Analysis Of Moves and Tenses on Abstract Article Published at Journals

*Hendra Putra
Universitas Negeri Semarang
Semarang, Indonesia
mrhendraputra6@gmail.com

Abstract. An abstract has an important role in the research article. Generally, if the researcher wants to submit the article the first thing that must be done is to submit an abstract. This article aims to identify the moving structure of English abstracts of researcher's articles from many sources that were published started from 2011 to 2021, to identify of applying tense and disagreement of subject and tense in writing abstract article. This study employed a genre analysis approach. As data collection techniques are used 10 abstract articles from the journal were published and then analyzed by using a moving structure from Hyland and Swales & Feak. The result can be revealed that they are 7 abstract articles that applied the introduction, 9 abstract articles that applied purpose, 9 articles that applied method, and 10 abstract articles that applied product move then there are 4 abstract articles applied conclusion move. In applying tense, the most used is simple present tense. It can be concluded that the most applied move is the product in writing an abstract article then the most used tense is in the simple present tense in writing an abstract article.

Keywords: genre analysis, move, writing, abstract article, tense

Introduction

Writing is one of the skills that must be studied and mastered by foreign students. When it is seen from objective teaching and learning of writing at the senior high school level, the objective is the students are expected to be able to write short functional text and many kinds of texts or text types. The text in school contexts consists of short functional text and genre or text types. An Indonesian student must be able to write short functional text and text. For short functional text must be known 17 types of short texts. They notice/warnings and caution, greeting card, letters, food labels, short messages, advertisements, announcements, invitations, manual guides, banners, posters, pamphlets, brochures, shopping lists, booklet, leaflets, and flyers.

In studying the text, it refers to types of text that are called by genre. In the Indonesian curriculum, an Indonesian student must be able to write types of text or genre. 13 types of genres must be known by Indonesian students. They are procedure text, narrative text, recount text, descriptive text, analytical exposition, hortatory exposition, spoof, anecdote, report, review, news item, discussion, and explanation. In the school context in Indonesia, Indonesian students can write 30 texts whether it is short text or long text.

Writing at the high education or university level, the students must be able to write their research or study like a research paper, thesis, and dissertation. In writing the research of course the first thing that must be seen is the students' abstract. The abstract is one of the products of writing skills. To see the content of the research of students, it can be seen in the abstract. As a researcher if she or he wants to join some conference the first thing must be done is deliver their abstrct. Submitting an abstract of the course has some types or variables that must be understood by the author.

Abstract is the important part as the first impression to the readers in reading the article or journal. After submitting the abstract a reader or examiner must read the study. In reading report of the research the firts step that must be done by examiner is reading abstract. It is supported by Paltridge and Starfield: 2007 say that the abstract is the first section to be read by examiners.The reader or examiner tends to read the abstract after reading the title. Therefore abstract of thesis or article represent to the contain of the article that is implied in the abstract.

In writing an article it must be concerned with abstract. Because abstract is considered as an important part that will bring readers to read the content (Emilia, 2009). As we know that readers or examiners of research articles or papers do not have much time to read the all part of research or study. For that reason, "most readers limit their initial research looking at titles and abstracts before choosing what research Articles (RA) to purchase and read" (Alhuqbani,2013).

Writing abstract is considered to the genre analysis. Genre is a staged, goal-oriented social process. Social because we participate in genres with other people; goal-oriented because we use genres to get things done; staged because it usually takes a few steps to reach the goal (Martin & Rose, 2004, p. 7-b). Next,Genre is term for grouping text togethre representing how writers typically use language to respond to recurring situation. (Hyland) after that. A genre comprises a set of communicative events the member of which share some set of communication purpose (Swale, 1990) In understanding genre, there are three part that must be known by the Indonesian students and also teachers, namely social function, generic structure and language feature. Social function refers to the main purpose of each the text. Meanwhile generic structure refers to the structure of the all of the texts or genre. Then language feature means the grammar when the writer wants to build the text.

After understanding the genre, it is continued to genre analysis. There are opinions about genre analysis here. Hyland (1992) ays that genre analysis is the study of how language is used within a particular context. Genres differ in that each has a different goal and they are structured differently to achieve these goals. Bhatia (1991) sees genre analysis as an analytical framework which reveals not only the utilizable form-function correlations but also contributes significantly to our understanding of the cognitive structuring of information in specific areas of

language use, which may help the ESP practitioners to devise appropriate activities potentially significant for the achievement of desired communicative outcomes in specialized academic or occupation areas. In the field of academic writing (English for Academic Purposes), conducting a Genre analysis of research articles will shed light that, "it has conventions about layout, form, and style that are too large degree standardized" (Dudley- Evans as cited in Jordan, (1997).

