

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss the review of related literature of this study which contains move analysis, abstract, and review of previous studies.

A. Move Analysis

The study of discourse has grouped the definitions of ‘discourse analysis’ into three general categories: the study of language use, the study of linguistic structure ‘beyond the sentence’, and the study of social practices and ideological assumptions that are associated with language and/or communication.²⁰ The study of linguistic structure ‘beyond the sentence’ focuses on a larger object of study: extended sequences of utterances or sentences and how those ‘texts’ are constructed and organized in systematic ways.²¹

The study of discourse organization – linguistic structure ‘beyond the sentence’ – is usually based on detailed analysis of a single text, resulting in a qualitative linguistic description of the textual organization.²² Studies like Bhatia (2002), Samraj (2002), Bunton (2002), Love (2002), and Swales (2004) exclusively use the term ‘genre’.²³ The term genre refers to a recognized

²⁰ Deborah Schiffrin et. al., *The Handbook of Discourse Analysis* (Oxford: Blackwell Publishers, 2001), 1.

²¹ Douglas Biber et. al., *Discourse On The Move: Using Corpus Analysis To Describe Discourse Structure*, (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2007), 1.

²² Ibid, 2.

²³ Ibid, 8.

‘message type’ with an internal structure. As such, the term genre is often associated with the second general approach to discourse identified above – the study of linguistic structure ‘beyond the sentence’.²⁴ Genre analysis using rhetorical moves was originally developed by Swales (1981) to describe the rhetorical organizational patterns of research articles. A move thus refers to a section of a text that performs a specific communicative function. Each move not only has its own purpose but also contributes to the overall communicative purposes of the genre.²⁵

‘Move analysis’ (Swales, 1981, 1990) is an example of such a specific genre analysis. Move analysis was developed as a top-down approach to analyze the discourse structure of texts from a genre; the text is described as a sequence of ‘moves’, where each move represents a particular communicative function.²⁶

Swales, as stated by Mahjoobeh Abarghooeinezhad and Shahla Simin²⁷, defines move in genre analysis as “a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse”. Move is a functional point which must exist in any genre of writing. The move analysis begins with the development of an analytical framework, identifying and describing the move types that can occur in this genre: these are the functional/communicative distinctions that moves can serve in the target genre.

²⁴ Ibid.

²⁵ Ibid, 23.

²⁶ Ibid, 15.

²⁷ Mahjoobeh Abarghooeinezhad and Shahla Simin, “A Structural Move Analysis Of Abstract In Electronic Engineering Articles”, *International Journal of Research Studies in Language Learning*, Volume 4 Number 4 (October, 2015), 69-80.

Subsequently, selected texts are segmented into moves, noting the move type of each move. The overall discourse structure of a text can be described in relation to the sequence of move types.²⁸ The move is used for identifying the purpose of each stage in a text.

There are several experts who mentioned the model of move structure. They are Bhatia's (1993), Santos (1996), Hyland (2000), and Swales-Feak (2004). Biok Behnam and Farhad Golpour²⁹ stated in their study that Bhatia (1993) identified typical four-move model in RA abstracts in his work of *Language Use in Professional Settings*. The moves are *Purpose, Method, Results, and Conclusions*. As stated in Mahjoobeh Abarghooeinezhad and Shahla Simin's study³⁰, Santos (1996), by analyzing 93 Applied Linguistics articles, suggested that an abstract need to be composed of five different moves labeled as *Situating The Research (STR), Presenting The Research (PTR), Describing The Methodology, Summarizing The Findings (STF), and Discussing The Research (DTR)*. As stated by Fan-ping Tseng³¹, Swales and Feak (2004), in their handbook, likewise, suggested that structured abstracts should have five elements as a paper would, *Background, Aim, Method, Result, and Conclusion*.

²⁸ Ibid.

²⁹ Biok Behnam and Farhad Golpour, "A Genre Analysis Of English And Iranian Research Articles Abstracts In Applied Linguistics And Mathematics", *International Journal of Applied Linguistics & English Literature*, Vol. 3 No. 5, (September 2014), 173-179.

³⁰ Mahjoobeh Abarghooeinezhad and Shahla Simin, "A Structural Move Analysis Of Abstract In Electronic Engineering Articles", *International Journal of Research Studies in Language Learning*, Volume 4 Number 4 (October, 2015), 69-80.

³¹ Fan-ping Tseng, "Analyses of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals", *International Journal of English Linguistics*, Vol. 1 No. 2, (September 2011), 27-39.

Hyland (2000) investigates the writer's statement of the research purpose from the *Introduction* section, categorizing the abstracts as five-move structure to analyze academic abstract (as quoted by Behnam and Golpour, 2014; Dong and Xue, 2010; Ren and Li, 2011; Tseng, 2011; Ülker, 2012; Awwaad, 2012; Esfandiari, 2014; Suroso, 2010; Chalak and Norouzi, 2013; Suntara and Usaha, 2013; Saeew and Tangkiengsirisin, 2014; Alhuqbani, 2013). Hyland's model was based on 800 abstracts across 8 disciplines including philosophy, sociology, applied linguistics, marketing, electrical engineering, mechanical engineering, physics, and biology, with 100 abstracts in each discipline.

