

MOVE ANALYSIS OF THE ENGLISH BACHELOR THESIS ABSTRACTS WRITTEN BY INDONESIANS

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Abstract. Due to the global era, bachelorthesis abstracts written by non-native English speakers (Indonesians) from non-English departments in Indonesia are usually written in two languages, i.e. Indonesian and English. The English bachelorthesis abstracts are mostly the translated ones from Indonesian and do not always follow the features of abstract genre. This study aims at examining the rhetorical moves of English bachelorthesis abstracts written by students from non-English departments. The data consisted of twenty abstracts selected randomly from hard and social science departments of Universitas Muria Kudus. The analysis employed Hyland's five rhetorical move model. The study reveals that most English bachelor thesis abstracts did not follow the five rhetorical moves. The absence of some rhetorical moves in the English bachelor thesis abstracts may lead to the communicative purposes not achieved and thus might cause difficulty for readers to understand the study.

Key words: Move, English bachelorthesis abstract, Indonesians

INTRODUCTION

Abstract genre is usually found in research articles, thesis, dissertations, conference papers, and grant proposals. It is the first to be read after title and before introduction. This special location is related to the significant function of abstract, that is, to represent the content of the text briefly. In other words, abstracts can be used as 'advance indicators of the content and structure of the following text' (Swales, 1990: 179). Consequently, readers do not have to read the whole text, since only by reading the abstract, they have already known what the text is about. This means abstracts save their time and at the same time help them decide to go on reading the entire text or not.

The studies on abstract genre have gained attention from many researchers following the popularity of studies on research article genre. However, the number of studies on research article abstract (Talebinezhad, Arbabi, Taki, & Akhlaqi, 2012; Doro, 2013; Behnam & Golpour, 2014; Maswana, Kanamaru, Tajino, 2015; Darabad, 2016, Al-Khasawneh, 2017; Muangsamai, 2018) exceed those on bachelorthesis abstract. This might be due to the publication of research article as the way of disseminating new knowledge and persuading academic community to admit the statement (Hyland, 2000). Bachelorthesis abstract, written by bachelor students, might not always hold such purposes since the students are still considered new to the academic community and are still guided in conducting research. That can be the reason why few, even might be none, studies are found on bachelorthesis abstract. Some studies prefer to explore master

thesis abstracts (Nasser & Nematollahi, 2014; Krajnakova, 2015; Zeyneb, 2016; Kosasih, 2018) rather than bachelor thesis abstract.

In the countries of expanding cricle, such as Indonesia, the bachelor students from non-English departments who write their theses in Indonesian are required to write abstract in two languages, i.e. Indonesian and English. The English bachelorthesisabstract functions to increase readers from around the world because “English is now well established as the world language of research and publication” (Flowerdew, 2002, p.1). Nevertheless, the English bachelorthesisabstract is actually translated from the Indonesian version. As a result, the abstract might not always follow the features of Englishabstract genre.

Swales (1990) defined genre as “a class of communicative events, the members of which share some set of communicative purposes” (p. 58). Therefore, communicative purposes become the characteristic of genre that differentiate one genre from another. These communicative purposes are realized through some rhetorical moves. Each move may consist of a step or a series of steps, eventhough it is not obligatory.

Bhatia (1993) identifies four moves in research article abstracts, namely purpose, methodology, results, and conclusion. Meanwhile, Hyland’s (2000) move model present five moves, i.e. introduction, purpose, method, product, and conclusion. Introduction functions to provide the context of the study and motivate the research. Purpose explains the purpose of the study. Method move describes the design of the study, data collection, data analysis, and so on. Product reveals the result and argument. The last move, conclusion presents the implication of the study.

To commit a move analysis, Kwan (2006) states that things to be regarded are the function of the text group and the contribution of each move in the structure to the fulfillment of that function. Dudley-Evans (1997) proposes two techniques to identify move by using linguistic evidence and by understanding the text together with expectations on the text from the general academic community and the particular discourse community. The latter technique is applied when the linguistic evidence seems to be unclear.

This present study, employing Hyland’s five-rhetorical move model, aims at examining the rhetorical moves of English bachelorthesis abstracts written by students from non-English departments. The non-English departments include both hard and social science departments.