There are some structure based on expert's opinion. Swale (1981.1991) there is a regular pattern of moves and steps that appear in a certain order in the majority of introduction investigated. A move is a unit that relates both the writer's purpose and to the content that she/he wishes to communicate. A step is a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves in the introduction. Then, the Finding genre analysis by (Swales, 1990:141) Move 1 Establishing a territory, claiming a centrality and/or (step1),making topic generalizations and/or (step2), reviewing items of previous research (step3), Establishing an niche (move 2), counter-claiming or (step 1a), indicating a gap (step 1b), question raising or (step 1c), continuing a tradition (step 1d). After that,Finding genre analysis by (Dudley-evans 1994) Onformation move (move1), Statement of result (move1), Finding (move3), (Un)expected outcome (move4), Reference to previous research (move5), Explanation(move6), Claim (move7), Limitation (move8) and Recommendation (move9).

Move is unit structure of the text. According to Bhatia (1993:78) there are 4 nove structure, namely introducing the purpose, describing the method, summarizing the result and presenting the conclusion. Then, Santos (1996) Swales and Feak's (2004) devides the moved into 5 models. They are background, aim, method, product and conclussion. After that, Hyland (2000:67) also divides the move into 5 those are introduction, purpose, method, product and conclussion. These moves are guideline to be anlyzed of abstrct article. To see more detail, it can be explained that introduction is establishes context of he paper and another the research or discussion. Purpose means indicates the purpose, thesis or hypothesis outline the intention behind the paper. Method refers to provides information on design, procedure, assumptions approach data. Products defines as states main findings or result the argument or what was accomplished. Then, conclussion can be meant interprets or extends rsult beyond scope of paper, draws inferences pointssss to application or wider implication.

Move can be found in the abstract article. In following one of activity like conference and seminar, the first thing must be done is submitting abstract. In submitting abstract of course an author or reseracher wants to submit and do the best to do it. In submitting abstract generaly has 150- 250 words. An Abstract is one of representative from researchers 'ability. Abstract is summarizing of content the paper. It is supported by Carole Slade says that an abstract is "a concise summary of the entire paper." The function of an abstract is to describe, not to evaluate or defend, the paper.The abstract should begin with a brief but precise statement of the problem or issue, followed by a description of the research method and design, the major findings, and the conclusions reached.The abstract should contain the most important key words referring to method and content: these facilitate access to the abstract by computer search and enable a reader to decide whether to read the entire dissertation.

In writing an abstract article can be found some problems, The problems are there is no introduction or background in writing an abstract at the beginning of the abstract moreover the researchers want to identify the move abstract made by the other researchers. Unstructurally in writing the abstract, it means that the researcher put some moves freely or based on the authors' style. Besides that, the researcher also found some cases intense. For instance in one sentence include two tenses like is seen here: the research aims to find out the rhetorical moves in the abstract section and whether or not the study was similar to the study by Bhatia. Then, it can be seen from the sentence the study reveals that most English bachelor thesis abstracts did not follow the five rhetorical moves.

Related to some problems above the researcher wants to analyze two part in this case. First, the researcher wants to find out or identify moves proposed by Hyland, Santos, Swale, and Feaks that are included in 10 abstract articles. The moves are introduction or background, purpose or aim, method, result/ product, and then conclusion. Second, the researcher wants to analyze the use of tense in abstract article frequency and verb phrase errors (disagreement verb and tense).

Method

The type of this research is qualitative research by using genre analysis. Qualitative studies about circumstances associated with organizational types or occupational settings have provided new insights into the dynamics of leadership. According to Bryman et al (1996) states that qulitative studies about circumstances associated with organizational types or occupational settings have provided new insights into the dynamics of leadership. In line with it Cresswell 2002; Pope & Mays 1995; Denzin &Lincoln, 1994) define that qualitative research is intended to deeply explore, understand and interpret social phenomena within its natural setting. It can be meant that the researchers want to seek information deeply about what they conduct research. Also the researchers want to explore question words why and how a situation not like what, where and when.

