

**METADISCOURSE AND RHETORICAL MOVES IN  
ENGLISH ABSTRACT SECTION OF  
UNDERGRADUATE  
STUDENTS' (THESIS) ARTICLES AT STKIP PGRI  
JOMBANG**



**THESIS**

**In Partial Fulfillment of the Requirements  
for Master Degree in Linguistics**

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SEMARANG  
2015**

## **CERTIFICATION OF ORIGINALITY**

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, August 2015

Wiwik Mardiana

A THESIS

METADISCOURSE AND RHETORICAL MOVES IN ENGLISH ABSTRACT  
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AT STKIP PGRI JOMBANG

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## **LIST OF ABBREVIATIONS**

B : Background Information

P : Purpose

M : Method

R : Result

C : Conclusion

## **LIST OF FIGURE**

Figure 1: Conceptual framework

Figure 2: Variations in Academic Discourse

## ABSTRACT

This research aims to describe rhetorical moves, metadiscourse types and resources used to accompany the moves in English abstract section of undergraduate students' (thesis) article at STKIP PGRI Jombang. Moreover, this research also explains how the metadiscourse functions are applied in relation to the moves. The method of this study is qualitative research. The data collected using non-participant observation method and note taking techniques were analyzed with the theory of rhetorical moves in abstracts and metadiscourse. The results show that from 42 abstracts, only few abstracts from *science* belong to informational abstracts. *Humanities* tends to use three moves with the pattern PMR (Purpose, Method, Results); meanwhile, *science* and *social science* tend to use four moves with the pattern BPMR (Background, Purpose, Method, Results). On the whole, interactional metadiscourse is infrequently used. In terms of functions of metadiscourse in relation to moves, discourse goal (sub-type of frame markers) characterizes Move 2. Then, the resources of boosters which characterize move 4 are *show, found, obtained, embodied, and revealed. Conclude* (resources of frame markers sub-type—discourse stage) characterizes move 5. Some metadiscourse types related to the moves applied are evidentials, hedges, boosters, attitude markers and self-mentions. There are also certain resources in certain metadiscourse types which exist in certain move such as the resource of *transitions* and *code glosses*. In conclusion, only few abstracts from science support support Day's (1995) model. In the use of metadiscourse, the use of interactive metadiscourse is dominant. From 10 types of metadiscourse, transitions are frequently employed.

**Key Words:** *interactive metadiscourse, interactional metadiscourse, rhetorical moves, abstracts*

## INTISARI

Penelitian ini bertujuan untuk mendeskripsikan *rhetorical moves*, jenis dan elemen-elemen *metadiscourse* yang digunakan untuk menyertai *moves* di bagian abstrak berbahasa Inggris dari artikel (skripsi) mahasiswa Strata satu (S-1) STKIP PGRI Jombang. Selain itu, penelitian ini juga menjelaskan bagaimana fungsi *metadiscourse* diterapkan dalam hubungannya dengan *moves*. Metode penelitian ini yaitu penelitian kualitatif. Data yang dikumpulkan dengan menggunakan metode *non-participant observation* dan teknik catat dianalisa dengan teori *rhetorical moves* dan *metadiscourse*. Hasil penelitian menunjukkan bahwa dari 42 abstrak, hanya sedikit abstrak dari *science* termasuk dalam abstrak *informational*. *Humanities* cenderung menggunakan tiga *moves* dengan pola PMR (Purpose, Method, Results) yakni Tujuan, Metode, Hasil penelitian; sementara itu, *science* dan *social sciences* cenderung menggunakan empat *moves* dengan pola BPMR (*Background, Purpose, Method, Results*) yakni Latar Belakang, Tujuan, Metode, Hasil Penelitian. Secara keseluruhan, *metadiscourse* interaksional tidak sering digunakan. Terkait dengan fungsi *metadiscourse* yang berhubungan dengan *moves*, *discourse goal* (sub jenis dari *frame markers*) menjadi ciri khas *move* 2. Kemudian, *resources* dari *boosters* yang menjadi ciri khas *move* 4 yaitu *show, found, obtained, embodied, dan revealed*. *Conclude* (*resources* dari *frame markers* sub jenis-*discourse stage*) menjadi ciri khas *move* 5. Beberapa jenis *metadiscourse* yang berhubungan dengan *moves* yang diterapkan yaitu *evidentials, hedges, boosters, attitude markers and self-mentions*. Ada juga *resources* tertentu dalam jenis *metadiscourse* tertentu di *move* tertentu seperti *resource* dari *transitions* dan *code glosses*. Kesimpulannya, hanya sedikit abstrak dari *science* yang mendukung model abstrak dari Day (1995). Di dalam penggunaan *metadiscourse*, *metadiscourse* interaktif merupakan yang dominan. Dari 10 jenis *metadiscourse*, *transitions* sering diterapkan.

**Kata Kunci:** *metadiscourse* interaktif, *metadiscourse* interaksional, *rhetorical moves*, abstrak

# CHAPTER I

## INTRODUCTION

This chapter describes background of the research, research questions, research objectives, significance of the research, scope and limitation, and operational definition of key terms.

### **1.1 Background of the Research**

Academic writing is an important part for undergraduate students, particularly the students of STKIP PGRI Jombang. For completing their study, they are obliged to do research and hand in written reports called “thesis” and “(thesis) article”. They have to write a thesis or a (thesis) article which is understandable and communicative to persuade and convince the readers. Besides, Hyland (2005:6) 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.

For the development of STKIP PGRI Jombang, this institution officially launched a new electronic journal (*ejournal*) in 2013, namely *ejournal.stkipjb.ac.id*. This journal facilitates the students to contribute their (thesis) article; however, not all of the students can contribute (thesis) article although all of them must write it. Only the selected students’ (thesis) article per department can be accessed on the electronic journal (*ejournal*).

Then, in arranging a (thesis) article excerpted from their theses, they do not only include introduction, research method, result and discussion, and conclusion and suggestion, but they must also complete it with abstract written in both English and Indonesian. The abstract must be included because it is a brief summary of the main component of a research project. It functions to save time in reading and give important information about the article enabling the readers to determine as to whether they would want to pursue a full reading (Al-Ali & Sahawneh, 2011). Besides, the first thing an examiner will look at is the abstract; in other words, it is an important piece of work (Paltridge and Starfield, 2007:155). It means that abstract is also a significant component because it can determine whether the reader will read the full paper or not. In addition, it will also influence the examiner's decision in measuring their project. For this reason, writing an abstract should find ways of how to briefly show the information from the whole papers in a short text.

However, writing an abstract particularly in English is not an easy thing to do by the students of STKIP PGRI Jombang because they are non-native English speakers and English learners. Moreover, academic writing for a (thesis) article especially English abstract writing is not taught. Yet, they have to think how their writing can convince the reader of the linguistic choices and the patterns of their abstract in achieving communicative intent.

Therefore, research on academic writing, especially abstract writing in (thesis) article, is one domain where the reader's orientation is crucial in getting rhetorical objectives. The act of convincing an academic audience of one's

arguments involves making linguistic choices which the audience will conventionally recognize as persuasive (Hyland, 1997:438). It means that the linguistic realization also presents communicative intentions of the writer since writing is not just writing but also as social and communicative engagement between a writer and reader. Hence, metadiscourse can be seen as a means of facilitating the social interactions which contribute to knowledge production within academic disciplines (Hyland, 1997:439).

Metadiscourse is a widely used term in current discourse analysis and language education, referring to an interesting, and relatively new, approach to conceptualizing interaction between text producers and their texts and between text producers and users (Hyland, 2005:1). Metadiscourse as an important means of facilitating communication, supporting a position, increasing readability and building a relationship with an audience has been proven by some researchers such as metadiscourse in casual conversation (Schriffin, 1980), school textbooks (Crismore, 1989), oral narratives (Norrick, 2001), science popularizations (Crismore and Fransworth, 1990), undergraduate textbooks (Hyland, 2000), postgraduate dissertations (Button, 1999; Hyland, 2004; Swales, 1990) and company annual reports (Hyland, 1998).

Moreover, a series of moves or rhetorical moves which are the model of genre analysis are also significant in writing an abstract. It is a functional unit in a text used for some recognizable purpose, is often recognized as the textual regularities in certain genres of writing (Swales, 1990). Lon *et al* (2012) say that an abstract is guided by a series of moves which characterize the flow of the

discourse. Therefore, rhetorical moves are important in writing an abstract since it is another way to reach the communicative purpose.

The elements of abstract section are varied. Bhatia (1993) as cited in Flowerdew (2002:42) rhetorical moves found in abstract are introduction (purpose), method, result, and conclusion. Santos (1999) in his study found that move 1 topic generalization is optional, move 2 presenting the research “stating the purpose of study, research question” is obligatory, move 3 describing the methodology is obligatory, move 4 reporting the main finding is obligatory, and move 5 Interpreting the result/findings and/or giving recommendations, implications/applications of study is optional. Nevertheless, the students of STKIP PGRI Jombang are required to write an abstract appropriate with the guidelines comprising background information, purpose of the study and its scope, the methods, the result of the study, and conclusion or recommendation (Winardi *et al*, 2009:8).

Some studies about metadiscourse and rhetorical moves have been conducted by some researchers such as 1) Suntara and Usaha (2013) examining moves in research article abstracts in Linguistics and Applied Linguistics, 2) Suharno (2012) investigating moves and tense shift in English scientific research papers by non-native speakers, 3) Abdi (2002) doing research on metadiscourse of research article from Natural Science and Social Science, 4) Farrokhi & Ashrafi (2009) also carrying out research on metadiscourse in Mechanical Engineering, Applied Linguistic, and Medicine and 5) Lon *et al* (2012) examining both moves and metadiscourse in English abstract of undergraduate hard science. However,

none of these studies discusses the occurrence and patterns of moves which are related to functions of abstract, explores the function of metadiscourse resources used in relation to moves and explains why certain metadiscourse types and resources become dominant and occur in certain moves.

Therefore, my research topic is quite worth of examining metadiscourse and rhetorical moves in English abstract section of undergraduate students' (thesis) article at STKIP PGRI Jombang.

## **1.2 Research Questions**

1. What rhetorical moves are used in English abstract section of undergraduate students' (thesis) articles at STKIP PGRI Jombang?
2. What metadiscourse types and resources are used to accompany the moves in English abstract section of undergraduate students' (thesis) articles at STKIP PGRI Jombang?
3. How are metadiscourse functions applied in relation to the moves?

## **1.3 Research Objectives**

1. To describe rhetorical moves used in English abstract section of undergraduate students' (thesis) articles at STKIP PGRI Jombang.
2. To describe the metadiscourse types and resources used to accompany the moves in English abstract section of undergraduate students' (thesis) articles at STKIP PGRI Jombang.

3. To explain how the metadiscourse functions are applied in relation to the moves.

#### **1.4 Significance of the Research**

##### **1. Theoretical**

Theoretically, the results of the research can support and strengthen the theory of metadiscourse and rhetorical moves. Moreover, it can enrich the domain of teaching materials in academic writing especially in writing an abstract section. Thus, the research results can improve students' and lecturers' knowledge in writing abstract section.

##### **2. Practical**

It is expected that the research result bestows a contribution that can be used as a model and reference to develop teaching materials which are in line with learning objectives. Besides, the research results will help improve learners' writing skill especially in applying moves and metadiscourse in the abstract section.

#### **1.5 Scope and Limitation**

This research focuses on metadiscourse model by Hyland (2005, 2013) and rhetorical moves to analyze the data. Besides, this research is also limited to the abstract section in published (thesis) article of undergraduate students at STKIP PGRI Jombang.

## 1.6 Definition of Key Terms

1. **Metadiscourse** is the cover term for the self-reflective expressions used to negotiate interactional meaning in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community (Hyland, 2005: 37).
2. **Rhetorical Moves** are rhetorical instruments that realize a sub-set of communicative purposes associated with a genre, and as such they are interpreted in the context of the communicative purposes of the genre (Bhatia, 2006:84-85).
3. **Abstract section** is a description or factual summary of the much longer report and is meant to give the reader an exact and concise knowledge of the full article (Bhatia, 1993:78).
4. **Genre Analysis** is a system of analysis that is able to reveal something of the patterns of organization of a 'genre' and the language used to express those patterns (Swales, 1981).

## 1.7 Conceptual Framework

The study is concerned with English abstract section focusing on academic writing. Academic writing here is in the form of (thesis) articles written by undergraduate students at STKIP PGRI Jombang. The scope of the study covers linguistic features (metadiscourse) and moves (rhetorical moves) in the abstract section. Accordingly, the methods of analysis employed consist of two levels: functional analysis and move analysis. The functional analysis is aimed to find

out metadiscourse resources occurrence and functions while the move analysis is employed to identify the rhetorical functions/patterns in the abstract section. From the two analyses the relationship between metadiscourse and rhetorical moves is investigated.

To achieve such a purpose, therefore, the procedures of analysis are taken. First, I employed move analysis to find out rhetorical moves and second, metadiscourse is analyzed to find out the functions. Third, metadiscourse aspects which are the main point are analyzed and the analysis is always related to the moves existing in the articles. It is necessary to note here that the conceptual frame work arranged in this thesis contains a schematic relationship between research problem, objectives, scope of the study, methods of analysis, and procedures of analysis as can be seen in the following figure.

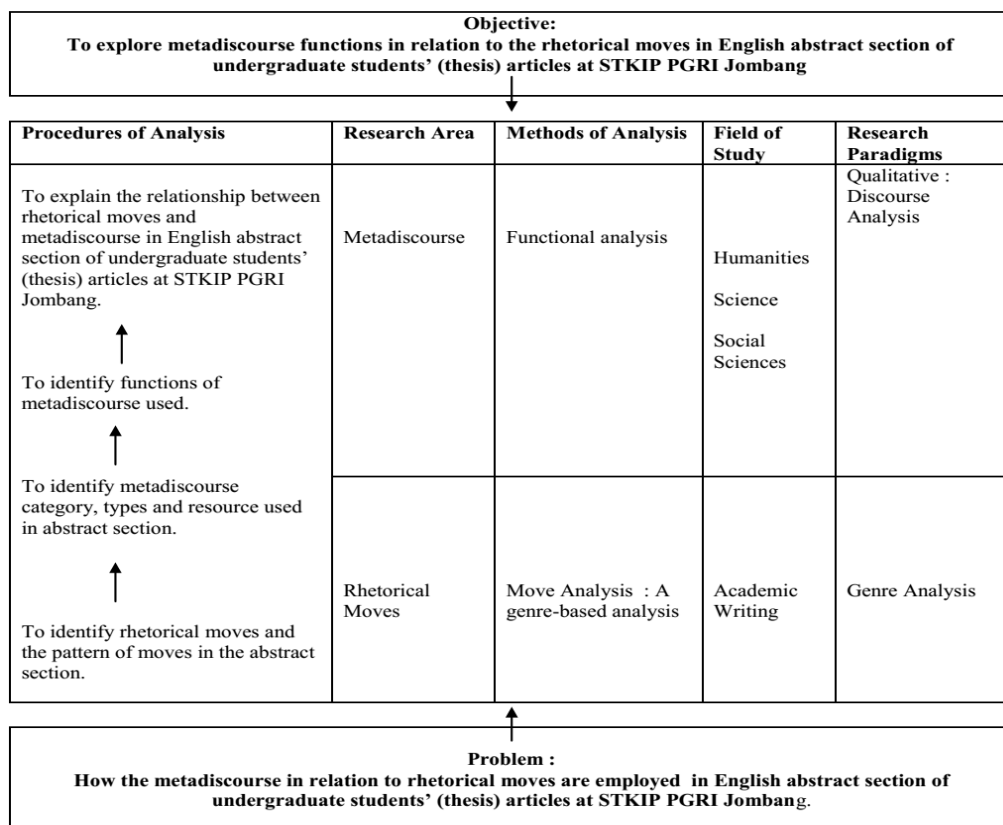


Figure 1.1 Conceptual Framework (Adapted from Suharno, 2012:108)

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is divided into two main sections: previous studies and theoretical background. The first section deals with study related to the chosen topics (metadiscourse and rhetorical moves). The second section concern the theories related to metadiscourse and rhetorical moves.

#### **2.1 Previous Studies**

The studies about metadiscourse and rhetorical moves have been investigated by some both Indonesian and foreign researchers. Thus, I use five previous studies related to metadiscourse and rhetorical moves.

The first study is about moves in research article abstracts in linguistics and applied linguistics conducted by Suntara and Usaha (2013). They analyzed 200 research articles by applying Hyland's (2000) model, namely introduction, purpose, method, product, and conclusion. The results of their study revealed that in the field of linguistics, there are three obligatory moves (purpose, method, and product) and two optional moves (introduction and conclusion). However, in the field of applied linguistics, there are four obligatory moves (purpose, method, product and conclusion) and one optional move (introduction). It means that in reference to Hyland (2000), the increasing trend of appearance of introduction move is contrary to their present study. However, the trend of employing

conclusion in the field of applied linguistics is in line with Hyland's (2000) findings.

Different from Suntara and Usaha's, Suharno's (2012) research was related to rhetorical moves and tense shift in English scientific research papers by Non-native speakers particularly in the area of Engineering (EST). His study does not only cover Abstract section in research paper, but also Introduction, Research Methods, and Results & Discussion sections. The methods of analysis employed were register analysis for the pattern of tense shift and move analysis for the rhetorical function (moves). The results show that only three papers of 20 papers contain complete moves. In the Introduction section the majority of the IMRD papers (empirical) apply three main moves (Establishing a territory, Establishing a niche, and occupying the niche) while the Non-IMRD papers (non-empirical) do not contain three main moves, except one paper (I-UDP). Most of the papers employ two main moves (materials/instruments and procedures) in Method section and the IMRD papers apply Hopkins & Dudley-Evans' (1988) move cycles. Then, the majority of the data do not conform to the norm of tense usage in writing scientific papers. The tense shift is not always accompanied by rhetorical shift.

