report, article or paper. As the result of one research, an abstract is usually written at the beginning of an article or paper before Chapter I. Introduction part.

Therefore, if an abstract is correlated with a final research report, it should have 5 [five] research reports covering introduction, aim or objective, methodology, finding and discussion and conclusion. Due to its function as a result of research, abstract has to consist of [a] the title of research, [b] researcher's name. [c] a short description containing of the background of a study, research problems, the aim of a study, review of related literature, methodology and its analysis, finding and results, main benefit and recommendation.

Meanwhile, viewed from its essence, abstract consists of two important parts: abstract structure and abstract characteristics.

(a) Abstract Structure: In general, based on its text structure as a research result, abstract has to consist of 3 (three) main parts: [1] Opening, containing of the explanation about the title and the reasons to conduct the research; [2] Body, is the main content of the whole activity covering important parts dealing with some steps to conduct the research such as: research identity, the aim of a study, statement of the problems, methodology including its supporting theories and related previous researches and [3]) Closing, is the final research result and conclusion (Judith Kilborn, 1998).

Moreover, Koopman (1997: 1) said that abstract structure had to cover 5 aspects: [1] Motivation, is the reasons/importance to choose the research topics; [2] Objective or Goal, is usually stated in Statement of the problems that become the focus to be discussed in the research; [3] Approach, is the methodology used to analyze the data available to obtain the expected findings.; [4] Results, is the answers or result finding from the statement of the problems; and [5] Conclusion, is a brief summary of the research and implication towards the finding result or the answers from the statement of the problems.

Furthermore, the similar idea was also stated by Owen D Williamson (2007 : 3). He said that besides those 5 (five) abstract structures stated above, a good abstract should be completed with 'coherence of text. Therefore, besides those five aspects: [1] introduction, [2] aims, [3] methods, [4] findings/results, [5] conclusions, abstract should cover [6] 'coherence'. The coherence of text writing was also supported by Reiss and Vermer in Jeremy Munday (2000 : 79).

One text is considered to be coherence when the sentences arranged and paragraphs are interrelated and cannot be separated one and another. Therefore, a good abstract should show the wholeness of meaning of text. In line with how important the coherence of text is, Judith Kilborn (1998 : 2) said that there were some

criteria in efforts to get a good abstract, based on its [1] substance aspect and [2] linguistic aspect. From its substance aspect, one research can be conducted either qualitative or quantitative or both at once (mixed). Meanwhile, in accordance with its linguistic aspect especially in abstract writing, a researcher can analyze the text from its lexical equivalence and grammatical structure and its coherence of text. Most of sentences uses are simple present tense for opening or introduction, while the four others [aim, methodology, discussion/finding and conclusion] have to use simple past tense and are dominated with passive voice.

(b) Writing format: Moreover, writing format in this research refers to the number of paragraphs used by Ph.D students to write their texts of abstracts. Normally, based on the explanation above, abstract text should have 5 (five) paragraphs which represents their abstract structure: [1] introduction, [2] aims, [3] methods, [4] findings/results, [5] conclusions, Owen D Williamson (2007 : 3). On the other hand, it was found that many of the abstract texts written by Ph.D students had only 4-3-2 and even 1 (one) paragraph. This research is aimed at finding and describing the writing format and variations of abstract structure written by Ph.D students of State Universities in Surabaya.

2 Methodology

The methodology employed in this research was descriptive qualitative. The data were taken from 15 (fifteen) texts of dissertation abstracts written by Ph.D Students of State Universities in Surabaya. The 8 (eight) texts of dissertation abstracts were taken from the Faculty of Civil Engineering and Planning/FTSP-ITS and the 7 (seven) others were taken from Medical Science of Airlangga University Surabaya. The data collected were the writing format dealing with the number of paragraphs of each abstract text and its abstract structure.

3 Result and Discussion

As it was explained previously, that that the main data were taken from the 15 [fifteen] texts of dissertation abstract written by Ph.D students of State Universities in Surabaya. To make it clear, the collected data dealing with the number of paragraphs [writing format] and abstract structure of each abstract text could be seen in the table below.

Table 1. Tabulation of Abstract Structure & the Writing Format [Number of Paragraphs] of Each Text of Dissertation Abstract.

