

CHAPTER I

INTRODUCTION

This chapter covers an overview of the study, including the background of the study, purposes of the study, statement of problems, the scope of the study, the significance of the study, clarification of terms, and organization of the paper.

1.1 Background of Study

Learning to write in academic settings involves the process of acquiring a repertoire of linguistic practices, discourse, identities, and values (Paltridge, 2017). Therefore, the practice of writing is very dependent on the context, disciplinary culture, and genre. Johns in (Paltridge, 2017) claims that when writing a text, academics should understand the intended genre and the context in which the text takes place so that they can understand why the text is written in a way and how it can be a text which both meets audiences' expectations and achieves its goal.

Writing is one type of activity that students of any degree need to practice during their studies. Even though the writing task of students in every level of education may differ from one another, essentially, it exhibits similarities. First, the writing task will gradually become more complex and demanding over time and second, every task must be written "academically" (Swales & Feak, 2012).

Furthermore, in the case of university students in Indonesia, as has been institutionalized, they are obliged to conduct a final research project in their final year, which they have to report in the form of a paper (Indrian & Ardi, 2019). The report paper is usually called undergraduate thesis, graduate thesis, or dissertation. The structure of a thesis and dissertation is usually similar to that of a scientific research report. The most common type of thesis is the typical Dudley-Evans' (1999) 'IMRaD' pattern (Paltridge, 2004). This kind of thesis consists of at least four sections: introduction, methodology, results, and discussion.

Another essential part which is always present in a thesis or dissertation is an abstract. Abstract is considered one of the most arduous types of writing in

academic research papers. This is due to the complexity of this section, for in this section all major elements of thesis or dissertation are presented in a highly condensed form (Adjab & Senoussi, 2020). Concerning the complexity of abstracts, Kurniawan et al. (2019) state that many students often find it difficult to formulate abstracts. They believe that this among others is because the abstract templates that these students used as an example are very diverse. This is quite concerning considering that the abstract of research papers such as in thesis and dissertation plays an important role. Thus, it is necessary to formulate good quality abstracts.

The American National Standards Institute (ANSI) tried to summarize some consensus of experts regarding the definition of a good abstract by developing a standard for abstracts in 1979. ANSI defines abstract as "an abbreviated, accurate representation of the contents of a document" (Tenopir & Jacsó, 1993, p. 2). Based on the idea that abstract is the abbreviated form of the paper, Bhatia proposed a rhetoric structure which indicates the four main sections of a research paper: introduction, methods, results, and conclusion (as cited in Doró, 2015). Developed from Bhatia's approach of the abstract section, Hyland (2000) argues that besides summarizing the much longer report, abstract also has a communicative function which is to persuade. Thus, abstract serves the function to persuade readers that the full text is worth reading (Hyland, 2000). It is the first thing that the readers will read in the thesis and serves as the base of readers' decision whether to continue reading the thesis or not.

In order to persuade the readers, it is required for the author to manifest suitable linguistic and structural choices in the process of formulating the abstracts. According to Richard and Schmidt (as cited in Gustina, 2020), with the aim of achieving persuasive purposes, authors may use the rhetorical patterns, which are realized through moves and steps, to organize their ideas in abstracts. Swales (2004) defines move as a "discoursal" or rhetorical unit that performs a coherent communicative function in a written or spoken discourse". Meanwhile, steps are defined as "lower level parts of moves which fulfill the communicative function of the move in which they belong" (in Fazilatfar & Naseri, 2014, p. 490). Thus, the

term rhetorical move analysis refers to the analysis of move and step in a text of a particular genre.

Move analysis can also focus on communicative purposes of the genre, realized through Move and Step (Swales, 1990). Swales (1981) created move analysis as a text analytical tool to analyze the underlying generic structure of research articles (RAs) in terms of moves and steps for instructional purposes (in Moreno & Swales, 2018). Kurniawan et al., (2019) state that move analysis in abstracts is aimed to analyze the rhetorical moves by investigating the linguistic realization of each move. Move analysis of an abstract can help authors to determine whether his/her abstracts accomplish necessary rhetorical actions or not.

