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MOVE STRUCTURE OF INTRODUCTIONS IN THE FINAL REPORTS WRITTEN BY THE STUDENTS OF ENGLISH DEPARTMENT AT SRIWIJAYA STATE POLYTECHNIC

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Abstract : The objectives of the study are to identify rhetorical functions in the Introduction Chapter of Final Report and to examine whether rhetorical functions utilized by the students of English Department at Sriwijaya State Polytechnic have or have not fulfilled the rhetorical structure proposed in Swales' move model. The corpus was collected through purposive random sampling from a number of final reports written by the students. The study used Swales' move model in analyzing the corpus. The results indicate that, despite similarities with Swales' move model, there are some differences between the students' introductions and the model. It is assumed that the different features of the rhetorical structures are influenced by specific characteristics of the polytechnic final reports and their academic writing capacity. Most of the introductions have not met the criteria or principles as suggested in Swales' move. This study shows that there is a need to teach the principles of scientific writing to the students and increase their awareness of rhetorical structure of academic genre. The study has shown that Swales' model is useful framework in analyzing students' final report introductions, but other studies are necessary to compare and reveal their specific characteristics in different disciplines.

Keywords: *rhetorical function, move, introduction, writing*

INTRODUCTION

While written communication has become more important, writing is problematic to many students. Writing is complex activity because it requires linguistic ability and rhetorical skill of written communication. Written communication, in particular, research report, has been explored through a large number of studies on academic writing over the past years. Several studies dealt with the organization of the introduction in research articles (Swales 1981, 1990; Swales & Najjar 1987).

There are some studies investigating rhetorical discourse variations in research articles of several areas of studies such as Swales (1984) investigated introduction section of research articles and others examined the whole structure of the articles such as Posteguillo's (1999) study which explored the discourse structure of research articles in computer science. Another similar study conducted by *Nwogu (1997)* analyze the discourse structure of research articles of medical science. Ozturk (2007) investigated the textual organization of research article introductions in a single disciplinary area and Safnil (2000) analyzed rhetorical structure of Indonesian research articles in three disciplines. Bruce (2009) examined Results sections in sociology and organic chemistry articles.

Academic texts written by graduate and postgraduate students have also been investigated. Some important studies have examined the academic text structure of certain chapters of master's theses, for examples, the study of abstracts and introductions conducted by Samraj (2005), and the study of conclusion section by Hewings (1993). Bunton (2005) examined the structure of PhD conclusion chapter which showed some differences between science and technology disciplines and social sciences. Another study of academic discourse conducted by Paltridge (2002) analyzed the whole structure of complete sections in master's and PhD theses written by students from several different fields of studies at a university in Australia.

To the best of the writers' knowledge, there have been no linguistic studies on the structure of research report written by Indonesian polytechnic students in English or in Bahasa Indonesia. There has been, to date, no study on discourse structure of research report introduction written by polytechnic students, in particular, polytechnic students in Indonesia. Thus, the recent study tried to respond the need for further research on written discourse analysis written by Indonesian EFL.

The problem of this study was formulated in the following questions (1) "what are the move structures of Final Report Introductions (FRIs) written by the students of English Department?", (2) what are the discourse functions of the moves?. The study was expected to reveal move structure of FRIs written by the students and the discourse functions of the moves. In other words, this study examines whether there are some similarities and differences between the move structures of FRIs written by the students of English Department and the move structure model proposed by Swales (1981). The main benefit of this study is to help students to write up their final reports. The findings of this study will facilitate students in writing framework of their final reports. The implications of the study will be useful for didactic purposes, particularly for the teaching of introductions in final reports. With this in mind, it is suggested to use good models of these as materials on the course for the class of Research Methodology.

The practice of final report writing at Sriwijaya State Polytechnic is that final semester students are obligated to accomplish a final report in which they have to integrate their knowledge, skills and insight in a more systematic piece of writing. Final reports, written by the students at the end of the course, are essential part of polytechnic programs comprising around three months of supervisory work. This study adopted Swales' (1990) move model to analyze the 25 FRIs written by the students of English Department between 2008-2009.

There are some reasons why an Introduction Chapter is selected as the focus of analysis in this study. The first reason for selecting the introduction is that there are some variations in the discourse structure of Introduction Chapter of Final Report written by polytechnic students. Another reason is that two important components of research report namely topic and research purposes must be included in Introduction Chapter. Finally, there is a need for equipping polytechnic students with academic writing skills before they start writing their final report.