Number of Data	Introduction	Aim	Methodology	Results/ Finding	Conclusion	Number of Paragraphs
K-1	V	V	V	V	V	5
K-2	V	V	V	V	-	4
K-3	V	V	V	V	V	1
K-4	V	V	V	V	-	1
K-5	V	V	V	V	V	5
K-6	V	V	V	V	V	5

K-7	-	V	V	V	V	5
T-1	V	-	V	V	-	3
T-2	V	V	V	V	-	3
T-3	V	-	V	V	-	4
T-4	V	V	V	V	-	4
T-5	V	-	V	V	-	3
T-6	V	V	V	V	-	3
T-7	V	-	V	V	V	3
T-8	V	-	V	V	-	3
Deviationn	6,66%	33,33%	0%	0%	60%	73,33% [100%]

Writing Format [Number of Paragraph]of Abstract Text

Based on the table above it could be seen that the writing format of abstract texts written by Ph.D students of State Universities in Surabaya were quite diverse/varied. Among those 15 (fifteen) abstract texts, 11 (eleven) texts out of the 15 (fifteen) were dominated by the abstract texts having no appropriate writing format. This meant that most of the abstract texts (73,33%) were deviated. This deviation was found in data number [K-2, K-3, K-4, T-1-2-3-4-5-6-7-8] because in fact those abstracts had less than 5 (five) paragraphs. Meanwhile, those that had complete writing format were only 26,66%. This meant that the abstract texts were written completely and they had 5 (five) paragraphs covering 5 (five) abstract structures: introduction, aim, methodology, finding/result and conclusion. This complete writing format of abstract texts was found in data number [K-1, K-5, K-6, K-7]. Here were the detail findings: [1] there were 4 (four) abstract texts having 5 (five) paragraph (complete): 26,66%, data no. K1-K3-K5-K6. These data covered 5 (five) abstract structures: introduction, aim, methodology, finding/result and conclusion. [2] there were 3 (three) abstract texts having 4 (four) paragraphs: 20%, data no. K2-T3-T4; [3] there were 6 (six) abstract texts having 3 (three) paragraphs: 40%, data no. T1-T2-T5-T6-T7-T8; [4] there was 2 (two) abstract text having 1 (one) paragraph: 13,33%, data no. K3-K4.

Abstract Structure.

As it was explained in advance, writing an abstract of a research report should cover 5 (five) abstract structures: [1] introduction, [2] aim/objective, [3] methodology, [4] findings/results and discussion, [5] conclusion, Koopman (1997:1) and Williamson (2007:3). In line with this statement or requirement and based on the collected data presented in the table above, it could be seen that the abstract structure of abstract texts written by Ph.D students of State Universities in Surabaya were quite diverse/varied. Among those 15 (fifteen) abstract texts, 11 (eleven) texts out of the 15 (fifteen): 73,33% were dominated by the abstract texts which did not have complete abstract structure. They might not have 'introduction, aim/objective and or conclusion. These data were data no. K2-4-7, T1-2-3-4-5-6-7-8. Meanwhile, only 4 abstracts: 26,66% having complete abstract structures. This meant that these four abstracts had 1)

introduction, 2) aim, 3) methodology, 4) findings/results, 5) conclusion. Here were the detail findings: [1] there were 4 (four) abstract texts: 26,66% which had complete abstract structure. They were data no. K1-K3-K5-K6. These data covered 5 (five) abstract structures: introduction, aim/objective, methodology, findings/results and discussion and conclusion; [2] there was 1 (one) datum: 6,66% which did not have 'introduction'. It was data no. K7; [3] There were 5 (five) abstract texts: 33,33% which did not have 'aim/objective'. They were data no. T1-3-5-7-8; [4] There were 9 (nine) abstract texts: 60% (the most) which did not have 'conclusion'. These data were data no. K2-4, T1-2-3-4-5-6-8; [5] Finally, there were 4 (four) abstract texts: 26,66%, which had no both 'aim/objective and conclusion'. They were data no. T1-3-5-8.

*Discussion: In line with the writing format and abstract structure as it was explained previously, datum no. T-5 might not be classified as a good example in abstract writing because it did not satisfy both its writing format and abstract structure. The writing format that had to consist of 5 (five) paragraphs, this datum only had 3 (three) paragraphs and this abstract text did not have 'aim and conclusion'. Furthermore, each paragraph that had to have only one abstract structure, the two of three paragraphs, paragraph two and three, had more than one abstract structure. Paragraph two consisted of introduction and methodology while paragraph three consisted of methodology and findings.