Just like all scientific research, qualitative research is a method that seeks answers to questions and involves the collection of evidence. In order to collect data, qualitative researchers use a wide range of techniques such as in-depth qualitative interviews; participant and non-participant observation; field notes; focus groups; document analysis and a number of other methods of data collection. But in this resrach, the researcher uses documents analysis. The researchers analyze the 10 documents abstract provided and published at 8 jounals. The name of journals are: Lingua Cultura, International Journal of Applied Linguistics and English Literature, Publication MDPI, Lensa Kajian Kebahasaan Kesustaraan dan Budaya, ISLLE, Jurnal Penelitian dan Humaniora, International Journal of English Linguitics and Applied Research on English Language. The research   articles on   genre analysis published in reputable journals started 2011-2021. The articles are from sinta and also from scopus or national and internasional accredited.

This study analyzed 10 research articles by using genre analysis approach. The abstract articles were then identified and grouped into two categories based on the following moves from the experts theories; (1) to find out the moves on abstract article of genre analysis research article, (2) to find out language features (tenses used) in the abstract reasearch article of genre analysis, and (3) to find disagreement subject and tense

Findings and Discussion

1.Identifying The Move On Abstract Article Based On Hyland (2000:67) and Also Santos (1996) Swales and Feak (2004)

1.1.Introduction or Background

Based on 10 abstract articles, it can be found that there are three (3) abstract articles did not state the introduction or background. It can be proven from the abstract available. *This study was conducted to identify the move structure of English abstracts of students' thesis of a State University in public administration, management, fisheries management, and mathematics education programs, compare the consistency of these cross-disciplinary English abstracts with Bathia's four-move structure and Swales & Feak's five-move structure, and identify the preferred verb tense used of each move in the English abstracts of the students' thesis.(article 1)*

Related to this, researcher did not state the background or introduction, the researcher just go directly to the purpose or aim the research. Accrding to the theory used it is not appropriate to state like that. It is suggested that in the beginning the sentence it is more understanble if it is read by reader to write the introduction as backround what the writer or researcher want to tell for the next step.

Next, it can be analyzed from abstract article 3. It can be shown as follows:

This study carries out genre analysis of John Ashbery's poem, "Sonnet".

From this sentence it can be said that the author did use the introduction or background. Meanwhile background or introduction has function to establish context of the paper and motivate the research.

Lastly, it can be taken from article 9. It can be dsiplayed as follows:

This study examined 90 research article abstracts in three applied linguistics journals (i.e., TESOL Quarterly, Applied Linguistics, and Language Learning) from two dimensions: the move structure features and the verb tense of each move.

From this beginning of abstract article, the researcher just write to the aim of the article. Dealing with 3 abstract article above, it can be stated that the researcher did not put the introduction in the beginning of writing abstract article. As it is known that introduction or background abstract article is used to attract attention of reader, provide information and to introduce topic of paper or article. It is supported by Hyland (2000) that introduction is used to build context of the paper and motivate the research.

Besides, the uncomplete found in abstract article there are 7 abstract article that also have been stated the introduction or background in the beginning of abstract article. It can be proven from this sentence. It is taken from article 2. In recent years, genre studies have attracted the attention of many researchers.. relates to this simple sentence, the researcher introduce to the reader that the author wants

to tell about genre studies. It can be guess from the beginning the sentence. It is the function of introduction of abstract article to establish the context of the paper.

1.2.Purpose/Aim

In this part a researcher must able to nswer research question proposed in the beginning.Start by clearly defining the purpose of your research. In this part it can be included some brief context on the social or academic relevance of the topic, but don't go into detailed background information.After identifying the problem, state the objective of your research. Use verbs like *investigate*, *test*, *analyze* or *evaluate* to describe exactly what you set out to do.This part of the abstract can be written in the present or past simple tense, but should never refer to the future, as the research is already complete.This study investigates the relationship between coffee consumption and productivity. So in this part must explain the research question and also in tense must be used simple past tense or simple present tense.

From 20 articles, only 2 article did not mention the purpose or aim research. It can be analyzed. In article 10 can be found that,

Following Swales's (1981) works on genre analysis, studies on different sections of Research Articles (RAs) in various languages and fields abound; however, only scant attention has been directed toward abstracts written in Persian, and in the field of literature. Moreover, claims made by Lores (2004) regarding the correspondence of two types of abstracts with different models, and by Martin (2004) concerning the influence of sociocultural factors on the way writers write needed evaluation. To fill this gap, 90 English and Persian abstracts written in the field of literature, by English and Persian native speakers, were analyzed based on the IMRD (Introduction, Method, Results, and Discussion) and CARS (Create A Research Space) models.

