CHAPTER I
INTRODUCTION

This chapter presents an introductory part of this paper, which covers the background of this study, the purposes, statement of problems, scope of the study, significance of the study, clarification of terms, and organization of the paper.

1.1 Background of Study

Humanities is a field of study that still exists in most universities and still attracts the interest of many scholars to conduct research. The field of humanities covers subjects such as language, literature, arts, and law, which are all associated with the way people think and behave within society. Through studying humanities, students are able to analyze and grapple with the complex moral issue, as well as to gain an understanding of what goes on in the mind of human beings (Greenberg, 2017). Humanities allow people to learn about different cultures, exposing them to various ways of thinking, questioning, and analyzing. As a subject in the humanities field, language study allows students to not only learn about a new language but also its culture, especially on how ideas are usually conveyed in a particular language. With regard to this matter, one of the most proper tools for analyzing the conveyance of ideas is known as move analysis.

Move analysis, an approach derived from genre analysis, has received the attention of many professional researchers and educators to investigate the rhetorical moves of academic writing. Started in the field of English for Specific Purposes (ESP) as proposed by Swales in the 1980s, this analytical framework has stayed in the limelight for the last three decades (Bhatia & Fage-butler, 2015). One of the underlying reasons for the increasing interest in this particular topic is led by the need to present prevalent models of academic and scientific text for students to improve their academic writing ability (Marefat & Mohammadzadeh, 2013). Move analysis is also believed to be useful to give significant insights into a particular genre, especially on its general writing structure (Bhatia, 2004). Furthermore, the rhetorical organizational patterns are believed to be diverse in different kinds of text since each of them has different communicative goals (Swales, 1990), and for that

reason, the use of this approach has also spread through academic writing of various disciplines.

Academic writing is an important aspect as it is believed to be the gate in providing and conveying ideas and thoughts of a particular discipline. It also has become a notable genre and received considerable attention in genre analysis (Al-khasawneh, 2017). Various types of academic writing such as books, research paper, and student theses are defined as a logically-described piece of writing as a result of a certain observation through the lens of the scientific method (Jeon & Eun, 2007) and are published and growing in number each year as an attempt to disseminate knowledge (Pasavoravate, 2011).

While being an obligation for every student to write in order to gain their bachelor, master, or doctoral degree, student theses as an academic genre have also become popular in genre analysis. The different level of complexity of student theses becomes such an interesting point for researchers. Doctoral thesis, as the highest degree, is expected to present original ideas following the writing provision of a particular disciplinary community as it will increase the acceptance and recognition of the author's claim of new knowledge in the related academic discourse (El-dakhs, 2018). The realization of doctoral thesis writing is commonly separated into several sections – abstract, introduction, literature review, methods, results and discussion, and conclusion.

As part of any student theses, abstract has gained its own significance in genre analysis. In general, abstract is defined as "an abbreviated, accurate representation of the contents of a document" (Kurniawan, Lubis, Suherdi & Danuwijaya, 2019). Moreover, abstract is considered as a type of text or independent discourse which functions as a representation, distillation, crystallization, or summary of an associated text that is designed to achieve a set of communicative purposes (see Hyland, 2000; Swales & Feak, 2009). An abstract is considered as a pivotal aspect in academic discourse as it is intended to convey the information of the original piece of writing to the academic readership through a limited length (Krajňáková, 2015). Furthermore, to indicate the significant role of abstract, it is also considered as "a lens through which research becomes available

to larger audiences" which may contribute to influencing the readers' decision in making a judgment about the whole text (Doró, 2013, p. 119; Hyland, 2000). Abstract has convinced many researchers to conduct various investigations because of its unique function in providing a brief yet complete idea of a research paper's argument. Thus, it is necessary for researchers to have the ability to write the abstract effectively since this particular section functions as a hook to encourage the reader to keep reading the work. To achieve the effectiveness in abstract, important aspects such as the structure and its realization of linguistic features must be taken into account.

