

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review on this study, concerning the genre, abstract, and the previous studies.

A. Genre

In daily life, people often recognize genre as the things related to art and literature. It can be music, movie, poem, story, poetry, etc. When people are discussing about music, the genre are about *pop, rock, jazz* etc. On the other hand, when people are talking about movie, the genre can be *romance, comedy, horror, science-fiction*, etc. According to Johns, genre in this era is known as the social character of oral and written communication by diverse academics and experts from applied linguistics.⁷ Meanwhile, that genre in this case is not merely about art or literature. It tends to discourse field.

According to Hyland, genre has a communicative practice that can influence reader by the type of the text.⁸ Furthermore, Swales explained that a genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a

⁷ Ann M. Johns, "Genre and ESL/EFL Composition Instruction", *Exploring the Dynamics of Second Language Writing*, 195-217. New York: Cambridge University Press, 2003.

⁸Ken Hyland, "Genre, Discipline, and Identity", *Journal of English for Academic Purposes*, 20(02), (2015), 32.

privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realised, the exemplar will be viewed as prototypical by the parent discourse community.⁹ Thus, genre has many types that writers can use it based on their needs. The writers can use genres depend on what they will write or what they will report. Genre has many types that the writer should select them based on the research they take.

Hyland says that genres are description of the rhetorical movements to perceived constant conditions; also recognizing certain forms of language/meaning varieties as indicating effective ways of getting things done in familiar context. It means that the writers draw on genre in continual situation that they use rhetorical movement as way to answer and to identify the research based on societies' need. Swales noted that genre functions and forms change with time and across discourse communities. When these ideas are interpreted in terms of RA abstracts, it can be concluded that RA abstracts, although clearly identifiable by their form and place in published works, may change considerably across disciplines and journals. Indeed, editors may ask for a specific length and content of the abstracts and may label these short texts in different ways. To illustrate, while abstracts can be considered brief summaries of the main elements of papers, journals might not ask

⁹ J. M. Swales, *Genre analysis: English in academic and research settings* (New York: Cambridge University Press: 1990), 58.

for an abstract, but a summary, the function of which is to summarize findings without necessarily placing the paper into a wider context or introducing the research questions and methods.¹⁰ However, most of the times these terms are used interchangeably. Regardless of the labeling, if salient information is not provided on the scope and the findings of the research, it is difficult to judge the originality and the added value of the published text. Thus, study concerning on the abstract writing as a genre is always needed.

Genre analysis is a branch of discourse analysis and is one of the most important approaches to text analysis. Its aim is to explore the specific uses of a language and understand the communicative uses of the language in particular communicative situations¹¹ Hyland added, there are two central assumptions to analyze genres. First, the characteristic of an alike group of texts depend on the social context of their formation and use, and the second is that those characteristics can be described in a way that communicates a text to others and to the choices limits acting on text procedures. Thus, genre academics localize member of society at the core of language use and assume that every successful text will present the writers' consciousness of its context and the readers which form part of that context.¹²

Nowadays, many experts focus on analyzing academic genres. There are some kinds of academic genre that they focus on, such as: grant proposal,

¹⁰ J. M. Swales, *Genre analysis: English in academic and research settings* (New York: Cambridge University Press: 1990), 60.

¹¹ Ken Hyland, *Genre and second language writing (4th ed.)* (USA: The University of Michigan Press: 2007), 27.

¹²Ibid., 29.

introduction part of a research, research article, thesis and abstract. In line with this research, abstract is one of academic genre that is needed to be analyzed for enriching the discussion about academic genre. This statement supports the reason why the researcher should conduct this research. Thus, this discussion about genre is also important because abstract itself is the branch of genre, specifically academic genre.

Based on the concept of genre and its use in language teaching and learning, Hyland states that genre has two purposes. The first is to understand the connection between language and its context of use. This case explains that how people use language to get used to and figure out specific communicative conditions and the behavior practices change over time. The second is to use this knowledge in the examination of language and literacy education. This second purpose both pairs research in new literacy studies, which considers literacy as social practice.¹³

According to Swales and Bhatia cited by Johansen,¹⁴ there are three element included in structuring genre. Those elements are communicative purposes, moves and rhetorical strategies. Communicative purpose means text-genre that has aim to socialize the rule of the text, knowing the communicative purpose of genre helps the society to recognize the determination of the text. Furthermore, Bhahtia cited by Johansen¹⁵ defines move as the communicative purpose component the general criteria for a certain text-genre and provide the organization of a text into a number

¹³ Ken Hyland, *AnnualReview of Applied Linguistics: Genre: Language, Context, and Literacy* (USA: Cambridge University Press, 2002), 113.