In relation to metadiscourse, Abdi (2002) examined interpersonal metadiscourse of research article from Natural Science (NS) and Social Science (SS). The study focused on boosters, hedges, and attitude markers of interactional metadiscourse by Vande Kopple (1985) from 60 research articles, 30 from each discipline. The study was also confined to discussion sections. The results of the

study showed that SS writers used attitude markers more frequently than NS writers; that is, SS consists of 103 resources but NS covers 58 resources. It might be due to the different characteristics of the two fields. SS writers feel free to express their subjective stance towards the information being presented, while NS prefer to be careful in expressing the idea in order to preserve the scientific nature of information. However, Hedges were employed more than boosters in both fields. Hedges were used for those propositions where writers appeal to the judgment of their readers, a means of interacting with their audience.

Likewise, Farrokhi & Ashrafi (2009) researched textual metadiscourse (TMRs) in research articles. However, they focused on Abstract, Introduction, and Result & Discussion sections from thirty research articles i.e. ten articles from Mechanical Engineering (ME), ten articles from Applied Linguistics (AL), and ten articles from Medicine (MED). Among articles in each discipline, five articles belong to native writers and five articles belong to non-native writers. The compilation of metadiscourse resources comprising Dahl (2004), Rahman (2004), Hyland (2005), Hempel & Degand (2008) and Dafouz-Milne (2008) were used to analyze the data. The results showed significant differences among ME, MED, and AL research articles in three sections of Abstract, Introduction, and Result & Discussion and also between the writings of native and non-native writers. MED tends to use more TMRs than AL and ME. In addition, there was not a significant difference between native and non-native writers in the use of TMRs in ME articles. However, in MED, the Introduction section of native writer's research

article and Results & Discussion section of non-native research articles contained the highest occurrence and conversely in AL.

Then, the study about moves and metadiscourse in abstract section was conducted by Lon *et al* (2012) who investigated rhetorical moves and metadiscourse features in undergraduate hard science abstract section of final term papers. The purposive sampling was from year 1999 until 2004 examining 50 abstracts from Computer and Communication System Engineering. They followed the Santos' (1996) model of move patterns and Hyland's Metadiscourse model (2005) to analyze the data and achieve their goal. In their study, they found that not all moves are used in sequence from Move 1 (situating the research "topic generalization") to Move 5 (discussing the research). Most of students omitted Move 4 (summarizing the finding) and Move 5. This was due to the students' lack of awareness in writing. Afterward, both interactive and interactional metadiscourse resources were frequently employed in Move 1. Code glosses, attitude markers and self mentions were dominant.

In brief, the previous studies above have researched both linguistic features and rhetorical moves. However, there are some similarities and differences between those studies and my study. In terms of scope, Suntara and Usaha (2013) and Lon *et al* (2012) study have the same scope with my study which is on Abstract section; however, my study examined Indonesian undergraduate students' (thesis) article from the discipline Humanity (i.e. from the department English and Indonesia Education), Science (i.e. from the department of Mathematic and Sport Education) and Social (i.e. from the department of

Economy and Civic Education) while Suntara and Usaha researched research article in linguistics and applied linguistics and Lon *et al* observed undergraduate students' final term papers from hard science (i.e. Computer and Communication System Engineering).

Meanwhile, the rest studies have different scope from my study i.e. Suharno (2012) observed Abstract, Introduction, Research Methods, and Results & Discussion sections in the area of engineering (EST), Abdi (2002) investigated discussion sections in Social Science and Natural Science, and Farrokhi & Ashrafi (2009) examined Abstract, Introduction, and Results & Discussion sections in Mechanical Engineering, Applied Linguistic and Medicine. Moreover, my study is also different from Suntara and Usaha's, Suharno's, Abdi's and Farrokhi & Ashrafi's study since my study deals with two aspects: rhetorical moves and metadiscourse while Suroso's only deals with rhetorical moves, Abdi's and Farrokhi & Ashrafi's are only concerned metadiscourse aspect and Suharno's covers rhetorical moves and tense shift.

However, Lon *et al* (2012) has similar investigation with my study dealing with two aspects: rhetorical moves and metadiscourse. They also followed Hyland's metadiscourse model. Yet, the rhetorical moves they used are Santos' (1996) model while mine is the guideline (Winardi *et al*, 2009:8) which is in line with Weissberg & Buker's model (1990). In addition, Lon *et al*'s study only describes rhetorical moves and metadiscourse features that accompany the moves. Nevertheless, mine does not only describe rhetorical moves and metadiscourse features in each move but also explain how function of metadiscourse resources

applied in relation to the moves. Moreover, my study discusses the occurrence of rhetorical moves and move patterns which are varied and opposed to the guidelines as well as Weissberg & Buker's model (1990), functions of abstract referring to Day's (1995) model, explains why certain metadiscourse types and resources become dominant and occur in certain move and explores the function of metadiscourse resources used in relation to moves. My study also attempts to find whether there are significant differences among three disciplines or not. Thus, my research topic is quite worth of examining metadiscourse and rhetorical moves in the Abstracts section of undergraduate students' (thesis) article.

## **2.2 Theoretical Background**

This section is divided into three sub-sections: genre, abstract, and metadiscourse.

### **2.2.1 Genre**

This section is divided into two sub-sections: definition of genre and genre analysis and genre and discipline.

#### **2.2.1.1 Definition of Genre and Genre Analysis**

Hyland (2004:4) defines "genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations." In addition, Flowerdew (2002: 23) says that genres are basically explained in terms of the use of language in ordinary communicative setting. The expressions used are for a specific set of communicative goals of specialized disciplinary and social groups. The structure forms are relatively stable and the uses of lexico-grammatical resources are even constrained. In other words, genres are the use of language

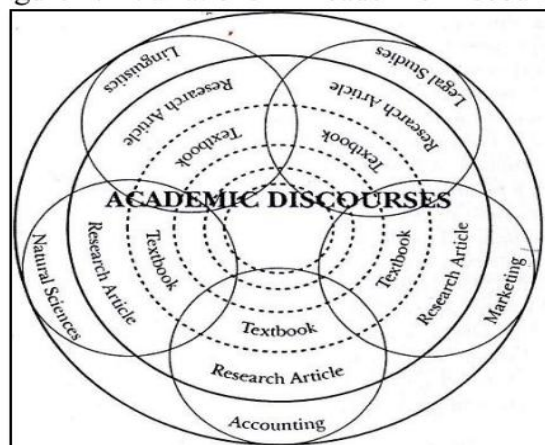
used for communicative purpose and related to text structure and linguistic features.

In relation to genre analysis, Swales (1981) defines genre analysis as “a system of analysis that is able to reveal something of the patterns of organization of a ‘genre’ and the language used to express those patterns.” In addition, Flowerdew (2002:22) states that genre analysis is the study of situated linguistic behaviour in institutionalised academic or professional settings; for example, in terms of typification of rhetorical action, as in Miller (1984), and Berkenkotter and Huckin (1995); regularities staged, goal oriented social processes, as in Martin, Christie, and Rothery (1987) and Martin (1993); or consistency of communicative purposes, as in Swales (1990) and Bhatia (1993).

### 2.2.1.2 Genre and Discipline

Genre and discipline interact in an interesting and dynamic manner, especially in academic discourse. The first thing that one can notice in this area is that there are typical sets of genres associated with each discipline and they are rather distinct in terms of their generic integrity, textual and rhetorical characteristics, functional values, and social purposes and applications, with little overlap whatsoever (Flowerdew, 2002:31). The example of variations in academic discourse dealing with genre and discipline is in the Figure 2.1 as follows:

Figure 2.1 Variations in Academic Discourse



Moreover, Hyland (2004: 46) proposes some academic and professional written genres as follows:

Table 2.1 Hyland's Some Academic and Professional Genre

<b>Academic</b>	<b>Professional</b>
Research article	Direct mail letters
Conference abstract	Business faxes
Book reviews	Engineering report
Grant proposals	Legal cases and briefs
Undergraduate essays	e-mail memos
Ph.D. dissertation	Company annual report
Textbooks	Charity donation request
Reprint request	Letters of recommendation

### **2.2.2 Abstract**

This section is divided into three sub-sections: definition of abstract, abstract and genre, kinds of abstract and rhetorical moves in abstract.

#### **2.2.2.1 Definition of abstract**

Abstract in research paper consists of a single paragraph containing from about four to ten full sentences and it is more important for the reader. Readers of academic journals employ a vast amount of skimming and scanning. If they like your abstract, they may read your paper, or at least part of it. If they do not like it, they may not (Swales & Feak, 1994:210).

However, Landes (1951), Weissburg & Buker (1990), and Paltridge and starfield (2007) offer a general description about the abstract. Landes (1951) describes that abstract is very important because people usually read abstract 10 to 500 times more than read the entire article. Thus, it should not talk exclusively the subjects dealt with and full of such expressions as "is discussed" and "is described". It should be a condensation and concentration of the essential qualities

of the paper. Weissberg and Buker (1990: 185) assert “many readers depend on the abstract to give them enough information about the study to decide if they will read the entire report or not.” Then, Paltridge and Starfield (2007:155) state “the abstract is an important piece of work as it is one of the first things an examiner will look at it.” From those descriptions, abstract is also a crucial part in any work, such as journal, master theses, dissertation, etc which usually readers choose to read it firstly. If they are interested, they will continue to read the whole papers. Thus, writing a good abstract that can catch the reader interest is needed.

#### **2.2.2.2 Abstract and Genre**

Considering the importance of writing a good abstract to persuade the reader, it is obvious that abstract is a part of genre. The previous discussion can be summarized that genres refer to communicative purpose, text structure and linguistic features. The relation between abstract and genre is central to Suroso’s (2010:18) description that an abstract is a specific genre since it is also part of research article. Moreover, the distinctive features of abstract as a genre is on its communicative purpose, text structure and linguistic features of abstract writing; for instance, writing an abstract has a communicative purpose to represent text briefly and objectively which also has a specific text structure (i.e. general background, purpose, method, result, and conclusion).

#### **2.2.2.3 Kinds of Abstract**

Day (1995:30) proposes two types of abstracts: informative and indicative. The first type should briefly state the problem, describe the method used and the principal data, summarize the result and state the principal conclusions. This type

of abstract is used as a “heading” in most journals today. Nevertheless, the second type which is sometimes called a descriptive abstract is designed to indicate the subject concerned in a paper. Because it is descriptive rather than substantive nature, it should not be used as abstracts in research papers. It may be used in other types of publication (review papers, conference reports, the government report literature, etc.). Indicative abstract are often of great value to reference librarians. Swales and Feak (1994:81) emphasize that most research paper abstracts should aim to be informative which give the main result.

Adelaide Writing Centre (2014) describes the differences between descriptive and informative abstracts. Descriptive abstract describes the major points of the project to the reader including the background, purpose and focus of the paper or article, but never the methods, results and conclusions. In contrast, informative abstract informs the audience of all essential points of the paper. It briefly summarizes the background, purpose, focus, methods, results or findings and conclusions of the full-length paper.

#### **2.2.2.4 Rhetorical Moves in Abstract Section**

Swales (1981), pioneering rhetorical moves in ‘introduction section’, introduced the notion of move called “communicative move”. Suharno (2012:22) explains that the term ‘move’ by Swales (1982) was then adopted by other language practitioners doing similar research in academic settings. It also refers to rhetorical function. Suharno (2012:79) says that rhetorical functions can be seen from the format existing in the research papers such as abstract, introduction, methods, results and discussion sections. All the rhetorical functions contained in

those sections are termed “communicative moves”. Concerning the term ‘move’, Bhatia (2006:84-85) defines rhetorical moves as “rhetorical instruments that realize a sub-set of communicative purposes associated with a genre, and as such they are interpreted in the context of the communicative purposes of the genre”.

In view of rhetorical moves, Day proposes (1995:30) four rhetorical moves in abstract section, especially informational abstracts: 1) the principal objectives and scope of the investigation, 2) the methods used, 3) the result and 4) the principal conclusions. However, Weissberg and Buker (1990:192) propose that the typical elements in abstract section consist of five features: 1) background information (B), 2) the principal activity (or purpose) of the study and its scope (B), 3) methods or some information about the methodology used (M), 4) the important result of the study (R), and 5) conclusion or recommendation (C). They also add that in shortening the abstract, the essential elements are purpose and method presented first (background information is not included). Then the most important results are summarized. Finally, conclusions and recommendations are included. Recommendation is optional and written in one or two sentences.

Different from Day (1995) and Weissberg and Buker (1990), Santos (1996) proposed five-move model in the field of linguistics (see table 2.1) which also offer “optional and obligatory move” (*compare to Pho, 2008*).

Table 2.2 Santos’ (1996) five-move models

<b>Move</b>	<b>Function / Description</b>	<b>Optional / obligatory move</b>
Move 1: situating the research (STR)	Setting the scene for the current research (topic generalization)	Optional

Move 2: presenting the research (PTR)	Stating the purpose of the study, research question and/or hypotheses	Obligatory
Move 3: describing the methodology (DTM)	Describing the materials, subject, variables, procedures	Obligatory
Move 4: summarizing the findings (STF)	Reporting the main findings of the study	Obligatory
Move 5: discussing the research	Interpreting the result/findings and/or giving conclusion/recommendations, implications/applications of study	Optional

Meanwhile, the moves required by the guidelines are in line with Weissberg and Buker (1990): background information, purpose of the study and its scope, the methods, the result of the study, and conclusion or recommendation (Winardi *et al.*, 2009:8).

### 2.2.3 Metadiscourse

This section is divided into three sub-sections consisting of 1) a brief overview of metadiscourse, 2) definitions of metadiscourse, and 3) key principles of metadiscourse, and 4) a classification of metadiscourse.

#### 2.2.3.1 A Brief Overview of Metadiscourse

Hyland (2005:3) explained that the concept of a way of understanding language in use, describing a writer's or speaker's attempt to influence a receiver's perception of a text coined by Zellig Harris (1959) contributes to the term of *metadiscourse*. Moreover, discussions of metadiscourse have been heavily influenced by Halliday's (1973) distinction of ideational, interpersonal and textual function. Then, the concept has been developed by some writers including Williams (1981),

Vande Kopple (1985), Crismore (1989) and Hyland (2004). Hyland (1998:3-4) also asserted that a view of writing as social and communicative engagement between a writer and reader influences the approach to *metadiscourse* because its central point is the ways writers place themselves into their work to show their communicative intentions.

Then, *metadiscourse* takes an important concept in research in composition, reading, rhetoric and text studies. Some studies have suggested the importance of *metadiscourse* in casual conversation (Schiffin, 1980), school textbooks (Crismore, 1989), oral narratives (Norrick, 2001), science popularizations (Crismore and Fransworth, 1990), undergraduate textbooks (Hyland, 2000), postgraduate dissertations (Button, 1999; Hyland, 2004; Swales, 1990) and company annual reports (Hyland, 1998). These studies show that metadiscourse is an important means of facilitating communication, supporting a position, increasing readability, and building relationship with the receivers (Hyland, 2005:5).

Although *metadiscourse* is much used in the area of academic writing, the studies of metadiscourse have been suggestive rather than definitive, and other concepts such as *evaluation* (Hunston and Thompson, 2000) and *engagement* (Hyland, 2001) have made the analysts change into those concepts. Moreover, in analyzing real texts or understanding how writer communicate effectively, the origins of metadiscourse in pedagogic style guides (Williams, 1981) and intuitive reflection (Vande Kople, 1985) has an insufficiently solid theoretical foundation. Thus, Hyland (2005) proposes to re-examine the term of *metadiscourse* to make it

more theoretically robust, empirically usable, and pedagogically useful (Hyland, 2005:6).

### **2.2.3.2 Definitions of Metadiscourse**

Williams (1981:226) defines metadiscourse as “writing about writing, whatever does not refer to the subject matter being addressed”. Similarly, Williams and Kopple (1985:83) defines metadiscourse as “discourse about discourse or communication about communication” (*Compare to Crismore et al., 1993*). It means that writers do not add propositional content but help readers organize, classify, interpret, evaluate, and react to such material on the level of metadiscourse.

Nevertheless, Hyland (2005:16) has recently argued that metadiscourse is not simply ‘discourse about discourse’ or ‘talk about talk’ that refers to aspects of the text itself. Hyland (2005:37) also emphasizes a clear definition of metadiscourse as follows:

Metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meaning in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community.

It means that metadiscourse also includes features of language which describe not only how we organize our ideas, but also how we relate to our readers or listeners.

### **2.2.3.3 Key Principles of Metadiscourse**

Hyland and Tse (2004) propose three key principles of metadiscourse: 1) metadiscourse is distinct from propositional content, 2) metadiscourse refers to

aspects of the text that embody writer-reader interactions, and 3) metadiscourse refers only to relations which are internal to the discourse. These three key principles underpin the model of metadiscourse that bring the features of metadiscourse theoretically strong and analytically reliable.

The first principle which is an essential starting point for both theory building and analysis concerns two main types of entity: things in the world and things in the discourse, propositions and metadiscourse. Proposition is generally used to refer to information about external reality: thoughts, actors or states of affairs in the world outside the text. Halliday (1994:70) says that propositional material is something that can be argued about, affirmed, denied, doubted, insisted upon, qualified, tempered, regretted and so on. Meanwhile, metadiscourse is explicit markers which help readers to identify how a writer's arguments are to be understood and the role is to show the writer's communicative intent in presenting propositional matter (Beauvais, 1989). However, the distinction between metadiscourse and propositional content has no separate 'textual' function. Both propositional and metadiscoursal elements occur together in texts, often in the same sentences, and that both elements are crucial to coherence and meaning in which each element expresses its own content: one concerned with the world and the other with the text and its reception. Metadiscourse conveys the writer's intended meaning like propositional discourse - it is part of the message. That is, it is as integral to the process of communication and not mere commentary on propositions. Yet, metadiscourse does not simply support propositional content; it

is by the means by which propositional content is made coherent, intelligible and persuasive to a particular audience.

