



Metadiscourse and Rethorical Moves in English Abstract Section of Undergraduate Students' Final Project at Universitas PGRI Ronggolawe, Tuban

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Abstract

The aims of the research are to analyze how metadiscourse types is used to accompany the moves in English abstract section of undergraduate students' final project, to explain how rhetorical moves are used in English abstract section of undergraduate students' final project, and to enlighten how metadiscourse functions are applied in relation to the rhetorical moves in the abstract section of undergraduate students' final project at Universitas PGRI Ronggolawe, Tuban. The research was descriptive qualitative research in order to answer the research problem definitely. The research identifies the meaning reflected and particular characteristic in the use of rhetorical moves and metadiscourse. The result shows that the use of interactive metadiscourse tends to be dominant in students' final project abstracts. Almost all of students write the methods of rhetorical moves in their abstract. The move gives a good indication of the information on data, procedures and methods used. The further researchers on teaching writing the final project abstract are suggested to conduct both metadiscourse and rhetorical moves aspect so the students will become more capable of determining the particular kinds of metadiscourse which should be applied in each move of writing abstract.

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INTRODUCTION

For completing the students' study, on the final semester, students are obliged to do research and hand in written reports called final project. They have to write a final project which is understandable and communicative to persuade and convince the readers. According to Hyland (2005) asserts that writing is significant in all our lives, its role in social, professional and academic context because writing is central to our personal experience and social identities. In a final project, there are many parts that students should make. One of them is making an abstract final project. According to Bond (2009) an abstract is a greatly condensed version of a longer piece of writing that highlights the major points covered, and concisely describes the content and scope of the writing.

As Wang and Cheng (2016) states abstract is a kind of discourse and discourse can be divided into basic discourse and meta-discourse. Swale in Hyland (1997) links metadiscourse as those aspects of the text which explicitly refer to the organization of the discourse or the writer's stance towards either its content or the reader. In short, metadiscourse is any element of a text which explicitly organizes the contents, engages the readers and signals the writers' attitude.

The types of metadiscourse suggested by Hyland (2005) are used by the undergraduate students of Universitas Ronggolawe, Tuban to accompany the moves in English abstract they have already written. The types of metadiscourse from Hyland (2005) are as follows:

a. Hedges

- Adjectives: most, many, some
- Adverbs: usually, perhaps, possibly, probably, almost
- Lexical verbs: seem(-s,-ed), tend(-s,-ed), suggest(-s,-ed), indicate(-s,-ed), I think, I believe, and I doubt

b. Intensifiers

- Adjectives Adverbs Lexical Verbs: fundamental, essential, crucial, undoubtedly, clearly, always, inevitably, certainly

c. Conjunctive adverbs

- Time: meanwhile, afterwards, previously
- Addition: moreover, furthermore, likewise, also, in
- Contrast: however, instead, rather, in contrast, on the
- Result: therefore, of course, as a result, consequently
- Concession: nevertheless, still, yet, after all
- Apposition: namely, for example, for instance
- Summary: thus, in conclusion, finally
- Reinforcement: further, indeed, in particular, above all, in fact
- Organization: first, second, third

Rhetorical Move analysis used in the English abstract by the English students of Universitas Ronggolawe, Tuban was represented as well by Pho (2008) that represents academic research articles and abstract in terms of hierarchically organized text made up of distinct sections; each section can be subdivided into moves and each move can be broken down into steps.

The instrument used in the research of the English department of Universitas PGRI Ronggolawe, Tuban was the model of writer identity proposed by Hyland (2002). To help the students to write well, the researcher organizes the text and guides them through the contents. They start by giving personal opinions and knowledge claims, recount experimental procedure and methodology and acknowledge funding bodies, institutions and individuals that contributed to the study in some way.

The moves which are used by the undergraduate students' of Universitas Ronggolawe, Tuban are based on Hyland and Bhatia (2000) as follows:

- a. Move 1: Introducing Purpose; the point of this move is to express the precise

detail, and the intention of the researcher including the goals of the study.

- b. Move 2: Describing Methodology; this move is where the author denotes the research design, procedure or methods used in the study and, if necessary, the scope of the research.
- c. Move 3: Summarizing Results; in this move, the author highlights the important findings of the research including a solution to the problem. This move is regarded as the significant component of the abstract.
- d. Move 4: Presenting Conclusions; this move consists of the conclusions and interpretations of the results as well as some implications and applications of the findings.