¹⁴ Winni Johansen, "Review Article: Analysing Genre: Language Use in Professional", *Journal of Linguistics*, 19, (1997), 215.

¹⁵ Ibid

of constituents. Also, rhetorical strategy indicates the option of the writers in arranging their private purposes are non-discriminative strategies which means that the options do not affect or modify the nature of a genre.¹⁶

Those three structuring genre elements have relation each other. Communicative purpose is the first element that is being basic founder of genre. It is as the purpose of why the genre exists. Then, communicative purpose has move as constituent that can distinguish the different types of genre. For creating written text based on specific moves, the writers have rhetorical strategy as their strategy to fulfill the need of the content of their writing.

Another term, Rhetorical move has 2 root words, they are rhetoric and move. Rhetoric is the successful use of language, characteristically in the context of public speaking, in a continuous practice successful in return to standard ancient times. The theory of rhetoric is the concept that effective claim must be realistic and go along with a structural arrangement to create an opinion of reliability for the viewers. Besides, moves are discriminative component of generic structure of the text. In line with the theories, this study discusses about assessing the effective argument placed based on the chronological sequence in thesis abstract.¹⁷

Lastly, a genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognised by the expert members of the parent discourse community and, thereby, constitute the rationale for the genre. Nowadays, genre can be found expansively in different

¹⁶Winni Johansen, "Review Article: Analysing Genre: Language Use in Professional", 215.

¹⁷LatifatulFajriyah, *Representation of Rethorical Move of Thesis Abstracts in English Teacher Education Department*. A Thesis.English Teacher Education Department, Faculty of Education and Teacher Training, UIN SunanAmpel, (2015), 17.

fields, such as linguistics, discourse, social sciences and business. This study focused on the move analysis of a corpus of texts considered to be representative of a specific genre. A move in genre analysis is defined as a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse. Pho indicated ...each move has its own communicative purpose, which, together with other moves, contributes to the general communicative purposes of the texts. Each rhetorical move can be realised by one or more steps, but not all moves comprise constituent steps. Both moves and steps are functional units and can be optional or obligatory in a genre. Some moves or steps occurring regularly in a genre are considered obligatory; others occurring less frequently are considered optional. The identification of moves is a crucial step in a rhetorical structure analysis.

B. Abstract

This section discuss the overview of abstract including definitions, functions, and types of abstracts, and the rhetorical structures.

1. The Definition of Abstract

Lores defined abstract as a concise summary of a larger report.¹⁸

According to Bathia, abstract is a factual description and summary of a longer report.¹⁹ The American National Standards Institute (ANSI) defined an abstract as “an abbreviated and accurate representation of the contents of a document,

¹⁸ R. Lores, “On RA abstracts: From rhetorical structure to thematic organization”, *English for Specific Purposes*, 23, (2004), 281.

¹⁹ V. K. Bhatia, *Analysing genre: Language use in professional settings* (London: Longman, 1993). 25.

preferably prepared by its author (s) for publication with it".²⁰ In other words, abstract is the summary of a report which represent the content of the whole document. In academic paper, especially research article, abstract sometimes include the main point of the introduction part, a snapshot op literature review, methodology, the point of research result, and the discussion of the research result.

Abstract is different from other parts in research paper. Bhatia compared the similarities of research article abstracts with the introduction part. Research article abstracts are similar to introductions because they have the same research setting, written mode, participant relationships, and formality level. However, they are distinct genres in academic prose and their communicative purposes are different.²¹ In addition, abstracts contain the same content as corresponding texts. On the other hand, abstracts are independent discourse.²²

2. The Function of Abstract

Abstracts have a part of capacities as it's function. Huckin states that an abstract can work as a mini-text giving perusers with a brief outline of the study's theme, methodology, and discoveries.²³ In short, abstract functions as the preview of a long document. It provides the main important points of the whole document that help the reader to consider whether the reader really need

²⁰ T. N. Huckin, *Abstracting from abstracts*. In M. Hewing (Ed.), *Academic writing in context: Implications and applications*, (Birmingham: University of Birmingham Press, 2001), 94.

²¹ V. K. Bhatia, *Analysing genre: Language use in professional settings* (London: Longman, 1993). 26.

²² Ken Hyland, *Genre and second language writing (4th ed.)*, 26.