In the second principle, Hyland and Tse (2004) suggest that metadiscourse must be seen as embodying the interactions need for successful communication. Hyland (2013:72) says “the interactions that have a significant characterization of metadiscourse is provided by Thompson (2001) and Thompson and Thetela (1995) consisting of *interactive* and *interactional*”. Interactive resources are related to the ways writers show the arrangement of their texts based on their appreciation of the reader’s likely knowledge and understandings. This influences the ‘reader friendliness’ of a text and primarily involves the management of information flow, addressing how writers guide readers by anticipating their reaction and needs. Nevertheless, interactional resources are more personal and involve the reader collaboratively in the development of the text. These concern the writer’s explicit interventions to comment on and evaluate material. Thus, interactional represents the writer’s overt performance in the text while the interactive more discreetly embodies it. Consequently, the description above leads to reject the duality of textual and interpersonal functions in metadiscourse. Hyland (2005:41) suggests that all metadiscourse are interpersonal; in other words, textual metadiscourse is therefore actually another aspect of interpersonal features of the text because it is the writers’ highlight in the relationships and aspects of the organization to accommodate readers’ understanding, guide their reading, and make them aware of the writers’ preferred interpretation.

In the third principle, internal relation connects events in the account and is solely communicative. Consider the following:

- (1) *In contrast*, these findings were not found among the low collectivists.

(Ph.D. dissertation)

The connecting device above sets up relations between aspects of the discourse and express metadiscourse function. It constructs logical relations which are internal to the steps in their arguments. “In contrast” shows a conjunction relation, alerting the reader to move away from the expectancies set up by the prior text (Hyland, 2013:74).

#### 2.2.3.4 A Classification of Metadiscourse

Hyland (2005, 2013) proposes the classification of metadiscourse in Table 2.3. based on a functional approach which regards metadiscourse as the ways writers refer to the text, the writer or the reader. The classification also includes those three principles of metadiscourse. The model is influenced by Thompson and Thetela’s (1995) conception of *interactive* and *interactional* by including both stance and engagement features (Hyland, 2001) and by building on earlier models of metadiscourse (Hyland 1998, 2000).

Table 2.3 An Interpersonal Model of Metadiscourse by Hyland (2005, 2013)

Category	Function	Examples
<i>Interactive</i>	<i>Help to guide the reader through the text</i>	<i>Resources</i>
Transitions	Express relations between main clauses	In addition; but; thus; and
Frame markers	Refer to discourse act, sequences or stages	Finally, to conclude, my purpose is
Endophoric	Refer to information in other parts	Noted above, see Fig, in

markers	of the text	section 2
Evidentials	Refer to information from other texts	According to x; z states
Code glosses	Elaborate propositional meanings	Namely; e.g.; such as; in other words
<i>Interactional</i>	<i>Involve the reader in the text</i>	<i>Resources</i>
Hedges	Withhold commitment and open dialogue	Might; perhaps; possible; about
Boosters	Emphasize certainty or close dialogue	In fact; definitely; it is clear that
Attitude markers	Express writer's attitude to proposition	Unfortunately, I agree, surprisingly
Self mentions	Explicit reference to author (s)	I; we; my; me; our
Engagement markers	Explicitly build relationship with reader	Consider; note; you can see that

#### 2.2.3.4.1 Interactive and Interactional Dimension

Hyland (2013:77-78) further explained that the model of metadiscourse above consists of two dimensions of interaction discussed clearly as follows.

**The first dimension** is *the interactive dimension*. This relates to the writer's consciousness of a participating receiver. Shaping and constraining a text to meet the needs of particular readers, setting out arguments is the purpose of the writer so that his or her preferred interpretations and goals will be recovered by the readers. The ways of organizing discourse or showing the arrangement of the text and bring out the extent to which the text is constructed with the reader's needs in mind are the use of this category's resources. Besides, interactive dimension involves the management of information flow and show how writers guide readers.

**The second dimension** is *the interactional dimension*. Metadiscourse here is essentially evaluative and engaging, expressing solidarity, anticipating objections, and responding to an imaged dialogue with others. It reveals the extent

to which the writer works to jointly construct the text with readers. This involves the ways writers organize interaction by intruding and commenting on their message. Making an explicit view and involving readers by allowing them to respond the unfolding text are the writer's goal. This is the writer's expression of a textual 'voice', or community recognized personality and includes the ways they convey their judgments and overtly align themselves with readers.

#### 2.2.3.4.2 Metadiscourse Resources and Functions

Furthermore, Hyland (2013:78-82) also explained the metadiscourse resources, namely interactive and interactional resources which represent more specific functions. In this case, the resources or examples in each type of metadiscourse category (interactive and interactional) are also from other researchers such as Hyland (1998; 2005), Lon *et al* (2012), Cao & Hu (2014) and Dobakhti (2013). The resources are clearly explained as follows.

Table 2.4 Interactive Resources

Types	Subtypes	Function	Resources
Transitions	Addition	Add elements to an argument	and, furthermore, moreover, by the way, both.. and ...
	Comparison	Compare and contrast arguments and evidence	Mark argument as similar: similarly, likewise, equally, in the same way, correspondingly Mark argument as different: in contrast, however, but, on the contrary, on the other hand, although, even though, whereas.
	Consequence	Express a result	Thus, therefore, consequently, so, as a result, since, hence
		General function: - help readers interpret pragmatic connections between steps in argument	

		- help the readers interpret links between ideas	Hyland (2005; 2013)
Frame markers	Additive relation	Show the sequence of arguments	- First, second, then, next, finally etc. - Listing (a, b, c, etc) - Numbering (1, 2, 3, etc)
	Discourse goals	Announce discourse goals	I argue here, my purpose is, the paper proposes, aim to, I hope to persuade, objective, want to, intend to, seek to, wish to, focus, goal, would like to.
	Discourse stages	Label discourse stages	To summarize, in sum, in brief, to sum up, in summary, all in all, overall, at this point, in conclusion, in short, at this stage, by way of introduction.
	Topic shift	Indicate topic shift	Well, right, ok, now, let us return to, concerning, turning to.
		General function: - Signal text boundaries or elements of schematic structure - Identify features which order arguments in the text rather than events in time	Hyland (2005; 2013)
Endophoric markers		Refer to other parts of the text, aid the recovery of the writer's meaning, facilitate comprehension and support arguments, and guide readers through discussion helping steer them to a preferred interpretation.	See Figure 2, refer to the next section, x above, x before, x below, x earlier, x later, page x, table x, example x, figure x. (Hyland, 2005; 2013)

Evidentials		Represent an idea from another source guiding reader's interpretation, provide important support for arguments and contribute to a persuasive goal.	<ul style="list-style-type: none"> <li>- According to, x/y states, cited, quoted (Hyland, 2005)</li> <li>- as Y argued, in Z's study, (X, 2013) ...(Cao &amp; Hu, 2014)</li> </ul>
Code glosses		Supply additional information by rephrasing, explaining or elaborating what has been said, to ensure the reader is able to recover the writer's intended meaning.	<ul style="list-style-type: none"> <li>- This is called, in other words, that is, this can be defined as, for example, or, Such as, called, namely, that/this means, for instance, e.g., marking of by parenthesis (...). (Hyland, 2005; 2013)</li> </ul>

Table 2.5 Interactional Resources

Types	Subtypes	Function	Resources
Hedges		Indicate the writer's decision to recognize alternative voices and viewpoints and so withhold complete commitment to a proposition. Hedges also emphasize that the information is an opinion rather than a fact and therefore open that position to negotiation.	<ul style="list-style-type: none"> <li>- Might, may, perhaps, possible, about, seem</li> <li>- generally rather, usually, more or less, most, approximately, unlikely, partially, at least, should (Hyland, 1998)</li> <li>- Almost, around, mostly, mainly (Lon <i>et al</i>, 2012)</li> </ul>

Boosters		Express certainty, emphasize certainty or close dialogue and signal high degree of confidence in the truth of a particular proposition.	<ul style="list-style-type: none"> <li>- Clearly, definitely, it is clear that, demonstrate</li> <li>- I know..., I am sure that..., I believe strongly (Hyland, 1998)</li> <li>- Must, found, realize, shows, shown (Lon <i>et al</i>, 2012)</li> <li>- Actually, always, certain, certainly, conclusively, decidedly, definite, definitely, doubtless, establish, evident, evidently, in fact, indeed, never, really, obvious, obviously, truly, true, undeniable, of course, prove, think, highly (Hyland, 2005; 2013)</li> </ul>
Attitude Markers		Express writer's affective and attitude to proposition or commenting on the status of information, for instance, the importance of something, the interest of something, its appropriateness, and so on.	<ul style="list-style-type: none"> <li>- Verb: agree, prefer</li> <li>- Adverb: even, reasonably, sufficiently, curiously, interestingly, ironically, importantly, unfortunately, hopefully, absolutely, more, less etc.</li> <li>- Adjective: interesting, surprising, appropriate, logical, remarkable, important, ideal, useful, crucial, expected (Dobakhti, 2013)</li> </ul>
Engagement Markers		Explicitly build relationship with reader	<ul style="list-style-type: none"> <li>- Directives (mainly imperatives): you can see..., note that..., consider the following...., we might say that....</li> <li>- The use of obligation modals: should, must, have to, can</li> <li>- References to share knowledge (Hyland, 2005; 2013)</li> </ul>

Self-mention		Refer to the degree of explicit author presence in the text, show a particular stance and project an impression of themselves and how they stand in relation to their arguments, their community and their readers.	- I, we, mine, our .... (Hyland, 2005; 2013)
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## **CHAPTER III**

### **RESEARCH METHODS**

This chapter is concerned with methodology consisting of research design, data and source of data, data collection, and data analysis.

#### **3.1 Research Design**

This research could be classified as qualitative research. First, this research is descriptive and explorative since I describe the metadiscourse resources and explore the metadiscourse functions and rhetorical moves applied through the words or phrases employed in a text, which is in the abstract section of undergraduate students' (thesis) articles. Second, this research is inductive because I build the patterns from the bottom up, by organizing the data into increasingly more abstract units of information. Third, the researcher is the key instrument because I collected and analyzed the data by myself (Creswell, 1994:145, 2009:164).

Moreover, this study also focuses on the content analysis since the materials analyzed are in the form of written i.e. abstracts section in undergraduate students' (thesis) article. Besides, this study identifies the meaning reflected and particular characteristic in the use of rhetorical moves and metadiscourse (Ary *et al*, 2010:457).

### **3.2 Data and Source of Data**

The data are words or phrases dealing with metadiscourse resources and showing rhetorical moves in the abstracts section written in English. The data are taken from the abstract section of the undergraduate students' (thesis) articles at STKIP PGRI Jombang from the whole majors classified into 3 disciplines, i.e. Humanities (English and Indonesian Department), Science (Mathematic and Sport Department), and Social Sciences (Economy and Civic Department). The number of samples for each major is seven. Thus, the total number of the whole samples is: 7 papers X 6 majors = 42 samples. In other words, the objects of this research are 42 English abstracts section of the undergraduate students' (thesis) articles at STKIP PGRI Jombang.

### **3.3 Data Collection**

In collecting the data I used cluster random sampling to choose the samples. The chosen samples are written in English and published in electronic journal (*ejurnal*) of STKIP PGRI Jombang. Then, I collected the data by using non-participant observation method in written documents; that is, undergraduate students' (thesis) articles at STKIP PGRI Jombang (Mahsun, 2005). The technique was note taking to get the metadiscourse resources and rhetorical moves in the abstracts.

In addition, in observing the data, I use observation guideline (*see appendix 4*) covering the criteria to decide the moves which is applied by the abstract writers. I also ask some experts i.e. Dr. Suharno, M. Ed. (my advisor) and Wardani Dwi W, M. Pd (reviewer of students' thesis articles and English lecturer)

to evaluate the observation guideline for doing the further analysis. Classifying the data by filling the tables was also employed to ease the further analysis consisting of rhetorical moves, move patterns, and metadiscourse use. For ease of reference, giving codes was employed. Codes for marking each sample which is categorized into three disciplines are Humanities: A1-A14, Science: A15-A28, and Social Sciences: A29-A42.

### **3.4 Data Analysis**

The analysis of the data covers rhetorical moves and metadiscourse. Therefore, move analysis was employed to examine rhetorical moves. In this approach the analysis focused on the organizational features of the chosen papers particularly in the abstract section. For investigating the metadiscourse aspects functional analysis was applied. Hyland (2005:24) asserts that functional analysis in metadiscourse studies refers to how language works to achieve certain communicative purpose for users. 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 purpose of the writer in creating a text as a whole. The emphasis is therefore on meanings in context, how language is used. Then, the analysis referred to “genre-based” analysis (Swales, 1985) and metadiscourse use (Hyland, 2005; 2013) examining one type of text; that is abstracts section in undergraduate students’ (thesis) article at STKIP PGRI Jombang.

Moreover, distributional method by using *read-marker* (sic) technique (Sudaryanto, 1993) and content analysis by employing abductive inferences (Krippendorff, 2004:36) were also applied to analyze the data. Distributional method was employed to analyze the moves inasmuch as certain linguistic features are used to decide kinds of moves i.e. move 1-5. Besides, it is used to decide the metadiscourse resources to be classified into its categories and types and to explain the metadiscourse resources, categories, and types used in relation to the rhetorical moves use. In addition, *read-marker* (sic) technique was used to decide the moves and metadiscourse use based on the markers applied and explore the role or the function of the markers. Abductive inferential technique was employed to explain function of metadiscourse used in abstracts section in undergraduate students' (thesis) articles.

## CHAPTER IV

### RESULTS AND DISCUSSION

In this chapter results and discussion are presented in a separate section. The results section consists of three parts covering Rhetorical Moves, Metadiscourse Categories, Types, and Resources Use, and Metadiscourse Functions. The discussion section comprises three parts, i.e. Rhetorical Moves, Metadiscourse Categories, Types, and Resources Use, and Metadiscourse Functions in Relation to Moves.

#### 4.1 Results

This section is divided into three sub-sections: Rhetorical moves, Metadiscourse category used, and Functions of metadiscourse.

##### 4.1.1 Rhetorical Moves

The following is a summary of moves found in the abstract of the 42 undergraduate students' (thesis) article.

Table 4.1 Rhetorical Moves in Abstract of Undergraduate Students' (Thesis) Articles

Code	Moves					Total
	Move 1	Move 2	Move 3	Move 4	Move 5	
Humanism						
AH1	√	√	√	-	√	4
AH2	-	√	√	√	-	3
AH3	√	√	√	√	-	4
AH4	√	√	√	√	-	4
AH5	-	√	-	√	√	3
AH6	√	√	√	√	-	4
AH7	-	√	√	√	-	3
AH8	√	√	√	√	-	4
AH9	-	√	√	√	-	3
AH10	-	√	√	√	-	3
AH11	-	√	√	√	-	3

AH12	-	√	√	√	-	3
AH13	√	√	-	√	-	3
AH14	-	√	√	-	-	3
Sub-total	6	14	12	12	2	47
Percentage	43%	100%	86%	86%	14%	
<b>Science</b>	<b>Move 1</b>	<b>Move 2</b>	<b>Move 3</b>	<b>Move 4</b>	<b>Move 5</b>	<b>Total</b>
ASc15	√	√	√	√	√	5
ASc16	-	√	√	√	√	4
ASc17	√	√	√	√	-	4
ASc18	√	√	√	√	-	4
ASc19	√	√	√	√	√	5
ASc20	√	√	√	√	-	4
ASc21	-	√	√	√	-	3
ASc22	-	√	√	√	-	3
ASc23	√	√	-	-	√	3
ASc24	√	√	√	√	√	5
ASc25	√	√	√	√	-	4
ASc26	√	√	√	√	-	4
ASc27	-	√	-	√	-	3
ASc28	√	√	-	√	-	3
Sub-total	10	14	11	13	5	53
Percentage	71%	100%	78%	93%	38%	
<b>Social</b>	<b>Move 1</b>	<b>Move 2</b>	<b>Move 3</b>	<b>Move 4</b>	<b>Move 5</b>	<b>Total</b>
ASo29	-	√	√	√	-	3
ASo30	-	√	√	√	-	3
ASo31	√	-	√	√	√	4
ASo32	√	-	√	√	-	3
ASo33	√	√	√	√	-	4
ASo34	√	√	√	√	-	4
ASo35	√	-	√	√	-	3
ASo36	-	√	√	√	-	3
ASo37	√	√	√	√	-	4
ASo38	√	√	√	√	-	4
ASo39	√	√	√	√	-	4
ASo40	√	√	√	√	-	4
ASo41	√	√	√	√	-	4
ASo42	√	√	√	√	-	4
Sub-total	11	11	14	14	1	51
Percentage	78%	78%	100%	100%	7%	

Table 4.1 shows that *humanities* tends to use move 2, move 3, and move 4. Meanwhile, *science* and *social sciences* tend to use move 1, move 2, move 3, and move 4. Most of the samples abstracts do not apply move 5 and do not have complete moves. Only few of them have the complete moves that all of them are from the *science* (A15, A19, and A24). In order to have a complete description of the moves used in the abstract section, the explanation will be based on each move (moves I-V).