The researcher conducted in L2 learners were mostly concerned on the use of metadiscourse and rhetorical moves which assumes that the high number of metadiscourse and rhetorical moves used increase the quality of the students academic writing. Besides, the study is conducted in Indonesian students which use English as foreign language. Therefore, the research fills the gap on the study under the linguistics feature called metadiscourse and rhetorical moves. Moreover, to enhance the analysis, the researcher is signified to figure out how the two main categories of both Hyland's model of metadiscourse and model of rhetorical moves to determine the students knowledge of writing academic writing.

METHOD

The researcher used descriptive qualitative research in order to answer the research problem definitely. First, the researcher described the metadiscourse resources and explored the metadiscourse functions and rhetorical moves applied through the words or phrases employed in a text. Second, the writer built the patterns from the bottom up, by organizing the data

into increasingly more abstract units of information.

Moreover, the research also focused on the content analysis since the materials analyzed are in the form of written i.e, abstract section in undergraduate students' final project. The researcher identified the meaning reflected and particular characteristic in the use of rhetorical moves and metadiscourse.

The objects of the study were words or phrases dealing with metadiscourse resources and showing rhetorical moves in the abstract section by 2016 undergraduate (S1) students of English Study Program of Unirow Tuban. The writer chose 20 abstract sections to analysis about metadiscourse and rhetorical moves. The study classified into 2 disciplines. i.e. Pedagogical final project and linguistics final project. The number of sample for each final project is 10. Thus, the total of whole samples is 10 abstracts X 2 discipline = 20 samples.

The analysis of the data covered rhetorical moves and metadiscourse, the writer used some steps as follows:

- 1) Preparing the data needed for his study the data needed for this study were words or phrases dealing with metadiscourse resources and showing rhetorical moves in the abstracts section written in English of undergraduate (S1) students of English Study Program.
- 2) Coding the words or sentences which contain rhetorical moves, metadiscourse types, metadiscourse resources were used and metadiscourse functions applied in English abstract's section more specific.
- 3) Classifying rhetorical moves, metadiscourse types, metadiscourse resources were used and metadiscourse functions applied in English abstract section
- 4) Analyzing the data from abstracts section written in English of undergraduate (S1) students of English Study Program. Functional analyses recognize that a comprehensive and pragmatically grounded description of any text must involve attending the use of language in relation to

its surrounding co-text and the goal of the writer creates a text as a whole academically. The emphasis was therefore on meanings in context, how language is

used. Then, the analysis referred to genre-based analysis (Swales, 1985) and metadiscourse used in examining one type of text.

based on the research questions of the research.

RESULTS AND DISCUSSION

This part explains the interpretation of writing analysis on the students' final project abstract based on both types of metadiscourse and rhetorical moves used. The subjects were 2016 undergraduate (S1) students of English Study Program of Universitas Ronggolawe, Tuban which consisted of 90 students. The researcher chose 20 abstract sections to be analysed. on the topic of metadiscourse and rhetorical moves. The research analyzed 10 for metadiscourse and so was 10 for rhetorical moves, so the total of whole samples of the abstracts from 2 disciplines was 20 samples. The results of the findings were classified

The Metadiscourse types used to accompany the moves in English abstract section of undergraduate students' final project at Universitas Ronggolawe, Tuban.

The data were examined using Hyland's metadiscourse model which is divided into two main categories, they are interactive metadiscourse and interactional metadiscourse. Based on the findings, there were 90 items of metadiscourse in 10 abstracts examined, consisting of 60 interactive categories and 54 interactional categories. The details on metadiscourse use are presented in Table 1.