Table 2.1: Hyland's (2000) Five-Move Model of Abstracts Analysis³²

Move Type		Explanation
Move 1	Introduction	Establishes context of the paper and motivates the research
Move 2	Purpose	Indicates purpose, outlines the aim behind the paper
Move 3	Method	Provides information on design, procedures, data analysis, etc.
Move 4	Product	Indicates results and the argument
Move 5	Conclusion	Points to applications or wider implications and interpretation scope of paper

From these guidelines, it can be seen that Hyland's five-move model is a suggested structure of an abstract although the moves are entitled differently in different books.³³ Hyland's five-move structure, namely *Introduction*,

³² Supachai Saeew and Supong Tangkiengsirisin, "Rhetorical Variation across Research Article Abstracts in Environmental Science and Applied Linguistics", *English Language Teaching*, Vol. 7 No. 8, (2014), 81.

³³ Ibid.

Purpose, Method, Product, and Conclusion, hereafter will be shortened to **IPMPPrC**. Santos' model was limited to the field of applied linguistics, while Hyland's model covered the disciplines of sciences and social sciences. Hyland's model is better suited to the purpose of the present study to analyze undergraduate thesis abstracts. According to Hyland (2003), as quoted in Behnam and Golpour's study,³⁴ the moves or steps with sixty and more percent rates can be considered as obligatory and less than sixty percent is called optional which used as a role for providing the preceding pattern.

To simplify the identification of certain move, the researcher needs indicators. Lexical indicators can be used to help the researcher in identifying certain moves. The definition of lexical is something that relates to the vocabulary of a language.³⁵ Lexical expressions like *examine, investigate, present, provide, explore, and analyze* indicate the move introduction. Lexical expressions like *aim, objective, or purpose of the study* can indicate the move purpose. The move method is generally realized by several lexical expressions like *data, subjects, instruments, and techniques*. To identify the move product, a number reporting verbs like *find, show, reveal, and confirm* can be used. Lexical verbs like *conclude, suggest, show, find, and come up with* indicate the move conclusion.³⁶

³⁴ Biook Behnam and Farhad Golpour, "A Genre Analysis of English and Iranian Research Articles Abstracts in Applied Linguistics And Mathematics", *International Journal of Applied Linguistics & English Literature*, Vol. 3 No. 5, (September 2014), 173-179.

³⁵ AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1995) 717.

³⁶ Nassier A.G. Al-Zubaidi, "Analyzing the Rhetorical Structure of Linguistics Dissertation Abstracts Written by Iraqi EFL Graduates", *Al-Ustath*, No. 204 (2013).

B. Abstract

1. The definition of abstract

The term abstract signifies a brief and objective representation of the contents of a primary document or an oral presentation.³⁷ An abstract is a summary of the thesis³⁸ which is written in short, solid, and clear. It cannot be separated from any scientific writing. An abstract as a part of a thesis serves the purpose of announcing the goal(s) of the underlying research, methods that were employed in the investigation, and the most important results achieved.³⁹

2. The purpose of abstract

A well-prepared abstract enables readers to identify the basic content of a document quickly, to determine its relevance to their interests, and thus to decide whether they need to read the document in its entirety.⁴⁰

Abstracts are constantly regarded as the first part of RAs and few scholarly RAs go without an abstract. Therefore, RAs' abstracts are equally important to writers and readers.⁴¹ The abstract is a genre central to

³⁷ American National Standards Institute, *Guidelines for Abstracts* (Maryland: National International Standards Organization, 1997).

³⁸ Meltem Eser Ülker, "A Comparative Analysis Of Thesis Guidelines And Master Thesis Abstracts Written In English At Universities In Turkey And In The USA" (Tesis MA, Middle East Technical University, Ankara, 2012), 65.

³⁹ William E. Russey et. al., *How to Write Successful Science Thesis* (Winheim: WILEY-VCH, 2006), 72.

⁴⁰ American National Standards Institute, *Guidelines for Abstracts* (Maryland: National International Standards Organization, 1997).

⁴¹ Jien-Chen Wu et. al., "Computational Analysis of Move Structures in Academic Abstracts", *Proceedings of the COLING/ACL 2006 Interactive Presentation Sessions*, (July 2006), 41-44.

disciplinary knowledge-making and academic writing for, after the title, it is generally the readers' first encounter with a text and often the point where they decide whether to look further at the accompanying paper, or to ignore it.⁴²

3. The style of abstract⁴³

There are several styles in writing an abstract. An abstract has its length and paragraphing. The length of an abstract differs according to the type of document being abstracted and the ways the abstract is to be used.