The results of this study can be used as an input in designing instructional material of academic writing for polytechnic students. The study of the Introduction Chapter produced by the students at Sriwijaya State Polytechnic can inform us the nature of their discourse structure. The results from this study can be used to design instructional materials in English for academic purpose (ESP) classes to improve the FRIs produced by polytechnic students.

Genre Analysis

Genre is 'a class of communicative events, the members of which share some set of communicative purposes' (Swales, 1990: 58, cited in Kay and Dudley-Evans, 1998: 309). Genre can provide a pedagogic tool for teachers to help students enter a particular discourse community, and find out how writers organize texts (Kay & Dudley-Evans, 1998). Genre analysis has been used by many researchers to analyze academic texts. Hyland (1992), asserts that "genre analysis is relevant to the classroom because it puts an emphasis on the rhetorical text structure" (p.14).

The main purpose of academic discourse analysis is to identify the move structure helping researchers reveal text organization of academic research articles. Usually, they comprise of several sections with each distinct communicative function. The results of the

studies were used to help students learn academic rhetoric in order to organize their writing (Swales, 1990 and Paltridge, 1996). Henry and Roseberry (1997) reported the results of their study, which examined tourism texts, that the students who learned text structure were able to write better.

Some frameworks have been developed to help researchers analyze academic texts. Kaplan developed Contrastive Rhetoric Theory to study various discourses focusing on cultural differences (Kaplan, 1966, cited in Monroy, 2008). Swales proposed a discourse structure analysis for an introduction section in 1981 which was then revised in 1990 due to some criticisms. He modified his original four move model into a three-move model called the CARS model. Inspired by his work, many researchers studied not only the discourse structure of introduction section but also other important components of research articles. However, the application of the results is not always easy because academic rhetoric model resulted from the studies based on different paradigms.

Swales holds that article introductions have a structure within which a series of moves (parts) appear in a predictable sequence. Each move is divided into several steps. The choice between 3-move model or 4-move model mainly depends on the discipline and the character of the corpus in which text analysis is applied.

A type of genre can be identified by analyzing communicative purpose of its moves (Askehave and Swales, 2001; Bhatia, 1993). Move is a communicative act which is realized through linguistic strategy. Swales and Feak (2000) define a move as “the defined and bounded communicative act that is designed to achieve one main communicative objective” (p. 35). Move analysis identifies not only the moves and move sequences but also key linguistic features. Each move can be broken down into steps. In his revised model, Swales proposes three main moves namely: 1. Establishing a territory (establishing the topic) 2: Establishing a niche (justifying the present study), 3. Occupying a niche (describing the present study). The moves can be added and each move can be realized by one or more steps (Swales, 1990). To realize the purpose of each move, we need to extend some elements derived from each move which are called steps. Some important studies have used Swales’ model to investigate research article, for example, the study of introductions of research articles from two disciplines conducted by Samraj (2002, 2005) and the investigation of texts written in different languages and cultural background by Fredrickson and Swales (1994).

Bazerman (1999) contends that the CARS model could not be utilized fully to all contexts or disciplines. Field of studies have their own conventions and their rhetorical structure that express their specific communicative functions. Due to the specific nature of the students’ final reports, this study adopted the original model and assumed that the original model can be used as a valid and reliable framework to identify the discourse structure of the FRIs.

METHODOLOGY

To choose the corpus, the following criteria were used. First, due to various disciplines and different academic genre written by students, the focus of corpus analysis in this study was restricted to the FRIs written by the students of English Department at Sriwijaya State Polytechnic within 2008-2009. Through purposive random sampling 25 FRIs were selected out of 93 FRIs for corpus analysis. The FRIs selected were randomly selected from the list of final report titles provided by the library of Polsri at <http://digilib.polsriwijaya.ac.id/>. This sampling procedure was used to enable quick access to the target corpus.

In the original move model proposed by Swales, RA writers include four moves in the introductions. The FRIs were analyzed independently by two English lecturers as decoders using the original move model. The move and step identifications were carried out individually and then some inconsistencies resulted from the individual identification were settled through discussions between the coders. The observed frequencies of each move and each step were tallied and glossed. Also, to see the significance of differences, the frequencies were presented in percentages.

