

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher will describe about: (a) Review of Literature, (b) Previous Studies, and (c) Theoretical Framework. For more details, it will be explained as follows;

A. Review of Literature

1. Genre Analysis of Research Reports

Teaching writing in academy is very influential on how to write for academic student. By teaching writing, we can find out the ability of academic participants in sentence construction. Because the mother tongue of the writer can make a difference in the writing style (Pratiwi & Kurniawan, 2021). Pratiwi & Kurniawan, (2021) state that “In addition, differences in the system of language use between the mother tongue and English lead to variations in the realization of the language in organizing the patterns of writing”. So in it can be said that a person's way of writing can be different because it is influenced by their mother tongue background.

One of the approaches used in writing academies is the genre-based approach. Chahal, (2014) state that “In some English for specific academic/purpose (EA/SP) use genre-base approach”. Teaching with a genre approach can help students to discover and

differences in each genre. Phichiensathien (2018) said that “Genre has been used since the 1970's as a form of recognizing academic and professional writing”. So, when teaching languages, the concept of genre is significant both in communicative events and individual language use. Pratiwi & Kurniawan, (2021) state that “Genre knowledge is considered a field of study that deals with understanding texts in a particular discourse context”. Genre itself is a type of communication related to social context. Genres consist of texts (whether spoken, written, or a combination). According to Cornelius & Cotsworth, (2015) The term genre may be difficult to explicitly define, as it is an umbrella term for the patterns of linguistic engagement undertaken in the production of specific text. Because genre plays a role as a procedure for encoding and decoding processes related to the role of text and text environment. So it can be said that genre is a type of communication events that relates to language, social context and conveying messages or meanings to achieve a certain goal.

Analyzing the genre of the text is called as genre analysis. It is included into the field of discourse studies. Deng et.al, (2014) state that “Genre analysis is the study of situated linguistic behavior in institutionalized academic or professional settings”. Genre analysis is one of approach that study to the structural of genre text. Cornelius & Cotsworth, (2015) state that “Genre analysis has become an important

approach to text analysis particularly in the field of English for Specific Purposes (ESP)". According to Putri & Kurniawan, (2021) Genre analysis is closely related to genre knowledge. It is because, genre analysis deal with language use in sentence boundaries. So it can be said that genre analysis is an approach used in academia to study and analyze several types of text genres in certain contexts used in scientific research.

Research report is an example of a genre text. Research report is the result of data processing that has been studied by researchers after collecting and analyzing the data sources studied. Various types of research reports such as research articles, dissertations, theses, etc. In recent years, in academic writing, research articles have become one example of a text that gets a lot of attention as a form of communication. Chahal, (2014) state that "A central type of expert academic writing which has been considerably investigated is the research article (RA)." Research articles receive a lot of attention in genre analysis because the purpose of this analysis are to understand the characteristics, structure, and function of genres used in writing research articles as a form of communication and a primary source in today's information era. Ghazanfari et.al, (2016) state that "Genre analysis in academic texts has resulted in a considerable number of studies concerned with English in various genres such as dissertations, thesis, lectures, and research articles. Among these genre, research

articles have known to be an important and a key genre used by researchers of various fields for the circulation of scientific and academic knowledge.” So it can be said that analyzing a genre of writing is known as genre analysis and Research Article become one example of genre text that received a lot of attention to be analyzed.

In 1990, Swales identified that genre analysis is part of linguistic features. Al-Khasawneh (2017) states that “The 1980s saw the introduction of genre analysis into the ESP area”. Genre analysis is focused on ideas and meanings and has a sequence of movements that involve communicative functions in each paragraph written by the writer. So we can say that genre analysis is an approach that take to analyze the genre of a text that relates to the characteristics, structure, and also the function of writing used to convey messages with a certain context as a form of communication event.