²³ T. N. Huckin, *Abstracting from abstracts*. In M. Hewing (Ed.), *Academic writing in context: Implications and applications*, 94.

to read the whole document or not. Lores mentioned that abstracts function as a leading journal to choose contributions and guiding conference organizers to accept or reject papers.²⁴ Abstracts are, therefore, very useful for readers. Abstracts help readers to remember the main contents of articles and provide them the research information concisely.²⁵

Furthermore, an abstract can function as a road-map for readers to read an article, and provides an indexing help for professional writers and editors as abstracts basically represent the content of the documents in short form.²⁶ Moreover, an abstract can help the reviewer to get the point of the research document. Additionally, abstracts are used to demonstrate the disciplinary competence of the writers.²⁷ The lexical choices in abstracts represent the writers' disciplinary identity and help them gain recognition in their relevant arena or field of study.

3. The Type of Abstract

Practically, abstracts are categorized into two fundamental sorts which are indicative or descriptive abstracts and informative abstracts. Characteristic or descriptive abstracts work as a table of substance of an going with paper. They incorporate an outline of a consider but do not give particular data on the investigate strategy, the discoveries, and the conclusions. On the other hand, informative abstracts give particular data of a investigate ponder counting the

²⁴ R. Lores, "On RA abstracts: From rhetorical structure to thematic organization", 281.

²⁵ M. B. Santos, "The textual organization of research paper abstracts in applied linguistics". *Text*, 16(4), (1996), 482.

²⁶ T. N. Huckin, *Abstracting from abstracts*. In M. Hewing (Ed.), *Academic writing in context: Implications and applications*, 94.

²⁷ Ken Hyland, *Genre and second language writing (4th ed.)*, 27.

inquire about technique and discoveries. Swales and Feak recognize abstracts into two sorts based on the composing style: results-driven abstracts and term paper outlines. A results-driven theoretical centers on showing inquire about discoveries. This kind of unique centers on the result of the ponder and the discussion of the ponder. In differentiate, a term paper outline gives a outline of each area in a report. This sort of unique is more particular and brief.²⁸

4. The Rhetorical Structures of Abstract

Researchers and scholars have investigated abstract genres and other relevant research genres and proposed different rhetorical move models. One model is different with the other models in terms of the number of move and step used in the abstracts. However, the point of the rhetorical structure of the abstracts is the same. Furthermore, there are some proposed models of rhetorical structure known as more specific, and some others are known as less specific. The proposed rhetorical move models that can be used in analyzing abstracts are as follows:

a. American National Standards Institute (ANSI)²⁹

According to ANSI's an abstract consists of four moves:

- 1) Move 1: Scope and purpose
- 2) Move 2: Methodology
- 3) Move 3: Results

²⁸ J. M. Swales, & C. B. Feak, *Abstracts and the writing of abstracts (4th ed.)*(USA: The Michigan Series in English for Academic & Professional Purposes, 2012), 62.

²⁹TiranunWongwiwat, *Move Analysis and Lexical Bundle Analysis of Conference Abstracts: a Case Study of Thailand Tesol International Conferences*(Thesis), (Phra Nakhon: Thammasat University, 2016), 35.

4) Move 4: Significance conclusions

b. Swales' (1990) model³⁰

Swales revealed the investigation of rhetorical moves in research genre. He analysed introduction units of academic articles and projected a three-move schema called CARS (Creating A Research Space) model. This model is broadly used in analysing dissimilar types of texts (as well as abstracts) in professional academic and research genres. The CARS model contains of three moves also eleven phases as follows:

1) Move 1: Establishing a territory

Step 1 Claiming centrality

Step 2 Making topic generalization(s)

Step 3 Reviewing items of previous research

2) Move 2: Establishing a niche

Step 1A Counter-claiming

Step 1B Indicating a gap

Step 1C Question-raising

Step 1D Continuing a tradition

3) Move 3: Occupying the niche

Step 1A Outline purposes

Step 1B Announcing present research

Step 2 Announcing principal findings

³⁰ J. M. Swales, *Genre analysis: English in academic and research settings* (New York: Cambridge University Press: 1990), 58.

Step 3 Indicating RA structure

c. Bhatia's (1993) model³¹

Bhatia proposed a four-move show to be utilized in analyzing research article abstracts. This show compares to the IMRD (Introduction- Methods- Results-Discussion) structure which could be a common organization structure of research papers. Bhatia's move show comprises of four moves as bellow:

1) Move 1: Introducing purpose

This move introduces the author's intention, the thesis or hypothesis, the research goals and objectives, and the research problems.

2) Move 2: Describing methodology

This move describes the experimental design, the research data, the procedures, and the scope of the research.

3) Move 3: Summarizing results

This move summarizes the research findings and solutions.