In reference to Weissberg & Buker's (1990) pattern, Move 1 is Background Information (B). Of 14 samples in each discipline, most of the abstracts from *humanities* (A3, A5, A7, A9, A10, A11, A12, and A14) do not use move 1 but most of abstracts from *science* (A16, A21, A22, and A27) and *social sciences* (A29, A30, and A36) contain Move 1. From those three disciplines, *humanities* contain the least Move 1. In terms of its length (number of words), it seems that Move 1 (B) is quite dominant in several abstracts. For example, in A6, A25, A26, A28, and A35, Move 1 (B) functioning as an opening line is much longer than the other moves. Consider the following:

#### **Abstract (A35)**

There are many teacher still use conventional learning model, that is a learning process which only the teacher as the center or the source of the knowledge. It caused the students suspend only on the teacher view. They cannot show their ability and their competency to be more active in the learning process because their movement is limited. Conventional learning model is close minded model, for students they cannot express their prior knowledge and for the teacher they only as the one of the source of knowledge.

It strengthen by the fact that the student just focus in memorize the concept or formula and having less ability to practice it when they find some problems in real life. The creativity for learning inclined down as a result of fail development in learning process.

This research is done at MTS Babussalam Tambar Jogoroto. The method which is used in this writing is CAR (classroom action research). Observational step as cycle that covers: planning, performing, observation and reflection. The techniques for collecting the data are: observation, measurement, and documentation.

Based on the research concluded that learning model use make a match to improve the student's creativity.

Based on the research shows that the use make a match model increase the students' creativity in learning process. in every meeting and also the holding of first step cycle, the student's creativity is improving for about 4,34% and 25% in the second step cycle.

Keywords: Innovative Learning, Make A Match Model, Student's Creativity

Move 1
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Move one: 135 words, 6 sentences

From the sample above, it can be seen that A35 (Move 1) comprises 135 words, 6 sentences. In reference to Weissberg & Buker's (1990), Move 1 (Background Information) is not an essential factor. It can be reduced. Moreover, according to Santos (1996), Move 1 is also optional. Therefore, the five abstracts are not balanced because Move 1 is much more dominant if compared with other moves.

Furthermore, according to Weissberg & Buker (1990) Move 2 is the purpose and scope of the study (P). Of 14 samples in each discipline, only few abstracts from *social sciences* do not contain Move 2 (A31, A32, and A35). However, it is an important part in abstract, particularly the purpose (Weissberg & Buker, 1990) and it is obligatory (Santos, 1996). Besides, the guideline also requires mentioning "purpose".

Very few abstracts (A7) mention the purpose (i.e. "The purpose of this study was to...") and the scope (i.e. "This study analyzed..."). Then, most of the abstracts used clear discourse markers in stating the objectives of the study such as "The objective of this research is to..." (A3), "The purpose of this study/research is to..." (A4, A16, A38, A39), "The purpose of this study was to..." (A21, A23, A27, A41), "In this study, the purpose is..." (A22), "This study is aimed at..." (A2), "This study/research aimed to..." (A8, A13, A15, A20, A24, A29, A30, A36, A37, A42), "This study aims to..." (A10, A12, A17, A18, A19, A28, A40), "The aim of this research/study..." (A11, A25, A33) and "...with the aim to..." (A34). Nevertheless, there is an abstract mentioning the purpose twice

i.e. “This study aims to...” and “The purpose of this study is to...” (A9). The rest of the papers used various phrases in stating the purpose such as “This study is to ...” (A1), “This study is conducted to ....” (A6), “The explanation above underlies this study to ...” (A26) and verb in stating only the scope such as “In this study, the researcher investigates....” (A5) and “This research focuses on...” (A14).

It is important to explain here that several abstracts from *science* and *social sciences* also state the formulation of the problem; however, it is not in line with Weissberg & Bruker (1990) as well as the guideline (Winardi *et al*, 2009) but it is in line with Santos’ (1996) model. The signals used are “Problems in research are.....” (A15), “Formulation of the problem in this research is.....” (A17, A20, A21), and “The formulation of the problem in this research is....” (A34). Consider the following:

#### **Abstract (A15)**

The learning process is a series of activities that are relevant and not simply absorb information from the teacher but involves a variety of factors. Factor having an effect on learning of mathematics such as creativity and learning activities. **Problems in research is the effect of creativity and learning activities on teach outcomes math class VII SMP?** Therefore, this study aimed to determine the effect of creativity and learning activities on teaches outcomes math class VII SMP. Type of research is descriptive quantitative research. This means that this study used a quantitative approach and uses multiple regression analysis the results will be used to describe the influence of creativity and learning activities on teach outcomes math. This study used instruments such as questionnaires and achievement test to collect data. Results of research show the existence of influence between learn activity and creativity to result student mathematics learning by significant. So it can be concluded that there is influence between creativity and learning activities to learn math results on the set of class VII SMP.

Formulation of the problem

Keywords: creative learning, learning activities, and learning outcomes math

Meanwhile, Move 3 (Methods or some information about the methodology used) is also obligatory. Thus, all abstracts in *social sciences* contain Move 3; in contrast, it does not exist in several abstracts from *humanities* (A5 and A13) and *science* (A23, A27, and A28). Then, the signals used in Move 3 are varied but there is no standard pattern used in the sample abstract but there are common signals occurring, e.g.:

- The research design that is used is..... (A3, A30)
- The method used ..... (A8, A14, A20, A35, A39)
- The design of this research was qualitative method... (A7)
- The research instruments used is..... (A17, A19)

Likewise, Move 4 (the results) which is a crucial component in abstract occurs in all abstracts from *social sciences*; on the other hand, it does not exist in several abstracts from *humanities* (A1 and A14) and *science* (A23). It means that most of the sample abstracts apply move 4. Some sample abstracts use the following phrases as signals:

- The research result shows that..... (A2)
- The results showed that..... (A10, A12, A18, A29)
- The result of the study shows that.... (A4, A5, A17)
- Based on the research shows that (sic)... (A35)
- This study found that..... (A7)
- The results of this study indicate that... (A8, A9, A16)
- Based on the analysis, it can be seen .... (A31)

Move 5 is the conclusion and recommendation. According to Day (1995) and Weissberg & Bruker (1990) as well as the guideline (Winardi *et al*, 2009), conclusion is another essential component in abstract. Yet, recommendation is optional. On the contrary, Move 5 is optional in Santos' (1996) model. Of 42 abstracts comprising 14 abstracts in each discipline, very few abstracts from

*humanities* (A1 and A5) and *social sciences* (A31) apply move 5; however, some abstracts from *science* (A15, A16, A19, A23, and A24) employ move 5. The following are some examples of Move 5:

- Based on the data analysis, the writer concluded.... (A1)
- So, it can be concluded that ..... (A15, A16, A19)
- The researcher suggests the reader.... (A5)
- While the suggestion of researcher is... (A23)

Furthermore, move patterns are also investigated in this study. The following is a summary of move patterns found in the abstract of the 42 undergraduate students' (Thesis) Article.

Table 4.2 Move Patterns in Abstract of Undergraduate Students' (Thesis) Article

Move Patterns	Humanities	Science	Social Sciences
BPMRC	-	3	-
BPMR	3	4	8
BPMC	1	-	-
*BMPR	-	1	-
*BPBMR	1	-	-
BMRC	-	-	2
*BMCR	-	-	1
PMRC	-	1	-
BMR	-	-	1
BPR	-	1	-
BPC	-	1	-
*PBR	1	-	-
PRC	1	-	-
PMR	6	2	2
PM	1	-	-
PR	-	1	-
Total	14	14	14

B: Background information, P: Purpose, M: Method, R: Result, C: Conclusion

Table 4 above shows that abstracts in *humanities* tend to have three move patterns; that is, PMR move patterns. However, *science* and *social sciences* tend to have four move patterns; that is, BPMR, BMRC, PMRC move patterns. It is interesting to note here, there are four abstracts from all discipline in which the move patterns do not conform to the model required by the guidelines (Winardi *et al*, 2009) and proposed by Weissberg & Buker (1990): BPBMR (A5), PBR (A13), BMPR (A25), and BMCR (A35). In order to have a complete description of the moves used in the abstract section, the explanation will be based on each move (moves I-V).

In Move 1, the sequence of abstract A13 is not in line with the move patterns required by the guidelines (Winardi *et al*, 2009) and proposed by Weissberg & Buker (1990). The writer mentions first the purpose (Move 2) and it is then followed by the background information (Move 1) and result (Move 4). The background information (Move 1) should actually be mentioned at the beginning. Consider the following:

**Abstract (A13)**

This study aimed to test the Novel Aspects of Social Change in Kaki Bukit Cibalak Ahmad Tohari work. The background of this research is the aspect of social change. Novel di Kaki Bukit Cibalak Karya Ahmad Tohari. In the present literary life mostly consists of social reality. Literary work there through the imagination the author of the social realities that exist in society. Novel in the foothills of the work of Ahmad Tohari cibalak embodied aspects of social change. Social change that includes social relationships, family relationships, social conflict, and the other in social life.

Move  
2

Move  
1

Keywords: aspects of social, moral or ethical, social, religious, and cultural

Furthermore, in move 2, the sequence of the abstracts (A13 and A25) do not conform with the move patterns required by the guideline (Winardi *et al*, 2009) and proposed by Weissberg & Buker (1990) since the Move 1 is stated after the Move 2 and Move 3 appears before Move 2 (*See Abstract A13 above and Abstract A25 in the discussion Move 3 below*).

Besides, there is an abstract from science (A25) which the pattern of Move 3 is not in line with the move pattern required by the guideline (Winardi *et al*, 2009) and proposed by Weissberg & Buker (1990) since it appears after the Move 1 (Background Information) and before the Move 2. It should appear after Move 2 (Purpose). Consider the following:

### **Abstract (A25)**

Physical education is integral part of national education which is needed by society. In teaching learning process the using of teaching method has important role. Because in teaching and learning activity students' understanding of material that given by the teacher has influenced in students' outcome. Finally. The effectiveness of demonstration as teaching method has important role in supporting teaching learning process and can be the effective equipment of the aims of teaching learning process. Based on that problem, the author does a research about the increasing of students' outcome in under passing by using demonstration teaching method.

The research was conducted at MI Nidhomiyah Summersari Megaluh Jombang applied to grades V by using experiment method, the subjects of research are 21 students of V grades. The aim of this research is to know the influence of the using of teaching method in under passing of volley ball by using demonstration teaching method.

The result of data score hypothesis of the ability of students' volley ball skill in significance  $\alpha = 0.05$ , values of  $t_{\text{account}} = 4,739$ . The values more bigger than values of  $t_{\text{table}} = 2,086$ , because values  $t_{\text{account}} > t_{\text{table}}$  hence  $H_0$  ignore so  $H_a$  means receive, there are differences between students outcome of under passing before and after applying demonstration teaching method for students' ability of playing volleyball.

Move 3

Move 2

Keywords : influence, teaching method, demonstration, effectiveness, the result of learning under passing of volley ball

The reversed pattern of Move 4 (Result) and Move 5 (Conclusion or recommendation) also exist in Social Sciences (A35). Move 4 comes after Move 5; however, it should be reversed. Consider the following:

### Abstract (A35)

There are many teacher still use conventional learning model, that is a learning process which only the teacher as the center or the source of the knowledge. It caused the students suspend only on the teacher view. They cannot show their ability and their competency to be more active in the learning process because their movement is limited. Conventional learning model is close minded model, for students they cannot express their prior knowledge and for the teacher they only as the one of the source of knowledge.

It strengthen by the fact that the student just focus in memorize the concept or formula and having less ability to practice it when they find some problems in real life. The creativity for learning inclined down as a result of fail development in learning process.

This research is done at MTS Babussalam Tambar Jogoroto. The method which is used in this writing is CAR (classroom action research). Observational step as cycle that covers: planning, performing, observation and reflection. The techniques for collecting the data are: observation, measurement, and documentation.

Based on the research concluded that learning model use make a match to improve the student's creativity.

} Move 5

Based on the research shows that the use make a match model increase the students' creativity in learning process. in every meeting and also the holding of first step cycle, the student's creativity is improving for about 4,34% and 25% in the second step cycle.

} Move 4

Keywords: Innovative Learning, Make A Match Model, Student's Creativity

### 4.1.2 Metadiscourse Categories, Types and Resources Use

In this part, a summary of metadiscourse categories, types and resources use from three disciplines is described in each table presented. Each table from three disciplines below covers metadiscourse categories, types and resources identified in each move. The researcher describes what metadiscourse categories and types are used in each discipline, what metadiscourse types are employed in each move and what metadiscourse resources are applied (*See appendix-2 for the detail metadiscourse resources use*).

First, a summary of metadiscourse categories, types and resources use found in the abstracts of the 14 undergraduate students' (thesis) article from *humanities* is as follows.

Table 4.3 A Summary of Metadiscourse Categories, Types and Resources Use

Humanities										
Move	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glosses	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
Move 1	11	-	-	1	4	4	-	1	2	-
Move 2	23	21	-	-	1	-	-	-	-	-
Move 3	21	8	-	2	3	-	-	-	11	-
Move 4	37	8	-	1	6	8	14	4	-	-
Move 5	4	2	2	-	1	1	1	1	2	1
Sub-total	96	39	2	4	15	13	15	6	14	1
Percentage	62%	25%	1%	2%	9%	26%	30%	12%	28%	2%
Total	156					49				

Table 4.3 shows that interactive metadiscourse category is dominant in *humanities*. *Transitions* in interactive metadiscourse category frequently occur. Then, move 4 is dominant in the use of *transitions* and *code glosses*. Similarly, in move 2 the frame markers are often used. The least usage of resources in interactive metadiscourse is *evidentials* and *endhoporic markers*. In interactional metadiscourse, the use of *boosters* is dominant. It often occurs in move 4. Besides,

move 4 is dominant in the use of *hedges*. Yet, *self mentions* frequently appear in move 3. The least usage of resources in interactional metadiscourse is *engagement markers*.

In terms of moves, it is also important to explain the occurrence of the types used in each move. For the interactive metadiscourse category, *transitions* and *code glosses* appear in all moves. *Frame markers* exist in move 2 – move 5 and *evidentials* occur in move 1, move 3 and move 4. Meanwhile, *endhoporic markers* are only in move 5. For the interactional metadiscourse, *hedges*, *attitude markers* and *attitude markers* exist in move 1, move 4, and move 5. *Boosters* only exist in Move 4 and 5. *Self mentions* are in move 1, move 2, move 3, and move 5. *Engagement markers* are only in move 5.

In interactive metadiscourse category, the resources used in each type are varied. Metadiscourse resources in *transitions* are “and, moreover, so, because, while, but, and therefore”. *Frame markers* consist of announcing discourse goal (e.g. this study is/was to..., this study is to reveal..., this study is aimed at..., this study is designed to..., the objective of this research is..., the purpose of the study is..., the researcher investigates..., this study is conducted to..., this study analyzed...) and additive relation (then, numbering: 1, 2, 3). *Endhoporic marker* only comprises one resource i.e. “based on the data analysis..., based on these finbdings”. *Evidentials* cover “according to..., (Fromkin, 2005:28), and (Jay, 1992)”. Then, *Code glosses* include “or, in other words, namely, parenthesis and such as...”

Similarly, the use of resources in each type is also varied in interactional metadiscourse category. *Hedges* consist of “usually, mostly, most of, indicate, inferred, should not, almost and suggest”. *Boosters* comprise actually, show(s/ed), revealed, never, prove(s), it is clear that..., found, embodied. *Attitude markers* used are “good, bigger, higher, significantly, strong, expected”. *Self mentions* include “the writer, the researcher”. Then, three *engagement markers* are “can be followed by us”.

Second, a summary of metadiscourse categories, types and resources use found in the abstracts of the 14 undergraduate students’ journal theses from *science* is as follows.

Table 4.4 A Summary of Metadiscourse Categories, Types and Resources Use

Science										
Move	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glosses	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
Move 1	27	3	-	-	2	5	4	9	2	1
Move 2	8	15	1	-	1	-	-	-	-	-
Move 3	18	-	-	-	2	1	-	-	2	-
Move 4	25	9	1	-	8	2	18	22	1	-
Move 5	9	4	1	-	1	1	1	2	2	1
Sub-total	87	31	3	-	14	9	23	32	7	2
Percentage	64%	22%	2%	0%	10%	13%	32%	44%	9%	2%
Total	135					72				

Table 4.4 shows that interactive metadiscourse category is dominant. *Transitions* in interactive metadiscourse category frequently occur. Then, *transitions* are dominant in move 1 and move 2. *Frame markers* often occur in Move 2. Then, Move 4 is dominant in the use of *code glosses* (8 resources). There are no *evidentials* in this category. In interactional metadiscourse, the use of *attitude markers* and *boosters* are dominant. It often occurs in move 4. *Hedges*

frequently appear in move 1. The least usage of resources in interactional metadiscourse is *engagement markers*.

Then, the occurrence of types of metadiscourse in each move is also described. For interactive metadiscourse category, *transitions* and *code glosses* exist in all moves. *Frame markers* are in move 1, move 2, move 4, and move 5. *Endhoporic markers* are in move 2, move 4, and move 5. *Evidentials* are not used. Meanwhile, for the interactional metadiscourse category, *hedges*, and *self mentions* are in move 1, move 3, move 4 and move 5. *Boosters* and *attitude markers* occur in move 1, move 4, and move 5. *Engagement markers* are only in move 1 and move 5.

Metadiscourse resources used in interactive metadiscourse categories are also varied in *science*. Metadiscourse resources in *transitions* are “and, therefore, hence, whereas, thus, so, because, while, meanwhile, but, and due to”. *Frame markers* consist of announcing discourse goal (e.g. this study is to reveal..., this study aimed(s) to..., the objective of this research is..., the purpose of the study ..., the explanation above underlies this study to..., and so on), label discourse stages (it can be concluded that..., the conclusion of this study) and additive relation (the first, the second, then, cycle 1, numbering). *Endhoporic marker* comprises “the explanation above..., table 3.1, based on these findings...”. *Code glosses* include “this means that..., means, it can be said..., or, in other words, and such as...”. However, there is no *evidential* in this category.

