

CHAPTER I

INTRODUCTION

This chapter presents general information about this study. It is divided into several parts: background of the study, statement of the problem, purposes of the study, scope of the study, the significance of the study, and clarification of terms. This chapter is closed by an outline of the organization of papers.

1.1 Background of the Study

To complete the study, writing a final paper is required in an academic context. Additionally, publishing research articles is also a part of the prerequisites to graduate from Indonesian universities. Writing and publishing are essential especially if it is intended for a successful academic career (Antoniou & Moriarty, 2008) Writing final papers such as thesis and dissertations are examples of writing in an academic context. Writing in an academic context is considered as a difficult task, although in native languages (Suwandi, 2016). Some students should write the abstract section for their final papers in English. Those who study overseas or have English as a major, for illustration, write their final papers in English. It also applies to students at some Indonesian universities who are required to study in English.

In accordance with writing in the academic context, the abstract is one of the research parts that play an important role. Abstract portions have emerged as a significant sub-genre (Swales & Feak, 2009). Abstracts are often regarded as the scientific community's primary entry point into research (Hyland, 2004; Lores, 2004; Ebadi, Salman, Nguyen, & Weisi, 2019). Abstracts are the reflection of the research and an important element of it. Hence, abstracts are commonly used in graduation works such as undergraduate theses, postgraduate theses, dissertations, grant proposals, short communications, and for specific disciplinary purposes (Bondi & Sanz, 2014).

Writing an abstract somehow can be one of the difficult parts for students and novice researchers when they should produce research abstracts in a well-organized structure. For example, the different academic writing styles between languages, institutions, or across disciplines may cause confusion in writing an effective abstract. In academic writing, the application of linguistic features is also a major factor. For the lecturers, who are mostly non-English speakers, deciding word type, voice, tense, and grammar might be difficult at times. It is possible since the English vocabulary and grammar differ from the Indonesian vocabulary and grammar (Suwandi, 2016). As a result, when it pertains to being published in worldwide and reputed publications, the ability to write consistently, cohesively, and effectively is pivotal (Kurniawan, Lubis, Suherdi, & Danuwijaya, 2019).

In line with rhetorical move analysis, genre analysis is used by many researchers to analyze the rhetorical structure of abstracts. In academic, professional, workplace, and other institutional contexts, genre analysis integrates a variety of frameworks used to analyze a variety of textual genres generated, understood, and employed by members of diverse disciplinary communities (Bhatia, 2015). Genre is used to refer to a specific category of discourse, which can be written or spoken (Swales, 1990).

Genre analysis is related to genre knowledge. Genre knowledge is a dynamic nature because genre may place alterations according to the immediate objectives of the members of a particular discourse community (Uzun, 2017). Genre knowledge is situated since it has to fit with the community's shared knowledge. This statement brings an assumption that the educational background, discipline, and mother tongue language could influence people's genre knowledge. Regarding the assumption, the abstract section of research can show the genre knowledge of the author especially the author's genre knowledge in different educational levels such as master's degree and doctoral degree across disciplinary.

Given the crucial role an abstract plays in academia, abstract writing should be a priority. Some researchers have proposed certain frameworks for writing an abstract, such as Hyland (2004), Swales and Feak (2009), and Bhatia (1993). However, regardless of the existing frameworks, university students, lecturers and novice writers have difficulties in writing an abstract (Safnil, 2014).

In Hyland's (2000) book, a move-structure classification of abstracts is distinguished. Generally, the rhetorical pattern consists of communicative purposes (moves) and sub-communicative purposes (steps) (Kurniawan, Lubis, Suherdi, & Danuwijaya, 2019; Swales, 1990). There are five moves: Move 1 - *Introduction*; Move 2 - *Purpose*; Move 3 - *Method*; Move 4 - *Product*; and Move 5 - *Conclusion*. Using this pattern, the researcher will have a simpler way producing an abstract and the reader will have an opportunity to understand it better. Hyland (2000) also highlighted that people with various fields write abstracts in various ways. People who work in soft sciences are more likely to start their abstract with an introduction. Hard science researchers, on the other hand, are more likely to produce method descriptions.