Started beginning the author did not state about the aim or purpose of the research. The aauthor only tell about introduction to build readers' experience in reading that abstarct. In line with this case, the researcher also found some problem about the purpose or aim the research. It can be seen from article 18 as follows:

This paper contains analysis results on abstracts written by students in Academic Writing course. The analysis includes analyses on Moves and linguistic features. The analysis aims at finding out how the abstract writing structures of the English Education students are in the Academic Writing course. The abstract analysis also includes the analysis on the use of the linguistic features in the abstracts. The analysis uses a qualitative research approach. There are totally 10 abstracts that are analyzed.

Regarding two abstract in move of purpose the author did not state the purpose or aim the this abstarct article. Since it is known that the purpose is to mention or deliver the the author's intention in conducting the research. It is similar with the hyland (2000) states that the function of the purpose abstarct is to indicate the purpose, outline the aim behind the paper.

In contrast, there are 18 abstarctS article that state the purpose of the research in the abstract article. It can be taken from article 3. *The aim of the present study was to observe the differences in generic structure of abstract written by English native and non-native (Iranian) students in two disciplines of mathematics and applied linguistics.* Based on this statement in abstarct it can be said that the author writes the purpose of the research clearly. The author mention it after writing the introduction in the abstract article.

1.3. Method

This part should be a straightforward description of what the researcher did in one or two sentences. It is usually written in the past simple tense as it refers to completed actions. Like in this sentence. Structured interviews were conducted with 25 participants. The researchers Don't evaluate validity or obstacles here— the goal is not to give an account of the methodology's strengths and weaknesses, but to give the reader a quick insight into the overall approach and procedures you used.

In analyzing the method of abstract, it cab be proven from article 9. In this case the author did not mention the methodology and the part of methodology like data collection technique, data analyzing technique, approach, research design, instrument, population and sample. It makes the reader difficult to understand that abstract article. It can be seen from this article 9:

T*his study examined 90 research article abstracts in three applied linguistics journals (i.e., TESOL Quarterly, Applied Linguistics, and Language Learning) from two dimensions: the move structure features and the verb tense of each move. The results showed that the abstracts analyzed tended to take a four-move structure instead of a five-move one as proposed in literature. In addition, since some publishers have word limits on abstract length, authors would usually follow the publisher's guideline accordingly, thus there existing some differences concerning the move structure features among the abstracts in the three journals.*

In this abstract also wrote unstructurally, the author puts the finding or the result after intrdoduction in the begiining of abstract article.

1.4. Product/Result

This part of the abstract can be in the present or past simple tense. The analysis has shown a strong correlation between x and y. Depending on how long and complex the research is, it may not be able to include all results here. Try to highlight only the most important findings that will allow the reader to understand conclusions.. thus, state the result or product generally.

When the author sees the result or product that stated in the abstract article, all of the abstract states the result or finding of the research. From 20 abstract articles, all of them reveal the result of research. It can be seen from the article 10, *The results demonstrated that literature RA writers generally focus on Introduction and Results, neglect Method and Discussion, and do not mention the niche in previous related work; secondly, although none of the models were efficient, literature abstracts generally matched CARS more than IMRD; and thirdly, abstracts written by Persian native speakers had minor deviations from*

both the Persian and the international norms, and exhibited a standard of their own. So, the product is used and applied by all of the researcher in this article.

1.5. Conclusion

Based on 20 abstract articles, there are 13 abstarct articles did state the conclusion. They are article 1, 2, 4,5, 6, 9,10, 11, 14, 16, 17,18,and 19. To analysis,it can be taken from articles 1 and 19. Generally conclussion can be some features words like to conclude, to summarize and inclussion and it located in the last paragraph. For example in article 1, it can not be found conclussion at the last sentence from the abstract. *The present tense and past tense are used in each move across the four disciplines.* The italic sentence is the last sentence, but the author still tells about the result of the research. Then, can be seen from article 19. The last sentence from this abstarct article is *The absence of some rhetorical moves in the English bachelor thesis abstracts may lead to the communicative purposes not achieved and thus might cause difficulty for readers to understand the study.* Dealing with this sentence, the position of this sentence is the last sentence. But the author did not state that is included conclussion.