Abstracts are often organized following certain patterns relevant to the discipline. Disciplinary variations on abstracts affect the way of authors in organizing the information they want to convey in their abstracts (Juanda & Kurniawan, 2020; Li, 2020). Aside from the rhetorical aspects, an abstract as a genre serves different purposes, styles, and requirements depending on its function. In the context of an abstract written by students across degrees in their final research paper, in general, the function is to obtain a university degree. Therefore, this is why their abstracts should meet the academic requirement, purpose, and style set by the institution (Gustina, 2020).

An example of academic requirement in the context of non-English speaking countries is that in addition to writing abstracts in the national language of the countries, researchers, academicians, and especially university students usually have to also write the abstract in English. The demand to write the abstract in English is motivated by the fact that English has been acknowledged as a *lingua franca* in global matters, including in the academic arena (Li, 2020).

In Indonesia, while some universities require their students to use official or institutional translation services to translate the abstract section of their final year academic paper from Indonesian into English, some others allow their students to make use of anything to translate the abstract (Napitulu, 2017). Among others,

machine translation (MT) is one of the most commonly used tools for students to translate their abstracts into English. One notable example of MT is Google Translate which provides web-based, easy, and free translation service of various languages for many purposes. However, despite this advantage provided, the quality of the translation produced by MT such as Google Translate has been considered far from perfection due to serious errors and mistakes in translation (Groves & Mundt, 2015; Tongpoon-Patanasorn & Griffith, 2020). Consequently, for students who use MT to translate abstract, often the translated abstract in thesis or dissertation has insufficient quality and does not meet the required standard of abstract.

Concerning this poor quality of English translated version of the abstract section, previous studies in second language acquisition studies revealed that second or foreign language learners tend to transfer the rhetorical patterns of their native language when using the foreign language (Arono & Arsyad, 2019; Li, 2020). These findings may explain the reason for the insufficient quality of translation for students who try to translate their abstracts into foreign languages, that is English. As in the case of Indonesian students, aside from that reason, another possible reason is that many university students do not have a good command of written English. This is in line with Rinaldo (2020) who found that Indonesian students' translation accuracy and acceptability are low. Larson in Lestiyawati et al., (2014) explains that the criteria of good translation can be measured by three criteria, namely accuracy, clarity, and naturalness. Accuracy refers to quality in which the meaning in the source language is rendered completely to the target language. Clarity means that the translation output is translated smoothly so that it is readable and understandable. Moreover, naturalness refers to translation's quality in which the vocabularies and grammatical structure are appropriate and sound natural in the target language. Although there has been to date any specific study investigating the abstract translation quality in Indonesia, findings of previous studies can serve as a sufficient base to assume that in general, the quality of abstract translation is not better if not worse.

Fanny Kurniawati Putri, 2021

AN ANALYSIS OF RHETORICAL MOVES AND TRANSLATION TECHNIQUES IN ABSTRACTS ACROSS DEGREES

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

In the past few years, studies investigating move and step in abstracts have been conducted by different researchers. For example, Tankó (2017) analyzed rhetorical moves convention and linguistics features of English literature research articles abstracts using Swales' model. The study revealed that literature research article abstracts have four dominant moves: the background, purpose, methodology, and outcomes of research. Fauzan et al., (2020) examined rhetorical moves and linguistic complexity of abstracts from four international journals in the applied linguistic field. This study revealed that commonalities of linguistic features found in the abstracts are influenced by the manifested rhetorical move. Therefore, analysis of rhetorical moves pattern across languages has been conducted by several authors, for example, El-Dakhs (2020) examined the differences of rhetorical pattern and interactional features between Arabic and English research article abstract. This study found that the English version of the abstract emphasizes different rhetorical move patterns from the Arabic version.

Comparison of rhetorical move patterns in international and national journal article abstracts also have been conducted. Using Hyland's analysis model, Tamela (2020) points at the move structure pattern on research article abstracts in SCOPUS indexed journals. Another study on rhetorical organization of abstracts from Scopus-indexed journals had been conducted by Kurniawan et al. (2019). By analyzing a total of 28 research article abstracts from four Applied Linguistics journals from different levels of quartile, this study revealed that journal quartile does not automatically influence the manifestation of moves and steps. Rhetorical move analyses which focus on abstracts written by Indonesian writers also have been conducted. Male (2018) conducted a study that aims to evaluate EFL students' abstract rhetorical conventions using Bhatia's framework. Meanwhile, Gustina (2020) analyzed rhetorical move patterns and linguistic features of Indonesian authors' abstracts.