Likewise, there are some resources used in each type in interactional metadiscourse category. *Hedges* consist of “many, likely, at least, most of,

indicate(ing), less and often”. *Boosters* comprise “believe, very, show(s/ed), evidenced, strongly, obtained, reached, prove(s/d), proven, greatly”. *Attitude markers* used are “especially, even, less, new, important, great, agree, disagree, undecided, special, fairly or moderate, good, poor, more bigger (sic), more, attractive, motivated, expected, significant”. *Self mentions* include “we and the researcher(s)”. Then, two *engagement markers* are “we muslims must believe... and it is necessary to...”.

Third, the following is a summary of metadiscourse categories, types and resources use found in the abstracts of the 14 undergraduate students’ journal theses from *social sciences*.

Table 4.5 A Summary of Metadiscourse Categories, Types and Resources Use

Social Sciences										
Move	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glosses	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
Move 1	32	-	1	-	3	3	3	10	-	1
Move 2	9	20	-	-	6	-	-	-	-	-
Move 3	25	3	-	-	15	1	1	-	5	-
Move 4	34	9	-	1	21	13	18	17	-	-
Move 5	5	3	1	-	3	-	-	2	-	-
Sub-total	105	35	2	1	48	17	22	29	5	1
Percentage	55%	18%	1%	0.5%	25%	23%	30%	39%	7%	1%
Total	191					74				

Table 4.5 shows that interactive metadiscourse category is also dominant. *Transitions* are still frequently used. Nevertheless, most of *transitions* are used in move 1 and move 4. *Code glosses* are also dominant in move 4. In move 2, *frame markers* are often applied. *Endophoric markers* and *evidentials* are the least use of metadiscourse resources. In interactional metadiscourse category, *attitude markers* are frequently used. In move 4, the metadiscourse types often existing are *hedges*,

*boosters*, and *attitude markers*. Then, *self mentions* occur in move 3. *Engagement markers* are the least use of metadiscourse resources.

In terms of moves, the types of metadiscourse are also described. For interactive metadiscourse category, *transitions* and *code glosses* exist in all moves. *Frame markers* are in moves 2 – moves 5. *Endhoporic markers* appear in move 1, move 3, and move 5. *Evidentials* resource is only in move 4. Then, for the interactional metadiscourse category, *attitude* markers are in move 1, move 4 and move 5. Hedges and *boosters* exist in move 1, move 3 and move 4. *Self mention* only appears in move 3 and *engagement marker* only exists in move 1.

Many kinds of metadiscourse resources also appear in each type of interactive metadiscourse from *social sciences*. *Transitions* consist of “both..., so, contrary to, and, because, besides that (*sic*), therefore, due to, because of, thus, while. *Frame markers* include “stating discourse goal (e.g. this study/research aimed to..., the aim of this study, the purpose of this study/research is..., announcing discourse stage (it can be concluded..., ....concluded), and additive relation (then, first, second, numbering “1, 2”). *Code glosses* cover “or, that is, parenthesis, it means that..., such as, and in other words. The resource in *evidentials* is “according to...”. *Endhoporic Markers* are “the problem in teaching and learning above, from the statement above”.

Then, in interactional metadiscourse, the undergraduate students apply some resources in each type used. Resources in *hedges* are many, should, few, unlikely, partially, indicate (ing), suggest, most of, and most. *Boosters* consist of “highly, strengthen, very, really, show(s/ed), it is evidenced by, found, proved, obtained, in

fact, and contribute. *Attitude markers* cover “crucial, more, important, new, creatively, innovatively, significant(ly), complex, advanced, largest, positive, especially, good, high(er), greater, strong. *Self mention* used is “the researcher”. Then, *engagement marker*, the least use of resources, is “it is necessary...”.

The description of table 4.3, 4.4, and 4.5 above show that the use of interactive metadiscourse is dominant in all disciplines (*humanities, science and social sciences*). However, *social sciences* uses most frequently interactive metadiscourse. Both *science* and *social sciences* are balanced on the use of interactional metadiscourse. The clear description of each type both in interactive and interactional metadiscourse are as follows.

In reference to Hyland (2005, 2013), *transitions* help readers interpret pragmatic connections between steps in argument and help the readers interpret links between ideas. From all disciplines, *social sciences* uses transitions at most. *Science* uses the least transitions. *Humanities* are dominant in using *transitions* in move 4 but *science* and *social sciences* tend to use *transitions* in move 1 and move 4. Nonetheless, all disciplines are infrequently used *transitions* in move 5.

*Frame markers* signal text boundaries or elements of schematic structure and identify features which order arguments in the text rather than events in time (Hyland, 2005; 2013). From all disciplines, *humanities* use *frame markers* at most. All disciplines often employed *frame markers* in move 2. *Humanities* rarely uses *frame markers* in move 5. However, *science* and *social sciences* infrequently apply *frame markers* in move 3 and 5. Besides, in move 3, *science* does not use *frame markers* at all.

Then, *endhoporic markers* refer to other parts of the text, aid the recovery of the writer's meaning, facilitate comprehension and support arguments, and guide readers through discussion helping steer them to a preferred interpretation and *evidentials* represent an idea from another source guiding reader's interpretation and contribute to a persuasive goal (Hyland, 2005; 2013). However, all disciplines very rarely use those metadiscourse types. *Endhoporic markers* in *humanities* and *social sciences* are two resources and in *science* are three resources. *Evidentials* in *humanities* are four resources; in *social sciences* is one resource and *science* has no resource.

The last interactive metadiscourse type, *code glosses* supply additional information to ensure the reader is able to recover the writer's intended meaning (Hyland, 2005; 2013). *Social sciences* are dominant in using *code glosses*. *Code glosses* are always dominant in move 4 from all disciplines i.e. *humanities*, *science*, and *social sciences*.

*Hedges*, the interactional metadiscourse, emphasize that the information is an opinion rather than a fact and therefore open that position to negotiation (Hyland, 2005; 2013). *Social sciences* are still dominant in using *hedges*. *Hedges* often occur in move 4 in *humanities* and *social sciences*. In contrast, *hedges* are frequently used in move 1 in *science*. Different from hedges, *boosters* emphasize certainty or close dialogue which is to show writers' confidence in the truth of a particular proposition (Hyland, 2005; 2013). *Science* and *social sciences* employ more *boosters* than *humanities*. Nevertheless, *boosters* are frequently used in move 4 in all disciplines.

*Attitude markers* are also important to be inserted since it expresses writer's attitude to proposition or commenting on the status of information, for instance, the importance of something, etc (Hyland, 2005; 2013). *Attitude markers* are dominant in *sciences* and *social science*. However, *attitude markers* are frequently employed in move 4 in all disciplines.

*Self mentions* refer to the degree of explicit author presence in the text measured by the frequency of first person pronouns and possessive adjectives (Hyland, 2005; 2013). *Humanities* are dominant in using *self mentions*. In *humanities*, *self mentions* are dominant in move 3. However, in *science* and *social sciences*, the occurrence which is dominant in moves is unidentified since there is no certain move which has great number of self mention resources. Then, *Engagement markers* are devices that explicitly build relationship with reader to create an impression of authority, integrity, and credibility (Hyland, 2005; 2013). Yet, in all disciplines (*humanities*, *science* and *social sciences*), engagement markers are the least used metadiscourse of interactional metadiscourse.

It is also important to note here that some variation of metadiscourse resources found in this research are different from and not included in Hyland's (1998, 2005, 2013), Lon *et al's* (2012), Farrokhi & Ashrafi's (2009), Cao & Hu's (2014) and Dobakhti's (2013) study. Those resources are "due to, because of, this study is/was to, this study is designed to, the researcher investigates, this study is conducted to, this study analyzed, the explanation above underlies this study to, based on the data analysis, based on these findings, many, inferred, revealed, embodied, very, obtained, strengthen, reached, good, poor, bigger, higher,

significant(ly), strong, especially, new, great(ly), positive, active, attractive, motivated, advanced, creatively, innovatively, complex”.

### **4.1.3 Metadiscourse Functions**

In this part, I explain the functions of metadiscourse and the relationship of metadiscourse used and the moves. This part is divided into ten part which is based on types of metadiscourse: 1) transitions, 2) frame markers, 3) endhoporic markers, 4) evidential, 5) code glosses, 6) hedges, 7) boosters, 8) attitude markers, 9) self mentions and 10) engagement markers.

#### **4.1.3.1 Function of Transitions**

Abstracts in *Humanities*, *Science* and *Social sciences* apply *transitions* to add elements to an argument, to compare and contrast arguments and evidence, and to express a result (*See Move 4, A5*) in each move through conjunctions such as *and*, *but*, *so*, *because*, *while*, *whereas*, adverbs like *moreover*, *therefore*, *meanwhile*, *hence*, *thus*, *besides that (sic)*, and by prepositional phrase such as *because of*, *due to*, and adjective like *contrary to*. Transitions thereby help the readers interpret pragmatic connections between steps in argument and help the readers interpret links between ideas (Hyland, 2005; 2013). It is no surprise therefore to find that the abstracts from all disciplines (*humanities*, *science*, and *social sciences*) employ all types of the transitions (addition, comparison and consequence) to describe and explain arguments in the background, purpose, method, result & discussion and conclusion in the abstract section.

However, there are certain resources occurring in certain move. In move 2, the particular resources of *transitions* occurring are *and*, *moreover*, *therefore*, and *besides that (sic)*. It is different from move 1, move 3, move 4, and move 5. The resources used in these moves are more varied; that is, *and*, *so*, *while*, *otherwise*, *therefore*, *because*, *but*, *while*, *meanwhile*, *so that*, *hence*, *both*, *whereas*, *thus*, and *contrary to*. Consequently, those moves employ more functions to add elements to an argument, to compare and contrast arguments and evidence, and to express a result. Consider the following:

This study is aimed at finding the use of taboo word expressions in “Live Free or Die Hard 4” movie. Moreover, this study is designed to find out types of taboo expression which used by the characters and context when they express the taboo words. (Move 2, A2)

The result of this study shows that the characterization of the main character is smart girl, beautiful, and also he never gives up in doing everything. The relationship between the main character with other character is good relationship because the main character always supported by her friends. And the psychology of the main character is happy because she always be loved by her father, and all of her friend, but she also fells sad when she gets cancer. (Move 4, A5)

#### 4.1.3.2 Function of Frame Markers

Abstracts in *Humanities*, *Science* and *Social sciences* use three types of frame markers. Firstly, additive relations are applied to show the sequence of arguments such as *then*, *finally*, *first*, *second*, *numbering (1, 2, 3)* and *listing (a, b, c)*. Secondly, discourse goals are for announcing discourse goals, for example, *this study aimed to...*, *the purpose of this research was to...*, *this research focuses on...*, and so on. Thirdly, discourse stages are employed to label discourse stages, for instance, *...conclude (d) that....* In this case, frame markers are, of course,

explicitly used to identify features which order arguments in the text rather than events in time. Besides, frame markers also show text boundaries or elements of schematic structure (Hyland, 2005, 2013).

Nevertheless, all of the abstracts in *Humanities*, *Science* and *Social sciences* except A31, A32, and A35 (do not use Move 2) frequently apply discourse goals. Hence, it is also important to relate the use of frame markers to the moves used. Discourse goals are for announcing the goal of the writers' research to make the discourse clear to the readers. It is clear that all discourse goal resources appear in move 2 because it contains the purpose and scope (Weissberg & Buker, 1990). Consider the following:

This study is to reveal the transcendentalism values portrayed by the main character in *Into the Wild*, a 2007 biographical movie directed by Sean Penn. (Move 2, A1)

The purpose of this study is to know the influence of interests in tutoring with math learning achievement of student SDN Balongsari 1 Megaluh Jombang. (Move 2, A16)

This study aimed to describe the system of government of Indonesia based on the 1945. Constitution before the amendment and after amendment, and to describe differences in the Indonesian system based on before and after the 1945 amendment. (Move 2, A36)

Moreover, discourse stages such as "conclude" also tend to exist in move 5 such as in A1, A23, A30, A31, and A35 which is to signal the readers if it is the final part of schematic structure (rhetorical move) in the abstract. Likewise, Move 5 is the last stage "conclusion" (Weissberg & Buker, 1990). Thus, it is obvious why discourse stage "conclude" tends to appear in Move 5. Consider the following:

Based on the data analysis the writer concluded that Christopher Johnson McCandless reflected some transcendentalism values such as hating the common society, non - conformity and self reliance. (Move 5, A1)

Based on the findings, we can conclude that there is a positive correlation between running and significance of the speed of learning soccer dribble is proven by the rcount value  $1,026 > 0.268$  rtable value. (Move 5, A23)

*Additive relations* can then be found in all moves because the writers need to sequence the arguments in the background (Move 1 such as in A23, A25, and A26), the purpose of the study and problem discussed (Move 2, for example, in A7, A8, A22, A29, A37, and A42), method of the study (Move 3, for instance, in A7, A14, A36), result of the study (Move 4, such as in A9, A18, A19, A22, A27, A28, A31, A33, A35, and A42) and to show the final sequence of arguments or the last point (Move 5 in A5).

*Humanities* and *social sciences* tend to employ additive relations (numbering) in move 2 (A7, A8, A29, A37, and A42), move 3 (A7, A14, A36) and move 4 (A9, A31, A33, A35, and A42). Meanwhile, *science* tends to use additive relations (finally) in move 1 (A25) to show the final sequence of arguments or the last point in explaining the background of study. Additive relations (numbering, first, second) in move 4 are employed because they state more than one argument in explaining the results of the study. Consider the following:

Finally, the effectiveness of demonstration as teaching method has important role in supporting teaching learning process and can be the effective equipment of the aims of teaching learning process. (Move 1, A25)

This study has two problems, namely (1) the nature impilkatur, and (2) the function of implicature in discourse Darmono wrote the notes

section in the daily headlines Radar Mojokerto May/June issue of 2012. (Move 2, A8)

Technique of collecting data at Jaya Baya magazines by using Java language has a morphology study of the systematic order, the steps as follows: (a) observation, (b) specify the object of research, which is Jawa Pos magazines, (c) specify the column of interest to study the rubric, (d) to read the contents of a rubric that has been determined, (e) reading the data including repetition of Java language, and (f) the classification and coding of data for describing it. (Move 3, A14)

Based on the results of the regression analysis, it is found that: (1) simultaneously, parental concern and independence of learning....., (2) partially, parental variables and independent variables..... (3) parental variables..... (Move 4, A33)

Finally, the researcher suggests the readers to solve their problems patiently. (Move 5, A5)

From the samples above, it can be seen that additional relatives frame markers “finally” in (Move 1, A25) & (Move5, A5) is used to show the last point or final sequence of arguments in explaining the background and suggestion of the study, “numbering” in (Move 2, A8) & (Move 4, A33) and “listing” in (Move 3, A14) are applied to signal the sequence of the arguments related to purpose of study and problem discussed and the result of the study.

#### **4.1.3.3 Function of Endhoporic Markers**

Abstracts in *Humanities*, *Science* and *Social sciences* employ endhoporic markers to refer to unfolding text and to refer to visual representations of the text. The resources used signaling unfolding texts are *based on the data analysis....*, *the explanation above....*, *based on these findings....*, *the problem in teaching and learning above....*, and *from the statement above...* Afterwards, the resource showing visual representations of the text is *Table 3.1*.

Those endhoporic markers can be found in each move except move 3. In move 1 (A41) and move 2 (A26), the endhoporic markers used refer to the problem and background described, help the recovery of what the writer's mean, facilitate comprehension and support the arguments. Consider the following:

In the process of learning, learners are less encourages to develop the ability to think. One effort to overcome the problems in teaching and learning above is the model Problem Based Learning (*Problem Base Learning*). (Move 1, A41)

The explanation above underlies this study to determine the increase in motivation to learn passing down using a sponge ball media. (Move 2, A26)

In move 4 (in A22), the endhoporic markers used are to refer to visual representations of the text and to guide the readers to read the whole papers which help the recovery of what the writer's mean, facilitate comprehension and support the arguments. Consider the following:

... the classification table 3.1 which states the percentage of 60% - 80% good, then, in the second cycle study \*researchers had a success with Contextual Teaching and Learning model learning. This means there is the influence of the learning model Contextual teaching and learning on learning outcomes long jump squat style Kesamben fourth grade students at SDN 1 Ngoro Jombang. (Move 4, A22)

In move 5 (in A1, A9, A23, and A31), the endhoporic markers used refer to the finding, the results, or data analysis of the writer's study which help the recovery of what the writer's mean, facilitate comprehension and support the writers' arguments in explaining the conclusion. See the sample below:

From the statement above can be concluded that there is a difference between teachers who are certified and not certified in the professionalism of teachers (case study in MTs Al-Iman Tampingmojo Tembelang Jombang), but the difference is not so far, because the results of the analysis t table multiple linear regression in

which teachers can have certification of 4.772 while teachers are not certified by 3.264. (Move 5, A31)

Above all, endhoporic markers refer to other parts of the text, aid the recovery of the writers meaning, facilitate comprehension and support argument, and guide readers through discussion helping steer them to a preferred interpretation (Hyland, 2005; 2013).