Move analysis identifies a certain segment of text by inferring communicative objectives from formulaic expressions in the idea units. The texts were thoroughly read sentence by sentence because the sentences contained idea units and communicative objectives (Askehave and Swales, 2001; Bhatia, 1993). The units of analysis were not only sentences but also independent clauses and related subordinate clauses while fragment sentences were not included. For the corpus analysis, coding assistance for move identification of the rhetorical features needed to be sought in the main study.

The corpus analysis in this study was conducted through the following procedures. First, the target corpus namely Introduction Chapter of Final Reports written by the students of English Department was collected and then the texts were segmented into several idea units. The next major task after text segmentation was idea units identification into moves and steps by identifying the clues related to type of each move and communicative purposes using framework for analysis. Subsequently, the segmented texts were annotated manually in each of the 25 introductions. The coder studied the annotated text fragments carefully corresponding to those components of moves and steps where the categorization represented in the move framework.

The move of the FRIs can be identified by dividing the texts into meaningful units, especially on the basis of linguistic clues. Linguistics clues, structural components, formulaic expressions were identified from each of idea unit in the text fragments. They were used as lexical clues and identification of rhetorical strategies used for the realization of each move and step (Bathia, 1993). The example of formulaic expressions can be seen in the following Introduction written by the students.

This study is aimed at examining whether the waitresses have applied SOP in giving their services.

The objective of this study is to investigate.....

FINDINGS AND DISCUSSION

The communicative function of each text segment representing a move was first examined to determine its local purpose in each step. The series of steps and moves then contributed to the global structure of the introduction. For example, a final report may start from a move that presents the centrality, and then a move that describes a research problem, and a gap in previous research in the following sequence. The next moves are the moves that describe the solution and announce the present research.

The following *Move Structure* was adopted from Swales' Move Analysis of Scholarly Introductions (Swales, 1981), Swales and Najjar (1987) and Safnil (2000).

Move Structure

Move 1: Establish the field by claiming centrality

Step A(Definition of key terms)

StepB (Referring to government policy or document)

Step C(Giving a short story of the research field)

Step D (Describing the geographical setting of the research)

Step E (Making a general claim)

Move 2: Define a research problem by indicating a gap, raising a question, continuing a previously developed line of inquiry, counter-claiming (disagreeing with an existing/accepted approach):

Step A (Introducing the research topic)

Step B (Identifying research problem or phenomenon)

Step C (Reviewing the knowledge and practices)

Move 3: Propose a solution by outlining purpose/setting objectives and/or announcing present research (methodology) and announcing principal findings (results) and indicating the structure of the research

Step A (Indicating inconsistency in the previous studies)

Step B (Claiming that a particular topic has never been explored)

Step C (Claiming that it is necessary to investigate a particular topic)

Step D (Claiming interest in investigating a particular topic)

Move 4 Announcing the present research

Step A (Announcing the research purposes)

Step B (Stating the research questions)

Step C (Describing the specific features of the research) to investigate a particular topic)

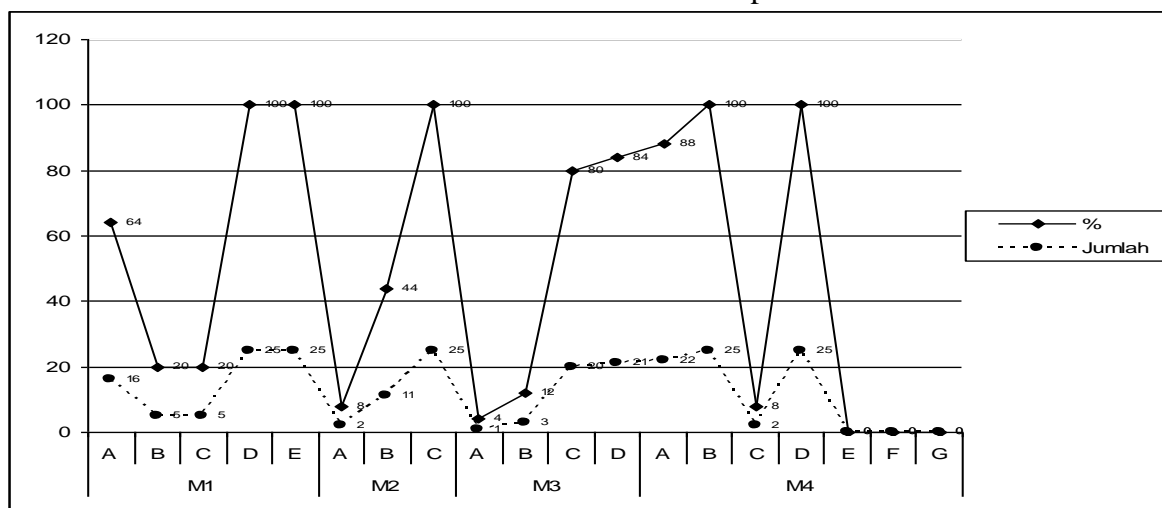
Step D (Stating the expected benefits of the research)