Based on the review of previous studies, while analysis of abstract rhetorical moves is common, translation technique analysis of abstract is still scarce, particularly translation technique of Indonesian-English abstracts. Only a few

researchers have combined rhetorical analysis and translation analysis theory to analyze abstracts. Bondi and Lorés Sanz (2016) investigated abstracts translation by analyzing rhetorical and lexico-grammatical patterns in Sociology research article abstracts. Meanwhile, Li (2020) analyzed and compared rhetorical moves of English, Chinese and Chinese translated into English abstracts using Hyland (2000)'s framework. Then, the study also investigated the translation strategy used in translating abstracts from Chinese to English using Newmark's framework.

Move analysis of research article abstracts in various languages has been conducted several times. However, studies that compare rhetorical move patterns and translation techniques of abstracts written by Indonesian students across degrees are still scarce. Thus, this study aims to do a genre-based comparative study on Indonesian and English abstracts of undergraduate (S1), graduate (S2), and postgraduate (S3) students' thesis or dissertation in the social science field. This study applied Hyland's (2000) five-move analysis model to analyze rhetorical moves in abstracts. Meanwhile, to analyze translation techniques used to translate abstracts from Indonesian to English, this study used Molina and Albir's (2002) framework. By doing so, this study may give an insight about the differences in rhetorical move and translation technique preferences of Indonesian social science students from three different university degrees.

1.2 Purposes of the Study

This study aims to investigate the realization of rhetorical moves and steps in Indonesian and English abstracts written by social science undergraduate (S1), graduate (S2), and postgraduate (S3) students in their thesis or dissertation. This study also examines the translation techniques used by those students in translating their abstracts from Indonesian into English.

1.3 Statement of Problem

In order to obtain relevant information, this research is driven by the following questions:

1. How are the rhetorical moves and steps realized in abstracts across degrees?
2. What techniques are used to translate the abstracts across degrees from Indonesian into English?

1.4 Scope of Study

This study is limited to only investigate the manifestation of rhetorical moves and steps as well as the translation technique applied in Indonesian and English abstracts of social science students from undergraduate, graduate, and postgraduate degrees of Universitas Pendidikan Indonesia. The chosen abstracts were obtained from an online repository of Universitas Pendidikan Indonesia. Hyland's (2000) five-move analysis and Molina and Albir's (2002) translation techniques frameworks are chosen as the guideline of analysis in this study.

1.5 Significance of Study

This study reveals the patterns of rhetorical move and translation techniques employed in abstracts written by Indonesians across different university degrees.

1.6 Clarification of Terms

To avoid the confusion and misunderstanding of some terms, the following is the clarification of the terms used in this study:

1. Genre Analysis

Hyland (2009, p. 25) defines genre analysis as “a broad term embracing a range of tools and attitudes to texts, from detailed qualitative analysis of a single text to more quantitative counts of language features”.

2. Move Analysis

Move analysis is one approach proposed by Swales in 1981 to describe the rhetorical or linguistic pattern, stage, or structure in the text.

3. Translation Technique

Molina and Albir (2002) define translation techniques as procedures to analyze and classify how translation equivalence works.

1.7 Organization of Paper

This paper is divided into five parts as follows:

1. Introduction

This chapter covers an overview of the study, including the background of the study, purposes of the study, statement of problems, the scope of the study, the significance of the study, clarification of terms, and organization of the paper.

2. Literature Review

This chapter covers theories, concepts, and related previous studies employed for the completion of the present study. In addition, the elaborations included are the concepts and theories of genre, scientific paper, translation, and previous studies.

3. Research Methodology

This chapter provides the elaboration of the research methodology employed in this study. This chapter consists of three sections, namely research design, data collection, and data analysis.

4. Findings and Discussion

This chapter presents the findings and discussions of the study.

5. Conclusion and Suggestions

This chapter covers conclusions and suggestions for further related studies.