#### **4.1.3.4 Function of Evidentials**

According to Hyland (2005; 2013) evidentials are to represent an idea from another source guiding readers' interpretation, provide important support for arguments and contribute to a persuasive goal. However, based on the data analysis from abstracts in *Humanities* and *Social sciences*, evidentials also have particular functions based on the moves used. In move 1 (A6), evidential is employed to provide important support to the topic investigated. Consider the following:

Vocabulary is central to language and of critical importance to the typical language learner, Coady and Huckin (1997:5). Alphabet Fishing Game is one of the techniques that can be used as teaching media. (Move 1, A6)

In move 3, evidentials are used to provide significant support to the writer's method of study particularly in data analysis because these evidentials resources help the writer in analyzing the data based on the data gained. Consider the following:

The data of this study analyzed based on theory of pragmatic context (Fromkin, 2005: 208), and taboo words (Jay, 1992). (Move 3, A2)

However, in Move 4, evidentials are used to provide important support to the result of the study based on the theory and students' evaluation. See the samples below:

The research result shows that the taboo word expression which is used in "Live Free or Die Hard 4" movie categorized into three types according to Jay (1992), those are; obscenity, vulgarity, and profanity. Those taboo words refer to something disgusting, curse, swear, expletive, rude, offensive, vulgar, and should not be used in society. (Move 4, A2)

... 2) students' motivation in MAN Tambak Beras Jombang according to the answers of 63 respondents viewed from two indicators that most of the students' responses indicate students have high motivation in the learning process PPKn... (Move 4, A42)

Based on the samples above can be seen that in (Move 4, A2) evidential used to provide important support to the result of the study is based on the theory from (Jay, 1992). Meanwhile, in (Move 4, A42), giving important support to the result of the study is based on the students' evaluation gained from the questionnaires.

#### **4.1.3.5 Function of Code Glosses**

Abstracts in *Humanities*, *Social* and *Social sciences* use code glosses to provide additional information particularly by rephrasing, explaining or elaborating what has been said. This is as what Hyland (2005; 2013) says that the function of code glosses is to supply additional information by rephrasing, explaining or elaborating what has been said. It is certainly to ensure if the reader is able to recover the writer's intended meaning. The resources used to express the functions are *called, in other words, namely, this means that, or, that is, parenthesis, and such as*.

Nevertheless, it is also important to note here that those three disciplines also employ other specific functions i.e. simplifying, interpreting, and giving a mark and a symbol. Those functions are applied in Move 3, Move 4 and Move 5 but it is frequently used in Move 4. The resources applied are *parenthesis, in other words, this means, it means that, meaning that* and *it can be said*. Parentheses are used to simplify the previous explanation e.g. in Move 4 (A3), to give a mark that certain variable includes in certain group such as in Move 3 (A32) and in Move 4 (A29, A30), to give additional information e.g. in Move 3 (A35) and to give a symbol for certain terms i.e. in Move 4 (A32). *In other words, this means, it means that, meaning that* and *it can be said* are used to interpret the result of the study which has been explain before i.e. in Move 4 (A6, A23, A27, A28, A30, A31) and in Move 5 (A30). Consider the following:

On the statistical computation for posttest by using independent t-test revealed that t-value is 2.938. It is bigger than critical value (2.024) at the level of significance of 0.05 for a one tailed test (t-value: 2.938>t critical value: 2.024). (Move 4, A3)

The variables in this study consisted of two variables: independent variables are price subsidy (X) and the dependent variable is the productivity of farmers or dependent (Y). (Move 3, A32)

The method which is used in this writing is CAR (classroom action research). (Move 3, A35)

The test results prove that variabel attention (X5) has the largest tcount, thus variable attention dominant influence customer satisfaction. (Move 4, A29)

From the results of hypothesis testing the mean price of fertilizer subsidy is at 34.92 and the mean score for the productivity of farmers is at score of 17.02, and F count equal to 3.394 with a significant level (p) 0.000. (Move 4, A32)

so it can be concluded that there is a positive influence or significantly influenced between the employees" discipline variable to

work productivity variable. In other words,  $H_a$  is acceptable and  $H_0$  is unacceptable. (Move 5, A30)

From the samples above, it can be said that *parenthesis* in (Move 4, A3) is used to simplify the previous explanation. The reader may understand more the simplified previous explanation than have to read the description. Furthermore, *parentheses* in (Move 3, A32) and (Move 4, A29) are applied to give a mark that certain variable include in certain group i.e. price subsidy includes in group (X) and the productivity of farmers includes in group (Y). Besides, *parenthesis* is also used to give a symbol for certain term “significant level” which is the symbol is ( $p$ ). Then, *in other words* in (Move 5, A30) is employed to interpret the result of the study which has been explained before. It is no doubt that it is applied because the abstract writers attempt to ensure the reader is able to recover the writers’ intended meaning.

In rephrasing what has been said, the abstract writer applies the resource “*in other words*” (Move 1, A8). In this case the writer provides additional information by rephrasing the research topic “implicature”. It means that the writer attempts to make the intended meaning clearer and easier to be understood. See the data below:

Implicature is the utterance that implies something different from what is actually pronounced. Something "different" is the speaker's intention expressed explicitly. In other words, implicature is the intent, desire, or expressions of hidden hearts. (Move 1, A8)

Likewise, in explaining or elaborating what has been said, the abstract writers use some resources such as *called* in Move 1 (A1), *namely* in Move 2 (A8), *this means that* in Move 3 (A15), Move 4 (A22, A30), *or* in Move 1 (A8, A1, A18, A32), in Move 2 (A34, A42), in Move 4 (A24), in Move 5 (A23, 30),

*that is* in Move 1 (A35), Move 3 (A36), Move 4 (A30, A42), *parenthesis* in Move 3 (A3, A12, A35, A36, A29, A37, A39, A41), Move 4 (A4, A10, A27, A29, A33, A34), *such as* in Move 1 (A15, A26), Move 3 (A15), Move 4 (A36), Move 5 (A1). See the samples below:

In the early 19<sup>th</sup> century, a group of philosopher assumed a set of ideas promoting a new understanding of the individual, his or her relationship to nature and society and the universe, and the importance of self - development called transcendentalism. (Move 1, A1)

The method which is used in this writing is CAR (classroom action research). (Move 3, A35)

While the suggestion of researchers is as follows: To support the ability to dribble a soccer ball, it is necessary to pay attention to the speed factor without leave or discourage other factors that can support the learning speed of dribbling in soccer. (Move 5, A23)

The new changes, such as the direct election system, bicameral, checks and balance mechanisms, and giving greater powers to the parliament to conduct oversight and budgetary functions. (Move 4, A36)

From the samples above, it can be seen that the resource “*called*” (Move 1, A1) is used to supply additional information by elaborating what has been said because it is the important thing discussed in the writer’s study or the topic investigated. Similarly, *parenthesis* is used to explain the abbreviated research method term which has been said (Move 3, A35). Afterwards, *or* is to explain the words “his” is the same as “her” such as in (Move 1, A1) and the different possibility of the word “leave” (Move 5, A23). The resource “*such as*” is applied to elaborate the “new changes” with the examples (Move 4, A36).

#### 4.1.3.6 Function of Hedges

Abstracts in *Humanities, Science and Social sciences* employ hedges to show an opinion and cautious or withhold commitment to proposition. This is as what Hyland (2005, 2013) says that hedges indicate the writer's decision to recognize alternative voices and viewpoints and so withhold complete commitment to a proposition. Hedges also emphasize that the information is an opinion rather than a fact and therefore open that position to negotiation.

However, in relation to moves, hedges are used to signal its functions based on the moves applied. In move 1, background information, hedges employed are to show an opinion of writer's plausible reasoning based on her experience and background knowledge to describe what being discussed in the research such as in (A3, A6, A13, A17, A18, A35, A39, A42). The resources applied are *should, most of, usually, mostly, often, many, likely, unlikely* and *many*. Consider the following:

Most of students fail in reading comprehension. This caused by the teaching was monotone. (Move 1, A3)

Students often have difficulty in changing about the story in the form of algebra. (Move 1, A17)

There are many teacher still use conventional learning model, that is a learning process which only the teacher as the center or the source of the knowledge. (Move 1, A35)

From the samples above, it can be seen that those resources are employed to signal an opinion of writer's plausible reasoning based on her experience and background knowledge to describe what being discussed in the research. The resources used are also to mitigate the connection between reality and the language used to describe it.

In move 3, method, hedges are used to show cautious or withhold commitment to describe the subject used. The resource used is *at least*. It only exists in science (A18). See the sample below:

The research was conducted on the students of class VII MTsN Bareng Jombang by taking at least one subject based on the mathematical knowledge. (Move 3, A18)

In move 4, results, hedges are applied to show an opinion which indicate to give recommendation to reader (in A2), to show cautious or withhold commitment in explaining and interpreting the result of the study (in A3, A4, A8, A9, A16, A21, A36, A39, A41, A42) and to show an opinion of writers' plausible reasoning based on writers' result of the study (in A7, A29, A30, A33, A34, A36, A42). The resources used are *should, indicate, inferred, almost, most of, often, sometimes, partially, must, indicating, suggest, and few*. Consider the following:

The research result shows that the taboo word expression which is used in "Live Free or Die Hard 4" movie categorized into three types according to Jay (1992), those are; obscenity, vulgarity, and profanity. Those taboo words refer to something disgusting, curse, swear, expletive, rude, offensive, vulgar, and should not be used in society. (Move 4, A2)

The result of this study indicate that the interest in learning and tutoring students of VI class SDN Balongsari I Megaluh Jombang including very influential. (Move 4, A16)

...therefore  $H_0$  is rejected, meaning that there is a significant effect partially between teachers' certification and teachers who have not been certified by the professionalism of teachers. (Move 4, A31)

The results of this study suggest that the Indonesian Government System based on the 1945 Constitution before the amendment is: sovereignty is in the hands of the people and by the Assembly, the president and vice president elected Assembly by majority vote, no separation of powers, the Assembly is the highest institution of the state, but it is no longer a the legal basis for the amendment to the 1945 constitution is unconstitutional. (Move 4, A36)

In move 5, conclusion or recommendation, hedges are employed to give recommendation or suggestion based on the abstract writer's result study to anticipate direct order which seems forcing the readers to do something such as in (Move 5, A5). Besides, hedges are used to show cautious or withhold commitment to conclude the results of the study such as in (Move 5, A16).

Consider the following:

Finally, the researcher suggests the readers to solve their problems patiently. And never gives up to do everything. And keke's characterization which is so hard and the intention of high studying is the something that can be followed by us and also her spirit and motivation. (Move 5, A5)

So it can be concluded from the results and of this study indicate that there is a significant effect between student interest tutoring math and students learning achievement of SDN Balongsari 1 Megaluh Jombang. (Move 5, A16)

#### **4.1.3.7 Function of Boosters**

Boosters are applied in *humanities*, *science*, and *social science* to show certainty in what they say, emphasize and intensify the arguments and to express high degree of confidence. This is in line with Hyland's (2005, 2013) theory that boosters allow writers to express their certainty, show confidence, and emphasize certainty of the arguments. The resources used to show certainty are *believe*, *prove*, *show*, *reveal*, *found*, *embodied*, *obtained*, and *reached*. In emphasizing and intensifying the certainty, the resources applied are *very*, *strongly*, *highly*, *strengthen*, *it is evidenced by*, and *in fact*. Then, the resource *it is clear that* shows high degree of confidence.

However, in relation to moves, in move 1, boosters are employed to show the writers' certainty (Move 1, A28) and emphasize certainty in the topic or research area (Move 1, A35). The certainty showed in Move 1 assists the writers to convince the readers that the topic or research area is worth to be investigated or examined. Consider the following:

This study begins with the findings of researchers who looked at the phenomenon that occurs in the fifth grade students of SDN Jatipalem I which greatly favored branches sport soccer than volleyball. This proves that the process of the material, especially in the game of volley ball, the students feel bored with monotonous process of material and this resulted in the fall of student learning outcomes. (Move 1, A28)

Conventional learning model is close minded model, for students they cannot express their prior knowledge and for the teacher they only as the one of the source of knowledge. It strengthen by the fact that the student just focus in memorize the concept or formula and having less ability to practice it when they find some problems in real life. (Move 1, A35)

In move 3, booster is applied to emphasize certainty in giving reason of using the method. In this case, the abstract writer attempts to convince the reader that the method used is suitable for her research. See the sample below:

In this study, using three methods: (1) induction is used to complement the normative system which has been developed and organized through the efforts of collection and inventory. (2) the normative approach as the level conception prophecy about the meaning and purpose of the system of government of Indonesia based on the 1945 Constitution before and after the amendment. (3) Comparison of means to compare, that is compared to find similarities or differences of two or more of an object of study. Reasoning used here is the reasoning really conform with syllogistic logic-formal syllogism (deductive) which have been known and developed by many experts from age to age. (Move 3, A36)

In move 4, boosters are employed to show certainty, emphasize and intensify certainty and show high degree of confidence in the truth of the result of the writers' study. Consider the following:

The research result shows that the taboo word expression which is used in “Live Free or Die Hard 4” movie categorized into three types according to Jay (1992), those are; obscenity, vulgarity, and profanity. (Move 4, A2)

The results showed that simultaneous variable service quality affects customer satisfaction Pos Expres PPT. Post (Indonesia) Cukir Post Office, as obtained in the table 4.12 Fcount value of 49.450, with a significance of 0.000, while the F table at the  $\alpha = 0.05$  is 2.31. a level of confidence (confidence interval) 95% or Partially, there is the influence of these variables affect service quality on customer satisfaction, this is evidenced by the t-test results indicating  $t_{count} > T_{Table}$ . (Move 4, A29)

From the calculation and analysis of the results of experiments prove that the degrees of freedom are 30 with  $\alpha = 0.05$  significance level is 1,697 and the t-test is 8,706. It is clear that  $t \text{ value} \geq t\text{-table}$ . In other words, the working hypothesis accepted. (Move 4, A6)

From the samples above can be seen that the resources *show, showed, prove* are applied to show certainty in the truth of the result study. The resource *is evidenced* in (Move 4, A29) is employed to emphasize and intensify the writer’s certainty that the results is credible due to the instrument used in the research. Then, resource *it is clear that* shows high degree of confidence in interpreting the result of the study. It also emphasizes that the interpretation was based on the result gained.

#### **4.1.3.8 Function of Attitude Markers**

According to Hyland (2005, 2013), the function of attitude markers indicates the writers’ affective and attitude to proposition which convey surprise, agreement, importance, obligation, and frustration and so on. Nevertheless, abstracts in *humanities, science* and *social sciences* express more functions such as showing

the appropriateness, inadequacy, particularity, the new thing, the importance, the truth or reliability, and the expectation.

In relation to moves, move 1 is background. In this move, attitude markers are applied to show the appropriateness of research area (teaching vocabulary) by evaluating it positively (A6, A35, A40), convey the inadequacy by evaluating the problems in the writers' research (A18, A23, A35), show particularity by emphasizing the problem discussed in the research (A18, A28), show the new of the research topic that would be worth to be examined (A19), and express the importance of the research area investigated by intensifying or emphasizing it (A31, A39, A42). Consider the following:

Teaching vocabulary to elementary students with their unique characteristic is a good way to the first step to introduce vocabulary. (Move 1, A6)

Today, many teachers are paying less attention to the lack of the use of a real world context of intermediate level students or junior high school, especially in mathematics so they can raise their acquired knowledge through experience and then connect it with math lesson based on mathematical skills categorized into three criteria: mathematical high ability students, medium, and low. (Move 1, A18)

The research is motivated by the change of the old paradigm and new learning. Paradigm long learning with the learning process which is only centered on the active role of the teacher while the students are not so considered. Meanwhile, a new learning paradigm centered learning process that the students will be required to actively participate while teachers only as a facilitator and motivator. (Move 1, A19)

Teacher is one element in the field of education should participate actively and put his position as professionals, in accordance with the guidance of a growing community, the teacher plays a very important role in fostering self-motivation in students because the study would be optimal if there proper motivation. (Move 1, A42)

Today, many teachers are paying less attention to the lack of the use of a real world context of intermediate level students or junior high school, especially in mathematics so they can raise their acquired knowledge through experience and then connect it with math lesson based

on mathematical skills categorized into three criteria: mathematical high ability students, medium, and low. (Move 1, A18)

Based on the samples above, it can be seen that in (Move 1, A6) the resource “good” employs the appropriateness of research area (teaching vocabulary) by evaluating it positively. In (Move 1, A18) the resource “less” convey the inadequacy by evaluating the problems in the writers’ research and the resource “especially” show particularity by emphasizing the problem discussed in the research. In (Move 1, A19) the resource “new” shows the new of the research topic that would be worth to be examined. Then, in (Move 1, A42) the resource “important” expresses the importance of the research area investigated by intensifying or emphasizing it. It means that the writer conveys those functions are to show that the topic or research area is worth to be examined.

In move 4, attitude markers are employed to show the truth or reliability the results by evaluating (A3, A17, A18, A24, A26, A27, A29, A30, A42) and by intensifying the status of the results study (A4, A16, A30, A31, A33, A34, A36, A41), express the importance of the results by intensifying or emphasizing the status of the research (A3, A34), show the difference of the proposition by emphasizing the status of the proposition (A18), convey the writers’ expectation of the target (A28), and show particularity by emphasizing the results of the study (A41). See the samples below:

On the statistical computation for posttest by using independent t-test revealed that t-value is 2.938. It is bigger than critical value (2.024) at the level of significance of 0.05 for a one tailed test (t-value: 2.938>t critical value: 2.024). This indicates that the gain of reading comprehension means scores of experimental group is significantly higher than the gain of reading comprehension means score of control group. (Move 4, A3)

The results showed that students with high mathematical ability have very good connections with four indicators of mathematical connection, students with medium mathematical ability have a good connection with three indicators of mathematical connection, then students with low mathematical ability have a poor connection with two indicators of mathematical connection. (Move 4, A18)

The results of the second cycle has not reached the expected target of mastery is 80%. Results In the third cycle the average value 73,928571 and the classical completeness 92,857143%. From the captured value in the third cycle in the know that the classical completeness mastery already exceeds the expected targets. (Move 4, A28)

From the samples above, it can be said that in (Move 4, A3) the resources “bigger” and “higher” are used to show the truth or reliability the results by evaluating and the resource “significantly” express the importance of the results by intensifying or emphasizing the status of the research. In (Move 4, A18), the resources “high, medium, and low” convey the difference of the proposition by emphasizing the status of the proposition that has different degree based on the results of the study. In (Move 4, A28) the resource “expected” express the writers’ expectation of the target which is relevant and irrelevant to the results of the study.