4) Move 4: Presenting conclusions

This move provides the interpretation of the results and draws conclusions derived from the interpretations.

d. Santos' (1996) model³²

Santos (1996) analyzed the rhetorical designs of study article abstracts in Applied Linguistics and proposed a five-move typical as tails:

1) Move 1: Situating the research

³¹ V. K. Bhatia, *Analysing genre: Language use in professional settings* (London: Longman, 1993). 28.

³² M. B. Santos, "The textual organization of research paper abstracts in applied linguistics". *Text*, 16(4), (1996), 486.

Submove 1A - Stating current knowledge

Submove 1B - Citing previous research

Submove 1C - Extended previous research

Submove 2 - Stating a problem

2) Move 2: Presenting the research

Submove 1A - Indicating main features

Submove 1B - Indicating main purpose

Submove 2 - Hypothesis raising

3) Move 3: Describing the methodology

4) Move 4: Summarizing the results

5) Move 5: Discussing the research

Submove 1 - Drawing conclusions

Submove 2 - Giving recommendations

e. Hyland's (2000) model³³

Hyland projected a four-rhetorical move typical for investigating research article abstracts. This model is comparable to the traditional IMRD structure of research articles. Hyland's move typical consists of five moves as follows:

1) Move 1: Introduction

This move establishes the context of the paper and motivates the research or discussion.

2) Move 2: Purpose

³³ Ken Hyland, *Genre and second language writing (4th ed.)*, 30.

This move indicates the purpose, thesis, or hypothesis, and outlines the intention behind the paper.

3) Move 3: Method

This move provides the information on the design, the procedures, the assumptions, the approach, the data, etc.

4) Move 4: Product

This move states the main findings or results, the argument, or what was accomplished.

5) Move 5: Conclusion

This move interprets or extends the results beyond the scope of the paper, draws the conclusions, and points out the applications or wider implications of the results.

C. Previous Studies

Some studies are showed to spot the rhetorical forming in abstracts. Santos observed the abstracts in Applied Linguistics and projected a five-move typical (Move 1: Situating the research, Move 2: Presenting the research, Move 3: Describing the methodology, Move 4: Summarizing the results, and Move 5: Discussing the research). He then, acknowledged Presenting the research, Statting the methodology and Summarizing the results were necessary moves in Applied Linguistics.³⁴

Hyland considered the thematic constructions of research article abstracts in various fields of studies (Physics, Engineering, Biology, Humanities, and Social

³⁴ M. B. Santos, "The textual organization of research paper abstracts in applied linguistics", 481.

Science) by using his five-move typical (Introduction, Purpose, Method, Product, and Conclusion). It was found that the move structures in Physics and Engineering were diverse from those in Humanities and Social Science. The foremost as often as possible utilized structure in Physics and Engineering were Purpose-Method-Product (P-M-Pr), while Introduction-Purpose-Product (I-P-Pr) was the foremost as often as possible utilized structure in Humanities and Social Science. Moreover, a few reused moves were found within the scientific abstracts to highlight a arrangement of results. The findings also showed that less than five percent of the corpus contained the five moves in the order. Yokhontova analyzes abstracts of Applied Linguistics conferences written by native speakers of English, Russian and Ukrainian. As a result, the move of a five-step writing abstract reserved: Move 1: Outlining the research field, Move 2: Justifying a particular piece of research/ study, Move 3: Introducing the paper to be presented at the conference, Move 4: Summarizing the paper, and Move 5: Highlighting its outcome/ results.³⁵

Hai-lin and Huan investigate abstract research articles composed by local and non-native speakers of English in terms of their contrasts in non specific structure. The IMRD model and Swales' (1990) model were used. It was found that the abstracts composed by either local or non-native English speakers had veered off from the IMRD style. The abstracts written by non-native English speakers had a more simplified macro-structure. In this abstract, mandatory moves are introduced, and therefore the optional steps are Method, Result, and Discussion. In

³⁵ K. Hyland, "Genre pedagogy: Language, literacy and L2 writing instruction" *Journal of Second Language Writing*, 16, (2007b). 148.

contrast, abstracts written by native speakers of English have a more complex structure. In other words, Introduction and therefore Result measures are essential, whereas tactics and therefore Discussion move are optional.³⁶

Ren and Li studied the abstract Applied Linguistics rhetorical measures from the Chinese Master's thesis and published a research article using Hyland's classification of rhetorical measures. It has been found that there is a difference between abstract rhetorical movements in research articles and theses. The step structures most often used in abstract research articles are Purpose-Method-Product (-Conclusion), Introduction-Purpose-Method-Product (-Conclusion), and Introduction-Purpose-Product (-Conclusion). In contrast, most of the thesis abstracts attended followed a five-step structure that Introduces-Purpose-Product-Conclusion. Ren and Li further acknowledged that research articles abstract writers or expert writers carefully selected the best measures to promote their papers, while students or new writers attended included all measures to make their thesis abstracts more informative in terms of content and structure.³⁷