Conclusion

In line with some findings and discussion above, it could be concluded that there were several variations of writing format of dissertation abstracts both dealing with the number of paragraphs and and its abstract structure. For writing format, the finding result was dominated by abstract texts which had 3 (three) paragraphs [40%]. While for the abstract structure, it was dominated by abstract texts which had no conclusion [60%]. Finally, among the 15 (fifteen) abstract texts, only 3 (three) of them [20%], data no. K1-5-6 were classified as a good abstract writing, satisfying both their writing format and abstract structure.

References

- [1] F. Wolf, E. Gibson, and T. Desmet, "Discourse coherence and pronoun resolution," *Lang Cogn Process*, vol. 19, no. 6, pp. 665–675, Dec. 2004, doi: 10.1080/01690960444000034.
- [2] S. Sukirmiyadi, S. S. Tarjana, M. R. Nababan, and S. Sukirmiyadi, "A Study on the Quality of Abstract Translation of Dissertation from Indonesian into English," *International Journal of Linguistics*, vol. 6, no. 2, p. 265, Apr. 2014, doi: 10.5296/ijl.v6i2.5552.
- [3] R. Soricut and D. Marcu, "Discourse Generation Using Utility-Trained Coherence Models," pp. 803–810, 2006, Accessed: Aug. 16, 2023. [Online]. Available: <http://www.fjoch.com/GIZA++.html>
- [4] M. Sidiropoulou, "Abstract Writing: English-Speaking Countries vs. Greece," *Meta*, vol. 40, no. 4, pp. 579–593, Sep. 2002, doi: 10.7202/004140ar.
- [5] K. Lotfipour-Saedi, "Lexical Cohesion and Translation Equivalence," *Meta*, vol. 42, no. 1, pp. 185–192, Sep. 2002, doi: 10.7202/004014ar.
- [6] P. Newmark, *A TEXTBOOK OF TRANSLATION W *MRTt SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS.*
- [7] Munday and Jeremy, "Introducing Translation Studies."
- [8] L. Molina and A. Hurtado Albir, "Translation Techniques Revisited: A Dynamic and Functionalist Approach," *Meta*, vol. 47, no. 4, pp. 498–512, Aug. 2004, doi: 10.7202/008033ar.
- [9] M. Mccarthy, "Discourse Analysis for Language Teachers".
- [10] P. Koopman, "How to Write an Abstract," 1997.
- [11] M. A. K. Halliday, C. M. I. M. Matthiessen, M. Halliday, and C. Matthiessen, *An Introduction to Functional Grammar*. Routledge, 2014. doi: 10.4324/9780203783771.
- [12] M. A. K. Halliday and R. Hasan, *Cohesion in English*. Routledge, 2014. doi: 10.4324/9781315836010.
- [13] B. J. Grosz, S. Weinstein, and A. K. Joshi, "Centering: A Framework for Modeling the Local Coherence of Discourse".
- [14] P. Fawcett, *Translation and Language*. Routledge, 2014. doi: 10.4324/9781315760483.
- [15] Cutting and Joan, "Pragmatics and Discourse - A Resource Book for Students", Accessed: Aug. 16, 2023. [Online]. Available: <http://site.ebrary.com/lib/keris/Doc?id=10016807&page=1>
- [16] M. Owen, "G. Brown and G. Yule, Discourse analysis. Cambridge: Cambridge University Press, 1983. Pp. xii + 288. - M. Stubbs, Discourse analysis. Oxford: Basil Blackwell, 1983. Pp. xiv + 272.," *J Linguist*, vol. 21, no. 1, pp. 241–245, Mar. 1985, doi: 10.1017/S0022226700010161.
- [17] R. T. Bell, *Translation and Translating*. Routledge, 2016. doi: 10.4324/9781315846705.
- [18] S. Bassnett, *Translation Studies*. Routledge, 2003. doi: 10.4324/9780203427460.
- [19] M. Baker, *Routledge Encyclopedia of Translation Studies*. Routledge, 2003. doi: 10.4324/9780203359792.
- [20] M. Baker and M. Baker, *In Other Words*. Routledge, 1992. doi: 10.4324/9780203133590.
- [21] J. al-Qinai, "Translation Quality Assessment. Strategies, Parametres and Procedures," *Meta*, vol. 45, no. 3, pp. 497–519, Oct. 2002, doi: 10.7202/001878ar.
- [22] "Aspects of Scientific Translation. English into Arabic Translation as a Case Study." <https://www.translationdirectory.com/article10.htm> (accessed Aug. 16, 2023).