In move 5, attitude markers are used to show the writer’s expectation (A9), convey the importance (A16) and express the truth or reliability of the study by evaluating the proposition based on the results in drawing a conclusion (A23, A30) and by intensifying the proposition based on the results in drawing a conclusion (A30). Consider the following:

Based on these findings, it is expected to help the reader for comparison, contribute ideas, broaden knowledge. (Move 5, A9)

So it can be concluded from the results and of this study indicate that there is a significant effect between student interest tutoring math and

students learning achievement of SDN Balongsari 1 Megaluh Jombang. (Move 5, A16)

so it can be concluded that there is a positive influence or significantly influenced between the employees" discipline variable to work productivity variable. In other words, Ha is acceptable and Ho is unacceptable. (Move 5, A30)

From the samples above, it can be seen that in drawing the conclusion, in (Move 5, A9) the abstract writer employ the resource "expected" to show the writer's expectation that the findings contribute to the readers; that is, giving positive impact to the readers. Moreover, in (Move 5, A 16) the resource "significant" is used to convey the importance of the results. In (Move 5, A30) the resource "positive" is applied to express the truth or reliability of the study by evaluating the proposition based on the results and by intensifying the proposition based on the results with the resource "significantly".

#### **4.1.3.9 Function of Self-Mentions**

According to Hyland (2005, 2013) self-mentions refer to the degree of explicit author presence in the text, show a particular stance and project an impression of themselves and how they stand in relation to their arguments, their community and their readers. Likewise, the abstract writers in *humanities*, *science* and *social sciences* use self-mention to show self-representation, particular stance and project an impression to light up their arguments.

In relation to moves, in move 1, self-mentions are used to express self-representation, particular stance and to project an impression to emphasize the phenomena under the study. Consider the following:

Vocabulary is central to language and of critical importance to the typical language learner, Coady and Huckin (1997:5). Alphabet Fishing Game is one of the techniques that can be used as teaching media. The writer inspired by an Alphabet Fishing Game that usually played by children and adult. This game combines word and a game that can also be used as teaching vocabulary. (Move 1, A6)

In essence, the logic of mathematics is a tool as proof of the truth while we Muslims must believe in the truth of the Qur'an. (Move 1, A20)

From the example above, it can be seen that the writers use third person to project an impression and create particular stance which can also support the phenomena explained in the background of the study. However, the use of first person plural in (Move 1, A20) means that the writer attempts to show a particular stance and project an impression by involving the reader to the text in emphasizing the phenomena under the study.

In move 3, self-mentions are used to show a particular stance and disciplinary situated authorial identity in explaining the research method used such as the research design, data analysis, instrument, and activity for doing the research or data collection. See the samples below:

The research design that used is quasi experimental because the researcher did not have any chance to make new classes. (Move 3, A3)

In the success of this study, researchers used a test documentation practices and methods. (Move 3, A22)

To get the data professionalism and motivation of teachers, researchers distributing questionnaires to 63 students of class XI as a sample. (Move 3, A42)

In move 4, self-mention is used to show a particular stance and project an impression because the study was successful. It means that the writer also

attempts to emphasize the result of the study such as in (Move 4, A22). Consider the sample below:

The results with the percentage of data analysis, the calculation of the cycle I got a rate of 44.79 % and in the second cycle to get a rate of 77%, the classification table 3.1 which states the percentage of 60% - 80% good, then, in the second cycle study researchers had a success with Contextual Teaching and Learning model learning. (Move 4, A22)

In move 5, the writers use self-mentions to show the writers' particular stance and writers' projection of an impression to give a conclusion (Move 5, A1) and suggestion (Move 5, A23). See the following:

Based on the data analysis the writer concluded that Christopher Johnson McCandless reflected some transcendentalism values such as hating the common society, non - conformity and self reliance. (Move 5, A1)

While the suggestion of researchers is as follows: To support the ability to dribble a soccer ball, it is necessary to pay attention to the speed factor without leave or discourage other factors that can support the learning speed of dribbling in soccer. (Move 5, A23)

#### 4.1.3.10 Function of Engagement Markers

Abstracts in *Humanities*, *Science*, and *Social sciences* apply engagement markers to build relationship with the readers explicitly particularly by asking the reader to do something such as in Move 1 (A20) and Move 5 (A5, A23) and sharing knowledge e.g. in Move 1 (A37) and to express writer's authority impersonally i.e. in Move 1 (A37). The resources used are *we muslims must believe...*, *It is necessary ...*, *Can be followed by us...* Consider the following:

In essence, the logic of mathematics is a tool as proof of the truth while we Muslims must believe in the truth of the Qur'an. (Move 1, A20)

The problem faced by the sixth grade students at SDN Sukorejo V Silver Jombang is difficulty in raising achievement civics, it is necessary for learning models are fun, creative, and innovative. (Move 1, A37)

Finally, the researcher suggests the readers to solve their problems patiently. *And* never gives up to do everything. And keke's characterization which is so hard and the intention of high studying is the something that can be followed by us and also her spirit and motivation. (Move 5, A5)

From the samples above, it can be seen that engagement marker resource in (Move 1, A20) is used to build relationship with the reader explicitly which ask the reader to do something in explaining the problem investigated. Likewise, the resource in (Move 5, A5) is applied to build relationship with the reader explicitly which ask the reader to do something but it is in giving suggestion. Nonetheless, the engagement marker resource in (Move 1, A37) is employed to build relationship with the readers explicitly by sharing knowledge and expressing writer's authority impersonally, avoiding any identification of individual who is obliged to do or think in the way directed.

## **4.2 Discussion**

This section is divided into three sub-sections: Rhetorical moves, Metadiscourse category used, and Functions of metadiscourse in relation to moves.

### **4.2.1 Rhetorical Moves**

Based on the results of the analysis in the abstracts, rhetorical moves can be identified in terms of frequency and pattern. The frequency concerns how many moves occur in each abstract and pattern deals with the position of each move in each abstract.

Move 1 is background information (Weissberg & Buker, 1990), context of paper and motive research (Hyland, 2000), and presence of gap (Suntara & Usaha,

2013). In this present study, this move is frequently used in *science* and *social science*. It does not conform to Weissberg & Buker's (1990) and Santos' (1996) model because they suggested that move 1 is optional but it is in line with Hyland (2004) as cited in Suntara & Usaha (2013) that there has been an increasing trend of the appearance of Introduction move or move 1 in abstract. Both disciplines apply move 1 to present the background knowledge or information, context, and the gap of their study. It means that the presence of move 1 is crucial to acquaint and persuade the readers that their studies are reasonable or worth to be examining. They therefore can show the strength and feasibility of their research. On the contrary, *humanities* do not frequently use move 1. This would be interpreted that presenting background information, context and gap is not prominent. It means that move 1 is optional in *humanities* which is in line with Weissberg & Buker's (1990) and Santos' (1996) model.

Afterwards, move 2 (purpose), move 3 (method) and move 4 (results) are the essential point in writing abstract. Most of abstracts in *humanities*, *science* and *social science* apply those moves. According to Weissberg & Buker (1990) and Santos (1996), those moves are crucial and obligatory. It means that most of the abstracts *humanities*, *science* and *social science* are in line with Weissberg & Buker's (1990) and Santos' (1996) model. Move 5 then is the conclusion which is another essential component in abstract (Weissberg & Buker, 1990 & Day, 1995) but it is optional in Santos' (1996) model. Most of the abstracts in *humanities*, *science* and *social science* do not employ move 5. It means that this move is optional in among those disciplines. This is in line with Santos' (1996) model.

It is clear that *humanities* tends to use three moves with the pattern PMR (Purpose, Method, and Results). Meanwhile, *science* and *social sciences* tend to use four moves with the pattern BPMR (Background, Purpose, Method and Results). In this present study, I found that the difference occurring is the use of Move 1. It is due to the types of the research. Although STKIP PGRI Jombang is education based college, the students of English and Indonesian department (*humanities*) are allowed to do research on linguistics and literature and most of them do investigation in both fields by using qualitative research. It is different from *science* and *social sciences*, most of the students do classroom action research, experimental and non-experimental research which belong to quantitative research. Even though it is possible for them to take qualitative research, most of them tend to use quantitative and classroom action research.

Afterward, in relation to types of research, the purpose of quantitative research is to test the theory and qualitative research is to generate theory i.e. by developing or constructing the theory (Creswell, 72:2009). In addition, Classroom Action Research is to improve teaching and learning strategy, develop innovative teaching strategy, and overcome a particular teaching and learning problem (Ary *et al*, 515:2010). Therefore, in *science* and *social sciences*, the writers need to create reader interest in the topic by providing the background information (Move 1) of the theory used which is suitable for the problem of their study. It is also possible to apply move 1 in qualitative research because the writers can describe the phenomena or problems that lead to their study; however, move 1 in

*humanities* is not prominent. *Humanities* tends to explain the phenomena found together with the results of their study.

Pursuant to the frequency and patterns of the abstracts found, it also seems to have relation to the function of abstract. Referring to the function of abstracts consisting of two types: informational and indicative or descriptive, abstract in research papers should not use indicative or descriptive abstract (Day, 1995). Among the samples abstracts (Humanities, Science and Social Science), there are only four abstracts from *science* belong to informational abstracts i.e. three abstracts have complete moves (A1, A19, and A24) and one abstract contains four moves which include the essential moves ranging from move 2 to 5 (A16). Therefore, only those four abstracts support Day's model.

It is also necessary to note here that this present study is obviously different from the previous studies used. In Suntara & Usaha's (2013) study, in the field of linguistics, there are three obligatory moves (purpose, method, and product) and two optional moves (introduction and conclusion). However, in the field of applied linguistics, there are four obligatory moves (purpose, method, product and conclusion) and one optional move (introduction). Then, in Lon *et al*'s (2012) research, not all moves are applied in 50 papers and even the essential move (move 4) tends to be omitted.

#### **4.2.2 Metadiscourse Category, Types and Resources Use**

This study also investigates metadiscourse category, types and resources occurrence in the Abstracts section among the samples (*Humanities, Science* and

*Social Sciences*). The results show that the use of interactive metadiscourse tends to be dominant in all disciplines. It means by referring to Hyland's (2013) metadiscourse, the writers tend to influence the "reader friendliness" of a text, involve the management of information flow and show how they guide the readers by addressing ways of organizing discourse.

Furthermore, in interactive metadiscourse, *transitions* are frequently used among the disciplines which occur in all moves. It is due to the importance of *transitions* that help readers interpret links between ideas (Hyland, 2005; 2013). The writers need *transitions* to add element to an argument, compare and contrast arguments and evidence, and express a result in each move. However, *social sciences* frequently apply transitions in move 1 and move 4 because these moves are dominant. *Science* employs transitions frequently in move 1 (B) because most of them are dominant in explaining move 1. Meanwhile, *humanities* often use more transitions in move 4 than in move 1 because the writers rarely use move 1 which only seven abstracts contain move 1. Although only twelve abstracts comprise move 4, the writers tend to use transition in explaining the results. All disciplines rarely use transitions in move 5 because among the samples infrequently use move 5.

It is necessary to note here that from all disciplines, the use of *frame markers* is dominant in move 2. In relation to moves, move 2 is the purpose and scope of the study (Weissberg & Buker, 1990). Announcing discourse goal is one of the functions of *frame markers* (Hyland, 2005; 2013). Therefore, *frame markers* referring to announce discourse goal are suitable to be employed in move

2. Moreover, although discourse stages are not dominant, it occurs only in move 5 with the resource “conclude”. It is certain because move 5 is conclusion or suggestion (Weissberg & Buker, 1990). The rests relating to additive relations are used to show the sequence in mentioning the purpose. *Humanities* employ *frame markers* at most because all of the abstracts contain move 2 and some of the writers mention more than one purpose in one abstract.

*Endhoporic markers* and *evidential*, the least use of interactive metadiscourse among the disciplines, may be due to the components of the abstracts. *Endhoporic markers* refer to other parts of the text and *evidentials* contribute to a persuasive goal by representing an idea from another source (Hyland, 2005; 2013). Nevertheless, abstracts only consist of five moves (background information, purpose, method, result, and conclusion). Although it is possible to be applied such as *Endhoporic markers* “based on these findings... and the explanation above....” and *evidentials* “According to Jay...”, the writers need to understand the importance of using those resources in writing an abstract.

Then, the great difference of *code glosses* among the disciplines may be due to the ability of the writers in recovering their intended meaning by giving additional information. From all disciplines, the use of *code glosses* is dominant in move 4 which is the result, the crucial components in abstracts. Therefore, the writers tend to use *code glosses* in move 4 because they need to ascertain the reader understand the writers’ intended meaning in their result of their research by rephrasing, explaining or elaborating what has been said.

Interactional metadiscourse is also important in writing abstracts inasmuch as it involves the ways writers organize interaction by intruding and commenting on their message (Hyland, 2013). However, the use of interactional metadiscourse is fewer than interactive metadiscourse. The use of *hedges*, *boosters*, and *attitude markers* are the most frequent in interactional metadiscourse.

*Hedges* are one of the most frequent interactional metadiscourse. It is due to the importance of hedges that indicate the writer's decision to recognize alternative voices and viewpoints and so withhold complete commitment to a proposition. *Hedges* also emphasize that the information is an opinion rather than a fact and therefore open that position to negotiation (Hyland, 2005; 2013). *Hedges* often appear in move 4 in *humanities* and *social science*. In *science*, on the contrary, frequently use *hedges* in move 1. It means that *humanities* and *social sciences* tend to emphasize the results; however, the use of hedges in *science* tends to be used to explain the background information.

It is necessary to note here that from all disciplines, the use of *boosters and attitude markers* are dominant in move 4. In relation to moves, move 4 is the result, the crucial components in abstracts (Weissberg & Buker, 1990). *Boosters* emphasize certainty or close dialogue which is to show writers' confidence in the truth of a particular proposition. Meanwhile, *attitude markers* express writer's attitude to proposition or commenting on the status of information, for instance, the importance of something, the interest of something, its appropriateness, and so on (Hyland, 2005; 2013). Therefore, it is important to emphasize the use of boosters and attitude markers in move 4 since the writers attempt to show their

confidence in stating the result of their research and express their attitude related to the result of their studies. The number of occurrence which *science* and *social sciences* apply *boosters and attitude markers* at most may be due to the number of move 4 used.

For the use of *self mentions*, *humanities* are dominant appearing at most in move 3. It means that the writers in *humanities* tend to show explicit of author presence in the text related to explain the method section in abstracts. Meanwhile, *engagement markers* are the least use of interactional metadiscourse since explicitly building relationship with reader to create an impression of authority, integrity and credibility may not an easy thing for undergraduate students.

Nevertheless, the variation of metadiscourse resources which is different from and not included in Hyland's (1998, 2005), Lon *et al's* (2012), Farrokhi & Ashrafi's (2009), Abdi's (2002) and Dobakhti's (2013) study seems due to the following reasons: 1) type of research consisting of method, designed, and instrument of research and 2) the way students express their idea to excerpt their whole thesis and to comment their research findings through the use of linguistic devices.

### **4.2.3 Metadiscourse Functions in Relation to Moves**

This study has also closely investigated the functions of metadiscourse and functions of metadiscourse in relation to moves in the abstract section. The result shows that the employed metadiscourse functions in relation to moves support Hyland's (2005, 2013) model. However, it is also important to note here that

abstracts in *humanities*, *science* and *social sciences* express different functions from Hyland's (2005, 2013) model in the use of attitude markers and code glosses. The different functions of attitude markers are showing inadequacy, particularity, the new thing, the truth or reliability, and the expectation. Furthermore, the different specific functions of code glosses are simplifying, interpreting, and giving a mark and a symbol. The differences occurring are due to type of research consisting of method, designed, and instrument of research and the way students express their idea to excerpt their whole thesis and to comment their research findings through the use of linguistic devices.

The sub-type of metadiscourse resources which characterizes the moves (Move 2) is discourse goal (sub-type of frame markers) because this metadiscourse occurs only in Move 2. The function of discourse goal and the content of move 2 share the same characteristic; that is, announcing discourse goal or purpose (Hyland, 2005; 2013) and containing the purpose or scope (Weissberg & Buker, 1990). Then, the resources which characterize move 4 are *show*, *found*, *obtained*, *embodied*, *revealed* (resources of boosters) and move 5 is *conclude* (resources of frame markers sub-type—discourse stage). Those resources characterize move 4 because those resources only occur in move 4 and the functions of the resources signal that it is the result of the study. Likewise, move 4 contains result of the study (Weissberg & Buker, 1990). *Conclude* characterizes move 5 because it only exist in move 5 and both of them share the same characteristic; that is, label discourse stages showing the final part of schematic structure (Hyland, 2005; 2013) and including conclusion or recommendation

(Weissberg & Buker, 1990). Thus, those metadiscourse types and resources characterize the moves because they share the same characteristic.

In relation to moves, the writers conveying the metadiscourse functions of evidentials, hedges, boosters, attitude markers and self-mentions in move 1 are to show that the topic or research area is worth to be examining. In move 3, metadiscourse functions of evidentials, hedges, and self-mentions are applied to support the method used which is appropriate or suitable for their research. In move 4, metadiscourse functions of evidentials, hedges, boosters, attitude markers and self-mentions are to show that the result of their research is reliable. Afterward, in move 5, metadiscourse functions of hedges, boosters, attitude markers and self-mentions are used to express that the conclusion and recommendation are based on the result of the study. These considered metadiscourses have relationship with the moves applied because the functions of those metadiscourse types adjust the shift of the moves.