Step E (Announcing the principle findings)

Step F (Proposing the research hypothesis)

Step G (Proposing solution to the research problem)

Results of Moves and Steps



Move 1: Establish the field

In this study, Move 1 step A, that is, 'Centrality claim' was realized by the students through key definitions. More than half of introductions (64%) define specific terms with the purpose of explaining some certain terms. It is meant to help readers understand their final report. Definitions are not frequently found in the introductions of international research articles. Excerpt from FRI:

-Hotel is one of commercial accommodations that provides food and beverage service and residences for tourist from foreign or local countries (Sukresno, 2003:3).

-A paragraph is series of intact and coherent sentence that contains concepts, ideas or thoughts that support the subject matter related to the topics covered (Pateda, 1993:106). Sentences in paragraph must ...

Move 1 step B (giving policy and document) is a quoting a document or government policy. From among 25 FRIs which used Move 1, 5 FRIs (20%) used step 1 to show the importance of the research study.

Excerpt from FRI:

The number of tourists is increasing. The increasing number of tourists who visit to Palembang from 2001 to 2005 is 79 % that is 351931 tourists (Tourism and Cultural Office, 2005)

Move 1 step C is one of the most important components of research, reviewing previous studies. Based on Swale's Move 1 step C the authors of research articles normally establish a territory of the research by assuring the readers the importance, relevance, and recency of their research report. This step shows that the researcher is developing his current research and assuring the recency of his research report based on the review of items of previous research and re-establish the significance of the research field. However, the corpus of this study showed that there was no FRI addressed previous studies. Move 1 step C did not occur in the students' FRIs.

Move 1 step D describes research locations. All final reports informed where the writers collected the data and the sources in the descriptions of research corpus and subject profiles.

Excerpt from FRI :

Therefore, I choose "The Study of room attendant's job in house Keeping Department at Horison Hotel Palembang" as my title of final project.

The research scope of this final report is done by the writer at Sultan Mahmud Badaruddin Museum, Menpora and Sky Manary Wisata.

Move 1 step E presents a general statement regarding a research problem. Almost all of the Final Reports (93%) contained a general statement followed by a limitation.

Excerpt from FRI:

-From the description above it is clear that guides have important role for tourism of Palembang.

-The problem focused on the room attendants' job in House Keeping Department at Horson Hotel.

Move 2: Define a research problem

Move 2 step A introduces the research conducted by the writer. Only 2 Final Reports (8%) introduced field of research.

Excerpt from FRI:

Rhetoric has been studied in the fields of communications, linguistics and so on. In linguistics, rhetoric is one of research studies under discourse analysis. Rhetoric is "the study of how effective writing is or speaking achieve its goal.

Move 2 step B addresses (research) problems regarding the field of research in a statement or in the form of questions. See two examples in this regard below.

Excerpt from FRI:

This final report contains about the employees problems in serving dish at Food and Beverage Service at Sanjaya Hotel.

The problems of this final report are.....

1. What Indonesian compliment topics are usually used by the students of English Department at State Polytechnic of Sriwijaya?

2. What types of compliment response are usually used by the students of English Department at State Polytechnic of Sriwijaya?

Move 2 step C addresses the progress and practical issues regarding the field of research. This type of step could be found in every FRI (100%).

Excerpt from FRI:

The way of giving and responding to a compliment is different from male and female. The reason why male and female differ in language is that they often fill different roles in society (Zhihui, 2002:5). Holmes and Herbert (1988 and 1990 in Shahreza, Dastjerdi, and Marvi, 2011:5).

Move 3: Propose a solution

In the current study step 3 and its constituent strategies were not fully fulfilled in most FRIs, as mentioned in the move model, through making either A) statements about gaps or inconsistencies of previous studies and B) statements about the previous similar studies and the position of their research studies. Out of 25 FRIs which used Move 3, only 1 FRI (4%) applied Move 3step step A and 3 FRIs (12%) utilized Move 3step step B.