Table 1. Metadiscourse Use

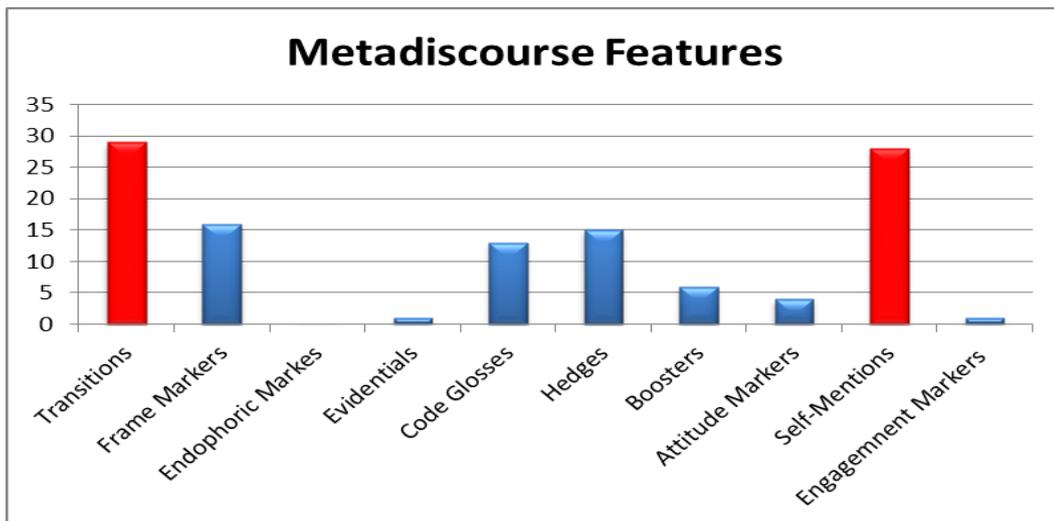
| No | Metadiscourse Categories | Abstracts Documents | | | | | | | | | Total |
|-----|--------------------------|---------------------|----|----|----|----|----|----|---|----|-------|
| | | A | B | C | D | E | F | G | H | I | |
| | Interactive | 4 | 6 | 10 | 8 | 10 | 5 | 7 | 4 | 5 | 60 |
| 1. | Transitions | 2 | 4 | 8 | 2 | 3 | 3 | 5 | 1 | 1 | 29 |
| 2. | Frame Markers | 1 | 1 | 1 | 1 | 6 | 1 | 2 | 2 | 1 | 16 |
| 3. | Endophoric Markers | - | - | - | - | - | - | - | - | - | - |
| 4. | Evidential | - | 1 | - | - | - | - | - | - | - | 1 |
| 5. | Code Glosses | 2 | - | 1 | 5 | 1 | 1 | - | 1 | 3 | 14 |
| | Interactional | 5 | 6 | 5 | 9 | 8 | 5 | 3 | 5 | 8 | 54 |
| 6. | Hedges | - | 2 | 1 | 1 | 5 | 2 | - | 2 | 2 | 15 |
| 7. | Boosters | 2 | 1 | 1 | - | 1 | 1 | - | - | - | 6 |
| 8. | Attitude Markers | - | - | - | 1 | 1 | 2 | - | - | - | 4 |
| 9. | Self-mentions | 3 | 3 | 3 | 6 | 1 | - | 3 | 3 | 6 | 28 |
| 10. | Engagement Markers | - | - | - | 1 | - | - | - | - | - | 1 |
| | Total | 9 | 12 | 15 | 17 | 18 | 10 | 10 | 9 | 13 | 114 |

As seen in Table 1, there were 9 final projects' abstracts which were coded by alphabetical A to I. As a result, there were four sub-categories of interactive metadiscourse and five sub-categories of interactional metadiscourse. This means that

a metadiscourse category appeared good enough in examined final project's abstracts.

The frequency of metadiscourse used and appeared in each of English abstract section of the undergraduate students' final project at Universitas Ronggolawe, Tuban was various.

Figure 1. Total Metadiscourse Use



The data about metadiscourse which frequently appeared in final project's abstracts are shown in the Figure 1.

Based on the Figure 1, there were two metadiscourse categories that frequently appeared. They were transitions and self-mentions. Both metadiscourse categories had similar appliance number in final project's abstracts. Transitions had appeared 29 times, while self-mentions had appeared 28 times. The students probably tended to use more transitions because it would make thesis abstract was coherent. Meanwhile, to show their presences in their own writing, the students possibly used self-mentions, in this case, *the researcher* and *the writer*. Besides, by using authorial presence such as *the researcher* and *the writer*, it seemed more

formal than using personal pronoun like "I". Thus, the possible causes of frequent metadiscourse categories appeared in final project's abstracts are presented in following findings section.

The rhetorical moves used in English abstract section of undergraduate students' final project at Universitas Ronggolawe, Tuban.