Then, there are also certain resources in certain metadiscourse types which exist in certain move. In *transitions*, only the certain resources of *transitions* exist in move 2 such as *and*, *moreover*, *therefore*, and *besides that (sic)*. Only those resources occur in move 2 because the writers only state the purpose of their study; thus, the writers need to add elements to an argument and express a result (purpose) based on the phenomena found. It is different from move 1, move 3, move 4, and move 5. The resources used in these moves are more varied; that is, *and*, *so*, *while*, *otherwise*, *therefore*, *because*, *but*, *while*, *meanwhile*, *so that*, *hence*, *both*, *whereas*, *thus*, and *contrary to*. Consequently, those moves employ

more functions which are to add elements to an argument, to compare and contrast arguments and evidence, and to express a result. This is because the writers need to add elements in explaining background of the study, method, results and conclusion of the study. Besides, the writers also need to compare and contrast the phenomena found and the results of the study with the theory. Then, the writers express a result of writers' reason in choosing certain method or theory to overcome the phenomena under study and show cause and effect in using certain method to the results of the study.

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. The writers tend to use *parentheses* in move 3 and move 4 because the research method they used influences in explaining subject of research or research design and the results of their study such as experimental method concerning numeric and certain terms which also need additional information. In addition, the use *in other words* has different function when it is employed in move 1 and move 4 because move 1 is background of the study which explains background information, the context and gap of the research. Hence, the writer use *in other words* only to rephrase what has been said. Meanwhile, in move 4 the writers use *in other words* to interpret the results of the study because it is related to the final judgment to explain their results whether their hypothesis is accepted or the certain theory is more effective or not.

Based on the explanation above, however, some of the abstract writers are inappropriate for applying the metadiscourse functions (*see appendix 3, Move 1-*

*A31; Move 3-A11, A14, A30, A33, A42; Move 2-A30; Move 4-A5; and Move 5-A5*) because they are still novice writers and learners. Besides, they are also non-native English speakers. Since the mistakes in applying the metadiscourse functions related to the grammatical are not the concern of my study, I do not explain the further discussion related to the errors. Yet, the results of my study and the commentary on the mistakes may contribute to STKIP PGRI Jombang that can be as consideration for evaluating the students' abstracts. It is due to the importance of abstracts in research articles especially the students' (thesis) articles which are accessible to many people.

## CHAPTER V

### CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS

This chapter is divided into three sections: conclusions which cover all the points discussed, suggestions which concern the further action, and implications which are related to pedagogical purposes.

#### **5.1 Conclusions**

From the results and discussion sections, it can be concluded that in the use of rhetorical moves, *humanities* tends to use three moves with the pattern PMR (Purpose, Method, and Results). Meanwhile, *science* and *social sciences* tend to use four moves with the pattern BPMR (Background, Purpose, Method and Results). It means that there is a difference in the use of Move 1. It is due to the types of the research. Referring to the function of abstracts, among the samples abstracts (Humanities, Science and Social Science), there are only four abstracts from *science* belong to informational abstracts i.e. three abstracts have complete moves (A1, A19, and A24) and one abstract contains four moves which include the essential moves ranging from move 2 to 5 (A16). Therefore, only those four abstracts support Day's model.

On the whole, the use of interactive metadiscourse tends to be dominant in all disciplines. In interactive metadiscourse, transitions and frame markers are often used. However, *Social sciences* is dominant in the use of transitions and *Humanities* is dominant in the use of frame markers. Transitions frequently occur in Move 4 and frame markers are dominant in Move 2. In Interactional

metadiscourse, *social sciences* and *science* are balanced. Both of them are dominant in the use of boosters, and attitude markers. However, the use of hedges often appears in *humanities* and *social sciences*. It is also important to note here that some variation of metadiscourse resources found in this research are different from and not included in Hyland's (1998, 2005, 2013), Lon *et al's* (2012), Farrokhi & Ashrafi's (2009), Cao & Hu's (2014) and Dobakhti's (2013) study. Those resources are "due to, because of, this study is/was to, this study is designed to, the researcher investigates, this study is conducted to, this study analyzed, the explanation above underlies this study to, based on the data analysis, based on these findings, many, inferred, revealed, embodied, very, obtained, strengthen, reached, good, poor, bigger, higher, significant(ly), strong, especially, new, great(ly), positive, active, attractive, motivated, advanced, creatively, innovatively, complex". It seems due to the following reasons: 1) type of research consisting of method, designed, and instrument of research and 2) the way students express their idea to excerpt their whole thesis and to comment their research findings through the use of linguistic devices.

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. Then, 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. It means 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.

## **5.2 Suggestions**

This study is limited to text analysis and focused on the abstracts section. Moreover, the approach of this research is limited to genre-based analysis and functional analysis. Therefore, it is necessary to conduct further research by applying other approach e.g. ethnography approach which can complete the weakness of this research. The further researchers 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. For the metadiscourse aspect, it can also be applied by the researchers or teachers in conducting research concerning teaching writing for university or college students.

### **5.3 Implications**

This study has explored metadiscourse and rhetorical moves. Since academic writing is an important part for undergraduate students of STKIP PGRI Jombang for completing their study, this study can be beneficial for them. The guidelines for writing an abstract in STKIP PGRI Jombang only give a general description of an abstract and provide a sample abstract. Therefore, the results of this study can be reference to consider that in rhetorical moves of abstract, there are features that are obligatory or optional. It means that the institution should re-evaluate and redesign the guidelines for the students in order to the students will not be confused how to apply moves in abstract section. Besides, students also need to be made aware of disciplinary variation in genre structure which can also be based on the types of the research.

Afterward, some errors in applying metadiscourse functions are also occurred. So, if the students of STKIP PGRI Jombang explore the functions of metadiscourse, especially in writing an abstract, they will become more capable of determining the particular kinds of metadiscourse which should be applied in each move. Therefore, such study can help learners develop metadiscourse effectively in writing especially abstract section. Consequently, the results of this study related to moves and metadiscourse can also be used as consideration to incorporate those features into academic writing courses. It can help the students to get better understanding in applying moves and metadiscourse in writing an abstract in thesis article.

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# Appendix

# Metadiscourse Categories, Types, and Resources Use

Academic Discipline: Humanities

### Move 1

Codes	Categories									
	Transitions	Frame Markers	Interactive Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Interactional Attitude Markers	Self mentions	Engagement Markers
A1	and (4)				Or (1) Called(1)					
A2										
A3	And(2) So (1)					Should (1) Most of (1)			The writer (1)	
A4	And(1)									
A5										
A6	And(3)			Coady and Huckin(1997:5)		Usually (1)		Good (1)	The writer(1)	
A7										
A8					In other words(1) Or (1)		Actually(1)			
A9										
A10										
A11										
A12										
A13						Mostly(1)				
A14										

### Move 2

Codes	Category									
	Transitions	Frame Markers	Interactive Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Interactional Attitude Markers	Self mentions	Engagement Markers
A1		This study is to reveal (1)								
A2	And(1) Moreover(1)	This study is aimed at(1) This study is designed to(1)								
A3		The objective of this research is (1)								
A4	And(2)	The purpose of the study is(1)								
A5		The researcher investigates.(1)								
A6	And(1)	This study is conducted to(1)								
A7	And (1)	This study analyzed(1) This study was to(1) The purpose of this study was to(1) Then (1)								
A8	And (2)	This study aimed to(1) Numeric:1, 2			Namely(1)					
A9	And (8)	This study aims to(1) The purpose of this study (1)								
A10	And(1)	This study aims to(1)								
A11	And (4)	The aim of this research(1)								
A12	And(1)	This study aims to(1)								
A13		This study aimed to(1)								
A14	And (2)	This research focuses on(1)								

### Move 3

Codes	Categories									
	Transitions	Frame Markers	Interactive Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Interactional Attitude Markers	Self mentions	Engagement Markers
A1	and (3)								The writer (2)	
A2	And (1)			(Fromkin, 2005:208) (Jay, 1992)						
A3	Because(1) And(1)				Parenthesis (2)				The researcher (1)	
A4	And(3)								The researcher (4)	
A5										
A6	And(1)								The writer (1)	
A7	And(3) While(1)	Then(1) The last(1)								
A8										
A9										
A10										
A11	Otherwise(1)								The researcher (2)	
A12	And(3) But(1)				Parenthesis(1)					
A13										
A14	And(2)	Additive relation:a,b,c,d, e,f							Researchers (1)	

Move 4

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A1										
A2	And(2)			According to Jay(1992)		Should not be used(1)	Shows(1)			
A3	and (4), therefore (1)				Parenthesis(2)	Indicate (1)	Revealed (1)	Bigger(1) Higher(1) Significantly(1)		
A4	And(4)				Parenthesis(1)	Inferred (1)	Show(1)	Strong(1)		
A5	And(3) Because(2) But(1)						Show (1) Never (1) Always (1)			
A6	And(2)				In other words(1)		Prove(1) It is clear that(1)			
A7	And(2) But(1)					Often(1) Sometimes (1) Almost (1)	Found(1)			
A8	And(1)					indicate (1)	Certain (1)			
A9	And(4) While (1)	Additive relation: a,b,c,d (8)				Indicate (1)				
A10	And(4)				Parenthesis(2)		Showed(1)			
A11	And(3)						Shows(1)			
A12	And(1)						Showed(1)			
A13	And(1)						Embodied (1)			
A14										

Move 5

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A1	and (1)	concluded...(1)	Based on the data analysis (1)		Such as... (1)				The writer(1)	
A2										
A3										
A4										
A5	And(3)	Finally(1)				Suggest (1)	Never (1)		The researcher (1)	Can be followed by us..(1)
A6										
A7										
A8										
A9			Based on these findings (1)					Expected (1)		
A10										
A11										
A12										
A13										
A14										

Academic Discipline: Science

Move 1

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A15	And (2) But (1)				Such as (1)					
A16										
A17	And(4)					Often(1)				
A18	And(2) So(1)					Many(1)		Especially(1) Less (1)		
A19	And(2) While(2) Meanwhile(1)							New (1)		
A20	While(1)						Believe(1)		We(1)	We muslims <b>must</b>

										believe...(1)
A21										
A22										
A23	And (3)	Then(1)				Likely(1) Should(2)		Even(1) Less (1)		
A24										
A25	And(2) Because(1)	Finally(1)						Important (1)		
A26	And(1), but (1), when(1), because(1)	Then(1)			Such as(1)		Very(1)	important(1)		
A27										
A28	And(2) Due to (1)						Proves(1), Greatly(1)	especially(1)	The researchers (1)	

**Move 2**

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A15	And (2) Therefore (1)	This study aimed to...(1)								
A16		The purpose of this study...(1)								
A17	And (1)	This study aims to(1)								
A18		This study aims to(1)			Or (1)					
A19	And (1)	This study aims to(1)								
A20	And (1)	This study aimed to...(1)								
A21		The purpose of this study...(1)								
A22	And(2)	In this study, the purpose(1) The first, the second(1)								
A23		The purpose of this study(1)								
A24		This study aimed to...(1)								
A25		The aim of this research ... (1)								
A26		The explanation above underlies this study to...(1)	The explanation above(1)							
A27		The purpose of this study(1)								
A28		This study aims to...(1)								

**Move 3**

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A15	and (3)				This means that...(1) Such as(1)					
A16	And (2)									
A17	And(1)						Highly (1)			
A18	And(4) So that(1)					At least(1)				
A19	And(1)									
A20	Because(1)									
A21									Researchers(1)	
A22	And(2)								Researchers(1)	
A23										
A24	And(2) While(1)									
A25										
A26										
A27										
A28										

Move 4

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glosses	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A15	And (1)						Show (1)			
A16	And (2)					Indicate (1)	Evidenced(1) Indicating (1)	Great (1)		
A17	And(1) Because(2)						Show(1) Very (1)	Good(3)		
A18		Then (1)					Showed(1) Very (1)	High(1) Medium(1) Low(1) Good(2) Poor(1)		
A19	Because(1)	Then(1)								
A20	And(1)						Showed(1) Shows(2)			
A21	While(1) Therefore(1)					Indicating (1)	Show(1)			
A22	And(3)	Cycle 1 (1), the second (1)	Table 3.1		This means(1)				Researchers(1)	
A23										
A24	And (3)				Or (1)		Strongly(1)	Agree(1) Disagree(1) Undecided(1) Special (1) Good(1) Fairly or moderate (1) Less (1)		
A25	Because (1), hence (1), so (1), and (1)				Means (1)			More bigger(1)		
A26								More motivated(1)		
A27	Both..and..(1) Whereas(1)	1), 2)			In other words (1) Parenthesis(3)		Showed(1) Proved(2) Obtained(1)	More attractive(1)		
A28	And(2) Thus(1)	First(1), second(2), third(3)			It can be said(1)		Obtained(1) Reached(1)	Expected (2)		

Move 5

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glosses	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A15	and (1), so (1)	It can be concluded that...(1)								
A16	And (2), so(1)					Indicate (1)		Significant (1)		
A17										
A18										
A19	And (1)	It can be concluded that...(1)								
A20										
A21										
A22										
A23	And(1) While(1)	We can conclude(1)	Based on the findings(1)		Or (1)		Proven (1)	Positive (1)	We (1) Researchers(1)	It is necessary to (1)
A24	And (1)	The conclusion of this study(1)								
A25										
A26										
A27										
A28										

Academic Discipline: Social Sciences

Move 1

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glosses	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A29										
A30										
A31	Both..(1) So (1) But(1) Contrary to(1)				Or(1)			Crucial(1)		
A32	And(1)				Or(1)					
A33	And (2) But(1)									
A34	Because(1)						Highly(1)			
A35	And(2) Because(1)				That is(1)	Many (1)	Strengthen (1)	More active(1) Less (1)		
A36										
A37	And(1)									Necessary(1)
A38	Because(1) And(1)									
A39	And (6) But(1), so(1)					Unlikely(1)		Important(1) More advanced(1)		
A40	And (3)							New(1), creatively(1), innovatively(1)		
A41	And(1)		The problem					Less (1)		

			in teaching and learning above (1)							
A42	And(4) Because (1)					Should (1)	Very(1)	Important(1),		

**Move 2**

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A29		This study aimed to (1), Numeric:1,2,3			Parenthesis(3)					
A30	Besides that(1)	This research aimed to (1), This research also aimed to(1)								
A31										
A32										
A33	Therefore (1), and (1)	The aim of this study(1)								
A34	And(1)	With the aim to(1)			Or (1)					
A35										
A36	And (2)	This study aimed to (1)								
A37		This study aimed to(1), numeric:1,2								
A38		The purpose of the study is(1)								
A39	And(1)	The purpose of this research is(1)								
A40		This study aims to(1)								
A41	And (1)	The purpose of this study was (1)			Parenthesis(1)					
A42	And (1)	This study aimed(1), numeric:1,2,3			Or (1)					

**Move 3**

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A29	and (1)				Parenthesis(5)					
A30	And (3) So(1) Because of(1)								The researcher (1)	
A31	And(1)								The researcher (2)	
A32	And (2)				Parenthesis(2)				The researcher (1)	
A33	And(1), due									
A34	to (1)									
A35	And(1)									
A36	And (2)				Parenthesis(1)					
A37	And (3)	Numeric:1,2,3	In this study(1)		Parenthesis(1) That is(1), or (2)	Many (1)	Really(1)			
A38	And(1)				Parenthesis(1)					
A39	And(1)				Parenthesis(1)					
A40	And (1)									
A41	And(2)				Parenthesis(1)					
A42	And (2)									

**Move 4**

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A29	Thus (1)				Parenthesis (3)	Partially(1) Indicating(1)	Showed(1) Prove(1) It is evidenced by(1)	Largest(1) Dominant(1)		
A30	And(1) So(4)				It means that(3) That is(1) Parenthesis (5)	Partially (1)	Shows(1)	More (1) Positive (1)		
A31	And(3)	Then(1)			Meaning that(1) Parenthesis	Partially(1)		Significant(1)		

					(2)					
A32	And(3) So (1)				Parenthesis (2)		Found (1)			
A33	And(3)	Numeric:1 ,2,3			Parenthesis (1)	Partially(1)	Found(1)	Significant(3)		
A34					Parenthesis (1)		Showed(1) Proved (1) Obtained (1)	Significant (1) Greater (1)		
A35	And(2)	First, second					Shows(1)			
A36	And(5) But(1)				Such as(1)	Suggest(1)		New(1)		
A37							Shows(1)			
A38										
A39	And(1), But(1), as well as (1)					Few (1)	In fact (1)			
A40							Showed(1)			
A41	And(2) Because(1)					Indicates(1) Indicating(2)	Contribute(1) Very (1)	Strong(2) Especially(1)		
A42	And(3), Thus(1)	Numeric: 1, 2, 3		Accordin g to(1)	That is(1)	Most of(1) Most (1) Indicate(1)	Showed(3)	Good(1) High(1) Higher (2)		

**Move 5**

Codes	Categories									
	Interactive					Interactional				
	Transitions	Frame Markers	Endophoric Markers	Evidentials	Code Glossess	Hedges	Boosters	Attitude Markers	Self mentions	Engagement Markers
A29										
A30	So (1)	It can be concluded(1)			In other words(1), or (1) Parenthesis(1)			Positive(1)		
A31	And(1) But(1) Because(1) While(1)	...can be concluded(1)	From the statement above(1)							
A32										
A33										
A34										
A35		...concluded (1)								
A36										
A37										
A38										
A39										
A40										
A41										
A42										