Research has shown that abstracts behave in distinct ways across disciplines for example in soft science and hard science. Previous studies have explored the rhetorical moves in abstract of research articles across different disciplines (Gani, Kurniawan, Gunawan, & Lubis, 2021; Juanda & Kurniawan, 2020; Omidian, Shahriari, & Siyanova-Chanturia, 2018; Darabad, 2016), abstracts in different languages (Pratiwi, Kurniawan, Gunawan, & Lubis, 2021; Putri, Hermawan, & Muniroh, 2021; El-Dakhs, 2020), and research articles in local and international publication (Putri, Kurniawan, Gunawan, & Lubis, 2021; Amnuai, 2019). However, there are just a few studies that have examined soft and hard science abstracts across educational levels and also the authors' genre knowledge development.

Thus, this study sought to elaborate the rhetorical moves and steps by using Hyland's (2000) framework. There are many rhetorical move studies that applied Hyland's framework (2000), for example Kaya & Yağiz (2020), Amnuai (2019), and

Farzannia & Farnia (2017) (see Lubis & Kurniawan, (2020) for a more comprehensive review). As linguistic features are essential in writing an abstract, another aim of this study was to analyze the use of voice and tense used in both fields. Some research analysis have also investigated the use of voice (Muhartoyo, 2016; Liu & Zheng, 2014) and tense (Nurhayati, 2017; Tseng, 2011; Salager-Meyer, 1992) on abstracts. Genre knowledge development also becomes an interesting thing to be analyzed since we know that at every level of education we gain more knowledge. The studies related to this topic are Rousnsaville (2014), Driscoll, Paszek, Gorzelsky, Hayes, and Jones (2020), and Suherdi, Kurniawan, and Lubis (2021). The current study would address a vacuum in the literature by comparing and contrasting abstracts of lecturers' theses and dissertations from various fields and their genre knowledge developments.

1.2 Statement of the Problem

The research questions are as follows:

1. What are the rhetorical moves represented in the abstracts of master's theses and dissertations in hard and soft sciences?
2. What are the linguistic features represented in the abstracts of master's theses and dissertations in hard and soft sciences?
3. What is the relationship between genre knowledge development and the rhetorical patterns employed in the abstracts?

1.3 Purposes of the Study

The aims of this research are to find out the rhetorical moves, to describe the linguistic features, and to discuss the relationship between genre knowledge development and the rhetorical patterns represented in the abstracts of master's theses and dissertations of soft science lecturers and hard science lecturers in Universitas Pendidikan Indonesia.

1.4 Scope of the Study

This study tried to identify the manifestation of rhetorical moves, linguistic features, and genre development across disciplines in lecturers' master theses and dissertations abstracts. For soft science, the data were taken from English Language and Literature major lecturer's abstracts and English Education major lecturer's abstracts. Mathematics major lecturer's abstract and Architecture major lecturer's abstract were the selected data from hard science discipline.

1.5 Significance of the Study

The results of this research can provide some valuable descriptions of the move structures used by soft and hard science lecturers of Universitas Pendidikan Indonesia in their abstracts. It also can contribute to showing the nature of each field. Moreover, the students of each study can learn the pattern and apply it to their writing. In addition, the results can help in the sector of teaching and learning when writing an abstract. The results can benefit the writers, especially the students at the postgraduate and doctoral levels.

1.6 Clarification of Terms

Intending of avoiding some confusion, here is some clarification of the terms used in this research:

1) Move Analysis

Move analysis is an approach of the structural patterns of rhetorical discourse depending on the author's communicative objectives (Swales, 1990).

2) Genre Analysis

In academic, professional, workplace, and other institutional contexts, genre analysis integrates a variety of frameworks used to analyze a variety of textual genres generated, understood, and employed by members of diverse disciplinary communities (Bhatia, 2015).

3) Genre Knowledge

Genre knowledge is a dynamic nature because genre may place alterations according to the immediate objectives of the members of a particular discourse community (Uzun, 2017).

1.7 Organization of Paper

Since there are some pieces of information obtained, this study is divided into five parts as follows:

1) Introduction

This chapter contains the study's introductory remarks, which include the study's background, an explanation of the problems, the study's aims, the study's importance, definitions of words, and the paper's organization.

2) Literature Review

This chapter explores the fundamental theories and other related research that are used to help to conduct this research.

3) Research Methodology

The research design, data sources, data analysis, and data presentation are all covered in this chapter.

4) Findings and Discussion

This chapter presents the elaboration of the findings as well as the answer to the research questions and the discussion of the findings.

5) Conclusions and Suggestion

The final chapter of this research provides the conclusion of the research and suggestions for future research on the current topic.