By considering the time-saving role of abstract, a unification in this particular discourse structure is then generated. Most abstracts usually begin with the introduction of the topic, followed by method, results, and end with discussion (Martín-Martín, 2003). However, as a tool of conveying ideas, the rhetorical structure of abstract is believed to be varied across several dimensions, including culture and language (see Al-Ali & Sahawneh, 2011). This claim was first made by Kaplan (1966) who suggested that logic, which is the basis of rhetoric, is not universal, but it varies from culture to culture, or even from time to time. "The cultural background of the author may lead to the variation in rhetorical structure of a text" (Li, 2011; Taylor & Chen, 1991).

As an attempt to prove the claim, many comparative studies on rhetorical structures of abstracts were conducted. Some studies used research article abstracts as the data such as Li (2011) who compared the abstracts written by Chinese scholars to those written by Americans in four different journals. It is found that the *Introduction* move is the least frequent move in both sets of the analyzed abstracts. There is also a study from Chalak & Norouzi (2013) who investigated the abstracts of native and non-native speakers of English academic writers in the International Journal of Language Studies. Their study reported that English abstracts tend to omit the *Introduction* move. Other studies preferred to use student theses as the data, such as Thi, Luan & Pramoolsook (2016) from Vietnam, and (Ebadi, Salman & Nguyen (2019) from Iraq, both of which compared the abstracts of their local master students to International counterparts in their respective disciplines and

universities. The two studies reported that the *Results* move appears more frequently in international students' writings compared to those produced by the local students. In a similar line of research, Pasavoravate (2011) analyzed the rhetorical moves in master theses and dissertations of Thai and English students. The study discovered that both groups of data seemed to consider the *Results* move as an obligatory step.

Seeing how the recent comparative studies are dominated by either comparing research articles or master theses from countries mentioned above and in a limited field of study, it seems necessary to conduct a similar study in different settings. Also, taking into account how the communicative goals of different types of text are fairly different from each other, this study analyzed abstracts of dissertations in a broader field of humanities. The analyzed data were dissertation abstracts published by highly ranked universities in Indonesia as the non-native English, and England as a region whose first language is English.

1.2   Purpose of the Study

This study aims to examine the rhetorical moves as well as the linguistic features applied in the selected dissertation abstracts published by universities in Indonesia and England.

1.3   Statement of Problem

With respect to the problem presented above, this study attempts to answer these following questions:
1. How are the rhetorical moves realized in the selected dissertation abstracts published by universities in Indonesia and England?
2. What are the dominant types of linguistic features involved in those rhetorical moves of both types of data?

1.4   Scope of the Study

The present study focuses on investigating how dissertation abstracts of the humanities field are structured by using move analysis. The chosen subjects are linguistics, literature, and law. Furthermore, this study also analyzes the dominant

linguistic features used in each move of the abstracts. In order to do the analysis, Hyland's (2000) model was employed.

1.5 Significance of the Study

This study is expected to be a useful guideline to make good abstracts, especially for doctoral students, since it reveals the common organizations and linguistic features used in dissertation abstracts of the humanities field published by highly ranked universities in Indonesia and England.

1.6 Clarification of Terms

To avoid the confusion and misunderstanding of some terms, these points below are some clarifications of the terms used in this research:

1. **Genre Analysis**

   Genre analysis covers a range of tools and attitudes to texts, from detailed qualitative analysis of a single text to more quantitative counts of language features (Hyland, 2009)

2. **Moves Analysis**

   Move analysis is a text analytical framework that seeks to reveal the underlying general purpose of a written or spoken discourse by classifying parts of the text based on its communicative purposes (Swales, 2004; Yang & Allison, 2003).

1.7 Organization of Paper

This paper is organized into five chapters, as follows:

1. Introduction

   This chapter covers several points, including the background of this study, the purpose of this study, the statement of problems, the scope of this study, the significance of this study, clarification of terms, and organization of the paper.

2. Theoretical Background

   This chapter provides elaborations of several concepts, theories, and previous studies as aids to help answer the research question of this study.

3. Research Methodology

   This chapter contains the research design, data sources, data analysis, and data presentation.

4. Findings and Discussion

   This chapter presents the findings and discussions of the study.

5. Conclusions and Suggestions

   This chapter contains two points, which are conclusions of the study and suggestions for further related studies.