2. Rhetorical Move of Thesis

In recent years, there has been a lot of increase and attention to the study of genre analysis. One of the methods that is assumed to be the most effective for recognizing the complexity of research article writing is using the “Rhetorical Move Analysis” method (Suhadi, 2022). It is investigates the rhetorical structure of a text as in the moves and steps used in a text. Kanafi et.al, (2022) state that “A *“move”* is defined as a ‘functional term’ which refers to a specific communicative function within a whole text and it may contain sub

communicative elements known as “*steps*” which are smaller constituents that help realize the move’s communicative purposes”. Rhetorical analysis was first developed by Swales 1990, it called CARS (Create-a-Research-Space) Model. Swales used the model to analyze the moves in the introduction section of the research article (Ghazanfari, et.al, 2016 ; Al-khasawneh, 2017). Because of this, many previous researchers have given great attention to the rhetorical structure and organization of various parts of research reports. Sueb et.al., (2021) state that "This organizational and rhetorical structure will determine whether the reader is impressed and convinced to continue reading the research to the end". On the other hand, not all rhetorical actions have constituent parts, but they can all be implemented through one or more steps. According to Al- Khasawneh (2017), In rhetorical analysis, each move in a written text has its own role and communicative purpose and, together with other moves, contributes to the general purpose of the text. In terms of genre analysis, some moves can be regarded to as optional because they happen more frequently than others. Every move consists of several of components that are connected together.

Thesis is a type of research report written by undergraduate students. Undergraduate thesis is a form of fulfilling someone final assignment while completing their studies (Pratiwi et.al., 2021). Simanjuntak, (2022) states that “A good thesis will get recognition

from its readers and become a reference for further research”. Thesis has several sections, including; abstract, introduction, literature review, methodologies, findings, discussion, and conclusion. In preparing a thesis, the writer must understand the use of rhetoric in writing, because each section of the thesis has a relationship with other section.

The most important aspect of communication is the ability to understand the use of rhetorical patterns (Putri & Kurniawan, 2021). Sueb, et.al., (2022) state that “Understanding of the rhetorical patterns has an impact on the foreign language teaching, especially on writing skills, which is often becoming an obstacle for teachers and students”. However, the study of rhetorical structure in academic writing relates to the macro structure. Thesis is one form of genre text that can be analyzed using rhetorical analysis. Rhetorical analysis in thesis is used to analyze the rhetoric of writing in each section of the thesis.

In previous studies, many researchers have analyzed thesis sections using rhetorical analysis. Thesis sections that are often used as topics for rhetorical analysis are the abstract, introduction, and discussion sections. In 2019, Indrian & Ardi (2019) conducted an analysis of the introduction section of an undergraduate thesis in the English department. The focus of this research is to analyze the introduction section based on three sub-disciplines in the English department,

namely English language, English linguistics, English literature using the analysis model developed by Swales.

The results of this study show that in the introduction section several steps of the Swales' CARS model are found in the three English sub-disciplines. In move 1 step 1, the highest percentage of the three sub-disciplines was in ELT, 68%. While the lowest is linguistics and literature, 17%. Then in move 1 step 2, the highest percentage in three sub-disciplines is ELT and English linguistics, 100%, while for literature, 68%. For move 1 step 3, the highest percentage is English linguistics, 34% and 17% in ELT. Then, in move 2, the researcher found that the highest percentage was in move 2 step 1D, which was English linguistics 34% and the lowest ELT 17%. For move 2 step 1A, B, and C were not found in the analyzed thesis. In move 3, the highest percentage is in move 3 step 1B, ELT 100%, Linguistics 85%, and Literature 68%. As for move 3 step 2 and 3 were not found in the analyzed thesis. So from the results of the rhetorical analysis of the introduction section in the thesis based on three disciplines, it can be said that not all introduction sections in the thesis display moves and steps that are in accordance with the CARS model developed by Swales.

In addition, in 2022 there were also researchers who conducted research on the introduction section in the thesis. Sueb et.al, (2022) analyzed the rhetoric of writing in 10 ELT Student thesis proposals in the introduction section. The results of this analysis show that in

writing thesis proposals by ELT students in accordance with the theory developed by Swales (Move 1, 2, and 3). There are 60% ELT students who use the generalization of their topic as an opening move in their thesis proposal. Meanwhile, there are 20% ELT students who have difficulty in establishing the niche and 40% in occupying the niche. 6 out of 10 students opened their introduction section with claiming centrality (M1). The purpose of using claiming centrality as an opener for the introduction section is to indicate a particular topic. Then, 8 out of 10 students did not show any significance in previous research. This is due to the lack of literature review on previous research. There are only 2 out of 10 students who succeeded in establishing the niche (M2) by showing the limitations in the study because the selected study has never been done by other researchers. Whereas in occupying the niche (M3) many students used this step by asking questions and outlining the purpose of the study.