METHOD

This study belongs to genre analysis. The main focus is on macro level analysis, that is examining the rhetorical structure of English bachelor thesis abstracts.

The total of twenty bachelorthesis abstracts written by the bachelor students at Universitas Muria Kudus made the corpus of this present study. They were selected randomly from the hard and social science departments excluding the English education department because the students of that department write their thesis and abstracts in English. Since there are two versions of abstracts,

Indonesian and translated English, only the translated English ones were chosen. They were retrieved from the electronic database of eprints.unpk published in 2019.

The analysis of the bachelor thesis abstracts involves examining the rhetorical moves following Hyland's five-move model (2000). The model consists of introduction, purpose, method, product, and conclusion. The approach used to analyse the rhetorical moves is "top-down" approach where the content of the abstracts is examined

RESULTS AND DISCUSSION

This present study aims at examining the English bachelor thesis abstracts written by non-native speakers (Indonesian) from non-English departments. Table 1 presents the frequency and percentage of the occurrence of the rhetorical moves in the English bachelor thesis abstracts.

Table 1. Frequency and Percentage of the Occurrence
of the Rhetorical Moves in English Bachelor Thesis Abstracts

Move	Frequency	Percentage
Introduction	14	70%
Purpose	12	60%
Method	20	100%
Product	15	75%
Conclusion	7	35%

As shown in Table 1, the rhetorical move method is always present in the English bachelor thesis abstract. The second most present move is product with 15 occurrences or 75%. The move introduction is the third most frequently occurring move with 14 or 70% occurrences. The fourth frequently present move is purpose with 12 occurrences or 60%. The least move present in the data is conclusion, with only 7 occurrences or 35%. The result of the analysis shows that the English bachelor thesis abstracts do not always follow the structure of rhetorical moves.

Introduction move functions to provide the context of the study. There were only 14 introduction move found in the bachelor abstracts. The following is the example of introduction move.

Brand Switching are assumed that consumers will stop their relationship with old producers, to try products offered by competitors. In everyday life consumers can switch from one brand to another even though they are satisfied with the use of the previous brand. Companies need to know the cause of the brand's switching to design a strategy to maintain customer loyalty. One of the industries with rapid development and vulnerable to consumer behaviour to change brands is the smartphone industry. (Abstract 20)

The introduction move in the instance of the abstract above explains the context of the research by discussing the present knowledge of the field. This is

the way the writer of the abstract to situate and motivate the research. The occurrence of introduction move in the abstract indicates that the writer considers it as a significant part of the abstract. However, introduction move does not always appear in the abstract as in Bhatia (1993), this move is not identified.

The second move, purpose, is meant to state the purpose of the study. Based on the data analysis, the purpose move is the fourth frequently move present in the bachelorthesis abstracts with 12 occurrences. Below is the instance of the purpose move in the data.

The purpose of the research is to design and build an information system for making clothes on B-Tailor so that customers can find out whether their clothes have been made, and know the costs to be paid at the tailor.
(Abstract 9)

In abstract 9, the purpose move is clearly stated using the expression of “the purpose of the research”. Some other abstracts employed the expression like “the aim”. The purpose move is an essential move in abstract as it informs the readers of the purpose of the study. The absence of this kind of move in the abstract will cause readers unable to see where the study leads to. However, 40% abstracts in the data did not employ this move. Behnam and Golpour (2014) state that English abstracts are usual in employing purpose move, but not Persian abstracts. The case with the absence of purpose move in the English bachelorthesis abstracts written by Indonesians might be like the case of Persian abstracts in which the English bachelorthesis abstracts are actually the translated ones from Indonesian to English. In this case, Indonesian abstracts might not always use purpose move so that the translated English abstracts also do not reveal such move.

Method move usually describes the design of the study, data collection, data analysis, and so on. The data analysis indicates that this method move appeared in all English bachelorthesis abstracts. This means that method move is an important and obligatory move in English bachelorthesis abstracts. The instance of the method move in the English bachelorthesis abstract is presented below.