The researcher provided two data of the rhetorical moves' tables which contained moves categorization in each sample data. From the two tables given below the researcher could find out what moves were found in the undergraduate students' final project abstracts and whether the abstracts were in accordance with Swales.

Table 2. Rhetorical Moves of Abstract

| |
|--|
| <p>The research studied the use of politeness (RMA1) Introduction Purpose strategies in the talk show of Oprah Winfrey'sprecised indicational goals talk show. It is conducted to find out the kinds of politeness strategies applied by the host in the talk show and the factor influence that the researcher chose. The qualitative research is used to conduct this research.</p> |
| <p>There are 38 data found in the Oprah (RMA2) Methods Winfrey's talk show with Lady Michelledata information procedures or method used Obama.</p> |
| <p>The result of the analysis shows the politeness (RMA3) Results strategies are applied by Oprah Winfrey talkOnly observation and findings show with Lady Michelle Obama. They are positive politeness strategies (8), negative politeness strategies (3).</p> |
| <p>There are two factors influencing Oprah (RMA4) Conclusion Winfrey reason in choosing the strategies.Only conclusion Namely the intrinsic payoff and the circumstances. And both of them occurred in this talk show because all of politeness strategies could include in payoffs and relevant circumstances.</p> |

Table 2 above explains all the moves are found. The abstract above has 4 moves, those are Introduction Purpose, Methods, Results and Conclusion. The move sequence of the abstract above is agreeing with the Swales theory in which the theory is a standard rhetorical structure in the abstract of the research.

Swales's move for introduction purpose should consist of precise indication of the author's intention, final project, thesis or hypothesis which forms the basis of the research being reported include the goals or objectives of research or the problem that the author wishes tackle. Introduction purpose above showed the precise indication was stated by *"the use of politeness strategies in the talk show of Oprah Winfrey's talk show"*. The objectives were stated by *"to find out the kinds of politeness strategies applied by the host in*

the talk show and the factor influence that the researcher chose. The qualitative research is used to conduct this research."

Swales's move for Methods in the abstract should consist of a good indication of the experimental design, including information on the data, procedures or method(s) used and, if necessary, the scope of the research being reported. *The procedures were stated by "There are 38 data found in the Oprah Winfrey's talk show with Lady Michelle Obama."*

The data information was stated by *"The data are then identified and analyzed to answer the kinds of politeness strategies are applied by Oprah Winfrey in this talk show"*.

Swales's move for results in the abstract should consist of author's observations and finding and also suggest solutions to the problem. The finding was

stated by *“The result of the analysis shows the politeness strategies are applied by Oprah Winfrey talk show with Lady Michelle Obama. They are positive politeness strategies (8), negative politeness strategies (3).”*

Swales's move for conclusion in the abstract should consist of interpretation

Results and drawing inferences. Interpretation result stated by *“There are two factors influencing Oprah Winfrey reason in choosing the strategies. Namely the intrinsic payoff and the circumstances. And both of them occurred in this talk show because all of politeness strategies could include in payoffs and relevant circumstances.”*

Table 3. Rhetorical Moves of Abstract

| | |
|--|--|
| <p>The research studied the listening strategies of efl students from different levels of listening proficiency at class 2016 of english education. It is conducted to know the listening strategies used by the students at class 2016 and to what extent the students different levels of listening proficiency apply listening strategies at class 2016 of English study program UNIROW Tuban</p> | <p>(RMA1) Introduction Purpose precised indicational goals</p> |
| <p>In conducting this research, the researcher used descriptive analysis as the design of the research. Then, the subject of this research is the first semester students of English study program</p> | <p>(RMA2) Methods Data information procedures or method used</p> |
| <p>As the instruments of the research, the researcher took the document of the students' answer in their final basic listening test to clasify the students level of proficiency, questionnaire to indentify the students listening strategies and interview to clarify the listening strategies used by the students from each level of Listening Proficiency. The result of the data analysis shows that there are three kinds of listening strategies used of students' class 2016 of English study program UNIROW Tuban, there are Compensation strategies, cognitive strategies and memory strategies. Strategy use was assessed through a strategy questionnaire.</p> | <p>(RMA3) Results document questionnaire interview findings</p> |
| <p>These finding indicate the listening used by the students help them to understand the listening material</p> | <p>(RMA4) Conclusion Only interpretation result</p> |

Table 3 above shows all the moves are found. The abstract above has 4 moves, those are Introduction Purpose, Method, Result and Conclusion. The move sequence of the abstract above also agrees with the Swales theory in which this theory is a standard rhetorical structure in the abstract of the research.