From the explanation of the results of the rhetorical analysis in writing the introduction section of the ELT Student thesis proposal, it shows the unclear focus of the research in their thesis due to the failure of students to find research gaps in their study topic.

So it can be concluded that rhetorical analysis is one part of the rhetorical structure in linguistic elements. Because, this movement analysis is the shaper of the main communicative objectives in writing in each genre. So, from the discussion of the previous two studies, it

can be concluded that rhetorical analysis on research reports such as research articles, dissertations, and theses is very growing in the academic world, especially in academic writing. Many researchers have analyzed the genre text in research reports using rhetorical analysis from various research topics. Rhetorical analysis itself was first developed by Swales (1990), after which many previous researchers also developed rhetorical analysis for other parts of the research report. Also it can be inferred that rhetorical analysis is a text analysis that seeks to comprehend the text carried in order to facilitate communication.

3. Rhetorical Move of Thesis Abstract

As said in the earlier discussion, rhetorical analysis was first developed by Swales (1990) to analyze the introduction section of the research report. While rhetorical analysis structure for the abstract section was developed by Hyland (2000). Simanjutak (2022) said that “A model of the rhetorical structure of an abstract proposed by Hyland (2000) based on 800 abstracts in eight disciplines reveals an abstract with five moves”. The 5 moves developed by Hyland consist of (1) introduction, (2) purpose, (3) method, (4) product, and (5) conclusion. In addition to the introduction section, another section that is often analyzed is the abstract section (Al- Khasawneh, 2017). In research reports, including thesis, the abstract section is an important part. This is because the abstract is the initial part of a thesis that contains a

summary of the entire thesis that is summarized briefly (Al-Khasawneh, 2017; Alyousef, 2021; Duan & Wei, 2021; Pratiwi et.al, 2021; Firdausyiah et.al, 2021; Magday et.al, 2022; Dewi & Hermawan, 2022). Abstract functions as a tool to select articles that are relevant to the research topic. So, the abstract can be said to be the main gate for readers in determining which articles are suitable for the topic of the study being conducted. With the development of 5 moves to analyze the rhetorical structure in abstract writing developed by Hyland (2000), many previous researchers have analyzed thesis abstracts in various research topics use this framework.

Previous researchers conducted rhetorical analysis on thesis abstracts using the framework developed by Hyland (2000). In 2022, Simanjuntak (2022) conducted a rhetorical analysis on the writing of 180 thesis abstracts by undergraduate students. 90 of the data were taken from Indonesia university websites and the other 90 were taken from English-native university websites. The focus of this study was to identify rhetorical moves and linguistic devices used in writing thesis abstracts. The result of this research says that the thesis written by students in Indonesian university and also English-native university have some similarities and also differences in the rhetorical moves used.

The similarity between the two is the presence of rhetorical move (M2 = Purpose) and the absence of (M5 = Conclusion). In 180 thesis

abstracts, Both of the students show that M2 (purpose) is an obligation in the rhetorical move, so the percentage of M2 (purpose) occurrence is 100%. Another similarity is the absence of M5 (conclusion) in the thesis abstract. The percentage of occurrence of M5 (conclusion) in Indonesian thesis abstract is 55.50%, while the percentage of occurrence of M5 (conclusion) in English-native thesis abstract is 50%. Next is the difference between the two. The first difference is, the percentage of the use of M3 (method) and M4 (product) in Indonesian students is much more than in English-native students. The percentage is M3 (method) 97.67% and M4 (product) 96.50% for Indonesian students and M3 (method) 82.22% and M4 (product) 77.78% for English-native students. In addition, native-English students used more M1 (introduction) in their thesis abstract compared to Indonesian students. The percentage of usage is 91.11% for English-native students and 90.67% for Indonesian students. The next difference is repetition in writing. Indonesian students have more repetitions in rhetorical moves than English-native students. 11 times for Indonesian students and 10 times for English-native students. Another result of this study is the similarities and differences in the use of linguistic devices in thesis abstracts. The use of linguistic devices was found to be significantly different between Indonesian students and English-native students.

So from the results of the comparative analysis of thesis abstract writing written by Indonesian students and English-native students, it can be concluded that thesis abstract writing is in line with the 5 moves developed by Hyland (2000). However, there are several factors behind the differences in thesis abstract writing, including; different academic cultures and university standards, different socio-cultural backgrounds, and perceptions of individuals working in the field.