2.Applying Tense In Abstract Articles

Regarding 20 abstracts article it found that there are 172 sentences. From 172 sentences consists of 89 for simple present tense used and 73 simple past tense and then 4 sentences for present perfect tense and 6 sentences for passive sentences. The most usage simple present tense can be found in the article 20 and then the least usage of simple present tense is found many abstract article 1,2,5, 9, 12, 19. For the most usage simple present tense can be stated (1) Writing in a second or foreign language seems to be the most difficult language skill for language learners to acquire (Laksmi, 2006; Lestari, 2008; Negari, 2011). (2) However, SFL genre based approach seems to be product or teaching outcomes oriented (Ahn, 2012; Emilia, 2011). (3). Therefore, the concept of scaffolding in which possible supports the process of students" individual development is important to be emerged in the teaching stages of SFL – GBA (Bodrova & Leong, 1998; Mulatsih, 2011). (4) As a result, This study focuses on the issue of scaffoldings in the teaching of writing discussion texts based on SFL – Genre Based Approach. (5).It particularly aims to investigate how scaffolding processes are implemented in the teaching of writing discussion texts based on SFL-GBA and how they improve the students" writing performance. (6). The data rely on teaching and learning process in a classroom with six students in a tertiary level as the focus participants. (7). The results of analysis show that scaffolding processes are implemented in terms of macro and micro scaffoldings and able to improve the students" writing performance specifically in terms of social function, schematic structures, and language features of discussion genre. (8). It is recommended that future related research should be conducted in more diverse of educational settings to see how scaffoldings are implemented in a variety of teaching practices.

In applying the least of simple present tense, it can be seen from article as an example. The total of sentences in the abstract article 5 is 8 sentences. The

sentences are (1) An abstract summarizes the accompanying article in order to promote it. (2). While many move-analysis studies of abstracts in applied linguistics (AL) have used similar coding frameworks and demonstrated similar rhetorical organizations, their findings have not yet been aggregated to show the overall picture. These sentences can be found in the introduction or background move in the abstract article 5.

Applying simple past tense can be found in abstract article 8, 12, 17 and 19. In abstract article 8 there are 10 sentences that consists of 3 for simple present tense and 7 sentences for simple past. 7 sentences of simple past tense may be seen in this case:

(1) *People could decide whether they want to continue the full content in the paper through abstract. (2) Corpus data was used to do the research. (3) The document of abstracts 40 in total and were chosen from Undergraduate degree students in English Education Department at Universitas Muhammadiyah Surakarta. (4) The abstracts were selected randomly, and it is consists of two types of concentrations in the field of education and literature. (5). The selected abstracts were published between 2018 to 2019. The instruments were using Hyland's (2000) five moves to identify the selected abstracts' rhetorical structure. (6). The result showed that most of the abstracts have a purpose (100%), then method (97,5%), and the result or product is 87,5%. The conclusion is only 22,5%, and (7) the introduction was rarely used, it showed only 5%.*

From these sentences, it can be said that the applying of simple past tense is not all of them true. Sometime indonsian author combines between applying simple present tense and simple past tense. And also in this abstract article the autor uses most of simple past tense. Whether it is found in the introduction, purpose, method, product and conclusion.

Conclusion

Based on explanation above it can be concluded that move on abstract article from 20 artilce generally is used or implied by many researchers. From 20 abstract article can be said that only 5 abstract article that apply Hyland move structure, it is abstract article 8, 12, 13, 15 and 20. 5 abstract articles use of move strcuture that proposed by Hyland. These article apply introduction, purpose, method, product and conclussion move. In contrast there are 15 abstract article did not use or apply move structure that proposed by Hyland structurally. In move structure, there are 3 abstract articles introduction move, in mpurpose move there are 2 abstract article did not the purpose move. In method move structure there is 1 abstract artcile did not apply in using method move. All of abstract artcile apply product move or result move. And There are 13 abstract article did use apply the conclussion at the end of the sentence of abstract article.

In applying tenses in writing abstract article. The most used tense by author is simple present tense. It can be proved that from 172 sentences from 20 abstract article simple present is most used. The total simple present used is 89 sentences. Then followed by simple past tense 73 sentences and the least is present perfect tense is 4 sentences.

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