Table 2.2: ANSI's Length of Abstract

Document	Maximum Length of Abstract
Papers Articles Portions of monograph	250 words
Notes Short communications	100 words
Editorials Letters to the editor	30 words
Long documents such as monographs and theses	Single page, 300 words

Generally, an abstract is written as a single paragraph. An abstract is written using complete sentences. The first sentence of an abstract should avoid naming the type of document (e.g., "This article evaluates", "This essay examines", or "This study presents"). The use of active verbs is suggested whenever possible.

⁴² Ken Hyland and Polly Tse, "Evaluative *That* Constructions, Signaling Stance in Research Abstracts", *Functions of Language*, 12:1 (2005), 39-63.

⁴³ American National Standards Institute, *Guidelines for Abstracts* (Maryland: National International Standards Organization, 1997).

4. Guidelines of Writing Abstract in STAIN Kediri

STAIN Kediri has a guidebook which contains a set of guidelines in writing scientific paper. This book is given to all students in STAIN Kediri. This book aims to unify all scientific writings written by students in STAIN Kediri. This book also presents a rule in writing abstract. The book explains that an abstract is a brief description of why the research was done, how the research was done, and the main conclusion of the research results. Abstract written in a few paragraphs, and is no longer than one page (200-300 words) and typed single-spaced. Abstract written in this order: the word ABSTRACT (written in capital letters and placed in the middle above), author's full name (written in capital letters starting from the left margin), comma, supervisors, comma, title of thesis, comma, department, comma, faculty, comma, STAIN Kediri, comma, and graduation year.⁴⁴

C. Review of Previous Studies

There are several analyses on abstract focus on its move which were conducted by the previous researchers in the different fields. They are Mohammed Nasser Alhuqbani, Iman Suroso, and Supachai Saeew and Supong Tangkiengsirisin. The following paragraphs present the review of those studies and the result of each study.

⁴⁴ Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Kediri: STAIN Kediri, 2011).

A study on genre analysis was done by Mohammed Nasser Alhuqbani with the title “Genre-Based Analysis of Arabic Research Article Abstracts across Four Disciplines”. This study examined the rhetorical structures of abstracts across four disciplines in Arabic: law, linguistics, medicine, and police consisted of 40 Arabic abstracts, with 10 abstracts from each discipline. The data was analyzed qualitatively and quantitatively using two move models: Bhatia's (1993) four-move structure and Hyland's (2000) five-move structure. The results showed that these four disciplines varied to these models. Abstracts in medicine adhered to either Bhatia's or Hyland's model. Abstracts in law, linguistics, and police had no conventional move structure. As for the preferred verb tense, researchers used the present tense in the introduction, purpose, and conclusion moves, and the past tense in the method and result moves.⁴⁵

Iman Suroso's study on the moves entitled “Moves in the English Abstracts of Students' Final Project Reports”. This study is based on the moves found in the abstracts of Semarang State Polytechnic students' Final Project Reports. The kinds, frequency, and position of moves used in those selected abstracts are presented. The data gathered, which consisted of 2 groups of abstracts each containing 20, were analyzed using a descriptive qualitative approach. The study found five kinds of moves in the abstracts: introduction, objective, method, result, and conclusion. Frequency of the moves was ranked as objective, method, result, introduction, and conclusion. It was concluded that most abstracts had failed to fulfill the requirements stipulated in the

⁴⁵ Mohammed Nasser Alhuqbani, “Genre-Based Analysis of Arabic Research Article Abstracts across Four Disciplines”, *Journal of Educational and Social Research*, Vol. 3 No. 3, (September 2013), 371-382.

Guidelines for Preparing Final Project Reports of Semarang State Polytechnic.⁴⁶

Supachai Saeew and Supong Tangkiengsirisin conducted a study comparing the rhetorical variation in the abstracts of research article with the title “Rhetorical Variation across Research Article Abstracts in Environmental Science and Applied Linguistics”.⁴⁷ This study reports on the identification of moves and co-existing linguistic features commonly used in environmental science and applied linguistics research article abstracts. 200 research article abstracts published during the years of 2010-2013 were analyzed with reference to Hyland’s analytical framework. With the presence of all five moves, the structures of I-P-M-Pr-C and P-M-Pr-C were most used among the environmental science and applied linguistics abstracts. All of the moves, except for Introduction move, were conventional across the two disciplines.

⁴⁶ Iman Suroso, “Moves in the English Abstracts of Students' Final Project Reports”, *Ragam Jurnal Pengembangan Humaniora*, Volume 10 No 1, (April, 2010), 17.

⁴⁷ Supachai Saeew and Supong Tangkiengsirisin, “Rhetorical Variation across Research Article Abstracts in Environmental Science and Applied Linguistics”, *English Language Teaching*, Vol. 7 No. 8, (2014), 81.