So the conclusion is, many previous studies have analyzed the rhetoric of writing in the abstract using the theory developed by Hyland (2000). Abstract writing in thesis is very important, this is because the abstract is the first part that will be read and serves as the main gate to determine whether the entire article matches the topic of the study being conducted. Abstract contains a brief summary of the entire article, such as Introduction, Purpose, Method, Result, and Conclusion. The rhetorical structure of good abstract writing can make it easier for readers to briefly understand the contents of the entire article. Because in some cases there is still a misunderstanding in the preparation of move steps in the abstracts section.

B. Previous Research

Many researchers have analyzed the organization of rhetorical move in research article abstracts using a genre-based approach. Therefore, many researchers use several rhetorical analysis move

frameworks to analyze research article abstracts. In several previous studies, they have conducted Rhetorical move analysis research to distinguish and compare between RA abstracts written by academics. (Viera, 2019; Kanafi et.al, 2021; Saidi & Talebi, 2021; Dewi & Harmawan, 2022; Al-Khasawneh, 2017; Pratiwi & Kurniawan, 2021). Kanafi et.al, 2022 stated that “Both Swales (1990) and Bhatia (1993) proposed a 4-move framework, whereas Hyland (2000) proposed a 5-move framework”. The first framework proposed by Swales (1990) consists of 4 moves, which include: (1) introduction, (2) method, (3) results, and (4) discussion. On the other hand, Bhatia (1993), divided the abstracts into 4 moves, namely, purpose, methodology, results, and discussion. Based on the analysis of abstracts from multiple disciplines, Hyland suggested a five-move model, that is, (1) introduction, (2) purpose, (3) method, (4) product, and (5) conclusion.

In recent years, there has been a significant increase in research based on genre analysis. Al-Khasawneh (2017) conducts genre analysis research in abstracts written by native and non-native speakers in English. This study uses Hyland's (2000) five move-model in abstract theory to analyze the selected corpus. The corpus of this study is taken from 20 research abstracts taken from two journals, *Advances in Language and Literary Studies*, and *The Canadian Journal of Applied Linguistics*. The corpus of abstracts written by non-native speakers of English consists of ten abstracts randomly selected from the *Journal of Advances in Language*

and Literary Studies, while the corpus of abstracts written by native speakers of English also consists of ten abstracts randomly selected from The Canadian Journal of Applied Linguistics. The 20 abstracts selected were published between 2012-2015. The results showed that both native and non-native authors followed a threefold rhetorical structure (Purpose, Method, and Conclusion). However, there are significant differences between the two authors in the introduction and conclusion moves. Compared to non-native writers, native writers are more open to performing these two steps. This research can help students and novice writers, especially those who come from non-English backgrounds, in the acculturation of their disciplinary communities.

Other research in 2021 also examines move rhetoric in the abstract section in research articles. Saidi and Talebi (2021) conducts study about rhetorical move analysis with title “Genre Analysis of Research Article Abstracts in English for Academic Purposes Journals: Exploring the Possible Variations across the Venues of Research”. This study use Hyland’s (2000) five-move model to analyze RA abstracts. The corpus consisted of 171 RA abstracts published in two journals on English for Academic Purposes (EAP) between 2019 and 2020. The source data are 55 research articles were selected from the Iranian Journal of English for Academic Purposes (IJEAP) and 116 articles were selected from the Journal of English for Academic Purposes (JEAP). The result in move occurrences indicate, 34% and 21% of the abstracts followed the

conventional move patterns in the IJEAP and JEAP. The comparison of the frequency of each move demonstrated the high occurrence of the purpose, method, and product moves in both groups of abstracts. On the other hand, the results of this study in move pattern, the RA abstracts in IJEAP encompassed 19 move patterns and those in JEAP included 54 move patterns. So, it can be inferred that the generic structure of abstracts had 34.54% and 46.55% variation in IJEAP and JEAP, respectively. This may point to the various generic norms within a single sub-discipline across different venues of research. The findings of this study can be converted into pedagogical principles for EAP teaching practices to raise the graduate students' awareness of the existing variations and generic norms of the RA abstracts in their field of study, particularly for those whose area of interest includes EAP and its current research and practice.