This type of research is a case study research with qualitative methods. Subjects studied were 2 (two) of students SMAN 2 Rembang, namely EYM and SABS class X MIPA 5 who had truant habit problems. Data collection methods used are interview methods, observation methods and documentation methods. Analysis of the data used in this study is a qualitative method, so that an understanding of the behavior of truant behavior can be obtained by research subjects.(Abstract 15)

The method move in the instance consists of the design of the study, participants, data collection, and data analysis. The presence of the method move with detail description enables the readers to understand the research conducted.

The fourth move, product, reveals the result of the study and argument. Most of the bachelorthesis abstracts or about 75% included this product move. The following is the instance of the product move in bachelorthesis abstract.

The findings showed improvement of learning mathematics on cognitive and skill aspects under net of cube and rod material. On cognitive aspect in cycle I, it was gained 62% and cycle II 83%. On aspect of skill in cycle I, it was gained 65% then cycle II 86%. Teacher skill in managing class improved from cycle I 79.5% into 91.5% in cycle II. (Abstract 8)

The product *move* shown in the instance of the bachelorthesis abstract above only demonstrates the result of the study. It did not present the argument of the result.

The last move, conclusion presents the claim and implication of the study. It appears only 35% in the bachelorthesis abstracts. The instance of the conclusion move is as follows.

Based on the results of the classroom action research, it can be concluded that the application of the mind mapping model assisted medvis can improve learning outcomes of the V grade students SD N 1 Gulang. (Abstract 14)

The conclusion move is the least move employed in bachelorthesis abstracts. This might imply that conclusion move is not considered significant to be present in bachelorthesis abstract. This result of the study is in line with Li's (2011) revealing that the conclusion move was used so much less in Chinese abstracts. Li (2011) argues that non-native writers may believe that they do not need to present the conclusion move because their research papers are already well-organized.

It can be inferred that the English bachelorthesis abstracts do not always employ the complete Hyland's five move model. From the five rhetorical moves, only the method move that is considered obligatory in English bachelorthesis abstract as this move is present in all English bachelorthesis abstract. The other three rhetorical moves, namely introduction, purpose, and product were found most frequently in English bachelorthesis abstract. Meanwhile, the conclusion move is the least present rhetorical move in English bachelorthesis abstract.

Regarding the number of rhetorical moves employed in English bachelorthesis abstracts, Table 2 summarizes the result as follows.

Table 2. Frequency and Percentage of the Number of Rhetorical Moves in English BachelorThesis Abstracts

The Number of Move	Frequency	Percentage
5	2	10%
4	8	40%
3	6	30%
2	4	20%

Table 2 above shows that only 10% English bachelorthesis abstracts that comprised of the complete Hyland's five moves from introduction, purpose, method, product, and conclusion. Most of English bachelorthesis abstracts (40%) employed only four rhetorical moves with the absence of move introduction, purpose, or conclusion. 30% English bachelorthesis followed three rhetorical moves with the absence of moves introduction and conclusion, purpose and conclusion, or product and conclusion. It can be seen that all English bachelorthesis abstracts that have three rhetorical move did not have the conclusion move. The other 20% English bachelorthesis abstracts use only two rhetorical move, i.e. introduction and method.

The absence of some rhetorical moves in English bachelor thesis abstracts may cause the communicative purposes of the abstracts not realized well. As a result, the readers will get difficulty to understand the text that might discourage them to read the study further. This can disadvantage the bachelor students if their bachelor theses are not recognized in academic community as Hyland (2002) points out that the mastery of genre knowledge would make students to become participants in their disciplinary community.

CONCLUSION

This study concludes that only few English bachelorthesis abstracts that follow Hyland's five move model. Most of English bachelorthesis abstracts do not employ several rhetorical moves. Therefore, the communicative purposes of the English bachelor thesis abstracts might not be achieved well that causes the readers to get difficulty in understanding the content of the abstracts and finally discourage them to read the whole thesis.

The present study also reveals that the method move was always present in all English bachelorthesis abstracts. This might imply that this kind of move is considered important and obligatory in English bachelorthesis abstracts. However, the method move alone without the presence of some other moves will make the English bachelor thesis abstract unable to fulfill its communicative purposes.

This study recommends the bachelor students, especially the non-native speakers of English from non-English departments to write abstract following the conventional English rhetorical moves. The achievement of communicative purposes through the realization of rhetorical moves will help readers to understand their abstracts easily. This will increase the chance of their theses to gain recognition from their academic community.

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