Suntara and Usama examine the rhetorical patterns of abstract research articles in Linguistics and Applied Linguistics using the Hyland model. It has been found that the most preferred patterns in Linguistics are Purpose-Method-Product-Conclusion (P-M-Pr-C), Purpose-Method-Product, and Introduction-Purpose-Product. In Applied Linguistics, the most preferred patterns are Product Purpose-Method-Conclusion (P-M-Pr-C), Product-Purpose-Conclusion-Introduction-

³⁶ D. Hai-lin, & X. Huan, "Generic structure of research article abstracts structure", *Cross-Cultural Communication*, 6(3), (2010).36.

³⁷ H. Ren, & Y. Li, "A comparison study on the rhetorical moves of abstracts in published research articles and Master's foreign-language thesis", *English Language Teaching*, 4(1), (2011). 162.

Conclusion, and Product-Purpose-Introduction-Method. Briefly, the most frequently used pattern in both fields of study is the P-M-Pr-C pattern. Furthermore, abstract analyzes in both fields show similar clues to the terms of traditional and preferred movements. the traditional measure in both fields is Purpose, Method, and product, while Introduction is the optional move.

Samar, Talebzadeh, Kiany, and Akbari investigated the move of 160 conference abstracts in the field of Applied Linguistics. The result reveal that Introduction, Methods, and Findings have been identified in most texts³⁸ Khansari, Heng, Yuit, and Tan examined the step shapes of 130 abstract English research articles obtained from Linguistics Journals. The outcomes showed that around 63.84% of the corpus or 81 abstracts were written with IMRD (Introduction-Methods-Results-Discussion) structure³⁹ The formation of abstract rhetoric was not the only focus of investigators in the past. Numerous of them are also interested about the features of abstract linguistics in various disciplines, as shown in their research studies.

Van Bonn and Swales compared French and English scholarly abstracts in Dialect Science to observe approximately the writers' etymological and explanatory discernments, and to discover out how and why the dialect essentially influences the genre. Their corpus comprised of 60 abstracts (30 abstracts from French articles and 30 abstracts from British articles). These abstracts were

³⁸ R.G. Samar, H. Talebzadeh, G. R. Kiany, & R. Akbari, "Moves and steps to sell a paper: A cross-cultural genre analysis of applied linguistics conference abstracts", *Text & Talk*, 34(6), (2014). 759.

³⁹ D. Khansari, C. S. Heng, C. M. Yuit, & H. Tan, "Regularities and irregularities in rhetorical move structure of linguistics", *The Southeast Asian Journal of English Language Studies*, 22(1), (2016), 39.

analyzed in terms of the choices of voice, individual pronouns, and transitional words. It was found that the abstracts of these two dialects were distinctive because of their contrasts within the talk community measure and a few etymological highlights such as the choice of voice.

Pho analyzed the term of etymological in linguistic which is realization of moves within the 'introduction' and 'abstract' segments of inquire about articles in Connected Phonetics and Instructive Innovation. It was found that the contrasts within the linguistic highlights were caused by the moves instead of the disciplines. The comes about moreover appeared that the moves can be recognized by the verb tenses, the voices, the modular verbs, the position words, the self-reference words, and the detailing verbs. The dispersion designs of a few phonetic highlights were comparative since the target corpora of these highlights all had a place to the same field of ponders that's Educating and Learning.⁴⁰

Tseng examined the move designs and the verb tenses in investigate article abstracts in Connected Phonetics diaries by utilizing Santos' (1996) five-move design. In any case, the names of these five moves were abbreviated for brevity and clarity purposes in Swales and Feak' s (2004) show, and ended up Move 1: Background, Move 2: Aim, Move 3: Methods, Move 4: Results, and Move 5: Conclusion, instep. The comes about uncovered that the abstracts in this corpus taken after a four-move structure of M2-M3-M4-M5. The mandatory moves in this think about were Move 2: Aim, Move 3: Methods, and Move 4: Results. The

⁴⁰ P. D. Pho, "Linguistic realizations of rhetorical structure: A corpus-based study of research article abstracts and introductions in applied linguistics and educational technology", *Corpuslinguistic applications: Current studies, new directions*, (2013), 135.

Background move was discretionary. In addition, the abstracts in this corpus frequently started with Move 2: Aim, taken after by Move 1: Background, and finished with Move 5: Conclusion. In terms of tenses, the Display Straightforward tense was utilized within the Background, the Aim, and the Conclusion moves, while the Past Simple tense happened within the Method and the result moves.