In 2022, a genre-based research analysis was also conducted. Kanafi et.al, (2022) conducted research on abstract move analysis in Scopus-indexed Applied Linguistics Journal from Different Quartiles. The method used in this study is using Hyland's (2000) five move-model theory in abstract. The corpus in this study was taken from 40 research article abstracts obtained from a Scopus-indexed applied linguistics journal. The 40 abstracts analyzed were divided into three groups (i.e., Q2, Q3, Q4) based on their publication period. The results of this study showed that there is a significant difference in the steps' occurrence and tense realization between the groups, indicating that to some extent, the

journal's quartile indeed played a role. The other research conducted by Dewi & Harmawan (2022) that analyzed the genre analysis in research article abstracts. The analysis method use is using thematic analysis framework by (Braun & Clarke, 2006). The data from this study were taken from 20 research articles published in both national and international journals between 2014-2021. This research will increase knowledge about genre analysis, rhetorical moves, and linguistic characteristics. The results of this study will benefit EFL writers as it allows them to better understand the language and structural changes that occur in academic writing. With this understanding, EFL writers will have a greater chance of getting their academic work published in leading international journals and discourse communities. This research also helps to expand one's academic knowledge and abilities.

So from some of the previous study articles, it can be conclude that the previous researchers analyzed how the rhetoric of writing abstracts in research articles using the move-analysis approach. From previous studies, The researchers used a theory from Hyland (2000) which states that there are 5 move-steps of writing an abstract in research articles. In the present study, the researcher also used the theory that developed by Hyland (2000), that state there are 5 steps in writing an abstract in a research article. The five-move framework is (M1) Introduction, (M2) Purpose, (M3) Method, (M4) Product, and (M5) Conclusion.

C. Theoretical Framework

Literary writing is classified into genres based on a combination of written and spoken texts. A communication style that is related to the social situation is called a genre. Because the processes of encoding and decoding texts significance in social contexts are influenced by genre. Thus, genre can be defined as a kind of communication event that includes written and spoken words that are related to the social context of a social environment.

Analyzing the type of genre is called as genre analysis. Genre analysis in academic writing is a very relevant topic because genre analysis is one of the approaches used to study and analyze various types of genres in communication in certain social contexts. In teaching learning activities, one of the approaches used is the genre-based approach. So, it can be said that teaching learning with genre-based approach is most efficient to present and practice about genre knowledge. The idea of "genre knowledge" refers to practicing and delivering specific structural texts, commonly referred to as "moves," with clear underlying principles.

When writing for academic purposes, attention is directed to punctuation, grammar, organization, and text structure. There are differences on the discourse, material, knowledge, and overall capacity for critical thought and reasoning in academic writing. Because, academic writing skill is now an issue of concern and contention in higher education particularly at university all over the world, the use of genre-based

approach can help students understand the text and also create the text according to the structure of the text. For EFL students, writing a text always has many difficulties, such as determining the idea or theme to be written, composing sentences based on ideas, choosing the use of words and also vocabulary, etc. In addition, background as well as mother tongue can affect the way EFL students organize and produce their writing. So it can be said that, the different use of mother tongue and English in the language system causes variations in language realization and rhetorical patterns in writing.

Thesis is a type of research report written by EFL students as a request to fulfill an assignment from the university. Thesis writing components also have different structures. Because, each thesis written has a diversity of language use, this is due to the different backgrounds of the writers. It is one of the type of genre text that is often analyzed. This is done to find out the rhetorical patterns in the preparation of thesis written by EFL students. Because basically, when writing in English EFL students must experience many difficulties based on several aspects. So, in preparing and writing a thesis, the writer must also understand the rhetorical pattern in writing. The depiction of the rhetorical pattern of the genre movement is crucial in genre analysis. Because rhetorical patterns deal with the techniques of using language to achieve a goal and provide information to the audience.

Based on the discussion above, thesis is a form of research report written by EFL students as a form of completing assignments from the University. But in the preparation and writing of thesis, EFL Students often experience difficulties. This is because writing is one of the skills that emphasizes the use of language and linguistic features in the text. So, in writing thesis, EFL Students must have an understanding of the rhetoric of writing as the basis for using language to provide information to the audience. Because it will make it easier for EFL students to communicate with the audience, if they are familiar with the use of writing rhetoric when writing a thesis.