Excerpt from FRI:

Before the writer does this research, there was a previous study about discourse analysis of broadcast news which was done by Lee (2007). She adopted the methods proposed by Ron Scollon's TV news frames (1998), van Dijk's superstructure (1988a and 1988b) and macro stryucture (1980), Allan Bell's News structure (1991), Dell Hymes's Speaking Model (1974) and Erving Goffman's natural and social (cultural) framework (1986).

Move 3 step C presents the importance of the study that seems to be obligatory in every research report. However, it was not found in five FRIs out of 25 FRIs.

Excerpt from FRI:

Based on the explanation above, a room attendance has an important role to attract or even to influence the guest to come again to the hotel. Therefore, I choose "The study of room attendant's job in House Keeping Department at Horison Hotel Palembang" as my title of final project.

Move 4: Announcing the present research

Move identification revealed some discrepancies in terms of the constituent steps of Move 4. Move 4 step A presents the objectives of the research. Move 4 step A (88%), Move 4 step B (100%) and Move 4 step D (100%) indicated that there were a slight or no difference in the FRIs between the student writers and that of Swales' model. The significant differences were found in Move 4 steps CEFG related to the move of announcing the present research.

Move 4 step A presents the objectives of the research.

Excerpt from FRI:

This study examines the employees' problems in serving dish to the guest at Food and Beverage of Sanajaya Hotel Palembang.

Move 4 step B presents the problems of the research.

Excerpt from FRI:

What are the employes' problems in serving dish to thr guests at Food and Baverage of Sanjaya Hotel Palembang.

Move 4 step C presents the specifications of the research.

Excerpt from FRI:

Research Methodology

1. Type of research

Type of research done by the writer is descriptive research. Descriptive research is the

2. The location of research done by the writer is

3. Data Collection Method

The writer has taken the data for finishing this final report project by using the following methods:

Field Research

The writer has taken the data directly by

4. Analysis

The data that has got by that method will be analyzed and found the solution by read some books or literatures or references that has connected with the problem.

Move 4 step D presents the benefits of the research.

Excerpt from FRI:

The benefits of this final report are...

There were no Move 4 steps E, F and G found in the corpus. Move 4 step F which presented the hypothesis of the research was not found because no FRI tested hypothesis. Based on Swales' Model, Move 4 step G presents the solution to the problem. The students present the solution in Conclusion and Suggestion Chapter.

There are some problems found in this study regarding some discrepancies between the traditional structure model and the students' FRIs regarding the purpose of the introduction. It is assumed that the problems found in the FRIs were inefficient organization and inappropriate emphasis on some moves and steps.

CONCLUSION

By analyzing the rhetorical moves in the students' FRIs using Swales' Move Analysis, this study examines the different practices between student writers and expert writers in utilizing the communicative purpose of their introductions in the discipline. The proposed framework for the corpus analysis could not be fully applied.

The introductions written by the student writers lack some basic rhetorical moves. Most FRIs included several key definitions in the introductions but only some FRIs reviewed previous studies or discussing about gaps of previous studies. They did not address previous similar studies and the position of their research studies. In fact, lack of reviews on previous studies can undermine the value of their work. This is in contrast to the move model which represents expert writers' academic tradition in assuring the recency of their research report based on the review of relevant previous research and show the significance of the research field in the introductions of their papers by including Move 1 step C. Furthermore, the importance of the study and the solution to the problem were not stated in the FRIs.

The student final report has some specific communicative purposes and unique characteristics both syntactically and semantically. These differences might be partly due to the genre difference between the students' FRIs and experts' introductions. Another factor could be the students' competence in the discipline and academic writing practices. Finally, the FRIs probably have not been revised systematically.

The result has important pedagogical implications. Teachers might need to raise students' awareness regarding appropriate rhetorical moves used by expert writers and teach the students to fulfill their rhetorical purposes in their introductions.

Their scientific writing will be effective if they use conventions practiced by other members of their community. Students need to learn how to write following the conventions accepted by the members of academic community. Essentially the process of writing involves creating a text that we assume the reader will recognize and expect,

The results may be valuable to students who have difficulty in writing their research report. The results of this study could facilitate them with a framework for the structuring of their final report. Due to the limited data and scope of this study, other studies need to be

conducted to explore other sections of students' research reports in bigger corpus and larger scale studies.

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