Swales's move for introduction purpose should consist of precise indication of the author's intention, thesis or hypothesis which forms the basis of the research being reported include the goals or objectives of research or the problem that the author wishes tackle. Introduction purpose above showed the title or the focus

being investigated and objectives was stated by *"The research studied the listening strategies of efl students from different levels of listening proficiency at class 2016 of English education. It is conducted to know the listening strategies used by the students at class 2016 and to what extent the students' different levels of listening proficiency apply listening strategies at class 2016 of English study program UNIROW Tuban"*.

Swales' move for Methods in the abstract should consist of a good indication of the experimental design, including information on the data, procedures or method(s) used and, if necessary, the scope of the research being reported. The method above showed the method used was stated by *"In conducting this research, the researcher used descriptive analysis as the design of the research."* The data information was stated by *"The subject of the study is the first semester students of English study program."*

Swales' move for results in the abstract should consist of author's observations and finding and also suggest solutions to the problem.

The finding was stated by *"As the instruments of the research, the researcher took the document of the students' answer in their final basic listening test to classify the students level of proficiency, questionnaire to identify the students listening strategies and interview to clarify the listening strategies used by the students from each level of Listening Proficiency. The result of the data analysis shows that there are three kinds of listening strategies*

used of student's class 2016 of English study program UNIROW Tuban, there are Compensation strategies, cognitive strategies and memory strategies. Strategy use was assessed through a strategy questionnaire."

The last, Swales' move for conclusion in the abstract should consist of the interpretation of result and drawing inference. The interpretation of result was stated by *"These finding indicate the listening used by the students help them to understand the listening material."*

CONCLUSSION

As stated in problem formulation, the results of the article are:

First, Various instances of interactional metadiscourse found in the corpus showed writers' approaches to interact with readers by proposing their arguments, their feelings, their attitudes and above all their commitment to the texts itself. The use of metadiscourse categories allows writers to intrude in their texts to signal their communicative intentions, and affect the ways these intentions are understood by their readers

Second, it is concluded that the abstracts written by twenty students, almost the students which are fifteen students followed sequence the rhetorical moves proposed by Swales' model. It proved rhetorical moves in abstract proposed by Swales in English students' thesis (final project) abstracts are maximally used by students in writing abstract However, based on the results of the research, most of students' writing final project abstract has not this model. Although in some final project's abstracts found the rhetorical moves that follow Swales' model.

Third, in terms of functions of metadiscourse in relation to moves, discourse goal (sub-type of frame markers) characterize Move 2. Then, the resources of boosters which characterize move 4 are *show, found, obtained, embodied, revealed. Conclude* (resources of frame markers sub-type discourse stage) characterizes move 5. Those metadiscourse types and resources characterize the moves because they share the same characteristic. Some metadiscourse types related to the moves applied

are evidentials, hedges, boosters, attitude markers and self-mentions. These metadiscourse types have relationship with the moves because the functions employed are based on the moves used. This can be said that the functions of those metadiscourse types adjust the shift of the moves. There are also certain resources in certain metadiscourse types which exist in certain move. The resource of transitions *consisting and, moreover, therefore, and besides that (sic)* only occur in move 2. In *code glosses, parentheses* only occur in move 3 and 4 and *in other words* only appear in move 1 and 4 with the different function.

SUGGESTIONS

Based on the conclusion that has been explained above, some suggestions will be directed toward the English teachers and the other researchers.

The English lecturers should take into account text analysis and focused on the abstracts section. Therefore, it is necessary to conduct further teaching writing by applying other approach e.g. ethnography approach which can complete the weakness of the research. The further researchers on teaching writing the final project abstract are also suggested to conduct both metadiscourse and rhetorical moves or functions aspect but in other parts of papers such as introduction, method, results and conclusion section which will show the different result and can strength or support the theories.

The next researchers, therefore, may enlarge the subjects of their research into the others metadiscourse and rhetorical moves Since academic writing is an important part for undergraduate students' final project at UNIROW Tuban for completing their study, this study can be beneficial for them. The guidelines for writing an abstract in UNIROW Tuban only give a general description of an abstract and provide a sample abstract.

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